

## APPENDIX – II

### A RATING SCALE FOR RATING THE PROFESSIONAL COMPETENCIES OF SECONDARY SCHOOL TEACHERS OF ENGLISH

Name of the Teacher Trainee :

|    |                                                                                                       | V. Good | Good | Average | Poor | V. Poor |
|----|-------------------------------------------------------------------------------------------------------|---------|------|---------|------|---------|
| 1  | S/he has clarity about the aim and goals of teaching English at the secondary school level.           |         |      |         |      |         |
| 2  | S/he is aware of the texturing techniques employed in the construction of the textbooks S/he teaches. |         |      |         |      |         |
| 3  | S/he is aware of communicative needs of the learners.                                                 |         |      |         |      |         |
| 4  | S/he is clear about the learning outcomes.                                                            |         |      |         |      |         |
| 5  | S/he ensures that the learning outcomes reflect the students' needs.                                  |         |      |         |      |         |
| 6  | S/he knows how to link various phases of a lesson (warm up, presentation, etc.)                       |         |      |         |      |         |
| 7  | S/he knows the objectives of each phase.                                                              |         |      |         |      |         |
| 8  | S/he is familiar with the teacher / learner activities in each phase.                                 |         |      |         |      |         |
| 9  | S/he is aware of the various teaching materials (textbooks, Work books, to be used).                  |         |      |         |      |         |
| 10 | S/he induces a sense of curiosity and suspense.                                                       |         |      |         |      |         |
| 11 | S/he induces students to generate their own motivation to learn.                                      |         |      |         |      |         |

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| 12 | S/he states learning objectives or provides advance organizers.                                                    |  |  |  |  |  |  |
| 13 | S/he makes abstract content more personal, concrete or familiar.                                                   |  |  |  |  |  |  |
| 14 | S/he induces task interest or appreciation.                                                                        |  |  |  |  |  |  |
| 15 | S/he provides opportunities for students to respond and get feedback.                                              |  |  |  |  |  |  |
| 16 | S/he knows when and how to give feedback to the students.                                                          |  |  |  |  |  |  |
| 17 | S/he presents various language items using appropriate contexts.                                                   |  |  |  |  |  |  |
| 18 | His/her examples are meaningful and adequate.                                                                      |  |  |  |  |  |  |
| 19 | S/he provides opportunities to students to use English in the class.                                               |  |  |  |  |  |  |
| 20 | S/he uses non-verbal intervention techniques in managing the class.                                                |  |  |  |  |  |  |
| 21 | S/he uses verbal intervention techniques in managing the class.                                                    |  |  |  |  |  |  |
| 22 | S/he gives clear and specific instructions in English for doing the various task / activities.                     |  |  |  |  |  |  |
| 23 | S/he involves all the students while teaching.                                                                     |  |  |  |  |  |  |
| 24 | S/he gets response from the students.                                                                              |  |  |  |  |  |  |
| 25 | S/he creates a tension-free conducive atmosphere in the class.                                                     |  |  |  |  |  |  |
| 26 | S/he speaks English with correct pronunciation, intonation and stress.                                             |  |  |  |  |  |  |
| 27 | S/he has the knack of using alternative techniques so as to reach out slow, average, gifted students in the class. |  |  |  |  |  |  |
| 28 | S/he uses blackboard systematically in all the classes.                                                            |  |  |  |  |  |  |
| 29 | S/he brings in enough variety of activities in the class.                                                          |  |  |  |  |  |  |
| 30 | S/he corrects the students' mistakes without hurting their feelings.                                               |  |  |  |  |  |  |
| 31 | S/he knows how to pace the lessons.                                                                                |  |  |  |  |  |  |
| 32 | S/he gives the learner enough opportunity for practice once the presentation is over.                              |  |  |  |  |  |  |
| 33 | S/he encourages the students to interact with the teachers and one another.                                        |  |  |  |  |  |  |

|    |                                                                                                                        |  |  |  |  |  |  |  |  |
|----|------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|--|--|--|
| 34 | S/he encourages the students to do exercises, tasks on their own.                                                      |  |  |  |  |  |  |  |  |
| 35 | S/he has the knack of controlling the class.                                                                           |  |  |  |  |  |  |  |  |
| 36 | S/he encourages the students to use dictionaries in the class.                                                         |  |  |  |  |  |  |  |  |
| 37 | S/he knows how to group / pair the students according to their abilities and purpose.                                  |  |  |  |  |  |  |  |  |
| 38 | S/he uses Gujarati / judiciously.                                                                                      |  |  |  |  |  |  |  |  |
| 39 | S/he insists on the students' using cohesive devices (however, so that, and etc.) while writing composition.           |  |  |  |  |  |  |  |  |
| 40 | S/he helps the students write logically and coherently.                                                                |  |  |  |  |  |  |  |  |
| 41 | S/he uses various kinds of teaching aids.                                                                              |  |  |  |  |  |  |  |  |
| 42 | S/he sets home assignment in order to encourage independent study and better retention.                                |  |  |  |  |  |  |  |  |
| 43 | S/he builds confidence in the learners by using expressions like don't bother, do not bother about minor mistakes etc. |  |  |  |  |  |  |  |  |
| 44 | S/he knows English.                                                                                                    |  |  |  |  |  |  |  |  |