



Bal Bharati
PUBLIC SCHOOL

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Workshop/Seminar title: IN-SERVICE TRAINING PROGRAMME (ENGLISH)

Date: 20-23 MAY 2019

Venue: BBPS TEACHER TRAINING CENTRE, PITAMPURA

Attended by: ENGLISH FACULTY MEMBERS FROM BAL BHARATI PUBLIC SCHOOLS

Name of Resource Person:

Ms NAMRATA MARKAN

Mr KUNAL ARORA

Ms MEENAKSHI KHAR

Ms RASHIKA

Ms RASHMI

Ms SONIA CHHABRA

Ms NEHA

Organizer: BBPS TEACHER TRAINING CENTRE, PITAMPURA

1. Content of the Workshop/Seminar

DAY 1 (20 MAY 2019)

Sessions I & II

Topic: Drama in Teaching

Resource Person: Ms Namrata Markan and Mr Kunal Arora

The session began with an ice-breaking session in which the teachers had to introduce each other to the attendees. It was an interesting and effective activity to warm up the session.

Mr. Kunal Arora emphasised on using 'imagination' in our classrooms in order to make them more engaging and empowering. He guided the teachers to break down the text and teach the little portions through various theatrical activities.

Ms. Namrata Markan differentiated between 'theatre and theatrics'. She stressed on using gestures, voice modulation, elements of drama, exaggerated emotions and expressions while teaching in class. Teachers were encouraged to share their experiences with each other.

Session III

Topic: Reading and Selection of Materials

Name of the Resource person: Ms Meenakshi Khar

In this session, the resource person Ms. Meenakshi Khar talked about advantages of silent reading over read aloud sessions. She reiterated that reading aloud focuses on the mechanics rather than comprehension of the text which leads to information load.

She also explained the term 'information loading' which happens when the student's reading skills aren't developed and so he/she pays more attention to punctuation marks or intonation. Ms Khar exhorted that the reading skills can be improved only by silently reading when we subconsciously observe and learn punctuation marks.

She also emphasized on using role-play and drama with reading which would help the students to understand the characters and comprehend the text easily. Ms. Khar urged the teachers to use multimedia and audios in class to enhance reading through listening. The session ended with an activity in which the teachers read an unseen poem and framed questions on it.

DAY 2 (21 MAY 2019)

Session I, II and III

Name of the Resource persons: Ms Rashika

Topic: Teaching of Prose and Lesson Planning

An interactive session commenced with an ice-breaking activity. The teachers introduced themselves using acrostic, following which we discussed about the major problems in teaching English. Ms Rashika discussed the aims of teaching English as a second language. She exhorted that as English teachers we need to provide a forum to our students to speak freely in English, without any inhibition.

She differentiated between prose, poetry and prose poetry and how we can use various activities to teach them. The first session ended with an innovative 'Thinking Hat' activity.

Second session began with an interactive discussion on 'Importance of Lesson Planning'. As an effective lesson plan is an amalgamation of activities and lessons, Ms. Rashika emphasized on using at least one activity in every class to increase STT (Student's Talking Time) and reduce TTT (Teacher's Talking Time). She also discussed the difference between Learning Objectives and Learning Outcomes.

A detailed discussion on Bloom's Taxonomy was done in the third session. Ms Rashika discussed the six steps (remembering, knowledge, application, analysis, evaluation and creating) of Bloom's Taxonomy. As a follow up activity we read a handout and prepared questions accordingly. Further, we also prepared a dummy lesson plan using aids like AMP (Active Mental Participation) box, newspaper cutting and smart class modules.

DAY 3 (22 MAY 2019)

Session I and II

Name of the Resource person: Ms Rashmi

Topic: Teaching of finer nuances of Poetry

The session began with a self- loving activity. Ms Rashmi, the resource person, told us to hug ourselves and our partners. She emphasized that as teachers we should learn to love and appreciate ourselves. This would eventually help us to be better teachers.

She discussed about the three branches of literature- prose, poetry and drama. She explained that poetry is lyrical, can be sung and has rhythm. She talked about lullaby, nursery rhymes and vernacular poetry like 'Bhakti Cult' and 'Dohas' (couplets).

She emphasized that poetry is a powerful tool to teach children about phonetics, letter sounds, sentence structure, parts of speech and grammar skills.

She also explained different genres of poetry like allegory, parody, soliloquy, dirge, lament, ballad, tragedy, ode, hymn, and discussed figures of speech like simile, metaphor, hyperbole, irony, personification, antithesis, onomatopoeia, synecdoche, epithet, litotes, oxymoron, and pun.

The teachers enacted '*The Seven Ages of Man*' written by William Shakespeare in the last session.

Session III

Name of the Resource person: Ms Sonia Chhabra

Topic: Theatre in Education

Ms Sonia Chhabra stated that theatre is an integral part of classroom learning. She iterated that English teachers should use theatre in class to improve learning outcomes and nurture skills like listening, speaking, reading and writing.

She talked about inter-weaving drama and theatre into teaching from pre-primary level as it helps the teachers to achieve her learning objectives by maximising learning outcomes.

She reiterated that incorporating theatre in classroom learning can improve self-esteem, motivation and level of achievements in a child. She also discussed the various aspects of drama, like voice modulation, enactment, miming, monologue and dialogue.

The session ended by discussing the implementation of classroom activities like One-Act Play, Pretend, Pack and Go, creating story boards, Vocab Wall, Gender Switch and Pretend Play.

DAY 4 (23 May 2019)

Session I and II

Name of the Resource person: Ms Neha (Pearson)

Topic: Teaching of the text

The resource person, Ms. Neha from Pearson Education discussed about the whole brain development and how it taps into all the power the human brain has to offer. She explained that the new edition of 'Images' will help in development of both left and right brain of the students. This would enable our students to use their both logic and creative sides.

She also talked about using effective teaching pedagogical tools and their implementation in our classrooms. She also gave us a tour of digital platform created by Pearson Education to make the teaching learning feasible and fun filled. This platform has animation and activities of all the chapters along with grammar exercises for students.

We also learnt to use Pearson Education app in order to access different modules and grammar exercises on our mobile phone.

Session III

Name of the Resource person: Ms Sonia Chhabra

Topic: Communication Skills

Ms. Sonia Chhabra discussed the development of English Communication skills. She asserted that as English teachers it is important for us to have good communication skills. She advised teachers to speak five new sentences everyday. She reiterated that a good communicator must be an active listener, an effective communicator, a quick thinker and a win-win negotiator.

The resource person emphasized on the importance of using gestures in a lively and animated teaching which helps a teacher to capture learner's attention. Also, reading plays a major factor in improving communication and writing skills. The teachers were advised to create readers in class by being a role-model and creating a classroom culture where reading for pleasure is encouraged and supported.

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

- To incorporate role-play and drama in classroom teaching
- To use before/ during/ after reading activities
- To use graphic designer to teach a poem/ prose
- To write an effective lesson plan
- To teach poetry through activities

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

- Using 'imagination' as a tool in our classrooms.
- Teaching prose and poetry through videos and other multimedia.
- Promoting role-play in class
- Using acrostic poems in classroom teaching
- Using Bloom's Taxonomy and AMP to prepare lesson plans
- Using various classroom activities like story weaving, enactment, twist in climax etc to enrich our classroom learning

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

- Classroom teaching can be made more interactive using dramatic skills.
- Activities focussing on divergent thinking can be conducted.
- Open ended questions to be asked
- Use digital platform to teach the lessons
- Using enactment as a tool to teach poetry

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

It is desired that the workshop is held only for 2-3 days.

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

Yes, the advance briefing about the workshop was appropriate.

GENERAL FEEDBACK

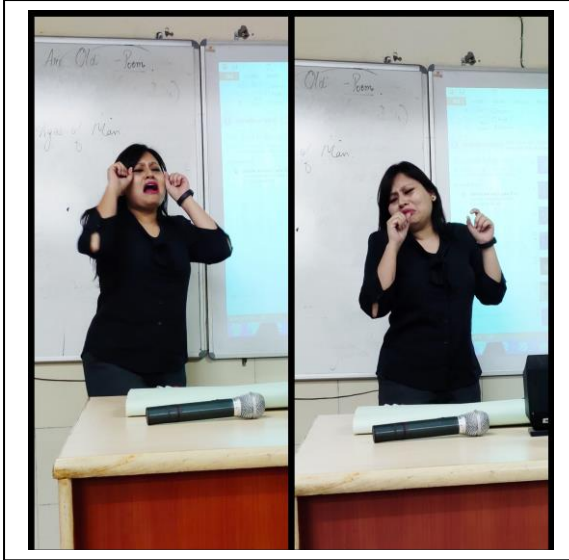
YES NO NOT SURE

- The workshop/Seminar was applicable to my job
- I will recommend this workshop/Seminar for other faculty members.
- The program was well paced within the allotted time
- The material was presented in an organized manner
- The resource person was a good communicator
- 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



We all need someone who inspires us to do better than we know how



It's Showtime



True learning requires active participation

REPORT SUBMITTED BY:

Kamna Joshi

TGT English