



Workshop/Seminar title: Professional Development Teachers Training Programme

Workshop/Seminar Date: 13.05.18 to 16.05.18

Venue:BBPS, Pitampura

Attended by: Ms.S.Chakraborty,Ms. D.Prabhakar,Ms.Preeti .B, Ms.Monika Panwar,Ms.Shazi

Resource Persons: DAY-1. Ms. Uma Katju & Prof. Meghanathan

Resource Persons: DAY-2. Ms. Kiran Bhatt & Prof. Meghnathan

Resource Persons: DAY-3.Ms.Neelam Sanvalika & Ms. Sonia Chhabra

Resource Persons: DAY-4. Ms. Namrata Markan & Ms. Sonia Chhabra

1 . Content of the Workshop/Seminar

- **DAY-1: Drama in Teaching & Using language chunks for promoting communication among young learners.**
- **DAY-2: Using hats for collaborative learning & Planning a language lesson.**
- **DAY-3. Use of text in a class & Communication Skills.0**
- **DAY-4. Working Vocabulary, IT in language (Apps) & Communication Skills.**

2. Learning outcomes (Knowledge and Information) from the workshop/Seminar?

- **DAY-1:** The session had numerous activities pertaining to engage the students. It also shared importance of voice modulation in teaching process as well as in guided reading process, including small class activities that can be planned to engage students more actively in the learning process. Another outcome for this day was to learn use of language chunks for promoting communication amongst young learners.
- **DAY-2:** The session commenced with an introduction of participants through GTKY “Getting to know you” activity. Later the system of “Collaborative Learning by Six Thinking Hats” designed by Edward de Bono was discussed. Ms. Bhatt further elaborated that this system is a tool for group discussion and individual thinking which involves thinking hats of six different colours.
 - ❖ **Red colour hat indicates - Feelings, Emotions & Intuitions.**
 - ❖ **Yellow colour hat indicates - Positivity, Optimism & Sunshine.**
 - ❖ **Blue colour hat indicates - Structured thinking & High level view of a situation.**
 - ❖ **Green colour hat indicates - Growth, Creativity & Innovation.**

- ❖ Black colour hat indicates - Negativity, Critical thinking & being Judgmental.
- ❖ White colour hat indicates - Analytical/Pragmatic thinking & based on facts/data.

Different activities related to the teaching of Modals & their association with various functions took place in the session. Techniques like TIPT (Task Interaction Patterns time), ICQ (Instruction Checking Questions) and KISS (Keep it short and simple) were also discussed.

- **DAY-3.** The use of text namely POPCAR where 'P' stands for person, 'O' stands for object, the next alphabet 'P' stands for place, 'C' for colour, 'A' for action and 'R' for reaction; to teach and learn prose, poetry and writing skills the given technique would be an ideal process to deepen the three language skills. Based on the text the learners need to identify the related words and place them in the respective areas of POPCAR. The collection of words can be displayed in the classroom and exercises can be planned out accordingly.

The next section dealt with many features within the boundary of effective communication. Only a proficient communicator can break the humdrum classroom teaching that runs only on one track. Use of actions, expressions can append the textual teaching. Involve the students to the maximum into discussions. A good teacher should be a great actor too while delivering lectures or taking up any topic for explanation.

- **DAY-4.** The session commenced with an introduction of 'History of Vocabulary', Later the various aspects on many other related branches on the above topic were explained as well as discussed with a special attention towards the evolution as well as the changes in the systematic and a practical approach to the English Language. Under the same area the other topics covered were: 'The need to study vocabulary', 'Aspects of vocabulary acquisition', 'A Vocabulary Plan'. Under Vocabulary Acquisition the following were discussed in detail:
 - ❖ Vocabulary Acquisition
 - ❖ Comprehension –Passive
 - ❖ Production – Active

The second session included discussion on various steps involved in planning a lesson.

The session attempts to familiarize the state resource groups and key resource persons on language learning and an extensive usage of IT .A list of various relevant and user conducive software applications were also introduced such as Pintrest, Word search, Google classroom, EdX etc.

During third session the stress was laid on developing communication skills among the students both oral and written through combining both - Conventional and Unconventional instructional methods. Also, the other aspects included actively assisting and encouraging the learners to overcome their language inhibitions, give way to 'thinking and interacting in English Language'.

3. Which topics or aspects of the workshop/Seminar did you find most interesting or useful and can be applied to the classroom teaching?

- **DAY-1:** The games like 'Ya Ta Za' and ' Omchichi omchi' can be executed in developing speaking skills. These activities take young learners from simple to complex language concepts in a graded manner.

Include activities involving guided reading with appropriate voice modulation and actions to increase content appreciation amongst young learners.

- **DAY-2:** The GTKY activity for introduction of students in new class and for introducing adjectives in class./ "Collaborative Learning by Six Thinking Hats" designed by Edward de Bono.
- **DAY-3:** The POPCAR technique for a quick uptake and using a lot of actions / gestures while communicating with students.
- **DAY-4:** The Word Wall technique for quick vocabulary acquisition and Use of Theatre in Education.

4. How will you implement the knowledge & techniques acquired to your subject?

- **DAY-1:** Use Role-Play and Story Enactment to make students familiar with the story or poem being taught. It also helps learners to pick up new and/or difficult words used in the story/poem by contextualizing them in course of role plays and enactments.
- **DAY-2:**
- **DAY-3:** Use gestures, actions and the apt expressions to teach even the simplest of the topics. Give hints or clues in the form of words to work on writing skills, especially related to picture compositions. The words could be collected through a good round of discussion in class and displayed for further course of action.
- **DAY-4:** Using word wall, worksheets, Speaking activity, open-ended story sessions, pair activity, writing activity, Theatre in Education to encourage the learners to overcome their language inhibitions. To provide Daily Reading Period in order to give way to 'thinking and interacting in English Language'.

5. Comments and suggestions (How do you think the workshop/Seminar could have been made more effective?)

- Let's have more of hands on activity.

6. Was the advance briefing about the workshop/Seminar appropriate?

- Yes, it was appropriate.

GENERAL FEEDBACK	YES	NO	NOT SURE
• The workshop/Seminar was applicable to my job.	✓		
• I will recommend this workshop/Seminar for other faculty members.	✓		
• The programme was well paced within the allotted time.	✓		
• The material was presented in an organized manner.	✓		
• The resource persons were good communicators.	✓		
• The resource person was knowledgeable on the topic.	✓		
• I would be interested in attending a follow-up, more advanced workshop/Seminar on this same subject.	✓		
• I will be able to conduct follow up workshop for the benefit of fellow Staff Members.	✓		

GLIMPSES FROM THE WORKSHOP (Photographs with captions)



Oom chhi chhi Oomchi
Activity session with Ms. Uma Katju



Ms. Kiran Bhatt's Session on
'Using hats for collaborative learning'



Insightful interaction with
Mr. Suraj Prakash & Ms. Sonia Chhabra



Hand on ice breaking activities



Learning is fun through
Theatre in Education

Report submitted by-

Ms.S.Chakraborty (FOR DAY-1)

Ms.Monika Panwar & Ms.Preeti B. (FOR DAY-2)

Ms. D.Prabhakar (FOR DAY-3)

Ms.Shazi & Ms.Preeti B. (FOR DAY-4)

Ms.Preeti B. GLIMPSES FROM THE WORKSHOP (Photographs with captions)

Designation: (PRT)

Department: English

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