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AN EVALUATION ON THE TEACHER'S MONTHLY REPORT IN THE ENGLISH LANGUAGE DEPARTMENT

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ABSTRACT

In this paper, it discussed the overall evaluation on the GRU English monthly report. This report is an imperative for all teachers to be prepared at the end of each month in each semester. The evaluation is only limited to the teaching activities of the teacher. It also further assesses the general structure, the teaching methods, the learning strategies and the applied assessment by the teacher as reflected in the monthly report.

KEYWORDS: *Monthly Report, Evaluation, Performance, Preparation of Report, Teacher's Monthly Teaching Report*

INTRODUCTION

A report is a specific form of writing that is organized around concisely identifying and examining issues, events, or findings that have happened in a physical sense, such as events that have occurred within an organization, or findings from a research investigation. These events can also pertain to events or issues that have been presented within a body of literature. The key to report writing is informing the reader simply and objectively about all relevant issues (Collins Dictionary, 2014).

The monthly report prepared by the teacher has its format prescribed by the college. The format and structure should be followed to serve its purpose for interpretation and analysis for any innovation and updates. The scope and areas of the report give an emphatic discussion on what the teacher is doing inside the classroom. It is also reflected in this report the day to day activities of the teacher and the students.

OBJECTIVES OF THE REPORT

The report focused on the following specific objectives:

1. An evaluation on the date of submission of the monthly report.
2. Evaluation of the preparation, format, and general structure of the monthly report.
3. Evaluation of the teaching methods employed by the teacher.
4. Evaluation of the learning strategies employed by the teacher.
5. Evaluation of the assessment conducted by the teacher to the students.

FINDINGS AND DISCUSSIONS

Table 1: Frequency Distribution on the Date of Submission of the Monthly Report

Deadline	Number of Teachers	Percentage
• On or before due date	04	50
• Late	01	13
• Late with follow-up (<i>thru email</i>)	03	37
TOTAL	08	100

Table 1 shows the frequency distribution on the submission of the monthly report. An ample time was given to the teacher to prepare for their monthly report. The report is the reflection of all the activities done by the teacher for one month.

In the preparation and submission of such report, the teacher should follow a certain format required of them for uniformity and consistency. The parts of the report were explained to the teacher in order to have a clearer idea on what are the things the teachers going to discuss and write, but basically, the report is all about how the teacher delivers the lesson every day.

The teachers can also discuss in the report their classroom management, their day to day approach about the lesson, their assessment results, and their problem-solution inside the classroom. This report is like a lesson plan but taken collectively to report and summarized in one month.

In the report, the teacher can also explain the methodology and style of teaching they are applying in their teaching. The effectiveness and results of such teaching methodology can be explained in a detailed situation. Aspirations and plan of the teacher and even suggestions can also be discussed in the report.

It can be seen in the table that half of the teachers submitted their report on or before the due date. More than a third of the teachers need a follow-up through email in the submission of their monthly report while few or the small percentage of the teachers is late in the submission of the report.

In summary, teachers submit the report on the specified deadline; the findings imply that most of the teachers are aware of their administrative obligation. However, despite the given ample time to prepare the report some teacher can't manage to give the report on time, some needs a follow through email.

Table 2: Report on the Preparation/Format and General Structure of the Monthly Report

Areas of Concern	Comments and Evaluation
Consistency of the date, time and other information details of the monthly report	Teachers managed to give all the correct basic information.
Consistency of the topics and the realignment with the course delivery plan	Some of the teachers were late in the discussion of their specified topic.
Consistency of the teaching, learning methods and assessments conducted by the students	All the teachers used an approach in their teaching, but not appropriate. Specified assessments were conducted to the students.
Consistency of the topics, teaching, learning and assessments with the ILO's	All teachers are aware of their objectives in teaching the lesson. 'TOMAS' was observed.

Table 2 presents the preparation of the monthly report and evaluation of its general structure. In the preparation of the report, the word 'consistency' must be observed. For example, the consistency of the date, time and other information details of the monthly report, the consistency of the topics and the realignment with the course delivery plan, the consistency of the teaching, learning methods and assessments conducted by the students and the consistency of the topics, teaching, learning and assessments with the ILO's.

After the evaluation of the submitted monthly report, the following details are hereby elucidated. Teachers managed to give all the correct basic information. Some of the teachers were late in the discussion of their specified topic. All the teachers used an approach in the delivery of their lesson as specified in the delivery schedule, but such teaching approaches not appropriate. Specified assessments were conducted to the students. All teachers are aware of their objectives in teaching the lesson. The principle of 'TOMAS' (task-oriented,

observable, measurable, attainable and specific) was observed in dealing with the teaching ILO's.

In summary, the teachers were keen in the preparation of their monthly report the details of the report were taken accurately. The overall structures

of the report reflect the actual happening inside their classroom. However, an appropriate teaching approach should be magnified and think about by the teacher to have student's better performance.

Table 3: Report on the Evaluation of the Teaching Methods Employed by the Teacher

Teaching Methods Employed by the Teacher	
Lecture by the teacher	Small group such as task-oriented, and discussion
Class discussion conducted by the teacher	Vocabulary drills, Guided reading, and writing
Recitation oral questions by the teacher answered orally by the students	Open textbook study
Lecture demonstration by the teacher	Problem Solving and case studies

Table 4: Report on the Evaluation of the Learning Methods Employed by the Teacher

Learning Approaches Commonly Employed by the Teacher	
Task-Based Approach	Lecture Method
Group Dynamics	Demonstration Lesson
Question and Answer	Practical Approach
Individualized Instruction	Eclectic Approach

Table 3 and 4 reports on the teaching methods employed by the teacher in the delivery of the lesson. The teaching method is the technique and strategies utilized by the teacher to accomplish the learning of the students. A teaching method comprises the principles and methods used for instruction to be implemented by teachers to achieve the desired learning by students.

These strategies are determined partly by the subject matter to be taught and partly by the nature of the learner. For a particular teaching method to be appropriate and efficient, it has to be in relation to the characteristic of the learner and the type of learning it is supposed to bring about.

Some of the teaching methods that the teachers employed were: the lectures by the teacher, classroom discussion, recitation oral questions, and

lecture demonstration, small group task, vocabulary drill, guided reading and writing, open textbook study, and problem-solving and case studies.

English Language courses are skills-based subjects which required a maximum practice on the part of the students in order to acquire and transfer the skills of learning effectively. Therefore, appropriate teaching methodology is required. The teaching methodologies employed by the teacher pave the way in the maximum acquisition of the skills that the student needed.

In summary, the teachers were able to employ some teaching methodologies that are student centered; task-based driven, strategies that can stimulate the critical thinking of the students, and methodologies that ponder the reasoning power of the students.

Table 5: Report on the Evaluation of the Assessment Conducted by the Teacher

Assessment Commonly Conducted by the Teacher	
Pencil and Paper (Short Quiz)	Oral (Communicative)
Presentation (with PowerPoint)	Writing Assessment
Formative Test	Research-Based Assessment
Teacher Made Test	Assignment

Table 5 reports on the evaluation of the assessment conducted by the teacher. Assessment or evaluation is an integral part of the learning process as such it should be dealt with almost care and preparation on the part of the teachers and students. Looking at the data, the teachers commonly employed the following assessment techniques in order to measure the learning absorption on the part of the students to wit: pencil and paper through the

short quiz, presentation, formative test, teacher-made test, oral or speaking test, writing the assessment and research-based assessment and the assignment preparation.

From the style of the assessment that the teachers conducted, it can be construed that the students were appraised thoroughly in their learning acquisitions. The strategies in the assessment made

by the teachers are appropriate to measure the critical thinking of the students.

CONCLUSIONS

Based on the data gathered the following conclusions are hereby formulated. The report focused on the evaluation on the date of submission of the monthly report; on the evaluation of the preparation, format, and general structure of the monthly report; on evaluation of the teaching methods employed by the teacher; on the evaluation of the learning strategies employed by the teacher and the evaluation of the assessment conducted by the teacher to the students.

The teachers submit the report as specified in the schedule. They ILOs are congruent with the course delivery plan and the assessment plan. The teaching methodologies applied by the teachers are appropriate. The teaching assessments are carried out by the teacher as each lesson or unit.

RECOMMENDATIONS

Based on the conclusion of the report, the following recommendations are hereby advanced for further implementation.

1. Teachers should conduct an action research on the teaching methodologies applied in the classroom to further evaluate its effectiveness.
2. Teachers must teach the lesson with appropriate instructional materials, don't be too dependent on the textbook. Teachers need to prepare some extra worksheets to reinforce the transfer of skills.
3. Teachers should explore the effectiveness of other teaching methodologies aside from what they are already using, in this way the teachers can have a bank of teaching strategies on the particular course.
4. The results of the assessment test should be explained also in the report, statistical analysis, conclusions, and recommendations are also encourage as part of the report.
5. The teachers should have a day to day record or notes on their classroom teaching in this way the teachers can't forget the details of each day and it will be easier for them to recall when they are preparing their monthly report.