31
INNOVATIVE TECHNIQUES OF EVALUATING ENGLISH LANGUAGE AND LITERATURE LEARNING

Dr. A. T. Gavhale, Kisan Arts, Commerce and Science College, Parola, Dist. Jalgaon, Maharashtra

Abstract:
This research topic focuses techniques of evaluating and testing for the improvement of the students at the various levels. It requires bringing validity and reliability for the positive assessment in the classroom. It clears that, while facing test and evaluation, the learner should learn a new skill to strengthen abilities. So, all the activities of major tastings are beneficial and rewarding for the teacher's feedback on learner's overall performance. It enables new form of learning in language classroom on the grounds of evaluation.

Introduction:

On the part of language teachers, learners and researchers, there is common issue about techniques of testing and evaluation in validity, reliability, practicability in language course. No doubt, learning is the responsibility of learner but it is the moral duty of teacher to enhance the students to train the language skills and abilities. It is not proper to evaluate the students at the end of the course. It does not have proper values in language communication communities. So, while evaluating the learner, there might be objective assessment instead of subjective for judging merits and evidence of student's self-reflective abilities. To evaluate the students' in objective mode, where grades and ranks are not significant but the stress is given on student's fluency and ability. In evaluation the task of learner is assessed continuously. All round measurement and assessment of learner are made throughout the year. It involves objectives of testing, methods to achieve theme and findings out how far they have been achieved.

For applying evaluation, testing and assessment tools in the class, the teacher's effective flexible performance of teaching level should be applicable for the low and high level students. Due to circumstances, unfortunately this role of teacher is unable to fulfill the criteria of measurement and the teacher ignores the real abilities of students at the end of the course. Hence to implement the objectivity is considered more important in the overall language evaluation. Again the task of evaluation depends upon framing of good syllabus structure with respect to standards and the techniques in which students can improve. So, sometimes it becomes more critical to evaluate the students due to classroom size, curriculum, limited time and resources. In response to all forms of evaluations, testing and assessment, teachers and educators innovate the new channels with considering the standard and abilities of learners so, the atmosphere in the class, time element and syllabus are considered for well improvement of the learners.

Evaluation of Literary Field:

It records that testing and evaluation have been playing basic role in the literary forms like drama, poetry, fiction and essay to enhance literary ethics in learners. The teachers should clarify, purify and discuss some basic concept of literature and language like validity, reliability, discrimination and objectivities. Again, the teacher should clear the difference between test and examination, evaluation and assessment. In fact, these techniques of teaching take of long duration for directions to improve learners at particular standard in language and literature testing. Apart from this, the language teacher should innovate new angles and insides in evaluation considering social, cultural and economic needs of learners.

The evaluation of learners can be done in various tracks as paper and pencil test and home task based test in objective mode. But this evaluation depends upon high and low group of learners. The teachers should change his authentic role and alternate forms with respect to the more active role of learner. These techniques are beneficial for the well progress of learners on the grounds of learning-teaching progress in education setup. *This paper is an attempt to innovate the significance of such new concepts in testing and evaluation in classroom to motivate the learner for learning skills of language and moral standards of literary field in Indian students.*

Discourse in Language and Literature:

While innovating the different techniques of evaluations, the literary language and communicative language teaching should be consider. The learners should be participated in language discourse and literary discourse in the classroom situation. Here, firstly the teacher should follow appropriate methods for communicative evaluation which has also merits and demerits. A linguist Bachman (1993) has stressed task based testing in communicative language evaluation where the teachers' measures broader range of language abilities in theory and practice, function and situation in the classroom. With the help of this approach the learner can make discourse with outside world but the teacher's evaluation should be form based than fluency based. It enables the student to become active participant and to demonstrate the world learning progress. In this method the teacher can evaluate learning goals and completes his target to improve the learners for literary and language discourse. Again the student applies a review or reflection at any discourse item as a whole for creating living atmosphere in the class. The teacher and learner come to meet at particular part to evaluate communication. It depends upon the role of the teacher and learners response in the evaluative process. A linguist like Skehan and Alderson opine that sometimes communicative language tests and evaluations create artificial atmosphere in language classroom. In fact, this artificiality creates obstacles in language evaluation and further tips to develop language skill in day to day language. Then Simon Andrews (2005) signifies the need to innovate a new tool to evaluate different modes of testing upon group testing and self-assessment, computer and internet based testing. There should be a dynamic approach for language and literary evaluation and leaner centered concept like 'learning validity' and 'learning reliability'. At last, it requires the teacher's basic knowledge about testing, evaluation and assessment of student in learning teaching process in Indian atmosphere.

Brain Tomlinson views that, the main goal of language testing is not only to be fair, reliable and valid but also create learning opportunities for the students in specific times. He suggests a new and significant principle of testing and evaluation called 'learning validity' which focuses on the possibility of language test having no impact on the classroom instruction. It needs learner's participation not only in evaluating activities but also in designing and framing the standards of learners in language and literary fields. It creates the opportunities for learners to participate and to achieve mastery over literary and language discourse in the real world.

Dynamic Evaluation Techniques:

Apart from traditional and static techniques of language and literature evaluation, in multilingual countries like India these are not applicable. So there must have a dynamic evaluation technique which depends upon social, political, economic and cultural atmosphere of the teacher and the learner. There should be total reaction against the limits and limitations of the concepts of in present teaching English. Here the teacher and the syllabus framer cannot be affected from the changing socio-political facts of learner in the learning, teaching and testing. The teacher must have more contact and sensitive location for adopting dynamics in content, strategies and testing modes in language class. So, classroom communication and culture are significant to adjust teacher's method because both are interdependent factors and modify attitude of the learner. Henry Widow son points out that communicative language teaching (CLT) creates classroom atmosphere artificial which is away from real outside world. A fact is that, 'classroom' is the only platform alone for the real social communication when the learner participates

and spends a major time in the class. So, this part becomes core element for language teachers for the evaluation of learner. If there is positive personal relationship not only before the teacher and the student but the learners themselves. At that time, learners become self-oriented for accepting teacher's dynamic methods of testing and evaluation. These things help to promise learning skills in Indian language classes.

The English teacher should adopt for learning validity in the classroom community to achieve mastery over language--the grammar and writing activities, vocabulary and reading exercises, listening and speaking tasks. According to this approach i.e. post communicative approach, it aims at developing the learner cognitive skills drawing conclusions and making hypothesis based on the compare between L1 and L2. Unlike CLT (Common Language Test) here in the post communicative approach grammatical accuracy is treated as a part of communicative efficiency. The learner's structure is considered more important because the learner trains his target language in the company of learners in classroom atmosphere.

Evaluation of Skills Reading and Writing:

Testing and evaluation of reading writing skill in language and literature measure the students' participation in the classroom activities-skimming, scanning and predicting. The teacher should motivate the learners to understand basic skills of reading while adopting different strategies for the learning-teaching process. Then the teacher focuses playful aspect of language in reading beauty of language-irony, simile, metaphor, personification, hyperbole, jokes, gestures and body language. Here the learner can realize the value of enjoying language for its own sake. The learner should discuss the real life experiences as feedback of classroom learning and the realization of language elements and literary element about day to day life. This kind of language writing plays vital role in the learner's ability to expand the skills of language.

Like 'reading', 'writing' test encourages to expand knowledge of language with sufficient training in the use of element of language. The teacher should adopt appropriate devices, specific vocabulary topic, phrases and idioms and some registered words. For the better testing, the tester should frame time which can be effectively in writing activities such as debate, argument writing, verbal-non-verbal message, charts, graph, appeals, improving written text....etc. Then the criteria of students' progress and achievement in skill of speaking and writing should include fluency, effective paraphrasing, accuracy, punctuation, spellings and pronunciation. It may be called judging merits and evidences of students' self-reflection and efforts. It shows that each and every aspect in language communication is necessary to consider over teaching, testing, evaluation and assessment of learners on the objective ground. Then learning language through basic skills is the responsibility of learner and the teacher should motivate and innovate new skills to enhance the knowledge of the students in the literary and non-literary field.

Positive Effect of Evaluations:

It is fact, the process of testing and evaluation creates new learning and positive response among the learners. They can develop better awareness of aims and objectives of test and evaluation in the classroom activities. No doubt, a well-organized and purpose oriented test brings out a new potentialities, skills and abilities in the learners for uttering language in daily life. Naturally due to testing and evaluation, there is cultivation for language learning and at last, it creates learning potentialities in learners' brains low level to higher level performance. Then the learners are able to acquire remarkable skill and ability which can lead to success in the positive atmosphere. A problem is that, some students are more skilled learners in mathematics and science subjects but the same students are unable to get success in admission test of English language. So, it is correct to say that, our best students are poor communicators. To solve this issue, the language teacher and subject teacher should attempt effective and skill based language test along with the subject test. And the success in the language test is to be compulsory for the students to seek admissions at various faculties. The credit goes to our universities and autonomous colleges because they are strengthening language testing and evaluating system such as methodology, curriculum development,

teachers training and implementation. They are making broader aims for teaching systems which are beneficial for the learners to perform as the best learners in learning teaching transaction.

Reliability and Validity in Language Test and Evaluation:

In this research paper, there is a discussion at length that, the primary task of language testing and evaluation is to measure and to promote more effective learning. For training the learners and acquiring language abilities, the measurement of test and evaluation must be fair, realistic, reliable, and valid and aim oriented. These things provide the opportunities for variety of experiences at every time for the teachers to learn new skills in language and use their abilities in literary context.

In fact, there should be clear measurement for testing atmosphere and purely focus on the specific aspects of learners' performance. Then the implementation of new techniques and concepts creates language and literature testing beneficiary. The said things encourage the learners to learn from their test and evaluation from experience which has positive response in the classroom instruction of the aim oriented teacher. It shows the compromise between the teacher and the learner to acquire skills of language at different stages on the grounds of reliability. It can possible only through impartial manner and in objective mode in language and literary Indian classroom.

Work Cited

1. Andrews Simon, Towards *a Post Communicative Approach,* MET, Vol.14, No.3, 2005
2. Bachman L.F., *What Does Language Testing have to Offer,* Silberstein , Sandra (ed) State of the Art TESOL USA, 1993
3. Tomlinson Brian, *Testing to Learn: a Personal View of Language Testing,* ELT Journal vol.59/1 January, OUP, 2005