

DEPARTMENT OF ENGLISH BEST PRACTICE

TITLE: Teaching English to Community

OBJECTIVES:

- To Develop students' overall language proficiency in listening, speaking, reading, and writing skills.
- To Engage students in interactive activities such as discussions, role plays, and group projects to promote active language use.
- To Use authentic materials such as real-life texts, videos, and audio recordings to expose students to genuine language use..
- To Design lessons around tasks that require language use for practical purposes, such as problem-solving or information gathering.
- To foster an inclusive and supportive classroom environment that values diversity and encourages participation from all students. To inculcate proper etiquette
- To provide constructive feedback and opportunities for students to reflect on their language learning progress
- To engage the community in the language learning process, such as involving local speakers and cultural events.

CONTEXT:

During the Covid-19 pandemic, most of the rural students of the community were restricted to stay back at home. Few corporate students those who can afford online classes were engaged by the online teaching platforms but whereas most of the government primary, upper-primary and high school students were not engaged in online teaching classes. At this juncture, department of English had come up with a plan to engage those needy students with English teaching at their community places with following covid-19 rules and guidelines.

PRACTICE:

Initially, Department of English conducted interactive classes to all the students and some students were identified as more communicative and having better knowledge in English. Those students were made as team leaders for the remaining students after making them into groups. The Department of English planned a common syllabus for all age group students with framing activities around English grammar and functions of English Such as describing things, describing environment. Showing directions and giving directions in English with an activity of two students one in a blind fold and another as a navigator of the directions. Students were taught parts of speech of the grammar very naturally from the real-life examples of the nature like Noun-singulars and plurals with the count of leaves, sand, sticks etc., Pronouns were taught with introducing students and their pairs to the class. Verbs were taught by putting them into tenses with real life activities - example: look at the sky, birds are flying, don't disturb her, she is writing. Look at there, leaves are moving. Adjectives were taught by describing leaves, stones, sticks, dust, books and various real-life objects bringing to the class and describing them to the students and making them to repeat it twice and giving them exercise activities to describe similar objects with the learned adjectives. Imperatives were taught with traffic rules, familiar cautiones. To sum up most of the grammar topics were familiarized with live examples by involving the students.

EVIDENCE OF SUCCESS:

The students

- Able to communicate better among peer groups
- Grew to be teammates.
- Mastered effective body language.
- enhanced conversation skills
- Increased creativity.
- Developed leadership abilities.
- Improved vocabulary

PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED:

- As the students come from rural areas and have Telugu as medium of instruction, they feel shy to speak in English.
- But later, after several interactive role plays, students able to overcome the shyness and gained the confidence to speak in English.
- They have low self-esteem regarding communication skills
- Mother tongue interference is more while conversing with others
- They hesitate to express their feelings, opinions, thoughts freely in English
- The students need assistance in boosting their confidence to speak in English
- They need support from the teachers to participate in the oral and written activities.













