



PERFORMANCE EVALUATION OF ENGLISH TEACHER: VAGUE MODELLING OF COMMUNICATION PRACTICES

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Abstract

Communication is a word derived from the Latin word communis, which means 'to make common' or 'to share'. Communication is the act of conveying intended meaning to another person through the use of mutually understood signs and language. Communication is the art of transmitting information, ideas and attitudes from one person to another. Communication skills and to strengthen students' reflective skills. In the presented research work, performance of English teacher is evaluated by communication modelling, which is carried out by FMF technique. The six practices 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:

Communication is the process of meaningful interaction among human beings. The basic steps of communication are: the forming of communicative intent, message composition, message encoding, and transmission of signal, reception of signal, message decoding and finally interpretation of the message by the recipient. All forms of communication can be categorized as either verbal or nonverbal. Both verbal and nonverbal communication can be subdivided into either vocal or non vocal. Verbal communication involves using speech to exchange information with others. We usually communicate verbally in face-to-face

conversations such as; meetings, interviews, conferences, speeches, phone calls e.t.c. Much of the communication that takes place between people is both verbal and non-verbal; that is, it is based on language and gestures. Non-verbal communication is a type of communication that employs gestures and body language. The term "body language" is sometimes used to denote non-verbal communications. "Body Language" is the communication of personal feelings, emotions, attitudes, and thoughts through body-movements such as gestures, postures, facial expressions, touch, smell, walking styles and positions. 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. Decision making is a process of selecting a logical choice from the available options. When trying to make a good decision, a person must weight the positives and negatives of each option, and consider all the alternatives. For effective decision making, a person must be able to forecast the outcome of each option as well, and based on all these items, determine which option is the best for that particular situation.

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 criteria/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]. Group decision making situation faced when individuals collectively make a choice from the alternatives before them. The decision is then no longer attributable to any single individual who is a member of the group. Groups have many advantages and

disadvantages when making decisions. Groups, by definition, are composed of two or more people, and for this reason naturally have access to more information and have a greater capacity to process this information.[7] However, they also present a number of liabilities to decision-making, such as requiring more time to make choices and by consequence rushing to a low-quality agreement in order to be timely.

Communication Practices	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. FMF METHOD:

$A = \{A_1, A_2, \dots, A_m\}$ 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:

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

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 $A_{i_1}, A_{i_{21}}, A_{i_{31}}, A_{i_{41}}, \dots, A_{i_n}$

$$y_j^* = \prod_{i \in \Omega^+} s_i x_{ij}^* / \prod_{i \in \Omega^-} s_i x_{ij}^*, \quad (2)$$

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 overall score and weighted normalized matrix, shown in Table 4 and 5.

Step 3: Rank of the alternatives has been computed by using [Equa. 2]; higher value high ranking revealed in [Table. 6].

IV. CONCLUSION

Communication is the process of meaningful interaction among human beings. The basic steps of communication are: the forming of communicative intent, message composition, message encoding, and transmission of signal, reception of signal, message decoding and finally interpretation of the message by the recipient. 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 FMF model (valid for beneficial and non-beneficial measure) has been effectively explored in purpose to evaluate the best English teacher under similar six practices.; 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.

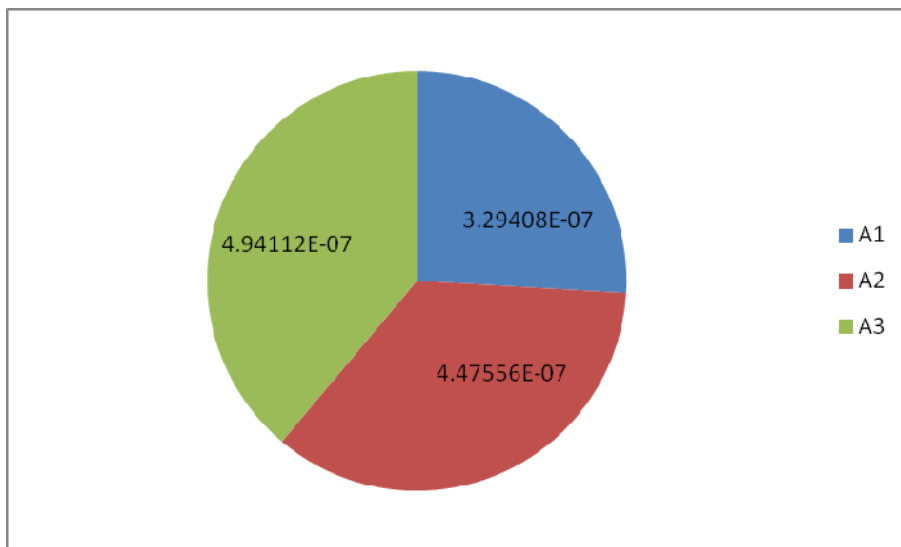


FIG. 1 Ranking order of English teacher

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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 vague set

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

TABLE 3: Rating against English teacher communication performance evaluation initiative/measures in term of vague data

	A1					
Ci	E1	E2	E3	E4	E5	E6
Pronunciation	(10%-20%-30%)	(10%-20%-30%)	(40%-50%-60%)	(40%-50%-60%)	(70%-80%-90%)	(70%-80%-90%)
Vocabulary	(20%-30%-40%)	(20%-30%-40%)	(50%-60%-70%)	(50%-60%-70%)	(80%-90%-100%)	(80%-90%-100%)
Accuracy	(30%-40%-50%)	(30%-40%-50%)	(60%-70%-80%)	(60%-70%-80%)	(100%-100%-100%)	(100%-100%-100%)
Communication	(40%-50%-60%)	(40%-50%-60%)	(40%-50%-60%)	(40%-50%-60%)	(70%-80%-90%)	(70%-80%-90%)
Interaction	(50%-60%-70%)	(50%-60%-70%)	(50%-60%-70%)	(50%-60%-70%)	(80%-90%-100%)	(80%-90%-100%)
Fluency	(60%-70%-80%)	(60%-70%-80%)	(60%-70%-80%)	(60%-70%-80%)	(100%-100%-100%)	(100%-100%-100%)
	A2					
Pronunciation	(80%-90%-100%)	(80%-90%-100%)	(50%-60%-70%)	(50%-60%-70%)	(70%-80%-90%)	(70%-80%-90%)
Vocabulary	(10%-20%-30%)	(10%-20%-30%)	(40%-50%-60%)	(40%-50%-60%)	(100%-100%-100%)	(100%-100%-100%)
Accuracy	(20%-30%-40%)	(20%-30%-40%)	(50%-60%-70%)	(50%-60%-70%)	(70%-80%-90%)	(70%-80%-90%)
Communication	(30%-40%-50%)	(30%-40%-50%)	(60%-70%-80%)	(60%-70%-80%)	(80%-90%-100%)	(80%-90%-100%)
Interaction	(40%-50%-60%)	(40%-50%-60%)	(40%-50%-60%)	(40%-50%-60%)	(100%-100%-100%)	(100%-100%-100%)
Fluency	(50%-60%-70%)	(50%-60%-70%)	(50%-60%-70%)	(50%-60%-70%)	(70%-80%-90%)	(70%-80%-90%)
	A3					
Pronunciation	(70%-80%-90%)	(70%-80%-90%)	(40%-50%-60%)	(40%-50%-60%)	(70%-80%-90%)	(70%-80%-90%)
Vocabulary	(80%-90%-100%)	(80%-90%-100%)	(50%-60%-70%)	(50%-60%-70%)	(80%-90%-100%)	(80%-90%-100%)
Accuracy	(100%-100%-100%)	(100%-100%-100%)	(60%-70%-80%)	(60%-70%-80%)	(100%-100%-100%)	(100%-100%-100%)
Communication	(10%-20%-30%)	(10%-20%-30%)	(40%-50%-60%)	(40%-50%-60%)	(70%-80%-90%)	(70%-80%-90%)
Interaction	(20%-30%-40%)	(20%-30%-40%)	(50%-60%-70%)	(50%-60%-70%)	(80%-90%-100%)	(80%-90%-100%)
Fluency	(30%-40%-50%)	(30%-40%-50%)	(60%-70%-80%)	(60%-70%-80%)	(100%-100%-100%)	(100%-100%-100%)

TABLE 4: Overall score

Ai						
	C1	C2	C3	C4	C5	C6
A1	50.000	60.000	70.000	60.000	70.000	80.000
A2	73.333	83.333	63.333	53.333	63.333	73.333
A3	70.000	80.000	90.000	50.000	60.000	70.000

TABLE 5: Weighted normalized matrix

Ai						
	C1	C2	C3	C4	C5	C6
W=1	0.10	0.10	0.20	0.10	0.20	0.30
A1	0.044248	0.046154	0.107692	0.06383	0.126126	0.186047
A2	0.064896	0.064102	0.097435	0.056737	0.114114	0.170542
A3	0.061947	0.061538	0.138462	0.053191	0.108108	0.162791

TABLE 6: Ranking orders

Ai	Y*	
A1	0.585785	
A2	0.581137	
A3	0.563683	