



NEWSLETTER

ENGLISH ENHANCEMENT PROGRAMME

BBPS JHANOR



MODULE – POEM (CLASS – II, III)

The Muddlehead is a poem about a man who remains mentally confused, a little bit insane. He has a problem making sane decisions.

Methodology: Read the poem aloud with expressions and actions to make it entertaining connecting with real life incidents. Asked students: "What mistakes did the muddle-head make?" Made them recite the poem with actions in groups.

Suggestion: To enhance these programs, incorporate regular interactive sessions, periodic assessments, and integrate technology for better engagement and vocabulary retention.



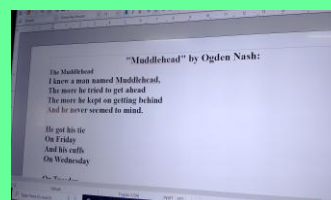
MODULE – VOCABULARY (CLASS – II, III)



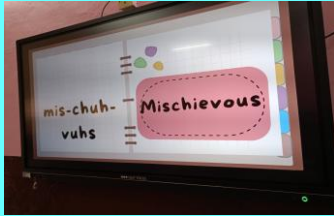
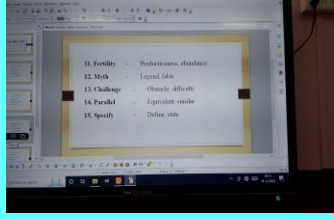
The activities for Classes II-III aimed to enhance vocabulary skills by focusing on understanding, usage, and retention of new words through engaging methods. Key activities included "Word of the Day," "Picture Talk," and writing down words and their meanings to aid retention. As a result, students showed improved reading, listening, and speaking skills, along with better academic performance. Overall, these activities successfully enhanced vocabulary, though additional support will be provided for students struggling with complex words.

MODULE – POEM (CLASS – IV)

Methodology: The activities were precisely designed using the Muddlehead and its four Vocabulary modules, emphasizing interactive, diverse learning strategies. The Muddlehead module engaged students in listening the poem and contextual exercises while the Vocabulary modules employed diverse techniques, such as visual presentations, auditory support, and hands-on activities to facilitate language acquisition.



MODULE – PICTURES (CLASS – IV)



Action: Teachers developed detailed PowerPoint presentations, showcasing words with their meanings and contextual examples.

Objective: To strengthen vocabulary comprehension, ensuring a deeper understanding of word meanings and their application in various contexts.

The activities led to a marked improvement in the students' ability to learn new vocabulary. Students exhibited greater fluency and precision in verbal communication. The process of chart creation further reinforced their hold of words, allowing for quicker recall and more sophisticated language use in discussions.

Feedback: Students expressed high engagement levels, particularly appreciating the interactive elements, such as the word charts and auditory activities. They noted a significant boost in confidence when using new vocabulary in both written assignments and verbal exchanges.

MODULE – VOCABULARY (CLASS – V)

Methodology: Students were encouraged to create sentences using new words, and visual aids such as word maps and mind maps were utilized to help connect words with their meanings.

Key Activities: Words were linked with images to make them more memorable. Simple word webs and diagrams were used to show the relationships between words, enabling students to connect ideas and use the words correctly in sentences.

Teacher's Feedback: Students enjoyed learning when words were connected to pictures, actions, and engaging activities.

Suggestion: Some students continue to face challenges with correctly pronouncing new words. More focused pronunciation exercises are recommended to address this gap.



MODULE – POEM (CLASS – V)



Methodology: The poem was introduced through an audio recording, ensuring proper rhythm and intonation to capture the essence of the verse. To enhance engagement, hand motions and facial expressions were used to bring the poem to life, making it more interactive. Students actively participated by reading and repeating the lines collectively, fostering a sense of involvement and improving their fluency.

Key Activities: Pre-reading activities were incorporated to encourage critical thinking and personal reflection.

Teacher's Feedback: Teaching Muddlehead was a highly enjoyable experience, as the poem's humour and wordplay effectively engaged the students. It allowed them to explore language in a fun and thought-provoking manner.

MODULE – WORD CHAIN & WEAVING

The "Word Chain Speak Along" activity, part of the Language Enhancement Programme, was successfully held for grades VI to IX & XI in September 2024. The activity aimed to improve students' vocabulary, retention, and language usage through an interactive and enjoyable format. Students were divided into groups, where each participant had to come up with a word starting with the last letter of the previous word. Students enjoyed the creative challenge of incorporating new vocabulary into their stories, which improved their language skills and fostered greater engagement.



MODULE – TÊTE – E - TÊTE



The "TÊTE-À-TÊTE" module is designed to initiate a process of dialogue and conversation, helping students achieve fluency in language. This class activity encourages students to work in groups, where they improvise scripts, create dialogues, and learn the nuances of effective delivery. The primary objectives of this module were to enhance vocabulary and develop listening and speaking skills. This activity allowed students to explore language, form dialogues, and improve communication skills through meaningful discussions.

MODULE – TURN COAT



The "Turncoat Debate" is a unique activity where students argue both for and against a topic, challenging their critical thinking and adaptability. Students from grades VI to IX, and XI participated enthusiastically, demonstrating their knowledge, wit, and hidden talents. Each student presented their views for 2 minutes, switching between "for" and "against" at the 1-minute mark upon the coordinator's signal. Parents appreciated it for fostering critical thinking, persuasive communication, quick adaptation, improved vocabulary, and boosted confidence in speaking.

MODULE – TED TALKS



This module serves as an excellent platform for students to refine their public speaking skills, master the art of persuasive storytelling, and harness the power of effective communication. Its primary goal is to empower students to explore topics they are passionate about, thereby enhancing their research, public speaking, and critical thinking abilities. This inspired initiative allowed students to track their progress while enhancing language skills. Students and parents praised the module for improving public speaking, critical thinking, and research abilities.

MODULE – NEWSROOM

Students created news segments on topics of their choice, focusing on clear communication, delivery style, and creativity. They also engaged in peer reviews and self-reflection to evaluate their work and provide constructive feedback. The assignment helped students develop key skills such as presentation, creativity, technical video editing, critical thinking, and collaboration. As an Art Integrated and English Project, it provided an innovative platform for learning media production, public speaking, and creative expression, making the learning experience both fun and educational.



MODULE – RESPECT

The Respect Module, for Grades VI to IX and XI, aims to build understanding and application of respect. Sessions 1 and 2 focused on defining respect through videos and discussions, emphasizing mutual respect, conflict resolution, and teamwork. Sessions 3 and 4 covered Self-Respect and Respect in Action, encouraging reflection on personal strengths and engaging in role-plays and eco-respect pledges.



MODULE – POEM (CLASS VI to VIII)

The Poetry Module for students of Std. VI to VIII aimed to deepen their engagement with poetry. Over the course of the module, students listened to five different poems, each with unique themes, rhythms, and stylistic elements, delivered through audio to emphasize tone and emotion. Following each poem, students practiced reciting them aloud, concentrating on pronunciation, intonation, rhythm, and emotional expression. The teacher provided feedback to improve these aspects of their recitation.



MODULE – MARC ANTONY'S SPEECH



Students of Std. IX and X were introduced to the play Julius Caesar and provided with background information leading up to Marc Antony's famous speech. The primary objectives of this activity were to improve students' vocabulary, listening, and pronunciation skills. Through this initiative, students gained an understanding of the power of words and learned how to effectively use vocabulary and deliver a speech. Such activities are highly beneficial for enhancing communication skills.

IMPROVING EDUCATIONAL PRACTICES

The initiative Improving Educational Practices successfully carried out a series of engaging and impactful activities aimed at fostering empathy among students towards the invaluable contributions of school helpers. Throughout the year, several key activities were organized, including the celebration of World Labour Day, an interactive session with the helpers, literacy development (focused on reading and basic language skills), numeracy skills enhancement, basic computer literacy training, and the presentation of special appreciation cards.

Students appreciated the initiative for promoting empathy and creating meaningful connections with school helpers, fostering a sense of inclusivity. They enjoyed engaging in activities that highlighted the helpers' contributions and talents, reinforcing the importance of mutual respect and support within the school community.



Overall Suggestions: Incorporating interactive activities like group discussions, debates, speeches, and interview preparation as per the prescribed curriculum could enhance students' communication skills by providing practical, real-world contexts for practice.