

Overall Report on the Teaching and Learning Assessment (Tla) Of English Language Teachers

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ABSTRACT

In this paper, it discusses the teaching and learning assessment (TLA) of English Language teachers. The students are given the freedom to evaluate their teachers on the given criteria. The students give their perception on the content, teaching methodology, assessment methods and the techniques that they employed in their teaching and learning performance.

KEYWORDS: teaching, learning, assessment, report on the teaching performance, teaching methodology, and the teaching performance

INTRODUCTION

In this report, it discusses the teaching-learning-assessment of the GRU English teachers. The teaching learning assessment was done by the students in the first semester 2016-2017. Each teacher is being evaluated by the students on the course content, instructor performance and assessment methods and strategies employed in the delivery of the lesson.

OVERALL REPORT

A. Content of the Course (CC)

Based on the results of the evaluation it can be construed that the course objectives were clear to the students, the teachers managed to explain at the beginning of the lesson the goals and objectives of the topic. The Management by Objectives (MBO) was totally observed by the teacher. The course delivery plan was taken in order giving the students comprehensive course content. The topics in the course delivery plan seem to improve the cognitive skills of the students. Do remember that GRU English courses tend to give the students the proper skills in Reading, Writing, Listening, Speaking, Vocabulary and Grammar and Research. These skills believed that the students can use in their specialization courses or in their field of interest.

B. Instructor of the Course (IC)

Based on the ocular inspection of the evaluation it can be seen that most of the teacher used appropriate teaching and learning resources. The teachers explained the objectives of each

lecture at the beginning of the class. It is also noted in the results that teachers used appropriate teaching methodology to a particular, in this way the students were stimulated to participate in the classroom activities.

The function of the teachers doesn't only confine to the classroom, the student's needs also to have an individual talk to their teachers. Along this line, the teacher allotted two hours consultation time with their students. The teachers make themselves available for the students on their office hour for any other issues related to the course.

C. Evaluation of the Course (EC)

Evaluation or assessment is an integral part of any activities this is to ensure that the goals and objectives were totally obtained and place for improvement if any. In this regard, the students were given enough information on the kind of assessment conducted in their course. Proper orientation and the manner of the assessment tools were practiced by the students giving them the appropriate techniques and skills in order for them to tackle the evaluation of the course.

The assessment techniques used by the teachers were in line with the ILO's seat for the course. Review sessions were conducted in each course to familiarize the students with the instruction and directions of the test. Each course was given time to review the scope of the examination paper.

DISCUSSION, MENTORING, and FOLLOW-UP OF TEACHERS

Based on the results of the teaching-learning-assessment the department head performs the following activities as a mentoring and follow-up to all the teachers.

A. Proper Communication

1. Digital Communication – this activity is a day-to-day interaction with all the teachers through the college email, on the telephone, and on their cell phone has been an enormous support given to all teachers.
2. Paper Checklist – this activity is a day-to-day support given to all teachers (both new and old) listing all the things that the need in terms of their teaching-learning activities (see attached).
3. Follow-up – this is an activity of support given to all teachers (both new and old) to discuss and explain if they have any doubt and unclear directives. This is an avenue for the teachers to talk to the head of the department for clarification.
4. Meeting – this activity is a support given to all teachers (both and new) to gather in a certain period and discuss and share ideas and opinion for any issues that affect the teaching-learning activities.

B. Review and Analysis

To follow up the performance of the teachers the department heads managed to review and analyze the results of the teaching-learning-assessment given by the students. The head of the department do the following:

1. Head and Teacher Dialogue (HTD)

The head of the department conducted an individual dialogue with the concerned teacher. From this dialogue, both the head and the teacher can analyze the results of the assessment. An in-depth analysis of the results is interpreted and explains to the teacher.

2. Solutions and Suggestions Dialogue (SSD)

After a thorough review and analysis of the assessment results with the teacher both parties (head and teacher) brainstormed some solution and suggestions to address some problems. The suggestions focused on the application of appropriate teaching strategies, classroom management, and teacher-student relationship and rapport.

3. Assessment and Follow Dialogue (AFD)

After a clear explanation of the solutions and suggestions to solve the problem, the head of the department conducts follow-up activities by magnifying on the performance of the students and the teachers.

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