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EVALUATION AS A TOOL FOR QUALITY ASSURANCE IN ENGLISH LANGUAGE TEACHING METHODOLOGY

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Introduction

Education is the instrument for economic empowerment and development for sustainable economy. One of the goals of National Education is the acquisition of appropriate skills and the development of mental, physical and social abilities as equipment for the individuals to live and contribute to the development of the society (FRN, 2004) learning both formally and informally determines the individual's ability to contribute to National Development. It therefore follows that the quality of education received by the citizens determines the level of development of any nation.

The adoption of quality assurance in Education as an emerging policy in the contemporary world started in Thailand in 1990 at the world conference on Education for all, led by UNESCO were representatives of the international community agreed that all countries should put greater effort to ensure

Abstract

The issue of quality assurance in education has become a matter of concern for stakeholder's educational institutions and government in order to meet the expectation of society and to improve education service delivery. This paper examines the relevance of Evaluation as a key factor in ensuring in teaching English language. Quality resides with teachers and evaluation is part of quality assurance in teaching English Language.

Keywords: *Quality, Methodology, English Language, Evaluation, Teaching*

excellence towards improving all aspects of quality in their education (Ayeni, 2010). This is to ensure sustainable learning outcomes in schools.

According to the Oxford Advanced Learners Dictionary (2000) quality assurance refers to managing the standard of product or services to make sure they are kept at high standard. This in education can be implied as the systematic management, monitoring, evaluation and procedures, adopted to measure the performance of students toward education objectives. It is within the context of evaluation that all players in the education cycle receive feedback in form of result obtained formative or summative, evaluation (more than any other source) help the learners, teachers, parents, educational administrators, and the society to assess the quality of the procedures from the Nigerian educational system.

English language teachers are expected to provide quality for well rounded education to their learner at all level of education. The teaching method that a teacher adopts is one factor that may affect students achievement and facilitate high standard of learning outcomes.

The linguistic competence of a language learner depends on the quality of learning and teaching. The important features of qualitative language instruction include formal evaluation of learning outcome, learner's assessment of success or failure, monitoring learner's accomplishment and the teacher learner feedback (Karollaukience, et al 2007).

There have been public outcry on the continuous decline in the standard of education which consequently lead to production of low quality output who are unable to contribute to societal development. Education stakeholders have blamed the quality assurance agents (teacher) for this. Evaluation as a tool for improving the standard of English language is not effectively utilized (Oduleke, 2008). In order to improve the quality of English language teaching and learning there is need for comprehensive evaluation of course content instructional materials, assessment of teaching process. Teachers need to be constantly assessing the effectiveness quality of various methods they employ in teaching English language. This could enable them to make modifications which could enhance their students' chances of achieving success.

Methodology

There is no doubt that method of teaching, the child's interest and emotional security influence a child's performance. Thus, the English Language teachers at every need to be aware of the different methods, techniques and approaches of language teaching in order to use an appropriate one that suits the learners' need, ability, the topic and the context in learning/teaching. What linguists referred to as the "Swing of the pendulum" in the language teaching is the various processes that language teaching went through. It started by looking at language as a set of habits which needs practice and repetition. Another angle posits that language is rule governed, thus rule learning is paramount, yet another point of view looks at language as a means of communication as such the communicative approach emerged.

For the purpose of this work however, the best method is that method which put the spotlight on the learner is perceived by the teacher.

The modern methods or instruction as opposed to traditional styles of instruction are the preferred options these days. A realistic approach is the one that accepts the classroom for what it actually is. It is within the complexity of a particular class a teacher selects the methodology that best suits his/her class. For instance, in teaching beginning reading at the lower basic class rather than using the general methods (Grammar Translation method, Audio lingual method, Direct method etc) a teacher is expected to look at specific methods of teaching beginning reading such as the phonic method, look say/sight vocabulary, literacy awareness programme (LAP) story time eclectic approach etc. similarly, in lesson demanding for explanation or asking for information doing these in contexts with the functional National Approach is highly recommended.

Evaluation and Quality Assurance

Education is an art of imparting valuable knowledge of the society to future. It is also seen as a means of enabling individuals to attain a means of sustenance, live a 'good life' and eventually contribute positively to the society. Giving such an important role to education means the need for effecting national development and enhancing rapid social change with the aid of huge sums of money invested in education annually. As a result of this

huge investment in and functions assigned to education, there is the need to evaluate education with the view to ensuring its quality.

Educational evaluation is thus seen as the systematic process of collecting, analyzing and interpreting information to determine the extent to which pupils are achieving instructional objectives (Yusuf, 2002). In this work, evaluation is taken as both quantitative descriptive description, (measurement) and qualitative description (non-measurement).

- a. Quantitative description (measures): This refers to the percentage of students that scored a particular score in a test and information obtained is used systematically to determine the outcome.
- b. Qualitative Description (non-measurement): In this case teachers have a set of criteria against which measurement only identifies amount of the test score, but its evaluation that lays the amount against which criteria in order to make value judgement about the observed amount.

Defining Classifying Educational Objectives

Educational/learning objectives are the objectives which a teacher or a whole educational system aims at when teaching or when goals are formulated.

The objectives of a teacher in a typical Nigerian class are to guide the teacher in:

- a. Selecting relevant materials and methods of instruction;
- b. Selecting appropriate evaluation process;
- c. Selecting appropriate measurement instruments;
- d. Monitoring pupils learning progress; and
- e. Providing information for evaluation.

These are open to measurement and evaluation.

Educational Aim or Goal

These are at a level of higher abstraction than objective; it is also less specific and less subjected to measurement than objectives. The National Policy on Education states the National goals as:

The inculcation of national consciousness and national unity; The inculcation of the right type of values and attitudes for the survival of the individual and the Nigerian society; The training of the mind in the understanding of the world around; and The acquisition of appropriate skills and the development of mental, physical, and social abilities and competencies as equipment for

the individual to live in and contribute to the development of the society (NPE, 1998:1-7).

The focus of this work is to look at evaluation from the perspective of quality assurance it will look at it from the curriculum as well as instructional points of view.

Curriculum Evaluation

Curriculum to Kerr (1968) means all learning which is planned and guided by the school whether it is carried out in groups or individually, inside or outside the school. In his operational definition Tyler (1946) opines that every curriculum must answer these four basic questions.

What educational purpose they should seek to attain these deals with question of objectives.

What educational experiences can be provided that are likely to attain these purpose (This answers questions on content).

How can these educational experiences determines to which extend has the stated objectives been achieved as well as provides information for the sake of facilitating decision making at various stages of curriculum development determining quality assurance in education. This may be formative or summative evaluation, that is the formed is a situation where results of instructional evaluation are used in taking and later is the evaluation concerned with total programme.

Institution Evaluation

This is done to ascertain whether learners have achieved a set of intended learning outcomes set out as objectives.

It main focus is on:

- a. Comparing the achievement of learner in the various subjects matter.
- b. Compare the achievement of students in with students of similar in other schools.

The Role of Educational Evaluation in Quality Assurance

- i. Identifying and defining instructional objectives in terms of the desired learning outcomes. This will lead to clear determination of the expected learning outcome to be evaluated.

ii. Planning and directing learning experience in harmony with learners needs. This implies that the quality of the instructional material must be in tune with the learners needs and abilities.

iii. Evaluation of learning outcomes. This determines the extent to which instructional objectives at class and school level has been achieved.

In line with III above, a teacher is self evaluation is strong procedures used as a performance. This can be achieved using variety of procedures such as supervisory visit, videotaping. Teachers must think about the teaching methods, and seek perfection in their class activities.

Thus, the above forms of evaluation will serve as a yardstick for achievement once thoroughly implemented. This will guide:

- a. Learners deserve benefits by clarifying the nature of the nature of the intended learning outcomes. Providing short-term goal to work towards providing information for overcoming learning difficulty, providing information for future success, providing feedback concerning learning progress
- b. Parents will also benefits by being informed about their children/wards strengths and weakness academically.
- c. Teachers (self evaluation) will help them to ascertain.

Whether the instructional material use are relevant.

Whether the instructional material use are adequate and effective.

Conclusion

As part of teacher evaluation, Abubakar (2008: 64) posits that the teacher should after every lesson asks himself these two question:

- a. How far has the objectives been attained?
- b. Were learners engaging in the activities?

The popular British cliché on accountability in education which posits that; The student fail because the teacher fails to teach to his/her needs and understanding is apt here. This is so because it tallies with the National Policy on Education which in its various editions has maintained that: " No education system can rise above the quality of its teacher."

These two pronouncements are a howling declaration that the success or failure of the education system rests wake up to more dedicated performance of their deities. Indeed students' failure indicates teaching and teacher's

failure, while the standard and quality of education reflects the standard and quality of the teaching working force.

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