



Evaluation and self evaluation of Teaching and Learning a foreign language

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Abstract

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The process of teaching and learning a foreign language requires a great deal of elements which are selected, planned and graded according to particular approaches, programmes, situations and levels.

The organization of these elements takes place within the field what is known as the educational situation (i.e.) the learner, the teacher and the materials. This study attempts to shed light on the educational factors and to focus on the process of teaching ,learning, evaluation and self evaluation. In this research, we aim to create a good atmosphere to teach a foreign language and to produce good teaching materials to learn quickly and well and make the teacher's job as interesting and profitable as possible. Besides, we would like to present a set of advice and recommendations intended for teachers to make a judgment or an evaluation after a teaching session as self evaluation. As, evaluation is used for controlling, measuring and evaluating, it encourages teachers to integrate them in the pedagogical activity and sensible them to the concept of its goals for a good teaching.

In this research we have adopted the descriptive and analytical methods to analyse and state the different goals and results of this study.

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1. introduction

Education is the backbone for powerful development of any country. Education plays a vital and cardinal role in the development of human resources of a nation. A country cannot develop beyond the level of education of its citizens who constitute the country's human resources. Experts in education, inspectors, psychologists and anthropologists seek to plan and initiate educational programmes in order to eradicate illiteracy which represents one of the main obstacles to sustainable development.

Creating a good atmosphere to teach a foreign language is a complicated demanding and many-sided task. The purpose of this study is to describe some of the points which a teacher or a course writer has to bear in mind as he sets about his work. Moreover, it is a set of advice or recommendation intended for teachers to make a judgment or an evaluation after a teaching session as self evaluation.

The first point is that a language teaching course is a pedagogical problem although it is obviously sensible to seek help and advice from specialists in linguistics, psychology and so on, the choices and decisions that we make are our own responsibility as teachers, and the wisdom or otherwise of these decisions can be seen only in the results we obtain from our pupils.

Our task is to produce good teaching materials to learn quickly and well and make the teacher's job as interesting and profitable as possible.

As a first step towards this goal, we should ask ourselves, who the learner is? And why is he learning a foreign language? Then we can decide how much and how well he should be taught to achieve this aim.

In any educational situation there are three factors: the learner, the teacher and the materials.

In such a situation, because learning is taking place, there is the fourth factor of time.

The learner is a member of a community which has certain views about the purpose of teaching

languages and the role that language teaching fulfils in the general system of education.

Some factors such as the complexity of the syllabus, the loaded programs and subjects, the time devoted for teaching language influence the language teaching.

Many teachers may have no access to their lesson plans; many learners might not be of the right age to enjoy games or activities. Every teacher has such factors to consider and every teacher is in a unique teaching situation.

When the teacher really feels he knows his students the potentials and limitations of the place of learning and the exact stage in the language teaching (T/L) sequence he is aiming at then he will be able to choose the appropriate medium and decide on how well it should be used. Various socio-cultural factors must be taken into account in the choice of contexts, situation and audio-visual materials.

They provide a stimulus to learning and encourage learners to learn. Materials can have a very useful function in broadening the basis of teacher training, by introducing teachers to new techniques. Materials provide models of correct and appropriate language use" (Hutchinson – Waters 1987:107-108).

The teacher must judge for himself at which point his teaching fulfills the learners' needs, on the other hand at which point the materials happen to coincide with the pupil's level and needs.

For these reasons and factors some questions are raised: what to teach? How well to teach? And how to evaluate? What are the bad and good teaching points?

This study attempts to tackle these questions and self evaluation, to this end several contributions of scholars and researchers in this scope would be pointed.

Evaluation is not a recent science. It has been used for controlling, selection and certifying. Its result is success or failure.

Nowadays evaluation is put into practice in order to correct errors and to remedy.

As any kind of scientific research, evaluation has some objectives to be accomplished in the teacher's formation plan.

First of all, it encourages teachers to integrate them in the pedagogical activity.

To sensitize them to the concept of evaluation and its goals:

2. Evaluation and assessment

Evaluation

Evaluation is the collection of, analysis and interpretation of information about any aspect of an educational or training programme as part of a recognized process of judging its effectiveness and its efficiency. It is a broad term which involves the systematic way of gathering reliable and relevant information for the purpose of making decisions.

-"Brown" defines evaluation as:

"the systematic collection and analysis of all relevant information necessary to promote the improvement of a curriculum and assess its effectiveness and efficiency as well as the participants attitudes within the context of the particular institutions involved." (Brown . 1989,p223).

Evaluation helps to build an educational programme, assess its achievements and improve upon its effectiveness. Evaluation plays an enormous role in the teaching - learning process. It helps teachers and learners to improve teaching and learning. Evaluation is a continuous process and a periodic exercise.

Evaluation may focus on different components of a course: the achievement of the learners, the teachers, quality of the materials, the appropriateness of the objectives, the teaching methodology, the syllabus etc.

In the other hand, the importance of assessment and evaluation in education is that asking students to demonstrate their understanding of the subject matter is critical to the learning process; it is essential to evaluate whether

the educational goals and standards of the lessons are being met.

However, frequently confusion between the concepts evaluation and assessment takes place.

According to "Neman" they should not be used. There is a clear distinction between the two concepts.

We distinguish two types of evaluation:

2-Summative and formative evaluation

Formative evaluation takes place during the running of a program or a curriculum. The main objective is to collect data which are going to be used to improve the curriculum and its contents.

Summative evaluation occurs at the end of a teaching session or period, that is say when a program has been fulfilled.

In this case information is gathered to see whether the program has been successful.

"Long" suggests that we consider differences in terms of focus, timing and purpose.

2.1-Formative evaluation

Focuses on factors like attitudes towards curricula innovations and usability of new elements in the instructional materials assesses the strengths and limitations of a new program during its development and implementation and seek data (with a view toward modifying a program as it is being implemented or formed (hence formative). (Long, 1984,p417).

2.2-Summative evaluation

Measures students' achievements taking into account factors such as cost, effectiveness takes place after the development and implementation process is complete and attempt to summarize (hence summative) the results of a program on implemented ". (Long, 1984,p417).

3. Assessment

Assessment refers to the procedures and process whereby we determine what learners are able to do in the target language. We may or may not assume that such abilities have brought about

by a program of processes which may not include assessment data.

Assessment is subsumed by evaluation and evaluation cannot be resumed to assessment indeed, while assessment is mainly concerned with one component of the educational situation (i.e.: the learner, evaluation is institutionalization; it means the creation of institutions, or formal organizations to promote its development to direct it, to control it and often eventually to monopolize it). (Nisbet J, 1987, p166).

Assessment involves testing, measuring or judging the progress, the achievement or the language proficiency of the learners. The focus is on the students' learning and the outcomes of teaching. Assessment may be one part of an evaluation. In some cases classroom assessment can be non-judgemental, and does not provide evidence for evaluating or grading students, it is simply used to assess and provide early feedback on the students' learning before tests, midterm and final exams are administered.

3.1 Formative assessment

It is used to monitor the students' progress during a course, to check how much they have learnt of what they should have learnt, and then using this information future teaching might be modified if necessary. It can be carried out in the form of informal tests and quizzes and it can be the basis for feedback to the students.

3.2 Summative assessment

It is used at the end of a term, a semester, or a year, to assess how much has been achieved by individuals or groups. It is usually carried out by using more formal tests.

To conclude we can say that Good evaluation will make an assessment of how well the activities have been implemented (process evaluation) and whether these activities made a difference (outcome evaluation).

Self evaluation:

Teacher evaluation is a necessary component of a successful school system, and research supports the fact that good teachers create

substantial economic value. Ensuring teacher quality with a robust, fair, research-based, and well-implemented teacher evaluation system can strengthen the teacher workforce and improve.

Teacher evaluation is a necessary component of a successful school system, and research supports the fact that good teachers create substantial economic value. Ensuring teacher quality with a robust, fair, research-based, and well-implemented teacher evaluation system can strengthen the teacher workforce and improvement of well planned and graded educational text courses and materials.

Teachers can evaluate themselves through reflecting on the quality of their teaching, either as a whole or as a result of a particular class or interview with a student. Some institutions or professional bodies may require teachers to submit a teaching portfolio.

According to "Adrian Doff, self evaluation is " the ability of a teacher to judge his or her own teaching honestly and to see how much learning is taking place in the class. For teachers to evaluate themselves, they need to observe themselves. They can do this indirectly by careful planning before the lesson, followed by reflection after the lesson on what took place." (Adrian Doff: 1995: p138).

Teaching is a three-way relationship between the teacher, the materials he or she is using (e.g. the textbook) and the students. When observing teaching (or evaluating our own teaching) it is useful to focus on one aspect of this relationship at a time. For examples of categories which can be used in observation, see activity 2.

The purpose of teaching is to help students to learn, so we can only judge teaching by seeing how well students succeed in learning. The teacher can improve students' chances of learning by:

-Creating a good classroom "climate" : the classroom climate is affected by teacher's own attitude and behavior, e.g., how he or she deals with errors, how he or she controls the class, how much he or she uses English in the lesson.

-Being sensitive to the needs of individual learners, and recognizing that each student has different needs problems.

So the teacher should try to find out more about each student, e.g.by getting them to talk and write about themselves, and by finding time to talk to students outside the class.

Teachers will, among other things, be able to understand and diagnose student

problems better, provide better explanations and representations for aspects of language, and have a clearer idea of what they are teaching. For example:

“Understanding how languages can change and how dialects vary in their phonological rules provide teachers with insights into the pronunciation patterns of learners in a classroom, as well as an explanation for the consistent difficulties that language students experience in speaking” (Grabe, Stoller & Tandy, 2000: 6).

1-Good and bad teaching

-Good teaching

1-try to agree on five important characteristics of good teaching. Write them down.

a- b- c- d- e-.....

2-now choose the one you think is most important.

3-evaluate yourself. How far are these five characteristics true of your own teaching?

-Bad teaching

1-try to agree on five important characteristics true of bad teaching. Write them down.

a- b- c- d- e-.....

2-choose the one you think is most harmful.

3-evaluate yourself. How far are these five characteristics true of your own teaching?

2-Categories for observation

A -Teaching procedure.

B- Use of teaching aids.The good use and exploitation of materials and visual aids is very important,for example” the course book analysis is useful

in teacher development and helps teachers to gain good and useful insights into the nature of the material. Similarly, in teacher training, materials evaluation is a valuable component and serves the dual purpose of sensitizing student teachers to some of the more important features to look for in coursebooks and familiarizing them with a range of published materials” (Cunningsworth 1995:14).

C- Involvement of the class. This requires the teacher and the learners ‘reaction. “The teacher acts upon the learners to cause a reaction. This reaction informs some action performed by the learners: a response to a question, an item in a drill, a word pronounced or spelt, a sentence written. The teacher studies this action and perceives in it the reaction to her original action. She in turn reacts and builds this into the subsequent action on the class and so on”. (Malamah-Thomas1991: 39) .

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)

Table 1
Category of observation

Questions	category	How important
1-Is the aim of the lesson clear?		
2-Does to teacher write clearly on the board?		
3-Do students participate actively in the lesson?		

4-Does the teacher do 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?		

Source: Teach English, a training course for teachers

3-Classroom climate

Look at these statements. Each one describes a teacher's behaviour in class.

Which of them would have a good effect on the classroom climate?

Which would have a bad effect?

- The teacher corrects every error.
- The teacher hardly ever corrects error?
- The teacher lets students know who first, second, last etc, in the class are.
- The teacher praises students who answer correctly.
- The teacher criticizes students who repeatedly make mistakes.
- The teacher punishes students who behave badly.
- The teacher usually chooses good students to answer.
- The teacher often chooses weaker students to answer.
- The teacher uses only English in the lesson.

j) The teacher mostly uses English in the lesson.

k) The teacher translates everything into the student's own language.

The students think about one of the classes you have taught.

Are there students who:

- Find the lessons very easy?
- Have difficulty understanding the lesson?
- Are very quiet or unwilling to participate?
- Are difficult to control?
- Have difficulty seeing or hearing?
- Have problems with reading or writing their

own language?

Discuss what you could do to help them and keep them involved in the class

(AdrianDoff,1995,p25).

4-Lesson preparation

Plan a complete lesson. Try to include a variety of activities, and

to use some of the techniques introduced in this training course.

Include in your plan:

- The aims of the lesson.
- The main stages of activity.
- Detailed notes for each stage.

4.1-Aims and content of the lesson:

The lesson may focus on a particular topic (e.g. sports), a particular structure (e.g. practice of 'going to 'or a skill (e.g. understanding spoken instructions, situations). Invarious situations students can practise grammatical structures, pronunciation, and vocabulary in different speech functions. Situations in the syllabuses make it possible for the students to practice language items in broad contexts not only at the level of sentences. (Harmer 2003:298, Kurtán 2001: 40)

When thinking of the aim, ask: what should the students learn to do in this lesson?

4.2-Main stages of the lesson

-Presentation: The teacher presents new words and structures.

Practice: students practise words and structures in a controlled way.

-Production: Students use language they have learnt to express themselves more freely.

(Practice and production can be oral or written).

-Reading: Students read a text and answer questions or do a task (e.g. completing a table).

-Listening: Students listen to text or dialogue, on cassette or read by the teacher.

III-Self-evaluation sheet

Answer these questions after you have taught the lesson.

Write brief notes on a separate sheet of paper.

Preparation

1.How useful was your lesson plan? Where you able to follow it or did you have to depart from it during the lesson?

2.What difficulties did you find in planning the lesson?

3.Now that you have taught your lesson, what changes would you make to the plan for the next time?

Your teaching

1. How successful the lesson?

2.Which part of the lesson was most successful? Why?

3. Which part of the lesson was least successful? Why?

4.How did you ensure that all the students understood?

5.How much did you use the blackboard? Was it effective?

6.What other aids did you use? Were they effective?

7. Which of the four skills did you develop most?

8.How much did you use the student's own language? Should you have used more or less?

9.What aspect of the lesson gave you most difficulty? Why?

10. How was this lesson different from the one you taught before and after it?

The students

1.What activities did the students enjoy most? Why?

2.What did the students find the most difficult? Why?

3.Did any students fail to participate? If so, why was this?

4.What discipline problems were there? What caused them? How did you deal with them?

5.What advice might the students give you about the lesson?

5. Conclusion

Our aim with the present work is to arouse both students and teachers' interest in Language Pedagogy and motivate them to Develop their intellectual, personal and professional abilities.

Evaluation is based on different components of a course: the achievement of the learners, the teachers, quality of the materials, the appropriateness of the objectives, the teaching methodology and the syllabus.

The methodology consists of the following five parts: who teaches whom, what

and how, through what teaching aids?

- Methodology is an integral part of teaching. It is a veritable tool to convey theories or principles in addition to materials to the learner for the purpose of achieving the instructional goals or objectives.

- It encompasses the study and practice of various teaching methods instructional techniques adopted during teaching-learning process.

Teaching method forms a path to a pre-determined goal or objective.-

-How teachers relate to the act of teaching, and the extent to which they integrate or dichotomise the various aspects of teacher knowledge in the teaching act.

-How they relate to their specific contexts of work, and the extent to which they

are able to perceive and open up possibilities that do not present themselves as

such in their specific contexts of work; and

-The extent to which they are able to theorise the knowledge generated by their

personal practical experience as a teacher and to 'practicalise' theoretical

knowledge.

The teacher's task is to assess the students' work, to see how well they are performing and how well they have performed their work.

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