

New Horizon Quality Assessment and Skill Development Center

Report of the English Vinglish Workshop for the Lab assistants/ technicians
held from the 3rd to 28th April 2018

Objectives of the workshop:

The participants will be able to:

1. Read, speak and comprehend English better.
2. Shed their inhibitions and gain more confidence in their speaking skills.
3. Converse in English fluently
4. Improve their writing skills in English.
5. Express their thoughts, ideas, views and opinions freely and independently

Keeping the above objectives in mind there were eighteen activity filled days planned, including the written assessment for the Lab assistants/ technicians, during the workshop. While some of the activities were group oriented, most of the others were individual activities. Handouts in the form of hard copies and printouts that were downloaded on varied topics related to English e.g. - essays and poems on English being a funny language, English a universal language, why English is so hard to learn.

The content of these handouts were read out alternately by the resource person and the participants and then explained and discussed. This was done intermittently as and when time permitted, between the activities. Funny humorous poems were also given as personal copies to all the students. They learnt these from memory and recited it in the presence of their colleagues. About fifty popular proverbs were also given to them.

Apart from the above resources, varied other resources like English newspapers, story books, dictionaries and personal cell phones were used.

Here is a list of nineteen activities that were carried out over the 18 day period of the workshop.

Day 01- Self introduction through a game and reading out of the content from the handouts.

Day 02- *Samachar Vani: News and views (English)*

The participants had to choose a news article piece, read it and explain it to the rest of the participants.

Day 03 and Day 04 – *Tell a Tale*

The participants were asked to select a story of their choice from the story books provided to them. They were required to read and narrate the story in English in their own words. More matter from the handouts was read out and explained.

Day 05- *In someone else's shoes*

The participants were required to speak on any one of the professions that they had provided through a brainstorming session. Each one was given a turn to come up and narrate, how one of the professional helpers had made a difference to their lives in English.

Day 06 and Day 07- *Project Operation: Drama*

This was a group activity in which each group was allotted around 15 minutes of time to select a story of their choice and then enact it as a group.

Day 08 and Day 09- *Fun with sentence construction*

The participants were required to refer to dictionaries or the internet and select 10 words of their choice, which were new to them and those that they needed to know the meanings of. Next they had to construct meaningful sentences using those words in English. After that they shared their sentences in turn with the rest of the class.

Day 10- *Building a word wall*

This was conducted as a verbal activity and a written one too. A game of passing the ball was played and each one of them got to form a new word beginning with the last letter of the previous word.

In the written activity each one was given a chance to break up the big word into as many smaller meaningful words.

Day 11- *Putting our hands and heads together*

This is a group activity where the group leader will come forward and choose a topic written on slips of paper. After a preparation time of 5-10 minutes, each participant was required to come up and speak on the topic.

Day 12 and 13- *Fun with Poetry- Shedding Inhibitions*

Funny and humorous poems were read and recited by the resource person with actions and expressions and the participants were required to learn the poem from memory and coordinate it with actions and expression.

Day 14- *Dialogue Baazi*

This is a group activity where each pair of participants came forward and spoke in the form of a dialogue on the topic marked on the chit that they picked up from the bowl. e.g., - Share your favorite recipe.

Day 15 and 16- *Proverbial gyaan*

A handout with 50 popular proverbs was given. The meanings of each was explained with examples. The next day the participants came up and shared 3 proverbs of their interest and choice, with their meanings and examples.

Day 17- *Written evaluation*

A written assessment was done based on general knowledge, letter writing and composition writing.

Day 18- *Passing the parcel- A game*

The game was played with music. The parcel was passed from one to another. When the music stopped the one with the parcel in hand had to open the newspaper cover which had a certain task pinned to it. The slip of paper was opened and the task/ forfeit written on it was read out, which the participants with the parcel had to perform. These task/forfeits were all tasks of revision and reinforcement exercises done at the workshop.

All the above activities were assessed and marked for their participation and performances. The marks were assigned on the basis of the levels of improvement of each participant from the day they started. Thus each participant competed with his/her performance and was not judged in comparison to another. Each participant's marks were recorded in a mark book. Every participant was assigned a cumulative grade which will be displayed in his/ her certificate that will be awarded at the end of the workshop.

Comments, Remarks and Suggestions:

1. Although there are 53 lab assistants/technicians at NHCE, only 28 participated in the morning or afternoon slots on a daily basis, which makes 50%. Another 10 % had genuine reasons like illness/ accidents/ family wedding etc., as reasons for their absence, for which they have all submitted pre or post applications for leave to their respective HODs.
2. The EEE H.O.D sent a written request to excuse his lab staff and to postpone the remaining part of the workshop after the 19th of May 2018. Postponement was not possible at short notice, and the lab staff would also be availing of the vacation leave during that time. The only written intimation/request, we received was from the HOD of the EEE Department and no information what so ever about the lab staff's absence, at the workshop from the other departments/ HODs. Going forward, this kind of workshop would be beneficial to each and every staff member and prove to be a bigger success. Going forward, this kind of workshop would be beneficial to each and every staff member and prove to be a bigger success, if there is better coordination between the different departments of the college, thus making it easier and enabling their staff members to attend. Such kind of programs must be given higher priority in order to motivate and encourage the lab staff to speak and communicate better and more confidently in English.
3. This kind of workshop must be given higher priority in order to motivate and encourage the lab staff to speak and communicate better and more confidently in English.

Those who attended regularly benefitted immensely from this workshop. When they first came in they were slightly nervous, shy, reserved and very fearful of expressing their thoughts, ideas and feelings. But as time passed, they slowly started coming out of their shells and become more and more confident with each passing day. They became less self-conscious, spoke, narrated, recited and enacted before a crowd. At the end of the workshop there was a great deal of improvement and they started communicating freely in English.

4. During sharing sessions, most of them had some common requests-
 - a. That they be treated with more respect and dignity by the students.
 - b. That their title /designation be changed from 'lab Assistants or Instructors' to Lab Technicians/ Lab Executives, as the title 'lab Assistants/Instructors', carries with it a lot of stigma and condescension from staff and students.
 - c. They requested for more enriching opportunities like the 'English Vinglish' workshop to interact and participate as it was very instrumental in building their self-confidence, morale and self-esteem.