

Teacher Effectiveness A Prerequisite of Education System



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ABSTRACT

Teacher and teaching methods are two major components of education system, which eventually converge to "Teaching Effectiveness". Teacher effectiveness has a major role in overall scenario of education system. It acts as a prime-mover for students, subject and disciplines.

For becoming effective, a teacher must have in-depth knowledge of his/her subjects. Moreover one should possess good knowledge of other relevant subjects too. As human beings have dynamic behaviour, hence it is important for the teacher to do psychological, sociological and educational analysis of his/her target audience i.e. students. A clear understanding about his/her students will result into proper tuning between teacher and student and this will make the teacher more effective. A teacher should believe in values and implement them in his/her own life so that she can lead the students by example.

Introduction:

Teacher effectiveness is a factor, which is widely considered to be significant for the classroom teaching. It includes the behaviour of teacher in and outside the classroom. To name a few characteristics, the teacher must be modest, a good performer, sound in his/her knowledge, capable to appeal to the hearts and mind of his students, innovative in his task, enthusiastic, motivating, creative, resourceful, idealistic and value oriented.

Objectives

- * To improve the language skill LSRW
- * To find out the effectiveness of communication
- * To find out the effectiveness of the both the pilot and experimental group
- * To find out the student central method
- * To improve the skill of fluency

The Experiment:

The quasi-experimental group was English method student teachers of Shri Saraswati Shikshan Mahavidhyalay, Unjha. During academic year 2010-11, pilot tryout was carried out on 21 student teachers of English method. With few alteration and addition, experimental tryout was carried out on 25 student teachers in academic year 2011-12. The tryouts were carried out both in rural and semi-urban schools of Mehsana district. The rationale of the course was derived from the available literature on the teaching of grammar, vocabulary, reading, writing, listening and functions of language.

Based on this, the researcher designed a course, which had the following features:

(1) The lesson plans included new tasks and activities, which provided opportunities for the learner to interact and communicate in the classroom. It involved the

students to such a great extent that the teaching learning became very effective and lively.

(2) The English method master tried out the lesson plans and new ELT materials with the help of B.Ed. student teachers in 8 schools of Mehsana district. Each tryout was in form of lesson, activities, co-curricular and extra curricular activities.

ELT Materials:

Six workshops were held to make new materials, tasks, activities and language games for both pilot and experimental group. The aim was to make the new material accessible to the B.Ed. student teacher as well as to the students of secondary schools to make it possible for them to take part, do some activity and enjoy it. Some tasks enhanced the learner the real feel of the language by drawing attention to the word, quality and sound. The material related to language function in form of dialogue, incomplete conversation, cue cards, cloze passage, jigsaw paragraphs, interpreting pictures were very effective. The tasks were designed with a purpose to force the students to learn and use the language without being aware of learning. Many activities excited the students and activated to do the work very fast. This made the teaching learning process very lively.

The lesson plans were more students centered. The lesson followed grammar translation method, structural approach, communicative-functional approach and integrated lessons.

Findings:

* The B. Ed. student teachers who had undergone training proved significantly superior in terms of teacher effectiveness.

* The materials produced were helpful in improving LSRW of student teachers and school students. Use of

authentic materials led to genuinely increased interaction between teachers and students.

* Lesson was superior as compared to conventional teacher training programme. Tasks based lesson plans were more holistic than talk based lesson plans.

* The new materials generated new language functions. Self directed learners were significantly more effective teachers. Learning through doing was significantly more lasting than learning by listening.

* The new material, task and activities boosted up their morale and confidence. Significant improvement in attitude towards teaching and teaching-learning process was observed.

* Presentation of oral short stories developed fluency skills, while creative story writing led to more cognitive and emotional involvement.

* Presentation in seminars and debates led to improvement of interactive skills among student teachers.

* The result of pretest and posttest showed significant improvement.

* Communicative activities showed wonders in the class.

Conclusion :

The teacher has to play various roles to be an effective teacher viz-coordinator, equalizer, rationalist, confidant, limiter/reducer of anxiety, initiator, reformer, democrat, motivator, rapporteur, psychologist, psychiatrist and what not. There is a need for creating a conducive environment for learning and motivating the student's to learn. The teacher can make the class very lively by virtue of his/her skills and traits.

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