

## **CRITERIA FOR EVALUATION IN THE LANGUAGE CLASSROOM**

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### **ABSTRACT**

*Evaluating language, students can be a daunting task for language teachers. However, by becoming familiar with some assessment approaches, language teacher can be better positioned to manage and evaluate their student's progress. Therefore, this paper highlighted the concepts of Evaluation, criteria for evaluation in language class, the roles, types, and functions of Evaluation according to different views and their importance. Finally, the paper also will be concluded as well as recommended.*

**Keywords:** Evaluation, Language, Classroom, Students, Teachers.

### **INTRODUCTION**

Evaluation obviously plays a vital role in the language class. In teaching, one is by a set of instructional objectives, for each lesson thought towards achieving specific instructional and these represent desirable learning outcomes that hope to produce the students at the end of the lesson. Therefore, information ought to be available on the extent to which the instructional objective has accomplished. Such information was made through the process of evaluation. Without evaluation there will be no learning outcome, it is necessary at every stage in the teaching process. This paper will attempt to look at the definition of evaluation, the criterion, the roles, types as well as the function in the language class.

### **CONCEPT OF EVALUATION**

Evaluation was defined as the intricate complete process which begins with the formulation of objectives, which involves decisions, about the means of securing evidence on the achievements. These include interpreting the meaning of the evidence thus, secured judgment of the student's strength and weakness which ends in the decision about the desirability or otherwise of change and improvement in the curriculum and methods of teaching. Evaluation in order words is a quality control exercise; it acquaints the teachers with the general standard of the school. It induces the teachers to treat their subjects thoroughly because student's success is teacher's success while students' failure is teacher's infamy or shame.

However, Evaluation can also be defined as the process of making value judgment or decision based on the information or data obtained from the measurement. Evaluation involves determining the value or worth of something. When we say a student's performance is excellent, very good, fair or poor, we are attaching some motivation to the student's performance and evaluating his performance as well, from the above definition, the following activities can be seen in four essential steps:

- Identification of educational objectives
- Determination of the experiences learners must have to attain
- Knowing the learners well enough to design appropriate experiences
- Evaluating the degree of which pupils obtain the objective

## **CRITERIA FOR EVALUATION IN THE LANGUAGE CLASS**

The following are criteria for evaluation in the language class:

### **1. Continuity**

Evaluating programme in the language class must be a continuous process and an integral part of the classroom instruction. The paradigm here is that of assessment feedback. The fact can be used for modifying or reappraising the goal and making decisions about the next line of action. Without feedback, the learner has little or no information on knowledge of his progress until the end of the learning sequence and may well draw the wrong conclusion; evil plans, develop wrong attitudes to studies and may also be frustrated. Feedback is a potent incentive to great successes motivating factor.

### **2. Consistency**

The evaluation must be consistent in whatever hierarchical order the exercise follows. There are two kinds of consistency namely, internal and external. Internal consistency requires that the evaluators' mood remain constant from the beginning of the evaluation exercise to the end. The socio-psychological and physical condition of the evaluator must be such that conduce to making. Top happy mood, sadness, sickness, fatigue, and extremes of whatever mood inhibit consistency.

External consistency requires the evaluator suing any rank order system of grading such as the quantitative grading system like a percentage or raw scores and the quantitative grading like letter A, B, C, OR D; excellent, very good, good, fair or poor. These methods should not mix with expressions like bad, woeful, O.k., adequate and pejorative remarks should be avoided. External consistency also requires that specific correction method should be adhered to for instance 'T' for tense 'WWW' for wrong word, 'SP' for spelling, etc.

### **3. Comprehensiveness**

Assessment should be carried out three times via:

- (a) Before learning commences, to determine student's entry
- (b) During the learning process, to know students' progress towards the set objectives and to give feedback to learners and
- (c) At the end of learning, to know outcomes or to assess what has been learned. The evaluation must be all-embracing, covering almost all the aspects of the syllabus, in both the oral and written work.

### **4. Diagnostic**

The evaluation must have sufficient diagnostic value. It is meant to distinguish various levels of performance or mastery attained and also to determine the strength and weakness of the learners, evaluation of these natures are meant to discover the peculiar problems facing each of the students, to solve these problems.

### **5. Validity**

This refers to the capacity of the test to measure what it is supposed or intended to measure. Test items should measure only one thing at a time; for instance, pronunciation alone should

be tested and not testing along with grammar or writing. Validity relates to the linguistic content of the test and the situation or context in which it is set. The test becomes less valid if or when it introduces massive intelligence or memory factors. Difficulty with validity increases when the objectives are diffuse, vague, abstract, and bear no relationship to recognizable behavior.

## **6. Reliability**

Evaluation in the language class should be reliable when scores do not fluctuate widely from the previously administered test and on a subsequent test or when the scores are stable on a subsequent re-administration of the same set of people.

## **ROLES OF EVALUATION**

Evaluation is mainly for testing the efficacy of the educational hypothesis upon which curriculum is based. It validates this hypothesis; after all, curriculum plans and approaches to instruction are the only hypotheses until they are proved right by yielding the desired results.

- It provides necessary pieces of information on the student's strengths and weakness and those of the programme itself.
- It provides information on variation in the achievement of individual students.
- Adequate evaluation data encourages a more diagnostic report that is possible by reducing student's achievement to a single mark or score. It is, therefore, a diagnostic exercise for course improvement. Evaluation is used to find out whether or not changes are needed or desirable.
- The evaluation identifies individual pupil's need for planning instruction, judging their merit for selection, grouping, placement, or promotion and providing some feedback.
- It also serves the administration especially for judging how good the school system is, including teachers competence.

## **TYPES OF EVALUATION**

One way to classify evaluation is according to what point in time in the course of instruction, the assessment is carried out during or after the course.

### **Formative Evaluation**

Formative evaluation is carried out periodically while instruction on a unit or course is still in progress. Through this type of evaluation, information and feedback obtained which is used to make necessary modifications in the instructional process. The primary purpose of this type of evaluation is to provide regular or periodic feedback that can be used to improve or enhance teaching and learning or effectiveness of a curriculum.

It provides information on the areas of strength and weakness in the student learning as well as those aspects of the instructional technique and materials that are not adequate. Such information is used in making necessary modifications in the instructional skills and materials to help the student overcome the areas of weakness. Classroom work, assignment, bi-weekly or monthly test or quizzes, teacher's observation are all forms of formative

evaluation. When information or feedbacks from all these sources are put together, it will help the teachers to identify what specific difficulties each student is encountering.

### **Characteristics of Formative Evaluation**

1. It is assessed while the course is still in progress.
2. It is process – oriented. It is concerned with all that is going on in the teaching of the course.
3. It is concerned with the improvement of the teaching-learning process or the improvement of a system.
4. It is regular or periodic. It is carried out at various points during instruction resulting in some evaluation and not just one –single evaluation.
5. It is very detailed. Each formative is concerned with a specific topic. These make it possible for all aspect of that lesson.

### **Advantage of Formative Evaluation**

The following are the advantage of formative evaluation.

1. It makes improvement possible since it makes information available while the course is still in progress; it is then possible to utilize such information in making necessary modifications.
2. It enhances the quality of teaching and learning. The modifications made while result in better teaching and learning.
3. The feedback provided helps the teacher to know his short-comings. This will help him in making a necessary adjustment that will make him more effective.
4. On the part of the student, the feedback exposes his areas of strength and weakness. This makes it possible for both him and student learning.
5. It encourages individualized instruction. Each student is given attention by his peculiar difficulties.
6. Information gathered from several formative evaluations is more likely to give a true picture of individuals in progress in the course

### **Disadvantage of Formative Evaluation**

Despite its advantage, it still has its weakness.

1. It is time-consuming since it involves many different evaluations during a course of instruction.
2. It does not provide a single measure that shows what an individual has gained from a course of study.
3. It cannot be used to promote individuals to a new class or for selecting new candidates from specific job or assignment
4. It cannot be used for awarding certificates.

### **SUMMATIVE EVALUATION**

This type of evaluation is carried out at the end of the course of instruction to determine what an individual has gained or acquired from the course. These may be at the end of a unit, term, year, or periodic of schooling. It is a one –shot business that comes at the end of the course,

hence by the time information is obtained; it is not possible to make any modifications. Example of summative evaluation includes an end of the term or year examinations, the first school leaving certificates, junior school certificate Examination, senior school certificate examination, etc. All these evaluations come at the end of a specific course of instruction. The essence is to determine what an individual has gained.

### **Characteristics of Summative Evaluation**

This type of evaluation has the following;

1. It is carried out at the end of the course, term, year, or period of schooling.
2. It is a period- oriented. It is concerned with the outcome which has been produced in the student.
3. It is to judge the adequacy of the course or its products (i.e. the students) regarding what they were able to accomplish.
4. It is carried only once, hence it is said to be one –shot evaluation.
5. It is not detailed. These cover a spectrum of topics. These make it possible for the evaluator to examine each lesson in detail.

### **Advantages of Summative Evaluation**

The following are the advantage of summative evaluation.

Since it is carried out in a term or a year, it is not time-consuming.

- It provides a single measure which shows what an individual was able to acquire or accomplish in the courses term year.
- It provides information, which can be used for promotion to a new class or selection for specific jobs or assignment.
- The information it serves as a basis for the award of the certificate.

### **Disadvantages of Summative Evaluation**

The insignificance of summative evaluation are as follows:

- It does not bring any improvement in the teaching-learning process. By the time information is provided, it has become too late for any such to be affected.
- It does not provide feedback to the teacher that will help him modify his instruct strategies to achieve a better result.
- The information it provides cannot help the learner to know his areas of strength and weakness.
- It does not make it possible for the learners to be assisted with special help in those areas are weak.
- It does not lead to an enhancement in the quality and learning.

## **FUNCTIONS OF EVALUATION**

Evaluation has many functions, which enhance the effectiveness of teaching and learning. We can group all the functions of evaluation in education into four as follows.

**1. Instructional function:** instructional function of evaluation relates to the way in which evaluation helps to improve the quality of activities in the classroom. All the function of evaluation which leads to direct instructional function and they are as follows;

- a) Good study habits: Evaluation encourages good study habits. Frequently this way they acquire good study habits.
- b) Motivation: evaluation increases the motivation of the students, thereby facilitating. When a student receives feedback on his performance it serves as motivation for him to work hard. If the feedback is positive, the student will level of performance subsequently if it is negative; the student will want to work hard to improve upon the poor performance.
- c) Determining the extent of objectives attained: All information hopes to accomplish certain instructional objectives. It is then necessary that at the end of the lesson, information is made available regarding the extent to which the instructional have been achieved. Evaluation serves to provide such information that will help the teachers determine the extent to which his instruction objectives have been achieved.
- d) Feedback on areas of student's strength and weakness: through evaluation we discover those areas in which the student strength and weakness lie. Such information is very useful in planning remedial programmes to enable the student overcome their weaknesses.
- e) Feedback on areas of teacher's strength and weakness: Evaluation provides feedback to the teachers on those areas where his instructional techniques are effective or ineffective. This will help the teachers refine and improve on the on his instructional techniques.

**2. Administration function:** This relates to those ways in which evaluation helps the school administration in taking decisions that affects the whole school. Every school administration relies on information provides by evaluation while taking decisions about students' progress, instructional materials, and courses to offer etc. The specific administrative function of evaluation includes:

- a) Classification of student: The information provided by evaluation is used for classifying the student in terms of their ability and interest; we decide whether a student should enrol in a grammar school, commercial school, and technical school.
- b) Placement of student: Placement has to do with putting the student at a point grade in his programme that is best suited for his characteristics. The evaluation also helps to put the student in a career that he is most suited for. Example of placement includes asking a bright student to move to class two instead of class one, putting a student in a science class instead of on art class.
- c) Selection: Evaluation helps the school administration to select s persons and curriculum materials that will best serve the interest of the institution. Through feedback from evaluation, the school decides whether a new set of curriculum materials ( textbooks, equipment, and supplies,) will facilitate the attainment of the goals of the school .whether a school needs new English or social studies teacher involves selection decisions. The various entrance examinations are used in selection, we pick the best individuals for a given task, and evaluation helps us to do this.

- d) Certification: Evaluation provides the basis for awarding certificate to individuals. The
- e) Information obtained through evaluation is used to determine what certificates are of course important for advancement and employment purpose.

**3.Guidance function:**These relate to how evaluation helps us to guide or director direct the learner in making effective vocational, educational and social decisions. Evaluation helps us to assist the student in making a proper vocational choice and to solve his educational and social problem. Evaluation serves the following species in education:

- a) Vocational guidance: Evaluation provides information necessary for helping the student to make proper and effective vocational choice. It is important that one chooses that vocation which is suited for his aptitude, interest, and ability.
- b) Diagnosis of students learning difficulties:Evaluation helps in the diagnosis of students learning difficulties. This information is then used to ensure the proper educational development of the student through a programme of remediation.
- c) Helping student to solve social and personal problem:through evaluation, information is obtained that will enable the school counsellor to assist the students to solve their social and personal problems which may include family problem, adjustment problem, choice of friendships etc. For the councillor to be of help to student in taking these problems, she will require sufficient information about the student such information is made available through evaluation.

**4.Research function:** This relates to the ways in which evaluation helps us to determine the effectiveness or otherwise of methods and materials employed in a programme in the entire programme itself. The following are the specific research function evaluation performs:

- a) (a)The effectiveness of instruction methods: Research is needed to determine which instructional method is more effective than other. Several instructional methods exist: we therefore need to know through research which ones are effective and under what conditions. Evaluation provides evidence that we need to arrive at such conclusions.
- b) (b)The effectiveness of instructional materials:Research in the area of effectiveness of instructional materials will be effective in accomplishing certain educational objectives. Such research are made possible through the information evaluation provides.
- c) (c)Learners characteristics and factors influencing learning: through research, we have been able to understand those characteristic of the learner and other factors, which influence learning. To be able to accomplish this, again research in this area had relied on information made available through evaluation.

## **CONCLUSION**

Evaluation enables us to compare the actual outcomes with the expected outcomes and to conclude this comparison to future action. Therefore, teachers of language should make proper use of the two types of evaluation and follow the stated criteria for evaluation in the language classroom.

## **RECOMMENDATION**

- ✓ Adequate Evaluation must be carried out on the part of the students to ensure quick understanding.
- ✓ Being aware of the Evaluation of approaches, language teachers can more effectively assess their student's writing through holistic evaluation which is a useful tool that allows teachers to meet their students' need.
- ✓ The teacher should assist performance in their students' by engaging them in activities such as modeling by providing feedback, applying contingency explaining and structuring tasks.
- ✓ Parents must assist in ensuring adequate assessment of students to pare way for good future performance.
- ✓ Schools must ensure that assessment measurement was implemented

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