India, a country of diversity enjoys unity by means of English, the international language and the political constitution, the two assets gifted by Great Britain. Defects in evaluation spoil the learning of the language. Evaluation should be like complete scanning of the body along all physical measurements including strength and appearance. Examination is like a simple diagnosis for treatment. Annual Examination is promotion oriented and public examinations are meant for testing the eligibility for higher studies. Passing the examinations is not the aim of learning and learning English. Evaluation should be utilized for improving learning and teaching processes.

I. INTRODUCTION

When our country India attained freedom and established the democratic form of government it was deplorable in education and economy. Ten percent of population was able to sign, though with difficulty, had a square meal daily and a pair of minimum clothing. Within a short period of sixty years, India has achieved the status of a mighty power with scientific advancement and ability to feed decently one sixth of world’s population and provide them with modern amenities. It is due to the language English and the constitution in the British model. English gives us the unifying force in spite of diversity in culture and parochial views of the states formed on the basis of language.

We Indians should realize the indispensability of English. To respond with ‘Yes’ or ‘No’, the servants or attendees should be able to understand English. To express difficulties and requirements or to convey the massager to others basic knowledge of English is needed. To study professional courses or to become executives or to take up white-collar jobs, a good command in English both in speaking and writing is a must. The reason explained above makes us realize the truth that the correct method of teaching English paves the way
to enjoy the benefit of knowing English. The Parents show interest first of all in the physical growth of children, so they take measurement of height, weight, chest and hip. Like that improvement of knowledge in English should be tested intermittently. It may be after a time interval or after completion of a lesson or a portion. Mere tests or examinations cannot be accepted as evaluation. Testing is like weighing the vegetables but evaluation is finding the value of jewels judging the purity of gold and appraising the worth of diamonds and pearls. Improvement of students’ English knowledge cannot be understood by tests and examinations. In every type of questions there is some defect that cannot be explained in detail in an article of restricted measure of length.

Evaluation without defects is an indicator of students’ improvement in English, which helps the teachers to adopt new teaching styles as immediate rectification. So, the defects in evaluation spoil the learning of the language, English which is undergoing universal modernization and decoration with different styles. Evaluation should be like complete scanning of the body and judging the physical strength and appearance. The improvement being profitably attained or absorbed cannot be tested because there are defects in every type of questions cannot be measured with numerical indication of marking system but can be evaluated through analysis, judgment and awarding weightage to the development shown in different areas.

When testing standard is raised to its perfection it becomes evaluation. Systematically formed testing should let the students know their deficiencies in understanding the Thematic and linguistic objectives and in increasing the vocabulary including phrases and idioms. Test is usually held occasionally at the end of the term or end of the year. When it becomes a continuous process calculating the students’ improvement at every point of instruction it becomes a defect less evaluation. Teaching and testing should be repeated in this continuous process of repetition for remediation like teaching, testing to know the students’ deficiencies, re-teaching or remedial teaching for rectifying the deficiencies. Measurement of acquired knowledge in English cannot be measured in numbers by means of marking system which is subjective. The progress of a particular student can be understood or evaluated by comparing his personal achievement with class average. Mental traits or psychological attitudes are beyond the reach of usual testing and measurements.

II. HOW SHOULD BE A BEST EVALUATION?

Evaluation is an inseparable process of learning and teaching. Evaluation is inevitable and indispensable to diagnose the students’ difficulties in learning and to take instant remedial measures in teaching. Gronlund (1981) defines evaluation as “a systematic process of determining the extent to which instructional objectives are achieved by pupils.” He describes the process of evaluation as quantitative description or qualitative description or both plus value judgments. Beeby (1977) defines evaluation as “The systematic collection and interpretation of evidence leading to a judgment of value and action.” To define evaluation briefly but completely, we can express that it is a continuous and
comprehensive process to gather reliable information about the students by means of effective tools as tests, observation, interview etc., for judging the students’ achievement and difficulties to take appropriate remedial measures in the teaching techniques and styles to improve their learning.

III. THE USEFUL ROLE AND FUNCTIONING OF EVALUATION

Chauncey and Dobbin (1968) and Ausubel and Robinson (1969) stress some functions and purposes of evaluation like facilitating learning and teaching, planning and evaluating curriculum, guiding and counseling the students with care and following individually suited instructional methods. If the evaluation structure cannot discover or diagnosis the specific defects in learning of a particular student which helps the teacher take remedial measures, the evaluation process is utterly defective.

According to Tyler (1969) the important components of Educational process are (i) Objectives (ii) learning experiences and (iii) learner appraisal or evaluation. These components are interrelated. Objectives help to determine learning experiences which in turn give ideas and suggestions for learner appraisal. It is learner appraisal that picks up the useful learning experiences that contribute to learning. “Appraisal of the learner leads to the appraisal of curriculum, the teaching styles and techniques, the teacher himself, the institution etc.,”

IV. THE DEFECTIVE EVALUATION SYSTEM

If it does not help for adopting effective instructional methods eliminating unsuccessful ones, for improving the students’ performance through continuous and comprehensive evaluation and for allowing the teachers to adopt up to date teaching styles and curriculum changes according to the individual difficulties; the evaluation system should be considered to be ineffective and useless with defects. Annual Examination is promotion oriented and public examination is meant for testing students’ eligibility for higher studies. Passing the examinations is not the aim of learning and learning English.

From the feedback data gathered from examinations, the Educational Department does not take up the right evaluation measures from prescribing the curriculum to conducting effective mode of examination. Educational institutions never think of improving the teaching standards. While evaluating students’ achievement, the teacher should notice their defects which will evaluate the defects in teaching standards.

V. HOW TO APPLY EVALUATION SYSTEM IN TEACHING ENGLISH

Evaluation is not the event of end of year. Every moment every student should be evaluated from the facial differences in trying to understand what is taught as usual. The teachers’ experience should help them providing the power of mind reading which will analyse the students’ difficulties. Application of appropriate remedial methods of teaching is followed after successful evaluation. Improvement attained in learning English cannot be evaluated by written examinations. In every form of question types, like multiple choice
questions, matching types, filling the blanks, matching the terms with their meanings, essay type questions etc. there are many defects. Talent in learning a language cannot be tested by a single method since multifaceted acquirement of knowledge is essential for obtaining wholesome success in the four departments namely ‘listening and speaking’ and ‘reading and writing.’

VI. DRAWBACKS FOUND IN EVALUATION IN EVERY LANGUAGE DEPARTMENT

First of all students should listen deeply and continuously without break or wavering for which students’ interest and teachers’ talented and attractive way of techniques are essential. For teaching other subject matter is to be conveyed but in teaching a language and especially English, pronunciation should be given full weight. Intonation, stress omitting the sounding some letters should be exactly followed by the language teachers of English. For immediate adaptation of a suitable technique, the students should be questioned intermittently to evaluate their speaking with correct pronunciation.

This enlightens the teachers that evaluation should be a separable part of instruction. Listening is the gateway for the entry of knowledge in the brain of the students, which is freely following from the reservoir of teachers’ knowledge. The faults of evaluation should be instantly done away with immediate rectification. Next comes speaking, in the delivery of expression through variation in sounding, the air from expiration passing through windpipe get transformed into sounding by means of vocal chords. This sounding gets variation with the combined effort of the palate (soft and hard), the tongue (tip, middle and back), the lips and teeth in accordance with the sounding of the alphabets. Can written examinations evaluate the mistakes found in this process exactly?

Reading and writing of English need the knowledge of basic grammar, special way of structures, specific phraseology and unique application of idioms, the special and extraordinary property of English, the universal language. Speaking and listening are simultaneous occurrences of past, present and future. Writing is done to deliver the message to readers of the contemporary people and for the future generations. Readers should be able to understand the writers’ messages.

VII. CONCLUSION

Evaluation is a nonstop process for immediate and instant rectification. So the tests and examinations cannot be considered as evaluation methods. So the process of evaluation followed at present is full of mistakes. Let us try our test to formulate an effective mode of evaluation though not a perfect one.

VIII. SUGGESTION FOR THE FUTURE

Experienced educationists, Educational institutions really working for the improvement of the students and education department of the government engaged in the development of understanding English language, should try their best to formulate an evaluation system which will be beneficial to the future students.
IX. REFERENCES


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