



## **Detailed Report of Outreach Program**

The Department of English, RGU, conducted an Outreach Program at Government Secondary School, Nirjuli and Government Secondary School at RGU campus simultaneously on 22<sup>nd</sup> November 2019. Around twenty III<sup>rd</sup> semester students and three faculties conducted the program at Govt Sec School, Nirjuli and ten III<sup>rd</sup> semester students and four faculties from the Dept of English conducted the program at Govt Secondary School, RGU campus.

### **Broad Objective of the Outreach Program**

The broad objective of the Outreach Program was to inculcate English language competence and comprehension among the school students and to develop Listening, Speaking, Reading and Writing (LSRW) as skills for learning. To achieve this objective, the faculty and students of the department developed number of activities designed to actively engage the target students.

The target group at Govt Sec School, Nirjuli were Class VII(section-A) and Class VII(section-B), and Class VI at Govt Sec School, RGU campus.

The Department provided drinking water and proper refreshment to the school children and faculty of the schools. Lunch and refreshment were also provided for the faculty and students involved in the conduct of the Outreach Program.

### **Rationale**

The rationale is that student's active involvement in language learning activity leads to positive results particularly in the learning of the English language.

### **Outreach Programme Carried Out at Govt Sec School Nirjuli and Govt Sec School, RGU campus.**

Dr Miazhi Hazam, Dr Doyir Ete and Dr D S Gupta along with 20 IIIrd Semester students conducted the Outreach Program at Govt Sec School Nirjuli. The group reached the school on 22<sup>nd</sup> November 2019 at 10:30 am just before the assembly. The Headmistress K. C Lowanghcha introduced the faculty and students from the Dept of English, RGU to the school and highlighted the purpose of our program.

HoD, Dr K. C Mishra, Prof Bhagabat Nayak, Dr C.K Panda and Mr Prachand Narayan along with ten students of IIRD semester conducted the Outreach Program at Govt Sec School, RGU campus.



The following activities were carried out by the Faculty and students of the Dept of English in the two classes of Class VII-A and Class VII-B at Govt Sec School Nirjuli and class VI at Govt Sec School, RGU campus. Before the beginning of the program each member of the group along with the faculty wore a name tag with an adjective beginning with the first letter of their name. The same task was first done with the students of the class. The purpose was that each member would wear the name tag with an adjective and throughout the day the adjective would be used before calling anyone's name. The aim was to introduce the children to adjectives and its use as an important part of our speech in English language.

This was followed by number of activities especially designed by the faculty and students of the Dept of English for the Outreach Program.

## Activity 1

### Introduction: Benefits of English Language

The group began the activity with an introduction to the English Language and English Language teaching. In simple yet effective steps the group explained the benefits of English language in academic as well as in social life. The group also explained the various problems in the process of imparting quality English language education to the students of secondary level where issues of subject teacher, lack of fluency in English and unavailability of resource materials were a big hurdle.

The group involving 10 MA students in each section of class VII, paid close attention to the individual school students as they repeated and recapitulated all the points mentioned by the student speaker at the front.



## 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 instructions that was given without this must not be performed by the class. The rule was properly explained to the two classes by the group and it was also demonstrated in front of them.

Through this game the objective was to make the students feel comfortable and at ease with the group. Through the game the group also explained the importance of concentration as well as the use of Listening and Speaking as important faculties of learning. The teacher participant made observations of the class and the involvement of individual students in the activity. The involvement of the class in the game was heartening since each of them actively participated and enjoyed the game. Rewards in the form of pen and toffees were offered to students to motivate them further.



### **Activity 3**

#### **Memory Game: Picture and Words**

The third activity involved memory task for which the group had prepared teaching aids, a chart paper with key words and another with pictures of the key words. This activity involved the class to use their faculties of comprehension, observation, repetition and memory. The memory game was first explained by student group and demonstrations were also made for the benefit of the class. Individual students were encouraged to participate in the memory game.

Through this game, the importance of cultivating concentration and memory through the use of associations was explained to the class. The association method is a time tested method in sharpening our memory skills. There are multiple ways to practice associations: through visual fun or games, using creative imagination, association through action and practice of recalling. The memory game that the group introduced to the class was designed to help them learn the connection between such a simple task as association and connecting it with sharpening their memory.



## Activity 4

### Picture Description and Story creation

The objective of this task was to encourage the students to think of an idea, to use their imagination and then bring them together to create a story. As a beginning, the class was asked to make a story by describing the picture that was shown in Activity 3. Encouraging children to write a story of their very own gives them motivation to be creative as well as raise their confidence. Such a practice can also help them to consolidate their literacy learning by putting their phonics, grammar and reading skills into practice.

Literacy can also be taught in such ways in school, by narrating stories and gradually introducing the nuances of the English language to the students. Teachers can also begin with a story to catch the attention of the students. In this way, stories are a great way to teach and learn.



## Activity 5

### Reading Practice: Special practice on Pronunciation

Learning to read is one of the most important skills to learn English language for school children. The group selected stories from the English curriculum text of the students and encouraged students to practice reading in a fun and interactive way. Story reading was performed before the children by the volunteers. They also encouraged the class to practice reading with clarity, keeping in mind the correct pronunciation of words. The focus was also to develop the fluency of the class using the proper tone, intonation and voice modulation. The group also described to the class the practice to think critically of a particular topic or subject to understand the point of the writer. At the same time the class was also taught to develop the culture of reading and to

develop reading as a hobby.



## Activity 6

### Translation

Translation is an important activity to encourage learners to learn a language. The translation activity designed by the group was made simple and engaging for the class. The IIIrd Sem students put up a lot of preparation for this activity especially anticipating possible problems for the class. During the activity, a student from the group went in front of the class and performed certain actions that had to be described by an individual student of the class. The student was encouraged to use complete sentences in describing the action performed and also translate into a second language that he /she was familiar with.

Such activity may not look complicated but it involves a range of other issues like deciphering the action, looking for the correct words, arranging them in a pattern that is meaningful and grammatically correct as well as translating it into an another language. Thus, if performed properly this activity can be productive and rewarding for the class as well as the teachers. The activity that was performed at the school really motivated the students to practice their translation skill while learning English. Translation is a highly communicative activity, and for students exposed to multiple languages like the tribal dialects, Hindi, Assamese and English, translation from one language to another occurs on a daily basis. Thus, translation is also a real life activity and the class was oriented to be able to perceive this activity as a part of their everyday life.



## **Activity 7**

### **Short Story: Listening Skills**

This activity involved narration of folk stories, songs, poems or anecdotes from local languages into English. Stories can be very beneficial in terms of promoting socio-cultural understanding. For this activity, the classes were narrated stories and poems chosen by our students especially for this activity. Children were given certain tasks in the form of questions after the end of the story reading. The purpose of the task was to help the children to interpret the storyline and take meanings from as well as to develop aesthetic appreciation of the stories.

The task involved questions at the end of the story reading session:

- 1 Is it an interesting story?
- 2 What was the lesson/moral behind the story?
- 3 Was the story difficult or easy to understand.
- 4 Can you narrate the story on your own?
- 5 Do you have a similar story in your tribe /culture?

An important part of this activity was also that through stories the children were also given valuable talks on discipline, cleanliness and pollution. They were also made aware about the harm of single use plastic and to avoid wastage of water. Thus, an important objective to develop ecological consciousness and its sustainability was also achieved through stories and poems.

## **Activity 8**

### **Passing Ball Game and Running Dictation**

Last activities involved taking the children outdoors into the open ground. Passing the ball game helps in learning adjective which is an important part of speech in grammar. In this task the children were made to stand in a circle, they were instructed to pass on a ball to any of their friend but to do this they had to call the person by an adjective beginning with the first letter of his/her name.

This task was followed by running dictation. This activity helped in learning spellings and punctuations along with the use of memory. The students were divided into small groups. A small paragraph is chosen for this task. Copies of the paragraph were placed at different parts of the ground and class. The aim is for the students in each group to run and read some of the passage and run back to their groups and quietly dictate what they remembered and the group members wrote it down. The role will be swapped with each member of the group and over several turns they build the whole paragraph. The students have to be careful about spelling and punctuation marks. The group that completes the paragraph without any errors is the winner.

These outdoor activities were really engaging for the students who thoroughly enjoyed as well as learnt many things.



## **Conclusion**

The majority of school students in Arunachal Pradesh face number of issues in getting proper education. English language can serve as a medium to attain education and social reformation given the fact that English is the language of opportunity and the gateway to information and knowledge. It is also observed that the students also have to work a lot on their LSRW skills in English. Since the medium of instruction is in English language and moreover their evaluation will also be in English, the students have to be encouraged to develop interest in learning English and achieve competence in its use. The overarching objective of the Outreach Program has been to achieve awareness of the students to this end.

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