

Secondary Level (Grade 9-10) Refresher Teacher Training Curriculum for English

1. Introduction

Teacher professional development is a continuous process. There are various tools of teacher professional development and teacher training is one of them. Teacher training is a short-term activity that focuses on developing certain competencies in the teachers. The quality of education is a major focus of national level education plans and policies. Teachers are the major change agents in the classroom situation. Without competent teachers, quality in education cannot be ensured. The world of teaching and learning is constantly changing. There is the emergence of newer and nobler ways of teaching and learning due to research in education. The field of English language teaching is even more dynamic due to the influence of technology and classroom-based research. It is said that a man who graduate yesterday if stops learning today becomes uneducated tomorrow. Therefore, teachers need to put themselves in a ongoing learning channel.

This curriculum designed with a view to provide a short-term five-day refresher training for the secondary level (grade 9-10) English teachers of Bagmati Province. The curriculum is developed considering the emerging needs of the basic level English teachers. The realities of the Nepalese classroom setting are considered while developing this curriculum. Moreover, it is informed by the needs of the basic level English teachers and experiences of classroom observations made by the trainers of ETC, Dhulikhel.

2. Training objectives

The objectives of this training are:

- to make the teachers aware of their professional ethics and values
- to enable them to motivate the learners towards learning English
- to equip them with skills of managing diversity in English language learning
- to make them able to design learner-centered activities
- to enable them to explore and use on-line materials for English language teaching
- to enable them to design activities for teaching four language skills
- to enable them to design tasks for teaching poetry
- to enable them to design test items for testing language skills
- to develop in them skills in adapting textbooks
- to develop in them skills in using the teacher's guide effectively

3. Training competencies

By the end of this training, the trainee teachers will have:

- developed a greater understanding of teacher professional ethics and values.
- developed ability to motivate English language learners.
- demonstrated skills in managing diversity in English language teaching classrooms
- designed learner-centered activities for teaching English at secondary level
- explored and used on-line materials for English language teaching
- designed activities for teaching listening skill at secondary level
- designed activities for teaching speaking skill at secondary level
- designed activities for teaching reading skill at secondary level
- designed activities for teaching writing skill at secondary level

- designed tasks for teaching poetry
- designed test items for testing language skills
- developed skills in adapting textbooks
- developed skills in using the teacher's guide creatively

4. Training outcomes

Competencies By the end of this training, the trainee teachers will have:	Outcomes By the end of this training, the trainee teachers will have:
<ul style="list-style-type: none"> ● developed a greater understanding of teacher professional ethics and values 	<ul style="list-style-type: none"> ● developed a deeper understanding of teachers' professional values and norms ● understood the role of teacher as a change agent ● conceptualized the societal expectations from a teacher
<ul style="list-style-type: none"> ● explored and used on-line materials for English language teaching 	<ul style="list-style-type: none"> ● explored and identified useful on-line materials ● designed model activities/tasks based on on-line materials ● practised the use of on-line materials for English language teaching
<ul style="list-style-type: none"> ● demonstrated ability in teaching and testing listening skill at secondary level 	<ul style="list-style-type: none"> ● analyzed learning outcomes for listening in secondary level English curriculum ● analysed the listening section in the test specification grid and model questions ● observed reflect on model activities for teaching listening

	<ul style="list-style-type: none"> ● designed and demonstrated activities for teaching listening
<ul style="list-style-type: none"> ● demonstrated ability in teaching and testing speaking skill at secondary level 	<ul style="list-style-type: none"> ● analyzed learning outcomes for speaking in secondary level English curriculum ● analysed the speaking section in the test specification grid and model questions ● observed and reflect on model activities for teaching speaking ● designed and practiced activities for teaching speaking
<ul style="list-style-type: none"> ● demonstrated ability in teaching and testing reading skill at secondary level 	<ul style="list-style-type: none"> ● analyzed learning outcomes for reading in secondary level English curriculum ● analysed the reading section in the test specification grid and model questions ● observed and reflect on model activities for teaching reading ● developed and used scaffolding strategies for developing reading skills ● designed and demonstrated activities for teaching reading
<ul style="list-style-type: none"> ● demonstrated ability in teaching and testing writing skill at secondary level 	<ul style="list-style-type: none"> ● analyzed learning outcomes for writing in secondary level English curriculum ● analysed the writing section in the test specification grid and model questions ● observed and reflected on model activity for teaching writing ● developed understanding of process and product approaches to teaching writing

	<ul style="list-style-type: none"> designed and used activities for teaching writing
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5. Major contents

The contents of this curriculum are given below:

- a. Professional ethics and values
- b. New English curriculum of grade 9-10
- c. New English textbook of grade 9-10
- d. Exploring and using online materials
- e. Teaching and testing listening
- f. Teaching and testing speaking
- g. Teaching and testing reading
- h. Teaching and testing writing

6. Scope and sequence of the contents

S. No.	Major contents	Elaboration of the contents	Suggested activities	Time
1.	Teacher professional ethics and values	<ul style="list-style-type: none"> Teachers' professional values and norms Teacher as a change agent Societal expectations from a teacher 	<ul style="list-style-type: none"> Elicitation Lecturette Fishbowl activity Group discussion and sharing 	1 Session
2.	New English curriculum of grade 9-10	<ul style="list-style-type: none"> Context for curriculum change Competencies and learning outcomes Learning facilitation process 	<ul style="list-style-type: none"> Elicitation Lecture Group discussion and sharing 	2 Sessions

		<ul style="list-style-type: none"> ● Student assessment process 		
3.	New English textbook of grade 9-10	<ul style="list-style-type: none"> ● Features of new textbook ● Structure ● Activities ● Effective Strategies in Using the Textbook 	<ul style="list-style-type: none"> ● Presentation and information sharing ● Group discussion and sharing ● Reading and presenting 	1 Sessions
4.	Exploring and using online materials	<ul style="list-style-type: none"> ● Exploring and identifying useful on-line materials/relevant materials ● Model activities/tasks based on online materials ● Practice on using online materials 	<ul style="list-style-type: none"> ● Elicitation ● Demonstration ● Pair work and sharing 	3 sessions
5.	Teaching and testing listening	<ul style="list-style-type: none"> ● Listening competencies in secondary level English curriculum ● Model activity for teaching listening ● Scaffolding strategies for developing listening skills ● Activity design and teaching listening 	<ul style="list-style-type: none"> ● Elicitation and presentation ● Model lesson presentation ● Pair work and sharing 	2 Sessions
6.	Teaching and testing speaking	<ul style="list-style-type: none"> ● Speaking competencies in secondary level English curriculum ● Model activity for teaching speaking 	<ul style="list-style-type: none"> ● Elicitation and presentation ● Model lesson presentation 	1 sessions

		<ul style="list-style-type: none"> ● Features of a successful speaking activity ● Activity design and teaching speaking 	<ul style="list-style-type: none"> ● Pair work and sharing 	
7.	Teaching and testing reading	<ul style="list-style-type: none"> ● Reading competencies in secondary level English curriculum ● Model activity for teaching reading ● Scaffolding strategies for developing reading skills ● Activity design and teaching reading 	<ul style="list-style-type: none"> ● Elicitation and presentation ● Model lesson presentation ● Pair work and sharing 	2 sessions
8.	Teaching and testing writing	<ul style="list-style-type: none"> ● Getting students psychologically ready for writing tasks ● Model activity for teaching writing ● Role of writing samples in learning writing ● The process writing approach ● Activity design and teaching writing 	<ul style="list-style-type: none"> ● Elicitation and presentation ● Model lesson presentation ● Pair work and sharing 	3 sessions

7. Training facilitation process

- The sessions shall be facilitated by the expert on the subject content. The selection of the facilitators shall be made in accordance with the criteria prescribed by Teacher Professional Development Framework, 2072.
- The use of ICT shall be emphasized while facilitating the sessions.
- All the training materials necessary for the session facilitation shall have to be managed beforehand.
- In time of delivery of methodological sessions, it is mandatory to deliver them with the linkage of subject content.
- The principles of adult learning, i.e. andragogy should be emphasized while delivering training sessions.
- Participatory approach shall be adopted in the training delivery. As per the context, content and needs of the participants, the following methodological strategies will be adopted during the delivery of the training:
 - ✦ Demonstration and model teaching
 - ✦ Presentation and discussion
 - ✦ Pair work and group work
 - ✦ Project work
 - ✦ Self-study and micro teaching
 - ✦ Elicitation
 - ✦ Lecturette
 - ✦ Group discussion and sharing
 - ✦ Reading and sharing
 - ✦ Writing reflective diary
 - ✦ Analysing critical incidents

8. Training evaluation

Continuous evaluation will be done by the trainers on the basis of their performance and quality engagement in the training sessions. The participants will be evaluated with their discussion, presentation and hands on practical exercise they carry out during the training. There shall be pre-test and post -test as a part of evaluation.

