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ASSESSMENT IN HETEROGENOUS CLASS ROOM: AN EVALUATIVE STUDY

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“Lay a strong foundation to reinvent and rediscover a new world of Engineering”

Abstract:

Activity-Based Language Teaching (ABLT) is a buzz word in ELT in the 21st century. As we are heading towards the technologically advanced world we cannot depend on conventional teaching anymore. The prime motto of my paper is to extract functional activities. By conducting such activities assessment of an average learner can be identified. Adopting three phases Primary-secondary and final Assessment an educator can assimilate and interpret a heterogeneous classroom with suitable language tools whereby an individual learner can rightly know where he/she stands and how long they should pursue and practice the language through varied as well as a plethora of activities. To realize the set objectives I would create two groups 1) Control group 2) Experimental group whereby results can be drafted at the end of every phase which can be transparent and quantifiable. As action research in nature, the main task in this research was to look at the progressive changes of writing skills in English. In this regard, it is worthy to talk about action research and its steps. Action research was propounded by Lewin (1946 as cited in Cohen et al., 2010) for the first time assuming to bridge the gap between theoretical and applied research. Similarly, the essential impetus of carrying out action research also is to bring change to the system or assume to bring progress in the system. This research would be based on Nunan's (1992) steps of action research.

Keywords: Activity Based Language Teaching-Writing Skills-Vocabulary-phrases-methods and Activities-Action Research.

RESEARCH ARTICLE

Flow Chart of the Assessment Pattern

Step : 1Primary Assessment Test
Step : 2Division of Groups based on performance
Step : 3Clubbing all categories as on group
Step : 4Assessment in groups (Nunan’s Theory)
Step : 5Assessment individually
Step : 6Evaluation and Observations through Action Research
Step 7 :Changes required to obtain more benefits
Step8 : New Activities Tailor made for effective learning

Primary Assessment Test: At the outset to assess the standards of learners in listening speaking reading and writing this test must be conducted. The results must not be announced but must be preserved for recording requirements of majority and minority of the class. Based on the results obtained groups can be formed with proactive-active-slow learners without the knowledge of their abilities to accelerate peer learning. Proper division of group is an indication of effective teaching learning process in the class room and it acts as a catalyst beyond the teacher engagement.

Nunan’s Theory : Action research has been proved more functional and practical towards every classroom practice. Action research was propounded by Lewin(1946 as cited in Cohen et al., 2010. This approach was utilised to the fullest in the observations and methods of Nunan’s theory (1992) This research would be based on the Nunan’s (1992) steps of action research as.

- a. Initiation: At the outset all learners are asked to listen to an audio or watch a video which acts an input for further investigation. Then everyone is directed to write a paragraph or two in observation notes.
- b. Preliminary Investigation: After the examination concrete information can be obtained for action plan to promote learning language in a methodical approach.
- c. Hypothesis: Based on the shortcomings an activity must be devised to postulate hypothesis of the problem encountered in the classroom after preliminary investigation.
- d. Intervention and Treatment: This is the crux of this process that after certain period of time you find meager change in the approach of learners towards writing and speaking or one of the activities emphasized in the activity. Such a scenario must not be continued further but new

RESEARCH ARTICLE

methodology must crept in to bring about change in responses and reactions of learners. Pause in language lab activities help in bringing out positive changes in learners outcomes

e. Evaluation: The researcher evaluates the change brought by the new action introduced in preceding steps. At this stage proper study of the class room and the need for new methods, litmus tests and trial and error methods are evaluated to pave the further evaluation smoothly. The changes with the advent of new activities are recorded with reference to control groups and experiment groups.

f. Dissemination: It is the post research activity of sharing the idea about the findings of the study. This aims at various similar class room and approaches for better and rapid development of skills in learners and to nullify shortcomings with further processing.

a) Spelling mistakes b) structural errors c) grammar d) organization of ideas (Writing Skills)

a) Diction b) pronunciation c) Tense d) clarity of thought and expression e) Matter and Manner

g. Follow up: Here, the findings of the study are followed up by the practitioners. By this, the regular way of teaching and learning is changed and new one is adopted to introduce certain changes in the study. Addressing and solving the practical problems of an academic context by bridging the gap between the theory and practice is the ultimate purpose of an action research.

Mode of Approach: 1.Data Collection (procedure) 2.Findings 3.Analysis 4.Conclusion

Methods to be incorporated:

- 1) Lecture Method (stage 1)
- 2) Flash Cards (stage 2)
- 3) Peer learning stage 3
- 4) New activities tailor made stage 4
{ Control group and experiment group }
- 5) Changes and redundancy study stage 5
- 6) Further needs and requirements for better execution

PRIMARY LEVEL	SECONDARY LEVEL	FINAL LEVEL
Exhibition of previous knowledge	Builds confidence with the support of educator	Creative expressions and presentations
Low comprehension	Better comprehension with the support tips tools and techniques	Rigorous reading and listening with ELT resources online and library etc

RESEARCH ARTICLE

Lack of command and confidence	Thorough understanding with methodical approach	Exposure builds immense confidence to take part in competitions
Structural errors and poor or mediocre organization Identity crisis	Acceptable style of writing and speaking (functional training)	Creates his/her own style of writing and speaking. Individuality and identity development
Fear factor towards public speaking	Dynamic and proactive with enthusiastic activities(support of peer learning)	Master of ceremony and public events participation improves interpersonal communication and group communication.

Heterogeneity has been a common phenomenon of every language classroom for no two students' background, thought process, interests, skills and knowledge levels remain the same. As a result, individual performances differ unfortunately the evaluation system remains the same. In this regard, the role of assessment becomes crucial in teaching process. It is essential to assimilate and apply the holistic approach for the possible outcomes. In the direction, the above-mentioned study yields the best results in measuring actual potential of the student and further gives specific recommendations for linguistic and overall development at large.

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RESEARCH ARTICLE

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