

**LEARNING BEYOND THE TEXTBOOK: CREATIVE ENGLISH  
TEACHING METHODS FOR VERNACULAR MEDIUM SCHOOLS**

**A DISSERTATION PAPER SUBMITTED TO THE DEPARTMENT OF  
ENGLISH IN PARTIAL FULFILLMENT FOR THE AWARD OF THE  
DEGREE OF MASTERS IN ENGLISH**



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**GUIDE’S CERTIFICATE**

This is to certify that the Dissertation paper entitled “**Learning beyond the textbook: Creative English teaching methods for vernacular Schools**”, submitted by **Group A (Zinnia K Marak, Imanmarchana Rabha, Aparna Boro, Garima Kalita, Diprita Rabha)** is the result of their own investigation carried on under my supervision in the Department of English, **Mahapurusha Srimanta Sankaradeva Viswavidyalaya**. The students have fulfilled all the requirements for the award of the degree of masters in English.

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## **DECLARATION**

We, **Zinnia K Marak (ENG 37/23, Registration No- MSSV-0023-010-001002), Imanmarchana Rabha (ENG 38/23, Registration No- MSSV-0023-010-001011), Aparna Boro( ENG 13/23, Registration No- MSSV-0023-010-001008), Garima Kalita (ENG 44/23, Registration No- MSSV-0023-010-001009), Diprita Rabha (ENG 28/23, Registration No-0023-010-000999)**, students of 4<sup>th</sup> Semester, Department of English, **Mahapurusha Srimanta Sankaradeva Viswavidyalaya, Guwahati Unit**, do hereby declare that this Dissertation paper entitled **“Learning beyond the textbook: Creative English teaching methods for Vernacular Schools”** is an original work of us and is result of our own intellectual efforts, under the guidance of Dr.Bibha Devi, Assistant Professor of the Department of English, MSSV, Guwahati Unit, we have acknowledged and quoted the entire original source. We have not encroached from any works.

We do hereby also declare that this Dissertation paper was not submitted by us for any research degree to MSSV or any other University.

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Zinnia K Marak

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Garima Kalita

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## **CHAPTER 1: INTRODUCTION AND BACKGROUND**

## **1, 1: RATIONALE**

In many vernacular medium schools, the medium of instruction is mostly Assamese or native language whereas English is used as a second language. This however creates a challenge for the learners who often come from rural areas where their medium of communication is local language. Their parents might have limited education or might be unfamiliar with English. As a result, learners lack exposure to spoken English and real life use of the language.

The researchers visited a school, where English language teaching often depends on textbook-based learning. The teachers have to use their native language before starting any English lessons in order to make them understand. Since the learners have difficulty in understanding English, they might not be interested in learning when the teachers use the same traditional teaching methods. So, to help them develop their interest in learning English language, the researchers have used some creative and interesting teaching methods. The team observed that the learners showed positive and friendly response when any lesson was taught in a fun and creative way. The researchers' main goal to visit the school was to support and encourage them that learning can be possible through new and creative methods.

## **1, 2: ABSTRACT**

The topic learning beyond the Textbook: In India, English is widely recognized as an official language alongside Hindi. In today's world, education is not just about reading books and memorizing facts. Learning should be fun, meaningful, and easy to understand. That is why creative teaching methods are important, especially in schools where learners come from different language backgrounds. These methods help make lessons more enjoyable and interactive, so that learners can learn better, stay interested, and feel confident. This topic is about how learners can learn in a better way, not just by reading textbooks, but also by doing fun and creative activities. Creative English Teaching Methods for Vernacular Schools aims to develop learners' interest in the subject through some creative methods. The researchers used some activities to build the learners' confidence and focused on grammar, vocabulary and fluency. Many of the learners in the class spoke their own languages, which made it difficult for them to learn English. The activities were designed to be very easy for the learners to understand. The simple and fun activities used by the researchers helped learners learn in a stress-free. The learners felt involved and interested in the classroom. Most importantly they gained confidence which is a big step in learning a new language. The researchers chose Birubari Rupnagar Vidyalay to complete the group project. The researchers took 4 days of classes for the learners, and during those days, researchers did different activities for them, through which they started learning different things. Researchers used some tools, such as a teaching medium like chalk, blackboard, chart paper, handmade dice, paper cups, pictures, etc. Researchers had asked them to introduce themselves in front of the whole class to build their confidence, which would not make it difficult for them to give any interviews in the future. In addition, the researchers tried to teach antonyms with some pictures to entertain them. They benefited a lot from the activities taken by the researchers. This gave them a lot more confidence than before. Through the tests we took, we tried to look at their weaknesses and correct them through activities. On the last day their mistakes were corrected, and most of the learners were able to speak with confidence or without fear of embarrassment.

### 1.3: INTRODUCTION

English plays an important role in today's world. It helps the learners to connect with many new ideas and people and also new opportunities. In many vernacular medium schools, English is not given much importance. It is seen that English is taught only using textbooks, which create boredom to learners, and they find it difficult to understand. These schools mostly focus on teaching in their native language. Many learners face challenges because their parents do not have the basic knowledge of English. This creates difficulty for them to speak and understand the language; as a result, they find it hard to use English in real-life situations. Hence, it is important to teach them using some creative methods in the classroom. These methods usually focus on fun, activity-based learning instead of just reading and memorizing the lesson. The creative activities will help learners to use the English language in a practical way, and this will develop their confidence level. When learners from vernacular schools step out into the world, they feel left out or confused. They struggle during job interviews, in college classrooms, or even while travelling. This kind of situations makes them feel less confident. They may know the answers, but they cannot express themselves properly in English. On the other hand, learners from English-medium schools have more practice and feel more comfortable using the language.

As a part of this research work, a visit was conducted to the school **Birubari Rupnagar Vidyalyay** to encourage learners' engagement with the English language. The main goal of this visit was to inspire and motivate them in learning the English language among the learners. The researchers approached creative learning methods because learners are more attracted towards the lessons when it is taught beyond textbooks in fun and engaging way. The researchers designed some creative activities for the learners so that they can learn and feel more excited through playful activities. The researchers also used handmade materials such as chart papers, paper cups, and paper ludo dice, chocolates wrapped in paper slips to explore ideas in a new and meaningful ways. These activities encourage imagination, critical thinking and problem solving skills that go beyond traditional teaching methods. These methods make lessons more enjoyable and memorable in easier and more interesting way.

## **CHAPTER 2: METHODOLOGY AND LITERATURE REVIEW**

## **2.1: METHODOLOGY**

- The analysis is highly descriptive and analytical. The researchers not only described what they observed but also tried to understand and explain the reasons behind those observations. The goal was to gain clear and detailed information of the needs and opinions of the learners involved in the study.
- This needs analysis was based on Primary Source. For this study, the researchers used tools such as: laptop, chalk, blackboard and collected information from teachers and students. By using these tools and methods the researchers collected valuable information that was specific to the learners.
- As for the secondary source, researchers used pictures from the internet for one of the activities. Pictures can help make activities more interesting and can also help learners understand ideas better by showing them visually.

## 2.2: LITERATURE REVIEW

Research by Ramanathan(2005) '*The English-Vernacular Divide: Postcolonial language Politics and Practice*' highlights the gap between policy and classroom practice. While government guidelines promote communicative English, most teachers in vernacular schools rely on rote learning and translation methods due to lack of training and resources. This approach limits students' ability to use English in real-life situations.

Several scholars promote the use of creative methods to improve English learning. For example, Nunan (1999) '*Second Language Teaching and Learning*' supports task-based learning, where students learn through activities like role-plays, storytelling, and group projects. These methods make learning more enjoyable and meaningful, especially for children.

A study by Padwad and Dixit (2011) '*Continuing Professional Development: An Annotated Bibliography*' explored how teachers in rural Maharashtra used theatre, posters, and student newspapers to teach English creatively. The results showed that such methods helped students become more interested and active in class.

Recent literature also focuses on teacher training. According to NCERT reports, many teachers in vernacular medium schools are not confident in English themselves, which affects how they teach. Kumaravadivelu (2006) '*Understanding Language Teaching: From Method to Postmethod*' recommends a "post method" approach, where teachers design their own teaching strategies based on local needs and student backgrounds.

National Education Policy (NEP) 2020: While working on the project, the researchers referred to National Education Policy (NEP) 2020, focusing on its emphasis on creative learning and innovative teaching approaches.

Page no.5 of NEP, mentions about creativity and critical thinking in order to encourage logical decision making and innovation.

Page no.12 of NEP, mentions about the necessity of experiential learning. It includes hands-on learning, arts and sports integrated education.

Page no.53 of NEP, Section 4.11: Recommends creative and enjoyable learning materials beyond textbooks.

### **CHAPTER 3: SCHOOL AND LEARNERS' CONTEXT**



### **3.1: PARTICIPATING SCHOOL**

For the data collection of this research paper, the team made a visit to Birubar Rupnagar Vidyalaya, which is a government co-educational upper primary school located in Ward no. 18 of Guwahati, Assam. It was established in 1974 and has classes from 1 to 8. The medium of instruction is Assamese. The schools have government buildings. It has many classrooms, separate for the headmaster and teachers. It has one projector. The school has wall boundaries, a gate with its nameplate and a hand pump but no playground. The school has separate toilets for girls and boys. There are 7 to 8 teachers in the school. The school has a small kitchen and provides a midday meal for the learners. The school infrastructure was not well constructed. There was no computer lab. There was only one dustbin outside the classroom. The research was conducted for four days in the first half of the school period.

To collect data for project work, the researchers selected the class 7 learners. The name of the headmistress is Lina Mishra at present. The headmistress was very friendly and helpful enough to grant permission to the team for conducting the research work. She also cooperated with the team throughout these four days of research work. She also encouraged the team to teach them in a creative way. The team also interacted with the English teacher about the learners' lacks and needs through an interview. The number of learners in the class was 30. There were 7 girls and 23 boys. There were six desks and benches, including a blackboard, chair and table for the teachers. There were two shelves each. The colour of the uniform was navy blue pants and skirts with white shirts and yellow t-shirts with black and white stripes in the collar. The classroom also consisted of charts, tables, and science projects. There were three windows and one door.

The main goal of the researchers was to motivate the learners in creative and engaging ways. On the very first day, the learners were not very cooperative with the team, but as the days passed, the learners gradually showed a positive attitude towards learning English. The classroom was very chaotic, but the researchers observed that the classroom environment changed. The learners began to participate actively in the given creative activities designed by the researchers. Their willingness to learn something new in English grew. Earlier, they only participated or worked in groups and were hesitant to come up and speak individually. Later, the learners gained self-confidence to perform whatever task was provided to them without much hesitation to share their answers.

### 3.2: LANGUAGE NEEDS ANALYSIS

The English language is essential for both education and work purposes. It helps learners gain more knowledge and communicate with people across the world. In many rural schools, learning English seems difficult for the learners because of traditional teaching methods. Textbook-based learning often makes learners.

As a result, learners struggle to speak and understand English in real life. For the purpose of needs analysis, a visit was made to a school named “Birubari Rupnagar Vidyalaya” to identify learners' weaknesses regarding the English language. Researchers observed that most of the learners were not interested in learning the English language even when some of them knew it but lacked confidence in speaking due to the fear of making mistakes.

- ❖ This analysis aims to identify the present level of language proficiency and lacks of learners in learning English, focusing on reading, speaking, and writing.
- ❖ This analysis involves creative ways of learning English without using any kind of textbooks.
- ❖ Giving learner's real-life tasks, such as making them write a story or a small speech or conducting an interview in English, can help them develop practical skills.
- ❖ To evaluate learners' ability to express their own thoughts and feelings confidently in English.

The main focus of our needs analysis was to develop learners' speaking skills. Researchers tried to identify their problems by organizing various creative activities. Their sentence structure while answering questions and their ability to pronounce words while answering the questions were observed by the researchers. Some learners struggled because they were not familiar with the English language, as they come from rural areas. Some learners used their mother tongue while answering in English. This helped the researchers to understand the teaching plans for the learners. The learners were given three activities by the researchers to know about their knowledge regarding the English language.

In the first activity, the learners were requested to introduce themselves. Each learner was asked to prepare for their introduction, e.g., aim in life, hobbies, etc. Our goal in this activity was to see if they could introduce themselves and also to check their confidence, fluency and

pronunciation while introducing them in English. Researchers explained the rules of the game and asked them how to introduce themselves by sharing their name, hobby and aim in life.

At first, the researchers introduced themselves by sharing their names and using the actions. Researchers gave them two-minute time durations for each learner. In this activity, researchers observed their hesitation and pauses like 'um' and 'ah'. Researchers also observed the words they mispronounced, their body language and eye contact. This showed their confidence level.

During this task one of our members called the learners individually to participate in the session. Some of them were very interactive and eager to speak up on their own, for example: During the needs analysis, one of the learners gladly shared that his hobby was aspiring to become a navy officer someday, as well as certain learners who were shy to speak up and did not know how to present themselves while speaking. At first they were shy; later, when the researchers guided them, they were able to perform the activities.

The second activity focused on learners' creativity, vocabulary and speaking skills. Through the activity, researchers observed learners' creativity in picture description. As part of this task, the researcher used a laptop as a tool to show pictures and gave 4 to 5 minutes per learners to speak about the pictures shown. First, researchers showed them a photo of two friends and asked them a few lines about the photo; then they replied in Assamese. When researchers asked them to tell us in English, they hesitated to answer. When the two researchers demonstrated (for example, my friend's name is \_ and she/he likes \_), they tried to say something more accurate than before.

For the third activity researchers focused on the proficiency level of vocabulary and their ability to think quickly. This activity helped learners learn new words and get better at spelling. During this activity researchers wrote one word on the blackboard and asked one of the learners to think of a word that starts with the last letter of the previous word. The activity continued with each learner following the same pattern. Researchers gave 2 minutes each for the learners and used a blackboard and chalk as teaching materials. Later in this activity researchers wrote the word apple on the blackboard and let them continue further.

After these three activities, to better understand the learners' knowledge and comprehension, researchers engaged in an interactive discussion with their English teacher and asked some basic questions. This helped researchers identify the learners' difficulty. The questions asked to the English teacher:

- What is your experience as an English teacher?
- Are the learners comfortable speaking English in the classroom?
- Do the learners show interest in learning English?
- Do the learners participate actively in the class?
- Do you use any kind of activities while teaching them in English?
- Which medium is preferable for the learners, English or Assamese?

After having a talk with the English teacher, researchers gained some information regarding the learners' interest in learning English. At the very outset, she informed researchers that the learners feel uneasy and find it a bit difficult to understand in English. Assamese translation is necessary in order to explain any topic to them before explaining in English. The learners tend to lack consistent practice of the lessons taught in class, which results in the failure of progress and improvements.

❖ Learners are more comfortable while speaking in vernacular (Assamese) rather than in English.

❖ At the beginning, they were shy to speak up, but later, when guided by the teacher, they were able to perform the activities.

❖ They can recognise and spell the English words but fumbled when asked to speak and form sentences.

❖ learners were nervous and shy when asked to speak in front of the class on their own. However, they were much more comfortable and confident when allowed to participate in small groups within themselves.

❖ When researchers asked them any questions in English; they did not give any responses. Although the learners were hesitant to respond when asked to speak, they actively performed when given the opportunity to write their answers on the blackboard. This suggests they were more comfortable speaking than writing.

❖ After doing previous activities, a slightly different scenario was observed. A small change of confidence was seen among some learners. They became more willing to come up and engage with the activities given. They shared their ideas in confidence without having any hesitation.

Based on our needs analysis, it has become evident that learners from vernacular medium backgrounds find it quite challenging when it comes to interacting in the English language. This, however, highlights that such learners need to have extra support and opportunity in order to improve their speaking skills. Their problem arises due to a lack of an educational support system at home or limited exposure to English. This creates the challenge for them in learning. So, to build confidence and interest in learning English, the researchers need to offer them a friendly environment with desirable opportunities to help them in their education.

### 3.3: LANGUAGE TEACHING

The learners that the researchers chose belonged to different backgrounds, and they found it difficult to learn the English language. So it was both an enjoyable and a challenging task for the researchers to teach learners from different backgrounds. Many of the learners had the fear of speaking the English language. It showed that the fun and creative activities make them engaged in learning the English language in a meaningful way. The main goal was to develop their confidence and improve their speaking skills in real-life situations. Some of the creative activities designed by the researchers for teaching the learners are mentioned below:

I/ **The first activity is Let's introduce ourselves**: Teaching English to young learners can be both exciting and challenging. One of the easy methods is to divide the lesson into three parts: the pre-stage, the while-stage, and the post-stage. These stages helped learners to learn step-by-step. First, the researcher needed to prepare learners for learning and then teach them the main goal of our teaching. At last the researchers examined their knowledge, what they have learnt.

**1. Pre-Stage (Preparing the learners)**: This stage helped learners to prepare themselves to learn about their self-introduction. The main goal of this stage was to warm them up and bring their excitement in learning something new. Before starting the class, it was important to make the class environment happy and energetic so that learners feel active and interested in learning. To create a positive environment, the researcher asked them a few fun questions like "What's your name?", "Does anyone like to eat ice cream?", "Who gets up early in the morning?", or "What did you have for breakfast?" to encourage the learners. This type of fun question helped learners know about themselves and others. They will learn new words in a creative way and also gain confidence while speaking in English. This stage made learners feel relaxed and ready to perform.

**2. While-stage (Teaching task)**: This stage is known as the main part of the lesson, where the learners learned the target lesson. The researcher taught them the five target sentences that helped them introduce themselves. The main goals were to present and explain the five target sentences and give them guided practice. This helped each learners' understand and able to speak introducing themselves in English confidently. At first, they needed to be introducing the target sentences and reading them aloud slowly. The target sentences for self-introduction were:

1. My name is \_\_\_\_\_.

2. I am \_\_\_\_\_ years old.
3. I live in \_\_\_\_\_.
4. I study in Class \_\_\_\_\_.
5. My favourite colour is \_\_\_\_\_.

After this, learners were provided card activity with the mentioned five sentences where each learner needed to fill the gaps with their own information. This helped them to think and write the sentences in English. Then the researcher helped them in reading and pronunciation. They shared their information with their partner. It was important to make them feel supported, especially if they are shy or nervous. The next was the interesting part of the lesson; each learner needed to come in front of the class to speak about what they have written. After the presentation, the researcher needs to encourage all the learners to clap to cheer them and make them feel proud. During this stage, the role of the researcher is to guide and help them with their mistakes. It is necessary to encourage all the learners to try. This will end with the improvement of learners; they should be able to introduce themselves in English clearly and confidently.

3. **Post-Stage (Creative method)**: The Post-Stage gave a chance for the learners to use what they have learnt in meaningful and creative ways. It helped them to use the English language in a correct way. The main goal of this stage was to encourage creativity and communication. This helped them to examine for themselves the five sentences and make their learning memorable. The learners should engage in a role-play game. They must engage in a simple conversation where they needed to act like unknown persons meeting for the first time. For example, Hello! “What is your name?” “My name is ABC, and what about you?” “My name is XYZ”, “Nice to meet you!” Such role-play helps learners use the language in real-life situations. Then the learners needed to participate in a pair activity where they must introduce themselves and their partner to the class. This helped to improve their speaking skills. Every morning learners were asked to greet their teacher and introduce themselves using the target language. For example, “Good morning, ma’am/sir.” “My name is...”, “I am... years old”, “I live in Guwahati”, “I study in Class 7”.

All these fun and simple activities help to remove fear and shyness. The researcher made learners feel proud and confident while speaking English. The repetition makes their fluency improve, and they enjoy using the language.

The main purpose of this activity was to build basic English communication skills and make them easy in learning English. To develop their confidence level and reduce shyness, to encourage active participation, to improve their pronunciation and fluency, and to help them use the English language in real-life situations

**Final Report of this activity:** At first, only a few learners were able to speak the five self-introduction sentences correctly. The learners usually felt shy to speak and afraid of making mistakes, so they refused to speak. However, with regular daily practice and continuous guidance from the researcher, their speaking skills slowly improved. In the end, most of the learners gained the confidence to speak. They started coming forward on their own and showed others their willingness to participate in more English activities. They also found it interesting in learning English and enjoyable. Even their teacher praised them for their improvement in speaking confidently.

II/ **The second activity is the talking teacup activity:-** In this activity, researchers mainly focused on the learners' confidence, self-reflection and connecting cheerfully with others. In this activity researchers used the Ludo dice, which added more fun and surprise, to encourage the learners to speak confidently, listen, and connect. This activity helped learners to build communication skills, gain confidence, and actively participate.

**Pre-activity:-**In this stage researchers focused on preparing materials, arranging the classroom and clearly explaining the rules so that every learner knew what to do. Researchers started the activity in a friendly environment to help learners feel relaxed and more willing to speak. Researchers started the activity by using teacups and a Ludo dice. The researcher prepared six (6) teacups, each cup labelled with a number from 1 to 6, just like the sides of a Ludo dice. Under each cup, the researcher placed one question that matched the number on the cup, and each number on the cup should match the numbers on a Ludo dice. This playful setup made the activity more enjoyable; it also sparked curiosity and made them eager to join and take part. Researchers rolled the dice, and the learners picked the Ludo dice number; it brought a little surprise and excitement among the learners.

Researcher prepared six (6) small slips of paper which was fun and simple questions that matches a number on a Ludo dice. The questions were simple to let the learners talk and share more about themselves. The questions were:-To begin the activity researcher prepared six (6) teacups and each cup labelled with a number from 1 to 6 just like the sides of a Ludo dice, under each cup researcher placed one question that matches the number on the cup and



each number of the cup should match the numbers on a Ludo dice. This playful setup made the activity more enjoyable, it sparked curiosity and making them eager to join and take part. Researcher rolled the dice and learners picked the Ludo dice number, it brought a little surprise and excitement.

Researchers prepared six (6) small slips of paper which was fun and simple questions that matches a number on a Ludo dice. The questions were simple to get learners speak and share more about themselves. The questions were: - Tell us about your favourite food, your classroom, your friend, yourself, your school, your favourite Hero. Each question was linked to a dice number from 1 to 6, making the activity both exciting and easy to follow. Researcher arranged the classroom in a circle so that all the learners could see each other and hear clearly. In the centre of the circle, researcher placed the six (6) teacups with the numbered questions. This was based on the number they roll on the dice. Researcher explained to the learners that they would take turns rolling a Ludo die; whatever number they rolled would match one of the teacups that had a fun question hidden underneath it, and their task was to pick the cup with the matching number and answer the question inside. This simple rule added an element of surprise and kept everyone interested. It also gave each learner a fair chance to participate and express themselves to share their thoughts with the class.

**While activity:-** Once the researcher showed how it was done, the learners became eager to try it themselves. Researcher invited six learners in a circle, with six teacups placed in front of them. Under each teacup, researcher hid a small piece of paper with a question written on it. These questions were designed to be simple, fun, and engaging to encourage speaking practice.

The researcher stepped into the centre of the circle and rolls a Ludo die to generate a random number. For example, if the dice showed the number 6, the learner then looks for the teacup labelled with the number 6. Once they found it, they lift the cup, took out the question hidden underneath, and read it aloud. After reading the question, researcher encouraged to answer using a full sentence and clear speech. Some learners might feel shy or unsure at first and hesitate to respond. However, when a researcher offers a little support, such as a hint or gentle encouragement, these learners often gained the confidence to try answering the question without hesitation. This small amount of help can make a big difference in helping them feel comfortable and willing to participate. On the other hand, there were also learners

in the classroom who were confident and able to answer the question clearly without any help. They listened to the question, understood it, and responded properly on their own. Both types of learners made progress in their own ways. After a learner finishes their turn in the game, they step out, and a new learner joined the circle to take their place. The game kept going with the next learner rolling the dice, finding the teacup that matches what they rolled, and then answering a fresh question. It was a fun and simple way for everyone to take turns, stay involved, and enjoy the activity together.

**Post-activity:-** The researcher praised the learners not only for giving correct answers but also for showing bravery, confidence, and effort. They encouraged all learners, including those who did not answer correctly, and made sure everyone felt appreciated. The researcher also motivated the learners to complement each other by saying things like “You’re good” or “Well done” and clapped for the students’ participation and efforts, creating a positive and supportive environment. Researcher also praised the learners who were unable to answer, but researcher praised them for their effort and trying. At the end of the activity, the researchers gave the learners a homework assignment. Researcher wrote the question on the blackboard, and the question was “Write an essay about yourself.” After the game ends, researcher assess what they learnt or reflected on through a simple, handwritten task.

During the activity, researcher noticed that some of the learners felt very shy and nervous to speak in front of others even though they were very scared. They were not sure how to answer the questions correctly or speak clearly. But when researchers encouraged them very kindly and patiently, gave those hints and explained the rules in a fun and friendly way, which helped them feel more relaxed and comfortable to speak up, and the learners tried to answer the questions. Some of the learners in the classroom were very confident from the start. They could pick a teacup, read the question loudly, and answer it without any help from researchers. Overall, at the end of the activity, most learners felt more confident and comfortable speaking in front of others. This activity helped learners to speak better and feel proud of their efforts. The activity was effective in developing learners’ basic speaking skills in a fun and supportive way.

**III/ The third activity is Sweet Grammar Picks:** Sweet Grammar Picks is a fun and creative classroom activity where the learners picked a chocolate, unwrapped a hidden paper slip and read the sentence aloud, identifying the subject, verb and object. This activity helped them to learn and speak grammar while having fun and enjoying a sweet reward.

**Purpose of the activity:** The purpose of the activity was to help the learners practise grammar and improve their speaking skills in a fun and creative way. Moreover, helping them identify the grammatical elements (subject, verb and object) and making them understand how to form and speak simple sentences correctly.

**Pre-Stage:** The pre-stage focused on building awareness and guiding learners with the necessary knowledge regarding the activity. At first the researcher showed a handmade chart with a description of what a sentence is, what makes a sentence complete and what its parts are. It included a sentence structure template with an example to make them understand. The example was: The boy (subject) ate (verb) pizza (object). Also provided other examples for filling up the blanks to identify and complete the sentences. The examples were:

1. \_\_\_\_\_ cooks food.
2. Mike \_\_\_\_\_ running at 6 am.
3. Tina likes \_\_\_\_\_.

After the introduction of the topic, the researcher invited three random learners to fill up the blanks, where answers of those were arranged below the chart in a puzzled order. They read out the sentences and looked upon the answers. After a few seconds, they were able to place the correct missing words.

**While Stage:** The while stage is the main part of the activity. It enabled the learners to engage in a task individually and allowed them to practise speaking and help them identify the subject, verb and object using the sentences they picked. The researcher called upon each of the learners individually and asked them to unwrap chocolates with hidden paper slips, each containing one simple sentence. After unwrapping the chocolates, the learners read the sentences aloud. After which the researcher asked them to identify the subject, verb and object in that particular sentence. Some of them were very quick in pointing out the subject, verb and object. While some others fumbled in finding out. But after an explanation by the researcher, the learners were able to understand and identify the subject, verb and object of the given sentence. The sentences that were given to the learners were:

1. Grandma likes strawberry ice cream.
2. Mom cooks food.
3. Tina plays football.

**Post-Stage:** The post-stage was essential as it helped the learners learn from the given activity and gave them a chance to reflect on their performance, which is a key step in developing accuracy, and enabled them to practise and think about what they answered. It also helped them to learn from their mistakes and get better at speaking. The researcher summed up the activity and asked them, did they enjoy the activity, and did they learn how to form a sentence correctly? After that the researcher spoke some sentences, like, for example:

1. Raju likes apples.

2. Sam plays the guitar.

3. Mom cooks food.

4. Grandma loves strawberry ice cream and asked them to tell the subject, verb and object of the sentences. The researcher also repeated some sentences from the while activity in order to make them repeat after the researcher, which helped the learners recall the activity and enabled them to improve in pronunciation and fluency. This stage allowed all the learners to engage and perform together as a class and enabled them to speak the sentences in a correct way. As a positive learning environment was created by the researcher, the learners felt more comfortable speaking, and it helped build confidence in them. Later, they were given homework to write three sentences having a subject, verb and object and identify those.

Earlier the learners were able to recognise and spell the English words but failed to form and speak a correct and proper sentence. They were even shy and afraid to come up and speak individually. This activity allowed them to gain interest towards speaking the English language in a fun and creative way. It also enabled the learners to learn grammar as well as boost their self-confidence and courage in speaking simple sentences correctly.

**IV/ The fourth activity is let's play word game.** In this activity learners were divided into four groups and asked to complete the word chain game. Each group must build a new word using the last letter of the word shown by the researcher in the picture. Learners were also asked two sentences and noted down in the chart paper which is given by the researcher.

**Pre-activity stage:-** Researcher divided the learners into four groups: group A, group B, group C, and group D. Each group had 4-5 students. At first researcher explained the rules of

the game and showed them a demo by researcher (for example, displayed a picture of a tree and told three sentences using the word). Researcher gave 5 minutes for each group.

**While-activity stage:-** After it was demonstrated by the researcher, learners were interested in doing the activity. The game was started by group A, who, using the last letter of the word "tree", answered "egg" and made two sentences from the word, like 1. I eat eggs in the morning time.

1. I don't like eggs. Then group B continued the game; they said the word "Game" and the sentences that they made with the word were: - 1. I played a cricket game.

2. I like to play games. Following that, group C answered with the word "elephant". They made three sentences from the word; those were:

1. An elephant is a very big animal.

2. Elephants love to eat banana trees.

3. An elephant is a wild animal.

The next word is "Ten", said by the group D. . And the sentences were:

1. I have ten fingers.

2. I am ten years old.

**Post stage of the activity:-** Researcher asked them if they liked the word chain game. At first we can see many mistakes in the sentences they wrote. For example, in the sentence "I eat eggs in the morning time". The sentence must be like "I eat eggs in the morning." In the sentence "I played a cricket game." The correct sentence must be "I played a cricket game." After the first round researchers observe and note down the mistakes which were made by the learners. Researcher corrected their mistakes and let them start the game again. After correcting their mistakes, most of them were able to answer correctly.

**V/ The fifth activity is Learning Antonyms through pictures:-** The activity was designed in a way to motivate the learners in improving their speaking skills. This activity consisted of colourful pictures that represent opposite words; for example, for the word 'hot', the picture used was 'bonfire', and 'ice' was used to represent 'cold'. Likewise, many such different pictures were made. The main purpose of using pictures was to attract the interest of the learners, as they might be uninterested in learning through just reading words from a book.

Therefore, using colourful pictures to help them learn opposite words makes the activity more fun and interesting.

**Pre-activity:-** Introduction or warm-up of the activity.

**Objective:** - To activate learners' knowledge about opposite words and help them to prepare a few lines about what they would receive further.

The activity was started by asking some simple questions like 'Do you know what antonyms are?' or Tell me the opposite word of 'entry', etc. Further, the learners were told that they will learn some opposite words through pictures. They were told to prepare to guess the words and find the opposite word of it. Also, they were asked to frame one or two lines of the respective picture.

**While activity:** - Main task.

**Objective:** - To make the learners recognise the given pictures and let them find out the matching antonym.

At first, the pictures were distributed among the learners. Next, one after another, learners were asked to come up in front and show his/her picture to their classmates and find their partner holding the opposite word of it. Then, they were further asked to describe a few lines about the pictures. The team assisted them with more new lines if the learners needed them. This process helps them in building their speaking ability with confidence and in an interesting way. This would also help them to interact with their friends more openly and find out the answers.

**Post-activity:** Wrap-up

**Objective** – A review of what the learners have learnt from the given activity. In this stage, learners were given a chance to show their understanding and also their confidence and vocabulary.

Learners were given five to six minutes to recall what they have learnt. They were asked to remember the opposite words which they got. Again a display of the picture was made by the researcher to help the learners recall the word and say the opposite word with a few lines about it. Also, each of them was provided a sheet of paper to write down the opposite with one or two lines of the given word written on the blackboard. They were further encouraged to read aloud and share their written lines. Lastly, the learners were praised for their efforts in

learning and speaking out the correct words and framing sentences out of it. Thus, the post-activity would further help the learners to think in a creative way, to speak confidently, and to feel motivated in further learning.

From the given activity, it was seen that learners were quite motivated to speak up confidently. Even those who were shy participated actively in pairs. They were excited to look at the pictures and tried to make one or two sentences of their own. It was also observed that learners helped each other during the pair task.

## **CHAPTER 4 : ANALYSIS AND OUTCOMES**



## 4.1: FINDINGS

After finishing all the selected creative activities, the researchers found final findings from the learners. At the beginning of the activity, only a few learners were able to speak the target five self-introduction sentences correctly. Many learners felt shy and were afraid of making mistakes, so they often refused to speak. However, with regular daily practice and continuous guidance from the researcher, their speaking skills slowly improved. They started coming forward on their own and showed a strong willingness to participate in more English activities. They also found learning English to be interesting and enjoyable. Even their class teacher praised them for their improvement in speaking more confidently. However, when the researchers encouraged them kindly and patiently, gave them helpful hints, and explained the rules in a fun and friendly way, the learners started to feel more relaxed and comfortable. As a result, they made an effort to answer the questions. Some learners in the classroom were confident from the beginning. They were able to pick up a teacup, read the question out loud, and answer it without any help from the researchers. Overall, by the end of the teacup activity, most learners felt more confident and comfortable speaking in front of others. This activity helped them speak better and feel proud of their efforts. It was effective in developing the learners' basic speaking skills in a fun and supportive environment. Earlier, the learners were able to recognise and spell English words but were unable to form and speak correct sentences. Another activity of Sweet Grammar Picks gave them a chance to develop an interest in speaking English in a fun and creative way. It also helped them learn grammar and boosted their self-confidence and courage to speak simple sentences correctly. On the final day of teaching, the researchers conducted a viva to check what the learners had learnt over the three days. In the viva, the researchers asked the learners to say two sentences using the words "egg" and "game", words that were taught during the activity. Most of the learners were able to answer correctly. However, one or two learners struggled because they did not know the alphabet (a, b, c, d) properly, which made it difficult for them to answer. Some learners were very interested and active in the learning process, while others found it difficult to speak due to a lack of confidence. A few learners were far behind their peers and seemed to receive less attention in regular classroom teaching. Despite these challenges, the activity of learning through antonyms showed that the learners were quite motivated to speak confidently. They were excited to look at the pictures and tried to form one or two sentences on their own. It was also observed that learners helped each other during the pair task, which created a friendly and supportive classroom environment.

## **4.2: PROJECT IMPACT**

Birubari Rupnagar Vidyalay was the school chosen by the researchers for the group project with the aim of engaging the learners through using some creative activities beyond textbooks. Researchers used various creative strategies to ensure that the learners understood the class well. On the first day of the class, the researchers noticed that the learners were mischievous and undisciplined. They were making trouble even though the researchers repeatedly told them not to do so. But when days passed, they were interested in the activities. They started to maintain discipline and tried to listen and do the given tasks. The interactive classroom activities which the researchers conducted for the learners enhanced their interest towards learning English. The researchers conducted some tests on the final day of teaching in order to know what they learnt in these three days.

On the final day of the given activity of self-introduction, the learners were a bit nervous about the test. To know how much they had learnt and to check their confidence level to speak the English language, the researcher tested the learners. At first the researcher wrote five target sentences on the blackboard with blanks to fill in specific information for the learners. To make the classroom environment more interesting, the headmistress of the school was invited to join the class. The headmistress observed the learners' improvement in the English language. Her presence was to motivate the learners to perform the test level confidently. All the learners were asked to present their introduction in front of their headmistress. The learners confidently filled in the blanks with their information with correct words and spoke the five sentences aloud in English. All of them tried their best and completed the given test. The learners who were scared and shy of speaking now showed improvements. This helped them gain confidence. The researcher, along with the headmistress and the other learners, clapped for each learner after their presentation to encourage them. The headmistress also praised them and appreciated the researchers for improving the learners. She was happy to see the learners' interest in using the English language. The learners were also proud of themselves and their willingness to come forward and speak. They were smiling and happy because they were speaking the language which they found difficult before. This will help them in the future; their fear of the English language was reduced with the help of creative activities. The researcher thanked each learner for their active participation.

For the test of the second activity, which was talking teacups, the researcher gave each learner one exam-style question, which was related to the types of questions they encountered during the game. For example, the researcher asked them to write a short essay about themselves. The essay is not long, just about 4 to 5 lines. After the exam session, the researcher collected the answer sheets from the learners. In these answer sheets, it was noticed that some learners wrote their answers very clearly and without any grammatical mistakes. On the other hand, there were some weaker learners in the classroom, but they still tried their best. For example: 1. X wrote: My name is X. My father's name is X. My mother's name is x. I live in Guwahati. My school's name is Birubari Rupnagar Vidyalaya. My hobbies are playing cricket, reading, and writing. On the other hand, some weaker learners in the class also made a sincere effort. For example: 2. Z wrote: My name is Z. I'm 13 years old. I live in Guwahati. I study in Class 7. My hobby is reading. My favourite animal is a rabbit. My mother's name is Z. My father's name is Y. My favourite subject is English. My favourite friends are wxyz and wxyz. This activity helped the researchers understand how much the learners were able to express or think about themselves, based on the ideas shared during the game. It also supported language development and self-reflection.

For the test of the third activity, which was Sweet Grammar Picks, the researcher asked the learners to write 3 sentences each and asked them to identify and mark the subject, verb and object of the sentences. Single paper sheets were provided to the learners, and a 15-minute time duration was given. After writing, the researcher called the learners individually in front of everyone and asked them to read out what they wrote. For example: X wrote: Sita is a nice girl. And marked Sita as a subject, is as a verb, and a nice girl is the object of the sentence. Y wrote: I go to school every day with I as the subject, go as the verb, and to school every day as the object. Whereas some of the learners wrote the sentences correctly but were unable to point out the correct subject, verb and object in them. But the researcher observed a positive sign from the learners: those who were unable to give correct answers were eager to learn. This activity enabled the learners to perform individually. Standing up and sharing the answers with the class gave the learners a chance to overcome their shyness and gain confidence in using the language out loud. As well as helped them to learn from each other's mistakes and successes by listening to their classmates' sentences. It also helped the learners to pronounce words more clearly and correctly and enabled them to speak and write simple sentences in correct orders.

During the fourth activity, researchers noticed various difficulties that they faced, such as some of the learners were not interested in doing this activity at all. They found the English subject difficult, as their background is Assamese. There were a few learners who actively engaged and showed a lot of interest towards the activity. They showed interest in speaking up the answers even if they were wrong sometimes.

For the test of the fifth activity, which was learning antonyms through pictures, a small test was conducted to examine the learners' overall knowledge that they gained from these four days of teaching. It was a friendly test from the researcher's side. A set of picture cards was shown to them. They were asked to say what the picture represents and say the opposite word of it. Then, they had to frame a few lines of the picture being shown. After the test, learners received simple feedback from the researchers. They were praised for being able to answer even though they can hardly speak English and had little knowledge about grammar.

The four-day English language project at BirubariRupnagarVidyalaya turned out to be a positive and meaningful experience for both the researchers and the learners. At first, many of the learners were a bit naughty and didn't follow instructions well. However, with the help of creative activities like self-introductions, short essays, grammar games, word games and picture-based exercises, the learners slowly became more interested, focused, and excited about learning English. These activities made the classes lively and helped even the shyest learners feel more confident about speaking English. Things like filling in blanks, writing essays, and identifying parts of a sentence made it easier for them to learn new words, build sentences, and speak more clearly. Even the learners who found English difficult tried their best and showed progress. The presence of the headmistress in the classroom and the support of the researchers made a big difference. It gave the learners a boost of confidence and made them want to do their best. Overall, the project was a success. It showed that with a bit of creativity, encouragement, and support, learners can overcome their fears and improve their language skills. Most importantly, they learnt to enjoy learning English and felt proud of themselves for what they achieved.

### **4.3: FEEDBACK FROM THE SCHOOL PRINCIPAL**

The headmistress of Birubari Rupnagar Vidyalay has given the researchers a formal written certificate and addressed the University and the names of the researchers who visited the school for five days to work on a project and interacted with the students of class VII. The headmistress appreciated the researchers' sincerity and dedication during their work at the school. She mentioned that the researchers worked well with the school's learners and helped them with their studies and activities related to the project. She felt happy to state that the learners of Birubari Rupnagar Vidyalay have benefitted from the knowledge and support shared by the researchers through these project-related activities. The headmistress was thankful for the systematic efforts made by the researchers. She expressed her good wishes for the researchers hoping that they achieve success in their future academic journey. She ended the letter with her best wishes and signed it as a Lina Misra, headmistress and secretary of Birubari Rupnagar Vidyalay.

## **CHAPTER 5: RECOMMENDATIONS AND CONCLUSION**

## **5.1: RECOMMENDATIONS**

As a part of this research work, researchers visited a school. Birubari Rupnagar Vidyalay to encourage the learners to speak English and to build their English-speaking skills. At this learning age, learners are full of energy and curiosity to express themselves. This is the perfect age for learners to build their confidence level in everyday life. The English language is used in everyday life. The researchers suggested some recommendations for positive results in the future:-

- 1) Praising them for their efforts more than accuracy will encourage them to reduce fear and anxiety.
- 2) Teaching should be done using fun activities like teacup question games that help them to speak up and be enjoyable.
- 3) Using visual aids makes learning more interesting and makes them easy to understand.
- 4) The teachers must use speaking drills to encourage learners to speak a few sentences each day using new vocabulary.
- 5) Pair work helps them to reduce their shyness and makes them feel confident.
- 6) The teachers must give attention to weaker learners and help them in learning.
- 7) Parents should support their children with basic English practice at home.

## **5.2: CONCLUSION**

Overall, the experience of English language teaching at Birubari Rupnagar Vidyalay was truly positive and exciting for both learners and researchers. Initially, it was really challenging for the team, as learners were reluctant to follow the instructions, but with time, they began to listen to our guidance. Different creative activities were being taught to them, like self-introductions, use of paper cups for short essays, use of pictures for antonyms, handing out chocolates with small sheets of paper to teach grammar, and word games to help learners gain interest in learning English. These activities, however, not only capture the learners' interest but also their confidence in speaking. It was noticed that most of the learners were shy and hesitant to come up, but later they showed nice improvement through immense support from the team. It was possible through active presence and support from the headmistress that the researchers could perform the activities and further motivate the learners. Thus, the outcome of the project highlights how constant encouragement, care, and support can open doors for learners to grow and succeed.



## **CHAPTER 6: PROJECT TEAM**

This research paper is the part of the final Dissertation paper requirement for the Master's degree program. The project was undertaken by a group of postgraduate student at Mahapurusha Srimanta Sankaradeva Viswavidyalaya, Guwahati Unit. The main aim is to gain deeper academic and practical understanding of the selected research topic of the students. This research paper is the result of the researchers' effort done by a group of members from the Department of English, 4th semester at Mahapurusha Srimanta Sankaradeva Viswavidyalaya, Guwahati Unit. This is a team-based result that reflects the contributions of the team members. Each member played an important role and worked actively during the research work. The researcher designed the activity in a creative way to encourage the learners to learn actively. The team members were:

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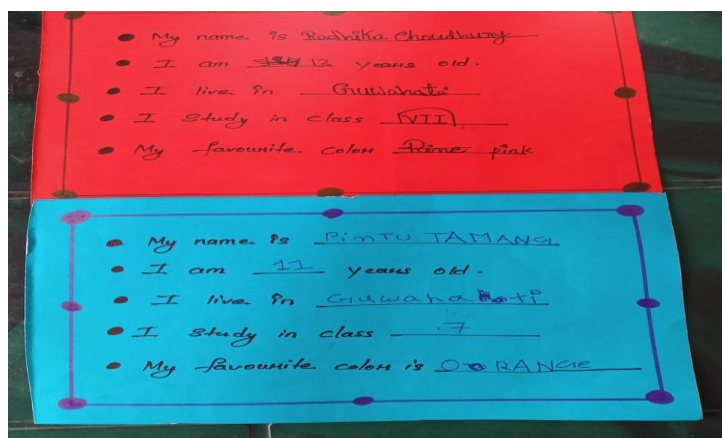
5/Name- Diprita Rabha, Email ID: [deepritarabha574@gmail.com](mailto:deepritarabha574@gmail.com), Father's Name: Tarasing Rabha, Mother's Name: Haleswari Rabha, Address: Village- Rampur, P.O- Bardamal, P.S- Agia, District – Goalpara, Pin- 783120

This group project not only helped the researcher to develop academic writing and analytical skills, but also strengthened the researchers' ability to work effectively as a team. The research findings presented in this paper are the result of the researchers' collective efforts and learning throughout the semester.

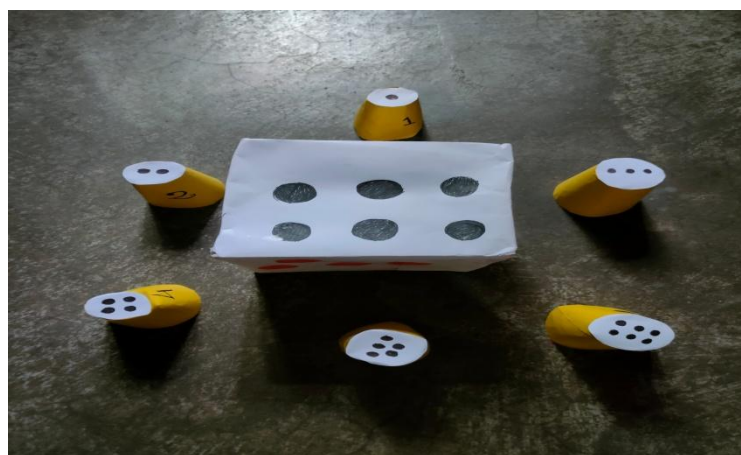
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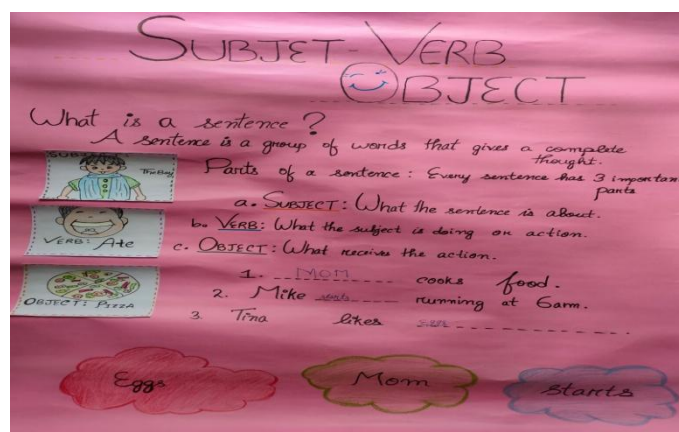
## CHAPTER 8: APPENDICES



Picture of the 1<sup>st</sup> activity (Let's introduce ourselves)



Picture of the 2<sup>nd</sup> activity (Talking Teacup activity)



Candies wrapped with paper slips and a handmade chartpaper for Sweet Grammar Picks Activity (3<sup>rd</sup> activity)



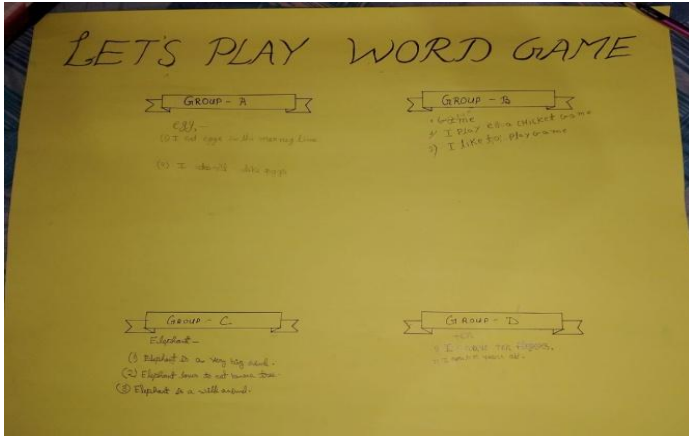


Chart paper of the 4<sup>th</sup> activity (Let's play word game)



Picture of the 5<sup>th</sup> activity (learning Antonyms through picture)

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তাৰিখ

To whom it may concern

The students of MAHAPURUSHA SRIMANTA SANKARDEVA  
VISWAVIDYALAYA, Guwahati unit (English  
Department)  
namely, DIPRITA RABHA, ZIANNIA K MARAK, APARNA BORO,  
GARIMA KALITA and IMANMARCHANA RABHA, visited our  
School for FIVE DAY WORK ON PROJECT and met the  
learners of class VII (T). They worked with our  
students with utmost sincerity.

I am very glad to state that our  
students will benefit from their academic  
support through the project related activities.  
They performed assigned tasks in a diligent  
and satisfactory manner.

I wish them all the best in their  
academic journey and thank them for their  
systematic efforts,

With best wishes

Sina Misra

Headmaster & Secretary  
Birubari Rupnagar Vidyalaya  
Guwahati-16

Feedback from School's Headmistress