Assessment for learning a second language in a multilingual education setting in Sri Lanka

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In a multilingual education setting there would necessarily be a language that becomes a second language for any learner. Naturally, it is realized as a challenge in such a setting. Although the teachers can give practice to children, the real application of learning can be tested with the help of assessments.

Assessments play a major role in second language learning in general education. Whether formative or summative, the administration of the assessment is seen while the marks are being recorded. Learners are tested using a tool to check either the attainment or their progress in learning. Yet, it seems that learners keep on repeating the same mistake(s). It is noted that this problem has arisen since the assessment tool is not exploited enough to make the learners learn.

Hence, the attempt of this research is to maximize and exploit the assessment tool to facilitate learning and to highlight that assessments are meant to ensure both “assessment of learning” and “assessment for learning”. Workshops are conducted for teachers in two education zones to give an insight on how assessment tools can be used to make the learners learn. Further, regular tracking of the selected sample groups is carried out to ensure that the real formative assessment is effectively used for the purpose of learning.