

CONCEPT AND MEANING OF EVALUATION, ERROR ANALYSIS AND REMEDIAL TEACHING AND LANGUAGE TEST

Prepared by

Dr. Riyaz Ahmad Kumar

Coordinator

PG (English)

DDE

University of Kashmir

&

Mr. Showkat Rashid Wani

Coordinator

Bed DDE

University of Kashmir

CONCEPT AND MEANING OF EVALUATION

Evaluation is a continuous process which is an integral part of teaching. Evaluation is not merely a test at the end of an English lesson or a unit. It is much more comprehensive term than either test or examination. It goes on constantly during lessons and units and is clearly related to the teacher's goal and points of view an English teaching. Evaluation is a continuous comprehensive experience and it is also cumulative.

Tests and examinations are the most widely used tools of evaluation. Test can used for grading and classifying the students in any particular area but they cannot be the real interpretations of the total assessment of personality of an individual. Examinations at the end of session can also be used to check the comprehension, memorizing power or writing abilities and then arriving at numerical or alphabetical ratings for report cards. This hinders much of the positive use f evaluation as a means of teaching and learning.

Evaluation not only assesses the students but also the teachers – how far have they been able to attain their pre-determined objectives. Thus evaluation is an integral part of teaching-learning process. Evaluation is concerned with finding out how far students have learned as a consequence of teaching.

Purpose of Evaluation.

Some of the useful purposes with evaluation serves are:

1. Evaluation makes it easier for the teacher to know his taught well and assessment and judgment becomes more exact.
2. Continuous evaluation can set future goals and lead to best path.
3. Evaluation can help to find out difficulties, problems as well as gifted aptitudes among students.
4. It is the best measurement of the value of teaching methods and procedures.

5. Continuous evaluation gives a total picture of an individual right from his entry into a system to his exit from the system.

ERROR ANALYSIS AND REMEDIAL TEACHING

English being a second language in the Indian situation still has a great importance because of its being associate official language and above all an international language. Whatever the planning or best efforts put in its teaching learning may be still then it has been found that there remain some gaps which drive the learners of the second language to fall into errors. The individual learners commit certain errors and distortions not exactly knowing where the error has crept in, in his learning process. Certain loopholes noted by the teachers at an early stage are done away with but certain errors may not be pointed out which go on with the learner and may in the long run put him in some embarrassing situation.

Causes and Types of Errors.

Generally speaking pupils' errors may be due to one or more of the following reasons:

1. Interference of the mother tongue.
2. Inadequacy in learning.
3. Over-learning or over-generalization of a rule (e.g., mans for men)
4. Inefficient and defective teaching.
5. Unsuitable textbooks, inadequate help from teachers or parents, unfavorable atmosphere for learning etc.
6. Sensory defects of vision and hearing
7. The errors can be broadly classified into two categories:
 - a. **Speech Errors.** Speaking and writing are active and expressive skills. There can be many errors in writing like:
 - i. Grammatical errors.
 - ii. Structural errors due to interference of first language.
 - iii. Incomplete answers.
 - iv. Wrong answers.
 - v. Spelling mistakes.
 - vi. Punctuation errors.
 - vii. Weak in composing, organizing and reporting.
 - b. **Speech Errors.** It includes errors in spoken English, and errors in reading English. Errors in this category may arise out of:
 - i. Mispronunciation due to effect of bilingualism.
 - ii. Proper stress and intonation missing.
 - iii. Wrong pronunciation of words due to incorrect production of sounds, vowel, consonants and diphthongs.
 - iv. Stammering due to lack of confidence.
 - v. Shouting and not reading/speaking.

vi. Lack of vocal expression and so on.

Some common Mistakes.

1. Sentences are being written as:

- a. He go to the Shimla.
- b. I did not went.
- c. She as well you are busy.

2. Specimen of spelling mistakes.

- a. Fation Feshion Fesion
- b. Colleg Colege Collega

3. Mistakes while writing opposite genders:

- | | <i>Masculing</i> | <i>Feminine</i> |
|----|------------------|-----------------|
| a. | Pen | Pencil |
| b. | Dog | Doggy |
| c. | Flower | Floweress |

4. Mistakes while writing opposite numbers.

- | | <i>Singular</i> | <i>Plural</i> |
|----|-----------------|---------------|
| a. | Woman | Womans |
| b. | Sheep | Sheeps |
| c. | Children | Childrens |

5. Mistakes in spoken English.

- a. Knife is pronounced as ‘kin-nife’.
- b. Wrong is pronounced as ‘wa-rong’

6. Errors while inserting articles.

- a. I saw a European entering an university.
- b. He saw not a honorable man.
- c. A man in mortal and an honesty is best policy.

7. Punctuation error.

Example;

they has played Together in infancy, they had worked Together in Manhood they were now tottering about and gossiping away in the Evening of life and in a short time, they will probably be buried together. In the neighboring churchyard;

Remedial Teaching.

The most important step now is to take necessary remedial measures in the light of pupil performance. Teaching, evaluation and remedial measures are the three classic steps in any teaching learning process. So the duty of the teacher is not merely to teach and test but to take necessary remedial measures wherever and whenever required. The aim of this step is not just revision of earlier work and check on it but analyzing errors and then applying the remedial measures till the problem of students are done away with.

A remedy has to be based on an identification of the malady and its causes. The solution of the difficulties arising out of errors has to be organized in various steps like:

1. Identification of the cases who have much difficulty and create errors more often.
2. Arranging remedial classes for such students in addition to the regular classes.
3. Changing of the previous strategies, molding and re-planning the lesson plans as per the need.
4. Switching on to situational teaching, use of substitution tables etc.
5. Preparing suitable assignments, worksheets, regular tests etc.
6. More practice and drill work to be organized in accordance with the difficulties occurring more and more.
7. Remedial classes should always be handled by capable energetic, patient and imaginative teachers.

CRITERIA OF A GOOD LANGUAGE TEST

Tests and examinations are important as far as learner's career is concerned. Tests are to be designed in such a way that they test the learner's ability adequately and correctly. Some of the main characteristics of a good test item are:

1. A good test includes only those items which have been taught by the teacher. The course to be taught should be defined yearly with unitization and sticking strictly to the term and monthly tests.
2. Tests and examination should strictly revolve round the aims of teaching English. We know that we have four aims of teaching English
 - a. To enable the students to understand English when spoken.
 - b. To enable them to speak.
 - c. To enable them to read, and
 - d. To enable them to write.
3. Tests and exams should be carefully designed with examiner having clarity as to what a particular question is framed to test. The teacher should not test knowledge or information through English test paper. The questions should aim at testing the candidate's real mastery of structures and vocabulary items.
4. The test should be neither too difficult nor too easy. If the test is very difficult, then all students would score low and no distinction will be made among good, average and weak students and same will happen vice-versa.
5. The test should neither be too lengthy nor too short. If it is lengthy, it will not be completed in given time and if very short, it will be completed before time.
6. The instruction in the test paper should be clear.
7. The language used in framing questions should be such that it leaves no room for any ambiguity.
8. The answers should be fairly and easily scorable. It means that a test paper should have a judicious combinations of the objective type questions and short answer type questions.

9. In a good test in English due credit should be given to the work done by the students in the class.

Types of Language Tests

Earlier the tests used to be of traditional style only i.e., more stress was laid on the written aspect of language. Then came a period when the test was either oral or written. By testing the language this way we can test the written skill, the spoken form and the oral reading but nowhere the aural test is conducted. Latest researches reveal that aural tests can be conducted quite easily and appropriately.

Written tests, aural-oral tests – all the types of tests can be used to test the objectiveness of teaching English. Depending upon the length of the answers and the objectivity in scoring, the tests are usually of following types:

Written Tests.

1. **Essay Type.** Essay type tests are also called as traditional tests. These tests are facing a lot of criticism these days as far as languages are concerned. The essay type tests can measure verbal fluency, skill of expression, organization of thoughts and attitude of examinees towards problems and subjects considered in the class. It however lacks some of the qualities of a good measuring tests.
2. **Objective Type tests.** Objective type tests have become very useful and popular these days. The objective type tests have a direct relation and objectivity in scoring. The student has to point out the correct option among given few options and since only one answer is correct, the subjective judgment of the examiner cannot vitiate the scoring. The tests are highly reliable so far as scoring is concerned and it has no scope for favoritism to anybody. The objective type tests have certain advantages over the traditional essay type tests. The former can cover large area of the syllabus in prescribed short time schedules and they can be scored easily and objectively.

The only disadvantage of the objective type test being that they leave a scope for guess work. The objective type tests are in the form of:

- a. **Multiple Choice Questions.** This type of tests comprises of several alternative forms the examinee has to select one that matches the statement most correct. This type is very useful because it has less chances of guess work and intelligent thinking is encouraged. For every question three or four alternatives called distracters are given and only one option is correct. For example:

Select the word or words that spell correctly:

- i. Biassed.
- ii. Biased
- iii. Baissed
- iv. Baised

- b. Matching type.** The matching type test is a type of recognition test ‘what goes with what’. Here usually two mismatched columns are given and the examinee has to compare and match the correct one in one column with its match in the other column.

For example, match the words with their meaning.

<u>Word</u>	<u>Meaning</u>
Relax	Think
Ponder	Respected
Assimilate	Life Down
Revered	Just
Judicious	Absorb

- c. Fill in the blanks type.** These types of questions either may or may not have the given options. Here, the students has to fill in the either correct grammatical structures without any clue or assistance or the examinee may have to fill the blanks from the context/prose already taught in the class.

For example, fill in the blanks by inserting suitable articles:

- She is _____ untidy girl.
 - English is _____ language of _____ people of England.
 - Yesterday _____ Europeans came to _____ office where I work.
- d. Yes – No type.** By asking yes – no answer type questions, the teacher can check the students grasping things correctly. These types of questions can be scoring only for those who really know about the content completely.

For example, write ‘yes’ or ‘no’ as question demands:

- One who knows to speak English can definitely write it well. ()
 - Both English and Hindi are considered as out national languages. ()
- e. Completion type test.** This type is a means to recall information in an English content and completing the given statements/words etc

For example, complete the following sentences:

- Where there is will, there _____.
- The patient had died _____.
- He is not an _____.

3. Short answer type tests.

- a. Very short answer type tests.** In the short answer type tests, such questions are asked which demand short answers. The length of the answer in most cases is a matter of subjective judgement. The test items in this type expect brief – to the point, limited short answers. Thus these tests teach the art of preciseness and still elegant. The preparation for tests on the part of teacher becomes easy and the students can also score well easily.

The short answer type tests combine the advantages of objectivity and wider coverage of the syllabus of the objective type tests and some amount of comprehensiveness of the essay type tests. Thus these are the reliable tests.

- b. Oral tests.** Oral tests are used to test the reading, comprehension, and expression abilities

- i. **Reading.** The teacher resorts to individual reading by each child individually and checks out the correct pronunciation, intonation, rhyme and rhythm, alliteration etc and gives scores accordingly.
- ii. **Comprehension.** The comprehension may be of following types:
 1. **Auditory comprehension.** The teacher reads some content and asks questions about the content only.
 2. **Reading comprehension.** The teacher tests it either by loud reading or silent reading of the students and the questions are asked.
 3. **Picture comprehension.** A picture/flash card is shown to the students and then they have to answer some questions based on the picture.
 4. **Story comprehension.** the teacher narrates a story and then checks students comprehension by asking certain questions.
- iii. **Expression.** The expression can be tested in various ways. Either the teacher may perform some actions and ask the students to describe them, or the students may be asked to dramatize a situation/action or mimic a character and so on.

Oral testing enables a teacher to test the sound stress, pronunciation, fluency intonation etc quite informally.
- c. **Testing Listening Comprehension.** Listening comprehension testing is one of the most important tests for really testing the learning of English language. This sort of skill testing has to be very creative and it will definitely vary from place to place and situation to situation and will also depend on how resourceful and creative an English teacher is. Some examples for testing listening comprehension are:

Example 1.

A teacher may give some command and see whether the students are responding correctly. If so, it means that they are listening and grasping the words with comprehension like:

1. Open your book.
2. Close your notebooks.
3. Rameez, shut the door please.
4. Beeta, open that window, and so on.

Example 2.

The teacher may talk about something and then show the students some pictures. In these pictures, only some will be relevant to the speech delivered by the teacher. The teacher may ask the students to point/sort out the relevant pictures.

A good teacher can create many situations to test listening comprehension.