

No Written Exam: A New Pattern of Assessment of Language (L2) in Hindi Medium Schools

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ABSTRACT

Examination is an important part of academics. Our education system is designed in such a way that a learner needs to gain minimum prescribed marks to succeed in a particular subject. But we cannot deny the fact that the whole system fails to find out an individual's ability through marks or grades, especially for language in vernacular medium schools. By rote-learning, although they pass the exam, they fail to get command over the language (L2). The present paper proposes a new pattern of assessment- Assessment without the traditional written exam. The paper suggests that exam should totally be based on skill based activities. It would help the learners in learning the skills as well as attempting the exams with more confidence. It would also help the teachers for a 'continuous & comprehensive evaluation' (CCE) of the learners.

Keywords: *Examination, Assessment, Evaluation, Language-skills, Pattern, and Activity.*

Introduction:

Examination is an important aspect in teaching-learning process. Different people have different opinions regarding the utility of examinations. In our education system, the traditional written exam is the only tool to evaluate or assess one's knowledge. To score minimum prescribed marks is the condition to pass an exam. But it is the matter of research that, whether a candidate belonging to vernacular medium schools who pass the English language subject, is really able to use all the skills of the language? In India, for High & Higher Secondary Classes, the assessment of language (L2) is still to a great extent,

examination-oriented only. (Gupta, Shweta) Therefore, the vernacular learners focus on exams rather than learning skills. Usually the language teachers of Hindi medium or vernacular medium schools teach prose and poetry provided in the text- book with basic skills of listening, speaking, reading and writing. They also teach a few grammatical portions. They provide notes to the students on essay-writing and letter-writing. To gain marks in the exam, the students learn the question-answers and vocabulary exercises given at the back of the lessons by rote. They memorize a few essays and letters based on their guessing for the writing section. They also take the help of guides available in the markets. They manage to solve the Reading

section and Grammar section somehow. With the guessing technique and rote-learning, the learners pass the English language subject, but they fail to learn English language. Even the teachers, who evaluate them, fail to assess their command over the language (L2), especially for Listening & Speaking skillsthrough the traditional written exam.

NewPattern ofAssessment: No Written Exam

Assessment is not a test. Assessment is an ongoing, interactive process.It is a strategy that is set to help students and teachers in the process of acquiring new knowledge and skills. But assessment is done in an

inappropriate way.

In this paper,a new pattern of assessment, that is, “No written exam” is suggested.It has to be made clear here that the written examsindicates traditional written exams, where usually the test paper is divided into four sections, Reading section, Writing section, Grammar section and Text Book Questions & Vocabulary exercises.The benefit of introducing the new pattern is that the students stop learning by rote memorization. When the pattern of exam is redesigned in ‘Activity Format, the students willtake interest in learning communication skills.

Here, the research team suggests a set of test paper:

Skill	Set of Questions	Marks
Listening	a.Listen an audio and reply the questions.	10
	b. Listen an announcement and describe it in your own words.	10
Speaking	a. Give your introduction	10
	b. Prepare on a topic and give presentation	
Reading	a. Read a passage aloud with correct pronunciation and intonation.	10
	b. Read an article and respond the related questions	10
Writing	a. Prepare a notice/report on given situation	10
	b. Read the clues and complete the paragraph/write an application	10
Grammar	a. Underline the parts of the speech in given paragraph	2
	b. Punctuate the paragraph	2
	c. Go out and bring any two noun items and describe it with some adjective	2

	d. Change all the verbs in Past Perfect Tense into Present Continuous Tense in the given passage	2
	e. Look at the things: (water in the glass/ ball on the table/ bag under the chair) and describe it with using correct preposition	2
	f. Look at the following materials (papers, flowers, oil, water, table etc.) and describe it using with much/many/more/some/few	2
	g. Reply the teacher's questions(interrogative sentences started with auxiliary verb) in negative sentence	2
	h. Listen an audio and pick out an incorrect sentence	2
	i. Read a passage and write antonyms and synonyms of underlined words	2
	j. Do as directed:	
	•Change the voice	1
	•Change the speech	1
		100

Conclusion:

Examinations should be fun and less stressful for the learners. The system should discourage the traditional methods of assessment, where a learner learns only to earn marks, but never could get command over the target language (L2) and encourage learners to acquire language skills.

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