

Effectiveness of Spoken English Training Programme on Government Primary School Teachers

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BRIEF INTRODUCTION OF THE TITLE

The importance of language in human life is very different. Without language, we think and convey our thoughts, our joys and sorrows to others. Various languages and dialects are used in India. If we talk about any language, the most important place among all these languages is English. Presently the English language has the best position in the state. English language ranks among the most easily used languages in India. Be it higher level education or health sector, transport sector, media or multimedia science or social science, the place of English language is progressive in every field. English language has an important place in the education system, in such a situation it has become mandatory for teachers to have knowledge of English language. To make the English language accessible to the masses and for the development of the students, teachers should know how to use the English language. We have seen that teachers of Chhattisgarh have to face a lot of problems in speaking English language. To solve these problems, SCERT, run by the Chhattisgarh state government, has been organizing spoken English training programs through DIET in every district. Through this training, we solve the problems faced by teachers in speaking English and make them proficient in speaking English. At present, it has become very essential to know how many trainees have benefited from the training, hence this research is needed.

Therefore, we are selecting teachers from four blocks of Bemetara district of Chhattisgarh for research and doing research on them. From this it will be known how much benefit the teachers and students could get from this Spoken English programme.



In a globalized world, proficiency in English is increasingly essential, not only for communication but also for accessing educational and professional opportunities. In India, English plays a dual role: it is both a second language and a link language, bridging regional linguistic diversity. Among the many challenges in Indian education, enhancing English language proficiency among primary school teachers, especially in government-run schools, remains a significant concern.

Government primary school teachers are responsible for shaping the foundational skills of young learners. However, due to diverse socio-economic backgrounds and limited exposure to English, many of these teachers lack adequate fluency and confidence in spoken English. This deficiency adversely affects the delivery of the English curriculum and students' learning outcomes.

To address this gap, structured spoken English training programs have been introduced in various regions. These programs aim to enhance teachers' communication skills, improve pedagogical practices, and foster a more engaging classroom environment. Evaluating the effectiveness of such programs is essential to understand their impact and to inform future educational strategies.

STATEMENT OF AIM

Title: Effectiveness of Spoken English Training Program on Government Primary School Teachers.

The aim of this study is to evaluate the effectiveness of a structured spoken English training program implemented for government primary school teachers. The research investigates whether such training leads to measurable improvements in the teachers' spoken English proficiency and their ability to use English effectively in classroom teaching.

NEED AND SCOPE OF THE STUDY

[A]. Need for the Study

The need for the study arises from the observation that many government primary school teachers possess limited spoken English skills, which hampers the effective teaching of the language. Despite curriculum reforms and policy initiatives, a substantial gap persists between teachers' linguistic competencies and the demands of modern English language instruction. Improving the English proficiency of teachers can lead to:

Enhanced student learning outcomes.



1. Increased teacher confidence and classroom engagement.
2. Better communication with stakeholders, including parents and education officials.

Understanding the impact of training programs is essential for resource allocation and policy-making. This study contributes to educational research by providing empirical evidence on the outcomes of such interventions.

[B]. Scope of the Study

This study focuses on:

1. Government primary schools of District Bemetara.
2. Teachers who have undergone a spoken English training program.
3. Assessing pre- and post-training performance using standardized tools.
4. Gathering qualitative data on teacher perceptions and classroom application.

The findings may inform teacher training modules, education department initiatives, and NGOs involved in educational development.

OBJECTIVES OF THE STUDY

1. To assess the baseline spoken English proficiency of government primary school teachers before the training.
2. To implement a structured spoken English training program for selected teachers.
3. To evaluate the change in spoken English proficiency post-training.
4. To analyze the impact of the training on teachers' classroom communication practices.
5. To explore the challenges faced by teachers in acquiring and applying spoken English skills.
6. To provide recommendations for enhancing future training programs.

HYPOTHESIS OF THE STUDY

1. Null Hypothesis (H_0): There is no significant improvement in the spoken English proficiency of government primary school teachers after undergoing the training program.



2. Alternative Hypothesis (H_1): There is a significant improvement in the spoken English proficiency of government primary school teachers after undergoing the training program.

VARIABLES

1. Independent Variables

- o Content of the spoken English training program (e.g., modules, techniques, teaching methods).
- o Duration of the program (e.g. 01months).
- o Mode of delivery (e.g., in-person sessions, online training).
- o Frequency and intensity of sessions (e.g., daily).

2. Dependent Variables

- o Fluency (e.g., speed and accuracy in speaking).
- o Pronunciation and intonation.
- o Grammar and vocabulary usage.
- o Confidence Levels in Using English:
 - o Self-assessed confidence in speaking English.
 - o Classroom application of spoken English skills.

LIMITATIONS

- The study of 240 teachers from specific schools within Bemetara district.
- The training programme can be influenced by the teachers' levels of motivation, interest, and engagement.
- Teachers may come from diverse educational backgrounds, experience levels, and proficiency in English.

DELIMITATIONS

- The study is limited to government primary school teachers in the Bemetara district. The research focuses only on government primary school teachers.



RESEARCH METHODOLOGY

To evaluate the effectiveness of a spoken English training program for government primary school teachers in the Bemetera district, the research methodology could follow these components:

o Research Design

- Used a Experimental design with a pre-test and post-test approach.
- A comparison group (teachers not receiving the training) could be included for better evaluation.

o Population and Sampling

Population: Government primary school teachers in the Bemetera district.

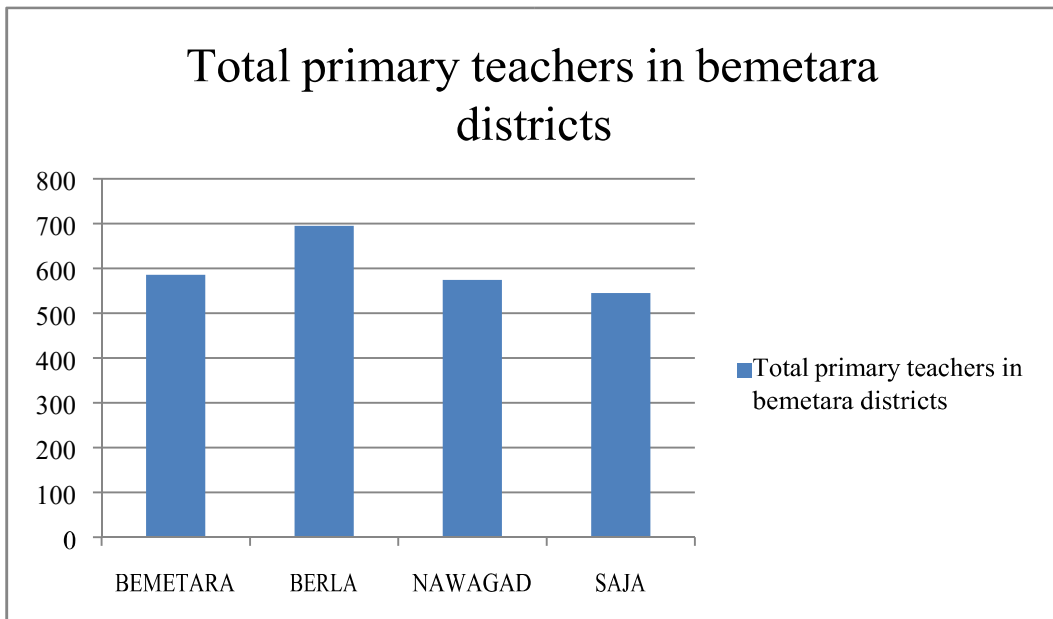
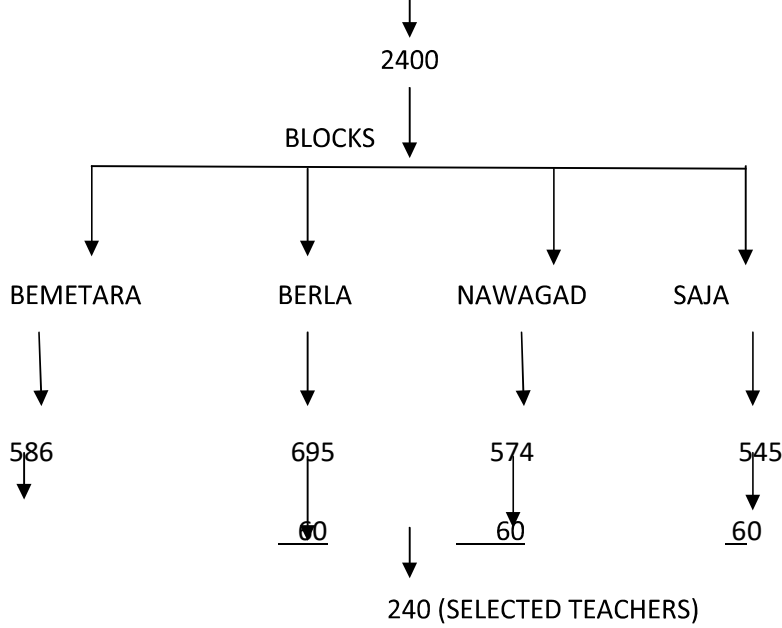
Sample: Select schools and teachers using stratified random sampling to ensure diversity in experience and qualifications.

Divide the sample into an experimental group (receiving the training) and a control group (not receiving the training).

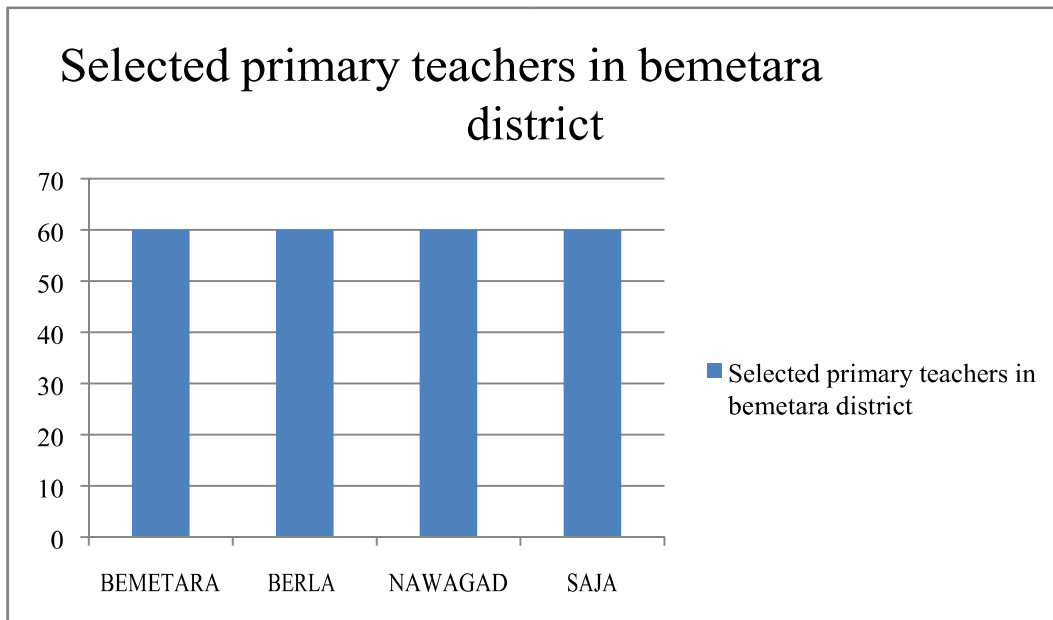


Sample Size: 240 participants.

TOTAL PRIMARY TEACHERS IN DISTRICT BEMETARA [Pic: Tree diagram]



Pic: - Total primary teachers in bemetara district.



Pic: - Selected primary teachers in bemetara district.

Training Intervention

Duration: 01 month training program.

Content: Include spoken English components like pronunciation, sentence structure, conversational skills, and classroom communication.

Delivery: Use activity-based, interactive sessions led by language trainers.

DATA COLLECTION METHODS

Pre-test/Post-test Design: Assess teachers' English proficiency at two points (before and after the training).

I. Pre-Test and Post-Test:

- a. Used standardized spoken English assessment tools (e.g., fluency, pronunciation, grammar, and vocabulary tests).
- b. Designed tests aligned with teaching needs in primary education.

Here's a professional draft that includes standard tools and assessment criteria:



CEFR (Common European Framework of Reference for Languages)

- Spoken English Rubrics (like fluency, accuracy, pronunciation)
- Self-assessment grids
- Language proficiency scales Summary of Standard Tools Used:

TOOL NAME	PURPOSE	SOURCE / REFERENCE
CEFR GRID	Self-assess English speaking ability	Council of Europe
SPEAKING RUBRIC	Trainer Assesses fluency, Pronunciation, etc.	Cambridge ESOL style
LISTENING CHECKLIST	Assesses listening comprehension skills	Basic TEFL methods

Administration process and scoring methods: for each of the three tools.

1. CEFR Grid Tool (Council of Europe)

Purpose: To assess language proficiency across CEFR levels (A1–C1& C2) for skills like speaking, listening, reading, writing.

	A1 Basic User	A2 Basic User	B1 Independent	B2 Independent user	C1 Proficient user	C2 Proficient user
Understanding	Listening I can understand familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles on longer technical instructions, even when they do not relate to my field.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.
	Reading I can understand familiar notices, signs and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that contain mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand top and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles on longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structural or linguistically complex texts such as manuals, specialised articles and literary works.
Speaking	Spoken interaction I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me to state what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise while travelling in an area where the language is spoken. I can enter unprepared into conversations on topics that are familiar or of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussions on familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and make my conclusions clearly understood to those of other speakers.	I can interact fluently in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and coherently in a range of social contexts. I can interact with precision and make my conclusions clearly understood to those of other people and readily aware of it.
	Spoken production I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and employment or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or recount the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects relating to my field of interest, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
Writing	Writing I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, paying attention to giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects as a letter, an essay or a report, underlying what I consider to be the salient issues. I can select a style appropriate to the reader in mind.	I can write clear, smoothly flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.

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o Administration Process:

Step 1: Select skill area(s) (e.g., speaking).

Step 2: Provide task or context (e.g., conversation).

Step 3: Observe or record learner performance during the task.

Step 4: Refer to CEFR descriptors to match learner output with appropriate level.

Step 5: Mark level achieved in each criterion (e.g., range, coherence, fluency).

Step 6: Give feedback based on descriptors and identify next-level goals.

Scoring Scale: A1 (beginners) to C1 & C2 (Advanced) o

Descriptor Examples:

C1 & C2 (Advanced): Confidently and consistently uses a wide range of vocabulary and accurate grammar.

B1 (Intermediate): Uses limited vocabulary but communicates main ideas. A1

(Beginners): Shows very limited control of language; difficult to express.

o Total Score: /20 (per 4 marks x 05) o Band Level

Example:

18–20 = Band 5 (Very Good)

15–17 = Band 4 (Good)

12–14 = Band 3 (Satisfactory)

2. Speaking Rubrics Tool (Cambridge ESOL Style)

Purpose: To assess speaking proficiency using specific criteria (grammar, vocabulary, discourse, pronunciation, etc.).

o Administration Process:



Step 1: Prepare a speaking task (e.g., role play, discussion, and monologue).

Step 2: Brief learners on task expectations and timing.

Step 3: Conduct the task in a controlled setting (with recording if possible).

Step 4: Use the rubric to assess based on fixed criteria (usually band scores 1–5).

Step 5: Record scores and comments for each criterion.

Step 6: Share rubric-based feedback with learners for development.

Scoring Scale: 1 (Poor) to 5 (Excellent) o Descriptor Examples:

5 (Excellent): Consistently uses a wide range of vocabulary and accurate grammar.

3 (Satisfactory): Uses limited vocabulary but communicates main ideas. 1 (Poor): Shows very limited control of language; difficult to understand.

o Total Score: /20 (per 4 marks x 05) o Band Level

Example:

18–20 = Band 5 (Very Good)

15–17 = Band 4 (Good)

12–14 = Band 3 (Satisfactory)

3. Listening Checklist Tool (Basic TEFL Methods)

Purpose: To observe and assess listening comprehension using a checklist (e.g., understanding gist, details, and inference).

o Administration Process:

Step 1: Choose an appropriate audio (aligned with learners' level).

Step 2: Distribute checklist to teacher/observers or adapt as self-assessment.

Step 3: Play the audio (once or twice as needed).



Step 4: Observe learner responses or use follow-up comprehension tasks.

Step 5: Tick off checklist items the learner demonstrates.

Step 6: Analyze results to identify strengths and gaps.

Step 7: Offer follow-up practice or scaffolding based on checklist outcomes.

Scoring Scale: Y = Yes; N = No (Count all “Yes” marks, 1 Yes = 4 marks, No = 0 marks) o Descriptor

Examples:

5 (Excellent): Strong listening proficiency

3 (Satisfactory): Competent

1 (Poor): Shows very limited control of language; difficult to listen.

o Total Score: /20 (per 4 marks x 05) o Band Level

Example:

18–20 = Band 5 (Very Good)

15–17 = Band 4 (Good)

12–14 = Band 3 (Satisfactory)

Spoken English Training Program

Pre-Test Questionnaire

(For Primary Teachers)

Section A: Basic Information

Name:

1. Age: 3. Gender:

..... 4. School Name:



.....

5. Subjects Taught:

6. Years of Teaching Experience: 7. Designation:

7. Qualification:

7. Mother Tongue:

8. Other Languages Spoken:

9. Mobile:

10. block:

11. district:

12. State:

Section B: Self-Assessment (Based on CEFR Levels)

Instructions: Tick the box that best describes your ability in spoken English.

SKILL	A1 (BEGINNERS)	A2 (ELEMENTARY)	B1 (INTERMEDIATE)	B2 (UPPER INTERMEDIATE)	C1 & C2 (ADVANCED)
I can introduce myself and others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can describe my daily routine in simple terms.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can explain my opinions on familiar topics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



I can participate in discussions related work / classroom topics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can express complex ideas clearly and fluently.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Tool Used: CEFR Self-Assessment Grid

Section C: Speaking Rubric Assessment (Teacher/Trainer fills this part) Speaking Task:

- Introduce yourself.
- Talk about your favorite teaching experience.
- Describe one challenge you face when teaching English.

Trainer's Evaluation Criteria:

(Each area rated on a scale of 1–5: 1 = Poor, 5 = Excellent)

CRITERIA	1	2	3	4	5
Fluency (speaks smoothly, few pauses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pronunciation (clear sounds and stress)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocabulary (range and appropriateness)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grammar accuracy (correct usage)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Confidence (body language, tone)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Tool Used: Spoken English Rubric

Section D: Listening Skills (Simple Listening Test)

(Trainer plays an audio clip of 1–2 minutes.)

Task:

- Write down 5 keywords you hear.
- Summarize in 2–3 sentences what you understood.

SKILL	ACHIEVED Y / N
Understand main idea	Y / N
Identifies specific details	Y / N
Understand gist of conversation	Y / N
Recognize tone or attitude	Y / N
Understand connected speech	Y / N

Tool Used: Listening Comprehension Checklist

Section E: Motivation and Goals

1. Why do you want to improve your spoken English?
2. What specific skills would you like to develop most?
3. How do you think better English speaking skills will help you in your classroom?

II. Observation:

- a. Observed teachers' performance in the classrooms/training season. (To evaluate the application of spoken English skills)

III. Data Analysis

- a. Used quantitative methods for test score analysis:
- b. Descriptive statistics (mean median, standard deviation).



- c. Inferential statistics (paired t-tests or ANCOVA) to determine the effectiveness of the training program.
- d. Use qualitative methods (thematic analysis) for data from observations, interviews, and focus groups.

IV. Ethical Considerations

- a. collected consent from participants.
- b. Maintained confidentiality and anonymity of data.
- c. Ensured participation is voluntary.

V. Limitations

Note potential constraints such as time, availability of teachers, and variability in their prior English knowledge.

ANALYSIS

1. Pre- and Post-Training Analysis

Objective: To compare teachers' English language proficiency before and after the training program.

Method:

- o To administer standardized assessments or tests on spoken English skills (e.g., fluency, pronunciation, vocabulary, and grammatical accuracy) before and after the program.
- o To use statistical tools like paired t-tests to determine the significance of improvement.



2. Perception Analysis

Objective: To evaluate teachers' attitudes, confidence, and perceived improvement in spoken English after the program.

Method:

- o To conduct surveys or interviews using Likert-scale questionnaires.
- o To perform descriptive analysis (mean, percentage, etc.) and qualitative coding for openended responses.

3. Classroom Application

Objective: To analyze whether improved spoken English skills translate into better classroom practices.

Method:



- o To conduct classroom observations pre- and post-training to assess changes in teaching methodologies.
- o To use rubrics or observation checklists to quantify the change.
- o To apply thematic analysis for qualitative data from interviews or observations.

4. Comparison across Demographics

Objective: To assess the effectiveness of the training based on demographic factors like age, gender, years of teaching experience, and prior English knowledge.

Method:

- o To use ANOVA or regression analysis to identify patterns and variations in the program's impact.

5. Sustainability and Retention

Objective: To assess the long-term retention of spoken English skills.

Method:

- o To conduct follow-up tests after 3–6 months of training to measure retention rates.
- o To use trend analysis to track the progress or decline in proficiency.

6. Overall Impact Assessment

Objective: To provide a holistic evaluation of the program's effectiveness.

Method:

- o To combine quantitative results (test scores, survey data) and qualitative insights (teacher feedback, classroom observations).
- o To perform triangulation to ensure the validity and reliability of findings.

Statistical Tools Expected:



- a. Descriptive Statistics: Mean, Standard Deviation, Percentage.
- b. Inferential Statistics: t-test, ANOVA, Correlation, Regression Analysis.
- c. Qualitative Analysis: Content or Thematic Analysis for interviews and observations.

The analysis will help identify the training's success, challenges, and areas for improvement, ultimately providing recommendations for scaling or refining the program for future initiatives.

INTERPRETATION

The pre- and post-training assessments are likely to show significant improvements in key areas such as pronunciation, fluency, vocabulary, and grammatical accuracy. A higher posttraining score would indicate that the program effectively addressed the teachers' linguistic gaps.





Survey responses and feedback may indicate an increase in teachers' confidence in using English in both personal and professional settings. Teachers might express greater motivation to practice and use spoken English in the classroom. Classroom observations and post-training feedback are expected to reveal improvements in how teachers incorporate English into their teaching, such as using more English phrases, conducting bilingual instructions, or encouraging students to practice spoken English.

Analysis across variables such as age, gender, prior knowledge, and teaching experience may reveal differences in program effectiveness. For example, younger teachers or those with some prior English knowledge may show more significant improvement compared to others. A follow-up assessment (if conducted) may reveal whether the teachers retained their spoken English skills over time. Moderate to high retention rates would indicate the sustainability of the program's impact.

The study is expected to conclude that the spoken English training program was effective in improving teachers' language proficiency and their ability to use English in teaching. However, some areas (e.g., long-term retention or equal impact across all demographics) may require additional attention. The study is likely to recommend incorporating similar training programs into the regular professional development framework for government primary school teachers.

CONCLUSION

The training program is expected to result in a measurable improvement in teachers' spoken English proficiency, particularly in areas such as fluency, pronunciation, vocabulary, and grammar. The program is likely to enhance teachers' confidence in using English in their classrooms and daily interactions, leading to greater engagement and a willingness to integrate English into their teaching practices. Teachers are expected to demonstrate better classroom practices, such as increased use of spoken English during lessons, encouraging students to practice English, and adopting more interactive teaching methods.

The effectiveness of the program may vary based on factors such as age, gender, prior English proficiency, and teaching experience. These variations would underscore the need for customized training approaches to address diverse learning needs. While immediate post-training results are expected to show significant improvement, follow-up assessments (if conducted) may indicate varying levels of skill retention. Continuous practice and refresher courses may be recommended to sustain the progress. The success of the program in Bemetara district could serve as a model for scaling similar

initiatives to other districts and states. Integrating spoken English training into ongoing professional development programs for teachers could ensure longterm sustainability.

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अंग्रेजी भाषा बोलना सीखेंगे प्राइमरी स्कूल के बच्चे

हरिभूमि न्यूज » बरेला

विकासखंड स्तरीय स्पोकन इंग्लिश ट्रेनिंग का समापन बीआरसी भवन किया गया। जिसमें प्रशिक्षण के रिसोर्स परशन के रूप में भागवत प्रसाद बानी, अनुराग साहू, भूपेंद्र शर्मा, पुष्कर भोसले एवं अजीम प्रेमजी फाउंडेशन से ज्ञानेश्वर के माध्यम से संपन्न किया गया। 15 से 20 जुलाई तक आयोजित शिबिर में प्राथमिक शिक्षकों को अंग्रेजी भाषा क्षमता विकास एवं स्पोकन इंग्लिश के समस्त गतिविधियों का प्रशिक्षण प्रदान किया गया। भागवत प्रसाद बानी ने फाईविंग योर दिवन, ब्लेइंड क्रिएचर, फ्लुएसी इन स्पीकिंग इंग्लिश, जॉश ओफ डेथ, प्रेजेंटिंग एडवरटाइजमेंट, कल्चरल



एक्टिविटीज, शेयरिंग रिसीपीज आदि गतिविधियों के माध्यम से अंग्रेजी भाषा सीखने का कौशल की जानकारी प्रदान की। धर्मेन्द्र शर्मा ने लिंकर शब्द, डिफरेंट यूजेस ऑफ डेलिपिंग वर्ब्स, डिफरेंट स्ट्रक्चर ऑफ स्पोकन इंग्लिश, डिफरेंट यूजेस ऑफ आई टी जैसे बिंदुओं पर अपनी प्रस्तुति प्रदान की। पुष्कर भोसले ने सेल्फ इंटरैक्शन ट्रिक, प्रीपोजिशन, उसे ऑफ 'द' विद ट्रिक जैसे महत्वपूर्ण ग्रामेटिकल बिंदुओं पर प्रशिक्षण दिया। अनुराग साहू ने गेसिंग गेम, वॉटवर स्पीक नॉन स्टॉप, सिचुएशन कन्वर्सेशन, स्टोरी ऑफ माय लाइफ आदि बिंदुओं के माध्यम से अंग्रेजी प्रशिक्षण प्रदान किया। अजीम प्रेमजी फाउंडेशन से ज्ञानेश्वर ने सिंग सॉन्ग, प्रेजेंटेशन बाय ग्रुप में क्रिएटिविटी व आदि

तरीकों से अंग्रेजी भाषा सीखने के कौशल पर प्रकाश डाला गया, प्रशिक्षण विकासखंड खोत केंद्र बरेला में संपन्न किया गया। अंग्रेजी का डर खत्म करना जल्दी कार्यक्रम के दौरान बीआरसी खोतखोल सहू ने कहा कि हम सभी शिक्षकों को भी अपने विद्यालय में अंग्रेजी के डर को खत्म करते हुए बच्चों के लिए एक उपयुक्त वातावरण का निर्माण करना है। शिक्षकों ने प्रशिक्षण के दौरान प्राप्त ज्ञान का उपयोग अपनी स्कूलों में बच्चों को दिखाने की बात कही। प्रशिक्षण में मुख्य रूप से विकासखंड शिक्षा अधिकारी जयप्रकाश करमकर, सहायक विकास का शिक्षा अधिकारी अशोक उइके, नगरपालिका अधिकारी पूरे विकासखंड के 100 शिक्षक उपस्थित थे।

The program is expected to contribute to broader educational objectives, such as improving the quality of English education in government schools, better preparing students for future opportunities, and aligning with national language education policies.

SUMMARY

The conclusion would likely affirm that the spoken English training program has had a positive impact on the teaching proficiency and confidence of government primary school teachers in Bemetara district. However, it would also emphasize the need for ongoing support and adaptation to maximize and sustain its benefits. This expected conclusion serves as a basis for policy recommendations and future research, contributing to the overall enhancement of teacher training and language education.

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