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## EVALUATION AND ASSESSMENT IN ELT: A GLOBAL PERSPECTIVE

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### ABSTRACT

Evaluation and assessment are the two sides of the same coin that play a significant role in judging a person's ability or performance and improving their knowledge or skills for better performance. Evaluation and assessment are two processes that take place in all walks of life but in different forms. They play a key role in workplaces as well as teaching-learning activities. An employee's performance is measured on the basis of evaluation and consequently assessment is done to improve his performance later. In business and corporative organizations, evaluation and assessment are taken as two basic standards for the growth of their organizations by evaluating and assessing the performance of employees on a regular basis. In teaching-learning process also, evaluation and assessment are done to judge or determine the level of students and take steps to enhance their knowledge to perform well eventually. In English Language Teaching (ELT) also, evaluation and assessment are done or implemented to measure or gauge the performance of the students and identify their weaknesses in particular aspect and correct them for their improvement in the subject or an activity they do. It is equally important for teachers to assess themselves and improve their teaching techniques in imparting quality education.

This paper aims at understanding the terms 'evaluation' and 'assessment' in a comprehensive way and their implementation at workplaces and in teaching-learning process. It also attempts to bring out the facts about their implementation and outcomes with a clear data. Further, this paper highlights the final outcomes of all types of organizations after the successful implementation of evaluation and assessment, taken as basic standards, for the sustainable development.

**Keywords:** assessment, business and corporative organizations, ELT, evaluation, implementations, performance, students, teachers, teaching-learning activities, workplaces.

### Introduction

There are certain procedures or standards to be maintained or followed by various organizations to evaluate and assess the performance of employees at workplaces and teachers and students in educational institutions. These procedures or standards help them grow in a systematic way towards the path of success. These

help for not only professional growth and development but also personal development. Evaluation and assessment are two important processes followed by the organizations for their constant growth. Evaluation and assessment play a vital role in an organization's development as well as an individual's progress or success. Both evaluation

and assessment are interlinked and cannot be separated from each other.

Evaluation is a process of judging or determining one's ability or performance in a systematic way. It is not possible to measure the performance of an individual or a group without evaluation. The process of evaluation is a normal criteria in every organization i.e., educational, business, corporate organizations and so on. Many evaluations in business organizations measure the performance of employees and provide quantitative measurements that are needed for the environment of production-oriented work. In educational system, the success rate of both the teacher and the learner is assessed through evaluation. Gronlund and Linn state, "Evaluation is a systematic process of collecting, analyzing and interpreting information to determine the extent to which pupils are achieving instructional objectives". Now-a-days, education is an investment for the human beings to have a successful career in terms of development of skills, knowledge and human resources. Evaluation is an essential one to build and develop an educational programme, assess its achievements and improve upon its effectiveness. Evaluation plays a key role in the teaching-learning process by which both the teachers and learners can improve their skills. It provides a valuable feedback on the design and implementation of the programme and also provides an opportunity for the learners to assess themselves from time to time. It is also useful for the teachers to examine themselves and update their knowledge and teaching techniques. A well-designed and well-organized teacher evaluation affects the teachers directly in assessing themselves. This evaluation results in improving the standards of the teachers and suggests orientation and training programmes for them to enhance their teaching skills. Moreover, a well-designed evaluation is useful for teachers in three ways. Firstly, evaluation encourages teachers to be more self-reflective. Secondly, teachers gain information through feedback based on evaluation programme. Thirdly, the evaluation process creates more opportunities for conversations with other teachers and administrators about the effective practice. In short, a well-designed teacher-evaluation programme has

a direct and lasting effect on individual teacher evaluation.

Teacher evaluation plays a dominant role in improving the teaching skills of a teacher. Teachers can use this evaluation as a standard parametre for their professional development and individual growth. This evaluation process should be continuous in teaching-learning process. It provides an opportunity for the head of the institution to be familiar with teachers' performance. As a result, suggestions and recommendations are given for teachers to improve their techniques by employing certain practices in the classroom. Similarly, it is applicable for the learners also. Teachers evaluate and assess their performance in classroom activities as well as quizzes and examinations. Evaluation may be announced or unannounced but it should be done on regular intervals in order to improve the standards of students. Thus, it is beneficial for both teachers and learners. In English Language Teaching (ELT) also, evaluation is done in assessing the performance of teachers as well as learners. It is important in English classrooms for getting the desired results. "Evaluation in teaching English language is a process of collecting, analyzing and interpreting information about teaching and learning in order to make informed decisions that enhance student achievement and the success of educational programs (Rea-Dickens and Geimanie, 1993; Genesee and Upshur, 1996; O'Malley and Valdez-Pierce, 1996).

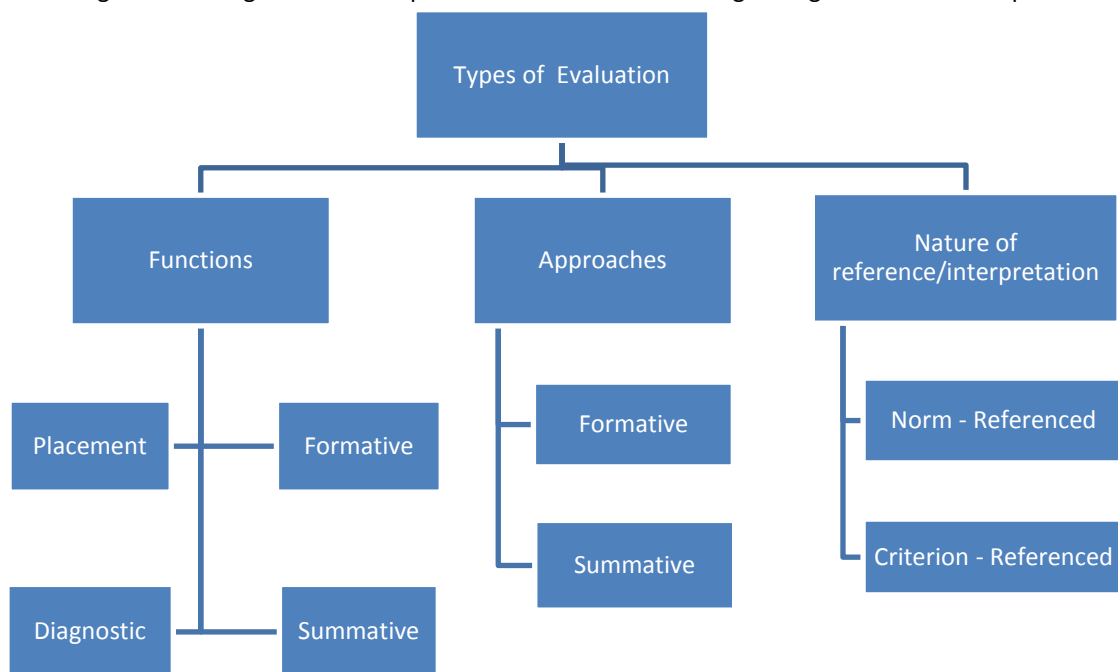
Assessment is the process of improving the quality of a person's work after evaluation. Assessment is another important standard that enables any organization to identify the drawbacks of the employees and improve the quality of their work. In educational institutions also, assessment is done based on the evaluation. Assessment in education is about gathering, interpreting and using the information for the outcomes of learning. Bob Adamson rightly points out, "Assessment is the process of collecting information or evidence of a learner's progress and achievement over a period of time in order to improve teaching and learning". Learner-centred assessment, at any level, is important in educational institutions where the focus is more on learners and their improvement.

Huba and Freed opine, "The process of assessment is nothing but gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand and can do with their knowledge as a result of their educational experiences; the process culminates when assessment results are used to improve subsequent learning". In ELT also, assessment is one of the important standards that teachers follow to assess the performance of students and improve their quality of work for better results. Therefore, evaluation and assessment are done in English classrooms as the same process is done at workplaces in business or corporate organizations. Let us examine how evaluation and assessment bring about changes and developments

in teaching-learning process, particularly in English language teaching and learning.

**Evaluation and Assessment:**

Evaluation is a process of judging or determining a person's performance or abilities at workplaces or in educational institutions and so on. In English language teaching also, the process of evaluation determines the level of the students. Especially, English language teachers need to focus on the achievement of the students through constant evaluation. As it is applicable to English language, it is applicable to the other subjects also. According to approaches, evaluation is classified into two types: formative and summative. Formative evaluation is used to measure the progress of the students' learning during the instructional period.



The main objective of formative evaluation is to give constant feedback to both teachers and students. It is essential for teachers in modifying their instructional objectives, techniques and methods to provide a better learning environment for students and attain the desired results. It is equally important for students to assess their progress of their learning from time to time and improve their learning. The following are the characteristics of formative evaluation:

- It reinforces students' learning skills.
- It is done from time to time during the instruction of the course.

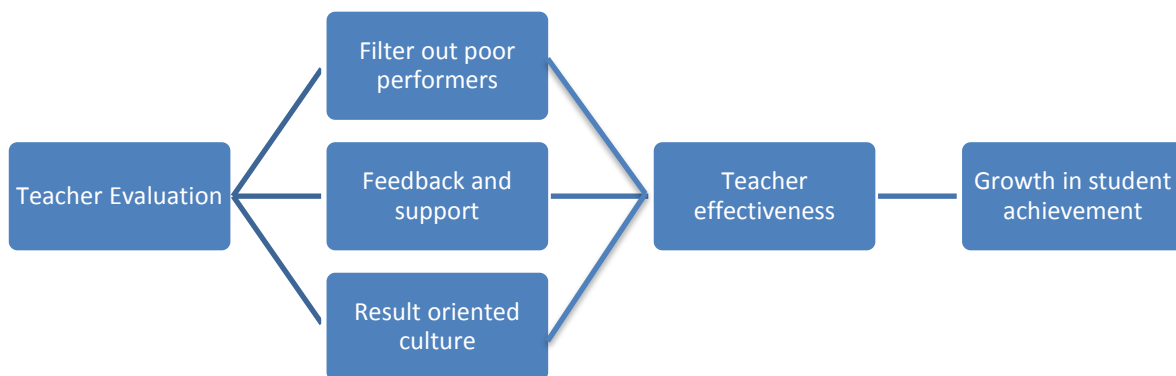
- It gives immediate results to the students.
- It helps teachers to modify their teaching strategies instantaneously.
- It determines the problems and difficulties faced by the weak or slow learners in understanding the subject.
- It encourages the students to learn more as they get their progress periodically.
- It is just a teacher-made test because it is done under teacher's observation only.
- It observes the role of evaluation as a process.

Another evaluation process is summative evaluation which is generally done at the end of the instruction of a course to disclose how far the previous or already fixed objectives have been accomplished. Generally, it is done to evaluate the achievement of the learners. The underlying objective of this summative assessment is just to allot grades to the pupils. It shows the performance of the learners and it assists to review the relevance of instructional objectives of the teachers. It is obviously considered the work of standardized tests. Formative evaluation is given in the form of tests at regular intervals during the course time; whereas summative evaluation is given in the form of tests at the end of a course. Standardized tests, teacher-made tests, traditional school and university exams, rating, practical and oral test are some of the examples of the summative evaluation. The characteristics of summative evaluation are as follows:

- It is useful in judging the students' achievement.
- The results come at the end of the course or programme.

- It strengthens the students' learning and emphasizes the learning of the whole, not a part.
- The results given after summative evaluation are useful for the purposes of grading and placement.
- It may affect sometimes the learners in a negative way and it ignores the problems encountered by the learners.
- It observes evaluation 'as a product' as the main purpose of this evaluation is only to find out the levels of achievement.

Evaluation plays a key role in teaching-learning environment. It is a well-known fact that evaluation is an integral part of the instructional programmes. Evaluation is a useful process for both teachers and learners in ELT. The data is collected from some sources for evaluating teachers' performance, mainly from students' feedback, results that students achieve, feedback from colleagues, feedback from management and so on.



Let us examine how evaluation is useful for teachers for their professional growth and quality teaching:

- Evaluation enables teachers to identify their strengths and weaknesses.
- Teachers can use evaluation for their career development by identifying their responsibilities.
- Evaluation helps them improve their teaching techniques and develop their knowledge.
- It motivates the teachers to overcome the conflicts with their colleagues.

- Teachers can frame and reframe relevant and realistic objectives of instruction.
- It helps them carry out special instructional programmes.
- It motivates them to develop various approaches, techniques and methods of teaching.
- It helps them improve the existing curriculum that is suitable for the present education system.
- It motivates them to maintain and promote the social and personal prestige.

- Through evaluation, teachers implement appropriate and adequate learning strategies to enhance the learners’ learning skills.
- Teachers diagnose the weaknesses of the students and explore the suitable techniques required to strengthen their standards.
- Teachers can adopt better educational policy and make decisions cleverly through constant evaluation.
- Evaluation gives a feedback and reinforcement to the teachers, students and the teaching-learning process.

When it comes to primary and secondary education, teacher evaluation differs from country to country and from institution to institution. It is observed that teacher evaluation is different from one country to another country. For instance:

**England:**

- Increasing the quality of services or facilities provided by the educational institutions.
- Improving the teaching-learning process.
- Identifying the teacher’s weaknesses and discussing them with the teacher openly.
- Improving the teacher’s morale and the quality of teaching.
- Relating the individual assessment to the general assessment and development of institution.

**USA:**

- Improving teachers’ performance, the key to amending and perfecting the American education.

**Canada:**

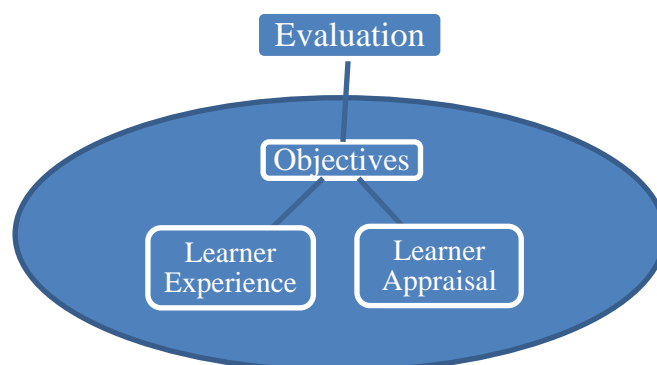
- Providing comfort for teachers, an atmosphere of confidence and individual development.

**Scotland:**

- Improving teaching standards.
- Enhancing the teachers’ professionalism.
- Identifying the necessities in the domain of perfecting teacher training.

Thus, the purpose of teacher evaluation is to perfect the quality of teaching in conformity with the mission and objectives of the institution so that it is clearly visible in the quality of students’ performance and institution.

Evaluation is also useful for students in assessing their level of learning and improving their standards. The first official student evaluation took place in the University of Washington I 1920. By the end of 1960s, it was spread to the nation-wide in North America but the effective evaluation was done in 2014 by Philip Stark and Richard Freishtat who had published an article entitled, “An Evaluation of Course Evaluations”, and their work got international recognition in the teaching field. This method is very useful to measure the effectiveness of teaching. Generally, students give their feedback on teachers based on their performance, classroom activities, applying the methodologies, their interactive approach, clarification of their doubts and so on. Similarly, it is done in English classrooms where feedback is given by students on regular intervals. In the same way, teachers evaluate the performance of students periodically and give their feedback mostly based on their writing and speaking skills because they conduct quizzes and examinations based on writing and speaking skills. In ELT also, the focus is much on evaluation to judge the performance of the learners.



The following are the advantages of evaluation for the learners:

- Evaluation encourages teachers to prepare the curriculum according to the needs of the learners.
- It helps the students in ranking their capabilities in relation to the complete group.
- It encourages active learning in a learner-centred approach.
- It provides an opportunity for students to disclose what they have learnt.
- It helps students in attaining the aims and objectives of the programme or course.
- It enables students to participate actively in assessing their own achievements.
- It improves the quality of instruction that results in enhancing students' learning.
- It accelerates their planning of how they study and learn the language skills in a systematic way.
- It enhances students' comprehension, acquisition and retention of new skills and concepts in their learning process.
- It encourages the students to identify reasonable and worthwhile activities and discuss plans to accomplish their tasks.
- It assesses students' achievement with reference to teaching plans that actually take place in the classrooms.
- It encourages students to compete with other students and promotes them in peer reviews.
- It gives regular insights into students' learning.

- It solicits students' opinion during the semester/term.
- It gives an opportunity for the students to give their opinions on the courses taught.
- It provides results indicating the progress of the students.
- It helps teachers to make changes in their courses or methodologies based on the feedback given by students and implement alternative teaching strategies to make better understanding of the course.
- It promotes the quality of students' learning to focus on the language skills to learn them effectively.

Therefore, evaluation is equally important for teachers and learners to analyse themselves and move forward to focus on the language teaching and learning efficaciously. English teachers achieve better results by evaluating the performance of the learners constantly. Hence, it is more useful for English teachers to assess themselves and assess the abilities of learners in order to improve them.

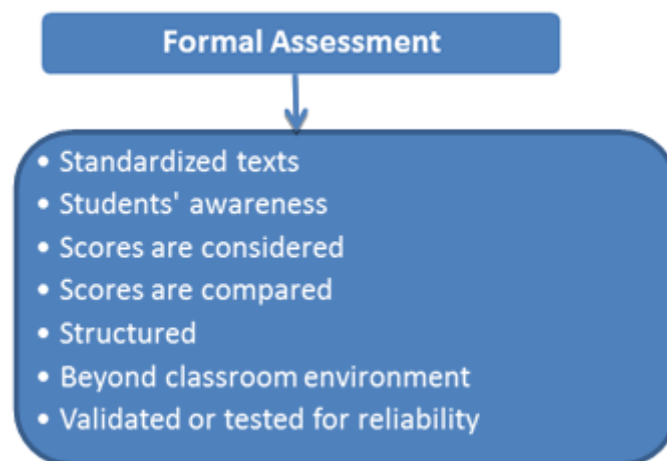
Assessment is the process of identifying the weaknesses or mistakes of the learners through evaluation and correcting them in a proper way for the betterment of students' learning and their language skills. In fact, the word 'assess' is derived from the Latin verb 'assidere' which means 'to sit with'. In general terms, the word 'assessment' refers to a problem solving process. Here teachers sit with the learners and improve their performance at every stage through constant evaluation. John Cowan rightly points out, "Assessment is the engine which drives student learning".





The main purpose of assessment is to improve teachers' teaching and learners' learning skills. Assessment, in the field of teaching-learning, is a continuous process which arises out of the interface between teaching and learning. Through assessment, we can identify and diagnose the needs of learners and assist them for their improvement. Even in corporate or business organizations, assessment is done for employees to improve their

skills from time to time. Formal assessments are systematic, preplanned methods of testing students that are used to determine how well students have learnt the material that is being taught in the classroom. Each formal assessment has the same set of expectations for the students who are taking the assessment. It has specific criteria used for scoring and interpretation. This type of assessment is more useful for students.



In English language, assessment enables teachers to find out how the students use language in context and do their tasks. Through direct assessment, the students' listening, speaking and writing skills are measured. Tasks performed through direct assessment include interviews, presentations, writing portfolios and summaries. Direct assessment is useful for motivating the students, for better communicative interaction and proper usage of the language. Cameron aptly states, "Assessment is concerned with pupils' learning or performance and thus provides one type of information that might be used in evaluation". The salient features of assessment are:

- Assessment determines both teachers' and learners' teaching and learning steps.
- It informs the parents about the progress of the children and also provides an opportunity for the parents to take necessary steps to improve their children.
- It is useful for the management also to help the learners by fulfilling their needs or requirements in terms of recruiting qualified teachers and providing the required infrastructure and so on.

- It helps teachers in their professional development.
- It helps the education department to review and implement certain policies to improve the standards of students from time to time.
- It helps the teachers in determining how to adopt certain methodologies to teach the content of the lesson in order to fulfill the learners' needs.
- It enables the teachers to understand what the learners have learned and what they need to learn.
- It also helps the teachers to divide the students into groups based on their achievements, learning abilities and personal traits.
- It gives feedback to the teachers and the head of the institution so that they can assess the performance or level of the students and take appropriate steps to improve them.
- It helps in giving grades to the students.

- It helps in monitoring and following the progress of individual learners.
- It enables teachers to select suitable material and activities by implementing certain techniques in the classroom.

Teachers can use 'assessment' as a standard in teaching-learning activities. There are many advantages of assessment for teachers as well as learners. Let us examine them how useful they are for teachers to analyze themselves regarding their teaching abilities and techniques.

- A well-organized assessment always encourages active learning in the classroom when the teachers deliver their teaching and engage the students in the classroom activities actively for their systematic learning.
- Teachers can send assignments to the students online when they are found weak in their subjects after assessment.
- Self or peer assessment fosters the skills among the teachers such as critical thinking, self-awareness, reflection so that teachers can train their students in a proper way after self-assessment.
- Assessment helps teachers create new quizzes for the students.
- Self-assessment enables teachers to understand the concept clearly and explain it to the students with relevant examples.
- Teachers can assess the level of students after thorough and careful evaluation.
- Assessment helps teachers understand students' attitudes, reflections and cognitive process.
- It in-tunes the teachers by viewing the growth of students.
- It allows for the integration of complex skills.
- It gives opportunities for authentic contexts.

Since teaching includes various activities broader than classroom instruction, evaluation of teaching must assess more than classroom performance. These activities are:

- Development of curriculum, new courses and classroom materials.

- Quality, amount and level of classroom instruction.
- Supervision and mentoring of students, mainly in project work.
- Conduct and supervision of laboratory instruction.
- Supervision of fieldwork.
- One-to-one consultation with students, including supervision of reading courses, research and independent study.
- Supervision of clinical and practicum experience.

Assessment is also useful for students to improve themselves from time to time. The following are the advantages of assessment for students/learners:

- Students can develop active learning when assessment delivery is accurate and innovative.
- Assessment allows students to demonstrate their work to an authentic audience.
- It helps the students make the transition to life-long learning and self-assessment.
- It provides an opportunity for the students to develop their skills, intelligence and practical knowledge.
- It helps the students examine themselves where and how they are as far as their level or performance is concerned.
- It fosters creative skills and develops creative thinking and meta-cognitive skills.
- It enables students to see their own growth and take steps how to improve it further.
- It improves students' concentration and focus on the subject taught.
- It helps the students engage in learning actively and doing the assignment or project work effectively.
- It encourages peer feedback which motivates students to think more deeply about the work done and also to review and revise that work with utmost care than that of the previous one.

Assessment is done for students in English classrooms by their teachers. Based on assessment, English teachers try to improve students' standards by guiding them in a proper way with valuable



suggestions. In this regard, a digital language lab can be of immense use to add value to formative assessments done by teachers. This type of assessment is very helpful for the teachers to get accurate feedback on the performance of the learners during their language interaction sessions. Race et. al. (2005) opine that "Nothing we do to, or for our students is more important than our assessment of their work and the feedback we give them on it. The results of our assessment influence students for the rest of their lives....". They have expressed it from teachers' perspective.

Therefore, evaluation and assessment are the two essential components of teaching and learning. In English language teaching and learning also, these are essential in evaluating and assessing the performance of the teachers as well as the learners. Without an effective evaluation, it is not possible to know what students learn, how teaching is effective and teachers address the student needs. Undoubtedly, the quality of evaluation and assessment, in the educational process, has a profound and well-established link to student performance. Apart from educational institutions, business and corporate organizations also give utmost importance to evaluation and assessment of employees' performance in order to utilize them for the organizations' growth. Thus, it is evident that, evaluation and assessment are key components in any organization, whether it is education or corporate organization. The issues related to evaluation and assessment, including their role in English language teaching and learning, have been discussed comprehensively and meticulously.

### **Conclusion**

It is evident that evaluation and assessment are key components in an organization because every organization conducts evaluation and assessment to measure the performance of the skills of the employees for its growth. In educational institutions, teachers and learners participate in teaching-learning process actively and their performance is evaluated and assessed for constant growth. These key points have been discussed and analyzed in this paper.

In research findings, the establishment of the fact that evaluation and assessment are two key

standards to identify and improve the standards or skills of employees. They play a vital role in the growth or development of educational institutions, business or corporate organizations and so on. Moreover, the emphasis on the need and importance of evaluation and assessment is clearly discussed.

Some valuable suggestions are made in this regard. In fact, some organizations are not able to conduct evaluation and assessment in a systematic way to improve the performance of employees constantly due to their constraints, whatever they may be. So they have to realize that employees are the pillars of an organization and their performance or skills is highly required for the growth of an organization or institution. Thus, it is possible for any management to keep the organization growing steadily with constant evaluation and assessment besides the focus on financial growth. As far as teaching is concerned, it is suggested that teachers should be encouraged to evaluate the performance of students or learners constantly for the improvement of students. Similarly, evaluation should be done for teachers also for getting feedback from students and management from time to time so that teachers can update their skills and teaching techniques.

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