



PERFORMANCE EVALUATION OF ENGLISH TEACHER: MODELLING OF COMMUNICATION PRACTICES

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Abstract

Effective communication is the most significant tool to achieve the desire purpose. Each and every step of our life, wherever we are, we need communication, verbally or non-verbally on daily basis to convey our ideas, thoughts, emotions etc. It is a continuous process which begins with the cradle and goes until the grave. The English teacher requirement rises in each school today. English teacher cannot survive without good Communication skills. The future of every English teacher is also based on its communication channels. It is imperative therefore that communications should be done clearly, efficiently, and accurately because it can have a great impact on a students. In the presented research work, performance of English teacher is evaluated by communication modelling, which is carried out by MOOSRA technique. The six parameter or initiatives i.e. pronunciation, vocabulary, accuracy, elaboration, interaction and fluency were considered in order to assess the performance of three English teacher based on communication.

Keywords: Assessment, communication, criteria, education, Performance evaluation

I. INTRODUCTION:

Key skills are also about making connections between different aspects of your life, our study, the work and other activities. All these might provide examples of work that we can select to demonstrate your skills. As we develop and improve your key skills, we will also be improving the quality of your performance

overall. The communication skills assessment courses provides an opportunity for us to integrate our development with work or study. We may choose to concentrate on skills that we need to develop and improve for our job, for a new course, or personally to help we keep abreast of new developments or career changes. This key skill focuses on the ways in which we receive and respond to information and communicate with other people in our work, study and everyday life. Communication skills include speaking, listening, reading and writing for different purposes. Techniques such as note taking and writing summaries are important, but so, too, are the techniques of evaluation and application, such as evaluating the relevance and quality of information.

Communication is part of everyone's life and improving your skills also involves you being able to integrate changes in the way you communicate into your study or work. Essentially, this means you will be improving our skills while communicating what we are learning. This is much more than developing your presentation skills or tackling an essay. It is also about strategically planning how to communicate, applying our skills in different situations, and critically reflecting on our performance, that is being consciously aware of what we are doing and how well we are doing it.

The excellent selection process will make the process of choosing who to appoint more straightforward. Extensive notes should be taken throughout the process by all panel members, and it is often best to use a scoring system to decide who to recruit. The successful candidate should be the person who shows the

best ability against the person specification for the role. If nobody is appointable then it is better to go back to the drawing board than employ someone who does not fit with the role. The way we choose candidates should be clear and transparent, so that effective feedback can be given and decisions are easily explainable. Multiple-criteria decision making (MCDM) is a sub-discipline and full-grown branch of operations research that is concerned with designing mathematical and computational tools to support the subjective evaluation of a finite number of decision alternatives under a finite number of performance criterions/indices by a single decision maker or by an expert group.

Described that MCDM explores knowledge from many fields, including mathematics, behavioral science, decision theory, economics, computer technology, software engineering and information systems [1-9]. In selecting the best English teacher, group's decision-making is sometimes examined separately as process and outcome. Process refers to the group interactions. Some relevant ideas include coalitions among participants as well as influence and persuasion. The use of politics is often judged negatively, but it is a useful way to approach when preferences among English teacher are in conflict, when dependencies exist that cannot be avoided,

Communication Initiatives

Definition

Pronunciation	Pronunciation is an essential quality of language learning. Poor pronunciation can vague communication and prevent an ESL student from making his meaning known. When evaluating the pronunciation of your teachers for clearly articulated words, appropriate pronunciations of unusual spellings, and contractions in suitable places.
Vocabulary	<i>Vocabulary</i> is collection or banks of words in the mind of a English teacher. Teacher should be encouraged to have a large production vocabulary and an even larger recognition vocabulary. With the help of great vocabulary, English teacher are able to produce large words.
Accuracy	Grammar is also a significant issue in teaching. Writing sentences correctly on a test, though, is not the same as accurate spoken grammar. English teacher must have great grip in tense. Teacher must be able to use multiple tenses in order to make accurate sentence.
Elaboration	Elaboration is a way to discuss some thinking with student. In academy, Elaboration is a key function of to operate students. Good struggle with grammar and pronunciation make the best elaboration.
Interaction	Interactions are things like relating to one another and exchanging feelings, and they can be both verbal and nonverbal. The best interaction means the teacher has quality to tolerate the question of their student. A teacher with effective interaction skills will be able to answer questions and follow along with a conversation happening.
Fluency	Fluency may be the easiest quality to judge speaking quality of teachers. How comfortable is teacher when teacher speak. Fluency does not perk up at the same rate as other language skills. Fluency is a judgment of this ease of communication and is an significant criterion when evaluating speaking.

II. COMMUNICATION MODELLING:

$A = \{A_1, A_2, \dots, A_m\}$ be the set of alternatives, and $C = \{C_1, C_2, \dots, C_n\}$ be the set of criteria-attributes. Let $\tilde{w}_{kj} = (w_{j1}, w_{j2}, w_{j3})$ be the

attribute weight given by the decision maker e_k , where \tilde{w}_{kj} is also a triangular fuzzy number. Construction of Weighted Decision-Making Matrix:

Let $\tilde{V} = [\tilde{v}_{ij}]_{m \times n}$ be the weighted matrix, then:

$$\tilde{v}_{ij} = \tilde{x}_{ij} \otimes w_j \tag{1}$$

Above equation presented the submission of all considered beneficial J^{th} criterion $g=1,2,\dots,n$ under the A_i . Therefore this equation is valid merely for beneficial criterions associated by their alternative $A_{i_1}, A_{i_{21}}, A_{i_{31}}, A_{i_{41}}, \dots, A_{i_n}$

$$y_j^* = \sum_{i \in \Omega^+} s_i x_{ij}^* / \sum_{i \in \Omega^-} s_i x_{ij}^* \tag{2}$$

III. PROCEDURAL STEPS

Step 1: English teacher performance evaluation module/index is constructed, is given in Table 1. A rating scale is given in Table 2. Later six teacher assessment peoples assess the rating in term of percentage, given in Table 3.

Step 2: Construct weighted normalized decision matrix by normalization formula [1] and then used using [Equa. 1]; to construct weighted normalized matrix, shown in Table 3.

Step 3: Rank of the alternatives has been computed by using [Equa. 2]; higher value high ranking revealed in [Table. 4].

IV. CONCLUSION

In present reporting, an English teacher communication performance evaluation module (single layer initiative/measures); has been conceptualized from the resource of existing literature survey in purpose to evaluate the best English teacher under similar six initiative/measures. In this context, subjective information has been tackled by the application of non-fuzzy set scale. Therefore, a MOOSRA model (*valid for beneficial and non-beneficial measure*) has been effectively explored in purpose to evaluate the best English teacher under similar six initiative/measures.; the result has been depicted in [Fig 1]. Finally, an empirical study has carried out in order to exhibit the feasibility, effectiveness and validity of the proposed methodology.

English teacher A1 must be hired

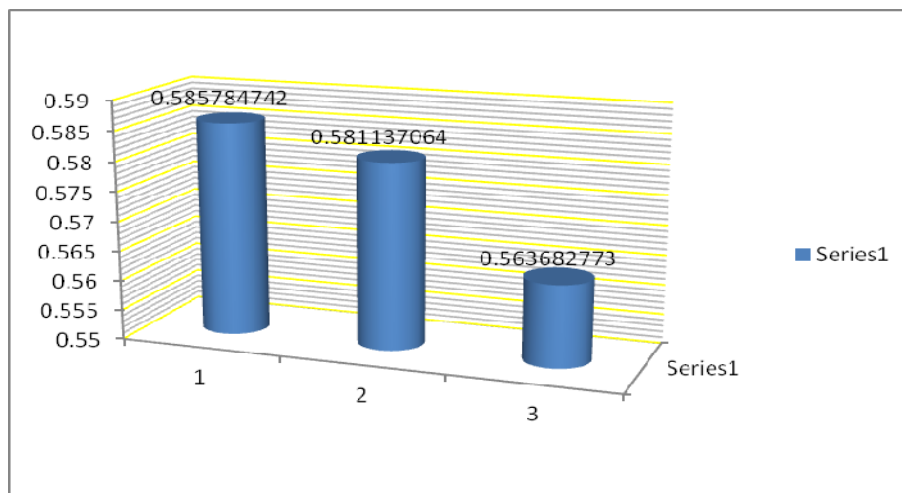


FIG. 1 Ranking order of English teacher

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TABLE: 1
English teacher communication performance evaluation module

Goal (C)	Initiatives	Attitude
Evaluation of best English teacher	Pronunciation	+
	Vocabulary	+
	Accuracy	+
	Communication	+
	Interaction	+
	Fluency	+

Table 2: 1-9-member linguistic variables

Linguistic variables for performance ratings	Fuzzy representations
DP: Definitely Poor	10%
VP: Very Poor	20%
P: Poor	30%
MP: More or less Poor	40%
M: Middle	50%
MR: More or Less Rich	60%
R: Rich	70%
VR: Very Rich	80%
DR: Definitely Rich	90%
VVR	100%

TABLE 3: Rating against English teacher communication performance evaluation initiative/measures

Ci	A1					
	E1	E2	E3	E4	E5	E6
Pronunciation	10	10	50	40	40	50
Vocabulary	30	40	70	40	40	70
Accuracy	40	30	80	30	30	80
Communication	50	40	50	40	40	50
Interaction	50	40	50	40	40	50
Fluency	60	30	60	30	30	60
Ci	A2					
	E1	E2	E3	E4	E5	E6
Pronunciation	10	10	50	40	40	50
Vocabulary	40	30	80	30	30	60
Accuracy	40	30	80	30	40	70
Communication	40	30	80	30	30	80
Interaction	40	30	80	30	40	50
Fluency	60	30	60	30	30	60
Ci	A3					
	E1	E2	E3	E4	E5	E6
Pronunciation	10	10	50	40	40	50
Vocabulary	20	30	60	30	30	60
Accuracy	30	40	70	40	40	70
Communication	40	30	80	30	30	80
Interaction	50	40	50	40	40	50
Fluency	60	30	60	30	30	60

TABLE 4: Overall score

Ai	Overall score					
	C1	C2	C3	C4	C5	C6
A1	33.333	48.333	48.333	45.000	45.000	45.000
A2	33.333	45.000	48.333	48.333	45.000	45.000
A3	33.333	38.333	48.333	48.333	45.000	45.000

TABLE 5: Weighted normalized matrix

Ai	Weighted normalized matrix					
	C1	C2	C3	C4	C5	C6
W=1	0.20	0.20	0.20	0.10	0.15	0.15
A1	0.11548	0.126544	0.115478	0.055073	0.086605	0.086605
A2	0.11548	0.117816	0.115478	0.059152	0.086605	0.086605
A3	0.11548	0.100362	0.115478	0.059152	0.086605	0.086605

TABLE 6: Ranking orders

Ai	Y+	Ranking
A1	0.585785	1
A2	0.581137	2
A3	0.563683	3