

Evaluating Techniques For Providing Successful Teaching In The English Language Teaching

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Abstract-

The process of assessing students' comprehension is crucial in ESL classrooms. How well teachers do their jobs and the outcomes their pupils get are directly affected by this. In this post, the researchers will go over some of the more traditional and modern ways of evaluating ability in the English language. Written and oral exams coexist alongside portfolios and project-based learning as the main types of assessment. The essay delves further into the significance of both traditional formative evaluations like quizzes and classroom exercises and technology-enhanced assessments like computer-based testing and language learning software. Assessing the effectiveness, advantages, and limitations of each method, the article provides useful insights into how different approaches may be integrated into a comprehensive assessment strategy. As a whole, the researchers want to help teachers understand how to use assessment tools to their advantage in order to boost language instruction and student achievement in English proficiency tests. There is no doubting the need of ESL instruction in today's increasingly globalized society. Still, one of education's most pressing concerns is the availability of high-quality English teaching. Multiple methods of teaching English will be examined and evaluated in this project with the goal of assisting students in achieving fluency. In order to propose and analyse the effectiveness of quantitative, qualitative, and mixed assessment methodologies, this research first analyses the theoretical foundations and evaluation criteria of effective teaching, as well as its concepts and consequences. Research provides ESL educators with practical evaluation tools and suggestions for improving ESL curricula.

Keywords: *Evaluation Techniques, Formative Evaluation, Summative Evaluation, Diagnostic Evaluation, Authentic Evaluation.*

1. INTRODUCTION

It is essential that students learn English in school since the language is recognized worldwide. A person's English proficiency determines their competitiveness in today's global market. Researchers still face several challenges before they can attain effective teaching outcomes, despite the growing importance of English education in many nations. By fostering a positive learning environment, effective teaching methods not only enhance students' English language skills but also their motivation and interest in studying (Jahara et al., 2022). To maximize the effectiveness of their classes, teachers may use scientific evaluation approaches to accurately and rapidly evaluate student progress, pinpoint areas of weakness, and develop strategies to address them. To enhance educational programs and student learning, assessment is the systematic recording and utilization of factual information about students' knowledge, skills, attitudes, and beliefs. It provides educators with the information they need to drive lesson improvement and raise student achievement, making it an integral component of the educational process. The reading, writing, listening, and speaking abilities of ESL students must be accurately measured by the assessment tools used in the classroom. Not only does a good assessment technique assist gauge student progress, but it also directs instructional

choices and influences course material. The dynamic nature of language teaching makes it essential to utilize a variety of assessment tools to meet the needs of different students. Standardized tests of linguistic competence have traditionally consisted of written exams and oral presentations. While performance-based assessments like portfolios and project-based learning are becoming increasingly popular, they highlight the need for more flexible and comprehensive assessment approaches. Using these tools, the researchers may try to understand how students use practical language and think critically. It is possible to monitor student progress and provide ongoing feedback via the use of formative assessments, such as quizzes and other classroom activities. In order to better tailor their teachings to their students' needs, teachers might utilize the results of these assessments to identify areas of weakness. As technology-enhanced assessments, such as online quizzes and language learning software, have grown in popularity, new ways of evaluating language competency have also developed. In order to cater to the needs of every student, these tools provide customizable and interactive assessment environments. The purpose of this article is to examine many assessment techniques and to explain their advantages and disadvantages in order to assist instructors in creating an exhaustive strategy for assessing their students' development in English language lessons (Jiang et al., 2022).

2. BACKGROUND OF THE STUDY

An increasingly important role for English as a global language has emerged in the wake of globalization. Being fluent in English is crucial in today's worldwide labor market because it allows individuals to easily communicate across borders, share ideas and technology, and trade goods and services (Khan et al., 2020). That is why incorporating English language instruction into primary school curricula is so important in many countries. Many resources have gone into improving English language instruction, but the outcomes have been mixed, and in some cases, disheartening. Overall, the quality of English language instruction needs a rethinking and a development of existing methods. As things are, English language education is quite uneven among countries and regions. The United States and the United Kingdom are two examples of established educational systems that are associated with students' high levels of English proficiency, a wealth of resources, a diversity of pedagogical approaches, and a tradition of academic achievement in the field. However, inadequate educational resources pose many challenges for developing countries when it comes to teaching English, resulting in less than satisfactory teaching outcomes. Students' command of the English language declines as a result of this gap, making them less competitive internationally. There is a great need, therefore, to research and promote valid methods of evaluating ESL classroom education. An ever-increasing number of culturally diverse individuals are able to contact thanks to globalization, further highlighting the importance of English as a communication tool. It is believed that students may get a better understanding of various cultures and a feeling of global citizenship via high-quality English language education, which helps them converse better across cultural lines and improves their language abilities. This has heightened the stakes for educators and policymakers alike in ensuring access to high-quality English language programs. The researchers can accurately measure the current effectiveness of English language training, identify problem areas, and provide remedies to enhance teaching standards worldwide by using scientific evaluation tools. Providing students with opportunities to learn English is, without a doubt, an important part of the globalization puzzle. To systematically increase the quality of English education, it is necessary to evaluate existing teaching strategies and identify effective tactics. Aiming to help educators meet the demands of today's globalized world for fluent English speakers, this article explores effective evaluation strategies for teaching language skills. It offers practical guidance and tools to help educators raise the standard for English education (Khan et al., 2021).

3. PURPOSE OF THE RESEARCH

By comparing and contrasting several methods of delivering successful English language training, this research seeks

to identify the most important strategies for raising students' language proficiency, understanding, and acquisition levels. Given English's growing significance on a global scale, it is crucial that students be equipped with the skills necessary to communicate successfully in academic and professional settings. To what extent are traditional and contemporary pedagogical approaches equivalent in meeting the needs of diverse student populations? That is the overarching question this study seeks to answer. Many approaches to teaching English as a second language (ESL) are being reconsidered, including the grammar-translation method, task-based learning (TBL), direct instruction, communicative language teaching (CLT), and the use of digital tools. The purpose of this research is to examine different approaches to finding out how different teaching practices affect students' motivation, engagement, and language acquisition. Another objective of this research is to determine what factors instructors have in their ability to effectively give lessons. Teacher expertise, class planning, and innovative pedagogical strategies will all be carefully examined by the researchers. Second language acquisition is also investigated in relation to student-centered, collaborative, and experiential learning. The focus here is on how modern ESL classes make use of technology, namely online resources, interactive apps, and AI-based tools.

4. LITERATURE REVIEW

An excellent foundation in English language skills is crucial for students' academic, occupational, and interpersonal success. Over the years, several educational strategies have been developed, piloted, and refined with the aim of increasing classroom engagement and student performance (Kumar et al., 2022). The effectiveness of several ways to teaching English as a second language, as well as the factors that influence it, are examined in this study review. The conventional, instructor-led approaches to ESL instruction include the Grammar-Translation Method (GTM) and the Audio-Lingual Method (ALM). During the late 19th and early 20th centuries, the Grammar-Translation Method was widely used. This technique places more emphasis on memorizing grammatical rules and vocabulary than on directly translating between the target and native languages. Opinions vary on whether it does enough to help pupils become proficient readers and writers and if it does enough to help them become effective communicators. Using behaviourist principles, the Audio-Lingual Method reinforces language patterns via exercises and repetition. Though it enhances listening and pronouncing skills, many criticize it for being too mechanical and lacking in contextualized, meaningful communication (Kumar, 2021).

5. RESEARCH QUESTION

- What is the effect of Collaborative Learning on English language education?

6. RESEARCH METHODOLOGY

6.1 Research design:

For the quantitative data analysis, SPSS version 25 was used. The researchers used the odds ratio and the 95% confidence interval to find out how strong the statistical link was and in what direction it was going. At $p < 0.05$, the researchers set a criterion that was considered statistically significant. A descriptive analysis was carried out to determine the most crucial elements of the data. Survey, poll, and questionnaire data, as well as data modified using computational tools for statistical analysis, are often evaluated using quantitative approaches.

6.2 Sampling:

A convenient sampling technique was applied for the study. The research relied on questionnaires to gather its data. The Rao-soft program determined a sample size of 1547. A total of 1800 questionnaires were distributed; 1753 were

returned, and 53 were excluded due to incompleteness. In the end, 1700 questionnaires were used for the research.

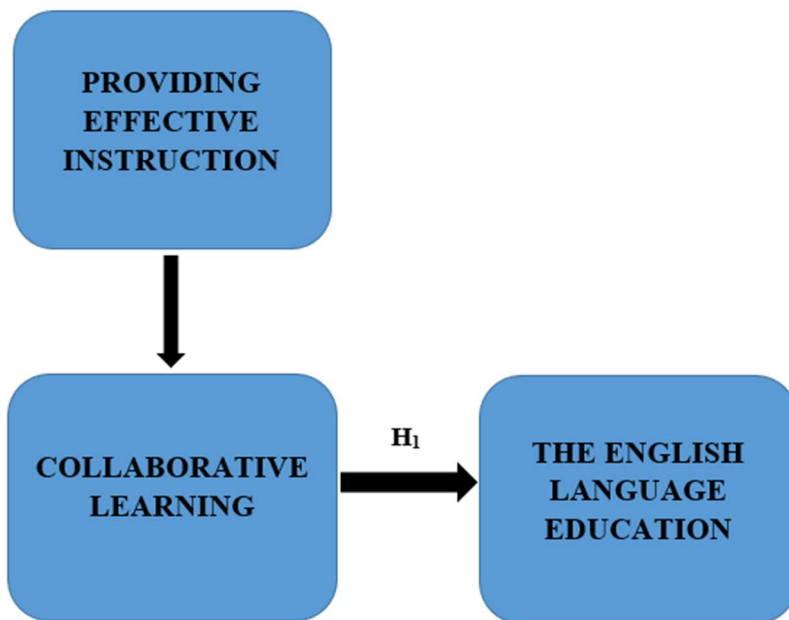
6.3 Data and Measurement:

The inquiry relied heavily on a questionnaire survey to gather data. First, participants were asked to provide basic demographic information. Then, using a 5-point Likert scale, they were asked to rate various aspects of the online and offline channels. Multiple sources, with an emphasis on online databases, provided secondary data.

6.4 Statistical Software: The statistical analysis was conducted using SPSS 25 and MS-Excel.

6.5 Statistical Tools: To grasp the fundamental character of the data, descriptive analysis was used. The researcher is required to analyse the data using ANOVA.

7. CONCEPTUAL FRAMEWORK



8. RESULTS

• Factor Analysis

One typical use of Factor Analysis (FA) is to verify the existence of latent components in observable data. When there are not easily observable visual or diagnostic markers, it is common practice to utilise regression coefficients to produce ratings. In FA, models are essential for success. Finding mistakes, intrusions, and obvious connections are the aims of modelling. One way to assess datasets produced by multiple regression studies is with the use of the Kaiser-Meyer-Olkin (KMO) Test. They verify that the model and sample variables are representative. According to the numbers, there is data duplication. When the proportions are less, the data is easier to understand. For KMO, the output is a number between zero and one. If the KMO value is between 0.8 and 1, then the sample size should be enough. These are the permissible boundaries, according to Kaiser: The following are the acceptance criteria set by

Kaiser:

A pitiful 0.050 to 0.059, below average 0.60 to 0.69

Middle grades often fall within the range of 0.70-0.79.

With a quality point score ranging from 0.80 to 0.89.

They marvel at the range of 0.90 to 1.00.

Table1: KMO and Bartlett's Test

Testing for KMO and Bartlett's

Sampling Adequacy Measured by Kaiser-Meyer-Olkin .950

The results of Bartlett's test of sphericity are as follows: approx. chi-square

df=190

sig.=.000

This establishes the validity of assertions made only for the purpose of sampling. To ensure the relevance of the correlation matrices, researchers used Bartlett's Test of Sphericity. Kaiser-Meyer-Olkin states that a result of 0.950 indicates that the sample is adequate. The p-value is 0.00, as per Bartlett's sphericity test. A favorable result from Bartlett's sphericity test indicates that the correlation matrix is not an identity matrix.

Table: KMO and Bartlett's

| KMO and Bartlett's Test | | |
|---|---------------------------|----------|
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. | | .950 |
| Bartlett's Test of Sphericity | Approx. Chi-Square | 3252.968 |
| | df | 190 |
| | Sig. | .000 |

The overall importance of the correlation matrices was also validated by Bartlett's Test of Sphericity. The Kaiser-Meyer-Olkin sampling adequacy is 0.950. Employing Bartlett's sphericity test, researchers obtained a p-value of 0.00. A notable result from Bartlett's sphericity test indicated that the correlation matrix is not valid.

❖ **INDEPENDENT VARIABLE**

● **Providing Effective Instruction:**

The cornerstone of effective education is providing students with high-quality instruction. To ensure that students grasp the material, it is necessary to use instructional tactics that are organized, engaging, and clear. Not only does effective instruction take into account each student's unique requirements, but it also fosters an environment that promotes learning. A skilled educator understands the need of using a variety of strategies, materials, and methodologies to engage pupils with diverse levels of aptitude and learning styles. Differentiation of instruction, the use of technology to enhance courses, explicit explanations, and practical exercises could all fall under this category. It is crucial to regularly assess students' progress and adjust teaching methods to meet the needs of each student. This will ensure that they are making steady progress toward mastery. Additionally, effective teaching involves pushing students to achieve their best, creating a classroom climate of respect for one another, and promoting critical thinking.

Adaptability and patience are necessary qualities for teachers to have since their techniques must be flexible enough to modify in response to their pupils' actions and words. Ultimately, a good teacher should strive to make their pupils feel confident in their abilities so that they can apply what they've learned in new contexts while still continuing to learn. For instructors to inspire their students and lay the foundation for a lifelong love of learning, they must connect with their students on a personal level and find ways to make what they are learning relevant to their lives (Kumar et al., 2021).

❖ FACTOR

• Collaborative Learning:

Students take part in the learning process via collaborative learning when they collaborate in groups to accomplish goals such as problem solving, task completion, or idea exploration. The underlying premise of this approach is that learning is inherently collaborative and that students acquire the most effective information when they engage in meaningful peer-to-peer interactions. Collaborative learning places the emphasis on student-centered activities, fostering critical thinking, communication, and cooperation, as opposed to conventional teacher-centered education, which mostly involves lecturing students. It encourages a classroom climate where students not only help one another out but also take charge of their own education. Here, students engage in meaningful discourse about ideas, test the validity of one another's arguments, and ultimately deepen their own comprehension. Group conversations, cooperative projects, role-playing, problem-solving exercises, and peer instruction are all examples of collaborative learning strategies. In addition to improving academic performance, this method helps students acquire important life skills including teamwork, flexibility, and leadership. As they take part in class discussions and get comments from their teachers and classmates, kids gain self-assurance. Collaborative learning promotes diversity and helps students get a better knowledge of the topic by embracing varied viewpoints and experiences. It works wonders in getting pupils ready for the real world, where they'll need to work together in teams to succeed in social and professional environments. One of the best ways to teach that students are more engaged, motivated, and retain information over time is via collaborative learning. However, there are certain problems, such as making sure everyone has a chance to participate and handling group dynamics. Collaborative learning fosters an engaging and participatory educational environment that equips students for success throughout their lives by promoting mutual learning (Li et al., 2022).

❖ DEPENDENT VARIABLE

• The English Language Education:

The phrase "English Language Education" is used to characterize any course of study that targets improving pupils' command of the English language. The main goal of this field, which encompasses several subfields including grammar, vocabulary, conversation, reading, and writing, is to help students become more confident and competent communicators in both academic and social contexts. Many educational institutions provide English language programs that may be customized to accommodate students with varying ages, competence levels, and academic backgrounds. In non-native settings, people often enroll in EFL or ESL programs to help them achieve their academic, vocational, and personal language needs. Students' unique needs, interests, and cultural backgrounds must be considered in order to design successful English language instruction programs. Adapting one's language use to different contexts, being able to think critically, and communicating effectively across cultural boundaries are all skills that are fostered by this method. Teachers of English as a foreign language may assist their students improve their speaking skills using a variety of strategies, including communicative language instruction, task-based learning, and immersive language experiences. Learning to confidently and competently utilize English in a range of circumstances, both in writing and speaking, is the ultimate goal of English as a Second Language (ESL) (Parveen

et al., 2022).

• **Relationship Between Collaborative Learning and The English Language Education**

In order to help students develop their interpersonal, communicative, and analytical skills, collaborative learning is an essential component of English language curricula. Because learning a new language is fundamentally a social process, it seems to reason that teaching English in a group setting would benefit students' understanding and fluency (Jiang et al., 2022). This is because students would be more likely to participate in thoughtful discussion, exchange ideas, and build their own body of knowledge. Students in collaborative learning actively participate in class discussions, complete group projects, and engage with their peers in ways that mirror how they would use the language in the real world, as opposed to the passive reception of material in conventional teacher-centered systems. Learners' self-assurance, cultural sensitivity, and capacity to solve problems in English are all enhanced by this method.

Improving students' ability to communicate is a major goal of using group projects as a means of learning English. Group activities provide students real-world experience in speaking and listening, such as debates, stories, and conversations. They are able to practice their pronunciation, fix their grammar mistakes, and expand their vocabulary in a relaxed setting thanks to this contact. Peer criticism enhances students' language learning experience by providing valuable insights into various expressions, cultural subtleties, and language styles. Collaboration in the classroom also helps students improve their reading and writing skills. Group research projects, shared storytelling, and peer editing are all great ways to get students thinking critically about and writing about textual materials. Students learn more efficiently when they work in groups than when they study alone because they are able to bounce ideas off of one other, improve their writing, and get exposure to other viewpoints. Students may get a deeper knowledge of texts, as well as their own meanings and concepts, via group discussions and analysis, which in turn improves their reading comprehension (Spahiu & Kryeziu, 2021).

Because of the above discussion, the researcher formulated the following hypothesis, which was analyse the relationship between Collaborative Learning and The English Language Education.

“H₀₁: There is no significant relationship between Collaborative Learning and The English Language Education.”

“H₁: There is a significant relationship between Collaborative Learning and The English Language Education.”

Table 2: H₁ ANOVA Test

| ANOVA | | | | | |
|-----------------------|----------------|------|-------------|----------|------|
| Sum | | | | | |
| | Sum of Squares | df | Mean Square | F | Sig. |
| Between Groups | 39588.620 | 533 | 5679.517 | 1080.578 | .000 |
| Within Groups | 492.770 | 1166 | 5.256 | | |
| Total | 40081.390 | 1699 | | | |

This study's findings will be significant. The value of F, which is 1080.578, approaches significance with a p-value of .000, which is less than the .05 alpha threshold. Hence, it is evident that, ***“H₁: There is a significant relationship between Collaborative Learning and The English Language Education”*** is accepted and the null hypothesis is

rejected.

9. DISCUSSION

Effective English language teaching practices must be evaluated to guarantee that students are acquiring the language and advancing in their studies. The reading, writing, speaking, and listening skills of pupils may be measured using these instruments, allowing teachers to assess the effectiveness of their classes. Common forms of formative assessment include written assignments, oral presentations, group discussions, and quizzes. By tracking their students' development in real-time, teachers may better tailor their classes to fit the individual needs of their pupils. Final exams or standardized tests, which students take at the end of a unit of study, provide teachers a better idea of how well their pupils have learned the material. In order to provide really effective education, however, assessment should not only measure knowledge but also actual language use. The use of portfolio evaluations, peer reviews, and self-assessments encourages students to be an active part of the assessment process, reflect on their own learning, and set goals. Having students take diagnostic exams before class also helps instructors determine where their pupils are at in terms of proficiency, which lets them tailor their teachings to each student's needs. Providing valuable information about students' and instructors' progress toward learning objectives requires assessment in ESL classrooms to be diverse, ongoing, and adaptable. Teachers may better meet their students' needs and promote their ongoing language development by using a variety of assessment strategies.

10. CONCLUSION

The need of using a multi-pronged technique to evaluate students' knowledge in English language classrooms stems from the fact that different people learn and demonstrate proficiency in various ways. Conventional evaluations, such as written and oral exams, provide systematic and standardized ways of gauging language competency, including vocabulary, comprehension, and grammar. These tried-and-true methods have the advantages of impartiality and consistent results across different student populations. However, they do have certain limitations, particularly when it comes to gauging students' competencies in collaborative learning and inspiring them to achieve deep, individual growth. One way that performance-based evaluations like portfolios and project-based learning help students show their abilities is by providing them with more authentic and interesting contexts to work within. An excellent way for students to monitor their progress over time is via a portfolio, which may inspire them to reflect on their own growth and strive for high standards. Students engage in real-world projects as part of project-based learning, which facilitates the development of higher-order thinking skills and the practical application of knowledge. Even while these methods may be difficult to evaluate regularly and take a lot of time, they provide valuable insights about students' practical language abilities and their ability to utilize English in different situations. Among its many tenets, this technique places a premium on formative evaluations, which guide lessons and students' development via instantaneous feedback. Students' strengths and areas for progress may be captured in real-time via teacher observations, classroom activities, peer evaluations, and quizzes. Critical for assisting students' continuous improvement and modifying instructional strategies, this kind of rapid feedback is essential. The regular, helpful feedback that students obtain via formative assessments increases their engagement and motivation to learn. More and more, technology-enhanced tools are crucial in modern education, since they provide new ways to assess language proficiency. These technologies may personalize their replies to meet the needs of each student and provide immediate feedback; examples include digital portfolios, language learning apps, and computer-based examinations. Assessments that make use of technology have the potential to be more engaging and accessible for students of varying learning styles by include multimedia elements and interactive exercises. Though these technologies need extensive planning and financial investments, they show significant potential for enhancing educational outcomes.

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