

بسم الله الرحمن الرحيم

Open University of Sudan

Education & Languages Programmes

Methodology
in
English Language Teaching (2)

Course code No.Ed402

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Introduction

Dear Learner,

You are genuinely welcome to the content of this course.

This course, Methodology in English Language Teaching (2), aims at providing you with the techniques, principles and theories of English language teaching to Sudanese learners. It endeavours to assist you in a practical manner by illustrating with plenty of examples how language skills and language elements are presented and practiced. The course also aims at providing you with the rationale and practices of classroom management and the evaluation of teacher performance.

The course is intended to be used by student teachers of English at Basic and Secondary School Levels, and by teacher trainers.

Course Objectives



The general objectives of this course are to help student teachers:

1. study some major teaching methods and approaches of foreign language along with their prominent pros and cons.
2. be aware of the recent innovation, techniques and practices in the classroom management domain.
3. have a thorough background knowledge of the evaluation of the teacher performance techniques, rationale and practices.
4. carry out some devices designed for the evaluation of teacher performance particularly self-evaluation schedules.
5. raise their awareness of the rationale and practices of the ELT methodology.

The course consists of three units. Unit one discusses methods and approaches of teaching a foreign language, and unit two focuses on classroom management patterns and techniques. Finally, the course deals with the evaluation of teacher performance with emphasis on self-evaluation and systematic, continuous reflection on one's practice.

Underneath is a list of the major topics which have been discussed in the units of the course.

Course Contents

Unit	Title of unit	page
1	Methods and Approaches of FLT	1
2	Classroom Management	23
3	Evaluating Teacher Performance	51

The flow of the material – provided in the above mentioned units – is regularly being interrupted with quite a good number of activities, exercises and Self- Assessment Questions. This is meant to assist you digest and fully understand the material. An answer key has been provided for the given exercises. However, you are advised to make an attempt to answer the exercises first, then you check and compare your answers with those in the answer key. New terms and abbreviations have also been explained.

Dear Learner,

We do hope that you are going to find this course useful, practical and relevant. It is also hoped that it will satisfy your immediate everyday needs and your professional demands. Accordingly, we do expect you to study the course attentively, with interest, motivation, desire, competence and confidence.

Finally, we will be looking forward to receiving your highly regarded feedback on the course, particularly on the suitability of the language level and the appropriateness of the material, tasks and activities. This will, undoubtedly – help us to rectify, modify, adapt and continuously evaluate the course.



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Introduction

Preview

Dear learner,

Welcome to the first unit in this course book 'Methodology (2)

This unit deals with seven foreign language teaching methods. It attempts to review the characteristic features of these methods. It is important for every foreign language teacher to acquaint him self or herself with these methods. This will help him or her select the method that best suits the needs of students and requirements of teaching and learning situation.

Unit Objectives



After studying this unit, students are expected to:

1. be familiar with the basic principles and techniques of a number of foreign language teaching methods.
2. describe the characteristic features of each of these methods.
3. select and apply the FL teaching method that best suits his or her teaching situation.

1. Definitions

Language teaching is often discussed in terms of three related aspects. These are: Approach, method and technique.

Different theories about the nature of language and how languages are learned (the approach) imply different ways of teaching language (the method), and different methods make use of different kinds of classroom activity (the technique).

Examples of different approaches are: The aural-oral approach, the cognitive code approach, and the communicative approach. Examples of methods are: The direct method, the audio-lingual method, and the grammar translation method.

Examples of techniques used in particular methods are: drills, dialogues, role-plays, reading aloud, dictation, and paragraph writing.

SAQs



Distinguish between the terms:
approach, method and technique.

2. Some Foreign Language Teaching Methods and Approaches

2.1 The Grammar-translation Method

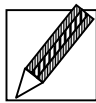
Grammar-translation method is a foreign language teaching method which makes use of translation and grammar study as the main teaching and learning activities. It is an old method. It was once used to teach Latin and Greek and hence was called the Classical Method. In the 19th century it began to be used to teach modern languages such as French, English and German, and it is still used in many countries today including Sudan.

The major characteristic features of the grammar-translation method can be summarized as follows:

1. Learners translate reading passages from the foreign language into their native language.

2. The reading passages are often excerpted from the foreign language literature
3. Reading comprehension questions are used. Learners are asked to answer these questions in the foreign language based on their understanding of the reading passage.
4. Grammar rules are presented with examples. The exception to any rule is also made clear. After studying the grammar rules together with their exceptions, the learners are instructed to apply the rules to different examples. This procedure of teaching grammar is technically known as deductive grammar teaching.
5. Learners are given lists of foreign language vocabulary items (words) and their native language translations (equivalents) and are asked to memorize them.

Exercise 1



1. What areas and skills of language are emphasized when the grammar-translation is used?
2. Distinguish between
 - (a) Deductive and inductive grammar teaching.
 - (b) Explicit and implicit grammar teaching.

2.2 The Direct Method

The direct method was developed in the late 19th century as a reaction against the Grammar-Translation method. This method is deemed to enable learners to communicate in the foreign language. Meaning is taught in the foreign language by means of realia, demonstration, pictures, etc... translation is never used in this method.

The syllabuses used in the direct method are:

1. The situational syllabus. For instance, one lesson would consist of language that people would use at the market place when shopping, or at a bank or etc... or

2. The notional syllabus in which lessons are organized in terms of topics such as: money, weather, time, etc...

The main features of the direct method can be summed up as follows:

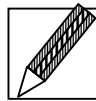
1. Explicit grammar rules are not taught. Grammar is taught implicitly and inductively.
2. Priority is given to speech and oral skills. Learners study everyday language. They also study the culture of the foreign language community.
3. The reading and writing tasks, exercises and activities are based on what learners practice orally first.
4. Vocabulary is emphasized over grammar. Learners practise vocabulary by using new vocabulary items in new sentences.
5. This method encourages learners to use the foreign language and not to know about the foreign language.

SAQs



1. List some of the techniques of the direct method.
2. What are some of the features of the direct method that distinguish it from the Grammar-Translation method?

Exercise 2



Review the characteristic features of the direct method.

2.3 The Audio-Lingual Method

The audio-lingual method is a method of foreign language teaching which is based on the aural-oral approach. This approach is based on the following assumptions:

1. Speaking and listening are the most basic language skills,
2. Each language has its own unique structure and rule system,
3. A language is learned through forming habits.

These ideas are based partly on the theory of structural linguistics and partly on Behaviourism. It was believed that the way to acquire the sentence patterns of the foreign language was through conditioning-helping learners to respond correctly to stimuli through shaping and reinforcement. Learners could overcome the habits of their mother tongue and form the new habits of the foreign language. The main features of the Audio-Lingual method include the following:

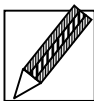
1. New language items (vocabulary and structural patterns) are presented through dialogues. The dialogues are taught and learned through imitation and repetition.
2. Drills of different kinds such as repetition drills, backward build-up drills, chain drills, substitution drills, transformation drills, and the question-and-answer technique is also conducted based upon the patterns present in the dialogue.
3. Learners' successful and correct responses are positively reinforced.
4. Explicit grammar rules are not taught. Grammar is to be induced from the examples provided.
5. Cultural aspects of the foreign language community are contextualized in the dialogues or offered by the teacher.
6. Learners' reading and writing tasks and activities are based on the oral work they usually do first.
7. Learners memorize the dialogues or conversations through mimicry.
8. Learners' first language is thought to interfere with their endeavors to master the foreign language. For this reason the foreign language and not the mother tongue is used in the classroom. Moreover, a contrastive analysis between the learners' mother tongue and the foreign language is claimed to reveal where a teacher should expect the most interference.

SAQs



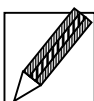
In what sense is the Audio-Lingual method different from the direct method?

Exercise 3



What are the major assumptions that underline the structural/aural-oral approach to foreign language teaching?

Exercise 4



Briefly state the different kinds of techniques used in the Audio-Lingual method.

2.4 The Communicative Approach

This approach to foreign language teaching is also called the notional-functional approach. It emphasizes that the goal of foreign language learning is Communicative Competence. This implies knowledge of the grammatical system of the languages as well as performance. It includes both use and usage of the language. **Communicative Competence** means knowing when and how to say what? To whom?. It is the ability not only to apply the grammatical rules of a language in order to form grammatically correct sentences but also to know when and where to use these sentences? And to whom?

Communicative Competence includes:

- (a) Knowledge of vocabulary items and grammatical rules.
- (b) Knowledge of rules of speaking such as knowing how to begin and end conversations? Knowing what topics may be talked about in different types of speech events, knowing which address forms should be used with different persons one speaks to and in different situations?
- (c) Knowing how to use and respond to different types of speech acts, such as requests, apologies, thanks and invitations.
- (d) Knowing how to use language appropriately.

The Following are the main aspects of the communicative approach to language teaching:

1. The fundamental aspect of the communicative approach is that everything accomplished in the classroom is accomplished with a communicative intent. Learners use the foreign language a great deal through communicative activities such as games, role-plays, and problem-solving tasks.
2. The communicative language teaching makes use of authentic materials. Learners are helped to develop strategies for understanding the foreign language as it is actually used by its native speakers.
3. Classroom activities and tasks are conducted in small groups of learners. This is thought to maximize the time allotted to each learner for interaction and communication.
4. The communicative approach does not allow the teacher to be the centre of all classroom activities. It is a learner-centred approach. Learners are not only respondents but also active participants in the classroom. The teacher is an organizer of activities and facilitator of communication in the classroom. Moreover, he or she creates classroom situations that are likely to promote communication.
5. Learners' errors are natural and inevitable in the process of foreign language learning. The teacher does not correct every error as this will inhibit learners and prevent them from developing their communicative competence.
6. Learners work on all language skills from the beginning. Language functions are emphasized over forms.

SAQs



What are the advantages and disadvantages of using the communicative approach to language teaching?

2.5 Community Language Learning (CLL)

Community language learning is a method of foreign language teaching developed by Charles A. Curran. Curran was himself influenced by Carol Rogers humanistic psychology. While studying adult learning, Curran found that adults often feel **threatened by a new learning situation**. They are threatened by the challenge inherent in learning and by the fear that they will appear foolish. He believed that one way to deal with the learner's fear is for teachers to become language counselors. **Thus, community language learning is an application of counseling learning to foreign language teaching.**

Community language learning uses techniques developed in group counseling to help people with psychological and emotional problems. The method makes use of group learning in small groups. These groups are the community. The method emphasizes the learners' personal feelings and their reactions to language learning.

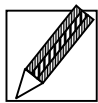
In community language learning, learners say things which they want to talk about, in their mother tongue. The teacher translates the learners' sentences into the foreign language, usually in chunks. The learner then repeats this to other members of the group. Later on, these sentences together with their translations are written in text form and the whole group work on it. Various tasks and different activities are designed and conducted based on the text. These could be grammar exercises, pronunciation drills or vocabulary work. While working on these tasks, the learners are always asked to express their feelings. The teacher must attempt to understand and respond to the learners' feelings and help them overcome the difficulties that hinder their learning.

SAQs



1. According to Curran, Why do you think adults are threatened by a new learning situation?
2. Define the community language learning.
3. Explain:
 - a. The teacher's role,
 - b. The learner's role in community language learning.

Exercise 5



What are the main features of the community language learning method?

2.6 The Reading Method/Approach

Dear learner,

Have you ever come across the reading method/ approach? What is it?

The reading approach or method is a foreign language teaching method in which reading comprehension is the main objective. In this approach, the foreign language is presented via short passages with simple vocabulary and simple structures. Meaning is taught through language analysis. Spoken language is taught to reinforce reading and the teaching of the spoken language is limited to the oral reading of texts.

The reading method aims at mastering the foreign language through intensive reading comprehension. Students read special readers which are graded so as to gradually develop their reading abilities. The students are encouraged and trained to deduce meaning from context. Their reading comprehension is evaluated through questions on the reading materials.

The main characteristic features of the reading approach can be summarized as follows:

1. The acquisition of vocabulary items is considered more important than the learning of grammatical structures.
2. Initially the vocabulary items are controlled for the sake of beginning reading and then are expanded quickly.
3. Grammar teaching is based primarily on the grammatical structures found in the reading passages.
4. The reading material is graded and sequenced so as to develop the students' reading abilities.
5. Both kinds of reading are used: intensive reading and extensive reading.

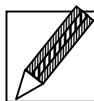
6. The students are trained and encouraged to deduce meaning from context.
7. Writing practice is limited to the tasks and exercises which help students understand grammatical structures and vocabulary items that are crucial to follow the reading text.
8. Little attention is paid to pronunciation. (Kailani and Muqattash 1995)

SAQs



1. State the characteristic features of the reading approach.
2. Explain the role of the learners and the teacher in the reading method/ approach.

Exercise 6



1. What is the difference between intensive reading and extensive reading?
2. Define the term “grading” or “sequencing”.

2.7 The Eclectic Approach or Method:

The term “eclectic method” or “eclectic approach” is used to refer to the practice of selecting and using principles and techniques from different methods, in language teaching.

Of course, no foreign language teacher applies exclusively one particular foreign language teaching method. Foreign language teachers often incorporate features of various methods in their teaching. The use of principles and techniques from different methods help teachers overcome the problems and weaknesses of these methods and approaches. Moreover, such practice will enhance the teachers’ professional abilities.

Thus, the eclectic method involves the selection and utilization of techniques drawn from different methods. It is not based upon one specific theory, yet it is very practical and useful in classroom situations.

SAQs



How is the eclectic approach to foreign language teaching different from any other method?

3. Selecting a Foreign Language Teaching Method

There are many different foreign language teaching methods. There are similarities as well as differences among these methods. Moreover, each method has strengths and it also has weaknesses. So, how can a novice teacher decide which method is the best? For veteran teachers the decision is easy to make: no particular method can guarantee success in all foreign language teaching situations. A successful foreign language teaching method in a given language teaching situation might not be successful in another situation. Methods are not equally suited for all foreign language teaching situations.

In developing your own teaching methodology you will need to consider a number of factors that affect language teaching. These factors are:

1. Aims of foreign language teaching,
2. The foreign language teacher,
3. The foreign language students,
4. the foreign language teaching situation, teaching materials, and the time allotted.

Activity



Compare novice teachers' behaviour with veteran teachers' behaviour.

3.1 Aims and Objectives of Teaching

A foreign language teacher must know the aims and objectives of teaching the foreign language. This will help him or her choose appropriate and suitable teaching techniques and materials. The aims and objectives of teaching the foreign language must be attainable.

They themselves are influenced by a number of factors such as the time available for working on the course, the number of English periods per week, teaching aids and facilities. The class size or number of students is also an important factor in deciding on the type of aims and objectives required.

3.2 The Teacher

The teacher is another significant factor in the teaching and learning process. He creates the conditions for learning and sets the scene for the students to learn. This requires linguistic knowledge, professional knowledge and certain personal qualities.

The teacher of English as a foreign language must be fluent in this language. He should be able to speak it with ease and without hesitation, listen to it and understand it, read the foreign language and comprehend it. He must also be able to express himself in writing easily and smoothly. This necessitates knowledge of the English life-style, the history, geography and culture of English-speaking people. He should be aware of the cultural differences between his students' culture and the target language community culture.

Professional knowledge includes both theoretical and practical aspects of foreign language teaching. The foreign language teacher must be well-equipped professionally, that is, he must know the theories and principles of foreign language teaching; and he must be able to translate these into techniques and practical procedures inside the classroom.

The teacher of English as a foreign language, like all other teachers, must possess a number of personal qualities. He must be interested in the job and must have enthusiasm, patience, a sense of humour and a sense of responsibility.

Activity



Write about teacher's qualifications. Then discuss what you have written with your group.

3.3 The Students

During the preparation of his lessons, the foreign language teacher must consider the following aspects of the students:

1. Age
2. Motivation and interest
3. Attitude towards English language and culture.
4. Background knowledge and previous ability and experience with English.
5. Mother tongue

All these are important factors in the process of selecting and applying foreign language teaching methods and materials. For example, the students' age determines the teacher's choice with regard to teaching materials and procedures. The kind of tasks, activities and exercises a foreign language teacher would use with secondary school students (i.e. adolescents) would not be suitable to be used with basic school children.

Teaching in both schools involves content and method. In the case of children, the teaching is process-oriented while in the case of secondary school students the teaching is content-oriented. In the basic school the activities and tasks will be oriented towards helping children grow and mature while learning.

Foreign language, teachers can teach successfully when their students have some desire to learn the foreign language. This desire to learn is called motivation. Motivation is the inner drive to do something: in this case to learn English as a foreign language. Motivating students to learn is a joint responsibility of both teacher and student. In the classroom, you try to motivate your students to do their best. One may appeal to their inner-self, in the hope that they may be intrinsically motivated. That is, they will perform a certain task because they like it, enjoy it, to please themselves. Doing classroom tasks and activities for their own sake is a very powerful incentive. However, not all foreign language students are intrinsically motivated, so teachers must turn to extrinsic motivation. They should provide incentives such as grades, prizes, etc... to induce students to learn the foreign language.

A third significant factor is the students' attitude towards English language and English culture. Attitudes towards English show what students feel about the English people. Negative feelings towards a language will result in linguistic and learning difficulties. While positive feelings towards a language, it is claimed, tend to facilitate language learning.

Students' background knowledge of the foreign language is yet a fourth factor. Foreign language learning is cumulative, that is, new learning is based on and added to old or previous learning. So the teacher will need to know and assess the students' previous knowledge and abilities of the foreign language in order to be able to build on that.

The final factor is the students' first language or mother tongue. Some foreign language methods do use and encourage the use of the mother tongue, while others do not allow nor encourage the use of the mother tongue. Moreover, some theorists in the field of applied linguistics and some practitioners as well, believe that the similarities and differences between a foreign language and the students' mother tongue do affect the learning of the foreign language. For these reasons the students' mother tongue should be taken into consideration.

Activity



Work in groups and think of students make discussion considering: age, motivation and interest, attitude towards English language and culture, and mother tongue.

3.4 The Teaching Situation

The setting in which the foreign language is to be taught constitutes the fourth factor that can affect the teacher's selection of a method. The classroom situation and the teaching facilities that are available including the class size, the seating, equipment and teaching aids and materials all these can affect the teacher's choice

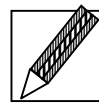
of a particular method or technique. Large classes, for example, do not encourage students' oral interaction or active students participation in the teaching and learning process.

SAQs



1. Briefly state the factors that influence teachers choice of a foreign language teaching method?
2. What are the qualities of a good foreign language teacher?

Exercise 7



1. Define the term “motivation”.
2. Distinguish between intrinsic motivation and extrinsic motivation

SAQs



What are the positive and negative aspects of each of the foreign language teaching methods and approaches you have studied so far?

Overview

So far we have described a number of foreign language teaching methods and approaches. We have reviewed the characteristic features of each method or approach. The factors that determine the selection of a method or an approach are analyzed and discussed. You are now in a better position to think and decide on your own foreign language teaching methodology.

Answer Key

Exercise 1

1. **Language areas:** Vocabulary, and grammar
Language skills: Reading and writing
2. Deductive grammar teaching involves giving learners grammar rules and specific information, they then apply these rules when they use the language. Inductive grammar teaching, in contrast, does not involve the giving of grammar rules directly but the rules are left for the learners to discover or induce from their experience of using the language.
3. Explicit grammar teaching means teaching grammar in an open and direct way using terms such as verb, noun, adjectives, and present tenses, past tenses and so on.
Implicit grammar teaching means is teaching grammar indirectly without explaining the rules or using grammar terms. Grammar is taught through the language.

Exercise 2

1. The characteristic features of the direct methods are:
 - (a) Only the target language is used in the classroom.
 - (b) Meaning is directly communicated by associating speech forms with action, objects, mime, gestures, and situations.
 - (c) Reading and writing are taught only after speaking
 - (d) Grammar should only be taught inductively

Exercise 3

1. The approach assumes that language is primarily speech.
2. It assumes that language is a set of habits and therefore it is acquired by practice and imitation
3. Teachers should teach the language and not about the language.
4. Languages are different in their sounds and structures.
5. A language is what its native speakers say, not what someone think they ought to say.

Exercise 4

1- Dialogues:

Dialogues are used as language teaching technique. A dialogue is a model conversation, used to practise speaking. Dialogues are often specially written to practise language items, contain simplified grammar and so may be rather different from real-life conversation.

2- Drilling

This is a repetitive teacher-controlled form of practice.

3- Situational Teaching

This technique of teaching requires the use of physical demonstration of notions and objects in order to present and practise the structures of the language.

Exercise 5

Community language learning is a language teaching method which is an application of counseling learning to foreign language teaching and learning. It uses techniques developed in group counseling to help people with psychological and emotional problems. The method makes use of group learning in small groups. The method places emphasis on the learners' personal feelings and their reactions to language learning. Learners say things which they want to talk about in their mother tongue. The teacher translates the learner's sentences into the foreign language, and the learner then repeats this to other members of the group.

Exercise 6

1. Intensive and Extensive Reading:

Extensive reading means reading in quantity and in order to gain a general understanding of what is read. It is intended to develop good reading habits, to build up knowledge of vocabulary and structure, and to encourage a liking for reading.

Intensive reading in contrasts, is generally at a slower speed, and requires a higher degree of understanding than extensive reading.

2. Grading, Gradation or Sequencing:

This is the arrangement of the content of a language course or a textbook so that it is presented in a helpful way. Gradation may be based on the complexity of an item, its frequency or its importance for the learner.

Exercise 7

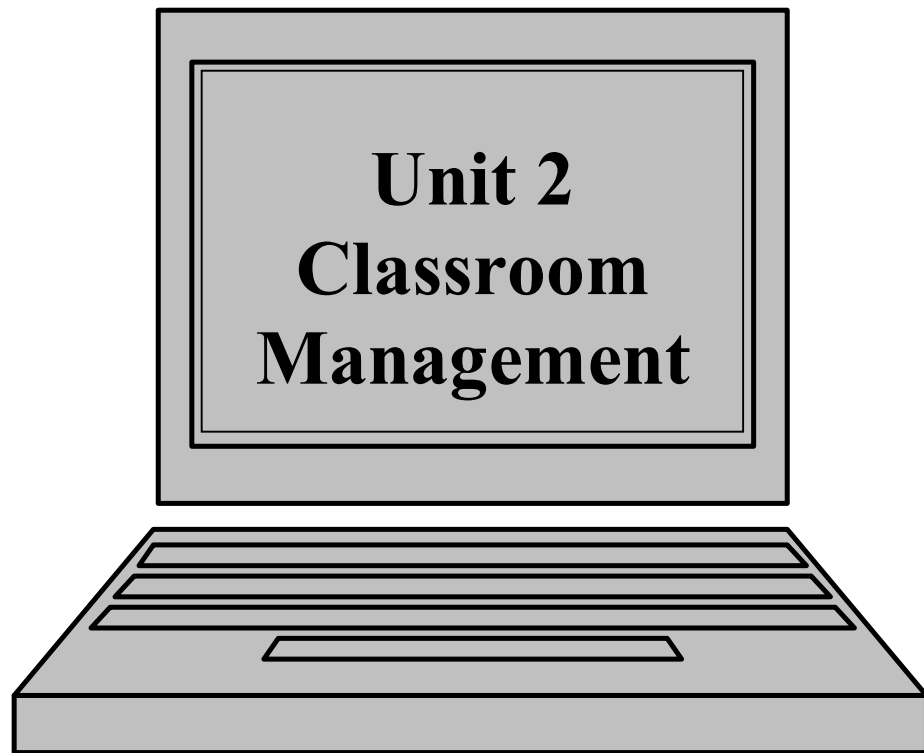
1. Motivation:

Motivation refers to the factors that determine a person's desire to do something. Here it refers to the learners' desire to learn the foreign language.

2. Intrinsic and extrinsic motivation.

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INTRODUCTION

PREVIEW

Dear learners,

Welcome to the second unit of this course book, 'Methodology"2"

In this unit we present a variety of classroom management techniques and strategies for you to study. Your task is to formulate a classroom management programme that fits your teaching style and that which will promote successful classroom experiences. As you gain experience, you will observe more experienced teachers using the same techniques that are presented here.

This unit is divided into six sections. These are:

1. definitions and goal.
2. the first lesson.
3. implementing lesson plan
4. elements of effective classroom management.
5. the process of questioning
6. organizing small groups.

Unit Objectives



By the end of this unit you should be able to:

1. define and state the goal of classroom management,
2. analyse a classroom management technique to determine its value for students' learning,
3. implement specific classroom management techniques in your classroom.
4. manage your classroom so that the learning environment is fair to all your students.

1. Definition and Goal

Classroom management refers to the methods of organization, disciplinary procedures, and routines established by the teacher to ensure positive student behaviors that are conducive, to learning and social interaction (Orlich, D. etal. 1998).

The classroom is a centre for a dynamic system of interactions. Thousands of individual verbal and nonverbal behaviors occur each day in a classroom, in a multiplicity of possible combinations. The more enthusiastic the teacher and the students, the greater the likelihood that the number of interactions will increase. Students' enthusiasm and interaction are essential to the learning process, but they must be managed. One of your roles as a teacher is to establish a classroom environment that prevents problems from erupting, and if a problem does emerge, you want to intervene quickly so it does not disrupt the learning of others.

Most prospective teachers focus their attention on subject- matter preparation. Precious little time is left to think consciously about classroom management.

Discipline is usually defined as the preservation of order and the maintenance of control – the two traditional outcomes of classroom management techniques. However, this view of discipline is very narrow. Teachers must make on – the – spot, split – second decisions and must react spontaneously when using classroom management techniques to solve problems that arise in the classroom. Classroom management techniques are determined by teacher – student – situation factors. The attitudes students develop in formal classroom settings are influenced by the classroom management skills of the teacher. Your ideas about what a classroom should look like and how it should function will determine your classroom atmosphere.

SAQs



1. Define classroom management.
2. What is the goal of classroom management?
3. How is discipline usually defined?
4. Why is this definition unsatisfactory?

Exercise (1)



1. What are verbal and nonverbal behaviors?
2. Define the terms: attitude, skill and interaction.

Activity



"Most prospective teachers focus their attention on subject- matter preparation. Precious little time is left to think consciously about classroom management".
Elaborate into more details, and discuss it in your group.

2. The First lesson

Dear learner,

Do you know that

The first day in any class is a special day and different from any other day, both for you and for the students? The students are eager to know what you are like and how you are going to teach them. They will be wondering about many things such as: will they be able to understand you? Will you be able to understand them. In most cases, the students will have very high expectations of you and your teaching (Sesnan, B. 2000).

Your new class may be new to English as well as being new to you, but it is more likely that they have already learned some English in previous classes, or from their brothers and sisters, from their friends or from everyday life outside school. Your first job as a

teacher then, is to get to know the class. As part of this you will find out how much English they already know and how good it is.

Your students are people, and the best way to start off any meeting with people is to greet them. If your class is a group of adult students, learning how to greet correctly may be even more important, as they are more likely to need English for everyday use and in dealing with people in their work places.

2.1 Greetings

When you go into the classroom you should greet the whole class in English and, from the very first day they should reply in English. In the English class, greeting should always be in English. Even simple greetings can be used to give good lessons about how English is used and so they should never be carelessly given. These are three possible greetings you can use, and these depend on the part of the day, not really on the time of the day. The first greeting of the day, as long as it is before mid day, is always “Good morning”. The second one is “Good afternoon”, and the last one is “Good evening”. These greetings are not directly related to time and, in many parts of the English – speaking world, people say “Good morning until” the lunch break, which may be at one pm.

The class should answer you with the same greeting, usually adding “sir”, madam’ or “teacher. Then, if you wish, you may ask a greeting question such as: “How are you?” the class or may be some of them will answer with: “We are fine. How are you?”

This is where we start with our teaching. These simple words of greeting are often badly handled. Students often repeat words in a lifeless manner, which is not the way we really greet. Sometimes the greetings are so slow that one will not recognize them as English. Make sure, therefore, that you and your class greet each other in a lively and interesting way. Try to change the greetings occasionally or expand them to avoid boredom. For example:

Teacher: Good morning, class.

Class : Good morning, teacher.

Or you may greet the whole class as usual, then to expand your greeting, you may greet one or two members individually; make sure to greet different students each day. For example:

Teacher: Good afternoon, everybody.

Students: Good afternoon, teacher

Teacher: Good afternoon, Ali.

Ali : Good afternoon, sir.

Teacher: Good afternoon, Salah.

Salah : Good afternoon, Teacher.

2.2 Getting Acquainted

In a new class, greeting is part of the way you get to know the class and, of course, they get to know you. Getting to know people, however, takes time. The class may be able to greet you and do what you tell them, because that is how a class expects to behave when there is a teacher present, but that does not mean you know them.

If you want to teach English successfully, you will need to get to know the class as individuals. This may be easy if you have a small class, but it is more likely that you will have a very large class and you will find it difficult to get to know them one by one. Here are some suggestions:

1. Give your own name clearly and tell the class what you would like them to call you, following the tradition of your area. In England and America people are called by their surnames or family name in formal situations. For example.
2. Write your name on the board saying it as you write.
3. Ask each individual student to stand up and give you his or her name, loudly and clearly by saying:
"My name is"
You, then, repeat the name clearly for the whole class. You say:
His name is"
Her name is"
4. Go round the class asking them where they come from. For example:

“I am Ahmed from Adamer”. Make sure they hear it properly from you and pronounce it properly themselves.

5. If you have more time, or on another day, do it again with new sentences like: “My friend’s name is” or “ My father’s name is”.

A lesson like this is better done outside the classroom in an open place. With all classes, but especially large ones, it is a great idea to take the class out of the classroom for a few minutes. You can do more activities and you make sure that every student is taking part.

It will take time to get to know the students as individuals. Some of them will be shy. Activities in groups and activities like the one described above allow shy students to take part. They are also useful in encouraging lazy students, who do not want to take part, to do so. These activities are also helpful in finding out if any student has serious problems, for example eyesight or hearing.

SAQs



1. Why is the first day in any class a special day?
2. Is it a special day for the teacher or students or for both?
3. How does a person start off any meeting with people?
4. There are three possible greetings discussed above – what are they? And are they used?
5. Why should a teacher know his or her class as individuals?
6. How can a language teacher encourage shy students to take part in a activities?
7. Can a language teacher take his or her students outside the classroom for a while? Why?

3. Implementing lesson plan

A daily lesson plan is, as you have learned, a written description of how students will move toward attaining specific objectives. It describes the teaching behavior that will result in student learning (Farrell, T., cited in Richards, J. and W. A. Renandya, 2003).

Some teachers write down elaborate daily plans, others do the planning inside their heads, yet some others write daily lesson plans only because a supervisor or an inspector requires them to do so. However, not many teachers enter a classroom without some kind of plan.

Exercise (2)



1. Daily lesson planning can benefit English language teachers in various ways. Discuss.
2. What are the different components of a well – designed lesson plan?

Implementing the lesson plan is the most important phase of the daily lesson planning cycle. In this phase, the lesson plan itself will retreat into the background as the reality of the class takes over. As many experienced teachers know, it is easy to get sidetracked by unplanned events. However, you should remember that the original plan must have flexibility which will allow you to make adjustments to the lesson at the implementation phase. Farrell (ibid, 34) suggested two broad reasons for teachers to deviate from their original lesson plan:

First, where the lesson is obviously going badly and the plan is not helping to produce the desired outcome; second, where something happens during an early part of the lesson that necessitates improvisation.

When the lesson is not succeeding, you should make immediate adjustments to the original plan. This might appear difficult for beginning teachers because they may not have the necessary experience to recognize that things are going badly. They

may also lack sufficient knowledge to develop contingency plans to substitute in such case. No teacher's guide can anticipate what problems might occur during a lesson, however; they should be dealt with quickly. You can, and, definitely will build up this professional knowledge with experience.

When implementing your lesson plan, you have to attempt to monitor two key issues namely, Lesson variety and lesson pacing.

Variety in lesson delivery and choice of activity will keep the class lively and interested. To vary a lesson, you should frequently change the tempo of activities from fast – moving to slow. You can also change the class organization by giving individual tasks, pair work, group work, or full class interaction.

Activities should also vary in level of difficulty, some easy and others more demanding, to make for individual differences. Your activities must also be of interest to your students, not just to you (Ur 1996). Remember, however, that these varied activities should not be “flung together in random order”. The result of this will be restlessness and disorder. Consequently, Ur (1996) suggests that the harder activities and tasks be placed earlier in the lesson and the quieter activities before lively ones. You may want to try variations of this to see what works best in your particular class situation.

Pace is linked to the speed at which a lesson progresses, as well as to lesson timing.

In order for a teacher to develop a sense of pace, Brown (1994) suggests the following guidelines:

1. Activities should not be too long nor too short,
2. Various techniques for delivering the activities should flow together,
3. There should be clear transitions between each activity.

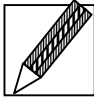
Remember not to race through different activities just because they have been written on your lesson plan.

SAQs



1. What helps a teacher to make adjustments to the lesson plan?
2. Why do you think teachers deviate from their original lesson plans?
3. Is lesson plan adjustment difficult for:
 - a. novice teachers or
 - b. veteran ones? Why?
4. How can a teacher vary his or her lesson?
5. What is “lesson pacing”?
6. State Brown’s guidelines for teachers to develop a sense of pace.

Exercise (3)



What is the philosophy behind managing departures from the original lesson plan?

4. Elements of Effective Classroom Management

Classroom management systems include routine ways of managing instructional and behavioral interactions in the classroom. We, however, shall focus on six key elements of effective classroom management.

These are shown in the box below.

Six Key Elements of Effective Classroom Management

1. Planning.
2. Establishing usable rules.
3. Getting off to a good start.
4. Monitoring the classroom environment.
5. Keeping records efficiently.
6. Greeting strategies for managing interruptions.

4.1 Planning

Teachers who make explicit plans are better organized and they can see the worth of these plans. They plan so they are able to communicate their expectations to their students and this, in turns, promotes scholastic achievement. Effective teachers know what whom and how they will teach; they have materials ready for their students; they plan for smooth transitions between classes and activities; and they have additional activities ready for students who finish early.

Well-prepared teachers keep a lesson moving at a brisk pace but do not ignore students who are having difficulties. They do not allow interruptions during a lesson, and they stress the importance of every lesson. Observations have shown that good teachers are efficient in their planning and in critiquing their work. They jot a few notes into their lesson planning books to act as tips for future lesson. They, thus, do carry out formal planning.

SAQs



1. When do we describe a teacher by "better organized"?
2. What do well- prepared teachers do?

4.2 Establishing Usable Rules

The purpose of rules is to enhance students' scholastic and social achievement. Teachers who are effective managers teach students how to follow rules and procedures and begin with the rules that are of the most immediate importance. (e.g How do I get permission to leave the room? How do I ask a question?). They state rules clearly and enforce them consistently.

Dear learner, effective teachers also make rules that are not related to discipline. They cover classroom routines for distributing materials, progressing to new activities, starting and ending class, obtaining permission to use things or to accomplish tasks. Simplicity

is the hallmark of effective rules. If your rules are complicated, you will not be able to enforce them and students will become confused. Thus, simplicity will allow you to easily explain and enforce your rules.

Activity



Discuss in your group: what are the features of the teachers who are effective managers.

4.3 Getting off to a Good Start

Effective classroom managers discuss classroom procedures with their students at the beginning of the school year and provide opportunities for students to practice them, to ensure understanding. During the first few days of school, much feedback is needed. State your expectations frequently and give students positive or corrective feedback. By the end of the third or fourth week of school, you can anticipate that transitions will be smoother and shorter and that reminders to your students on class routines can be greatly reduced.

Activity



Explain procedures of effective classroom management.

4.4 Monitoring the Classroom Environment

Effective teachers monitor student behaviour in the classroom. They make each student responsible for some work during the learning activity and they monitor to see that it was actually accomplished. These teachers are strong student motivators.

Room arrangement is an important part of a monitoring strategy. An orderly arrangement of desks and tables in a classroom contributes to a smooth, businesslike atmosphere that promotes effective use of instructional time. Two aspects of room arrangement are critical:

1. Your ability to see all students at all times and
2. The traffic patterns that you establish. It is important to be able to monitor all students from your desk and from all other areas where you are likely to be. Simply being visually close to a student can prevent many problems.

Questioning is also an effective monitoring strategy. During learning activities, effective teachers ask questions and then look around the room before calling on a student. They call on volunteers as well as others and seem to get around to everyone, but not in a predictable manner. Effective teachers intersperse calls for group answer with solicitations of individual responses, and occasionally throw out challenging statements such as: “I don’t think anyone can spell the...!”. Finally effective teachers monitor their classes by asking students to react to the answers of others. Such monitoring strategies as questioning techniques and classroom arrangements promote a smooth – flowing, highly interactive learning environment with a high percentage of on - task student behavior.

SAQs



Elaborate into more details what is meant by, " teachers are strong student motivators".

4.5 Keeping Records Efficiently

Every teacher faces the tasks of recording scores or grades, taking attendance, keeping track of students’ class participation, recording disciplinary actions, and documenting other aspects of classroom life. For legality, fairness, and consistency, you need a comprehensive and systematic approach to record keeping.

Records management is an extremely important part of maintaining a fair and equitable grading system.

4.6 Creating Strategies for Managing Interruptions

Teachers spend a tremendous amount of time planning instruction: preparing lesson plans, selecting support aids and materials, creating student activities, designing test, and so on. Yet

all too often the anticipated instructional period is drastically reduced by interruptions. These interruptions range from students misbehavior, mobile phones, to announcements. Whatever its cause, lost time has a negative impact on students achievement and creates the conditions for students behavior problems.

The ability to manage most interruptions is fully within teachers' control. You simply need to anticipate and plan for them. You must plan for transitions in instruction, and you must establish firm expectations regarding student behaviour to avoid as many unanticipated interruptions as possible.

SAQs



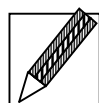
1. State six elements of effective classroom management.
2. What does it mean to establish usable rules?
3. Give two examples of effective monitoring strategies.

SAQs



Dear learner, now you are a teacher entering a classroom to start teaching a certain lesson. Suddenly, one of your pupils says: teacher: 'We have studied this lesson'. What are you going to do?

Exercise (4)



1. What do we call student activities that teachers use to fill the gaps created by transitions between instructional stages or episodes?
2. Give examples of:
 - a. anticipated interruptions,
 - b. unanticipated interruptions.
3. Abrupt endings to activities set the stage for numerous behavior problems. Do you agree? Or disagree? Why?

5. The Process of Questioning

Questioning plays a critical role in teaching. Teachers must be knowledgeable in the process of framing questions so that they can guide students' thought processes in the most skillful and meaningful manner. This implies that teachers must design questions that will help students attain the specific goals of a particular lesson. Written questions in textbooks and tests contribute to the learning process, but you must remember that your classroom questions are verbal, that is, spoken or uttered and teacher – formulated. Questions are, in fact critical elements teachers use to stimulate students' thinking.

There are three distinct questioning strategies:

Convergent strategy divergent strategy, and evaluative strategy. The convergent questioning strategy focuses on a narrow objective. When using a convergent strategy you encourage students' responses to converge, or focus, on a central theme. Convergent questions, for the most part, elicit short responses from the students and focus on the lower level of thinking, that is, the knowledge or comprehension levels. This does not mean that using a convergent technique is bad per se. Remember that the appropriateness of any questioning strategy must be judged solely on the basis of its ability to fulfill your predetermined objectives. If, for example, your are teaching inductively, or building vocabulary skills, oral skills, spelling skills; you may wish to use short – response questions or the convergent pattern. Here are two examples of such strategy:

1. In what works did Robert Browning use the dramatic monologue as a form for his poems?
2. What's the present tense first – person plural form of start?

Divergent questions are the opposite of convergent questions. Rather than seeking a single focus, with the divergent questioning strategy your goal is to evoke a wide range of students' responses. Divergent questions build students' confidence, because these questions do not always have right or wrong answers.

When using the divergent strategy, you should allow all students to present their responses without your interference.

This has a positive effect on the class. Here is an example of a divergent question:

1. Explain the attitude that the Romantic poets had toward culture.

The third and final technique is called the evaluative strategy. This strategy is based on the divergent strategy, but with one added component – evaluation: The basic difference between a divergent question and an evaluative question is that the evaluative question has a built – in set of evaluative criteria. For example, an evaluative question might ask why something is good or bad, why something is important, or why one theory explains the facts better than another. When you frame an evaluative question, emphasize the specific criteria on which students should base their judgments. Examples of evaluative questions are:

1. Why should all teachers strive to be aware of the type of questions they ask?
2. Why should basic school kids study a foreign language?

5.1 Framing Questions

The basic rule for asking a question is as follows: ask the question, pause, then call on a students. This rule is grounded in psychology. It is said, when a question is asked, followed by a short pause, all students will attend to the communication. The nonverbal message – the pause – communicates that any student in the class may be selected for a response; thus the attention level of the class remains high. If you reverse this pattern by calling on a particular student before you ask a question, then all the other students may ignore the question.

To be an effective questioner, you must be able to frame clear, concise, succinct questions. To frame, thus, entails asking a question clearly and loudly, pausing, and then calling on a student. The second element – pausing – is essential. First, this pause, is called Wait Time 1. It gives students a chance to think about their responses to the question. This is specially important when you ask higher – level questions. Second, this pause gives you time to read students' nonverbal cues.

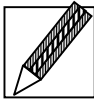
Yet there is another wait time which is called Wait Time 2. This is the pause to allow the student you have called on to respond. This wait time is also important, since it gives the student time to think or allows others to respond as well.

SAQs



1. Why is “Questioning” important?
2. State three distinct questioning strategies.
3. Give an example of each strategy.
4. What does framing questions mean?
5. Distinguish between wait Time 1 and 2.

Exercise (5)



1. What are the benefits of Wait Time?
 - a. for the teacher,
 - b. for the students?
2. Give examples of inappropriate teacher behaviors which interfere with smooth verbal interaction in the classroom.

6. Organizing Small Groups

The classroom can be arranged in such a way that students work harmoniously, foster their own learning strategies, and create an atmosphere in which information sharing can take place. We suggest implanting active learning by organizing the class into small groups as the best way to promote student autonomy, cooperation and learning in your classroom.

This section will show you how to organize pairs, small – group, and cooperative learning experiences for your students. As you read this section, remember these key definitions.

Small groups: are purposeful arrangements of up to six to eight students.

Pairs: are two students working together.

Discussions are purposeful learning exchanges conducted by students in small groups

Cooperative learning is an adaptation of small – group teaching technique, used to promote individuals' and group members' achievement.

6.1 Small Group Discussion

Discussion, in the context of teaching, is a teaching technique that involves an exchange of ideas, with active learning and participation by all concerned. A small – group discussion includes these five elements:

1. A small number of students (preferably six to eight) meeting together.
2. Recognition of a common topic or problem.
3. Introduction, exchange, and evaluation of information and ideas.
4. Direction towards some goal or objective.
5. Verbal interaction, both rational and emotional.

Besides promoting meaningful personal interaction, discussion promotes a variety of learning, including content, skills, attitudes and processes. It is an appropriate way to improve both the thinking and the speaking skills of students. Discussions can also be a means of enhancing students' analytical skills.

Small – group discussions maximize students talking time. You will need however to encourage all students to participate actively. Small – group discussion also increases depth of understanding and grasp of course content. Moreover, discussions enhance motivation and generate greater involvement with the materials. Finally small – groups develop cooperative and problem – solving skills.

As you initiate small – group discussions, you will need to consider four basic concepts: process, roles, leadership, and cohesion. The essence of process in small – group discussion is verbal interaction. Communication processes are most vital for successful discussion. Students must be taught and encouraged to listen to what each person is saying and to respond appropriately. Involvement by everyone is part of the process. As a facilitator you need to walk about the class, listening, observing, and encouraging every student to participate.

Every member of a discussion group has a role. Group members may be assigned roles by the teacher or by the group. Each role has specific attendant privileges, obligations, responsibilities and powers. In most discussion groups there will be a leader and a recorder, for example, and other roles may be assigned as needed. All class members must be rotated through the roles so that everyone has the experience of being the leader. It is your responsibility to provide all students with the opportunity to participate in a variety of roles.

The single most important role in a small group is that of the leader. Leadership is the capacity to guide and direct others in a group setting. As a teacher you have to model how a leader opens the discussion and seeks everyone's input.

The final concept is group cohesion. Cohesion refers to group members' support for one another. A cohesive group displays a "we" attitude: the members support one another and show pride in belonging.

6.2 Pair Work (Pair Practice)

Pair work which is also called pair practice, in language teaching, refers to a learning activity which involves learners working together in pairs. Apart from "open pairs", where the students talk to one another across the class under your control, there are other two main kinds of pair work (Byrne, D. 1989). The first kind is called "Fixed Pairs". This is when the students work with the same partner – usually the student on the left or on the right – in order to complete a task of some kind. The second kind is called "Flexible Pairs" in which the students keep changing partners.

Remember the following points whenever you want to move from class work to pair work:

1. Divide the students into pairs in the most convenient way possible.
2. Make sure that the students know exactly what they have to do. Give a clear model and adequate preparation.
3. Keep activities simple.
4. Do not let activities go on too long.
5. Carry out selective checking.
This will tell you, in general, how well or badly the students are doing.
6. Control the noise level as necessary.
7. Provide feedback.

Some pair work in the course of the lesson is absolutely essential. Without pair work you will never be able to give your students enough oral practice through whole class work. Other advantages of pair work can be summarized as follows:

1. The learners get a chance to work independently:
This is good for motivation and good preparation for group work, when they will have a lot of responsibility for what they do.
2. They can face and talk directly to one another, so it is much closer to the way we use language outside the classroom.
3. Pair work provides some variety during the lesson.
Two or three short pair work activities are a good way of breaking up the lesson.

SAQs



1. Explain how "pair work" can be a learning activity.
2. How can you manage "pair work"?
3. Why should you use pair work?

6.3 Cooperative Learning

Cooperative learning takes many forms within the classroom. Its essential characteristic is that it fosters positive interdependence by teaching students to work and learn together in a small – group setting. Traditional cooperative learning groups consist of three to four students who work on an assignment or project together in such a way that each group member contributes to the learning process then learns the material being taught. Both individual students and the group as a whole are held accountable for the outcome. Cooperative learning provides unique learning experiences for students and offers an alternative to the competitive model of education. It offers opportunities for students to learn through speaking and listening processes (oral language) as well as through reading and writing processes (written language), (Orlich, D., etal, 1998).

The benefits of cooperative learning are many. Here are just some of them:

1. Improves comprehension of basic content.
2. Reinforces social skills.
3. Allows student decision making.
4. Creates active learning environment.
5. Boosts students' self – esteem.
6. Celebrates diverse learning styles.
7. Promotes students' responsibility.
8. Focuses on success for everyone.

Activity



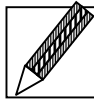
Write an essay about the benefits of co-operative learning. Then discuss it with mates.

SAQs



1. Briefly define each of the following terms:
 - a. small groups.
 - b. discussions.
 - c. pair work.
 - d. cooperative learning.
2. State six elements of small group discussion.
3. What are the advantages of:
 - a. pair work.
 - b. group work
 - c. cooperative learning..
4. Discuss each of the following concepts in relation to small group discussion:
 - a. process.
 - b. role.
 - c. leadership.
 - d. cohesion

Exercise (6)



Give examples of activities or tasks in which students can work in pairs.

Overview

Dear learner,

You have been introduced to classroom management strategies: the ways in which student behaviour, movement, interaction, etc., during class are organized and controlled by the teacher (or sometimes by the learners themselves) to allow for teaching to take place most effectively. You have learned the procedures of grouping students for different types of classroom activities, use of lesson plan, etc., and the direction and management of student behaviour and activity.

Answer Key

Exercise (1)

1. Verbal, here, means consisting of words, spoken language, utterances.

Non – verbal means behaviour which is action or performance.

2. Interaction means mutual or reciprocal action, to interact means to act upon one another: communication

Skill, in this context, refers to the teacher's ability to use his or her knowledge effectively and readily in execution or performance. Attitude is a mental position with regard to a fact or it is a feeling or emotion toward a fact or state.

Exercise (2)

1. (1) A plan can help the teacher think about content, materials, sequencing, timing, and activities.
(2) A lesson plan provides security in the form of a road map in the unpredictable classroom atmosphere.
(3) A plan is a log of what had been taught.
(4) A plan can help a substitute teacher or aide to smoothly take over a class when the teacher can not teach.
(5) Lesson planning benefits students because it takes into account the individual differences among them.
(6) A clear lesson plan maximizes time, minimizes confusion of what is expected of the students and thus makes classroom management easier.

2. (1)

Date	Time	Class	Etc.
13/02/16	10:00 – 10:40 am	2 nd	

(2) Objectives:

(3) Teaching Aids:

(4) Procedures:

Timing lesson phase	Role of Teacher	Role of Students
Warm-up 00 – 05 minutes	Asks what Sts have learned in previous lesson	Tell what they have learned previously
05 – 20 Presentation	Presents activities	Respond
20 – 35 Practice	<ul style="list-style-type: none"> - Checks for understanding. - Encourages involvement 	<ul style="list-style-type: none"> - Show understanding - Interact with others
35 – 40 Production	- Asks what Sts have learnt	- Tell what they have learned

(5) Teacher's notes

Exercise (3)

To maximize teaching and learning opportunities.

Exercise (4)

1. Fillers.
2. a. 1. Transitions between and during instructional episodes,
 2. Materials distribution or collection,
 3. Beginning of class or school day or end.
- b. 1. Students' illness
2. Visitors.
3. Announcements or messages.
4. Students' behavioral – problems.
5. Materials shortage
3. Agree.

A teacher, to become more efficient, must give signals, set time limits, and provide very clear instructions – even modeling them as needed.

Exercise (5)

1.
 - a. For the teacher:
 1. Less teacher talk.
 2. Less repetition.
 3. Less disciplinary action.
 - b. For the students:
 1. Longer responses.
 2. More student talk.
 3. More student involvement in the lesson.
 4. Less confusion.
 5. More confidence.
2.
 1. Repeating the question.
 2. Repeating all students' responses.
 3. Answering the questions yourself.
 4. Not allowing a student to complete a long response.
 5. Not attending to the responding student.
 6. Always selecting the same student respondents.

Exercise (6)

1. Listening

Students can not listen in pairs, of course, but they can collaborate on a task which follows on from listening.
2. Reading

When the students have read a text silently, they can be asked to do the related tasks together, unless you particularly want to test individual comprehension.
3. Writing

Students can write notes and letters to one another in class, for example, invitation to a tea – party. Both students sign the letter, but it is only addressed to one person.

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The graphic consists of a light gray rectangular box with a double black border. Inside this box, the text "Unit 3 Evaluating Teacher Performance" is centered in a bold, black, serif font. Below the box is a gray rectangular base with a black outline. On top of this base are three horizontal gray bars with black outlines, and a single horizontal gray bar with a black outline is centered below them.

Unit 3
Evaluating
Teacher
Performance

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Introduction

Overview

Dear learner

Welcome to the last unit of this course book "Methodology(2)" The unit attempts to discuss a very crucial topic in the ELT field, which has never been taken seriously. This topic is: the evaluation of teacher performance with emphasis on regular teacher self- evaluation as an ongoing professional development process. The unit will be divided into four major sections.

Section one: discusses the evaluation concept in general and evaluation in ELT with specific focus on formative evaluation. This will be followed by the discussion of the rationale and objectives of the subject matter. Concentration, that follows, lies upon advocating the adoption of teacher self- evaluation as a key ingredient in a teacher's continuing growth and development as a professional.

Section two: attempts to throw some light on the concept of 'good teaching'. It tries to touch on classroom interaction and the importance of creating a good classroom environment. It also discusses the characteristics and qualities which make effective teaching and effective teachers. The section also considers the nature of effective teaching with reference to self- evaluation and the incorporation of values.

Section three: tries to deal with teacher education and the distinction between training, education and development. Teacher education programmes being discussed actually mark the beginning of professional development. Teacher education also provides an opportunity for teachers to reflect critically on their own teaching. Accordingly the 'reflective model of professional education' which integrates theory with practice- is strongly being suggested to be applied.

Section four: discusses some techniques and procedures of evaluating teacher performance. The section also provides a good number of classroom observation schedules for examination. The collaborative approach to supervision is strongly being advocated.

A new expected role of the supervisor is also discussed.

Finally, it is hoped that you will enjoy working throughout the contents of this unit and you will find it theoretically and practically comprehensive, useful, helpful and really meet your immediate expectations. Do not forget to make use of the activities, self- assessment questions, and the exercises in this unit.

Unit Objectives



By the end of studying this unit, you should be able to: -
define the 'evaluation' process in general and the evaluation of teacher performance in particular.

- put forward the rationale and objectives underlying the evaluation of teacher performance.
- recognise the importance of regular, systematic, on – going evaluation of teacher performance.
- detect the reasons behind advocating teacher self-evaluation.
- list down the various qualities that constitute effective teachers and effective teaching.
- design ad- hoc, specifically focused instruments for analysing classroom primary data.
- reflect on, investigate and self- monitor one's professional action as a life time process of developing one's professional practice.

1. Evaluation

1.1 Evaluation in ELT

Dear learner,

Before we consider evaluation in ELT in detail, it may be worthwhile to look at evaluation as an umbrella term. It is now generally agreed that evaluation is a complex, ongoing process which is both formative and summative in nature. Evaluation is concerned with describing what is there and placing some value judgment on what is found. Evaluation involves considering all the decisions and observations made and any other evidence available, in order to decide on the value of the teaching and learning which has taken place.

The point of evaluation is to guide and improve subsequent teaching and learning. Thus, evaluation includes:-

- (i) evaluating the appropriateness of the planning strategy and making a thorough analysis of the factors contributing to success and failure.
- (ii) comparing what actually took place with what was aimed for. (why decisions were made to depart from the original aim? whether they were justifiable?; whether indications for making value changes of plan and being flexible were missed).
- (iii) appraising the effectiveness with which the various kinds of teaching skills were deployed.
- (iv) making judgments on the extent and value of the pupils and students learning and their enjoyment of learning.
- (v) evaluation as a process contributing to decision making.

Activity



As a practising teacher:

- What does 'evaluation' mean to you?
- To what extent do you think evaluation in ELT is actually important? why?
- What particular areas in ELT really need to be evaluated?
- How often do you think evaluation should be carried out?

Discuss your answers with your colleagues

1.1.1 Position of Evaluation in ELT

Dear learner

In spite of the fact that evaluation is occasionally mentioned in relation to language teaching it is not usually considered part of it. This is because most practitioners regard evaluation as someone else's job. They – in fact- consider it as a potentially threatening process. They may not know how to evaluate, through no fault of their own. Teaching can ,of course ,go on with only the most informal and casual evaluation, but cannot do without some content and method. Thus, much teacher proceeds inefficiently in this way, and produces unsatisfactory results

As far as the evaluation of teacher performance is concerned, evaluation should be viewed both as an ability to self-assess and critically judge one's own teaching performance and an ability to understand, learn from and utilize feedback.

The purpose of evaluation – dear learner- in this respect is to make the judgments we need in order to ensure the efficient and effective running and development of the teacher's teaching practice and the goals and effects it achieves. It is to produce assessment, accountability and awareness.

As teaching is time- consuming and cannot afford a purposeless activity, it would be wrong to understand accountability here to mean ‘answerable’ for what has happened’. It should , of course, be taken to mean able to account for, or report accurately upon’.

“Unfortunately, a negative connotation of evaluation is to believe that it is concerned with just this; it seeks out inadequacies, failing and oversight: the sort of evaluation that is made by inspectors. While such results can not be regarded, and are perhaps not reported as often as they usefully might be positive results need to be identified and reported in case they are over looked. Poor results are not more informative than good ones, they need attention”.(Murphy: 1985:13)

Dear learner,

It follows therefore that teachers should be:

- (i) committed to systematic questioning of their own teaching as basis for development,
- (ii) Committed and skilled to study their own teaching.
- (iii) Committed to test theory in practice by the use of these skills.

However, the neglect of evaluation is evident in ELT practice. Some of the neglect in practice can be traced to the inadequacy of the models, and to attitudes to professional responsibility. Accordingly, it has strongly been advocated recently that:

<p><u>Evaluation should be made and integral part of the language teaching process, and that teachers, as well as specialists, should be trained to carry out evaluation for themselves</u></p>

1.2 Teacher Evaluation

Dear learner,

In order to improve teacher performance, teachers should be helped to more fully understand the teaching act and its relationship to instructional planning and to better understand the standards which will be used to assess their own performance. To help teachers do this, Mc Nelly (2001) has suggested a ten- item teacher performance evaluation. The instrument was developed by members of the School Improvement Model Team at Iowa State University.

Below are the ten performance criteria

- (i) The teacher communicates effectively with ss.
- (ii) The teacher organises around objectives.
- (iii) The teacher demonstrates ability to select appropriate learning content.
- (iv) The teacher identifies capabilities of SS.
- (v) The teacher provides SS specific oral, evaluative feedback
- (vi) The teacher organises the educational setting.
- (vii) The teacher demonstrates evidence of personal organisation.
- (viii) The teacher organises ss for effective instruction.
- (ix) The teacher helps ss develop efficiently learning skills and work habits.
- (x) The teacher promotes self-discipline and responsibility.

Activity



Consider the above mentioned criteria for performance evaluation. To what extent do you think that your actual teaching practice actually meets these criteria? What other criteria would you like to add to the list which you deem important? How far do you think these ten criteria really evaluate teacher performance?

1.3 Formative teacher Evaluation

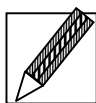
Dear learner,

In the teacher performance context, formative evaluation refers to the process of gathering evidence to make judgments on the teacher's performance. In other words, to find out whether the teacher's performance has really met the qualification requirements of the teaching profession.

However, the purpose is to evaluate the entire teaching and learning process with all its classroom interaction, discourse and behavior using a goal- directed formative evaluation within a collaborative, constructive approach.

Nevertheless, before the formative teacher evaluation is carried out and after taking into account 'teachers' profiles,' teachers' conceptual awareness should be raised as to the importance of the continuous evaluation process of the teachers' professional practice. Furthermore, the evaluation process must be open. To put it another way, the areas to be evaluated must be clearly identified in advance.

Exercise (1)



On the basis of your own knowledge and experience, what is the difference between Evaluation and Quality Assurance?

While the teacher is carrying out the formative teacher evaluation process as a self – evaluation tool, he should look at the process as a systemic mechanism. In other words, he should look at it as an integrated criterion- referenced evaluation process of all the tools of the trade. Further more; this evaluation process should be considered as an integral part of the teaching and learning programme within the mission, vision and expectations of the educational institutions.

In its final phase, the formative evaluation process requires the teacher to be engaged in didactic conversation with his peers and fellow teachers in the to provide feedback in terms of knowledge, skills, values and attitudes. This discussion is potentially very useful in building up a shared understanding and practice which feeds into

the professional development cycle. Teachers need to adopt a thorough set of professional beliefs and views on teaching and learning.

However, it has been widely held, as suggested by the research literature in teacher professional development that teacher change is often a very difficult, complex, highly personal and long – term process as far as self– awareness, self– monitoring and decision – making are concerned.

In order to bring about the advocated change and to respond with a critical thinking mode to the new innovative thinking in ELT, we have to empower teachers to be genuine parts of the required development in the teaching profession.

“It is a matter of conventional wisdom that in order to bring about a particular new or different classroom practice, it is important to first initiate new beliefs and to provide new knowledge. It is often assumed that newly acquired knowledge and beliefs will then be put into practice” **(Leung: 1985: 35)**

Activity



Now, try to work out the difference between formative, summative and integrated assessment and evaluation in the teacher development context. Which of the three types do you think is appropriate for the job? Why? Compare your answers with your colleagues and with your academic tutor.

1.4 Why evaluate teacher’s performance?

Dear learner,

Teachers are often held responsible for the events in their classrooms and for the effect of their teaching. Whenever dissatisfaction is expressed with education, claims of falling standards of attainment or poor classroom performance- it is often teachers who become a ready target for blame. Calderhead (1984: 13) argues that the reasons for investigating teachers performance and decision- making could be:-

“to develop an understanding of teachers’ classroom practice, of how it may be changed and improved, and of the capacity for teachers themselves to bring about such improvement, the study of teachers thinking and decision- making must include investigation of the teaching context, and the ways in which it limits or constrains teachers’ thoughts decisions and actions.”

Dear learner,

Teacher’s performance or practice is generally evaluated to ensure that the educational objectives of the teaching/ learning process have been attained. Accordingly, the tendency is to check out that both the ‘preactive phase’ and the ‘interactive phase’ activities have been undertaken according to the advocated objectives, procedures, techniques and practices. In other words, teacher's performance is evaluated on the basis of the following criteria:

- (i) Teachers are involved in planning and evaluation processes which require them to make reflective decisions of a problem- solving nature.
- (ii) To rely upon immediate intuitive or routine decision-making in the ‘interactive phase’ activity as events generally come to go too rapidly to permit reflection.
- (iii) Teachers have the ability to make decisions in day – to – day classroom life in organizing instruction, managing the class, and in dealing with the many and varied demands encountered during the course of the school day.
- (iv) Ts are involved in professional discussion.
- (v) Ts have the ability to overcome institutional barriers, obstacles and restrictions.
- (vi) Ts have the required knowledge, theory and practice of the profession.
- (vii) Ts are able to supplement and enrich the coursebook they are using.
- (viii) Ts have the required conceptual awareness about language functions, correcting mistakes, using appropriate classroom language, effective use of visual aids and adopting the

various expected roles in the different stages of the lesson and the follow – up plans and activities.

- (ix) Ts play an active, central part in the classroom complex environment and express concern about their own performance.
- (x) Ts carry out their professional function, and interact meaningfully with pupils and colleagues.

Activity



- Now, try to list down other criteria for the evaluation of teachers' classroom performance or practice.
- Compare your list with other lists provided by a small group of your colleagues.
- What does your academic tutor think about that?

1.5 Towards Self- Evaluation

Dear learner,

Although it has often been suggested that teacher trainers, school inspectors, and school principals all have to supervise classroom teachers, the conventional model for such inspection suffers from major weaknesses. Kwo(1988) proposes a framework for professional development of English language teachers as an improvement and alternative for the prevailing model.

One of the major problems posed by the conventional model arises from the purpose of observations. In most cases they are required for certification and / or promotion.

"knowing that their future depends on receiving favourable reports, most teachers behave passively during post- observation discussions. They assume that their supervisors do not like to be challenged, and they act accordingly." **(kwo: 1988: 9)**

Needless to say that such problems are often so severe that they defeat the purpose of the exercise as neither side trusts the other and communication is rarely meaningful. These problems arise

chiefly from the infrequency of observation. The author argues that this prevailing situation makes it necessary to look for alternatives: and the persons who are always there to assess lessons are the teachers themselves. Although for all thinking teachers self-evaluation is a normal, everyday activity as they tend to reflect on their work, and discuss problems with their colleagues, such evaluation is rarely systematic or even explicit. It follows, therefore, that adopting techniques for self-evaluation can produce major improvements.

Activity



According to your own teaching experience: to what extent have you encountered the problems being mentioned in the quotation? How have you attempted to overcome such problems?

- Have your colleagues faced the same situations?
- How have they managed to go about these problems?

Dear learner,

The proposed framework for teacher development assumes that teachers can improve their teaching with self-awareness through confrontation of problems. It aims to help teachers develop themselves. Furthermore, it aims to produce teachers who are self-confident and who can eclectically choose their methods, approaches and techniques on the basis of personality factors and local situations.

The suggested framework is reproduced below.

Diagram (6.1)

A Framework for Observation and Self- Evaluation of an English lesson

Aspects	Planning	Teaching
Goals	Are the forms and functions adequately expressed? Are they appropriate for the students' level?	Have the goals been realized in teaching? Is each learning activity related to the goals?
Teaching Materials	Are they related to the goals? Are they interesting and stimulating?	Are they appropriate to the students' competence? Do students find the material interesting?
Shape of a unit		
Previous learning and linkage	Is development of the four skills balanced? What previous lessons are directly relevant to the goals of this lesson? How will subsequent lessons follow on or consolidate the achievement?	Is the lesson closely related to students' previous learning? Will suggestions for exercises/activities for linkage follow naturally from the lesson?
Presentation	Are form, function and context all clearly displayed? Is there sufficient language input for a clear focus? Is the material to be presented as a spoken or written version?	Can students understand the material? Has students' attention been focused on the skill (s) to be learned?
Practice	Is practice well connected to presentation? Are the practice exercises logically related and progressively sequenced in the development of the lesson?	Can students see the meaning while practicing the forms? Is the practice intensive enough for the students so that the quantity of exposure is adequate and quality of students' attention is satisfactory? Is teacher explanation balanced well with student

Application	Do students get sufficient practice to move towards independent language use?	work? Is feedback given efficiently and effectively?
	Is feedback to student work provided immediately? In what way(s)?	Are students ready for the communicative task? Has the teacher given clear instructions?
	Is there an opportunity for student to use language freely and independently to accomplish a communicative task?	Are students engaged actively in using the language?
	Is the need to communicate created in the design of the task? Is it a meaningful task? Is the amount of language work maximized?	

Aspects	planning	teaching
Application cont	Is the communicative task appropriate for students in terms of their range of levels and interests? Is the task Appropriately specified as a spoken or written one?	Is the task challenging enough for students? Can students competently handle the task? (Are remedial exercises needed to prepare students better for it?) Is the teacher aware of any unexpected problems derived from the design of the task?
Communication between teacher and students	Has the teacher decided what skills to use and how?	Are teaching skills appropriately used for different stages of the unit?
Set	Is the attention of the students directed to specific tasks and learn in sequences?	Do students understand the pattern of tasks and learning sequences?

Closure	Are the students directed to completion of tasks and sequences?	Are students conscious of the development of the lesson?
Demonstration/ Instruction/ Explanation	Are they given at the right moment? Is the language clear and unambiguous? Are explanations well supported with examples?	Can everybody carry out the activity as intended? Can students follow the explanation instruction?
Questioning	What types of questions are asked? What types of responses are expected? Are the questions clear, meaningful and answerable?	Is each question clearly understood? Does the teacher handle silence adequately? Does the teacher deal with incorrect responses adequately? Are the teacher and students interested in each other's reactions? Do students raise questions?
Supervision of class work	What types of problems does the teacher anticipate and focus on when monitoring class work?	Is the teacher aware of students' progress? Is remedial work provided when necessary?
Teaching Management	Is the mode of teaching management considered for every stage of the unit?	Are learner activities efficiently conducted?
Classroom Organization	Has the teacher planned: - teacher- class discussion - individual work - pair work - group work - inter-group work	Is classroom organization appropriate for each task? Is the range of abilities taken care of? (Should groups have students of mixed ability or approximately equal ability?)
Pacing	Is the duration of each	Is there enough time for

	activity appropriate?	student work after teacher instruction? Has the teacher been aware of student's progress and decided flexibly on the time required?
Use of teaching Aids	Range and different aids and purposes in lesson: <ul style="list-style-type: none"> - hardware - software - realia 	Are aids efficiently set up and used? Are they visually audibly clear? Do they serve their purposes? Are they suitable for the student's cultures ages and levels?

(Kwo: 1988:10/11)

Dear learner,

The frame work –as it stands- has three columns. These are:

(i) Aspects

Areas of general concern are identified for observation and evaluation, laying the ground for the teacher's reflection and for structured discussion with the observer.

(ii) Planning

The questions can serve as guidelines during lesson planning, directing the teachers' attention to ways that the principle of teaching can be applied. These questions help the teacher to clarify the intentions of the lesson and subsequently to identify the causes of its success and shortcomings.

(iii) Teaching

This is the stage of plan implementation. Often the teacher has to make spontaneous decisions to cope with learner responses. Questions in the framework are meant to provoke thinking rather than to suggest infallible strategies.

Dear learner,

Both the teacher and the observer bring their own knowledge and expertise to the situation. The evaluation then proceeds as follows:

- 1- Before the lesson observation, the supervisor and teacher discuss the framework and agree on the main areas to be evaluated.
- 2- During the lesson, the supervisor observes strengths and weaknesses, and notes preliminary suggestions for improvement.
- 3- After the observed lesson, the supervisor makes an appointment with the teacher for a follow- up discussion.
- 4- The teachers makes some independent evaluative notes, using the framework as a guide.
- 5- The discussion session begins with an exchange of evaluation notes. The longest discussion focuses on differences in views, which open up new questions and ideas to further exploration of problems and possible remedies. The ideas that arise are usually generalisable for future practice as well as lesson specific.

Activity



- How do you like this suggested framework?
- How do you like the steps of the evaluation conference?
- Which of the three columns do you consider most important? Why?

Discuss your answers with your colleagues.

1.6 Teacher's self evaluation

Dear learner,

What we exactly mean by teacher's self – evaluation is the ability of Ts to judge their own teaching honestly and to see clearly how much learning is taking place in the classroom. Accordingly, Ts should be encouraged and directed to a critical reflection upon their own circumstances. Such reflection is expected to enable them to become more constructively involved in determining their own classroom practice.

Self- evaluation can in fact – be gradually developed by the Ts themselves as they become more aware of their own teaching and of the different factors that affect learning. In order to evaluate themselves, Ts must learn to observe themselves. This can be done indirectly through:

- (i) Careful planning and preparation before the lesson.
- (ii) Careful reflection on what actually took place during the course of the lesson i.e. (when the lesson was in progress).
- (iii) Observing other Ts' lessons and comparing them with what happens in their own classes.
- (iv) Inviting other Ts to observe their classes and discuss the lesson with them afterwards.

However, focus in this section is obviously on the first approach i.e. (Teacher self – evaluation). This is because this approach can be followed by any T without making special arrangements with colleagues and fellow teachers.

1.6.1 Rationale for teacher's self – assessment?

Dear learner,

Through the investigation of the classroom international techniques and activities, Teachers develop the ability to monitor, judge and evaluate various areas of knowledge, skill, process and progress.

This event marks an import feature of becoming a successful Teacher.

Through self – evaluation, Ts appraise their own attainment in terms of accuracy and appropriateness of performance, and to interpret appropriate feedback which constitutes an important educational objective.

Ts can carry out informal, informative assessment, using whatever instruments at their disposal. To name only a few, they can use efficient record - keeping, diaries, detailed notes and observation checklists. This is essentially important as it emphasizes teaching for the process rather than the product.

Self- evaluation- dear learner -also greatly helps teachers to move a step further in the direction of taking on more responsibility for their own teaching, and to participate in the whole issue of the evaluation process. This role would undoubtedly raise Ts' sensitivity and awareness, enhance the teaching process, make them better teachers and teach them how to carry on teaching the language autonomously.

Activity



Now, imagine that you are observing a lesson taught by yourself and trying to evaluate it. Look at the observation categories (A, B, C, D and E) at the top of the left hand corner of the activity and answer the questions given. The aim of the activity is to give a general idea of what each category involves.

Categories for observation sheet.

- A.** Teaching procedure.
- B.** Use of teaching aids.
- C.** Involvement of the class.
- D.** Teacher's personality.
- E.** Command of English.

Look at the questions below.

- Which category does each question belong to? Write a letter beside the question.
- How important is each question? Write a number from 0 (= not important) to 5 (= very important).

	Category	How important
1. Is the aim of the lesson clear?		
2. Does the teacher write clearly on the board?		
3. Do students participate actively in the lesson?		
4. Does the teacher do a variety of activities?		
5. Are the stages of the lesson clear?		
6. Does the teacher have clear pronunciation?		
7. Does the teacher smile often?		
8. Does the teacher use visuals appropriately?		
9. Does the teacher speak naturally?		
10. Does the teacher encourage students to ask questions?		
11. Does the teacher encourage real use of language?		
12. Does the teacher seem interested in the lesson?		

SAQs



1. What's evaluation?
2. What's evaluation concerned with?
3. What does evaluation involve?
4. What's the point of evaluation?
5. What should the position of evaluation in ELT be?
6. How should evaluation of teacher performance be viewed?
7. What is the purpose of evaluation?
8. How should we understand accountability?
9. What's a negative connotation of evaluation?
10. What should teachers then be committed to?
11. What's teacher evaluation?
12. What's formative teacher evaluation?
13. Why should teacher s' performance be evaluated?
14. Who do you think should carry out evaluation?
15. What are the possible problems of using the conventional model of teacher evaluation?
16. What's meant by self-evaluation?
17. Why teacher self-evaluation is strongly advocated?

2. Good Teaching

2.1 Classroom Interaction

Dear learner,

ELT has recently witnessed dramatic changes. The current thinking in the field has , undoubtedly, addressed the syllabus, the teacher, the student, the teaching methodology and the long standing concepts, traditions and practice.

The communicative approach in language teaching would seem to represent the mainstream trend and thinking in ELT. This approach has truly influenced the orientation of recent syllabuses and programmes. According to this approach, the ultimate purpose of teaching the target language is developing SS' communicative abilities to achieve successful communication.

Dear learner,

As interaction is the most essential element in the two- way communicative process, eye- intact, pairs and small group techniques are organized to enhance learners' personal involvement as initiators of genuine language and as decision makers adopting different learning styles and strategies. Furthermore, it has been widely held that learners learn better if they feel happy and secure, away from the threatening front-centre position of a dominant teacher.

“Since language is a participatory activity, the successful language teacher will need to have considerable personal rapport with her pupils, both as a group and as individuals”.
(Mosback: 1985:50)

This new innovative perspective necessarily gives the teacher new insights in handling his everyday teaching practice. He also needs to find some quick and easily handled instrument for observation and self-checking of how successful and effective his teaching is in deploying techniques, procedures and practices advocated by the communicative approach, particularly in catering for the classroom interaction patterns.

Mosback (1985) argues that there are five main features of the subject matter which can be used by the teacher as a very speedy assessment of a classroom situation. The main headings are asking the question:

‘Is the teacher’s work characterized by these five objectives? Is it:

- Active?
- Effective?
- Involved?
- Organized?
- Useful?

Each of these headings is broken down into four explanatory sub-points, which can themselves be used as headings in a more detailed and lengthy class observation. A subjective scale of (0-5) with brief notes of actual examples of the points that occurred (or didn’t occur) in the observation session. The full list of headings is as follows:

(Diagram 6.2)
Features of the teacher's work

**ARE THESE FEATURES APPARENT IN THE CLASS?
IS THE TEACHER'S WORK...?**

1. Pair and group work.
2. Teacher moves around the class.
3. Variety of focus and actively.
4. Teacher always actively involved with class,
groups, pairs or individuals. **ACTIVE?**
5. Blackboard work clear and visible to all.
6. Weaker pupils participate.
7. Questioning evenly distributed.
8. Pupils given time to answer. **EFFECTIVE?**
9. Teacher does not dominate class talk.
10. Correction is tactful.
11. Teacher really listens to pupils' answers, and has
effective eye contact around class.
12. Teacher is encouraging and supportive. **INVOLVED?**
13. Teacher has clear picture of objectives and pacing.
14. Class arranged to facilitate teacher movement.
15. Teacher well prepared with necessary materials and
instructions.
16. Teacher and class visible to each other at all times the
activity requires it. **ORGANIZED?**
17. Practical dialogues and usable vocabulary emphasised.
18. Supplementary - materials - from newspapers,
magazines, advertisements etc. used where possible.
19. No OVER- use of drilling, repetition, translation or
reading aloud by teacher.
20. No EXCESSIVE time wasted on very minor point's
pronunciation or expression that do not impede
communication. **USEFUL?**

(Mossback: 1985: 51)

Activity



- Now, what do you think are the possible disadvantages of only using traditional, static, front-of-class lesson?
- What are possibly the reservations which you would consider in using the group mode fashion as a major classroom interaction pattern?
- Discuss your answers with your course mates and your academic tutor.

2.2 Creating a good 'classroom environment

Dear learner,

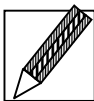
As the purpose of teaching is to help SS to learn, we can only judge teaching by seeing how well SS succeed in learning. One of the crucial factors in improving SS' chances of learning is through creating a good 'classroom atmosphere' in which learners feel secure, motivated and highly interested in learning.

It has been largely accepted that the classroom climate is affected by the teacher's own attitude and behaviour, e.g. how he or she deals with errors? How he or she controls the class? How well he or she treats the learners? How much he or she uses English in the lesson?

The teacher is also expected to be sensitive to the needs of individual learners and to recognize that each student has different needs and problems.

Accordingly, the teacher should try to find out more about each student. This can be done by getting them to talk and write about themselves, and by finding time to talk to SS outside the classroom.

Exercise (2)



Now:

Look at these statements. Each statement describes a teacher's behavior in class. Which of them - do you think - would have a good effect on the classroom atmosphere? Which would have no effect? Which would have a bad effect?

- a) The teacher corrects every error.
- b) The teacher hardly ever corrects errors.
- c) The teacher praises SS who answer correctly.
- d) The teacher criticises SS who repeatedly make mistakes.
- e) The teacher punishes SS who behave badly.
- f) The teacher usually chooses good SS to answer.
- g) The teacher often chooses weaker SS to answer.
- h) The teacher only uses English in the lesson.
- i) The teacher mostly uses English in the lesson.
- j) The teacher translates everything into the SS' own language (Freely adapted from Doff: 1988:124)

2.3 Characteristics of a good teacher

Dear learner,

It has recently been claimed that the essence of teaching is difficult to qualify. It has also been claimed that teaching is an art. That is why some scholars refer to 'the art of teaching' Hill and Dobbin (1969:1) have this to say:-

"Some people are born teachers they have the ability and the wish to transfer knowledge or skills from themselves to others, and they have the sympathy and patience to do this in ways that the student can really understand and learn from".

Accordingly, teachers are supposed to:

- (-) adapt what they are teaching to the abilities of the SS.

- (-) be sensitive to what is going on in their classes.
- (-) adapt their methods to the needs of the SS.

Nevertheless, Wallace (1991) argues that it is normal for teaching to be considered as a profession' and for teachers to consider themselves as 'professional' people-He provides the following definition to the word 'profession'.

"... any occupation aspiring to the title 'profession' will claim at least some of these qualities: a basis of scientific knowledge; period of rigorous study which's formally assessed; a sense of public service; high standards of professional conduct, and the ability to perform some specified demanding and socially useful tasks in a demonstrably competent manner"

Activity



- Now – dear participant – how would you relate Hill and Dobbin words to Wallace's?
- What is required from the teacher, then?
- How do you think 'professional' expertise is acquired?
- Discuss your answers with your colleagues.
- What does your academic tutor think about this issue?

Dear learner,

Miller (1987:40/41) suggests some qualities she considers important for a 'good teacher' of English. She classifies these qualities into the following four categories:

(i) Affective characteristics:

- enthusiasm
- encouragement
- humour
- interest in the student
- availability
- mental health

(ii) Skills

- creativity
- challenge

(iii) Classroom management

- pace
- fairness

(iv) Academic knowledge

- grammar

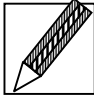
Kailani and Muqattash (1995) suggest a list of the qualifications required of an ELT teacher.

They divide these qualifications into three categories:

Linguistic, professional and personal. However, the main qualities being suggested by them are the following ones:

- (i) Command of English language skills.
- (ii) Sound knowledge of the English sound system, grammar and lexis.
- (iii) Mastery of communicative techniques, functions and notions.
- (iv) Promotion of motivation.
- (v) Mastery of drilling procedures.
- (vi) Knowledge of applied linguistics, psycholinguistics and sociolinguistics.
- (vii) Knowledge of English culture and literature.
- (viii) Interest in the job.
- (ix) Professional information and evaluation.
- (x) Personal charm, patience, sense of humour and talents for discipline.
- (xi) Friendly attitudes towards the TL, PS, SS and colleagues.

Exercise (3)



1. Which of the qualities suggested by Miller (1987) need training or education, in particular.
2. Divide Kailani's and Muqattash's (1995) suggested qualities into three groups of linguistic, professional and personal characteristics.

2.3.1 Effective Teachers' Abilities

Dear learner,

Kyriacou and Mc Kelvey (1985) argue that effective teachers have a set of abilities which come from experience and which are displayed in the intuitive decisions made in the classroom setting.

These abilities are described as:

- (i) Preparedness.
- (ii) Ability to control pace and flow of lesson.
- (iii) Ability to indicate transitions in lesson.
- (iv) Ability to make content and activities appropriate in learners.
- (v) Clarity.
- (vi) A business-like manner.
- (vii) Ability to monitor what is happening and to anticipate what is going to happen.
- (viii) Ability to think on one's feet.
- (ix) An encouraging style.

Activity



- To what extent do you agree with the abilities mentioned above?
- Do you think effective teachers really demonstrate these abilities?
- What other abilities would you like to add to the list?
- Discuss your answers with a small group of your colleagues and your academic tutor.

2.4 Teaching effectiveness

Dear learner,

There is no one single definition of ‘good teaching’ that can be applied to all teachers. Thus, teachers should attempt to develop their own personal concept of ‘good teaching’. This is because conceptions of teacher effectiveness are indeed not only varied but also quite complex.

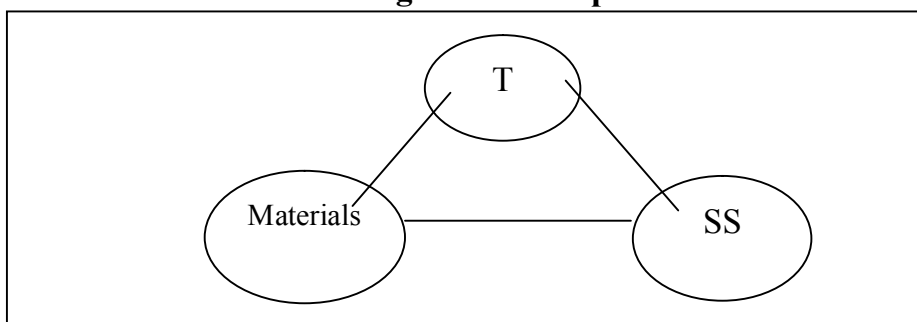
Different people have different ideas about the most crucial factors in effective teaching or, to put it another way, about what constitutes ‘good teaching’. A judgment of teaching effectiveness, in fact, presumes certain criteria of ‘good teaching’. But, why should we bother about this judgment at all?

“Judgments of effective teaching are obviously required if education is to be guided towards particular goals”. **(Calderhead: 1984:46)**

Dear learner,

It goes without saying that teaching is a three - way relationship between the teacher, the material used and the student. So, when we talk about ‘good teaching, we may be thinking about quite different things. The simple diagram under neath shows this exiting relationship:

(Diagram 6.3)
Teaching Relationships



(Adapted from Doff: 1985:281)

In order to facilitate the evaluation process, teaching is divided into different categories so that the focus would be on different aspects of teaching.

2.4.1 What Constitutes Effective Teaching?

For parents, 'good teaching' is generally judged on the basis of the following:

- (-) social benefits of schooling,
- (-) satisfaction and enjoyment of school;
- (-) SS' academic progress and the potential examination performance.

For teachers and others interested in the teaching context, the criteria applied in judging effective teaching would –broadly- include the:

- (-) Ability to control the class.
- (-) Mastery of the basic teaching skills.
- (-) Personal development and intellectual autonomy.

However, judgments of teaching effectiveness are often impressionistic and subjective. This is because they are based upon relatively little information about the areas in which teachers can be expected to have effects or demonstrate excellence.

The aim of 'good teaching' as viewed by Rixon (1986:121) is as follows:

“.... the aims of most good teaching is to help students develop to a point where they are independent of the teacher's help”

Action research attempts to make reliable, systematic judgments about the effects of different types of teaching through process-product studies. For the educational authorities the following factors are deemed appropriate for judgement:

- (-) Mastery of the official syllabus.
- (-) Students performance on attainment tests.
- (-) Teacher's personality and attitudes.
- (-) Teachers' methods of teaching.
- (-) Teachers' behaviours while teaching in their own classrooms.
- (-) Learning gains (cognitive outcomes of teaching)

2.4.2 Direct Teaching Style

Dear learner,

It has been widely claimed recently that the ‘direct teaching’ style is associated with high learning gains amongst SS particularly the basic skills. Direct teachers maintain a higher level of student involvement where SS achieve greater learning gains. What is meant by ‘direct teaching’ then?

“Direct teaching is a style of teaching in which teachers ask many questions, closely monitor their pupils’ performance and provide frequent and immediate feedback. Direct teaching appeals to the academically oriented, and involves considerable control over the content, sequence and structure of classroom activities’ (**Calderhead: 1984:50**)

Activity



- Now identify five important characteristics of ‘good teaching’. Write them in ‘note form’.
- Now, choose the one you think is the most important.
- Compare your list with the lists provided by other members of your group.
- To what extent are the lists similar or different

2.4.3 Instructional Effectiveness

Dear learner,

Teaching is likely to be effective if teachers know sufficiently well their pupils, their subject matter and the business of classroom organisation well, and if they are able to design and implement activities which:

- (-) are well – matched to their pupils’ existing knowledge and skills.
- (-) provide opportunities for further development.
- (-) are well – managed, i.e. (involving feedback where appropriate to ensure productive performance).

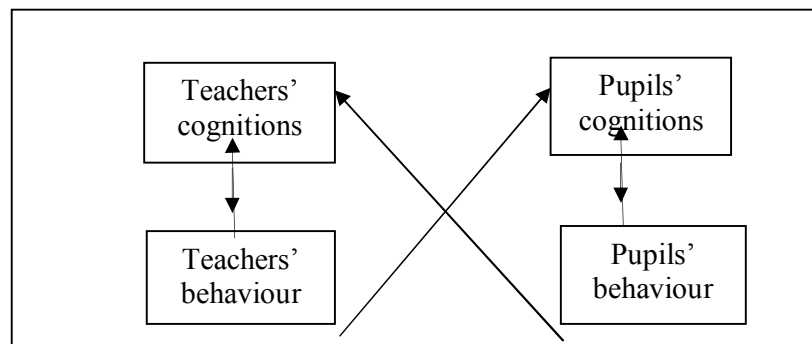
Dear learner,

However, it has been recently argued that student learning cannot be viewed simply as a consequence of certain teacher behaviour or time spent in classroom activities. This is because it depends on the attention of the SS, their understanding of how to perform the required activity and the strategy they adopt in its performance.

The complex, dynamic, interactive nature of teaching and learning can be simply represented in the diagram below:

(Diagram 6.4)

A cognitive Mediational Model of Teaching and Learning



(Calderhead: 1984:52)

Pupils' states of knowledge, skills and interest are constantly changing, and the teachers have to identify and respond to these states in order to promote learning. Thus, the model emphasises the importance of teachers' and pupils' thoughts and decisions as mediators of teaching and learning

2.4.4 Recommendations for Effective Teaching

Dear learner,

It is worth mentioning here that there are certainly some areas where individual teachers appear to have very little freedom to determine classroom events due to certain unavoidable constraints which shape their classroom practice. However, teachers should develop a range of strategies for coping with these constraints. Teachers have really been found to work within these constraints and

to accept the school context as teaching is not concerned only with instruction.

“For both pupils and teachers, school is part of a way of life, and in the process of schooling, attitudes and relationships are formed as well as knowledge and skills gained”. (Calderhead: 1984:67)

The following are some of the suggestions put forward for effective teaching:

- (i) Teachers should be more aware of the demands of the activities they establish in the classroom.
- (ii) Teachers should analyse the tasks they provide pupils in terms of knowledge and skills they require and the procedures they involve and to consider whether the pupils in fact possess these.
- (iii) Teachers need to be able to monitor the thinking process of each pupil.
- (iv) Teachers should employ appropriate procedures.
- (v) Teachers’ instrumental function has to be carried out in a complex environment.

2.5 The Nature of Effective Teaching

2.5.1 Teacher Strategies

Dear learner,

Effective language teaching has recently been viewed as a network of interactions involving the curriculum, methodology, the teacher, the learner, and instructional materials. Teachers, supervisions and teacher educators should, therefore, be involved in the investigation of classroom teaching and learning. The emphasis then, is not on prescriptions but rather on developing effective language teaching through understanding the various factors that interact in the language classroom.

Teaching is usually regarded as something that teachers do in order to bring about changes in learners. A central component of methodology is how teachers view their role in this process. What kinds of teaching style do they regard as desirable? What kinds of teacher-learner interactions do they favour?

2.5.2 Research Findings

Dear learner,

Every teacher undoubtedly aspires to be an effective teacher. Blum (1984:3-6) summarizes effective classroom practices as follow:

1. Instruction is guided by a preplanned curriculum.
2. There are high expectations for student learning.
3. Students are carefully oriented to lessons.
4. Instruction is clear and focused.
5. Learning progress is monitored closely.
6. When SS do not understand, they are re-taught.
7. Class time is used for learning.
8. There are smooth and efficient classroom routines.
9. Instructional groups formed in the classroom fit instructional needs.
10. Standards for classroom behaviour are high.
11. Personal interactions between teachers and SS are positive.
12. Incentives and rewards for SS are used to promote excellence.

Several dimensions of teaching have been found to account for the differences between effective and ineffective instruction. These dimensions include classroom management, structuring, tasks and grouping.

Dear learner,

According to the recent approaches in language teaching, teachers are not viewed merely as ‘performers’ who merely carry out the role prescribed by the method or apply an externally derived set of principles to their teaching. Thus, teachers are seen rather as investigators of both their own classroom practices and those of the learners. This is what the core of a process- oriented methodology of teaching is all about. The approach necessarily implies a redefinition of the traditional role of the teacher. Accordingly, much of the effort to determine what constitutes effective teaching and learning is initiated by the teacher.

“Through regular observation of their own classes and through analysis and reflection, teachers can obtain valuable feedback about the effectiveness of their own teaching. At the same time they can develop a better understanding of the principles that account for effective teaching and learning in their own classrooms” (Richards: 1990:48)

Activity



Observe a class and notice how the teacher deals with classroom management, structuring and grouping. Were there any aspects the teacher's treatment of these issues that you would have handled differently? To what extent do you think the actual teaching of the lesson have met Blum's list of effective classroom practices? Discuss your findings with a group of your colleagues.

2.6 Effective Teaching and Values

Dear learner,

It has often been suggested that teacher effectiveness research has tended to neglect the analysis of both the general values associated with the processes of education, and the more specific values underlying effective teaching. However, Campbell, et al (2004) argue that there are still some possibilities for reconceptualising teacher effectiveness, by incorporating a values dimension.

These possibilities can be illustrated through:

- (i) Effectiveness in developing independent learning.
- (ii) Effectiveness in achieving a classroom climate characterized by inclusiveness.

On the other hand, it has been shown that teacher self-evaluation has a remarkable contribution to the process of the identification of values underlying effectiveness. It is also clear that effectiveness in teaching carries value assumptions. Kyriacou (1997) argues that effective teachers have to respect students and learners. For teaching to be effective, he claims that there should be mutual respect and rapport between teacher and student, based on a commitment to fair treatment.

“Teachers should set up ‘learning experience’ in which the views and opinions of pupils can be heard, developed and elaborated, in which pupils are given a large measure of control in shaping and carrying out learning activities”. (Kyriacou: 1997:109)

Activity



- What do you think is meant by ‘values’ in this particular respect?
 - What is the difference between: ‘general values’ and ‘specific values’?
 - What is the possible relationship between: effective teaching, values and self-evaluation?
- Compare your answers with those of your colleagues

2.6.1 Effectiveness and Classroom Environment

Dear learner,

Campbell, et al (2004) argue that classroom effectiveness cannot be conceptualised as merely instrumental, designed only to maintain order and generate cognitive gains. Any classroom reflects values such as fairness of treatment and respect for persons. It follows therefore that classroom atmosphere is necessarily a crucial factor in teacher effectiveness.

One of the very important values is that of ‘inclusiveness’, i.e. respect for all pupils and commitment to enabling all pupils to achieve their potential. Pollard (1997:111) argues that classrooms should be ‘incorporative’, by which is meant a classroom ‘consciously’ designed to enable each child to act as full participant in class activities and also to feel himself or herself to be a valued member of the class.

Values outside the classroom could include respect for others, challenge and support, confidence and creating trust.

The self-evaluation concept is used in this context as a method of identifying values rather than a substantive value in itself. This has actually been taken into account after the detected feasibility of a self-evaluation approach as far as teacher appraisal is concerned

Activity



- How do you view classroom effectiveness building on your own teaching experience?
- What should a classroom reflect?
- What – if any- is a possible relationship between: classroom climate and teacher effectiveness?

SAQs



1. What particular teaching approach has recently influenced the current thinking in ELT?
2. What are the ‘five’ main features which characterize effective teaching being mentioned by Mosback (1985)?
3. What is the main purpose of teaching?
4. What are the major characteristics of a ‘good teacher’?
5. What are claimed to be the qualities of a ‘good teacher’ according to Miller (1987)?
6. What are the qualifications required of an ELT teacher as mentioned by Kailani and Mugattash (1995)?
7. What are the effective teachers’ abilities identified by Kyriacou and MC Kelvey (1985)?
8. What are the three relationships that constitute teaching?
9. What are the criteria of ‘good teaching’ used by: parents, teachers and educational authorities?
10. What are the proposed recommendations for effective teaching?
11. What are the effective classroom practices summarized by Blum (1984)?
12. What is the probable relationship between effective teaching, values and self-evaluation?

3. Teacher Education

3.1 Teacher Training, Education or Development?

Dear learner,

ELT scholars have recently attempted to propose certain techniques and approaches within the context of a coherent model of, good teacher education practice. However, some writers look at the matter from the perspective of a language teacher trainer. Others like to handle it from the perspective of a language teacher educator. Some others talk about teacher development.

Where does this leave us? Which of the three models is it needed to improve teacher performance? Some writers tend to make a distinction between ‘teacher training’ or ‘education’ on the one hand and ‘teacher development’ on the other hand. According to Wallace (1991) the distinction is that:

“... training or education is something that can be presented or managed by others; whereas development is something that can be done only by and for oneself” (Wallace: 1991:3)

Some writers have also gone on to distinguish between ‘training’ and ‘education’. For instance, Larsen-Freeman (1983) has attempted to distinguish between the training process and the education process. However, she has argued that the comparison she has made between ‘training’ and ‘education’ was made for heuristic purposes. She did not actually see them as being completely distinct processes. The training process –as seen by Larsen- Freeman- can be subsumed under the process of educating. She contrasts the two categories in the following diagram.

The Training Process Versus the Educating Process

The Training Process

The training process is situation-oriented. Since the trainer can customize the training to the situation, finite objectives can be specified.

The content of the training programme is matched to the finite objectives. The information is transmitted from the trainer to the trainees.

Trainees are expected to do as the trainer (or the acknowledged model) does. The emphasis is on obtaining results that conform as closely to the model as possible.

Criteria for success can be specified. Measurements of these and therefore knowledge of the degree of the trainer's success is immediately attainable.

The Educating Process

The education process is individual - oriented. Objectives are more general and are stated in terms of developing an individual's skills so that he or she can adapt to and function in any situation.

Students are educated to be independent learners: to have the capacity to generate their own learning as needed.

Students learn how to set objectives, define problems, generate hypotheses, gather information, make decisions, and assess outcomes. The emphasis is on the process, not the result.

Since objectives are more open-ended, assessment is based on the progress SS have made toward meeting the objectives. Success is more relative than absolute.

(Larsen-Freeman: 1983)

Activity



- Now, based on your own teaching experience, how would you look at the three concepts of training, education and development with respect to improving teacher's professional practice.
- What about your course mates' views?
- Does the academic tutor agree with you?

3.2 Teacher Education Programmes

Dear learner,

Teacher education plays a significant role in training and educating trainee teachers and up-dating knowledge and experience of teachers on the job with the aim of improving the teaching process on one hand and developing teachers' professional competence on the other. This, of course, applies to both in-service and pre-service courses.

The main purpose of such a course is to equip teachers with certain basic training concepts, theories, processes and techniques along with providing opportunities for feedback and systematic analysis. The principal purpose necessarily includes developing efficient study skills techniques in the context of individual learning styles, with a view to developing ultimately self-direction. Goals for TE comprise both:

Process-goals, e.g.:

‘By the end of the course the trainees will have taken part in.....

And : Product-goals, e.g.:

‘By the end of the course the trainees will know/will be able to/will be aware of.....

Activity



- Now: should TE goals – in your opinion – be specified in advance or is there room for specification during the course Defend your answer.
- Do the other members of the course share your opinion?
- What about the academic tutor?

3.2.1 Elements of TE Programmes

Dear learner,

The TE programme should of course:

(*) be coherent;

(*) be applicable;

(*) be suitable for the target group expectations and immediate professional needs as indicated in the teachers' profile;

(*) seriously attempt to integrate theory and practice;

(*) incorporate a variety of teaching and learning strategies.

Salient areas catered for include:

awareness raising, attitudes, knowledge and skills.

Joyce and Showers (1985) argue that input for TE programmes is expected to include:

- (i) presentation of theory.
- (ii) description of skill or strategy.
- (iii) modelling or demonstration of skills.
- (iv) practice in simulated and real settings
- (v) structured and open-ended feedback.
- (vi) coaching for application.

Activity



- Who do you think should specify the TE goals: Trainer trainees? Ministry? Practising teachers? Examiners? College authorities? Advisers? Why?
- Compare your answer with what your colleagues have come up with.
- What about your academic tutor's point of view?

Dear learner,

Ellis (1986) argues that the main components of a TE programme are the:

- (i) Experiential component
- (ii) Awareness raising component.

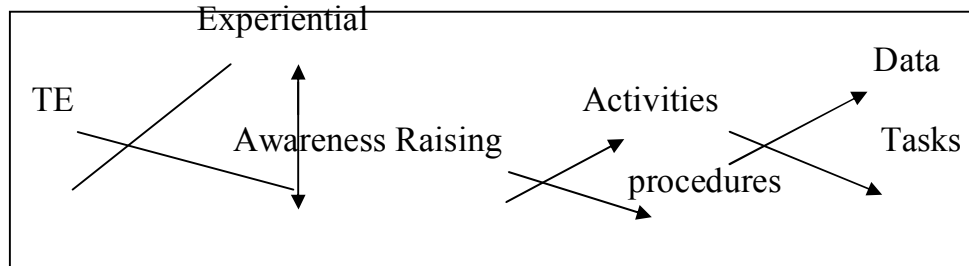
According to the author, the experiential component is typically teaching practice though it can also take the form of various kinds of simulated teaching. The awareness raising component consists of a variety of elements. It consist of :

- Activities, and
- procedures

Activities in turn comprise data and tasks.

Ellis's Taxonomy of TE can be summarized as follows:

(Diagram 6.6)
Ellis's Taxonomy of TE



(Ellis: 1986)

Examples of data are:

- Recording of lessons
- Transcripts of lessons
- Classroom teaching
- Peer teaching
- Micro teaching
- Readings from books and articles on ELT
- Samples of textbooks and teaching materials
- Lesson plans
- Case studies
- Samples of learner's work

Typical Training tasks are:

- Comparing
- Preparing
- Evaluating
- Improving
- Adapting
- Listing
- Selecting
- Ranking
- Adding
- Reasoning

Training procedures i.e. (the ways in which the trainer organises the activities). Typical procedures are:

- Lectures

- Group/pair discussion
- Workshops
- Individual assignments
- Demonstration
- Elicitation by trainer and trainees
- Plenary discussion
- Planned discussion

Exercise (4)



1. Now, try to list down some of the topics which might appear under the heading of 'received knowledge' i.e. (theoretical input) in a TE programme. i. e. (course) for TEFL.

3.2.2 Aims and Objectives of a TE programme

Dear learner,

In broad terms, this stage simply means: what the course is intended to achieve? For an example of TE aims and objectives consider the following suggested by Wallace (1991:143/145)

Aims

1. To develop in the trainees an understanding of the principles of language teaching based on current theories of language acquisition, (with special reference to English), pedagogy, and the sociology and psychology of learning;
2. To demonstrate the trainees how to apply these principles to their future professional role and, in particular, to the Teaching of English to Speakers of Other Languages (TESOL);
3. To afford the trainees the opportunity to practise the teaching of English in a controlled way so that they become as confident and competent classroom teachers;
4. To develop further the trainees' competence and fluency in English so that they can communicate effectively as

- teachers, and also themselves become good models of communication in the target language;
5. To sensitise the trainees to the use of English for literary purposes by the study of appropriate texts;
 6. To expand the trainees' range of academic experience and professional expertise by training them in a subsidiary subject area, and to demonstrate the links between the subsidiary subject and the study of language across the curriculum;
 7. To foster in the trainees the general intellectual capacities commensurate with the developing professional role of the teacher under the changing circumstances of their future careers, and in particular the capacity to reflect in a structured way on their classroom practice;
 8. To develop in the trainees the kind of professional perspective which enables them to locate their teaching in the wider context of the school and the community;
 9. To develop in the trainees powers of self-evaluation linked with an orientation towards autonomous learning which will enable them to improve their abilities as teachers once their initial training is over.

Objectives



Trainees will be expected to demonstrate:

1. the ability to plan, implement and evaluate appropriate learning experiences for their students;
2. a sound grasp of the theory of language teaching methodology so that they will not only understand what methods are appropriate in a given situation but also why they are appropriate;
3. a sufficient understanding of the system of the English language to prepare language teaching materials on a sound basis,
4. the ability to use and, where necessary, adapt language texts commonly in use in [target country];
5. the ability to modify their teaching strategies in the light of self-evaluation;
6. a good model of English in all the necessary communicative situations involved in language teaching;
7. the ability to appreciate a literary text of an appropriate level and subject matter and to explain the basis of their appreciation;
8. the ability to analyze the social, psychological and educational contexts in which teaching and learning take place;
9. the ability to undertake sustained independent academic work.

Activity



Now, dear learner:

- To what extent do you think that these aims and objectives relate to a typical TE course in your teaching context?
- Are there any aims and objectives missing which you would insist on for participants in your context?
- Are there any aims and objectives which would not seem to you to be necessary?
- Discuss your answer with a small group of your colleagues.
- Does your academic tutor agree with you? Why? Why not?

3.2.3 Evaluating a TE Course

Dear learner,

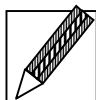
Questions for the evaluation of a TE course which may be included in an evaluation checklist may include the following:

- (i) Have the target group and the professional needs of the group been clearly identified?
- (ii) Is there a clearly articulated rationale for the course which relates the course structure and context to certain clearly identified professional needs, and provides a clear justification for the course structure, sequence and context?
- (iii) In the case of in-service courses, does the course clearly and demonstrably exploit the members' on-going professional experience?
- (iv) How does the course address the issue of coherence? Do the various components in the course combine to offer a progressively demanding educational experience?

- (v) Do the activities which make up the course relate directly to the course aims?
- (vi) Does the course deploy a variety of appropriate teaching / learning strategies?
- (vii) Are the assessment arrangements and requirements adequately explained and justified in relation to the course aims?
- (viii) Are the means by which the course will be evaluated clearly set out, as well as mechanisms of course management and control?
- (ix) If the course involves placement experience, are the aims and procedures for such experience clearly established and justified? Have these been planned in close collaboration with appropriate agencies?
- (x) Are the staffing and other resources required to sustain the course available?
- (xi) Are there suitable arrangements for the advising and counseling of SS on both academic and personal matters?

(Academic Standards Committee 'Moray House' Checklist: Moray House College: 1990-91:98)

Exercise (5)



1. Could you now attempt to distinguish between 'aims' and 'objectives' in specifying goals for a TE course?
2. Why is it that there is not always a direct transition for TE courses to the classroom? What usually goes wrong?

3.2.4 Life after the Course

Dear learner,

Alderson (1985) emphasises the importance of a systematic follow-up evaluation of teacher training courses after the course is over. This on going course evaluation attempts to:

- (i) Ensure effectiveness of the old participants' performance
- (ii) Reduce the participant' feeling of isolation.
- (iii) Prevent the participants' tendency of falling back on their old teaching practices acquired before the course.
- (iv) Keep them in touch with the recent thinking and innovation in ELT.

This process as the author suggests can be carried out through several tools such as:

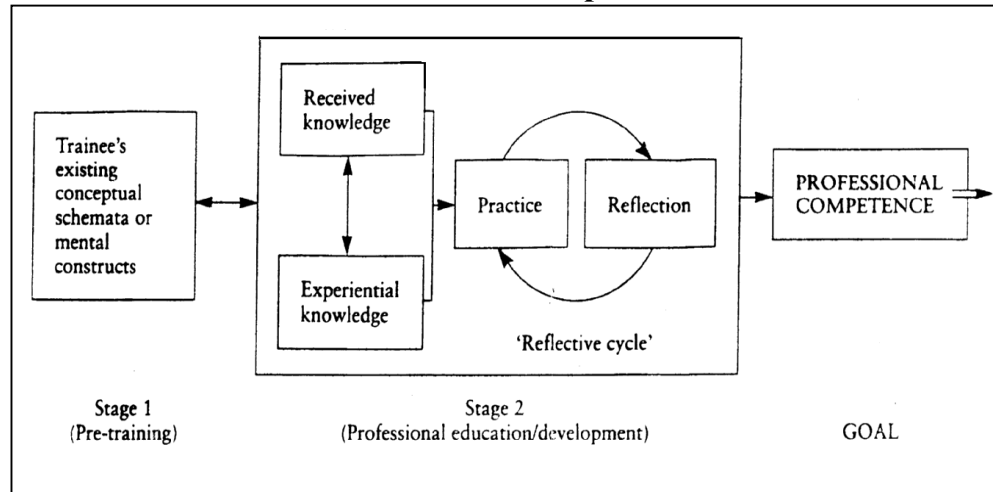
- (-) questionnaires; news letters;
- (-) follow-up visits; seminars;
- (-) short in-service courses and;
- (-) the website network.

3.3 The 'Reflective Model' of Professional Education

Dear learner,

It is worth mentioning here that the 'reflective model' of professional education is intended to apply to both pre-service and in-service education and/or development as it attempts to provide a coherent linkage between theory and practice. The model is presented and summarized in the diagram below: (Diagram 6.7)

Reflective Practice Model of Professional Education/Development



(Wallace: 1991:49)

It can be seen from the diagram that the process of professional education/development progresses via three stages:

- (i) Stage (1): represents the pre-training stage, i.e. the stage which the participant is at before beginning the 'training' process.
- (ii) Stage (2): represents the stage of professional education or development.
- (iii) Goal: represents what the professional aspires to, namely (increased) professional competence.

3.3.1 Basic Principles

Dear learner,

The central features of this model can be summarised as follows:

- (i) Considering the participants and what they bring to the training/development process i.e. their background knowledge of the profession (conceptual schemata).
- (ii) Received knowledge: which includes facts, data, theories, research findings ... etc.
- (iii) Experiential knowledge: which means the 'experiential knowledge' of professional action i.e. (practical experience).

- (iv) The continuing cycle of practice and reflection which leads to a dynamic, developmental concept of professional competence.
- (v) Goal: professional competence which is a life-long target, i.e. (never finally attained)

According to this model ‘professional certification’ is not a final destination but a point of departure. Accordingly, teacher education institutions should attempt to equip participants with the techniques deemed to develop competence

Activity



- Now, as a practising teacher: to what extent do you think that the ‘reflective model’ of professional education meets the expectations of the teaching practitioners for improving their teaching performance through the continuing cycle of practice and reflection?
- Discuss your answer with your colleagues and the academic tutor.

3.3.2 The Reflective Approach?

Dear learner,

There are several reasons for advocating the adoption of this approach. To mention only a few, this approach is:

- (i) one of the dominant philosophies of teacher education which has gained very wide acceptance.
- (ii) derived from the study of how professionals in general learn their profession and therefore it is based on a broad range of professional knowledge and experience.
- (iii) consistent with, and complementary to, other developments currently taking place in the language teaching classroom. Techniques employed in this approach include: awareness raising activities, self-assessment, introspection, experimentation and reflection.

Dear learner,

As the process of reflection cannot be taken for granted, we cannot assume that it will develop simply by doing the job. It would seem that trainees' powers of reflection can be facilitated and developed through the training process. Proposed techniques for achieving this requirement are: heuristic and experiential learning procedures, classroom observation, microteaching and collaborative clinical supervision.

Some important aims of the reflective approach to teacher education are:

- (i) to empower teachers to manage their own professional development.
- (ii) to enable teachers to be more effective partners in innovation. Two kinds of change and innovation which are deemed important are:
 - a) management style and procedures.
 - b) change in the teachers' perception of their role.

Teachers' professional expertise could be harnessed to implement innovation more effectively as they have actually had the opportunity to be reflective and collaborative during their training period.

The role of the language teacher as a reflective practitioner is undoubtedly a very demanding one in the context of the prevailing view of what is required by the job description of the classroom teacher. There are of course many understandable reasons why such a role might be avoided or discouraged.

"It could be strongly argued that, if we as language professionals do not rise to this challenge, the status of teaching as a profession, already under attack from many quarters, will be even more at risk". (Wallace: 1991:166)

Activity



As a classroom practising teacher, how often do you reflect on your practice? What are the major strengths and weaknesses you can identify? How would you go about developing your professional competence?

Compare your answer with those of your colleagues

3.4 “Practicing What We Preach”

Dear learner,

One of the few ways of improving teachers’ performance and inculcating good teaching techniques for effective teaching is through teacher education whether it is a pre-SET or In-SET training; no matter what the duration of the training period is. The most important thing is to integrate theory with practice.

Teacher educators should always practise what they preach. Course participants should be actively involved in a variety of teaching and learning modes, styles and strategies. It has been noticed that teaching study skills as a method of systematically developing learning styles is in fact very effective.

Dear learner,

It is highly desirable that ‘teacher education institutions’ attempt to expose course participants to a variety of learning experiences. This would ensure that no particular learning style was neglected and would also extend the participants’ repertoire of learning strategies. This is simply because different people have different attitudes to learning and individual ways of learning.

3.4.1 Why involve learners?

Teachers in the teacher training or teacher education course should be involved in a variety of teaching and learning modes for the following reasons:

- (i) Course members learning styles vary and this should be reflected in teaching strategies.

- (ii) Course members should be encouraged to experiment with a variety of learning strategies.
- (iii) Stimulating participants and avoiding boredom.
- (iv) Making teaching more interesting
- (v) Providing opportunities for the participants to demonstrate their talents, skills and practices in a variety of learning experiences.
- (vi) Different learning experiences are more appropriate to different learning purposes.

(Freely adapted from Wallace: 1991:29/30)

Thus, teacher educators are invited to adopt a varied and flexible constructive approach which involves a range of teaching and learning techniques through the application of the procedures and practices suggested by various methods (modes). **Some of these methods are:**

- Brainstorming.
- Cross-over groups
- Elicitation
- Feedback sessions
- Games
- Group work
- Pair work
- Guided reading
- Tutorials
- Role-play
- Project
- Seminar
- Workshop

By being actively involved in these modes, course members are expected to use them in their real teaching situations and accordingly involve their students in using them. However, all these suggested modes carry certain advantages and disadvantages. It is the teacher's responsibility to work out how to maximize the advantages and minimize the disadvantages.

Activity



- Which of the suggested 'modes' do you think are suitable to be applied in your educational context? Why?
- What do you think are the advantages and disadvantages of each 'mode'?
- Do your colleagues agree with what you have come up with? To what extent?

3.5 Teacher Development

Dear learner,

The concept of teacher development has recently become a popular theme. It has also been a subject of deep concern to educators. Concentration has actually been on the continuing growth and development of the teacher. This means that teachers should grow throughout their lifetime in:

- (i) The awareness of their own strengths and weaknesses.
- (ii) More positive attitudes towards themselves, their students, their colleagues and supervisors and their communities.
- (iii) The enhancement of skills needed to present, practice and extend the language system and literature with enthusiasm and clarity.
- (iv) The deeper knowledge of the social and personality factors of their students that can influence learning and the content of English language programmes.

Finocchiaro (1988) provides the following list of habits which she considers important and conductive to a feeling of success on the part of the teachers:

1. Planning lessons several days in advance.
2. Keeping a simple brief check list of the material presented.

3. Writing the homework assignment for the next lesson.
4. Never giving homework over a holiday.
5. Always greeting the class cheerfully.
6. Spending a few minutes after the greeting, indicating your awareness of individual students.
7. Giving a 30-second written quiz everyday.
8. Establishing a routine for distributing and collecting papers.
9. Returning the test papers to the students.
10. Most essential: leaving your lesson plan to be implemented by a substitute teacher when you know you will be absent.

Activity



- As a practising teacher: to what extent do you consider the above list important and conducive? Why?
- Which particular point do you think is the most important one? Why do you think so?
- Discuss your answers with your course mates.

3.6 Barriers to Innovation in TE

Dear learner,

It goes without saying that one of the most important messages to be spread through TE to teachers under training and education is to come to grips with the innovations in ELT. The aim of course is to improve their teaching performance through the implementation of new ideas, techniques and concepts which proved to be effective. These have been supported and backed up by action research and other means of empirical research. Base on the practical experience of TE institutions, some of the barriers to innovation can be stated as follows:

3.6.1 Quality of Course Participants

Generally speaking, the vast majority of the participants who tend to join TE programmes are characterized as having:

- (i) insufficient professional confidence, which lead them to develop survival techniques in the classroom.
- (ii) insufficient understanding of language learning processes.
- (iii) basic weaknesses in classroom techniques.
- (iv) lack of educational background, causing for instance:
 - a) difficulty in extracting general principles from examples.
 - b) difficulty in seeing the connection between theoretical ideas and practical application.
 - c) difficulty in following an argument.

3.6.2 Rejection of Certain Kinds of Innovation

Dear learner,

Doyle and Ponder (1977) argue that ‘practicality’ is a central value for most teachers. The authors analyse the ‘practicality’ concept, and conclude that when teachers say, ‘Is it practical?’, they are actually referring to three different, though related, criteria of what they are willing to accept:

(a) Instrumentality

This simply means this: does the proposed innovation tell them what to do in the classroom? Here teachers want an input at the level of technique or activity and they may have difficulties, and/or be resistant to the idea of translating approach or method into techniques designed by themselves.

(b) Congruence

This criteria may be interpreted in three ways :

- Does the innovation fit into the way the teacher normally conducts classroom activities.
- Has the innovation been tried out in real classrooms, and does the trainer have first-hand classroom experience of using the innovation?

- Does the innovation match the teacher's self-image?

(c) Cost

Teachers tend to accept or resist innovation by calculating the amount of effort they have to put in as against the likely benefits to themselves.

3.6.3 Constraints in Getting Teachers to Change

Dear learner,

Duffy and Roehler (1986) identify four kinds of constraints in getting teachers to change: These constraints are;

(a) Curricula Constraints

Teachers may not understand the rationale and so are not clear about what they are supposed to do.

(b) Instructional constraints

Teachers do not know what techniques to use to implement the innovation.

(c) Milieu-related Constraints

Teachers may feel constrained by factors such as class-size, the timetable, the syllabus... etc

(d) Organisational Constraints

Teachers organize classrooms in order to minimize disruption; innovations are often seen as making their routines more difficult.

Finally, in order to give room for planned change to come about authorities must be very serious in implementing, managing, and monitoring innovation very closely. They should also use evidence to show the benefit to change. However, changing attitudes requires a collaborative, problem-solving approach. Then, hopefully, it is most likely to be successful.

Activity



- Now: try to think about other factors which hinder the implementation of innovations aimed at improving the teachers' performance.
- To what extent do you colleagues agree with you?

SAQs



1. What are the possible differences between teacher training, TE and development?
2. What is a possible purpose of a typical TE course?
3. What are the major elements of a TE programme?
4. What should input for a TE programme include?
5. What does Ellis's (1986) taxonomy of TE consist of?
6. What are the possible aims and objectives of an in-service TE course?
7. What are the criteria for evaluating a TE course?
8. How can there be life after the course?
9. What is the 'reflective model' of professional education intended to show?
10. What are the basic principles of the 'reflective model'?
11. Why is the 'reflective model' being advocated?
12. What should teacher educators always do? Why?
13. How can teachers grow throughout their life - time?
14. What are the habits which Finocchiaro (1988) consider important and productive to a feeling of success?
15. What are the possible barriers to innovation in TE?
16. What are the characteristics of the participants who tend to join TE courses recently?

4. Teacher Evaluation Techniques

4.1 Classroom observation

Dear learner,

One of the most effective ways of evaluating teacher's performance is through the observation of teachers at work, engaging in a continuous flow and variety of actions and interactions in the language classroom. This observation can be of a live lesson or a video – taped lesson. Then, the classroom behavior, events and interactions should be analysed as part of the reflective process. Observation of professional action is essentially important. This is because as Wallace (1991: 82) has says:

“... it is through reflection on professional action that professional expertise is developed”

What is meant by 'observation' as use in this unit is best explained as follows:

"Essentially what is involved in classroom observation is a procedure for keeping a record of classroom events in such a way that it can later be studied, typically either for teacher training or for research purposes.” (All Wright: 1988: xvi)

Who is to undertake observation?

Systematic classroom observation can be carried out by teacher educators, supervisors and teachers involved in their own professional development with the ultimate goal of knowing enough about classroom language learning and teaching to be able to help classroom become more productive places to work in, both for teachers and for learners.

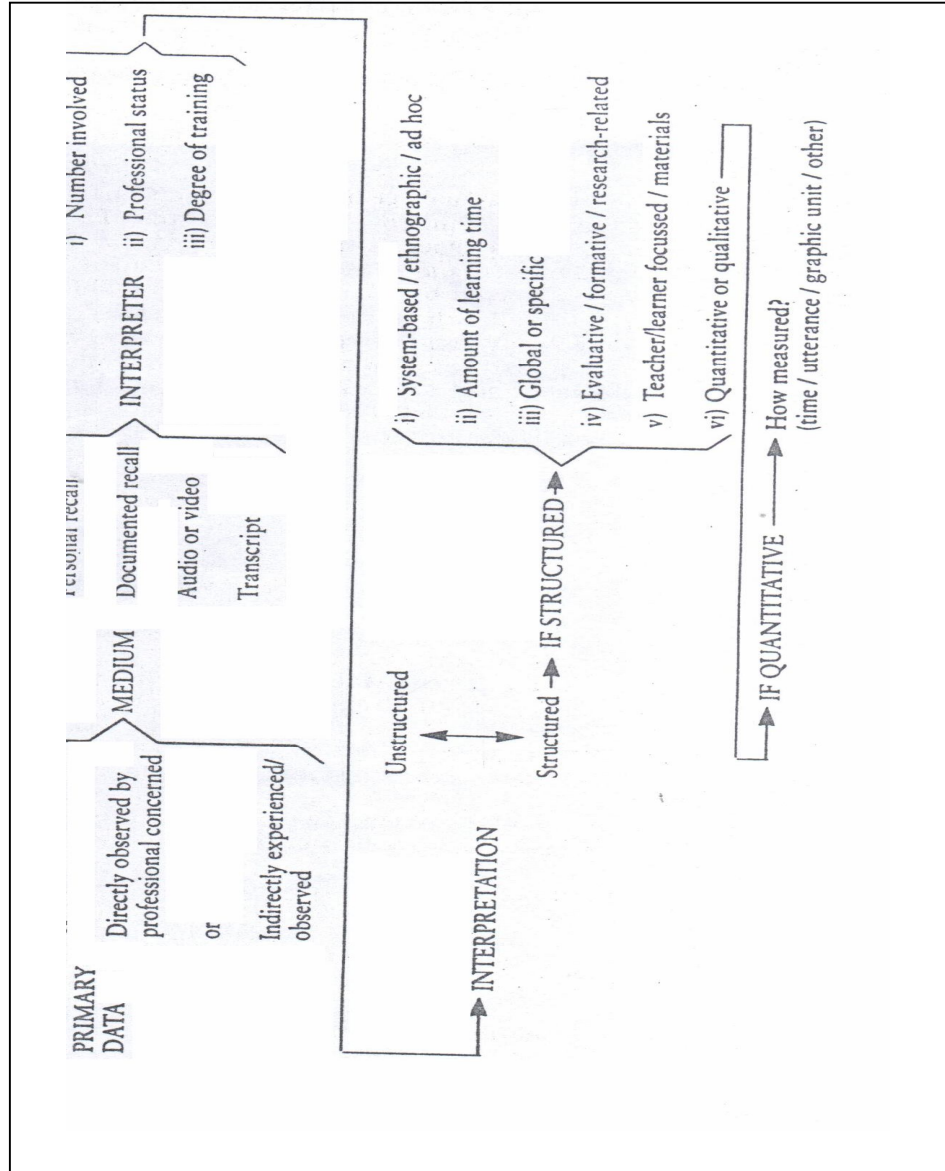
Key parameters

Dear learner,

The diagram below shows the four key parameters of systematic classroom observation. These are primary data; medium; interpreter' and "interpretation". Of these, the first two: (Primary data and medium") are concerned with recalling the data of professional action. The second two:

("interpreter" and "interpretation") are concerned with analysing the data that has been recalled.

(Diagram 6.8)
Some key parameters in the recall and analysis of professional action



(Wallace:199:61)

4.1.1 Why classroom observation?

Dear learner,

Broadly speaking, classroom observation is undertaken for the following objectives:

- (i) to understand practical problems of language teaching.
- (ii) to identify and illustrate the key issues in both theory and practice.
- (iii) to identify areas for future development.
- (iv) to implement classroom – based formative evaluation.
- (v) to draw attention to the central importance of the classroom teaching with particular reference to issues of professional knowledge and the process of teacher change.

Classroom observation can - of course - be carried out as a point of departure for the discussion on reconceptualising and framing the investigation of teacher assessment. This also applies to teacher development and teacher change in a context of a remarkable improvement of classroom pedagogy.

Activity



Now, dear learner,

What other outcomes of implementing classroom observation can you possibly add to the objective mentioned above?

Compare your answer with the answers provided by your course mates.

The regular repetition of classroom observation model over a period of time and in a range of contexts will undoubtedly – allow the teacher to build up a solid and broadly – based understanding of his own professional development within a process of continual reflection and review about the required progress.

However, the classroom observation practices with its:

Pre- specified criteria would necessarily be subject to informed discussion and critique. This takes place in terms of both the process and the professional improvement as an integral part of the everyday normal teaching practice.

4.2 Classroom observation schedules

Observation

Dear learner,

It has often been suggested that “observation” has a significant role in methodological comparison: as systematic classroom observation is used in this respect as a reflection tool. In addition to its being a basic device for research into language teaching, it is a crucial instrument in teacher training programme. Observation is also used as a potentially powerful tool for work in teacher development as a major procedure for data collection as it yields useful information which permits the teacher to evaluate – with a high degree of objectivity – his own classroom performance. So, studying the actual classroom behaviour of teachers is looked at as an undenied means of improving teaching.

Activity



Now, by using observation as a feedback tool in teacher training and development:

- What aspect of language classroom behaviour is to be focused on?
- Who – do you think – needs to know descriptive facts about this aspect of language classroom behaviour?
- For what sorts of reasons?
- What purpose, if any, is the resultant description to serve?
- Discuss your findings with your colleagues.

Specifically speaking – dear learner – observation is viewed as a focus away from supervision and external evaluation towards self – observation and self – evaluation as agents of behavioural change in teachers, both in pre-service or in – service courses. Accordingly, systematic classroom observation should be recognised as a way of getting over the problems of the impressionistic subjectivity of earlier ways of evaluating teaching practice.

4.2.1 Observation schedules.

Dear participant,

As language is an observable phenomena, what is said in the classroom by teachers or students can be recorded and written down. This authentic data can then be examined, categorised and analysed.

“On the same principle, observation instruments have been devised for the observables of the classroom pedagogic interaction, the teaching and learning that goes on in the classroom. This involves focusing on various aspects of classroom methodology, the strategies, activities, and techniques that the teachers employ to communicate their teaching point.” (Malamah – Thomas:1987: 60)

Observation schedules are also called observation instruments, checklists or tools. These devices are used in eliciting data on interaction in the elementary foreign language classroom. There are – of course –many types of systematic classroom observation instruments. The following are the most common:

(i) Interaction Analysis in the language classroom.

This procedure was devised by Flanders (1970) “FIAC”: Flanders Interaction Analysis Categories are proposed for describing classroom verbal behaviour through looking at classroom language to see what it can reveal about the teaching and learning process.

So, what do we actually mean by interaction analysis?

“Interaction analysis is primarily a method of providing a feedback system to the teacher about his classroom behaviour. That feedback may be given by trained observers who collect data in the classroom or, more likely, self – generated by teachers judging the value of their own teaching by listening to tapes of themselves and their students” (Allwright: 1988:111)

As far as interaction analysis is concerned, teachers or observers are expected to attend only to the verbal behaviour present

in the student – teacher interactions, since verbal behaviour can be more reliably measured than non – verbal behaviour. The objective feedback being elicited by video tape and / or interaction analysis, is – of course. non - judgmental in nature. This very useful information in fact permits teachers to see for themselves what was going on in their own classrooms and accordingly make their own decisions about what changes – if any – were desirable.

Advantages of the interaction Analysis observation system.

Dear learner,

Some of the advantages of interaction analysis can be summarised as follows:

- Teachers after analysing matrices constructed of their own behaviour, can - hopefully – discover and evaluate whether or not they have reached the goals they have established for their teaching.
- Teachers can identify themselves as being more or less direct, critical, receptive to ideas, questioning,...etc.
- Teachers and only Ts can place a value on what they do as far as looking at the teaching process is concerned.
- Teachers explore alternatives for improvement with teachers becoming their own agents for change.
- Teachers draw their own conclusions from the data.
- Eliminating the subjectivity of the typical classroom observation.
- Reducing the emotional overtones that personal criticism often generates.
- Promoting behavioural change in teachers.

Activity



Now, what other possible advantages can you add to the ones mentioned above which you might detect if and when teachers practically use interaction analysis observation schedules? To what extent do your colleagues agree with your suggested list?

(i) Interaction Analysis in the language classroom.

Dear learner, as we have already mentioned this is represented by Flanders system of interaction analysis FIAC (Flanders Interaction Analysis Categories). It is an observational system which has been used in a considerable number of research studies since its inception in the early 1970 s. After that it has been used as a tool for self – analysis and self – improvement. The system is primarily concerned with verbal behaviour. It provides a classification of ten categories of teacher – **pupil interaction which reads as follows:**

T talk: (indirect influence)

- a. accepts feelings.
- b. praises or encourages.
- c. accepts or uses ideas of SS.
- d. asks questions.

T talk: (direct influence)

- e. lectures
- f. gives directions
- g. criticizes or justifies authority.

S talk:

- h. S talk – response
- i. S talk – initiation

Final category

- j. silence or confusion

A matrix is provided for the teacher to record the categories of classroom behaviour. Thus, it enables the teacher or the observer to note the frequency or patterns of the interaction and whether the

teaching style is direct (i.e. limits pupil responses) or indirect (i.e. more flexible). When the matrix is complete, the teacher may find out the following specific information about his teaching:-

1. What percentage of the class time does the teacher talk?
2. What percentage of the class time do the pupils talk?
3. Does the teacher use more indirect or direct influence during a lesson?
4. Is the teacher more indirect or direct in the way he motivates and controls the class?
5. What kind of immediate feedback does the teacher give to pupils after they respond?
6. To what extent do pupils participate for extended periods of time?
7. What behaviours does the teacher use to elicit pupil response in the class?
8. To what extent are pupil responses which are called for by the teacher narrow, predictable ones and to what extent are pupils given the opportunity to bring in their own ideas?
9. What behaviours does the teacher use more extensively in communicating?

Activity



- Now, by using Flanders' system, what other findings may a teacher find?
- What do you think are the possible advantages of using the "FIAC" system?
- Discuss your answer with your colleagues.

(ii) Analysing language in the language classroom.

Dear learner,

An instrument directly inspired by "FIAC" was Moskowitz's "FLINT" (1971), i.e. (Foreign language interaction) with several adaptations and additions. The system is intended to measure teacher effectiveness in terms of learners' reports.

A more recent and less cumbersome instrument in the interaction analysis tradition is Bowers' categories of verbal behaviour in the language classroom (1980)

(iii) Analysing methodology in the language classroom .

Dear learner,

These are actually descriptive systems which analyse how interaction is realized as a particular classroom methodology, or set of language teaching strategies. They include topic or content as a major category of description and they deal with the what and the how of classroom communication. Examples of these systems are:

1. "TALOS": Target Language Observation Scheme.
2. "COLT": Communicative Orientation of Language Teaching.

With this instrument, the observer, concentrates on each activity and describes it in his own terms – listening comprehension exercises with pre – questions; introduction of new vocabulary, or whatever. The observer also notes the starting time of each activity in the classroom.

3. Mitchell and Parkinson (1979)

Dear learner,

This is an instrument for the analysis of strategies of foreign – language teaching as shown in the diagram below:

(Diagram 6.9)
The Mitchell and Parkinson instrument for the analysis of
strategies of foreign – language teaching

TOPIC	LANGUAGE ACTIVITY	T - MODE	P - MODE	CLASS ORGANIZATION
Civilization	Interpretation	Not involved	$\pm$ Listening	Whole class
General linguistic notions	L1	Instructing	$\pm$ Speaking	Pupil demonstration
Language points (course)	Real FL	Interacting		
Language points (other)	Transposition	Watching/helping	$\pm$ Doing	Co-operative, same task
Situation (course)	Presentation	Participating	$\pm$ Reading	Co-operative, different task
Real life	Drill/exercise	Working with group	$\pm$ Writing	Individual, same task
Fragmented/noncontextualized	Compound	Working with individual	$\pm$ Looking	Individual different task
Pupil performance				Co-operative, and individual
Routine procedures				
other				

(Malmaha – Thomas: 1987:61)

To the basic dimensions of topic and activity, it adds three other dimensions concerned with:

- the role played by the teacher,
- the activity focus and,
- the general organization of the class.

Activity



- Now. Look at the Teacher – Mode Categories in the Mitchell and Parkinson instrument. Try to give an example of a classroom activity for each category. For example:-
 - T. not involved – class doing written test.
- Now, look at the Class Organization categories.
- Try to give an example of a classroom activity for each of these. For example:-
 - Whole class: repletion drill or listening comprehension.
 - Compare your answer with other answers from the group.

4. “FOCUS”: (Foci for Observing Communications Used in Settings)

This is a multi – dimensional approach which seeks to explore all the possible, relevant dimensions along which changes can be made in teaching behaviour.

This was introduced by Fanselow (1977 – 1987). Fanselow tried to bridge the gap between teacher trainers and researchers by providing something of practical value to everyone.

(iv) Analysing Affect in the language classroom.

Moskowitz’s “FLINT” attempts to account for some of the affective factors which influence the language classroom.

Classroom observation Approaches

Dear learner,

Wallace (1991) argues that there are **three** approaches to the observation of teaching:

(i) Fixed – system approach: used an established, fully worked – out system.

(ii) Ethnographic approach: usually non – quantitative and descriptive, but extremely flexible.

(iii) Ad-hoc approach: essentially an eclectic variation on the ethnographic approach, and which allows itself to use any means, quantitative and non – quantitative, to examine whatever seems relevant to reflect on professional action.

For an example of a very simple ad-hoc observation schedule related to questioning procedures in reading comprehension, see the diagram below.

(Diagram 6.10)

Sample Ad-hoc observation schedule

QUESTIONING: READING COMPREHENSION TEXT

1. Put a tick (✓) for each time the teacher asks one of the following types of questions, and add up the total of ticks (tallies) at the end.

Type of question	Tallies
Total	
a)LITERAL (simple retrieval of Information from the text)	
b)INFERENTIAL (“reading between the lines”)	
c)REORGANISATIONAL (combining information from different areas of the text, e.g. summary)	
d)EVALUATIVE/REACTIVE (expressing a judgment or personal reaction)	
2. Have you any comments on the distribution of questions under categories (a) – (d)?	
3. How many times did the teacher:	
a) not get a response?	Tallies.....Total
b) get a wrong response?	Tallies.....Total
How did the teacher deal with such responses?	
4. Was there significant question which the teacher might have asked but didn’t (Wallace: 1991: 79)	

Learning to use observation schedules

Dear learner,

It is very important for teachers to be trained in using observation schedules. This is specially beneficial for trained teachers.

“A logical time for implementing new ways of teaching a foreign language and for being experimental with teaching behaviour is when the teacher is still a novice. The student teaching experience, therefore, seems to be a psychologically fruitful time for introducing new awareness into teaching behaviour” (All Wright: 1988:62)

Teacher – trainers, supervisors and education recorders as well, have a professional and immediate practical interest in developing skills and techniques of using classroom observation schedules. Teacher-trainers, in particular, should encourage teachers to identify problem areas and work out their own observation schedules, thus providing themselves with focused data to reflect on.

“In such a scenario, it is worthwhile spending a few hours looking at different approaches to classroom observation, not with a view to mastering them, but simply to pick up ideas for one’s own approach” (Wallace: 1991:82)

However, the above- mentioned bodies should genuinely seek a classroom observation system which will be effective, objective, reliable, efficient and practical. They must take into consideration the various problems posed by the previous systems. This would necessarily enhance their consciousness – raising power of self – observation.

The main goal of training the teachers in observational systems, therefore, is to increase their sensitivity to their own classroom behaviour and its effect on their learners. As the creation of a new verbal behaviour on the part of the learner is one of the most important objectives of the language teaching process, the efficiency of the teacher’s practice should necessarily be analysed and evaluated in terms of observable, behavioural categories. The insights gained by the analysis of the teacher’s piece of teaching can serve as a guide for changing teacher behaviour.

Now, look at the diagram below which presents the check list for practical tests used in the examination for the Diploma for Overseas Teachers of English

(Diagram 6.11)

An assessment form for assessing teachers.

PERSONAL QUALITIES	GRADE	COMMENTS
personality – ‘presence’ general style		
Ability to establish rapport		
Voice – Audibility, ability to project		
PREPARATION	GRADE	COMMENTS
Lesson plan, balance and variety of activities, timing		
Clarity, limitation and specification of aim		
Suitability of materials and methods for level and type of class		
EXECUTION	GRADE	COMMENTS
Techniques of class management		
Progress through the lesson, changes in activity, pace, etc		
Presentation of materials: Meaningful, motivated, contextualized, appropriately staged		
Questioning: graded, directed appropriate		
Controlled practice: choral – individual		
Ability to foster genuine language use		
Awareness and correction of errors		
Use of blackboard or equivalent		
EXECUTION	GRADE	COMMENTS
Use of other aids		
Maintenance of interest		
Involvement and encouragement of learners		
Checking of learning		
Achievement of aims		
Ability to adapt and extemporize (if necessary)		
Understanding And handing of: Structure Lexis Phonology		
Handling of text, dialogue, etc... if presented		

(Taken from Malamah – Thomas: 1987 – 73 – 74)

Activity



- Now:- If you were a teacher about to undergo assessment on the basis of the assessment form above,
- What sort of classroom personality would you feel you had to project?
- What sort of lesson plan would you feel obliged to prepare?
- What sort of activities would you feel it necessary to include in your lesson?
- How would you feel you had to behave during the course of the lesson?
- Discuss your answers with a small group of your colleagues.
- Don't forget to consult your academic tutor.

A professional action observation schedule.

Dear learner,

The assessment of professional action should usually have a formative as well as an evaluative function. It should be informative to the trainee, and so it would be helpful if the criteria for the judgment are reasonably explicit. Furthermore, the assessment generally speaking should be based on some coherent rationale which is in accord with the aims and objectives of the course.

The format of the assessment should be accessible both to the teacher and to the observer / supervisor who has to use it. The diagram below shows a professional action observation schedule.

(Diagram 6.12)

Professional action observation schedule.

Trainee's name _____ Class _____

Observer's name _____ School _____

Date _____

Time _____

Summary grades	Outstanding	Competent	Inadequate	Information	Trainee's familiarity with class:	FURTHER COMMENT
PERSONAL QUALITIES						
1. Presence / style						
2. Voice						
3. Rapport						
PLANNING						
4. Shape and balance of activities						
5. Aims and objectives: specification						
6. Aids / materials / methods: suitability						
7. Anticipation of difficulties						
IMPLEMENTATION						
8. General class management						
9. Introduction and presentation techniques						
10. Questioning techniques						
11. Language skills development						
12. Teaching aids						
13. Teaching materials						
14. Awareness / treatment of error						
15. Smoothness of flow						
16. Ability to adapt / extemporize						
17. T's language: model / level						
18. Achievement of aims / objectives						
EVALUATION						
19. Ability to evaluate own performance						
20. Ability to respond constructively to evaluation from others						

OVERALL GRADE
(D/P/F)

(Wallace: 1991: 162)

Dear learner,

This observation schedule is intended to be used by putting a tick in the appropriate column under “outstanding”, “competent”, in adequate’, or “insufficient information”: There is also a ‘summary grade’ for each of the four main areas of ‘personal qualities’, “planning”, “implementation” and “evaluation”. These are graded on a three – point scale of:

- D: (Distinction);
- P: (Pass); or
- F: (Fail)

The criteria for the grades are also provided.

Activity



Now dear learner;

- What do you think of the areas for professional action that have been highlighted in the schedule above?
- What are the similarities or differences between this schedule and the ones you have looked at so far?
- Pick out two of the categories, and see how problematic or otherwise it is to write criteria for the three levels:
 - (i) outstanding;
 - (ii) competent; and
 - (iii) inadequate.
- Compare your findings with those of your colleague.
- What does your academic tutor think about that?

4.3 Observation and teacher Evaluation

Dear learner,

It has been claimed that systematic observation, followed by informed discussion and some form of self- assessment on the part of the teacher observed, will undoubtedly lead to improvements in any teaching learning environment. Cross (1988) argues that if an observer is to gain more than a fleeting impression of a lesson, there has to be a focus i.e. an 'observation sheet'. He argues that even where a lesson is recorded on a camera or audiotape, there should be some form of analytical document to enable the investigators to check on pre-specified explicit criteria. Of course the investigator might be the teacher himself. However, regular peer observation by teachers may well be one of the most effective ways of improving pedagogy. It follows therefore that peer observation ought to be encouraged by all teachers.

4.3.1 Evaluation outside the classroom

Dear learner,

A great deal can – in fact – be learned about a teacher's dedication and degree of professionalism by asking questions that are not specific to the lesson to be observed but which give some idea of the teacher's commitment and suitability. The author suggests the following questions.

(i) General Questions:

- * Absence rate?
- * Punctuality to school and lesson?
- * Appearance?
- * Level of courtesy, to colleagues and pupils?
- * Involvement in extra curricular activities?
- * Experience, real world and teaching?
- * Outside pursuits and interests?

(ii) Professional questions

- * Qualifications?
- * Record of in – service training?
- * Membership of associations?
- * Subscriptions to journals?

- * Professional books read recently?
- * Record of peer observation?
- * Knowledge of other areas of school curriculum?
- * Awareness of aims, content of syllabus?
- * Contribution to departmental meetings?
- * Own philosophy of language teaching?

(iii) Preparation and support:

- * Lesson plans, past and present?
- * Teacher – produced teaching aids?
- * Teacher – produced tests?
- * State of pupils records?
- * Quality of pupil reports?
- * Evidence of interest in pupils’ exercise books?
- * Usefulness of homework, marking?
- * Attractiveness of classroom?
- * Availability of teaching resources?

Activity



- How do you like the sort of questions used for evaluation outside the classroom?
- Which of the three types of questions do you deem important? Why?
- What other questions can you add to these types? Why? Discuss your answers with your colleagues.

4.3.2 The open observation sheet.

Dear learner,

Again the author suggests a series of questions to help the observer to make a complete record of any lesson observed. The suggested questions are:-

Professionalism:

- * Teacher’s level of confidence?
- * Use of textbook, selectivity?
- * Use of blackboard?

- * Expertise in using equipment?
- * Ability to involve everyone?

Lesson:

- * Is there a proper lesson plan?
- * What is the main aim of the lesson?
- * How are aims achieved?
- * Is the lesson well paced?
- * Is the focus on practice and accuracy or fluency?
- * Is the linguistic content taught as “grammar”?
- * What is the approximate ratio of the four skills used?
- * Is the lesson a basic three – stage model?
- * How are languages timetabled?

Classroom Climate:

- * Is the teacher’s attitude warm and encouraging?
- * Is the atmosphere collaborative or competitive?
- * How are errors treated?
- * What are the patterns of interaction?
- * How involved are the students?

Teacher’s Command of the language:

- * Is the teacher’s voice clear?
- * Is the teacher reasonably fluent?
- * Are intonation and stress patterns native - like?
- * What use is made of the mother tongue?
- * What is the ratio of teacher – pupil talk?
- * How comprehensible is the language of instruction?
- * Are blackboard examples accurate?

Students:

- * What is the composition of the class?
- * How long have they been learning the language?
- * How long with this teacher?
- * Do they seem to enjoy the lesson?
- * How readily do they initiate and respond?
- * How well do they use the language?
- * Have they all got a copy of the textbook?
- * Are their copybooks well kept?

Pedagogy:

- * Is teaching from the front, to the front?
- * What groupings are used?
- * How is key vocabulary or structure presented?
- * Is structure used meaningfully?
- * What forms of practice are used? (List)
- * Is there any form of individualization?
- * How are weaker students supported?

As the observer can not observe sufficient skills, techniques and procedures in a single lesson, and in fairness to any teacher who is being evaluated, the observer should see a number of sequential lessons. The diagram below shows an observation sheet of a standard lesson format.

(Diagram: 6..13.)

Observation sheet: standard lesson

OBSERVATION SHEET: STANDARD LESSON

-2 -1 0 +1 +2

General Competence

Personality / Style
Level of Confidence
Control of Class
Management Skills
Ability to Involve All
Use of Blackboard
Use of Audiovisual Aids (over)

Teacher Talk

Clarity
Accuracy
Fluency
Pronunciation / Stress
Percentage Teacher Talk

10% 25% 40% 50% 60% 75% 90% 100%

Lesson Structure

Plans / Notes
Presentation Stage
Practice (list over)
Exploitation of Text
Review Stage
Other (song, game, homework)
Performance / Creativity
Pupils Initiating

Question Strategies

Yes / No, True / False
Either – Or / Choice
Wh – Short Answer
Wh – Long (natural) Answer
Prompts (describe / tell)
Hypothetical Questions
Correction Strategies
Pupils Initiating

Classroom

Appearance (plan over)
Use of walls
Atmosphere / Climate

(Cross: 1988:30)

Activity



- Why do you think the above observation sheet is used for the observation of a standard lesson?
- To what extent can it be expanded?
- For what particular reason can that happen?

Overview

Dear learner,

Let us now try to sum up and review the main points which have been discussed in the unit. Evaluation of teacher performance is an area in ELT which has always been ill- defined in terms of the what? the who? The why? the where? and the when?

The unit has been divided into four main sections. These sections are: Evaluation. Good teaching. Teacher education. Teacher evaluation techniques.. However, in actual fact these areas are really interrelated and overlapping. The idea behind placing emphasis on evaluating teacher performance is to improve the deteriorating situation in the teaching of English language.

Formative teacher self-evaluation has clearly been emphasized with the aim of developing professional competence. This is simply because it is upon the good teacher that the future of education depends. The major qualities of good teachers and good teaching have been discussed. Teacher education necessarily plays a very import role in preparing teachers for a future activity of reflection, self- monitoring and systematically evaluating their own teaching performance for more effective teaching. Regular classroom observation, been discussed with emphasis on adopting the collaborative approach to supervision. The emphasis has been on classroom observation instruments. These tools are very effective in terms of analyzing and later evaluating genuine classroom recorded or live data.

This unit- in an attempt to maintain a balance between theory and practice- has included a good number of diagrams, tables, figures.... etc to help you understand the provided input. A good number of activities, tasks and SAQS have been given. These exercises, Will help you formulate your position.

It is also hoped that you will enjoy studying this unit and come up with very useful feedback. This feedback will of course, help us to improve, modify and up-date the future material.

Answer's Key

Exercise (1)

- Evaluation is done as a final product while quality assurance is a process of observation, monitoring and recording of a continuous, constant, daily based process.

Exercise (2)

- a. Bad effect.
- b. Bad effect.
- c. Good effect.
- d. Bad effect
- e. Depends on the circumstances and type of class
- f. Bad effect.
- g. Good effect as long as weaker SS are not made to feel victimized
- h. Good in a mixed nationality class.
- i. Good effect.
- j. Bad effect.

Exercise (3)

1. Skills, classroom management, academic knowledge.
- 2.

Linguistic	Professional	Personal
(ii) (vi)	(i) , (iii) (iv) , (v) (ix)	(vii) (viii) (x), (xi)

Exercise (4)

- Description of the English language.
 - Linguistics
 - Psychology of learning.
 - Psycholinguistics.
 - Sociolinguistics.
 - Educational management and administration.

- TEFL methodology.
- Educational thought.
- Management of learning.
- Organization of education in one's own country
- Moral roles of teachers.
- Instructional techniques.
- Lesson planning.
- Relationship of curriculum\ syllabus\ materials\

Exercise (5)

1. Objectives should normally be related to aims, but should be more specific and ideally measurable in some way.
2. . For conceptual and practical reasons. Teachers are not convinced with the new ideas and techniques, some think these ideas are imposed on them, deviation from the norm, unpractical, hard situation prevailing in their home classrooms, feel isolated, lose contact with the course atmosphere ...etc

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