



مؤثریت ارزیابی معتبر در صنوف انگلیسی به حیث زبان خارجی

پوهندوی نادیه نظیر هاشمی^{۲۰۹}

تقریظ‌دهنده: پوهندوی عبدالکریم وصیل

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چکیده

این تحقیق تأثیر ارزیابی واقعی و سنتی را در بهبود آموزش زبان به حیث زبان خارجی بررسی می‌کند. ما از اصطلاح ارزیابی معتبر برای توصیف اشکال مختلف ارزیابی استفاده می‌کنیم که منعکس‌کننده‌ی یادگیری، پیشرفت، انگیزه و نگرش دانش‌آموزان نسبت به فعالیت‌های صنفی مرتبط با آموزش است. ارزیابی نقش مهمی در یادگیری و تدریس در آموزش عالی دارد. این می‌تواند به عنوان بخشی از یادگیری و فرایندی باشد که تعیین می‌کند آیا یادگیرندگان موفق بوده‌اند یا نه. در گذشته بیشتر معلمان زبان از اهمیت ارزیابی واقعی در روند یادگیری آگاه نبودند. با این حال، اکنون ارزیابی اصیل و اهمیت آن بیشتر مورد توجه قرار گرفته است. از ارزیابی برای ارزیابی فراگیران برای بهبود پاسخ‌گویی و اعتبارسنجی استفاده می‌شود.

اصطلاحات کلیدی: ارزیابی معتبر؛ زبان انگلیسی به صفت زبان خارجی؛ دست‌آورد؛ پیشرفت؛ مؤثریت

Effectiveness of Authentic Assessment in EFL Classes

Asstt. Prof. Nadia Nazer Hashemi

Abstract

This study investigated the impact of authentic and traditional assessment on improving EFL learners. We use the term authentic assessment to describe the multiple forms of assessment that reflect student learning, achievement, motivation, and attitudes on instructionally-relevant classroom activities. Assessment plays a crucial role in learning and teaching in higher education. It can be seen as part of learning and process that determine whether or not learners have succeeded. In the past most of the language teachers were not aware of the importance of authentic assessment in learning process. However, now more consideration is given to authentic assessment and its importance. assessment is used to assess learners for improvement accountability, and accreditation.

Keywords: Authentic Assessment; EFL; Achievement; improvement; Effectiveness

ارجاع

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^{۲۰۹} استاد پوهنځی زبان و ادبیات خارجی، پوهنتون کابل

Introduction

This research will try to find out the effectiveness of authentic and traditional assessment on EFL learner. The main reason for doing this research arises from the interest of mine and long-standing concern about difference and influence of authentic and traditional assessment on enlightening EFL learners and more importantly the students of Languages and Literature Faculty at Kabul University. This research will try to prepare a comparative work on traditional assessment and authentic assessment.

Based on the topic of the study, the aim of the study is to find answers to the research question “What is the impact of authentic/ traditional assessment in language teaching classes?”

The present study is a comparative and descriptive study in nature, a qualitative research method is used for this study. The data will be analyzed through descriptive analysis. Different articles and books are going to be used for finding out the effectiveness of authentic and traditional assessment.

Having adequate data is essential for any type of research. The appropriate data collection procedures for collecting data are one of the important steps in the investigation. In this research, the data could be collected through research questionnaires because it is easy to analyze. Beside, interview is another tool for collecting the data for this research.

In this study, the data will be collected through document reviewing, one of qualitative research methods. Document reviewing includes examining written materials that bear information regarding the issue to be investigated.

The participants for this study are sixteen, eight English teachers and eight students from English Department of Languages and Literature Faculty at Kabul University. The ages of teachers are 28-40 and students are 18-22.

Review of the Literature

An essential feature of education is assessment and the significance and popularity of student-oriented learning demand alternative techniques of assessment to evaluate teaching and learning. Assessment sets the agenda more persuasively than any syllabus or course outline and it is “one of the most significant influences the students’ experience of higher education and all that they gain from it” (Chickering & Gamson ,1999, p. 1).

In recent years, assessment has generally been seen as one of the key challenges in the field of learning. Assessment, in the broad sense, means “any methods used to better understand the current knowledge. On the other hand, assessment is “any process that provides information about the thinking, achievement or progress of students” (Bloom, 1956, p. 1).

Because assessment is important in teaching and learning, every teacher should assess his/her students’ learning regularly. Some of the methods which teachers use to measure their students’ learning are paper and pencil tests, oral presentations, standardized tests, and question-and-answer activities. Therefore, teachers spend a great deal of their class time engaged in one type of assessment or another (Kennedy. 2006).

On the other hand, assessment of students needs using a well-organized system, namely tests, to make judgments about the students' achievement (Spady, 1994). While this type of assessment is a basis of educational programs educators and critics from various backgrounds have raised a number of concerns about its usefulness as the primary measure of students. There are many reasons for undesirability of traditional (or teacher) assessment in which student's knowledge is evaluated by one or two single scores. This element makes students rely on their memorization ability and reproduce these pieces of information from their memory on the exam to score high and after the exam this information disappeared. This traditional assessment diverts the students from meaningful learning. Also many other factors, among other things, distraction, anxiety and stress may influence students' performances. But nowadays, most of the teachers in different schools and universities have various levels of awareness and interest in alternative assessment. Some researchers report that there are several shortcomings and limitations among traditional testing methods. Traditional assessment involves the employment of paper-and-pencil tests and standardized tests to assess student's performance under time pressure. Typically, traditional or teacher assessment is used only to monitor students’ learning. Under this model, students who know are separated by those who do not know. In other words, traditional assessment creates a system that classifies and ranks students (Bloom, 1956). In traditional assessment, generally the teacher alone has the power to make decisions about what is learned and how it is

assessed and students do not participate in making decisions about what is important for them to learn or in determining how well they are learning; But, the focus of alternative assessment is on developing real-world problem solving skills that will lead people to observe, think, question, and test their ideas (Basturkmen, 2006). Authentic assessment embraces a democratic decision-making process. In contexts that use authentic assessment practices, students and instructors are co-learners, freely expressing and testing their ideas together.

According to Tanner (1980), stated that some teachers will already have tried some form of authentic assessment or may have attended workshops on authentic assessment or performance assessment. They may even be using portfolios containing representative sample of student work to show growth overtime. The author also stated that some of these teachers may have already designed scoring rubrics and provide feedback to students on their performance or they may have already used another types of authentic assessment.

According to Bachman (1989), there are many types of effective authentic assessment used in the classroom today and teachers can select from a number of options to meet specific purposes or adopt approaches to meet instructional and student's needs.

Oral Interviews

According to Bachman (1989), the oral proficiency of ELL students should be assessed regularly, especially with very your students or when students have yet acquire sufficient command over the language for written assessments to be appropriate. In this type of assessment students can respond orally to questions about a collection of topics that might include their prior knowledge, activities, and interest or favorites. The teacher may be interested either in the substantive information collected or in judging the students proficiency in responding to the questions, both of which can be used for instructional planning.

Story or Text Retelling

Bachman (1989), stated that in this type of assessment, students read or listen to text and then retell the main idea or select details. This type of assessment is authentic because it is based on or closely resembles activity. Students at all levels of English proficiency can participate in story or

retelling. In this type of assessment students who have little proficiency in English can be able to participate in the assessment, even in classroom where the teacher is not proficient.

Writing Sample

Students are often asked to generate writing samples to meet a number of different purposes, Bachman (1989), argued that these may include expressive or narrative writing (personal experience, story, or poem) expository or informative writing, persuasive reports or some combination of the different purpose. In this type of assessment students can also be asked to write different genre, such as a letter, a journal entry an essay, a newspaper report, or a research paper. And teachers often have their own criteria for judging students writing and assigning grades. Grades will tend to vary from teacher to teacher unless they are based on specific performance Bachman.

Project and Exhibitions

Students may complete a project on a specific topic and/ or exhibit their work. An exhibition can include displays or models of buildings or objects appropriate to an instructional setting, role plays imitations, artistic creation, videotaped section, charts, graphs, tables, etc. A project may be conducted individually or in small groups and it's often presented through an oral or written report (Bachman, 1989).

Experiment or Demonstration

The experiment or demonstration is presented through an oral or written report which describes the steps and materials necessary to reproduce the experiment and hypothesis that were tested, method or observations used, or conclusion drawn. Students can be rated on their understanding of the concept, explanation of scientific methods, and/ or the language used in the explanation (Richards, 2002).

Constructed- Response Item

Bachman (1989), also stated that, this is a type of performance assessment in which students read or review textual materials and respond to a series of open-ended questions eliciting comprehension and higher-order thinking. The assessment often focuses on how students might produce a graphic illustration of the substance an organization of the reading, a brief comment on one or two points made in reading or in an extended essay discussion evaluating the text materials.

Teacher Observation

Teachers often observe students' attention to tasks, responses to different types of assignments, or interactions with other students while working cooperatively towards a goal. In both spontaneous events and planned classroom activities, teachers can observe students use of academic language and higher-order thinking skills in task-oriented discussion with other students. Most likely, you already observe daily students are on task and working productively (Eslami, 2010).

Portfolio

Bachman (1989), also stated that portfolio is purposeful collection of student work that is intended to show progress over time. The portfolio may include samples of student work, usually selected by the student or by the teacher to represent learning based on instructional objective. One of the most valuable aspects of portfolio assessment is that it links assessment with instruction. That is, students' performance is evaluated in relation to instructional goal, objectives, and classroom activities.

Findings of the Research

The results of the present study have several implications. This study helps students to become self-directed, and enables teachers to be facilitators and collaborators. Students are able to witness their peers and arrive at a better understanding of how their peers learn. They are autonomous learners. They take more responsibility in their own learning, and have more involvement in assessment. Syllabus designers can get the insight from the results of this study in designing an appropriate syllabus. Syllabus designers should also consider and value learners' right for their own decisions and suggestions and criticism while designing syllabuses. In the current study, the findings promote the meaningful learning and decrease the problems of the rote learning. They also showed that authentic assessment is more useful in teaching and meaningful learning. As most of the teachers from English Department believe that by authentic assessment students are more involved in learning process and it makes them independent learners because they have more chances to work outside of the class and it improves their thinking skills and make them able to reflect on what they have learned as well as to transfer and apply knowledge from one discipline to another. The finding of this study is also

showed that authentic assessment makes students more productive and critical thinker. Unlike traditional assessment, authentic assessment places the learners in the center of the learning process, the instructor provides students with opportunities to learn independently and from one another and coaches them in the skills they need to do so effectively. The participants of this study believe that authentic assessment measures students' ability to apply knowledge of the content in real life situations; ability to use and apply what they have learned in meaningful way, while traditional assessment measures students' knowledge of the content and requires students to demonstrate knowledge by selecting a response or giving correct answers, this usually tests students' proficiency through paper and pencil tests.

Conclusion

As a concluding remark for the study, it will be educationally useful to attach more importance to authentic assessment in curriculum and educational programs of language teaching. Additionally, it is recommended that more scientific research be conducted about authentic assessment, in particular on goal-setting, educational planning and program development.

Three main conclusions can be drawn from the findings. Firstly, authentic assessment is more effective than traditional assessment; one reason for it is that authentic assessment supports active learning. Because student's knowledge and skills are measured through practical task which are meaningful and relevant to their real life, students do not necessarily have to remember all the details they have read to answer the questions; instead they connect the content of question to their real life context and give their own creative and open-ended answer. This removes cognitive load and psychological stress from students' brain. In contrast, traditional assessment supports rote learning requiring students to remember information in detail. Secondly, in authentic assessment students learning is measured based on criterion or toward specific goals, so there is a clear logical link between the content of questions and course objectives. Thirdly, authentic assessment is more effective and focuses on students' 'interactive performances while traditional assessment pays no attention to that.

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