

DEPARTMENT OF ENGLISH

A GIST OF ACTIVITIES AT A GLANCE

Dept of English is rich with four assistant professors, six Guest lecturers and two academic consultants headed by Sri Md. Jaleel. A.V.Sharma and Shareef Miya who have been imparting English for all the existing streams in the college. In addition to that department actively involves in academic administrative programs and extends help in student advisement and counseling.

1. Dept of English has designed and executed, curricular co curricular extra curricular, research oriented ,and skill oriented activities throughout the year for the integrated development of the students
2. It has organized an **extension lectures** on soft skills and life skills to inculcate work readiness attitude among the students.
3. Students of B.Com have prepared **audio lessons** and uploaded those on Whatsapp audio stream for the benefit of the visually challenged students and to promote listening skills.
4. Department of English has created a platform called **performing texts** through which students explored and explained their text books by adding their imaginative colors and thoughts through A Capella, mono action ,hot seat .soliloquy ,monologue. Storytelling, gallery walk, PowerPoint presentation, role play etc.
5. Students have submitted around 1750 assignments and designed 200 power point presentations on various curricular and Co-curricular aspects
6. Teaching aids generated
7. Learner centric teaching methodologies are followed throughout the academic year
8. As part of this low cost no cost teaching materials are generated to improve the English language learning
9. Along with the study material additional reading material such as know your English of The Hindu and Sureshan articles of Eenadu were made available.

10. The black board adjoining the English department wall has been used as an English wall. Students write quotation, vocabulary grammar points ,phrases and other functional English items on it.

ELF strategies and Performing texts



Teaching English in a multicultural environment is a challenge for teachers. Adapting to new strategies and creating new experiences for students is a must. In this context a teacher of English should aim at continuous professional development. Keeping the above objective in mind the CCE (Commissionerate of Collegiate Education) jointly organized (with the regional English language office, US Embassy, New Delhi) a 3 day workshop for lecturers teaching in various Government degree colleges. Two batches were conducted from 27 February 4 March 2014. The theme of the

programme was "Reading the word reading the world: promoting additive literacies in the class room".

The mentor in the session was Dr. Spenser Salas, Associate professor of the university of North Carolina, US. The work shop was a great success as all the participants participated with enthusiasm.

The learning strategies that were applied in the workshop are useful in any environment and hence can be user friendly. The strategies involve all the students. They involve all the skills i.e. LSRW. The main learning strategies include

1. Tableau
2. Hot seat
3. Free writing
4. Gallery walk
5. Dear

Free writing

Many writing instructors use a free writing exercise at the beginning of each class. It's a way of getting the brain in gear, and it's an exercise you can do on your own, safe to try in your own home. Write down a topic at the top of that empty page. It can be either a one-word topic — like "Dentists," for example — or a brief statement of the topic you've chosen or been given to write about. Set the clock for five to ten minutes and put pen to paper or fingers to keyboard and go at it. Write as fast as you can; the faster the better. You are not allowed to stop writing! If you can't think of anything to say, write down that you can't think of anything to say, something like: "I'm stuck but I'll think of something soon."



" Don't stop. Don't worry about transitions or connecting the ideas or paragraphing or subject-verb agreement or even commas. And form absolutely no judgment about what you write. Your Censor is on vacation. Your writing may take you in some really weird directions, but don't stop and never think to yourself, "Oh, this is dumb!" If you get off the subject, that's all right. Your divagation may end up somewhere wonderful. Just keep writing. Do not criticize yourself and do not cut or scratch out or revise in any way. Many instructors suggest that at the end of the timed period, you should write one sentence IN ALL CAPS that takes you back to where you started — something to do with dentists.



It's probably a good idea to read your free writing out loud when you're done with it. Often the ear will pick up some pattern or neat idea that you hadn't noticed even as you wrote it. Read your free writing to a friend or have your friend read it out to you. Your friend might think you're insane, but that's all right. Then it's time to spend just a couple of minutes going through the free writing with an aim toward casual rewriting. The word-processor is a big advantage here. Delete the "I can't think of anything to say" lines and the pure nonsense. Are any ideas or patterns emerging?



Don't give up on free writing after one exercise. Many students think that it's boring or stupid at first and come to love it after a week or so of exercises. Free writing is like any other kind of mental activity: you will get better at it. The first couple of times you try it, perhaps nothing will come of it. After a few efforts, though, the exercise will become liberating. Just as you would never start to play tennis or jog without stretching a bit first, you will never try to write again without doing a bit of free writing

first. Sometimes, even in the middle of an essay, when stuck for the next idea, you can do a bit of free writing to get you going again.

Here's a five-minute example of free-writing on the subject of dentists written by an older student, Thruston Parry, who has given us permission to use his work:

Dorothea Brande was an early proponent of free writing. In her book *Becoming a Writer* (1934), she advises readers to sit and write for 30 minutes every morning, as fast as they can.

Peter Elbow advanced free writing in his book *Writing Without Teachers* (1975), and it has been popularized by Julia Cameron through her book *The Artist's Way* (1992).

Technique

The technique involves continuous writing, usually for a predetermined period of time (often five to fifteen minutes). The writer writes without regard to spelling, grammar, etc., and makes no corrections. If the writer reaches a point where they can't think of anything to write, they write that they can't think of anything, until they find another line of thought. The writer freely strays off topic, letting thoughts lead where they may. At times, a writer may also do a focused free write, letting a chosen topic structure their thoughts. Expanding from this topic, the thoughts may stray to make connections and create more abstract views on the topic. This technique helps a writer explore a particular subject before putting ideas into a more basic context.

Free writing is often done on a daily basis as a part of the writer's daily routine. Also, students in many writing courses are assigned to do such daily writing exercises.

Rules

Here are the essential rules that are often formulated for the beginners or students, often a paraphrase of Natalie Goldberg's "Rules for Free Writing," often referred as Natalie Goldberg's first four rules of writing:

- Give yourself a time limit. Write for one or ten or twenty minutes, and then stop.
- Keep your hand moving until the time is up. Do not pause to stare into space or to read what you've written. Write quickly but not in a hurry.
- Pay no attention to grammar, spelling, punctuation, neatness, or style. Nobody else needs to read what you produce here. The correctness and quality of what you write do not matter; the act of writing does.
- If you get off the topic or run out of ideas, keep writing anyway. If necessary, write nonsense or whatever comes into your head, or simply scribble: anything to keep the hand moving.
- If you feel bored or uncomfortable as you're writing, ask yourself what's bothering you and write about that.
- When the time is up, look over what you've written, and mark passages that contain ideas or phrases that might be worth keeping or elaborating on in a subsequent free-writing session.

Goldberg's rules, which are infused with the study and practise of Zen Buddhism, make the process of free writing more accessible for a beginner and are perhaps less extreme than those of Kerouac, although they are still tinged with an element of mysticism.

How to Free write

For five minutes, write non-stop: don't lift your fingers from the keyboard or your pen from the page. Just keep writing. Don't stop to ponder or make corrections or look up a word's meaning in the dictionary. Just keep writing.

While you are free writing, forget the rules of formal English. Because you are writing only for yourself at this point, you don't have to worry about sentence structures, spelling or punctuation, organization or clear connections. (All those things will come later.)

If you find yourself stuck for something to say, just keep repeating the last word you have written, or write, "I'm stuck, I'm stuck" until a fresh thought emerges. After a few minutes, the results may not look pretty, but you will have started writing.

Using your free writing

What should you do with your free writing? Well, eventually you will delete it or toss it away. But first read it over carefully to see if you can find a key word or phrase or maybe even a sentence or two that can be developed into a longer piece of writing. Free writing may not always give you specific material for a future essay, but it will help you get into the right frame of mind for writing.

Practicing free writing

Most people need to practice free writing several times before they're able to make it work for them effectively. So be patient. Try free writing as a regular exercise, perhaps three or four times a week, until you find that you can write without rules comfortably and productively.

GALLERY WALK

Gallery Walk is a discussion technique that gets students out of their chairs and into a mode of active engagement. The advantage of the method is its flexibility and the variety of benefits for students and instructor alike. A Gallery Walk can be conducted with computers (a "Computer Run"), with pieces of paper on tables, or with posted chart paper. It can be scheduled for fifteen minutes (a "Gallery Run") or for several class periods. For students it's a chance to share thoughts in a more intimate, supportive setting rather than a larger, anonymous class. For instructors, it's a chance to gauge the depth of student understanding of particular concepts and to challenge misconceptions. Below is a short summary on how to conduct a Gallery Walk. For a more complete set of instructions on how to conduct a Gallery Walk, Computer Run, or Gallery Run. The instructor prepares several discussion questions. Student teams in a Gallery Walk typically number three to five. So, for a class of twenty write four to five questions.

1 .For larger classes either write more questions or repeat the same set of four to five questions, posting the same question set in different sections of the class. Questions can gauge knowledge and comprehension or can tap higher order thinking skills involving analysis, synthesis, and evaluation.

2. Questions are posted on different "stations" on classroom walls, placed on pieces of paper on desks in different locations around class, or typed on different computers. Plan on sufficient space for groups to congregate and discuss questions.

3. At each posted question a student team reviews what previous groups have written and adds new content. After a short period of time, say three to five minutes but the exact time will depend upon the nature of the question, say "rotate." The group then rotates, clockwise, to the next station. The rotation continues until all posted questions are addressed.

4. As students discuss questions, the instructor can circulate around the classroom, clarifying questions, gauging student understanding, and addressing misconceptions. Write down any misconceptions or lapses in student understanding and address these problems before the end of the exercise. In such a way, Gallery Walk becomes a valuable tool for informal assessment.

3. When the group returns to the station where it started, the group synthesizes comments and makes an oral report, the "reports out" phase of Gallery Walk," to the class. This stage of the Gallery Walk is a great chance for involving the entire class in discussion and to address misconceptions. Group or individual written reports can be completed in lieu of oral reports.

DEAR

This is an important post reading activity. We can gauge the depth of understanding of s after lessons are taught. In this strategy students will be encouraged to write a letter to the character of their choice. The letter will be a formal one. This makes students own the lesson and consequently experience the spirit of the material being taught.

TABLEAU

Tableau is a stage performance made by actors playing characters. Students play roles and position themselves to create a picture.



Tableau provides students with an opportunity to comprehend the text understand and perform different roles. As they read, good readers envision the action and events described in a text. They create a mental picture.



Students read and imagine what the text describes then they work together to create a live visual image of the words.



Through the planning and presentation of a tableau students strengthen their ability to visualize the written words develop and present sensory images and thus gain a deeper understanding of the text's meaning. It is synthesis of the student's decisions about how actors use their faces and bodies to communicate action, circumstances and emotions.



Today's topic is "The table and the chair" by Edward Lear We divide the class into five groups and allot one stanza each to the group. Students read the poem and discuss in the group about how the performance is going to be.



The teacher moves around the class observing and helping the students wherever necessary.



Keerthana, B Sc I year, performing texts

Each group selects one person as a reader while the others perform. The same process is repeated by other groups. Tableau caters to the needs of different types of learners as they are at liberty to choose a comfortable character in the group.



The play 'Dr Faustus' was being performed



Dr Faustus was being performed

Hot Seat

Using the Hot Seat strategy motivates students to thoroughly understand a text. The teacher assumes the role of a character in a narrative selection, a historical figure in an expository text, or a subject from a scientific study, such as an aortic valve, a maple tree, a planet, or a cumulus cloud. After the teacher's portrayal, a student assumes the same role. Using the information already studied, the students can

examine and evaluate the actions, feelings, and motivations of a character or subject.



Procedure:

1. To begin with, the teacher assumes the role of a character or subject and sits in the front of the class in specially designated chair called the Hot Seat.
2. Next, the students are invited to ask questions of the guest in the "Hot Seat". In the beginning it may be necessary to start the question-asking session by saying, "I am Albert Einstein. Do you have any questions for me?" Or, I am a rose bush. I live in the rose garden at the White House. What do you want to know?"



3. After the students have become familiar with this format, divide them into pairs or small groups of four to six. Assign one person to take the Hot Seat and proceed as

described in #2 above. Students are encouraged to ask questions that provide insight into motivation, feelings, or actions.

4. Finally, whole group "Hot Seat" can be played. The class chooses someone who has done well in the small group setting. This person goes in front of the room and takes questions from the class. It is important before doing this, that time be allowed for both the "Hot Seat" character and the class have ample time to research the character or subject.

How to do it

The traditional approach is for the pupil playing the character to sit on a chair in front of the group (arranged in a semi-circle), although characters may be hot-seated in pairs or groups. It is helpful if the teacher takes on the role of facilitator to guide the questioning in constructive directions. To help students begin you can try hot-seating children in pairs (e.g. a pair of street urchins) or in groups (e.g. environmental protesters, refugees).

If the background of the character is familiar to the pupils, then it may not be necessary for those playing the characters to do much preparation. Although some roles obviously require research you may be surprised at how much detail students can add from their own imaginations. It is important that the rest of the group is primed to ask pertinent questions. Don't get bogged down in facts during hot seating, but concentrate on personal feelings and observations instead.



Practices of the department

DEPARTMENTAL PRACTICE

Department of English

Title of the Practice:

Low cost no cost teaching material

2. Objective:

To prepare low-cost no cost teaching material to be used to provide reading material for students.

3. The Context:

Most of the students who study at the college hail from villages in and around Sangareddy. They do not have much exposure to reading English newspapers. Keeping this in view the department decided to provide the students with low-cost no cost reading material and involve them in developing it. This will

- Help them utilize their time well.
- Help them cultivate the habit of reading.

4. The Practice:

After identifying the problem a group of students with various backgrounds was formed. They were motivated to go through clippings of newspapers. The clippings were so chosen that they were of less than three paragraphs, written in simple language and interesting to read. The students thus motivated helped others to go through these clippings. Consequently, students were encouraged to go through the news tabloids of leading dailies.

5. Evidence of Success:

Some seven hundred news clippings were collected by the students. These clippings were adhered to cards. They became permanent reading materials.

These were used as material to test the capacity of reading comprehension in general class also. They were also used for assignments.

6. Problems Encountered and Resources Required

No financial obstacles encountered by the department. However the department has to cater to the needs of huge number of students. So these materials were initially used for a few students.

8. Responsible:

Teachers of the Department

DEPARTMENTAL PRACTICE

Department of English

Title of the Practice:

Notice board as a teaching aid. (English wall)

2. Objective:

Publish nuances of English grammar, spoken English related material on the notice board to cater to the needs of the students.

3. The Context:

English language has been evolving day by day and students need constant exposure to the nuances of the language. Hence it was felt there was a growing need to encourage students to write quotations, one word substitutes and other relevant grammar material on the board which was installed on the wall of department.

- It was felt this would instil flair of language in students
- To help students in learning the language on daily basis and motivate them to cultivate the habit of reading.

4. The Practice:

Some self-motivated students were encouraged to write quotations, one word substitutes and other grammar points on the white board. This is equivalent to the practice of **English wall**. They started writing the above mentioned material / points on the board.

5. Evidence of Success:

Many students were motivated by the quotations and other relevant material. The board outside the Principal chamber was also maintained by these students. As an encouragement to two students, the erstwhile principal gave the students a set of text books each for their work.

6. Problems Encountered and Resources Required

As the department is adjacent to the boys' toilet some mischievous students started erasing the written material. This will be met with right solution soon. We are planning to install a CC camera focusing the department.

Students need constant motivation.

8. Responsible:

All the teachers, Department of English