



Report of One-day Workshop on *Interactive Approaches to Tasks and Activities*

1. A hybrid workshop on Interactive Approaches to Tasks and Activities was organised by the Department of ELT, School of Humanities, Kalyani, NSOU on 29th August 2022. The participants were PGELT students registered in the years 2021 and 2022. A total of 44 participants attended the program of which 10 were offline and 34 online.
2. The objectives of the workshop were to:
 - a. familiarize the participants with different types of language exercises,
 - b. help them differentiate between exercise, task and activity,
 - c. make them develop a variety of exercises on given reading passages.
3. The workshop began at 11 am with a brief introduction. Professor Mohanraj began the session with an ice-breaking activity and all the offline participants participated actively. The online participants observed the activity and offered their comments.
This was followed by a set of activities on grammar exercises. Prof Jaysankar Basu brought to light some of grammatical nuances used in the 'Incident at a Bank'. The participants, both online and offline identified the nuances and suggested alternatives.
The next slot was taken up by Dr Sumana. She used the poem 'From a Railway Carriage' and drew the attention of the participants to verb phrases and their use as found in the poem. This helped them distinguish the functions performed by VPs.

Then there was a lunch break.
4. The afternoon session began at 2.00 pm. The session began with a recap of work done in the morning followed by a brief introduction to reading. The participants were given the passage 'Unhappiness Quotient' and were asked to prepare five comprehension questions with one or two in MCQ format. The participants shared their questions in plenary and received comments from their peers. The online participants shared their questions on the chat box and received a feedback. Finally, Dr Sumana helped the participants look at 'Am I a Happy Teacher' and asked them to analyse the text minutely and come-up with a set of ten-commandments for a teacher. This was tied up with the concept of CPD.
5. All through the workshop, all the participants worked in pairs and understood the value of pair work and group work. During the last part of the workshop, about 15 minutes was devoted to questions and clarifications. All three resource persons responded to the questions.
6. The entire workshop was live-streamed and this was facilitated by IT information Department. The regional Director provided the necessary logistic support to conduct the workshop. Director, School of Humanities deputed the office personnel to lend support in conducting the workshop.



- The offline participants had shared their feedback on the workshop at the end. They said that such close interactions after a long time were refreshing and wanted more of them to learn and evolve. The performance based learning focus led to overlapping of topics in the sessions exploring various teaching aspects. A few of them responded that the workshop did not follow according to the schedule provided. This was because, the resource persons, assessed the needs and quickly made a few modifications to the schedule given. The participants were not made aware of this.



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Sd/-

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