

A Detailed Report on 'The Outreach Program'

Conducted by

Department of English
Rajiv Gandhi University
Rono Hills, Doimukh- 791112

At

Govt. Secondary School,
Rajiv Gandhi University Campus,
Rono Hills, Doimukh-791112

On

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The **OUTREACH PROGRAM** was conducted by the Department of English at Govt. Secondary School, Rajiv Gandhi University campus on Nov. 22nd, 2019. The purpose of the Outreach Program was to extend the service and inculcate language skills among the school students. The program also aimed at giving opportunity and

practice of teaching English as Second Language to the students of the department. With the above mentioned objectives, the select group of twelve (12) M. A. IIIrd Semester, one (1) CCCE student and Four (04) faculty Members as mentors visited the school. The program was conducted with the permission of school authorities. The target group was the students of class VI.



A Group of select Participant & Faculty Members as Mentors, From Dept. of English, RGU

Dr. K. C. Mishra, Head, Dept. of English, Prof. BhagabatNayak, Dr. Chandan Kumar Panda and Dr. Prachand Narayan Piraji along with twelve (12) M. A. IIIrd Semester and a student of CCCE (as participant teachers) conducted the program. The group of participant teachers reached the school under the mentorship of faculty members of the Dept. of English, RGU, on OCT. 22nd, 2019 at 10.00 am. The Headmaster of the Govt. Secondary School RGU Campus introduced faculty members and the participant teachers and conveyed the purpose of the program to school students and the staff.

Followed by the introduction, the class VIth was handed over to the select group of participant teachers from the Department of English, RGU to conduct Language

Learning Activities designed especially for inculcating Language Skills among the school students.

Activity- 1

Introduction: Benefits of English Language and its Scope

Dr. K. C. Mishra, Head, Dept. of English initiated the discussion on benefits and the scope of language learning specifically with reference to English Language by asking the school students about their dreams and future plans. The students responded as enthusiastically as he began the interaction with them. On their response, he also explained the various problems in the process of learning English language at secondary level.



Dr. K. C. Mishra, Head, Dept. of English- Introduction & Interaction with School Students

After, Dr. K. C. Mishra, the select group of 14 M.A. and CCCE Students took over and conducted the designed language learning activities.

Activity- 2

Ice Breaking Activity: Simon Says

The second activity involved an ice breaking game. The name of the game was “Simon Says” According to the rules; a student from the group would stand in the front

and assume the character of Simon. Simon would instruct certain actions which had to be followed by the class. Each instruction would begin with 'Simon Says' and any other instruction that was given without this must not be performed by the class. The rule was properly explained to the class and it was also demonstrated in front of them.

The objective of the activity was to establish the interaction and rapport between the students and the teacher participants for the smooth conduct of the other activities based on LSRW. During icebreaking game the school students were also explained the importance of concentration.



“Simon Says- Ice-Breaking Game”

Activity- 3

Memory Game: Animated Pictures and the Words

Memory game was an attempt to see the cognitive and recognition abilities of the students. “It was fun”, was the response of the school students. For the game, the participant students screened around five select pictures by using projector and gave a specific task for every picture that was shown on the screen.

Task – 1: The school students were shown a picture with multiple things and objects and asked to observe the picture for certain given period and make the list of the things and objects once the picture disappears from the screen. The objective of the task was to work on their faculties of comprehension, observation, repetition.



Memory Testing- Game

Task- 2: The school students were shown a picture on the screen with certain details and asked to write a story based on it. The objective of the task was to work on the students' comprehension and imagination, their creativity. The participant teachers also assisted them with certain explanations – mostly suggesting key words and sentences to complete the story. The outcome of the task was almost the whole class came up with a different interpretation of the same picture. The task also helped the students to check their vocabulary and writing ability.



Guided Writing

Through this game, the importance of cultivating concentration and memory through the use of association was explained to the class. The class was also explained by the participant teacher that there are multiple ways to practice association through visuals, fun games, using creative imagination, association through action etc.

Activity- 4

Reading Practice: Utterance, Pronunciation and Punctuation marks

Reading is one of the most significant skills in language learning. The activity was taken with some select folktales in abridged version as teaching materials. The participant teachers were first to read and explained the school students a proper way of reading a story. After the demonstration the school students were asked to read and practise. The students were being supported and corrected during the task. The objective of the task was to develop fluency of the school students through guided practice.



Reading Practice

Activity- 5

The activity involved narration of folk stories from native languages in English. It is observed that stories play an essential role in promoting socio-cultural understanding. For the proposed activity, one select participant teacher narrated a story and school students were asked to perform a task in the form of questions and answers. The purpose of the task was to help the school students to interpret the storyline and explained in his/her language.



A Select Group of Participant 'Narrating Folk Tales'

Activity- 6

Learning with fun, Practice and Physical Activity: Passing the Ball, Running Dictation

It was an outdoor activity. The school students were taken to the ground and open space. The activity began with the **Passing Ball Game**. The students were asked to make a circle and the ball was circulated among them. The interesting part was while circulating the ball the person who circulates to another must call his name with an adjective which defines his character and behavior which must begin with the first letter of his/her name.



Students taking position for “Passing Ball Game”

The **Passing Ball Game** was followed by the **Running Dictation**. For the second activity school students were divided into 5 groups. A paragraph was taken as teaching material for the task and it was kept at a certain distance. The task was to go

running and read the paragraph and run back to his/her group and dictate whatever he/she remembered from the paragraph. That exercise was to be swapped with each member of the group and eventually, it was checked by the participant teachers to see how appropriate they were while adjusting to the physical and mental activity at the same time



Students waiting for their turn for “Running Dictation”

At the end of the game the group coming with the most appropriate paragraph was chosen as the winner and awarded with a prize as a motivation and appreciation.



First Prize “Guided Writing”



First Prize “Memory Game”

The activities were enjoyed thoroughly by the school students and one of them shared his feeling as, “It was just not learning but fun and celebration”

Conclusion

The 'Outreach Program' aimed at extending the hand by sharing some additional techniques of English language learning with the school students and teachers. And also the program intended to identify the issues that students face at pre-secondary level while learning English as a Second Language in schools of Arunachal Pradesh. The program was also an attempt to share the importance of learning language with precision and techniques.