



DEVELOPMENT OF TEACHING EFFECTIVENESS SCALE FOR TEACHERS TEACHING ESL OR EFL

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Abstract- Language teaching is called to be a foundation teaching because without learning the language effectively, the learner will not be able to learn and understand any subject. The second language also keeps same importance because the knowledge is found in many languages and the second language plays a role to be a bridge to reach the knowledge available in other languages. In India and many other countries, the English language is taught as second language (ESL) or a foreign Language (EFL). English is accepted as the most spoken language around the world either as first language or as the second language or as foreign language. Teachers who are teaching English as in India should competent to use it effectively otherwise the learners may not learn it as effectively as they need to be. We have developed an observation schedule for teachers who were teaching ESL or EFL in their respective classes. In this article, the procedure and steps of developing this observation schedule have been discussed.

Keywords- ESL, EFL, Observation Schedule

Introduction-

Far before from the independence, English has generally partaken in a decent status in India (Bhattacharyya, 2021), however it was disparaged similar to the language of the colonizer (Léglise & Migge, 2007). Researches show that India is the second biggest English talking country after the US (Masani, 2012). After India acquired its autonomy in 1947, the language issue was one of the significant subjects to examine prior to composing the constitution (Journals of India, 2019). The new constitution stated the pluralistic character of India both semantically and socially (The Economic Times, 2015). Subsequently, Article 343 of the Indian Constitution assigns Hindi as the authority language of the association, while English is to be utilized for all official association purposes for a time of 15 years (India Kanoon, 2012). Following 9 years of that date, the Official Language Commission of India proposed stretching out the utilization of English to turn into an "associate official language" or an "associate additional language" (Siwach, 1987). Thus, language plan in India had the character of being status-based as opposed to acquisition based. As the English has been a popular and most regarded language in India even before freedom, it could not be replaced by any lingua franca and the language politics in India made it the new lingua franca for the Indians to connect with each-other in various states to communicate.

In present days, the English language is taught in educational institutes as second language or as foreign language. As second language the English language is regarded as the bridge language between the people of different states of India and as a foreign language English language is regarded as the language to provide jobs and building career in foreign countries.

The teachers, who are teaching English language either as Second or foreign language must be competent as per the need of the present time. They should be trained properly and should be observed in a like manner. In India, the teachers in government institutions are recruited through a common test. These tests are not significant to confirm if the teachers are competent in English or not. To see if the teachers are competent in English language or not, a regular check or observation should be done within a particular interval and if found lack of competence, they should provide more training and refresher courses to their

self-development as an ESL or EFL teachers. In our study, we have focused on this issue and developed an observation schedule for English language teachers.

Study of Related Literature-

Rizvi, (2010), in a study developed an observational schedule intended to assess the viability of a creative and logically critical teacher-training-program called the Cluster Based Mentoring (CBM) Model. In the quantitative examination of the observation schedule, information gathered during a pilot study has shown that the perception of the observation schedule has high inner consistency. The basic t-test has shown that countless things show potential to differentiate. The qualitative part of the research yielded valuable data for additional upgrading the timetable's legitimacy and specialized quality.

Shahmohammadi, (2015) in a study proved the importance of teachers competence in languages. As per the research, language teaching is a muddled undertaking which requires adequate assets and capable educating; which thus, requires thinking about all mental, emotional, and social factors.

Allen, Frohlich, & Spada, (1984); Broughton, Brumfit, Flavell, & Hill, (1987); and Burns, (1999) also said in their researches that the teachers of languages, specially teaching english as a second or foreign language should be competent and fair towards the ethics and morals of teaching and should do more efforts to be competent in it.

Above studies show that the teachers of English language should be neither be competent, but also their regular observation should be done to let them maintain their effectiveness and to prepare plans for their refreshers and training programs. In this research, we have prepared a detailed observation schedule for teachers who teach english in the classrooms. The plan and procedure is as under-

Procedure of Developing Observation Schedule-

We discussed with several English language teachers to know what dimensions and items should be inculcated in the observation schedule. All the opinions were taken seriously in relation to construct the observation schedule. After the discussion with intellects, the suggestions were noted down and an observation schedule was prepared for the English language teachers. The observation schedule comprise following dimensions-

1. The use of English in teaching and communication.
2. Instructional Strategies.
3. Classroom Management.
4. Student Engagement.
5. Curriculum Implementation.

The observation schedule was designed to observe the competence of teachers in English language. The schedule was divided in five major Dimensions that decide the teacher's skill and style of teaching the subject in the classroom-

1. The use of English in classroom
2. Instructional strategies
3. Classroom Management
4. Student Engagement:
5. Curriculum Implication:

Each dimension had some of the points on which the observer has to observe the teacher and write the report. At primary level, these points were 27 in total.

Standardization-

After preparing the schedule at primary level; we presented the tool to the several intellects working in the field of education and research. They suggested some corrections in syntax and pattern of the tool. We incorporated all the corrections suggested by these intellects. At this level the points in all dimensions were 21 in total. The point wise detail is as under-

1. The use of English in classroom:

This Dimension is divided in two points-

- English for communication in general and
- English for instruction.

This part observes the teacher's use of English in the classroom for general communication and instructional purposes.

2. Instructional strategies:

This Dimension is divided in six points which are:

- Effectiveness in addressing or responding to problems or difficult questions/tasks.
- Crafting Good Questions.
- Using Variety of measurement.
- Adjusting lesson with students' individual level or needs.
- Providing alternative explanation and examples.
- Providing appropriate challenges for capable students.

3. Classroom Management:

This Dimension is divided in four points which are-

- Controlling disruptive behavior.
- Disruptions.
- Establishing classroom rules to keep activities run smoothly.
- Routines.

4. Student Engagement:

This Dimension is divided in two points, which are-

- Promoting learners active engagement.
- Sustaining student's engagement.

5. Curriculum Implication:

This Dimension is divided in seven points, which are-

- Preparation of the lessons.
- Contextualization of the instruction.
- Implementation of genre-based teaching.
- Stimulating inquiry among students.
- Providing model for the students.
- Promoting interaction among learners.
- Using authentic assessment to assess students' achievement

Each point of every dimension is a benchmark and the observer has some options over it to decide whether the teacher is competent on that particular point or not. He has to tick on the given options against each point of observation in each dimension.

Validity:

After corrections; we submitted the schedule before the intellects who were highly experienced in the field of research and teaching to put their valuable remarks on the face validity of the tool, As per their opinion the observation schedule found to be valid.

Norms:

The observation schedule has been prepared to observe teachers of English Language. The observer shall go in the classroom while the teacher is teaching English language and sit behind very quite. He/she will observe the activities of the teacher and put a check (✓) mark against the activities the teacher is exactly doing. These activities are given in three categories i.e. 'Low', 'Average' and 'High'.

Conclusion-

This observation schedule was developed for determining teachers' competence level in English language. No marks are given at any points and hence, no quantitative analysis is possible. If the observation is done for more than one teacher, it may be counted that how many teachers were found to be at 'low', 'average', or 'high' level of competence in English language. After observation the observer will opine the competence level of the teacher under five categories. The teacher may be high in some categories, average in other categories or may be 'Low' in his performance on different dimensions. We hope this tool will be helpful in diagnosing the teachers problems behind teacher's competence in language and also to prepare plans for their training programs.

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