

Report
Capacity Building Program for TGT (ENG) OF Directorate of Education EFLU,
HYDERABAD

Date of Program : 9th Dec 2024-13th Dec 2024



**Venue: English and Foreign Languages
University, Hyderabad**

Capacity Building Program for TGT (ENG) of Directorate of Education

- **Transaction Methodology: Lecture and Group activity-based**
- **Date and Duration: 9th Dec 2024-13th Dec2024**
- **Venue: EFLU, Hyderabad**
- **Stakeholders: TGT(English) of DoE**
- **No. of proposed participants:50**
- **No. of participants attended:50**
- **Name of the Program Incharge: Ms. Kapila Prashar**
- **Name of Coordinator: Ms Vandana G. Vashisht**
- **Report by Ms Vandana Gaur Vashisht**

09 – 13 December, 2024						
Date/Day	10:00 AM – 11:30 AM	11:30 AM – 11:40 AM	11:40 AM – 01:10 PM	1:10 PM – 2:30 PM	2:30 PM – 4:30 PM	4:30 PM
Monday 09-Dec-2024	Welcome & Pre-test (Prof. Anand Mahanand)	T E A B R E A K	Teaching Reading (Dr. Gayathri Raman)	L U N C H B R E A K	Teaching Assessment (Dr. Mahananda Pathak)	T E A B R E A K
Tuesday 10-Dec-2024	Integrated Lesson (Dr. P. Sreehari)		Teaching Pronunciation - I (Dr. Didla Grace)		Technology Integration in Language Teaching (Dr. K. Venu Madhavi)	
Wednesday 11-Dec-2024	Teaching Vocabulary (Prof. M. E. Veda Sharan)		Classroom Communication (Dr. Madhumeeta Sinha)		City tour	
Thursday 12-Dec-2024	Teaching Speaking (Dr. M. Udaya)		Classroom Management (Prof. G. Suvarna Lakshmi)		Teaching Writing (Prof. Anand Mahanand)	
Friday 13-Dec-2024	Teaching Grammar (Dr. P. Sreehari)		Teaching Pronunciation - II (Prof. Jayaraju)		Valedictory	

Schedule of Training

Objectives of the Program for TGT (English)

- recognising the importance of recognising and producing correct individual sounds, words, and intonation pattern
- transacting the techniques of reading comprehension skills, identifying main ideas and supporting details
- to make aware of the different texts such as fiction and non-fiction
- Focus on skills to develop activities to write different types of texts, such as reports and narratives
- learn to create a positive and inclusive classroom environment
- to develop effective communication skills to interact with students, parents, and colleagues.
- educational technology to enhance teaching and learning
- Understanding the significance of tracing writing in language acquisition
- Exploring strategies to improve writing skills

- Engaging in practical exercises for classroom implementation

Training Program (Brief overview with Day-Wise facilitators' names and day-wise session reports, with Pictures of activities.)

DAY - 1

Group 1

1. Introduction to the university and pre-assessment. Registration and introduction of participants were done. The process was smooth and well executed.

Session 1

Teaching Reading

Dr. Gayathri Raman.

In the first session, the various components of reading were discussed how they develop with the learner's age. The groups were divided to do two small and interesting activities to learn how to include different activities in reading and make the best out of it. participants learnt how to use authentic material in the classroom to make our classes more dynamic.

Session 2

Teaching Assessment

Dr. Mahananda Pathak



Various forms of assessments as well as the difficulties, needs and benefits of those assessments.

How can teachers use these assessment tools for improvement in language learning?

It also talked about the paradigm shift in assessment tools and techniques, and how they have improved over time.

DAY 2

Session 1:

Integrated Lesson

by **Dr. P. Sreehari**



The session was smoothly executed, and Dr. Sreehari effectively taught us about the integrated lesson approach. Participants explored the various components of his teaching style and discussed how to incorporate them into their own teaching practices. The session included four engaging activities that demonstrated how to integrate different teaching methods to make English language teaching easy and interesting. Participants also learned how to utilize authentic materials in the classroom to create dynamic lessons.

Session 2:

Teaching Pronunciation

Dr. Didla Grace



Dr. Grace led an engaging discussion on phonetic sounds and their importance in pronunciation. Participants explored the challenges of teaching pronunciation and learned how to use phonetic sounds to improve our students' pronunciation skills. The session emphasized the significance of accurate pronunciation and how it enhances communication. This session showed the participants how music could be incorporated along with content. This session exemplified true art-integrated learning.

Session 3:

Technology Integration in Language Teaching

Dr. K. Venu Madhavi

Dr. Madhavi session focused on the integration of technology in language teaching. In the session various forms of technology were examined and their applications in education. The discussion covered the benefits, challenges, and needs of technology integration in language learning. Participants also explored how technology can enhance language learning outcomes.

DAY 3

Day 3: Wednesday

11/12/2024

Session 1:

Integrated Lesson by Dr. P. Sreehari

The session emphasized the importance of integration in language teaching. He focused on how any text can be used as a material for language teaching. He then demonstrated the same news article in showing multifaceted aspects of language and how elements were integrated as items of language such as punctuation, vocabulary, grammar, and spelling are not discrete and taken as a whole. It was a fruitful session with the active participation of all members.

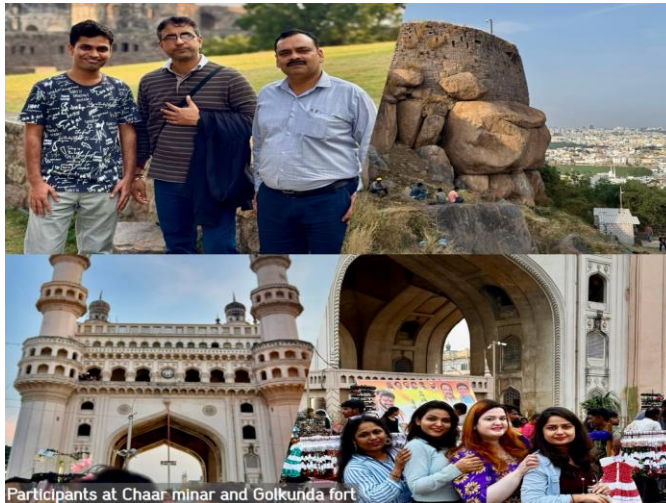
Session 2:

Teaching Vocabulary by M. E. Veda Sharan

The second session particularly focused on the vocabulary aspect of the language. He started with a series of questions to engage everyone and suggested ways in which vocabulary can be taught effectively such as forming associations and understanding a root word can help teach a variety of similar words.

Session 3: City tour

The second half of the day was reserved for the City Tour to allow the members to explore and experience the vibrant heritage of the city of Hyderabad.



Participants at Chaar minar and Golkunda fort

DAY 4

Dec 12, 2024, Thursday

The fourth day of the Capacity Building Programme at EFLU Hyderabad started at 10.00 am. The beauty of the programme was reflected in the fact that participants were eagerly waiting from 9.45 onwards for the class to commence.

The **first session** was on Teaching Grammar from 10.00 am to 11.30 am, conducted by Dr. P. Sree Hari. The session commenced with feedback from the participants regarding how they teach grammar and what strategies and methods they use in their respective classrooms.



Numerous answers came from every corner of the class, as some claimed that they teach through the integrated method, deductive method, or inductive method. Dr. Sreehari asked about implicit and explicit methods of teaching grammar. Groups actively participated in the discussion. Although the conclusion hasn't been reached as to which method is good, the debate carried on. He stated that the inductive method is more significant as it begins with sharing examples and then moves to the rules, while in the deductive method, rules come first and then examples. Grammar games were also suggested, such as "Listen and Guess," "Listen for a Difference,"

“Listen and Draw,” and “Listen and Make Up Your Mind.” Certain challenges in teaching grammar were also discussed, such as limited practice, paucity of time, and low keenness to learn. However, it was also highlighted that grammar teaching can be made more interesting by using real-life examples and organizing quizzes, anti-quizzes, and drills.

Session 2 by Dr Madhumita on classroom communication.



The class began with simple questions like “What is a classroom?” and “What do teachers understand by classroom communication?” The participants showed active participation, and certain responses came from various quarters, like making the classroom interactive, lively, and interesting. A connection needs to be built between the students and teachers so that learners can communicate in a more conducive environment. Ideas about the classroom were also discussed, such as attitudes, values, expectations, beliefs, and perceptions one should have in a classroom. The session was highly interactive and fruitful.

Third session started to post lunch on Teaching Pronunciation, addressed by Dr. Salvindra Jayaraju.

The session began with the concept of “languageness,” which means quality in a language. Questions were asked about which language is preferred, either the language of the native speakers or non-native speakers. Five kinds of suprasegmentals were taught, including languageness, melody, melodic units, prominence, and sandhi or samhita. It was further highlighted how intelligibility, comprehensibility, and interpretability are essential for learning language. Mutual intelligibility was also focused on, which means that non-native speakers are supposed to learn accent neutralization, while native speakers should have accent reduction and must drop the domestic variety. Linguistic approximation was also emphasized to adopt global standards. Rhoticism and nasalism must be dropped from the American accent to make it more comprehensible and intelligible’ as suggested by the Professor. “Mutual intelligibility is a mutual responsibility” was a key takeaway from the lecture. The difference between sentences and utterances was also discussed in detail. An utterance need not be a sentence; it is context-driven, and its basic unit is the syllable.

Concluding Statement:

The fourth day of the programme was highly engaging and enriched with practical knowledge. It left the participants inspired with fresh insights into teaching methodologies, classroom communication, and pronunciation strategies.

DAY 5

Session 1: Teaching Writing

Prof. Anand Mahanand



Prof. Anand Mahanand's session dwelled on the concept of tracing writing, its cognitive processes and effective teaching methodologies. Key takeaways included:

1. Understanding the significance of tracing writing in language acquisition
2. Exploring strategies to improve writing skills
3. Engaging in practical exercises for classroom implementation

Key Points:

1. Tracing writing enhances language learners' motor skills and cognitive development
2. Effective teaching involves demonstrating, guiding and providing feedback
3. Incorporating tracing writing into language curricula fosters better writing skills

Session 2: Teaching Speaking by Dr S Jayaraju

Dr. S Jayaraju's session focused on innovative approaches to teaching speaking skills, emphasizing:

1. Creating an immersive learning environment
2. Fostering student engagement through interactive activities
3. Assessing speaking proficiency effectively



Key Points:

1. Encourage student participation through role-plays and group discussions
2. Utilize authentic materials and real-life scenarios
3. Implement technology-enhanced tools for speaking practice

Conclusion

Today's sessions at EFLU provided valuable insights into tracing writing and teaching speaking, equipping participants with practical strategies and best practices. The sessions facilitated meaningful interactions, fostering a community of practice in English language teaching.

Recommendations

1. Integrate teaching writing and speaking activities into the curriculum design
2. Encourage collaborative learning and peer feedback activities
3. Explore technology-enhanced tools for language instruction

Future directions and recommendations were suggested by the participants.

1. Conduct workshops on technology integration in language teaching
2. Develop assessment frameworks for speaking and writing skills
3. Establish a mentorship program for language teachers

Towards the end, I would like to mention the names of active participants who contributed to the smooth functioning of the program, feedback as well as reporting- Mr Pradeep Moond, Mr Waseem Ahmad, Ms Simardeep, Ms Priyanka, Mr Kapil Dev Vats, Mr Dharmender, Ms Rakhi, Ms Nisha Shokeen. Mr Sachin and Mr Shivam for capturing moments through lenses.



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Report by: Ms. Vandana G.V

Feedback from participants as stated and shared in the valedictory session

Mr. Rajeev TGT (ENG)

“Esteemed faculty, dear colleagues, and fellow participants,

As we stand on the cusp of bidding adieu to this enriching week at the English and Foreign Languages University, Hyderabad, a wave of gratitude washes over me. It’s been a whirlwind of knowledge, inspiration, and camaraderie, an experience that will undoubtedly shape our professional and personal journeys.

First and foremost, I would like to express our heartfelt thanks to the Delhi Government, the SCERT, and the Directorate of Education for providing us with this incredible opportunity. Your unwavering support has made this transformative experience possible.

A special word of gratitude to our coordinator, Vandana ji, for her tireless efforts in coordinating this program. Her dedication and meticulous planning have contributed significantly to the success of this initiative.

We are eternally grateful to the esteemed faculty of EFL University for their invaluable guidance and mentorship. Prof. Grace's insightful sessions on pronunciation teaching have equipped us with the tools to refine our spoken English. Prof. Anand Mahananda's informative classes on writing have ignited our creative spark. Prof. Raju's expertise in pronunciation has helped us develop clarity and confidence in our speech. Prof. Madhumita Sinha, Prof. Udaya, and Prof. Shrihari's engaging sessions on speaking and grammar have broadened our linguistic horizons.

The meticulously planned training sessions, coupled with the warm hospitality and comfortable accommodations provided by the university, have created an ideal learning environment. The delectable meals and impeccable arrangements have truly elevated our overall experience.

As we reflect on the past week, we are filled with a sense of accomplishment and renewed enthusiasm. The knowledge and skills we have acquired will undoubtedly enhance our teaching abilities and empower us to inspire our students.

Let us carry the spirit of learning and growth that we have imbibed here. Let us strive to implement the innovative teaching methodologies we have learned and share our newfound knowledge with our colleagues and students.

Once again, I extend my sincere thanks to everyone who has contributed to this remarkable experience. May the bonds we have forged here continue to strengthen, and may we continue to learn and grow together.”

Participant: **Ms. Nisha Shokeen** (Language Teacher) DOE , Delhi • Feedback:
Prof.JayaRaju (Pronunciation)

I) “The session was an enriching experience, offering a well-rounded approach to pronunciation. As a language teacher, I found the content extremely relevant and practical. It provided valuable insights into areas where students commonly struggle and equipped me with strategies to address these challenges effectively.

Highlight: The session on phonemic awareness and how to teach stress and intonation patterns stood out. The techniques demonstrated were practical and can be easily integrated into classroom activities.

Suggestion: I would recommend including a segment specifically tailored for educators, focusing on teaching methodologies for pronunciation. Additionally, sharing a resource booklet or access to online tools for ongoing practice would be beneficial.

Overall Rating: Outstanding

Summary- I found the session highly effective in bridging theory and practice. The interactive methodology and focus on pronunciation nuances were particularly appreciated. Including additional resources could further enhance the learning experience. •

Feedback: Feedback for Dr Madhumita Session

Topic: Classroom communication

Participant: Mrs. Nisha Shokeen

Feedback. The session was exceptional, offering a profound understanding of

classroom communication and its pivotal role in creating a dynamic learning environment. It provided a perfect blend of theoretical insights and practical strategies, empowering educators to refine their teaching practices and connect more effectively with students.

Highlight: The session on “creating inclusive dialogue through active listening and empathy” was particularly impactful. It not only emphasized the importance of student engagement but also equipped us with techniques to address diverse classroom needs confidently.

Suggestion: The session could be further enhanced by sharing curated resources for long-term implementation would add tremendous value.

Overall Rating: (✓) Outstanding

Summary: The session on classroom communication was universally appreciated for its insightful content, engaging delivery, and practical relevance. Participants praised the emphasis on empathetic listening and inclusivity as transformative elements. Suggestions included providing follow-up resources.

Feedback in the Google form regarding the Rps and programme is separately shared and responses were collected by the overall In-charge Ms Kapila Prashar.

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