RESEARCH ARTICLE

CONTINUOUS COMPREHENSIVE EVALUATION: AN EFFECTIVE EVALUATION METHOD IN ENGLISH LANGUAGE TEACHING IN AN INDIAN CONTEXT

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ABSTRACT

This paper deals with evaluation in English language teaching particularly in India. It describes the situation of English in present scenario. Now the world is changing and English plays an important role in the today's world. But the present day need of English is different from the past. In the past it was mainly used as a library language but now English has become part and parcel of everyday life as well as the most effective tool in the communication with the growing importance of Information Technology. So for looking the need of the future, present way of teaching learning English must be innovative. Role of English now has been changed. So, the old form of teaching should be discarded. That's why CCE has come into existence at school level. The CCE is the most effective method of the language teaching. This is child centered method. It takes care of learning than teaching. It is one of the eclectic methods.

This paper discusses a role of CCE in English language teaching. It deals with formative and summative assessment. Because of these both assessments the whole face of teaching learning process has been changed. Between these two, formative assessment is a core part of learning because it is meant for developing the whole personality of the child. It is an internal assessment while summative assessment is an external assessment. Formative assessment creates reflective and analytical thinking abilities of the students.

Key words: evaluation, library language, communication, eclectic, assessment etc.

INTRODUCTION

In this globalised village, many things have been changed, are changing, and will be changed. Because of the advanced use of information technology, any citizen, whether rich or poor, whether he is from marginalized group or from elite society, it has become possible for him to get the access of the things he

wants. And this has become possible only because of English. In the present time, English is not any particular nation's property. Because of decolonization and neo-colonization, hegemony of western world over English language is waning and it has become the language of each nation and many cultures.

Though English was introduced in colonies like India basically for the study of literature and culture, market value for literary studies has gone down in the present world. Only effective communication skills in English- both spoken and written- have market value. In the professional world, English is needed for facing interviews, oral communication, seminars, conferences, discussions, meetings and writing resumes, writing reports, writing letters etc. And it is the chief means of communication in the areas of business, finance, medicine, technology, education, legal and official matters. English is the demand of call centers too. Ability to put oneself in expression is the demand of market. So English is much needed for the Internet world and IT professionals. If you are proficient in acceptable world market English, you are through. The study of literature has become a specialized field and it is not the need of the marketability. That is why, it is the need of the hour to teach language and not literature.

Background:

Before 1986, traditional method of teaching English language was used in schools. More attention was given to end products (achievement) than continuous assessment. Tests and exams were considered more important than acquiring skills and knowledge of English language by teachers, parents and students. More emphasis was given to the written part of the language. All round development of a child was not considered as a whole. Complete holistic approach was not developed. Teaching a text was given more importance. Text was the only tool which was available to the students and teachers. More emphasis was given on teaching mechanical language. Teaching English was considered something remote thing detached from culture. Rote learning was usual phenomenon used by students. Critical, analytical and creative thinking was not paid much attention. While teaching English, Grammar Translation Method was used for the whole period. Teaching mechanical grammar was given more importance than acquisition of language. Oral communication, discussion, speech, debate, conference were not arranged in regular periods.

While teaching English language pitch level of the students was not taken into consideration. More probably, while teaching English, actual knowledge of the language of the students was not taken into consideration. There was not need based teaching; rather it was text based teaching. Traditionally, teacher spent many hours correcting spelling errors and providing marks. There was mismatch between curricular goals and assessment content. The test results did not have any impact on teaching because the next stage of syllabus will be tested in the next examination.

Considering this view, Indian government has changed its policy and old form of traditional syllabus is changed by innovating approach which will be suitable for market place. The first step which is taken by government is the introduction of National policy on Education (1986). In this policy special emphasis has been laid on the improvement of examination system as well as the process of evaluation. The revised syllabus of English was introduced in 2004-2005. This is based on National Curriculum Framework. According to National Curriculum Framework 2005 – "English language evaluation need not be tied to achievement with respect to particular syllabi, but must be reoriented to the measurement of language proficiency. Evaluation should be made an enabling factor for learning rather than an impediment. Ongoing assessment could document a learner's progress through the portfolio mode. (p. 40)" (5)

Continuous Comprehensive Evaluation:

The concept of evaluation is much wider term than measurement, test and examination. All the three above said terms are only periodic in nature, whereas evaluation is continuous. Evaluation covers the whole personality of a child and his social behavior and other cultural components. The modern concept of evaluation originated from a newer philosophy of education. It is for growth and development of the students. Evaluation is not related to only one aspect of a child's personality. It covers cognitive, psycho-motor and affective domain of a child as well as personal and social adaptability

This system of evaluation has been introduced by Indian government from 2010 for the students of 6th to 10th standards. In Maharashtra, it has been introduced from 2011 for the students of 1st to 8th standards.

Let's begin with the meaning of continuous comprehensive evaluation. This evaluation is an integral part of teaching learning process. It is meant for all round development of a child. It is formative as well as summative. There are 3 important words in the definition i. e. continuous comprehensive and evaluation.

- **Continuous:** Continuous means it is always being there. It is carried out throughout the whole academic session. It is not either periodic or irregular. It is every day work of a teacher and learners. It is not an event but is a process. It is for entire span of academic session.
- **Comprehensive:** Comprehensive means it is not limited to a particular ability. If we apply this term to English language, it means all aspects of English language which are required for achieving skills the language. It is not limited to any one skill of the language.
- **Evaluation:** Evaluation is holistic. It includes scholastic and co-scholastic development of a child. When it is applied to English language, it means evaluation of each and every activity which is conducted for the development of English language. Formative and Summative assessments are two parts of the evaluation.

Aschcroff and Fore-Pect (1994) define assessment as "a judgment about the progress (formative assessment) or achievement (summative assessment) of a student's learning." (3)

Formative assessment:

Formative assessment is the magic bullet for education. It is about making judgments and it plays an important part in every day teaching. Formative assessment is designed to improve learning. It is an assessment for learning. Its focus is on providing regular feedback to the learners about how well they are learning and what is needed to help and support future learning. Formative assessment enables young people to take greater ownership of their learning.

Role of a teacher in Formative Assessment: In formative assessment, it is the responsibility of a teacher to connect the students thinking and feeling. Actually, formative assessment is based on constructivism.

First step in formative assessment is to conduct a diagnosis test and plan English language remedial teaching accordingly. Teacher will come to know real x-ray of a child and will apply the dose of teaching accordingly to the problem of each student. After diagnosis test there will not be the same teaching to all the students in all classes. There will be need based teaching in which teacher will provide meticulous attention to each child. It is boon for weaker students because identifying specific problems or weaknesses are key aspects of formative assessment. It is the great strength of formative assessment that learners get feedback each time unlike summative assessment where learners get feedback after the test or the examination only.

In formative assessment immediate feedback is given to the students. But it should be meaningful and appropriate. For taking feedback he may use question answer method. Teacher should keep more 'wait time' after asking a question. He should take the opinions of the students, instead of correcting their answers. He may also use collaborative learning techniques such as 'think pair and share.'

Effective feedback should offer clear guidance on how work can be improved. It is much more useful to the students, if teacher makes written comments like –'Say more about…..' 'Can you describe how….?' 'Can you think of an example to show what you are saying …?' etc.

Feedback provided by teacher should be honest. He should use carrot and stick method, so that it would be provided honestly to the students. Just encouraging or just discouraging would not work. It would obstruct a real learning of a child; rather feedback should to be more appropriate and effective.

In formative assessment, the purpose of teaching is not just going through the text and complete the teaching, rather in formative assessment text becomes one of the tools and not the ultimate target. It is just map, not the whole region. It is just for giving direction to the teacher. Apart from the text a teacher can use many other tools like newspapers, cartoons, magazines, story books, journals, autobiographies, pamphlets, magazines, regional dialogues, documentaries, role playing, dramas, novels, arranging poetry reciting competitions, showing audio visuals like songs, serials, arranging debates, speech competitions, reading competitions, arranging excursions, arranging visits to convent schools, asking to use broken spoken English in the class, conducting drills in the class, conducting MCQ tests, setting problem solving activities, giving projects, assignments, arranging computer based assessment etc. The use of quizzes, crosswords,

conferencing, match the games, self and peer assessment would be the part of formative assessment. In a way, teacher should arrange such an activity which will be suitable for the improvement of English of the students.

For conducting all above activities planning is necessary on the part of a teacher. Many a time learners get afraid of the test. So conducting activities in an informal way would be asset to the teaching. Learners get feedback or suggestion in formative assessment.

The most effective part of the formative assessment is self assessment and peer assessment. It is more fruitful, when it is done in group work, where students can identify and discuss the common mistakes. Marking other's work allows the learners to think about what actual learning is required and what they need to do to meet the assessment criteria. Teacher should make the situation for each student to get involved in his teaching and make assure that every one participates in his classroom teaching. It will allow students to apply their understanding in wider way.

Many students don't like testing their knowledge. They get afraid of test and examination. However, involving them in setting test questions, inventing marking schemes and marking one other's works helps for developing their actual knowledge. In the primary education, learners are in formative phase. At this age, involving them into competition can damage their learning; instead teacher should help them to achieve best at their level. Marking of the students' work can be responsible for regression in many students.

What happens when teacher uses formative assessment for the students in the class: By formative assessment students become more resourceful, reflective, creative and effective learners and understanding of concepts is increased. Students become more self- motivated. They struggle for success, which is the key element in formative assessment. William Black very correctly says about formative assessment, "Formative assessment is no longer about how smart you are, but how can you get smarter." (1)

Summative Assessment:

It is mainly used to provide information to others about how much learners have learned for certification. It does not focus on anything during learning but only after learning. In summative assessment, teacher works as a judge. Here importance is given to grading and marking. In India students are evaluated according to state level or national level standards in SSC certificate. This examination provides direction for improvement. There is a less scope for observing each and every language skill. It is terminal in nature. It is judgmental as well. It checks whether students have achieved desired goals. Black and Dylan say, "Summative assessment is an assessment that provides evidence of student achievement for the purpose of making a judgment about students' competence or program effectiveness." (1) After successful completion of this assessment students get marks, symbols and grades. Formative assessment is for students and teachers, whereas summative assessment is for students, teachers, administrators, policy makers and parents. So the data may be reported to the educators within the system, the school board, and the community. Summative assessment is not bad or good, it is just not formative.

Conclusion

Using CCE in an exact way is the need of the hour in language classroom. So, teacher should discard the old method of teaching language and get acquainted with CCE in proper way. For the proper implementation of CCE, there is a need of thorough training to the teachers. Teacher should also discard traditional form of teaching English and accept CCE in positive way. He should understand and accept the basic concepts in CCE and try to implement them in his day to day teaching. For the purpose, teacher should make different experiments while teaching the language. He should try to bring out different innovations in his teaching in such a way that students would start taking interest in his teaching.

Ultimate aim of learning English language is to get the knowledge and not the ranking in the subject. And application of that knowledge should be first priority of the students. It is the responsibility of the language teacher to make the growth of the knowledge of the students without testing them. So the teacher should keep future need of the students in mind and start teaching so that students will get bright prospectus to their life.

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