

Alternative Assessment as an Effective Tool in the ESL Writing in the Context of the Sri Lankan G.C.E O/L Classroom

Don Ravindu Janith Huladduwa

St. Thomas' Preparatory School, Sri Lanka

<ravindujanith@rocketmail.com >

Abstract – This research paper reviews the alternative assessments that act as an effective tool to enhance the writing skills of learners in an ESL Classroom. The study is conducted with regard to grade 11 students upon observing a lack of motivation among them to answer questions assessing their writing skills, which contributes to 35% of English Paper at the G.C.E. Ordinary Level Examination. Research shows that alternative assessment makes a successful impact on learners. Based on this view the paper attempts to study its effects in the Sri Lankan ESL classroom. The primary objective of this research was to investigate whether the regular alternative assessments would make a successful impact on learners' motivation and self-correction to improve themselves in writing.) Two alternative assessments were conducted as the teaching and the evaluation of the summative exam (Term End Evaluation) was taken to observe the ultimate progress of the learner. The first was given randomly to the learners for them to self-assess their proficiency level in writing. After the first assessment, the learners were told about their lapses and were instructed to write a reflection on what they had to improve. The second assessment was done after a week (structure of the paper remained the same) with prior notice. After the assessment, the learners were told to write another reflection about what they had improved. The Term-end assessment

Keywords: ESL classroom in Sri Lanka, Alternative Assessments, Self-Correction.