



## **Digital and Language Inclusion Program 2023/2024- Key Topics Covered (Tuesday Class)**

Project funded by Covenant Fund – Force for Change



### **Basic Computer Skills**

- **PC Components & Usage**
- **Storage Devices:** Drives, USB drives
- **File Management:** Creating, saving, and organizing files
- **Save vs. Save As** functions

### **Microsoft Word Essentials**

- Creating and formatting documents
- Using **tables** for structured content
- Adjusting **font sizes and colours**
- Inserting and resizing **objects/images**

### **Practical Applications & Projects**

- **Sankranti/Yam image cards**
- **Euro Football 2024 images**
- **Dashain & Tihar greeting cards**
- **Christmas card (in progress)**

### **Email Communication**

- Using **Gmail** effectively
- Understanding **Subject, To, CC, and BCC fields**
- Managing **user accounts and passwords**
- **Email security best practices**

### **Online Safety & Digital Navigation**

- **Safe internet browsing**
- Using **Google Search** effectively
- Searching for **flights to Nepal** (e.g., Skyscanner)
- Understanding **keywords** for better search results

### **Multimedia & Social Media Engagement**

- Using **YouTube** for learning and entertainment
- **Sharing photos and messages** via Messenger



## Summary Report on Saturday Class by Abesh Rai

### Digital and Language Inclusion Program Report - December 2024

Project funded by Covenant Fund – Force for Change



The Digital and Language Inclusion Programme, has made remarkable strides in equipping beneficiaries with both English language skills and essential digital competencies. The core objective of the programme is to help learners develop practical language proficiency while simultaneously enhancing their digital literacy. The integration of these two key areas has empowered participants to navigate digital spaces confidently while improving their communication and writing skills in English.

This report reflects on the learners' progress through the duration of the programme, with a particular focus on their ability to write independently, use digital tools effectively, and engage in more advanced language tasks. The progress made has been transformative, not just in terms of language acquisition, but also in confidence.

#### Summary of Activities and Progress

##### 1) English Language Skills Development

Throughout the year, the learners have made impressive strides in their English language abilities, progressing from basic foundational skills to more complex language structures.

###### a) Alphabets and Words

In the early part of the year, learners focused on mastering the English alphabet and the corresponding sounds. Visual aids, such as alphabet charts linked with images and words, were instrumental in helping learners retain and connect the language to real-world contexts.

###### b) Parts of Speech

Learners began to master basic grammar structures, including nouns, verbs, adjectives, and pronouns. Through interactive exercises and grammar drills, they grew comfortable identifying and using these parts of speech in context.

###### c) Tenses

A deeper understanding of tenses (present, past, future) allowed learners to construct sentences across different time frames. Practical exercises where learners wrote short paragraphs about past experiences or future plans were a significant achievement. By the end of the year, learners had gained confidence in speaking and writing in the past, present, and future tenses with minimal assistance.

###### d) Writing Stories

One of the most significant achievements was learners' ability to write simple stories in English. Building on their grasp of basic grammar, vocabulary, and tenses, learners were guided through story creation exercises. They learned how to structure a story with a beginning, middle, and end, while incorporating elements such as characters, setting, and action.



Example of Learner Story:

A learner, Mohan, wrote a short story about a "Story of 2 boys", except below.

*"One day, one time there was two young boys, their names were Shiv and Shanker. They are football player. They went to played football on the football ground. Shiv was playing right side and shanker played post keeper. They are always happy, they lived in the small village top on the hill. The village was very beautiful. There was biggest house and small house there was biggest trees and type of trees. They live on top of the hill in the village.*

*They are everyday every time playing to the football in football ground. They did enjoy it is a favourite sport was to the Shiv and Shankar."*

By December, learners were able to independently write coherent, simple stories, demonstrating both creativity and a solid understanding of English grammar.

## 2) Digital Skills Development

As part of the programme's digital component, learners were introduced to a variety of tools and technologies designed to support their language learning and daily tasks.

### a) Google Translate

One of the first digital tools learners became proficient in was Google Translate. Learners practiced translating short English sentences into Nepali (and vice versa), which helped them grasp new vocabulary and sentence structures. This exercise also improved their typing speed and familiarity with digital platforms. By the end of the year, learners were able to use Google Translate not only for language conversion but also for understanding and improving their own writing in English.

### b) Microsoft Word and Typing Skills

The learners' ability to use Microsoft Word has grown significantly. Initially, they learned basic text formatting, saving files, and editing documents. Over time, they became more proficient, and by the end of 2024, most learners could write, format, and edit longer pieces of text in Word, including stories and essays. This practical application allowed them to link their growing language skills with digital tools in meaningful ways.

### c) Zoom and Virtual Learning

With online learning and communication becoming more prevalent, learners were trained to use Zoom for meetings and classes. Over the course of the year, learners grew comfortable with Zoom's features, such as scheduling meetings, using chat functions, and screen sharing. Additionally, learners participated in live virtual lessons, which allowed them to practise speaking and listening in real time. This experience helped boost their confidence in using digital communication tools in both educational and professional settings.

### d) Learning Portals

Another important development was learners' ability to independently navigate and access the programme's learning portal. The portal housed course materials, quizzes, and assignments. By December, learners could log in, download study materials, complete online quizzes, and submit assignments with little or no assistance, showcasing their increasing digital competence.



## Key Achievements through the programme

i) Writing Stories Independently - The learners' ability to compose their own stories marked a significant milestone. They were able to express themselves creatively in English, using appropriate vocabulary, tenses, and basic grammar structures. Many learners who struggled with writing at the start of the year were now able to produce clear and coherent short stories.

ii) Digital Literacy -The integration of digital tools into everyday learning has been one of the programme's most successful elements. Learners are now adept at using Google Translate, Microsoft Word, Zoom, and the learning portal. These skills have not only helped with language learning but also improved learners' overall digital literacy.

iii) Increased Confidence - One of the most remarkable changes observed over the course of 2024 is the increased confidence learners have in using both the English language and digital tools. Many learners have gone from hesitancy to active participation, confidently sharing their work in digital spaces and engaging in online discussions and activities.

## Conclusion

Through the Digital and Language Inclusion Programme, not only have beneficiaries made significant progress in their English language skills, but they have also developed vital digital competencies that will serve them well in both educational and professional contexts. The ability to write their own stories is a key milestone, reflecting the learners' improved command of language and their growing confidence in using digital tools.

In the future, it is recommended that beneficiaries will have continue to build on these achievements, introducing more advanced topics and digital tools to further enhance the learners' skills. The ultimate goal remains to equip participants with the language and digital skills necessary to navigate an increasingly connected world, contributing to their personal and professional growth.