

# CAPACITY DEVELOPMENT WORKSHOP 1

For Std. IX English Teachers of Schools in Scheduled Areas of Gujarat

## English Language Enhancement Programme (2013-14)

### CONSOLIDATED REPORT



September 16-17, 2013  
(Vadodara, Chotaudepur and Dahod)

September 18-19, 2013  
(Narmada, Panchmahal, Sabarkantha, Banaskantha,  
Ahmedabad, Gandhinagar and Junagadh)

September 20-21, 2013  
(Valsad, Surat, Dang, Navsari, Tapi and Bharuch)



# **CAPACITY DEVELOPMENT WORKSHOP 1**

## **English Language Enhancement Programme (2013-14)**

### **CONSOLIDATED REPORT**

A series of two 2-day workshops have been planned for std. IX English teachers during 2013-14 to equip them with skills and information for effective classroom teaching. The first workshop was organised during September 16-21, 2013 at Vadodara.

#### **Objectives:**

1. Discuss and address the key concerns of std. IX English teachers in teaching English
2. Share good practices of teaching
3. Demonstrate techniques of engaging students in the learning process
4. Share use of technology for professional development
5. Provide tips for use of communicative activities for language production
6. Engage teachers in lesson planning and developing activities
7. Share and finalise preparatory ideas for English Language Melas

#### **Expected Outcome:**

1. Teachers become aware of the techniques for language production
2. Teachers are able to appreciate the importance of lesson planning
3. Teachers are provided exposure to alternate perspectives on classroom practices followed by them
4. Teachers understand the ways in which they can use technology for their professional development and are supported through an online community
5. Teachers understand their role in creating opportunities in school for children so that they can use the language
6. Teachers understand their role for the English Language Melas and begin preparatory work for the same

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## Day 1: September 16, 18 and 20, 2013 (Batches 1, 2 and 3)

### SESSION 1

#### WELCOME, INTRODUCTIONS AND OVERVIEW OF WORKSHOP OBJECTIVES AND PROCESS

**Methodology:** Buses and PPT

**Process:**

Participants were welcomed and introduced using the Buses technique\*. They were asked to indicate their affiliation according to:

1. District wise representation

**Batch 1:** Dahod (28) Vadodara (19) **Batch 2:** Narmada (10) Panchmahal (8) Sabarkantha (18) Banaskantha (9) Ahmedabad (1) Gandhinagar (1) Junagadh (1) **Batch 3:** Valsad (6) Surat (10) Dang (2) Navsari (9) Tapi (9) Bharuch(3)

2. Types of schools represented: (Annexure 1: Summary of schools that participated and did not participate)

Batch	UBAS	ANS	EMRS	EGRS	MS	Total
1	24	6	2	14	6	52
2	20	9	6	12	5	52
3	23	7	5	5	0	40
Total						144

3. English teacher/Non English teacher \*

Batch	Eng. Teacher	Non - Eng. Teacher
1	46	1
2	47	1
3	37	2
Total	130	4

\* Additionally, 17 schools that did not participate in CDW do not have an English teacher.

#### 4. Years of experience\*\*

<b>Batch</b>	<b>0-5 years</b>	<b>6-10 years</b>	<b>10-15 years</b>	<b>15 and above</b>	<b>Total</b>
1	16	9	10	0	35
2	14	6	8	6	34
3	7	9	3	8	27

#### 5. Familiarity with SATCOM programme

<b>Batch</b>	<b>Familiar</b>	<b>No exposure</b>
1	47	0
2	48	0
3	36	3

\*\*Some participants came late and hence the numbers in the tables may not correspond with total number of participants.

Based on this data, participants were mixed to form heterogeneous groups that contained a mix of teachers from the above categories. Each batch comprised 8-9 groups containing 5-6 participants.

The Key Resource person shared that the CDW has been designed based on the training needs expressed by the teachers during the Teacher Orientation held in July-August, 2013. The 5 needs, voiced by the teachers, in order of priority, were shared:

1. Suggestions for tackling problems
2. How to help children to produce language
3. Demonstration of how LSRW English activities can be conducted
4. Using technology for teaching English
5. Extra resources that would help me as a teacher

The programme schedule (Annexure 2)<sup>1</sup> and the key sessions were shared with the participants. It was reiterated that the CDW will be experiential and participatory and based on use of all the experience that is present in the group. A question box was kept in the room and teachers were encouraged to write and drop their questions in it. It was pointed out that the programme schedule is tentative and can be modified to incorporate the questions. Participants who already have an e-mail ID or who want to create one were asked to respond. It was shared that those who want to create an ID will be assisted after the day's proceedings.

Teachers were asked to share their expectations. The responses were as follows:

- New techniques of teaching English
- Improve own proficiency and skills
- Useful things that can be used to teach English
- How to improve students' pronunciation in English
- Betterment in teaching English

The Transmission schedule for the WELCOME (WE) English programme was discussed and finalized with the first batch of participants. The relay of WELCOME English (WE) programme will begin from October 7<sup>th</sup> and will conclude on February 14<sup>th</sup>. 30 classes of WE and 5 classes for sharing performances by schools and interaction with teachers will be held after the WE programme concludes. The schedule was shared with the participants and they were also given a schedule in which they have been asked to monitor the viewership status, attendance of students and reasons for not watching a class (Annexure 3 and 4). The hardware status in schools was updated by the Monitoring Fellows. Bills were collected from teachers who had spent the technical fund for repairs. Information about the availability of technical fund was also reiterated.

### **Overview of Std. IX textbook:**

The types of lessons, exercises, main lesson types and additional focus of the Std. IX textbook were shared with the group (Annexure 5).

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<sup>1</sup> The contents mentioned in the Programme Schedule were shared in all the 3 batches of CDW, though the sequencing may have varied based on the group's needs and pace. This is a consolidated report of the 3 batches of CDWs and follows the sequence mentioned in the Programme Schedule.

The importance of creativity and doing things to motivate students for learning was emphasised. The importance of learner oriented teaching was also shared, where the teachers' role during planning and class facilitation and the involvement of students in the learning process is important. The importance of using group work and the advantages were elicited and discussed; using marks to reward group work can also help promote peer learning.

### **Objectives:**

What do we want to achieve by using this textbook to teach English?

Goal 1: We want learners to develop LSRW skills for real life purposes.

Goal 2: We want them to get through the examination with good marks.

We want them to develop a love for the language and continue learning on their own.

### **Listening, Speaking, Reading and Writing (LSRW) Skills**

Students will develop these skills if they get real exposure & opportunity to use language

### **Goal 1 Vs. Goal 2**

Do the two goals match? Learning for real life & learning for exam

Are they same or contradictory?

What to focus in class?

Participants were asked to discuss this in groups and share on the commonalities between the two goals. Responses included:

- LSRW skills are required for both real life and exams; both are different, if we teach for real life, they will do well in exams;
- 25 % commonality, grammar is more important for exams and reading is more important for real life; If past tense is used instead of present tense, it may miscommunicate the message we are trying to convey while speaking; otherwise grammar even if not used properly is fine.
- In real life we need more listening and speaking whereas in exams more of reading and writing is used; in exam mistakes can lead to deduction of marks but in real life such mistakes do not cost you anything unless the communication leads to a wrong action based on the miscommunication

- In some real life situations, attention to details is important; for eg. Following and giving instructions, directions, railway time table, bank statement etc.

<b>Real Life Use</b>	<b>Examination</b>	<b>What we need to do</b>
Students should be able to read English texts and understand them.	A paragraph is given and students are expected to read and answer questions.	We need to include individual, group & pair activities to develop Reading Comprehension.
Students should be able to talk in English and express their ideas and feelings.	An incomplete dialogue is given for students to complete.	We need to include individual, group & pair listening-speaking activities.
Students should be able to write in English and express their ideas and feelings.	Writing reports, letters and paragraphs using the given clues.	We need to include individual, group & pair written communication activities.
Students should be able to convey their ideas through accurate sentence patterns and appropriate words.	Grammar and vocabulary questions in context.	We need to include communicative activities for grammar and vocabulary.

### **Key messages given to participants**

1. If one lesson takes 4-5 days there is a need to plan and divide the time to cover the goal of the lesson.
2. We need to decide the goal and do backward planning. If we understand the purpose of a lesson (analytical, narrative, fun etc.), we can plan for it better.
3. Students need to be supported for language production in addition to covering the subject matter of a lesson. Providing real exposure to students is important.
4. Different types of activities can be used to plan for the different types of lessons. Even the same type of lesson can be taught using different types of activities.  
*“This can help teachers to keep learning. It will also help students to learn.”*

5. Things have changed, the approach of teaching has changed and exams have changed. It is important that we as teachers also change.
6. The importance of using students as resource was emphasized. Dividing students into pairs/groups and using the clever students to support others and perform as a group can help all students to learn.
7. In their exams, students are not expected to read aloud but they are required to read silently and comprehend. For drama lessons, teacher can read aloud to help students to learn how to pronounce and use intonations.
8. If we do not do loud reading how do we know students are reading? We need to do a task that can help us assess. Loud reading can help us to know if students are able to pronounce, not if they have comprehended. Reading aloud was introduced during ancient times when teaching happened through oral tradition. The focus was on memorizing and then churning it in their mind. There was no emphasis on writing.
9. Reading aloud is necessary to develop skill of reading. Some texts can be used for this while others can be used for developing silent reading, writing etc. Pronunciation is not tested in exam but is required for daily life. It is important that students are provided listening exposure.
10. In our textbook, for reading exercises, we should give activities that require them to read and so is true for all other activities. Writing can be given with a little support. After every activity, we need to reflect on what the students did. When we do loud reading, students are passive. Whatever students need for exams, we should do similar practice in class. We need to allow students to use the language and then correct their mistakes. If in a reading activity, if the teacher reads aloud, students will not learn. They need to be involved. It is important the students discuss and speak. This is an example of good noise. The same method cannot be used for all lessons. We should use methods that are useful for students.
11. For use of any language, a context is required. Without context, it can be difficult for students to produce language.
12. Teachers need to rephrase their questions if they do not receive any response; maybe students were not ready for the question, maybe they did not hear or they may not have understood. Questions can be asked intermittently without any warning so that students are forced to listen and pay attention.

## Exercises used to demonstrate how students can be engaged in language production

### Exercise 1: Arranging strips into a story

1. Participants were divided into 3 groups
2. Groups 1 and 2 were given strips of a story and asked to rearrange them according to proper sequence.
3. Group 3 was given sentences of 2 paragraphs and asked to divide them and sequence them.
4. One group was asked to stand according to their sequence of sentences that each one of them. The other group was asked to standing front of the first group. Each participant was asked to hold their strip high. The strips of the two groups were compared. The differences were pointed out by group 3. These were discussed and the sequencing of participants/strips was redone to get the right sequence. The facilitator pointed out the gaps and discussed them.
5. Group 3 was asked to arrange their strips into a paragraph. The facilitator demonstrated ways to sequence the paragraph.

Facilitator asked the participants to recall what happened in the activity. She explained that a challenging text was used for this group as they are familiar with the text. She asked them to recap the process that they followed in doing this activity: *“The group understood the task. They distributed the sentences among participants. Each participant read aloud and clearly. Students were participating actively. The group was immersed in their task. Then the group tried to find out the sequencing and decided what comes after what. The facilitator asked the group to figure out what were the differences in the sequencing of the two groups and figure out what was different. Students discovered the right answers, not the teacher. Students were encouraged to listen to the teacher by engaging them in the process; since they have struggled they will be open to listen. We all have a language acquisition device. The box needs to be activated.”*

6. It was pointed out that physical movement of students holding different strips can help them to understand how the story is organized. Students will be able to memorise the sentences. Based on the level of the students, the strips can be exchanged and they can be given the sentences to read.
7. Facilitator explained how use of simple sentences in English on a daily basis in classroom can help students to acquire the language. They must listen to English

to be able to speak it. Students will understand the language if teacher uses actions.

8. Facilitator urged the teachers to ensure that during this workshop, they will use English more than any other language.
9. The facilitator asked the group to take photos and videos of what they tried in class and share the same in CDW 2. Problems in using these exercises can also be shared.

### **Exercise 2: Vocabulary Game (with cards)**

1. Groups were given pictures and a word card. They were expected to match the picture with correct word and exhibit the pairs in front of the class. The other groups were expected to assess if the pairs had been made accurately.
2. Students can be asked to find difficult words in a lesson and they can find out the meanings with the help of friends.

### **Exercise 3: Forms of verbs (flash cards)**

1. Participants were asked to share examples of verbs where all forms of verbs are same, 2<sup>nd</sup> and 3<sup>rd</sup> forms are same, 2<sup>nd</sup> and 3<sup>rd</sup> same with 'ed' (like, liked and liked, talk, talked and talked).
2. Each participant was given a word card and asked to come and use the word s/he have received and use it in a sentence. The other two participants who had the other two forms of that verb were asked to hold up their card and then all three were asked to put it up on the chart under appropriate categories. The different categories were already put up on the board by the facilitator.
3. All the other participants were asked to speak their words aloud and look for their partners, group and put up their verbs under the appropriate categories.
4. The use of this activity in the classroom was explained.
5. The importance of reinforcing concepts using multiple exercises and activities was explained. Exercises can be done in different ways. One way of grouping is according to their form. They can also be grouped according to their sounds.

### **Exercise 4: Active and Passive voice**

1. Facilitator asked the participants to distinguish between active and passive voice. If the action is more important than the actor, then we use the passive voice.

2. Two groups were formed. One member from each group was asked to come and see the visual of an object. The group asked questions in passive voice to guess the object. What is it made of? What is it used for? Where is it found? etc.
3. Facilitator pointed out how teachers have acquired the habit of using Gujarati to translate even if the group has understood the language and the effect that this can have on language development.
4. Facilitator explained how they can conduct the activity in class using objects, pictures etc. She also shared a question from the std IX exam related to passive voice and how this can be used to help students speak in passive voice.

#### **Exercise 5: Use of 'since' and 'for'**

1. The facilitator asked the participants what time the previous session started and how long they had been in class. Using the example, she explained the concept of 'since' and 'for' and the present perfect tense. An activity using pictures of famous places was conducted to explain the use of present perfect tense.

#### **Exercise 6: Guessing Games**

2. Other forms of Guessing games were also shared using a ppt. The contents of the PPT were included in the Learning Resources for CDW. Examples of guessing games were used to demonstrate how students can be supported to learn single words, short sentences, etc. The importance of building in competition among groups was demonstrated.

#### **Exercise 7: Alibi**

1. Two participants were asked to go out and talk about a film that they went to watch. The others were asked to decide what question they are going to ask the pair. One person in the pair was called in and asked some questions decided by the group. Then the other person was called and the process was repeated. If the two respondents differed in the answers they gave they would be considered as culprits.

A real life context was used. All participants were asked to practice preparing questions; they were discussing, deciding, writing and asking questions. The group also used comparative language.

#### **Exercise 8: Reading Quiz**

1. Groups were given 2 paragraphs each of a lesson from the textbook. They had to prepare a question that the other groups would find it tough to answer. Each

group asked their question. 10 marks were given for the group asking a question and to the group who answered it. If the first group did not answer, the question was passed to the next group. The question was not repeated – to ensure that all groups listen attentively. 5 negative marks were given to groups who were talking in between.

2. This game helped participants to understand how reading comprehension can be assessed in their class. Using the reading quiz done with the group, the facilitator demonstrated how the methodology should be explained while presenting their group assignments. The groups need to first talk about the purpose of the activity, its type and process.
3. Pictures were given to the groups. The first group had to give a clue and the second had to answer and so on. 10 marks were given for giving a clue and to the group who answered. Variations of the clues and questions were used.

Websites where such games/activities are available were also shared.

<b>SESSION 2</b> <b>TIPS FOR USE OF COMMUNICATIVE LANGUAGE</b>
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**Exercise 1: Listening and Speaking Activity**

**Methodology:** Group Discussion and Group Work

**Process:**

1. Facilitator asked the groups to discuss what might be in the box she had in her hand.
2. Facilitator asked the groups to say what she could not put in the box.
3. The facilitator shook the box and participants guessed what the box contained.
4. Facilitator shared that when she introduced the activity she did so by asking an open ended question to which all answers are right. By doing so, students can be encouraged to respond without feeling that they are not giving the right answer; they can be helped to develop vocabulary related to a theme. The activity began with words that children already know; there are loan words that every language has which it borrows from other languages. Participants counted many English words that are used in other languages. All groups were given a Rs. 500/- note and asked to observe the note and discuss what they see in the note. Each group would have to contribute one observation at the end of a minute. The

groups competed with each other to score extra marks in the second round. The answers were shared and either endorsed or contested by the other groups.

5. The facilitator demonstrated how to enforce listening or speaking in class through use of small sentences/phrases such as 'Listening Time' or 'Speaking time'
6. Facilitator shared that students can be helped to produce language by creating interest and giving an opportunity to them to engage.
7. Groups were asked to decide and arrive at a consensus of what they are going to buy with the 500 note and share their response as a group; why they will buy that and how they are going to use it.
8. Students have to be given a context and activities to push them to talk. At the outset, they may use just a single word but gradually due to peer pressure, they will learn to respond.
9. Two types of groups – heterogeneous and homogeneous can be made based on the purpose of the activity. Practice in a grammar item: heterogeneous groups can be made; if you want them to voice their preferences/likes/dislikes, homogeneous groups can be made. Examples of such types of activities were given. The process of carrying this a step forward and taken to a stage of debates between 2 or more students to share the reasons for their preferences.
10. The activity was summed up with the five golden principles on page 9 of the Learning Resources for CDW.

## **Exercise 2: Reading Activity**

**Methodology:** Individual and pair task

**Process:**

1. Facilitator asked the groups to read a story from Unit 1. They were asked to consult the meanings at the end of the chapter or their friend if they did not understand a word. They could underline a word that they did not know. They could also check with the facilitator if they were unable to find an answer to the word from the group.
2. The group was asked to point new words that they have learnt. They were asked questions to recap some of the salient points. They were asked whether some statements based on the story are true or false. It was demonstrated how the students' comprehension can be judged and how some students who have not been able to understand can be helped to understand the paragraph.

3. Participants were asked to write down the name of a small animal that they want to become. They were asked to imagine that they were this animal. They were asked to discuss with their friend how they would defeat the lion.
4. They were asked to write and then read their statements.
5. Participants were asked to discuss in their groups:
  - a. What were the students expected to do?
  - b. To answer these questions how many lines were students supposed to read?
  - c. Does the last activity have any one correct answer?
6. Facilitator pointed out the importance of providing students the scope for creativity, thinking and speaking. Based on what skill we want our students to use in a specific activity, we have to design the activity.
7. The facilitator asked if teachers use these kinds of activities in class. They were asked how they can help students to produce language.
8. Tips for communicative language given on Page 9 of the Learning Resource material were shared.
9. The importance of using translation of the English text into Gujarati was debated and discussed. It was pointed out that teachers tend to use translation because they are used to this method. If students know that the text will be translated into Gujarati, they will not pay attention to English. The use of the two languages in conjunction was explained.

<b>SESSION 3</b> <b>CLASSROOM MANAGEMENT</b>
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**Methodology:** Group work

**Process:**

1. Each participant was given a copy of the book 'Bridges'. They were asked to read the poem 'Shadows' on page 96/ 'Rains in the Summer' in the Std. IX textbook. They were told to consult their friends, check at the end of the lesson, use the mobile or the dictionary if they did not understand any words.
2. The next set of instructions in the activity was read out and groups were asked to follow them.

3. The group was asked to share their responses. They were then asked to make a story and 3 groups read their stories. The other groups were asked to judge the stories.
4. Participants were asked to discuss questions on page number 10 in the Learning material in their groups.

Qs. 1: Notice the instructions given by the teacher.

*“Read the poem, underline the words, find out difficult words, discuss with your friends.” Teacher used gestures to explain some words and used short instructions and repeated them often. If we can use instructions often in English, students will pay attention as they are keen to understand what the teacher is saying. It will also help them to pick up the language. It is important that these are short, clear and repeated. To make sure that everybody hears you, you can speak loudly, observe the students what they are doing.”*

Qs. 2: How did the teacher encourage student participation?

*“By appreciating, giving hints, letting them read and do the activity, reinforcing, use of gestures to help them understand, doing the activity in groups and making them feel comfortable and secure, providing space to read again if they do not understand, giving the exercise after students had read the text, helping them to read it several times so that they can memorise the poem.”*

Qs. 3: Did the teacher translate? How did the teacher help students arrive at the meaning?

*“Giving clues, similar words, helped student to locate the meaning and point it out in the picture.”*

Participants were asked to demonstrate how they can use gestures to explain, use pictures to explain; the method used in ‘motherese’ and how parents help their children to learn a language was shared: repetition, constant exposure to listening etc. Why is it that students do not become a linguistic adult in schools even after 10-15 years? Through an exercise, it was demonstrated how one can learn how to ask each others’ name in an unknown language in a short span of 2 minutes. The importance of pushing the students to struggle and helping them to take risks in learning was underscored. Language is a skill and needs to be developed through use. Open ended questions can be used to help them speak. Translation is useful when we are using 2 languages to help the student to make sense of the sentence. It can also be used to motivate them to read a passage.

Their curiosity can be created by sharing a small bit in Gujarati and then getting them to read the rest.

5. Five golden techniques of classroom management were explained:
  - a. Help students understand questions not generate answers.
  - b. Encourage them to collaborate.
  - c. Don't translate everything.
  - d. Ask questions that will encourage students to produce language. Ask open ended questions.
  - e. If students understand the language, they will use it.
6. The book 'Bridges', and its contents were explained briefly.
7. The handout on Tenses from the Learning Resources for CDW was explained.

#### **SESSION 4**

#### **USE OF TECHNOLOGY FOR TEACHING AND PROFESSIONAL DEVELOPMENT**

**Methodology:** Sharing by facilitator

**Process:**

1. Facilitator asked how many participants have an e-mail ID. They were asked to write them on the list being circulated. She shared that if anyone wants to create an ID, they can do it with her help. A volunteer was called to open an e-mail ID and the process of creating an ID was explained.
2. A survey was conducted with all Std. IX teachers of participating schools. Some teachers had mentioned that they want to learn how to use technology. 25% participants have access to internet. In order to keep in touch with the group, e-mail is the fastest method. If teachers want to check doubts between the 2 CDWs, they can write e-mails.
3. Participants were explained the handout on 'Use of Technology' in the Learning Resources for CDW.
4. The process of using and accessing websites were shared. The online community created for std. IX teachers 'Tech Savvy teachers Std IX' was shown to the

participants. Its contents were shared. Participants were told about an online programme and videos for teachers (Cambridge) that are on this website. This will help teachers to improve their language skills. The sites mentioned in the Learning Material were also shared.

<b>SESSION 5</b> <b>LESSON PLANNING</b>
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**Methodology:** PPT, Discussion and WE Class video

**Process:**

1. The importance of lesson planning was shared: we have limited time to do a lesson, so we need to decide the topic and divide activities, choose general and specific objectives of the lesson; we all have to finish the syllabus, hence it is necessary that we develop, write down and track our plans.
2. The three stages of planning for a class were shared. A WE video was shown to introduce the three stages of pre-learning activity, learning task and post learning task.
3. The importance of reinforcement of a language pattern was highlighted.
4. The Handout on 'Open ended questions' was read out and explained.

**Evening Session: Group Assignments**

**Methodology:** Group work

**Process:**

1. Each group was assigned 2 lessons and 1 poem and asked to do lesson planning and prepare reading, speaking, writing and grammar activities. Participants were asked to think of their goals; take at least 2 goals and prepare activities for pre learning, learning and consolidation.
2. The group was asked to think of the materials they want to use and develop them.
3. They were given hints such as :  
  
Prepare a list of verbs and group them  
  
Group the words in different ways – sound/type (noun, adjectives, adverbs, prepositions etc) and match it with meanings

4. Each group would be given 10 minutes to present how they would conduct each planned activity in their class.

### **Observations of the facilitator team during Group Assignments:**

#### **Observation 1**

The teachers found it very difficult to move away from the idea of teaching content. The facilitators had to repeatedly help them to focus on the language instead of the content. The idea of backward planning was something that the teachers found useful but difficult to implement. While teachers were struggling with these ideas, they were enjoying the process of discovery. Overall, the positive outcome of this session was that a large number of teachers began to reflect on their pedagogy.

Some important issues that the teachers began to reflect on at the end of this assignment:

- How to decide a learning objective – what will my students do at the end of the class?
- We are teaching language not content.
- Activities should help students to use the language.

#### **Questions that teachers asked during assignments**

If I don't engage students in loud reading, what should I do?

How do I raise the curiosity of the children and motivate them to be involved in reading the text?

What kind of tasks will help me to assess that students have comprehended the text?

#### **Observation 2**

1. Many teachers found it difficult to sketch out a complete lesson plan. Although they may have understood the concepts of pre-learning, learning and post learning stages provided during the training, when it came to practical application, they switched to their traditional methods of getting students to read the lesson and answer questions etc.

2. Some of the groups had understood the pre-learning stage but could not decide how to move on from there. This was probably because they weren't clear about what their objective for the lesson in terms of skills to be developed was. They were thus designing random activities without any clear objective in mind in terms of skills/objectives to be focused on. While guiding them, attempts were made to lead them to

focus on the overall plan, the activities they could have and how they could move from one stage to the next in their lesson plan.

3. There was at least one group that was completely lost in terms of what to do and how to go about the lesson (Group 7- Pollution). The group was led through the activities that could be done at different stages (pre learning, learning and post learning). Despite that, the group was unable to translate the suggestions into meaningful activities. Group 1 had the lesson on quiz. The group had drafted questions for a quiz competition. Although it was pointed out to them that they could modify the activity so as to develop skills other than simply general knowledge, the teachers were unable to grasp the point. The group working on the 'Cheetah's tears' lesson (Group 5) had planned to tell a story 'The pigeon and the ant' as a pre-learning activity. They hadn't thought of the other stages and the teaching activities that they could have. Their attention was brought to the facts about the cheetah given in the text and how they could plan a comparative exercise between a cheetah and another animal. Group 3 asked for suggestions for chapter 4 on Money. They had planned a flow chart activity for teaching. It was suggested that they could introduce the term 'barter' by having objects to barter with the students in the class. The teachers understood the suggestion and executed this activity really well.

### **Observation 3**

The group sought clarification on how to present the lesson 'The Gift'. Facilitator explained various methods through which the lesson can be delivered in interesting and productive ways. She shared that they could wrap something in the form of gift and make students guess what it was. Students could be asked to talk about various gifts that they would like to receive or give others. A role play could also be organized around the idea of 'gifts'.

## Day 2: September 17, 19 and 21, 2013 (Batches 1, 2 and 3)

### SESSION 1

#### PRESENT AND PRACTICE: GROUP PRESENTATIONS BY TEACHERS

**Methodology:** Groups presentations

**Process:**

1. All groups were asked to present what plans they had made, how they will conduct an activity in class and why they have chosen a format. Other groups were asked to note down and were told that they would be given marks for noting down the points.
2. Each group presented what they had prepared and the facilitator provided additional inputs and gave her feedback.
3. She helped the participants to focus on the methodology that they will use for the plans developed by them. For example, heterogeneous groups can be formed to discuss the prepositions in their respective groups. The teacher can then ask for one response from each group and then the others decide whether the answer is correct.
4. Groups were asked to note down one point from the other presentations that they think they found useful and can implement in class. They could also share modifications of what was shared that they feel would be more useful for them.

**What the teachers liked and can use or how they will modify it (*Facilitator's comments are given in italics*)**

1. To introduce the lesson on chess, students will be taken to a playground to introduce them to different sports.
2. Students can be motivated to ask questions instead of teachers asking them. They could have been divided in groups and asked their friends 'What is your favourite animal? etc. They can share what animals students in their group like.
3. I will use the role play 'Cheetahs tears' and help students to perform it.

*It was pointed out that the play, if done partly in Gujarati, can also help to arouse students' interest. Half of the story can also be dramatized and then the students can be asked to read to find out the rest of the half.*

4. Introduction of earthquake lesson through enactment can help to teach students about it.

*Activities can help students to engage with the language and discover the language on their own.*

5. I will use the quiz in my class. I will make some students participate and ask others to answer some questions.

*Students can also be asked to make questions and bring them to class. Students can be divided into groups and one group can ask a question and the next group can answer.*

6. Teachers can use their ATM and credit and debit cards to share with students about Money matters. Groups can be asked to discuss and give you the answer. Teacher can add information that they do not give.

*Teacher needs to decide what teaching aids he can use to make the lesson comprehensible to students.*

7. I will ask students to get old coins to the class and discuss about money matters.

8. Degrees of comparison can be explained through practical comparison instead of mentioning and explaining them in abstraction. (edible items, places or other objects).

*Teacher can demonstrate and students can be asked their choices in groups; only then they will be able to relate. Sentence patterns can be introduced to them and they can be asked to discuss. Teacher can teach again after they give their responses.*

9. Students can be asked how they feel when they lose a thing or children get lost in fair and then this can be related to the loss of cubs in the story 'Cheetah's tears'.

10. Students can be taken for a visit to the bank and introduced to cards and an interview can be done with the manager. If a visit cannot be done, WE DVD can be shown.

11. Actual chess board and pieces can be taken to the class and students can be introduced to the game through experiencing it. WE DVD can also be used.

Groups voted for the presentations and TLMs used in the CDW were presented as awards to all participating groups as well as the group with the highest votes.

<b>SESSION 2</b> <b>ENRICHMENT ACTIVITIES FOR STD. IX TEXTBOOK</b>
---

**Methodology:** Sharing by facilitator

**Process:**

The facilitator shared some tips for enriching the content and language used in Std. IX textbook. Some of these included:

1. For a reading lesson, conduct an activity before reading so that students' curiosity is aroused; students are motivated to read on their own. During the activity, teacher should monitor, supporting when help is asked for. After reading, consolidation through use of language, games, open ended questions can be used.
2. All activities use LSRW skills, in different degrees.
3. Facilitator went through all the Learning Resource materials to help participants to glance through all the information that has been given.
4. Facilitator shared about how DVDs can be used in class.
5. Conduct a Quiz: All groups to be given one paragraph each and asked to make questions. They ask the other groups to respond to their questions and the teacher assigns marks. Groups discuss the question with the help of the teacher. Since the group has already been marked, other groups will be alert to whether the answers are correct.
6. All words collected from each lesson can be grouped and introduced through games; can be displayed in the class; can be given on chits that the students can keep with them.
7. Guided composition: Teacher as a good writer/developer demonstrates how to use words to make sentences; use sentences to make a paragraph. Words and ideas can be elicited from students by asking them about a context (eg. tsunami). They can be helped to write the beginning, middle and end of a para. They can also be given choices to fill in some blanks so that all make their unique composition.
8. If students are told before you talk that they have to respond to what you will say, the chances of their listening will be higher.

<b>SESSION 3</b> <b>PLANNING FOR ENGLISH LANGUAGE MELAS (ELMs)</b>
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**Methodology:** PPT

**Process:**

1. The purpose and objectives of the ELM were explained. The expected outcomes of the mela were discussed. The roles of the host and the visiting school were also explained. The broad plan for the mela was shared and teachers were asked to send in their plans in the format explained to them by October 15<sup>th</sup>. (Annexure 6)
2. The locations for different districts were shared and the concurrence of the participants regarding the appropriateness of the location was sought.
3. Ideas were shared about what the schools can do at the mela for the stalls as well as the performances.

Participants were informed that the details of the ppt will also be available on the website link given at the end of the Learning Resources for CDW. They can also check with their respective Monitoring Fellows (MFs).

<b>SESSION 4</b> <b>TIPS FOR CONTINUOUS PROFESSIONAL DEVELOPMENT</b>
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**Methodology:** PPT

**Process:**

1. The planning will be used in the next 2 months and problems encountered will be shared during the 2<sup>nd</sup> workshop. How were these solved? Participants were asked to bring their plans and how they tried it out.
2. A handout on 'Points to keep in mind' from the Learning Resources for CDW was explained. Participants were encouraged to keep in touch for professional development: through e-mail, phone, post or Tech savvy community.
3. Feedback was sought from participants on how they will use what they learnt as well as on what they would like to be included in CDW 2 (Annexure 7). The tentative dates for CDW 2 (last week of November – December 10<sup>th</sup>) were shared and participants confirmed that these dates are suitable for them.

## ANNEXURE 1: Summary of schools that participated and did not participate

### A. SCHOOLS THAT PARTICIPATED: 144 SCHOOLS

Schools that participated			
Sr.no.	Name of the school	Location	Taluka
<b>Dahod</b>			
1	UBAS	Chosala	Dahod
2	UBAS	Limbdabara	Dahod
3	UBAS	Nagrada	Dahod
4	UBAS	Fulpura	Zalod
5	UBAS	Ranujadham, Sanjeli	Zalod
6	UBAS	Devjini Sarasvani	Zalod
7	UBAS	Mirakhadi	Zalod
8	UBAS	Chandala	Garbada
9	UBAS	Garbada	Garbada
10	UBAS	Pipero	Limkheda
11	UBAS	Chundadi	Limkheda
12	UBAS	Dassa	Limkheda
13	UBAS	Nansalai	Zalod
14	UBAS	Balaiya	Fatepura
15	UBAS	Sarsavapur (Afwā)	Fatepura
16	UBAS	Vangad	Fatepura
17	ANS	Dahod	Dahod
18	ANS	Zalod	Zalod
19	ANS	Limkheda	Limkheda
20	GRS	Usarwan	Dahod
21	GRS	Ninamanivav (Dudhiya)	Limkheda
22	GRS	Mandor	Dhanpur
23	GRS	Nani Khajuri	Devgadh-bariya
24	GRS	Neemach	Garbada
25	EMRS	Kharedi	Dahod

26	MS	Palli, Limkheda	Limkheda
27	MS	Usarwan	Dahod
28	MS	Vasti, Mirakhedi	Zalod
<b>Vadodara</b>			
1	UBAS	Ghelwat	Chota Udepur
2	UBAS	Rangpur-Sadali	Chota Udepur
3	UBAS	Chichod	Chota Udepur
4	UBAS	Golagamadi	Sankheda
5	UBAS	Pavi-jetpur	Pavi jetpur
6	UBAS	Kohivav (Tamboliya)	Pavi jetpur
7	UBAS	Ratanpur-Kaprali	Naswadi
8	UBAS	Raipur	Naswadi
9	ANS	Akota	Vadodara
10	ANS	Naswadi	Naswadi
11	ANS	Kadipani	Kawat
12	GRS	Khadakwada	Chota Udepur
13	GRS	Kidighoghade	Chota Udepur
14	GRS	Maleja	Chota Udepur
15	GRS	Chhoodwani,	Kawat
16	GRS	Mogra	Kawat
17	GRS	Saidiwasan	Kawat
18	GRS	Dharsimel	Naswadi
19	GRS	Ghutiyaamba	Naswadi
20	GRS	Pisayta	Naswadi
21	EMRS	Waghodiya by MSA	Waghodiya
22	MS	Nani Rasli	Pavi jetpur
23	MS	Kadipani	Kawat
24	MS	Khutaliya	Chota Udepur
<b>Panchmahal</b>			
1	UBAS	Moti-Sarsan	Santrampur
2	UBAS	Narukot	JambuGhoda

3	UBAS	Chatardi-Vav	Halol
4	UBAS	Bhuvar	Morvahadaf
5	ANS	Narsingpur	Santrampur
6	GRS	Kherva	Santrampur
7	GRS	Saliya Muvadi	Kadana
8	MS	Santrampur	Santrampur
<b>Narmada</b>			
1	UBAS	Duttwada	Sagbara
2	UBAS	Ghatoli	Dediyapada
3	UBAS	Sampada	Dediyapada
4	UBAS	Rajpara	Nadod
5	UBAS	Nava Waghpora	Nadod
6	ANS	Sagabara	Sagabara
7	EMRS	Tilakwada	Tilakwada
8	EMRS	Nandod	Nandod
9	GRS	Rajpipala	Dediyapada
10	MS	Dediyapada	Dediyapada
<b>Sabarkantha</b>			
1	UBAS	Valran	Khedbrahma
2	UBAS	Vandiyol	Bhiloda
3	UBAS	Khiloda	Bhiloda
4	UBAS	Waghpur	Bhiloda
5	UBAS	Dholwani	Vijaynagar
6	UBAS	Krisnapur	Meghraj
7	UBAS	Pruthvipura-Kalvan	Vijaynagar
8	UBAS	Antoli	Meghraj
9	UBAS	Valuna	Meghraj
10	UBAS	Kheroj	Khedbrahma
11	ANS	Bhiloda	Bhiloda
12	ANS	Khedbrahma	Khedbrahma
13	EMRS	Shamlaji (Samalpur)	Bhiloda

14	EMRS	Kherancha	Bhiloda
15	EMRS	Shamlaji - II	Himmatnagar
16	GRS	Khedbrahma	Khedbrahma
17	GRS	Posina	Khedbrahma
18	GRS	Khedbrahma-2	Khedbrahma
19	MS	Khedbrahma	Khedbrahma
<b>Banaskantha</b>			
1	UBAS	Kuvarshi	Danta
2	ANS	Ambaji	Danta
3	ANS	Danta	Danta
4	ANS	Jorapura	Amirgadh
5	EMRS	Ambaji	Danta
6	GRS	Jethy	Amirgadh
7	GRS	Mahudi	Danta
8	GRS	Ranpur	Danta
9	GRS	Virampur	Danta
10	GRS	Sarotara	Danta
11	MS	Danta	Danta
12	MS	Amirgadh	Amirgadh
<b>Ahmedabad</b>			
1	ANS	Akhabarnagar	Ahmedabad
<b>Gandhinagar</b>			
1	ANS	Sector - 6, (Girls)	Gandhinagar
<b>Junagadh</b>			
1	ANS	Talala	Talala
<b>Dang</b>			
1	EMRS	Ahwa	Ahwa
2	GRS	Saputara	Ahwa
<b>Navsari</b>			
1	UBAS	Raibore	Vasada

2	UBAS	Bartad	Vasada
3	UBAS	Albeta	Gandevi
4	UBAS	Sarpore	Navsari
5	UBAS	Adada	Navsari
6	UBAS	Toranvera	Chikhali
7	ANS	Navsari	Navsari
8	ANS	Vansda	Vansda
9	EMRS	Khanpur (Bartad)	Vasada
<b>Valsad</b>			
1	UBAS	Sutharpada	Kaprada
2	ANS	Lal Dungri	Dharampur
3	ANS	Valsad	Valsad
4	EMRS	Kaprada	Dharampur
5	GRS	Karchond	Pardi
6	GRS	Sutharpada	Dharampur
7	GRS	Dharampur	Dharampur
<b>Surat</b>			
1	UBAS	Navsari	Chauyashi
2	UBAS	Bhuvasan	Bardoli
3	UBAS	Amalsadi	Mandvi
4	UBAS	Makanjar	Mandvi
5	UBAS	Kudiyana	Olpad
6	UBAS	Sachin Pardikande	Chauyashi
7	UBAS	Samba	Mahuva
8	UBAS	Vaheval	Mahuva
9	ANS	Mahuva	Mahuva
10	EMRS	Motta	Bardoli
<b>Tapi</b>			
1	UBAS	Besaniya	Vyara
2	UBAS	Chindiya	Vyara

3	UBAS	Karanjvel	Vyara
4	UBAS	Bahurupa	Nizar
5	UBAS	Chokhiamli	Nizar
6	UBAS	Kumkuva	Songadh
7	ANS	Fort (Songadh)	Songadh
8	EMRS	Khodda	Nizar
9	GRS	Babarghat	Ucchal
<b>Bharuch</b>			
1	UBAS	Kodavav	Valiya
2	UBAS	Ratanpur	Zaghadiya
3	ANS	Moze- Sultanpur	Zaghadiya

**B. LIST OF SCHOOLS THAT DID NOT PARTICIPATE: 74 SCHOOLS**

<b>Schools that did not participate</b>			
<b>Dahod</b>			
1	UBAS	Devirampura	Devgadh-bariya
2	UBAS	Pipodara	Devgadh-bariya
3	UBAS	Zalod	Zalod
4	UBAS	Fagiya	Devgadh-bariya
5	UBAS	Bhatiwada	Dahod
6	ANS	Devgadh-bariya	Devgadh-bariya
7	GRS	Garadiya	Zalod
8	GRS	Fatehpura	Fatehpura
<b>Vadodara</b>			
1	UBAS	Puniyavat	Chota Udepur
2	UBAS	Chichba	Chota Udepur
3	ANS	Vasedi	Chota Udepur
4	ANS	Nani-Rashali	Pavi jetpur

5	ANS	Rani Bungalow	Chota Udepur
6	EMRS	Kawant by SPF	Kawat
7	GRS	Bhikapur	Kawat
8	GRS	Muwada	Kawat
9	GRS	Saloz	Kawat
10	MS	Linda Tekara	Naswadi
<b>Panchmahal</b>			
1	EMRS	Vejalpur	Kalol
2	EMRS	Waghodiya-2	Kalol
3	GRS	Narukot - Vejalpur	kalol
4	GRS	Ghogamba	Ghogamba
<b>Narmada</b>			
1	UBAS	Godada	Sagbara
2	ANS	Rajpipala	Nadod
3	ANS	Dediyapada	Dediyapada
<b>Sabarkantha</b>			
1	UBAS	Khedbrahma	Khedbrahma
2	UBAS	Bhutavad	Bhiloda
3	UBAS	Abhapur	Vijaynagar
<b>Banaskantha</b>			
1	UBAS	Gorad	Danta
2	UBAS	Amirgadh	Amirgadh
3	UBAS	Zanzarva	Amirgadh
4	UBAS	Khemrajiya	Amirgadh
<b>Gandhinagar</b>			
1	ANS	Sector - 7, (Boys)	Gandhinagar
<b>Junagadh</b>			
1	ANS	Talala	Talala
<b>Dang</b>			
1	ANS	Waghai	Ahwa

2	ANS	Saputara	Ahwa
3	ANS	Bardipada	Ahwa
4	ANS	Ahwa	Ahwa
<b>Navsari</b>			
1	ANS	Chikhali	Chikhali
<b>Valsad</b>			
1	UBAS	Kangavi	Dharampur
2	UBAS	Barumad	Dharampur
3	UBAS	Hanmatmaal	Dharampur
4	ANS	Motiwada (Khadki)	Udvada Pardi
5	ANS	Pardi	Pardi
6	EMRS	Atul	Pardi
<b>Surat</b>			
1	UBAS	Godawadi	Mandvi
2	UBAS	Kevadi	Umarpada
3	UBAS	Umarda	Umarpada
4	UBAS	Haldharu	Kamrej
5	UBAS	Kareli	Palsana
6	UBAS	Khutaliya	Vyara
7	ANS	Vareli	Chauyashi
8	ANS	Tarsadi	Mangrol
9	ANS	Umarpada	Tarsadi
<b>Tapi</b>			
1	UBAS	Fulwadi	Nizar
2	UBAS	Vadibheshrot	Songadh
3	UBAS	Gopalpura	Songadh
4	UBAS	Hindala	Songadh
5	UBAS	Vedchi	Valod
6	ANS	Ukai	Vyara
7	ANS	Tichakpura	Vyara

8	EMRS	Indu	Songadh
<b>Bharuch</b>			
1	ANS	Ankleshwar	Bharuch
2	ANS	Netrang	Valiya

**C. Summary of participants by district and type of school**

Summary of Participants							
Sr.No	Districts	UBAS	ANS	EMRS	GRS	MS	Total
1	DAHOD	16	3	1	5	3	28
2	VADODARA	8	2	1	5	3	19*
3	PANCHMAHAL	4	1	0	2	1	8
4	NARMADA	5	1	2	1	1	10
5	SABARKANTHA	10	2	3	2	1	18*
6	BANASKANTHA	1	3	1	2	2	9*
7	AHMEDABAD	0	1	0	0	0	1
8	GANDHINAGAR	0	1	0	0	0	1
9	JUNAGADH	0	0	0	1	0	1
10	DANG	0	0	1	1	0	2
11	NAVSARI	6	2	1	0	0	9
12	VALSAD	1	2	1	2	0	6
13	SURAT	8	1	1	0	0	10
14	TAPI	6	1	1	1	0	9
15	BHARUCH	2	1	0	0	0	3
	TOTAL	67	21	13	22	11	134

\* This list reflects the number of teachers who attended the CDW. Since some of the teachers are responsible for teaching in more than one school, the total number of schools that participated is higher than the number of teachers who attended.

## ANNEXURE 2: Programme Schedule



### Capacity Development Workshops for English Teachers of Std. IX English Language Enhancement Programme September 16-17, 18-19, 20-21, 2013

#### Day 1

08.00 - 09.00 am	Breakfast
09.00 - 09.45 am	Welcome and Overview of Workshop objectives and process
09.45 - 11.00 am	Overview of Class IX textbook: activities, problems and solutions
11.00 - 11.15 am	Tea Break
11.15 - 12.30 pm	Tips for use of communicative activities for language production
12.30 - 01.15 pm	Lunch Break
01.15 - 02.30 pm	Classroom management
02.30 - 04.00 pm	Using technology for teaching and professional development
04.00 - 04.15 pm	Tea Break
04.15 - 05.45 pm	Lesson planning
05.45 - 06.30 pm	Group assignments

#### Day 2

08.00 - 09.00 am	Breakfast
09.00 - 11.00 am	Present and Practice: Group presentations by teachers
11.00 - 11.15 am	Tea Break
11.15 - 11.45 pm	Enrichment activities for Class IX textbook
11:45 – 12:30 pm	Planning for English Language Melas
12.30 - 01.15 pm	Lunch Break
01.15 - 02.00 pm	Tips for teachers continuous professional development

### ANNEXURE 3: WELCOME English Transmission Schedule

#### Transmission Schedule for

#### English Language Enhancement – SATCOM Programme

Oct 2013 – Feb 2014\*

Month	Dates	Days	Class no.
October 2013	7	Monday	1
	9	Wednesday	2
	11	Friday	3
	14	Monday	4
	18	Friday	5
	21	Monday	6
	23	Wednesday	7
	25	Friday	8
	28	Monday	9
November 2013	<b>Diwali Vacation: 1- 21 Nov, 2013</b>		
	27	Wednesday	10
	29	Friday	11
December 2013	2	Monday	12
	4	Wednesday	13
	6	Friday	14
	9	Monday	15
	11	Wednesday	16
	13	Friday	17
	16	Mon	18
	18	Wednesday	19

	20	Friday	20
	23	Monday	21
January 2014	3	Friday	22
	6	Monday	23
	8	Wednesday	24
	10	Friday	25
	20	Monday	26
	22	Wednesday	27
	29	Wednesday	28
	31	Friday	29
February 2014	3	Monday	30
<b>Session for schools (teacher, students interaction)</b>			
February 2014	5	Wednesday	2
	7	Friday	3
	10	Monday	4
	12	Wednesday	5
	14	Friday	6

\* Each class will have a repeat telecast on the very next day. Classes telecast on a Monday to be relayed on Tuesday; classes telecast on a Wednesday to be telecast on Thursday and classes telecast on a Friday to be telecast on Saturday. The classes will be relayed from 3-4 pm on all days.

## ANNEXURE 4: Monitoring Viewership of WELCOME English Programme

### Viewership monitoring format

#### English Language Enhancement – SATCOM Programme

October 2013 – February 2013

Day of relay	Watched (Y/N)	If watched, no. of students present	Reason for low attendance/not watched, if so
<b>October 2013</b>			
7			
9			
11			
14			
18			
21			
23			
25			
28			
<b>November 2013</b>	<b>Diwali Vacation: 1- 21 Nov, 2013</b>		
27			
29			
<b>December 2013</b>			
2			
4			
6			
9			
11			

13			
16			
18			
20			
23			
<b>January 2013</b>			
3			
6			
8			
10			
20			
22			
29			
31			
<b>February 2013</b>			
3			
5			
7			
10			
12			
14			

## **ANNEXURE 5: Overview of Std. IX Textbook and Sample Activities**

### **Types of Lessons in Std. IX Textbook**

15 Prose Lessons, 5 Supplementary Reading and 6 Poems

### **Types of Exercises**

Pronunciation, Vocabulary, Comprehension and Grammar

### **Main Lesson Types**

Narrative Texts- Stories - [1, 6, 9, 12, 15]

Descriptive Texts - People, Things, Places, Animals [2, 5, 7, 10]

Comparative Texts - [4]                      Analytical - [8]                      Process - [14]

Dialogues & Conversations - [3, 13]                      Fun - [11]

### **What Else?**

Pre Tasks – 15, Supplementary Readers – 5, Poems - 6

Exercises - Pronunciation, Vocabulary, Comprehension, Grammar, Activity, Writing

Revision - I, II, III

### **SAMPLE ACTIVITIES**

#### **Reading and Responding**

Strip Story, Role-Play, Group Quiz, Chart It Out, Tabulate The Text

#### **LSRW Consolidated**

Start With Find & Fix, Continue With Ask & Score, End With Write & Respond, Use paragraphs from the textbook lessons and paragraphs that are useful to answer the writing skill questions.

#### **Grammar Practice**

Demo The Use, Practice Patterns, Play Guessing Games, Give Exam Practice, Assign Communicative Tasks

#### **Fluency Activities**

Have Fun Using Language, Let Students Enjoy Using Language, Reduce Fear Of Making Mistakes, Appreciate All Efforts, Provide Good Feedback, Enrich & Encourage

## Annexure 6: English Language Melas

### Expected Outcome:

- Students and teachers will get opportunities for interaction with other schools and learn ideas of using English language in a fun way
- Students will get opportunities to assume responsibilities and develop leadership skills
- Students will get the opportunity to practice LSRW skills

### Overview:

- It will be 1 day mela (dates to be finalized) to be held during December, 2013 – January, 2014.
- There will be two broad sections: students will engage in LSRW skills related to stories, rhymes, games, authentic language etc for which they will be given space to engage the visiting students and stage performances by students.
- A cluster of 20-25 schools will gather at pre-decided location
- 10 students from std. IX can participate from each school.
- Schools can participate in number of activities.
- Estimated participants per mela: 250 -300

### Schools have to send their nominations in the following format (examples mentioned)

Activity/ Theme	Details (Name, introduction of activity, time required)	Name of student participating
Story	Lion and bees: 5 students will act as bees and 1 will act as Lion. 2 will provide background voice. For 10 minutes	Yogesh, Bhavesh, Ramesh, Elly, John, Mohd

### Role of participating school:

- Guide and motivate students to participate and prepare for Mela
- Select 10 students from the class – a mix of those who are interested, can perform and those who have never been to such events

- Make a list of students and their category in which they are participating and details of the activity
- Send in the details in the nomination format

A confirmation on your request of participation will be sent 2 weeks prior to Mela. The MFs will help in clarifying any point and will also assist you in preparation, if needed.

**Role of host school:**

- Take lead in hosting arrangement
- Participate in a preparatory meeting
- Provide a team of volunteers for the event
- Suggest judges from local institutions

## ANNEXURE 7: Feedback of Participants

Feedback forms Analyses (Batch-1) Capacity Development Workshop, September 16-17, 2013 Districts-Dahod & Vadodara		
<b>1. What I think and feel about the programme</b>		
<b>Sessions</b>	<b>What I learnt</b>	<b>What I will use</b>
Session 1: Overview of Class IX textbook: activities, problems and solutions	.Learn new activity like picture cards and word cards (3) .How to make lesson interesting (2) .How to make the students participate in the activity .How to teach the story with strips	.Quiz activity (4) .Strips story(3) .Word cards activity(3) .Picture card (2)
Session 2: Tips for using activities for language production	.How to use activity in class(5) .How to divide the students into groups (3) .How to teach different lessons in different way	.Observe things (500 Rs note) activity(8) .Verb form activity(6) .Flash cards (3)
Session 3: Classroom management	.How to teach poem using activity(6) .How to encourage the students to participate in activity.(5) .How to make classroom effective(2) .Will not translate the lesson (2)	.Make every student participate in the activity(3) .Try to create atmosphere of English(2) .Improve my communication with the student .Group work
Session 4: Using Technology for teaching and professional development	.How to create E-mail id.(7) .How to use technology in teaching English(4) .Know more links to know about activity(4) .How to use Google for teaching English(3)	.Get new idea for teaching English from internet and Google (3) .Use more technology in teaching English
Session 5: Lesson Planning	.How to do effective lesson planning( 8) .How to teach preposition and articles (5)	.Dialogue activity(5) .Use questioning (3) .Guessing game (3) .Picture cards (2)
Session 8: Present and Practice: Group presentations by teachers	.How to do activity in group(11) .Got more teaching technique from other teachers (6) .How to demonstrate the lesson and do presentation(4) .How to use different skills in teaching(3)	.Strips story(4) .Quiz activity (4) .Word cards activity(3) .Games(2)

Session 9: Enrichment Activities for Class IX textbook	.How to use activity in the class(5) .Learn subject skills(3) .How to encourage the students and teach English grammar interestingly(3)	.Vocabulary activity (5) .Use grammar games (4)
Session 10: Planning for English Language Melas	.New ideas for mela activity and games(7) .Get the concept of mela (5) .How to do planning for English mela(3)	.Motivate the students to participate more and enjoy the mela (6)
Consolidation: Tips for teachers continuous professional development	.How to make our English class interesting and make the students learn with fun (6) .How make our English class live (4)	.Use more activity in the class and try to interact in English with the student (3)
<b>2. I think the programme was NOT useful and I did not learn or I will not be able to use what I learnt because</b>		
Session 1: Overview of Class IX textbook: activities, problems and solutions	Nil	Nil
Session 2: Tips for using activities for language production	Nil	Nil
Session 3: Classroom management	Nil	Nil
Session 4: Using Technology for teaching and professional development	Nil	Nil
Session 5: Watching videos and participating in discussions	Nil	Nil
Session 7: Recap of Day 1 and responding to queries	Nil	Nil
Session 8: Present and Practice: Group presentations by teachers	Nil	Nil
Session 9: Enrichment Activities for Class IX textbook	Nil	Nil
Session 10: Planning for English Language Melas	Nil	Nil

Consolidation: Tips for teachers continuous professional development	Nil	Nil
<b>3. Please tell us what we should do to make this interaction better.</b>		
.This type of training should be 4 to 6 days training (6)		
.This type of training should not be conducted before students exam.(3).		
.Use real classroom and students for this training.		
.This SATCOM programme should be for all the Gujarat schools students also instead of only tribal school students		

<b>Feedback forms Analyses (Batch-2)</b> <b>Capacity Development Workshop, September 18-19, 2013</b> <b>Districts-Panchmahal, Sabarkantha, Banaskantha, Narmada, Ahmedabad, Junagadh, Gandhinagar.</b>		
<b>1. What I think and feel about the programme</b>		
<b>Sessions</b>	<b>What I learnt</b>	<b>What I will use</b>
Session 1: Overview of Class IX textbook: activities, problems and solutions	.How silent reading is important for students.(15) .Learn about LSRW skills and how to develop it by using activity.(5) .Learn technique how to teach English.(4). .How lesson can be Interesting(2) .How to make the students participate in the activity(2)	.Silent reading(9) .Strip story(8) .Group activity (6) .Verb form activity(4) .Role play
Session 2: Tips for using activities for language production	How to prepare language activity(6) .Learn how to teach students with imagination(6) .Don't translate the whole lesson..(5) .How to teach story and other lesson (3) .How to give more exposure to the students for language production	.Give more chance to speak(3) .Picture game(2) .Dialogue activity (2) .Quiz activity
Session 3: Classroom management	.Learn how to teach poem in class(6) .How to encourage the students (3) .How to get the answers by the students(2) .How to find and teach words from the poem	.Word activity- find out the words(3) .Create a atmosphere regarding lesson
Session 4: Using Technology for teaching and professional development	.How to use technology in teaching (5) .How to get more activity from Internet(3) .How to get online knowledge about Teaching english .(2)	.Collect more information from internet to teach English(5) .Use more internet for teaching English(3)

Session 5: Lesson Planning	How to make lesson planning(3). How to do planning for class(3) How to make grammar point very easy(2)	Will prepare our self before the class(5) .Use innovative ideas for teaching (2)
Session 8: Present and Practice: Group presentations by teachers	.How to make groups and divide activity(4) .How to present lesson using different activity (2)	.Get more idea for teaching our lesson(5) .Use more students in activity(3)
Session 9: Enrichment Activities for Class IX textbook	.How to use more activity in the class.(3). .Use fun activity in teaching English(2)	.Role play(3) .Dialogue activity and games for teaching English
Session 10: Planning for English Language Melas	.Got more idea for mela preparation.(3) .Get knowledge of mela concept .How to prepare activity for mela	NA
Consolidation: Tips for teachers continuous professional development	.Given tips will be very useful for classroom teaching .Use internet and Google info is a best tip	Use all tips in classroom(3)
<b>2. I think the programme was NOT useful and I did not learn or I will not be able to use what I learnt because</b>		
Session 1: Overview of Class IX textbook: activities, problems and solutions	Nil	Nil
Session 2: Tips for using activities for language production	Nil	Nil
Session 3: Classroom management	Nil	Nil
Session 4: Using Technology for teaching and professional development	Nil	Nil
Session 5: Watching videos and participating in discussions	Nil	Nil
Session 7: Recap of Day 1 and responding to queries	Nil	Nil
Session 8: Present and Practice: Group presentations by teachers	Nil	Nil

Session 9: Enrichment Activities for Class IX textbook	Nil	Nil
Session 10: Planning for English Language Melas	Nil	Nil
Consolidation: Tips for teachers continuous professional development	Nil	Nil
<b>3. Please tell us what we should do to make this interaction better.</b>		
.This training can be telecast through BISAG as WELCOME English class..it will save time, energy and also money		
.Use more and more activity in this type of training.		

Feedback forms Analyses (Batch –3) Capacity Development Workshop, September 20-21, 2013 Districts-Tapi, Valsad, Bharuch, Surat, Navsari		
<b>1. What I think and feel about the programme</b>		
<b>Sessions</b>	<b>What I learnt</b>	<b>What I will use</b>
Session 1: Overview of Class IX textbook: activities, problems and solutions	.Learnt how to do group activities (6) .Learnt how to teach grammar lesson.(6) .How to explain vocabulary.(5) .Learnt how to use picture cards (3) .Learnt how to teach lesson effectively & interestingly (2)	.Picture cards(8) .Group activity(7) .Dialogue activity(7) .Verb form activity(6) .Role play(6) .Guessing games(5) .Strip story(3)
Session 2: Tips for using activities for language production	.How to encourage the class students (16). .How to motivate the students (12) .Use of reading activity (3) .How to get answers from the students (2) .How to prepare language activity .Importance of silent reading .How to develop thinking and reading.	.Make the students to find the answers by themselves (4) .To teach new word, Synonyms, Antonyms (2) .Give pre-task before the lessons starts. .Use word building

Session 3: Classroom management	.Don't translate the word and make them understand (8) .How to develop L.S.R.W skills of the students.(7) .How to give short simple instructions to the students(4).	.Give instruction through the action(4). .Give short instructions to make students understand (3) .Group discussion
Session 4: Using Technology for teaching and professional development	.How to get more activity from Internet(3) .How to get online knowledge about teaching English .	Use internet for get new activities .Picture Card activity. .More educational videos on English teaching from youtube.
Session 5: Lesson Planning	How to teach grammar with fun(5) .How to make lesson planning(3) .How to make grammar point very easy(7)	.Teach grammar with acting and game(5) .Use Video story to Teach grammar
Session 8: Present and Practice: Group presentations by teachers	.Learn new Technique of teaching English(3) . How to make presentation for any lesson(3) .How to teach all lesson with participation of all students(2)	.Role play, Group activity, Picture games(3), .Guessing games (3). .Use all the students in activity.
Session 9: Enrichment Activities for Class IX textbook	.Group activity and picture activity... .Learn many vocabulary game for every unit of std 9.(3) .How to use picture cards and role play jokes for all unit.	.Role play and other activity. .Divide students in group(2) .Teach grammar by using Pictures.
Session 10: Planning for English Language Melas	.Many tips for activity and ideas for mela(3) .concept of mela .How to prepare students for drama, role play.	NA
Consolidation: Tips for teachers continuous professional development	.How to develop skills for teaching English by using technology.	NA
<b>2. I think the programme was NOT useful and I did not learn or I will not be able to use what I learnt because</b>		
Session 1: Overview of Class IX textbook: activities, problems and solutions	Nil	Nil
Session 2: Tips for using activities for language production	Nil	Nil

Session 3: Classroom management	Nil	Nil
Session 4: Using Technology for teaching and professional development	Nil	Nil
Session 5: Watching videos and participating in discussions	Nil	Nil
Session 7: Recap of Day 1 and responding to queries	Nil	Nil
Session 8: Present and Practice: Group presentations by teachers	Nil	Nil
Session 9: Enrichment Activities for Class IX textbook	Nil	Nil
Session 10: Planning for English Language Melas	Nil	Nil
Consolidation: Tips for teachers continuous professional development	Nil	Nil

**3. Please tell us what we should do to make this interaction better.**

.Use real class room and students for this training.

.If possible arrange workshop for all Teachers of Gujarat

.Use more audio visual aids in training and conduct this type of training two or three time in a year.

.You should give enough time to do the activity, keep a small break between two sessions.  
. You should do surprise visit in the schools so you can know what the teachers are actually doing in the class.

.You should provide a CD of lessons activity for teachers

You should provide clipboard also so we can write properly.

## **Summary of Training needs expressed by teachers for CDW-2**

The key training needs expressed by teachers of all batches during CDW-1, in order of priority (needs expressed by more no. of participants are on the top of list) are as follows:

1. Exposure to different kinds of activities which are interesting, important, std IX textbook based, examination focused, useful for a batch of 50-70 students and grammar based
2. How to teach English grammar easily
3. How to teach weaker (non responsive) students, how to bring their participation in activities, how to make them speak
4. Input for English Language melas
5. Use various competitive activities in training to keep us engaged
6. Explain (give in writing, video) how to make different teaching aids
7. Creating real atmosphere to learn English which is interesting
8. Enough time should be given to discuss, present with breaks in between sessions.
9. How to develop listening skills
10. How to teach weak students without translation
11. How to teach students to speak English fluently
12. How to make students pronounce correctly
13. Demonstrate techniques by creating a mock class of students
14. Motivate teachers to improve their own English language

## Annexure 8: Visual Glimpses of CDW 1



Teachers are discussing how to sequence the strips of a story



English Teachers from Batch 1



Group discussion on different ways of presenting lessons



Teachers discussing an assignment in small groups



English Teachers from Batch 2



Teachers doing an activity on forms of verbs using cards



English Teachers from Batch 3



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