



LEARN NEPALI PROGRAMME

(LNP)

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The information contained herein is correct at the time of going to print, but the organisation reserves the right to make changes to the structure of the programme, assessment methods etc. at any time without prior notification. Any changes made however will be made known as soon as possible.

INTRODUCTION

The Learn Nepali Programme (LNP) is specifically designed for children from Nepali community who are born and brought up in the United Kingdom. However, the syllabus may be adapted for use with children from other backgrounds. The course aims to help the children learn Nepali language, culture and traditional values so that they understand and communicate in Nepali and appreciate their origin, cultural richness, community and people.

The children undertaking this course are also expected to improve their ability to use and learn language in general and build their linguistic and cultural diversity to improve attainment in literacy. In addition, the participating children are also expected to enhance their family relations as they will be able to communicate with their grandparents and other family members who cannot communicate in English.

For under achieving children, who lacks self-confidence and who are at risk of social exclusion and anti-social behaviour, the programme aims to develop self-confidence, to create opportunity and to raise the level of achievements for children from this community.

AIMS

The aims of Learn Nepali Programme are to:

1. Foster an interest in Nepali language
2. Introduce young learners to Nepali language environment in a way that is enjoyable and fun
3. Stimulate and encourage learner's curiosity about Nepali language
4. Encourage learners to be aware that language has structure and that structures differ from one language to another
5. Help learners to understand Nepalese cultural and traditional values
6. Help learners to develop self-confident and improve attainment in literacy
7. Extend language teaching and learning beyond English
8. Enable learners to communicate in Nepali language

TEACHING ORGANISATION

Classrooms have been designed in to two groups accommodating 25 students each.

1. Key stage 1 (Juniors): Age 5 to 7
2. Key Stage 2 (Seniors): Age 8 to 11+

METHODOLOGY

The course will be conducted in classroom based learning environment through discussion. However, the classroom atmosphere is made easy to the children to create cosy learning environment. There will be at least one teacher and a teaching assistant in each class.

Teachers use a variety of techniques including pictorial presentation, reading or presenting stories, role play, action songs and object display to encourage the children to have an active engagement.

There will be one hour session per week and classwork is shared among students in a teamwork atmosphere. To memorise the learned skills relevant but different homework is designed and assigned to each children. Listening, responding and speaking skills are emphasised and a multi sensory approach to teaching and learning is used. Teachers try to make lessons as stimulating and as enjoyable as possible so that the learners develop confidence and a positive attitude to the learning of Nepali language.

CONTENTS & LEARNING OBJECTIVES

SPEAKING

Content

1. Alphabet pronunciation (phonemic and phonetic)
2. Words of respect
3. Conversation and question-answer
4. Children songs and stories

Learning Objectives

1. To be able to speak in Nepali clearly, fluently and confidently to others.
2. To use Nepali language to imagine and recreate roles & experiences.

LISTENING

Content

1. Instruction
2. Alphabets
3. Question-answer, conversation
4. Children's songs and stories

Learning Objectives

1. To be able to listen, understand and respond to others.
2. To ask questions to clarify their understanding.

READING

Content

1. Identification of Alphabet
2. Connected alphabet
3. Simple word and sentence
4. Children songs and stories

Learning Objectives

1. To be able to read all Nepali consonant & vowel alphabets with reasonable fluency and accuracy.
2. To be able to read simple Nepali words, & sentences with reasonable fluency and accuracy.

WRITING

Content

1. Object, drawing
2. Copying
3. Dictation
4. Word and sentence construction
5. Punctuation usage

Learning Objectives

1. To be able to write all Nepali consonants & vowel alphabets with confidence.
2. To be able to write simple Nepali words, & sentences with confidence.

ACADEMIC LEARNING OUTCOMES

After completion of the course syllabus learners are expected to demonstrate following Listening (L), Speaking (S), Reading (R) and Writing (W) skills.

1. Understand different instructions and follow them (L)
2. Listening the discussion and understand about the subject matter and meaning (L)
3. Pronounce word clearly and correctly (S)
4. Read simple text in Nepalese language with reasonable fluency (R)
5. Read notices and understand them (R)
6. Read Nepali numbers 1 to 100 (R)
7. Write alphabets in correct distance (W)
8. Write Numbers 1 to 100 in Nepalese (W)
9. Orderly explaining the events (S)
10. Listening and understanding children songs and poems (L)
11. Write words in correct punctuation (W)
12. Write simple sentences to explain their experience (W)
13. Putting their point with respect in the discussion (S)

Note:

- Key stage 2 (Seniors): Age 8 to 11+ learners are expected to demonstrate all of the above learning outcomes.
- Key Stage 1 (Juniors): Age 5 to 7 learners are expected to demonstrate at least 60% of above learning outcomes

ASSESSMENT

It is the responsibility of the class teacher to assess the progress of individual children. Teachers assess learner's progress informally during the lessons. Assessment involves identifying each learner's progress in the subject, determining what they have learned and what therefore, should be the next stage in his/her learning, so informing future planning.

Formative assessments are mostly carried out informally by teachers in the course of their teaching through questioning and analysis of children's work. It is important that learners are involved in the assessment of their work as this helps them to understand their own strengths, needs and future targets for development.

ATTENDANCE

CNSUK policy states that students may have up to three absences in a session before they receive "Insufficient Attendance" warning, further absence may be decisive and the committee may decide to suspend the student and give chance to more interested and committed students. Any justified absences are excluded from above procedure.

FEEDBACK TO PUPILS

Learner's self-esteem can be enhanced by increased awareness of their progress. Feedback about progress in LNP is achieved mainly through comments during discussion but sometimes through the marking of work. The aims of feedback are to be constructive and to help in setting future learning targets.

REPORTING

Parents' meetings are held termly, at the beginning of each term, when parents are invited to come into school to discuss their child's progress with the teacher. The meeting will be in the form of open day where parents can drop-in during the specified hours with their children.

RECOGNISING PUPILS' ACHIEVEMENTS

Pupils' Achievements are recognised and celebrated in LNP by:

- Display of learner's work in classrooms
- Awarding a Star of the Week award
- Presenting awards at the CNSUK annual event