

How Does Language Assessment Impart for the Teaching of English as Second Language!

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ABSTRACT---- *English language teaching can never achieve the goal without assessment. The language assessment is inevitable for teaching and learning. This paper argues about the co-ordination between the assessment and teaching. India, the classrooms are often considered as the symbol of pluralism indeed. The student hails from the multilingual and multicultural background, and these features can be used as resource rather than seen as an obstacle. The student learns English as second language and the teacher assesses the language skills. The paradigm of language assessment is explicit to the worth of teaching and learning. It is feasible to measure the language skills of language learners and its influence on the phenomenon of teaching and learning.*

Keywords--- English as second language, Curriculum, ESL assessment, assessment for teaching.

1. MAPPING LANGUAGE ASSESSMENT

Language Assessment has developed as an autonomous area of study to the language teachers and applied linguists since the late 20th century. Assessment is considered as the scientific and systematic procedure to measure the student's language skill or knowledge. It is scientific and systematic set of techniques. Language Assessment plays a vital task to spot on the competence of the students while learn the English in the classroom setting. In fact, large number of researches in teaching and learning of English as second language have discussed the roles of assessment and its development. The language proficiency assessments provide a prospect to improve the quality and strategy for language learners, it is mandatory to the part of the education to maintain the pre-requisites of the language assessment manual. Brindley (2001, p.139) states;

“Many language tests and assessment used nowadays often contain tasks which resemble the kinds of language –use situation that test takers would encounter in using the language for communicative purposes in everyday life”. Brindley (2001, p.139)

Language assessment is the central part of Applied Linguistics. Modern Linguists formulated the concrete theories, which are allied with the Language pedagogy and language learning. A plenty of research is going on this particular area. The language assessment is natural for the teaching. The teaching of English as second language without proper scientific and systematic assessment is like Vain. The impact of teaching on language learners can only be measure through the linguistic knowledge of language teachers. Assessment is an indispensable part of learning any language. Assessment is necessary to achieve the goal of outcome-based learning. The learning outcome defines what students are expected to know and how to achieve the curriculum expectations through the teaching process. The tools of assessment are meant to promote learning by catering meaningful inputs to the students. Learning outcome in English address the issues of plurality of students and definite use of the second language. Therefore, the assessment influence the teaching and learning because assessment affect the instructional planning and delivery.

From the last four decades, there have been massive theoretical and experimental developments in the discipline of English language assessment. Despite the progress, there are still many basic problems. The key problem that a teacher face is the lack of a lucid description of the assessment, which may underline why the program is systematically called into question as an original process, whose main function is the creation of legitimate and justified which serves as the core for relevant recommendations. Proficiency tests as the teacher witnessed about it are concerned with assessing what has been learned of curriculum. The assessment is associated with the impact of this on English language teaching and learning.

Tests have become a way of life in the educational world and tests are often used for pedagogical purposes, either as a means of motivating students to study, or as a means of reviewing material taught (Bachman, 1990).

Assessment is products that provide a blueprint to promote learning by reinforcing the efficacy of teaching when teachers can feel feasible in the making of teaching plan based on gathered data through relevant sources. This argument indicates

that teacher have a pre defined theoretical concept of syllabus, and assessing students for judging how they have achieved in their process of learning. Assessment deals with the selection process of gathering the information on the part of the learner's language skills or achievement. Assessment is frequently illustrates a broader concept for measurement and its purpose of evaluation of the students language skills.

There has been much discussion about how language testing fits into applied linguistics and how it relates to language teaching (see, for example, Bachman and Palmer 1996). In general, it seems clear that "...language testing benefits from insights from applied linguistics as a discipline..." (Alderson and Clapham 1992:164) but that it is sometimes necessary for testing to lead the way:

We believe that language testers can serve linguistic theory by examining the way in which their tests work, how their different components interrelate, and what they reveal about candidates' language proficiency. Insights from such an analysis of test results should contribute to the development of a better understanding of what is involved in knowing and using language (1992:164).

It seems, indeed, that each affects the other: Methods of assessment may affect teaching in the classroom (Cheng 1997, Wall 1996; 1997), while new theories of language learning and teaching lead to changes in testing practices (Spolsky 1995).

2. WHY DO WE NEED FOR ASSESSMENT?

The canvas of language assessment is comprehensive. However, for the successful delivery of the formative assessment on the part of teaching, it is essential to have a adequate insight and control on learning objectives, teaching strategies, learning material. Language assessment concern with pedagogical methodologies in the development of tests, administration of test and the evaluation of learning. Assessment emphasis is on improvement of the teaching learning methodologies to get the best possible result. It works as tool to measurement of the desirable changes in the behavior of the learners. Language in a wider context is a potent role to promote the communication. Assessment promotes the remedial teaching. It helps to establish the better bonding between teacher and the learner. It promotes the active participation of learners and it is essential to inspire the natural abilities of the learners.

The teaching is the process to impart the knowledge and this phenomenon is to make aware about the essentials of the second language. Therefore, the important question emerge that how and why do we need for language assessment? The teaching and learning is not worthy without the proper need of assessment. Assessment is essential to quantify the language-teaching programme; with the help of assessment manual teacher can measure the learning objectives. Learning conditions and learning outcomes are the important concern for the teachers. The awareness of the language assessment assists the teachers in making the decisions about the teaching methodologies to be implemented and to determine the learner's progress and diagnose the weakness. Assessment enables the teachers to have a better perception of the progress and lacuna of the teaching-learning process and achievement of the intended outcome.

The Nature of language teaching will promote the assessment, which is flawlessly legitimate the concept of psycho meter, therefore the fundamentals of assessment cannot be ignored to set the validity of the assessment. Language assessment is indispensable component of the teaching process and this help the students to get better their receptive and productive language skills. The assessment for teaching functions as mirror, which reflects the student's skills in English language learning. The need of language assessment refers to improve the student's ability according to the linguistic competence in English Language and assessment influences the scope of teaching and learning as well. A sense of balance of productive (speaking, writing) and receptive (reading, listening) skills are developed through language learning programmes. All modules pertaining to the language teaching- learning provide the insights for the language comprehension.

Assessment for teaching is continuous process. This is an observable fact with the primary focus on the enhancement in knowledge for all students. For long, assessment has been acknowledged as the activity believing in exposing students to the frequent examination and comparing them high achiever incites to perform better. As a classroom, based activity teaching- learning assessment is the systematic and scientific process to administer and evaluate the examinations. The assessment needs multiple approaches so that single strategy is not suitable to provide the requisite data about student's progress and learning, it needs to be multiple evidence-based approaches to make it away from biasness. These processes gather the data as research tool from different sources and each unit of this data is inter connected with each other. This holistic approach of assessment includes interdisciplinary aspects of learning. It deals with the student's personality i.e. knowledge, skill, performance, aptitude by using a wide array of activities that the student participate inside and outside the classroom for making the assessment more comprehensive. The psychometric assessment judges the psychological traits of the students. This expects to diagnose the student's specific need of learning. This approach implemented for the special needs of the marginalized students too. Teachers may construct and use the wide range of resources and activities feasible to the requirement of the students. The teacher's response to the student's need is to be provided sensitively. Student's need is direct proportional to the designing and teaching of the module. Assessment for teaching and learning is vital source to enhance the students overall development in the particular area of the language learning process continuously. The method and modalities may vary according to the time. Teacher sketches the student's progress of learning based on the gathered data. Teaching progress is made on a continuous basis that is recorded as per the requirement to develop the student's profile.

Assessment for learning helps the teacher to find out what a student can or cannot do and explore the factors behind the learning gap. After understanding the students and their achievement level of learning, the teacher may adopt his/her teaching learning methodology to intertwine this co relation to correct and review the instructions. These approaches regulate and help the student progress and improve their learning. While observing and determining the gaps, the teacher require to build a logical relation between the existing and the advance knowledge. This requires teachers to provide student's feedback, which is specific, timely, and clearly stated to their learning to improve further.

Assessment and teaching - learning are corresponding to each other, and inseparable too. This is an inclusive process, which cannot be manifested in isolation. Hence, it is important to consider that the process of assessment focuses to know how students learned. This process view as a plan for evaluation, portraying the quantify of curriculum, regularity of testing, list of tools and techniques and giving considerations to different cycles of tests so as to measure the students progress. Learning is a dynamic practice with both horizontal and vertical linkage that requires action, reflection, in teaching learning by teacher and students as well.

3. THE TEACHER'S CANON

As a teacher, you must have wondered how the knowledge that you received is selected and organized. The teacher is assumed a catalyst in the purview of education. The role of the teacher is intended to open up the resources for the students. A teacher is expected to inculcate the critical evaluation system of knowledge among the students, so that students can examine how diverse information has to be measure in different ways. The Critical assessment may allow students to evaluate linguistic knowledge as they share to the particular skill matter. The ESL teacher endow with the beacon light to the learners. The teachers can promote the curiosity of the language learner to assume the questions and finding the answers/solutions to the inquiry to grasp the concept. The teacher can categorize the achievement level as acquired by the students. Teacher should maintain the harmony between teaching and assessment for the ecology of learning. This ecology of learning is asserting the right things in the right balance i.e. appropriateness, awareness of the level of the students All essential components of English language teaching are core of the curriculum. Teacher constructs the test by the inclusion of relevant item writing so the student and teacher have real opportunity to nurture and to transform together. The module is carefully sequenced and promotes the formal interaction, which allows students to learn the components of the syllabus. In the remedial classes, clarification is needed; the students can feel feasible to help each other. Latest topics, instructions and activities are carefully designed to correlate with the student's attention span. They should not become dull, boring or overwhelming. The multiplicity adds vibrant colors, interest, fresh enthusiasm and better learning opportunities in the classroom. The detailed matrix of teaching and assessment place the instrument for assessment to determine of what and what extent students have learned.

4. WASH BACK

The notion of wash back delivers to the influence of assessment on teaching- learning. The Wash back in general considered as positive and negative. It is known very well that positive wash back effect can be fully accepted in the curriculum. It required for the achieving satisfactory teaching quality and improving student learning. The testing effect on teaching particularly designed to see if a positive backwash effect could be beneficial for slow learning students, and help them to regain their confidence in learning English as second language. Teachers are the studied participants who can observe the implication of wash back from the designed language test and available empirical reviewed research materials. The Observation of language teachers has long been acknowledge as salient feature in language teaching and supervision however in the recent time it is felicitating as key role player in language classroom as well because the survey data may insufficient for the understanding of wash back effect. The research finding in language assessment recommends that more researches are require to know how language tests actually influence second language learner's behaviour and attitude.

5. CURRICULUM REQUISITES

The content of the syllabus for teaching purposes is necessary because teacher cannot specify assessment necessities in the curricular void. The most common application of language assessment in the education setting is to locate strength and weaknesses. The teacher may investigate that the particular student has the satisfactory capability to articulate the word correctly and the fluency of speaking in the second language but he/ she may have pathetic skill in the reading comprehension. Thus, the particular information recommends the teacher may persist in teaching the language skills to the students. The teacher can diagnose the competence of the students through the formative assessment. The result of the assessment further reflects the feedback as given by the students and because of this feedback, the teacher may be able to review the curriculum, teaching methodology over the time.

A curriculum is the statement of the educational programme in its totality. Curriculum design would mean considering not only all aspects of the educational programme, but also all the subjects that would go into it, their place in the school programme, allotment of time to each area of study and materials to be included. In other words, curriculum design would have to consider the development of the goals, content, the implementation and evaluation of a whole education system.

By syllabus, we mean the interpretation of the curriculum in terms of what should happen in a given situation. (G. Nagaraj, 2002)

The rationale of this language assessment is done under the aegis of researches to develop the diverse perspective for the teaching, learning and assessment of English. This approach has a wide array of pedagogical methodologies, which supply the suitable arrangement for conducive and effective learning, and teaching of English. This method come within reach of engaging, reflective, holism, learner-centred for the teaching and learning that uses which aspect is appropriate. Researches recommend that teaching and learning are effective and extensive when the language learners are curious and enthusiast. The proficiency assessment of English caters the purposes of testing to reflect both research and excellent teaching practices. The assessment and teaching is established in academic field for the concrete formulation of theories and practices of second language acquisition. The outcome of test design, and item arrangement model based on quantifiable evidence from the research yield, simultaneously, this research provides a co-relation between assessment and the thinking about what constitutes the rubrics. The language assessments determine the requisite of curriculum that can meet the need;

- to determine the scope of learning objectives for particular lesson/series of lessons
- to evaluate teaching strategies in fetching about the desired learning
- to diagnose what students may need subsequently in order to develop their learning further
- to evaluate performance in specific set of criteria
- to achieve external accreditation
- to measure how students may perform in external examinations
- to monitor the information desirable to the progress of students
- to comprehend the structure to acquire English language proficiency.
- to assess how assessments can assist for effective teaching.
- to determine the point of reference for assessments to acquire essential support for English language teaching.
- to develop the skill for making the inference associated to the curriculum with previous knowledge

6. RESEARCH AND INNOVATION FOR DEVELOPMENT

The first aim of language assessment is mainly for the research and development in Language teaching. Language assessment grades often provide the blueprint of measurement in the variety of other research context. The comparison to the research techniques, textbooks, and audio visual aids entails the reference point to the test scores. The scientific approaches to the assessment reveal the effective method of teaching, learning strategy, presentation style of material for learning, the description of the language and linguistics aspects of the language study recommends the parameters for the test development. Language assessment is the area, which is inseparable from the teaching and learning. Thus, research recommends the further study to improve the learning process as well as curriculum, whether; it is mother tongue or second language. The theories of learning and teaching methods or teaching materials that are being tested at some point will be necessary to compare experimental and control conditions in order to characterize or identify the two approaches, the traditional and modern. Somehow, language test are useful and necessary path of conducting research in language teaching. This may be a tool for research in experimental work in Education. Thus, the continuous assessment deals with the observation to find out the weakness and strength of the students. The research in this area suggests the modification in the curriculum over the time. The progress in the field of language assessment is the ideal aim of education because the development is the need of hour. The students and teachers benefitted from advance tools and techniques used for the teaching and learning the language. Teachers seek to know how their students are getting on, and to have some idea of whether they have been taught or learned. The progress would seem like to take a fairly sensibility and formal approach to tests for progress and to include all kinds of test methods.

7. OUTCOME BASED LEARNING

In education all language tests and examinations reveals the influence on the teaching and learning. This phenomenon also considered as Wash-back effect. Teachers often afflict this wash-back effect, but if we know that examinations are in full swing, than we should at least effort to make sure that the examinations are good one. Teachers should strive hard to clear that the wash-back effect is beneficial and that far from a reason to lose the nature of curriculum and do away with the contaminant of teaching. The proficiency assessment provides the chance to the students to get the reason by an accurate illustration where they are supposed to be going on. An accessible and wide array of syllabus is an essential part of a good examination which itself desires to be expressive and defined proficiency levels. The finding of the assessment recommends the modification of syllabus, which is feasible according to the need of the students. The learning of English is always supposed to achieve some sort of description. This description is deals with the rules of the language and these rules can be taught. Since these rules control the features to display most likely to performance. The main objective of the language teaching is intended to get the outcome-based result from the students i.e. such and such control of language features in such and such situation. The actual knowledge and actual use of Language is termed as competence and performance respectively. The effective teaching is worthy if the students are able to produce the language according to

the situations. A good assessment must contain reliability, validity, objectivity and ability to discriminate. teacher must aware of the inter dependence of test provided and the expected outcome.

8. A QUEST FOR TOMORROW

The thrust of quality research in the field of ESL assessment is pre requisite. The language assessment has been emerged as the full-fledged discipline of study. Tests are designed with the help of sophisticated tools and techniques. Teachers / test designers can orchestrate the soft wares for test development to ease the multi dimension aspects into the identical scales. The domain of educational assessment systems continues to interpret authentic pattern of test scores with the use of modern tools and techniques.

Assessment is the building block to cater the practical need of language. This is the world of globalization so assessment is an axis of teaching-learning. The English as second language further develop and demonstrate the learner's practical skill to apply knowledge in the business rather than just a measure of knowledge in the particular context. Online examination software contributes a suite of constructive tools to simplify creation, delivery and marking of a range of assessment category. The development leading to flexibility, delivery, engaging assessments, automation and candidate centric approaches are serving organizations move to a model where assessments are more efficient, and where the candidate understanding is both encouraging and engaging. Computer generated software are the pivotal source for the collection of information and put the student's grading. Assessment exceeds the linguistic circle and draws a benchmark as an influential tool that may be apply for the execution the needs of the educational purposes. All these essentials are ringing the bell of fairness and ethics in language assessment. This area of study has been emerged as clarion call for the evolving of Critical Applied Linguistics as the domain of study. The outcome is apparent in formulizing the theory and practice like critical language assessment, and alternative assessments. Hence, this is the era of globalization, which revolutionalized the education system so far. The language tests are very common apart from the educational purposes for example the professional test takers design and conduct the test to determine the short listing criteria for to determine the suitable candidate for the job. Journals, Blogs, videotapes, audiotapes, teacher's observation, self-assessments, and peer assessments are the pats of alternative assessments.

9. CONCLUSION

The aim of this research was to produce theory on how teachers and students in India deal with ordeal of balance in between the teaching and assessment of English as second language. The meanings and values of assessment ascribe to teaching-learning in the contemporary environment and measuring the impact of educational policies and curriculum changes on the choice of English as second language as a desirable curriculum subject.

It has been recognized that current education Institute are diverse in terms of student's language, economic and cultural conditions that needs different approaches for assessment. This article has systematically described the paradigm of teaching and its impact on the language assessment. Teaching of the language cannot be considered as worthy without the systematic and scientific process of assessment. The information gathered through test provide important clues as to the changes that needs to be brought in the curriculum or teaching methods in order to achieve desired outcome based learning. As a part of teaching, assessment bring out the student's comprehension about the language. Assessment sketches the baseline to know about the comprehension of the students. Teacher can construct the suitable tests in relevance to the curriculum to know about the student's learning process in the language. Assessment theories of education are creating significant effects on the language teaching. Without the proper, scientific, and systematic analysis of assessment, the teaching and learning methods cannot be imagine.

Thus, assessment is defined as attempt to understand what is going on to judge the worth of teaching. It is also useful to adjudged the syllabus and diagnose the area in which the students yet to be mastered. Thus, Assessment is essential aspects of teaching English as second language to determine the formative and summative evaluations and to provide manual in response to encourage learners progress.

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