Digital and Language Inclusion Program – Progress Report

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The Language and Digital Inclusion Programme aims to equip learners with basic English language skills and digital competencies. The programme focuses on helping participants use English effectively for computer and digital tasks. This report outlines the activities and progress made by the learners throughout the programme.

Learning Activities

1) Introduction to Basic English

a) **Alphabets and Words:** Learners began by familiarising themselves with the English alphabet through charts that associated each letter with words and pictures. This visual approach helped in better retention and understanding.

b) **Consonants and Vowels:** Progressing from alphabets, learners moved on to understanding consonants and vowels, fundamental components of English phonetics.

2) Basics of English Language

a) **Parts of Speech:** A brief introduction to the parts of speech was provided with the aid of instructional videos. This included nouns, verbs, adjectives, etc.

b) **Basic Questions and Answers:** Learners practiced forming and answering basic questions. They were introduced to key question words such as "what," "when," "who," "how," and "where."

3) Interactive Learning

a) **Writing and Asking Questions:** Learners wrote questions on MS Word and engaged in an interactive exercise where they asked and answered these questions with peers. This activity was conducted in rounds, both clockwise and anti-clockwise, to ensure active participation. Skills developed included typing, writing, verbal communication, and active listening.

4) Introduction to Tenses

a) A brief overview of different tenses in English was provided to help learners understand how to construct sentences in various time frames.

5) Digital Skills Development

a) **Google Translate:** Learners used Google Translate to convert English sentences to Nepali and vice versa. This exercise involved writing sentences in MS Word or Notepad, copying them to Google Translate, and then copying the translated text back to their original document. Through this, learners honed their skills in copy-paste functions, creating, and saving files.

b) **Zoom Usage:** Practical sessions were conducted to teach learners how to use Zoom on both computers and mobile devices. Some lessons were even conducted online to provide real-time experience.

c) **Accessing Learning Portals:** Learners were guided on how to access the programme's learning portal, where all study materials and tests are stored. This ensured they could independently retrieve and utilise resources for their learning.

The Language and Digital Inclusion Programme has so far successfully provided learners with foundational English language skills and essential digital competencies. By integrating language learning with digital tools, participants have not only improved their English proficiency but also gained confidence in using technology for everyday tasks. The interactive and practical approach of the programme has been instrumental in achieving these outcomes.

Further sessions will continue to build on these skills, introducing more complex language structures and advanced digital tools to enhance the learners' overall proficiency and digital literacy.