

Report on the Two-Day Capacity Building Program on English Language & Literacy for NDMC Primary teachers

On November 21-22, 2024, a two-day workshop on English Language & Literacy was conducted for primary teachers of 43 NDMC schools in the premises of Raghbir Singh Junior Modern School. Our heartfelt thanks to the unwavering support and help of Mrs. Nalini Singh Rajput, headmistress and her team led by the coordinator Ms. Nita Gupta, and teachers Ms. Tanya, Ms. Nidhi, Ms. Priti Chandan, and Ms Anshu of Raghbir Singh Junior Modern School, for curating the module as per the needs of teachers of NDMC schools as well as conducting the workshop.



This workshop aimed to enhance the teaching skills of teachers to teach English language and literacy at foundational and preparatory stages. The interactive sessions were designed to equip teachers with practical tools and techniques to create a more engaging and effective language-learning environment for young students. Participants explored various language games, activities, techniques, discussed importance of making children understand the concept of book, reading daily, and providing a print rich environment to facilitate acquisition of a foreign language i.e. English. The workshop not only emphasized the importance of print rich environment, lots of discussion and language games, also provided a collaborative platform for teachers to exchange ideas and experiences.

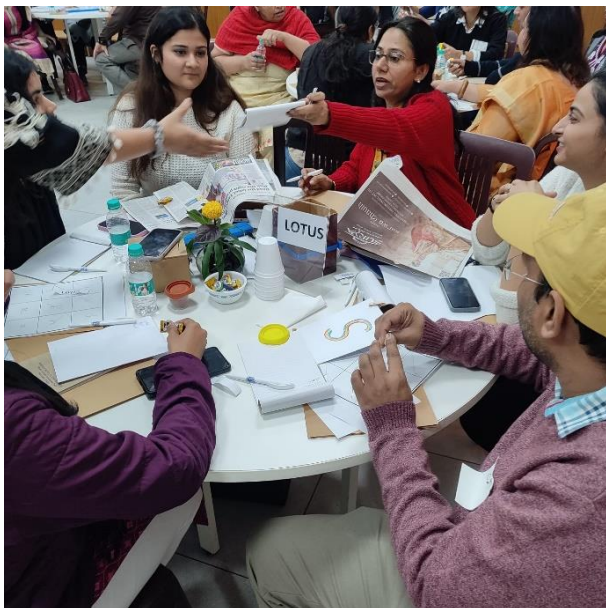
Date	21 st & 22 nd November 2024
Time	08:30 am to 01:30 pm
Organiser	Modern Institute for Education in collaboration with Raghbir Singh Junior Modern School
Venue	Raghbir Singh Junior Modern School
Facilitators	Ms. Anshu Bedi, Ms. Tanya, Ms. Nidhi, Ms. Preeti Chandan from RSJMS
Participants	One primary teacher each from 43 NDMC schools

Day 1-21.11.2024

The workshop began with introducing the objectives of MIE followed by a brief introductory session with the headmistress of RSJMS, Mrs. Nalini Singh Rajput. Thereafter the facilitator Mrs. Nidhi started the workshop.

Objective: Familiarise participants with each other. Language building activity-Roll the Ball

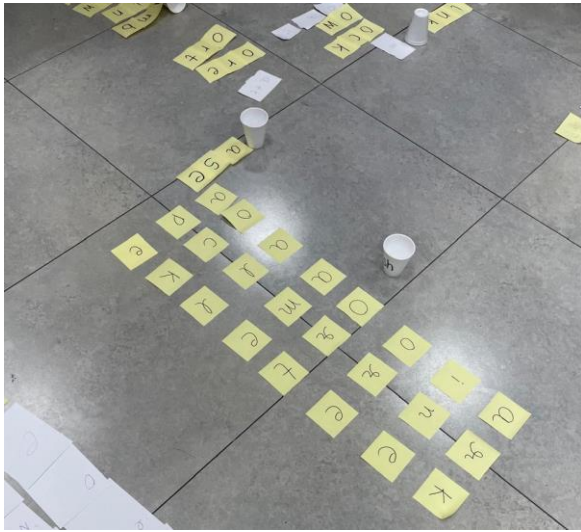
The participants were asked to roll the ball and tell their names. They also had to share one information about their favourite food. Various language games like finding odd one out from a tray full with objects starting with a “b” sound and one object starting with another letter, e.g. ball, bat, black, and a parrot; then Simon says wherein the participant had to perform the activity the facilitator asked to perform and not what she performs; another language game ‘talk about object’ was also introduced wherein the participants had to speak about any object. All these games were pointing to one or other way of teaching English or introducing English to students at early stages of schooling. These activities also helped in familiarizing participants to each other.



Introduction to 44 phonemes/blending/segmenting/diagraphs/sight words

At first the facilitator Ms. Nidhi discussed about the reading programme, how we can introduce reading to a child at the initial stages of learning. The crux of the discussion was that speaking

the language and exposure to language is the key to learning to read as comprehension of the language is most essential part which comes with listening and understanding the language. She also discussed about language structure i.e. phoneme, syntax, grammar etc.



I spy Game

The facilitator played this game with the participant where they have to find the object starting with the sound she asked for example she said, “I spy with my little eye, something with ‘b’”. This activity helps in remembering and retaining the sound of English.

Blending/segmenting/sight word activities and games

Objective: the aim of these activities is to improve the fine motor and pincer grip of children. This session was quite enriching as it incorporated story, action, song, and follow up activities to strengthen the skills aimed to enhance. These stories had words with specific blends, followed by a related song with action that helped in recapitulating the whole concept.

Introduction of CVC words

Objective: The purpose of conducting this activity is to make participants understand the importance of phonics and right guided method to blend and segment which will help to understand relationship between sound and letter. (sound of the letter and name of the letter)



Recapitulation: Closure of the workshop

The facilitator informed the participants that they should begin word blending with two letters-one vowels and one consonant such as "it," "an," and "on," before moving on to CVC words or three letter words like "tap," "bin," and so on. She demonstrated how to assist students in blending each phoneme and tapping the relevant letters to combine them into words.

The facilitator advised them to always have pictures ready for the words they are blending. These pictures are not there to encourage guessing but to verify while blending. This will help the students to blend easily. Eventually, blending will become easy and students will become confident. Pictures will not be needed then.

The facilitator then summarised the day's activities and learnings undertaken.

She summarized the day's Learning Outcomes by discussing following points and set the context for next day's workshop theme that is 'Reading with Comprehension':

1. Importance of speaking the language to build the foundation of reading.
2. The smallest building block of reading is letter and its sound.
3. Learning different letters and their unique sounds.
4. Blending and segmenting of VC and CVC words.

Day 2-22.11.2024-Reading with Comprehension

Ice Breaking Activity: Book Charades

- Objective: Warm up and spark interest in literature.
- Titles:
 1. The Jungle Book
 2. Harry Potter: Prisoner of Azkaban
 3. Goldilocks and the Three Bears
 4. The Adventures of Pinocchio
 5. Around the World in 80 Days
 6. The Little Prince
 7. Sherlock Homes
 8. The Big Friendly Giant
 9. Little Women
 10. The Blue Umbrella

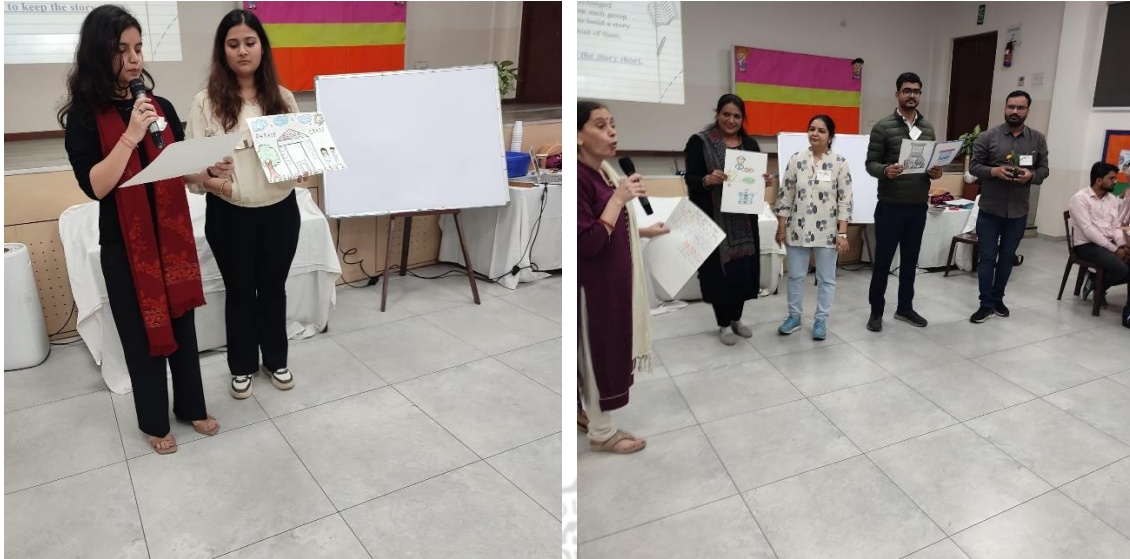
The facilitator Ms. Anshu divided the teachers into teams and provided each team the name of a famous children's book that relates to the English curriculum or comprehension themes. She then asked each team to act out their book title silently, while other teams guessed it. The activity perfectly set the tone of the day made it clear to the participant that it is going to be fun as well as an accomplished day. The facilitator wrapped up the activity discussing why each book is valuable for reading and comprehension lessons.

A recap to Phonemes and Phonics

To get early learners to read in English, focus on building a strong foundation.

The facilitator laid emphasis on key strategies like phonics instruction, alphabet knowledge, sight words, etc.

She discussed that teaching letter sounds, incorporating sight words, reading aloud regularly, using engaging picture books, playing word games, and creating a print-rich environment where they can see words everywhere, all while ensuring the reading material is appropriate for their level and interests.



Speed of Reading

Objective: Explaining the importance of reading with right pace.

Facilitator read the story, “Elf-The Superhero’ with fast speed and then with moderate speed. This activity was followed by discussion about the importance of reading with precise tone, and voice modulation which is essential for comprehension.

Aiding Emergent Literacy

What is Emergent Literacy: The stage during which children learn the crucial skills that lead to reading and comprehension.



Activity: Scavenger Hunt

Introduction to text

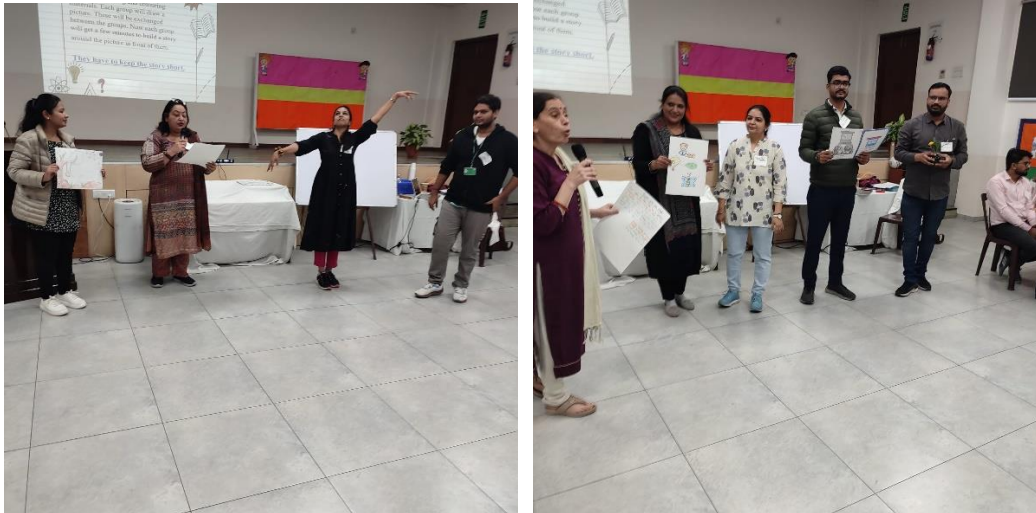
The facilitator drew the attention of the participants to the books kept on their tables. She asked them to locate the title page, the table of contents, a heading, the glossary, a caption, etc. Then she discussed that these ‘text feature’ tools help readers digest information, such as headings, captions, and diagrams. These help students learn where to find different features. She also explained that as students become more proficient, teachers can scale these activities to make them a little more advanced.



Storytelling: Defining the vitality of audio-visual material in aiding comprehension

Objective: Driving home the point that comprehension can begin with a visual.

The facilitator conveyed to the participants that incorporating visuals or illustrations is a key strategy to aid understanding of the text among children.



By including images alongside text, it provides a visual context that can enhance comprehension. Visuals not only capture the attention of children but also serve as supportive cues, making the content more accessible and engaging. This approach taps into the visual learning style of many students, contributing to a more comprehensive understanding of the material.

Hence, with the help of AV aids graded learning happens.

Importance of Comprehension

This session consisted of various activities to make participants understand how different types of activities are essential for enhancing comprehension level of children. The importance of KWL chart, describing oneself through **Two Truths and One Lie** a game that makes children think about themselves and others and helps build vocabulary and sentence formation ability. The game involved each participants sharing three statements- two true and one false- About themselves in English, others guess which statement is the false one. Apart from being beneficial to language acquisition, this also helps in providing brief comic respite amid serious discussion in the classroom.



Asking questions and prompting before, during, and after reading

The facilitator discussed that asking questions intermittently while reading in English is like

having a periodic conversation with the book. It helps us understand that story or information better because we think more about what's happening. So, asking questions makes reading more interesting and makes sure we truly comprehend what the words are saying. She even provided an example of reading with prompting questions before, during, and after the reading. The point is the ongoing process of asking questions before, during, and after reading helps focus the reader's attention on analysing and connecting with the text.

Reading is not a passive exercise: an active mind will ask and answer questions while engaging with the text.

Word Game

Objective: Highlighting the importance of new and difficult words in the text. How to help students memorize these.

In this game the participants stand in front of the Post-its with words written on it, with the bunched-up sock in their hands. The resource person said one of the words and the participant threw the sock-ball at the Post-it note that matches.



Sentence Formation

Expand the vocabulary base

The facilitator explained how each participant using a letter of the alphabet, begins a sentence, the next participant begin their sentence with the following alphabet, so on and so forth. Each sentence added to the next sentence, building and adding to a story. This is an excellent way to enhance language and literacy skills.

Example-

Participant 1: Are you going to the market?

Participant 2: Before I go to the market I have to finish dusting.

Key to Comprehension

Identifying the main key to reading comprehension

The main key to comprehension is exposure to English language. To make participant understand this concept the facilitator Mrs. Anshu conducted the activity Simon says albeit in a different way. She asked participants to follow her instructions. The instructions were:

- Take a sheet of paper
- Fold it in half
- Hop on one foot
- Fold the sheet again
- Walk in slow motion
- Crush the sheet
- Strike a superhero pose
- Smoothen the sheet
- Freeze like a statue in a funniest pose

This activity was followed by a quick recap of the workshop. The topics covered were:

Read aloud regularly:

Model fluent reading by reading aloud to children from a variety of books, discussing the story and vocabulary.

Interactive reading:

Use shared reading strategies like pointing to words on the page while reading together.

Picture books:

Select engaging picture books with simple text and vibrant illustrations to support comprehension.

Vocabulary building:

Introduce new vocabulary words through context and visual aids and encourage children to use them in conversation.



Meanwhile the feedback form was shared in the group and participants were asked to fill out the form before leaving the venue. Mr. Pramod Kumar, Consultant, NDMC addressed the participants and briefed them about the aims and objectives, and way ahead of the workshop.

He asked participants to be ready for classroom observations and follow up sessions to be held online every fortnightly. It is to be noted here that 6 Principals from various NDMC school also took part in the workshop for an hour.

