Farida Huseynova,
Ph.D. English language teacher and
Head Specialist of Innovation Center
Azerbaijan State Pedagogical University.
Baku, Azerbaijan.
https://orcid.org/0000-0002-0250-3467
feridehuseynova21@gmail.com

AUTHENTIC ASSESSMENT IN DEVELOPING STUDENTS' ENGLISH LANGUAGE SKILLS

Abstract. The research study devotes to using authenticity in the evaluation of students' English language skills at the initial stage of higher education. The purpose of this research paper is to describe methods for measuring students' productive English language skills using authentic tests or task items. Another aim is to present modern authentic assessment tools that are effective in measuring language skills, such as case studies, simulations, portfolios, observations, performances, journals, essays, presentations, and projects that are close to real-life situations in learning. It is known that students who have recently started university learn English more from textbooks or from test assignments. This makes understanding the real world difficult for them. Moreover, the students are shy and have psychological difficulties interpreting real-life situations as authentic studies. Highlighting teachers' problems, it should be stated that it is difficult to create authentic assessment tasks for scoring language skills for them. During the evaluation process observation, interviews, essays, journal writing, and portfolios are not preferred valuable tools. The research study will boost originality in the contextual language as a more significant expectation of a higher education level. Therefore, authentic assessment describes all requirements that to be closer to reality in the development of fluency and effective listening skills. The research study enrolled twenty-four (16 girls and 8 boys) sophomore students and five (5) teachers to solve all these challenges. Data collection explores the variables such as age, gender, interest in originality, and the number of class hours were all considered during the research process. Observation, interviews, and mixed-type (quantitative and qualitative) methods were used during the experiment. This paper has achieved its objective of

applying authentic assessment in teaching English. The finding revealed that teachers did not regard authentic assessment as norm-based assessment. Then, the psychological aspects of authentic assessment were unknown to the students. It should be claimed that the assessment of language skills using a variety of interesting authentic methods encourages students to use English effectively. Furthermore, the teachers were able to design the language assessment criteria by applying authentic tools.

Key words: authentic assessment; real-life context; criteria; portfolio; presentation.

INTRODUCTION / ВСТУП

Formulation of the problem. Today, Azerbaijan requires authentic communication and collaboration in English in the global space and the labor market. It is a fact that young people engage in more authentic communication and dialogue with foreign citizens determines the social and cultural level of mass events, international competitions, and symposia in Azerbaijan. For this purpose, higher education prioritizes using English in various contexts and needs to evaluate students' originality in their English language study. The using original assessments improve students' comprehensive language acquisition in real-life contexts. Consequently, the study's goal is to investigate the theoretical foundation of authentic assessment in terms of terminology and the significance of using this type of assessment in English language teaching and learning. Thus, the study's objective is to investigate the theoretical backgrounds of authentic assessment, including its terminology, and the significance of using this assessment in teaching and learning English [1], [2], [3].

Recently several articles have defined this terminology as an alternative assessment that scopes various valuable skills in learning English. J. O'Malley, & L. Pierce (1996) [20, p. 132] stated that authentic assessment "Is based on activities that represent real-life situations settings". It includes performance assessment so that students have the chance to express themselves through portfolios and student self-evaluations. However, the research studies presented the importance of choosing evaluation criteria and employing learning strategies.

Analysis of major research and publications. The use of authenticity in English is presented in many studies and proved the effectiveness of using real contexts by evaluating tests and tasks. Nonetheless, there are numerous challenges to using authentic assessment in higher education. The most

emphasized theoretical limitation is the lack of empirical studies on authentic assessment in English Language Teaching (ELT) [2], [14].

The study conducted by Retnawati (2016) [21, p. 310] demonstrated the difficulties of the initial stage for university teachers in implementing the assessment. The researchers discovered that teachers have difficulties developing evaluating instruments, creating indicators, performing rubric assessments, and gathering scores because they do not fully understand the system of authentic assessment in implementation. Moreover, there is a lack of studies describing students' authentic activities by providing them the rubrics for evaluating language levels. Despite the study of authentic assessment in different contexts, it is stated that all experiments have less similar results because of a lack of evaluating criteria. Particularly, the scoring criteria for measuring authentic skills have been little investigated [3], [7]. Regarding these issues, the study focused on exploring modern approaches to creating authentic assessment criteria for solutions to these problems. For this purpose, this study provides a baseline reference for the transition from traditional to ongoing evaluation, from norm-referenced testing to more criterion-referenced assessment. Therefore, the study will be a valuable source of presenting modern approaches to provide teachers with creating assessment criteria for solutions to these problems. The research study presents the following research questions to analyze these challenges in students' evaluation:

- What challenges are there in evaluating students' authentic skills in English?
- Why is authentic assessment more important in learning English?

AIM AND TASKS / МЕТА ТА ЗАВДАННЯ

The *purpose* of the research aims to determine the benefits of authentic assessment in higher education that develop students' English language proficiency.

To achieve the set goal, the following *tasks* have been put forward:

- implement a recent theoretical literature review to assess the efficacy of authentic assessment in English;
- analyze authentic assessment in higher education's use of English learning;
- provide authentic assessment strategies and evaluation criteria in assessing students' knowledge and skills;
- present study results comparing participants' attitudes to authentic assessment.

THE THEORETICAL BACKGROUNDS / ТЕОРЕТИЧНІ ОСНОВИ ДОСЛІДЖЕННЯ

The theoretical background of the research considers the importance of analyzing recent literature for the relevance of the research problem. The changes in teaching paradigms should necessarily imply changes in assessment trends, A. Wiewiora &, A. Kowalkiewicz [24, p. 418], N. Nguyen [16, p. 116]; O'Malley & Valdez [20 p. 127] examine several theoretical perspectives on the assessment of language skills. M. Gottlieb (1995) [14, p. 12] characterizes the role of authentic assessment for gaining four language skills adequately in context as follows:

- to adapt receptive active language competence related to listening and reading;

- to demonstrate rich vocabulary skills in integration of different knowledge and skills;

- to encourage students' active participation in the authentic dialogue to apply research and inquiry-based learning in teaching;

- to use standardized competency-based tests in assessing originality.

The study reviewed the recent scientific literature to examine interesting considerations about the role of authentic tools in English language assessment. The requirements of authentic assessment of English language learning are more important at the beginning of higher education. First, more literature states the effects of authentic assessment in acquiring competency-based learning. It is known that producing language to be delivered to others orally or in writing is an indicator of productive active competency [5], [8].

These assessment tools reflect students' life experiences and encourage them to learn about current events in the real world. Students improve their language acquisition of real-life problem-solving, communication, and critical-thinking skills by doing receptive and productive competency tests. It is clear that this type of assessment is sociocultural and provides students with new platforms for social-psychological development. Authentic assessment is considered to stimulate students' higher-order thinking and problem-solving skills for individual learning in society [4], [5], [7].

In contrast to receptive active competence, the competency test is a more effective tool for assessing speaking and writing in authentic assessments. These assessment tools reflect students' life experiences and encourage them to think and research about current events in the real world. Furthermore, the article also revealed the challenges and problems in choosing authentic assessment tools in teaching.

However, some concerns seemed about using original materials in the university's early stages. N. Trisanti (2014) [22, p. 128] claimed that teachers and students are less aware of the types of alternative assessments to define the purpose of authentic assessment. They prefer using a traditional assessment that focuses on doing high stake tests for final results. One of the other issues is to investigate psychological and pedagogical aspects of language skill assessment using real-world tasks poorly. Students have problems exploring the frequency using of words, phrases, and terminologies used in authentic dialogue or text. Martinez [19, p. 6] asserts that authentic texts can be very biased for learners in terms of learning cultural study. Similarly, teachers prove that authentic materials contain difficult language, unnecessary vocabulary, and complex language structures. Therefore, more effective instruction is required to increase the number of students who use the English language freely and authentically during the learning process.

Many scientific topics have explored the significance of using authentic assessment to overcome all these challenges [8], [10], [11], [19].

First, this type of assessment provides educators with a more comprehensive understanding of their student's abilities, needs, and interests during the initial stage. For this purpose, numerous studies analyzed the advantages of authentic assessment in terms of defining higher-order cognitive skills and applying new knowledge to problem-solving situations [4], [6]. Similar to receptive active language assessments, choosing authentic tasks necessitates should be the relevant curriculum. Regarding these issues, the research study presents that the performance of retelling a story, responding verbally, discussing, talking, speaking, conducting interviews, and other tasks are examples of authentic tasks for speech competence [5]. Writing correspondence, summarizing, reviewing books, writing news, writing articles, writing reports, writing advertisements, and other tasks are examples of authentic writing tasks [8], [9].

Authentic assessments, as opposed to standardized tests, focus on developing specific skills. One of the most significant issues is that learners cannot differentiate between conventional assessment and authentic assessment. Understanding this distinction also creates opportunities for the use of real assessment. By summarizing the analyses performed on the studies, the difference between traditional and authentic assessment can be clearly seen in the table below.

Table 1

Comparison of traditional and authentic evaluation [7]

Traditional assessment	Authentic assessment
Administratively managed and scored with established standards	Assessment is an integral part of training
One-time exam	It is called ongoing assessment
Bias based on culture or socio-economic status	It forms more cultural behavior
Students are usually treated the same way	Each student is treated as an individual
Testing and instruction are considered distinct activities.	Free activity of learners is emphasized
Final decisions are made based on test results	Multiple data sources provide a more informative view
In most cases, students' weaknesses and failures are highlighted	Students' strengths and improvements are highlighted
Negative feedback without constructive instruction	Helpful feedback is provided to improve and guide learning
Tests are focused more on low-level knowledge and skills	Higher-order learning outcomes and thinking skills are prioritized
Interaction between students is not permitted	Encourages collaborative learning
Focus on one "correct answer"	Covers a range of perspectives
More students are encouraged to compare	Compares students to their previous performance and goals

Looking at the table it is clear that by practicing each language skill, using authentic assessment instruments promotes experiential learning and encourages teachers and students to engage in real-world activities (table 1). It is defined as a performance assessment in increasing motivation and the positive effect of using authenticity. Furthermore, authentic assessments are designed to assess students and their knowledge in real-world situations, they are frequently regarded as more valuable than traditional assessments [12], [13].

Therefore, standardized tests cannot shape students' new creative thinking and can't be given a high degree of reliability. These tests have been known for containing multiple-choice answers, fill-in-the-blanks, and responses to closed-ended questions. These kinds of tests measure only students' cognitive levels and have a number system for language levels. Despite the differences in terminology, both assessments are a learning approach and a new technology in English teaching. It is discovered, in particular, that the English language curriculum guidelines do not address the

concept of authentic assessment, the creation of authentic rubrics, or the scoring of items, tasks, and tests [15], [18].

The competencies that 21st-century students will acquire from English are characterized by the acquisition of four skills or multi-literacies. Comparing authentic assessment to traditional standardized tests, the dynamic growth of the assessment process attracts attention in teaching., A. Marhaeni & N. Dantes (2014) [17, p. 12] state that authentic assessment focuses on students' practical knowledge and skills given on tests in the examination process. He proved that authentic tests are characterized as alternative assessments and have been proposed for all types of assessment, such as reliability, validity, practicality, authenticity, transparency, and washback effect.

Pedagogical and psychological aspects. Regarding to psychological and pedagogical aspects, authentic assessment has a beneficial effect on students' engagement in class, their development of self-esteem, and their desire to pursue a future in English teaching [1], [4]. According to a number of researchers, language skill assessment using original methods is the most critical field in modern pedagogy. According to C. Hwang (2012) [12, p. 121], authentic assessment includes a variety of approaches that reflect the student's daily activities, accomplishments, motivation to learn, and attitude toward learning activities. Rather than memorizing facts or repeating information from lectures, the authentic assessment focuses on what students can do with their knowledge. As a result, assessing students' topic understanding, observing their performance skills, and developing their self-creating abilities should be the main goals of authentic teaching. As a result, this examination puts teachers and students in real-world situations to evaluate their teaching abilities.

Criteria-based authentic assessment. An assessment task must meet specific criteria in order to be considered unique. It should be as follows:

Specific: the task should be specific to a real-world problem or scenario.

Deep: to complete the task, students should use their knowledge and skills.

Complex: it should be open and allow for multiple solutions [11, p. 14].

According to Linh, and Nguyen (2016) [16, p. 12] argued that teachers should develop measuring criteria to assess learners' behavioral and ethical-cultural skills in communication. Other literature (J. Smirnova, 2018) [8, p. 26] specified these criteria according to obtaining *behavioral culture, content knowledge, presentation, and creative skills* in learning English.

Behavioral culture: learners' behaviors and interactions with others can be observed to assess their behavioral interactions. This type of evaluation can

provide valuable information about a learner's social and communication skills and common dispositions.

Content Knowledge: to measure content knowledge, students are assigned tasks that require them to identify information in the subject or explain the function of various objects in addition to assessing students' cognitive skills in language learning.

Presentation skills: authentic evaluation positively affects students' presentation skills. They must demonstrate appropriate body language, a clear tone of voice, eye contact, gestures, and facial expressions.

Creative skills: in this step, students can prepare a graph and table to express their ideas coherently and make entries on it; use appropriate vocabulary, paraphrase their sentences correctly; make generalizations; and evaluate short interpretation skills.

Authentic assessment tools. Authentic assessment includes communicative activities such as demonstrating and comparing role players, analyzing situations, giving presentations, and gathering evidence with authentic tools, as well as different types of evaluation. The sociocultural perspectives and students' metacognitive abilities are enhanced by the variety of assessment strategies According to O'Malley and Valdez Pierce (1996) [20, p. 12] basic types of authentic assessment in language learning are applied as the following strategies: *observation; Interview; Simulation games; Case study; Presentation of projects and exhibitions; Students' portfolios in progress/*

Observation

Observation tools are thought to be unique in their ability to promote productive skills and are used as an effective method of language learning. First, observation, as a type of contextual assessment, allows one to solve difficult problems in a short amount of time and focuses on mastering the English language by discussing various rubrics. Teacher observation in taking notes for student's language skills in speaking, listening, reading, and writing. Moreover, giving feedback on the learners' progress can help to emphasize the information gained through observation. Instructors, teachers, peers, and other educators should be as observers. Thus, observation allows students to promote active participation in contextual assessment while also improving their active participation by increasing their language level (J. Mueller, 2013) [19, p. 7].

Interview

Interview assessment is a communicative evaluation tool to measure students' listening, speaking, comprehending, and responding adequately. A teacher will assess learning based on responses provided during a structured

interview about learning outcomes. By interviewing one another and basing their evaluations on engaging questions about various subjects, students also participate in peer evaluation. During the evaluation process, the length, content, and subject matter of the interview should all be considered. As effective criteria for measuring *interview skills, preparation, interest in questions, comprehension, and completion of ideas*, responding, fluent speaking, word choice, and body language are all taken into account.

Simulation

Simulations are the most effective tool for assessing sophomore students' speaking and listening abilities. The teacher prepares various scenarios as a case study of the subject matter discussed in class prior to conducting the simulation. Students are assigned to various roles in the case study or asked to play various characters in the scenarios. However, the students overcome their shyness and become acquainted with the case study scenarios, as well as fully comprehend the rules and information they will represent in the game. They should be evaluated by the intended criteria, such as *defining the problem, formulating the model, comparing behavior, highlighting the data, demonstrating authentic dialogue skills in speaking, and effective listening* (A. Feinstein & H. Cannon) [13, p. 428].

Case study

The case study allows students to construct real-life contexts related to the subject matter or to assess their language skills. Students are assigned different situations to explore, analyze, draft open-ended research questions, collect valuable data using various qualitative methods, and finally present their problem findings. The teacher develops evaluation criteria for students' study designs by *identifying problems, establishing goals and objectives, analyzing and communicating effectively, conducting background research, and presenting solutions* [17, p. 15].

Presentations

Referring to measure students' presentation skills, at early stage of university level students should be evaluated through the preparation of small community service social projects or a research study. At a first step, students are assigned to prepare various small projects demonstrating slide presentations. It boosts motivation or fluent speech in English. Moreover, they can demonstrate presentations by working in groups collaboratively and reviewing all materials that everyone sees and learns together presentations should be short reports, moviemaking, essays, reports, students' creative work, etc. Therefore, choosing available criteria, the teacher should assess the

student's presentation skills, including the use of a *clear tone of voice, relevant vocabulary, making pauses, using gestures, miming, and making eye contact in the student's speech* [23, p. 44].

Portfolios

The article will present on portfolio evaluation, which is a type of formative evaluation. This strategy emphasizes a sustained commitment from educators, learners, parents, and administrators to the use of portfolios. A student portfolio is a collection of worksheets, assignments, and project outcomes, both digital and analog, that demonstrate what the student has learned and how they can use their skills. Students can prepare for upcoming opportunities, such as internships and interviews, with the aid of these portfolios [14, p. 12].

RESEARCH METHODS / МЕТОДИ ДОСЛІДЖЕННЯ

The research study conducted an experiment enrolled twenty-four (16 and 8 boys) sophomore students and five (5) teachers to explore all these challenges. A descriptive qualitative study is used during the experiment.

Data was collected to determine the rates among the variables such as age, gender, interest in originality, and the number of class hours in teaching English. Survey questionnaires, interviews, observation and descriptive methods were used during the experiment. According to Nazir [7] that descriptive research is a technique of collecting data using interviews, case studies, and observations that are relevant to authentic assessment in language learning. The following inquiries were tried to be answered by this study:

• What are the benefits of using authentic evaluation of higher education students' learning education?

• How do educators compare authentic and conventional assessment methods?

• What types of authentic assessment influence students' academic performance in higher education?

RESULTS OF THE RESEARCH / РЕЗУЛЬТАТИ ДОСЛІДЖЕННЯ

The research revealed that using authentic assessment encourages students to use language in real-life contexts. The main objective of authentic assessment is to enable students' real-life speech through the use of pertinent vocabulary, efficient listening, and productive public speaking abilities. Additionally, by conducting simulations, case studies, and portfolios that boost their desire to participate in the learning process, students and teachers can

contrast original assessments. The first survey investigated how boys and girls felt about using authentic assessment to connect to real-life contexts. Therefore, the first questionnaire survey was defined on the following levels: *very dissatified – 10/20 score; dissatisfied – 25/35 score; satisfied – 40/60/ score; very satisfied – 65–80 scores.*

Table 2

Survey results on students' atittude to authentic assessment (pre/post tests)

No. s/n	Criteria	Boys		Girls	
	Authentic assessment	pre	post	pre	post
1	Observation and taking notes is interesting while partners' language skills	45	65	55	75
2	It is beneficial to use portfolios to monitor the development of language levels in assessment	40	65	55	80
3	It is interesting to discuss journals and newspapers materials, community issues for case study	40	70	55	85
4	To simulate others opinions is helpful to speak freely	35	55	55	80
5	The questions make me seek new circumstances	40	60	45	75
6	To answer questions that require scientific investigation	30	65	40	75

The table provides an overview of first-year university students' attitudes toward authentic assessment. The survey's pre-test analysis findings indicate that students are unaware of authentic assessment. Boys reported that it was helpful to listen to their partners speak and pick up new skills (table 2).

The boys' observation activity was not very satisfactory prior to the experiment; this activity received a low indicator of 45 points, but the improvement following the experiment received a 65-point evaluation. The girls' observation activity was rated somewhat differently; it received a satisfactory rating of 55 points on the pre-test analysis. After the experiment, this progress was higher than the boys and they were very satisfied receiving a score rating of 75 points. Students get very satisfied evaluating their partners' language abilities by watching their performances, taking notes, and applying the teacher's standards.

Regarding portfolio evaluation, students exhibit worthwhile accomplishments. The boys scored 40 on the pretest, according to the analysis. After the posttest analysis, however, the improvement was 65 points (very satisfied), doing the portfolio assessment. The girls' scores were better than the

boys' 55 points in the pretest analysis and 80 points in the post-test analysis for boys, respectively. Students completed a self-assessment exercise on learning language skills.

Boys were not satisfied with completing these tests during the lesson due to a lack of materials, according to the pre-posttest analysis the discussion of journals and newspapers for enhancing speaking abilities were 40/70 points. Otherwise, the girls stated that reading interesting journal materials gives them new ideas to discuss demonstrating original speech in 55/85 points. According to discuss journals and newspapers for improving speaking skills boys were dissatisfied to do these tests during the lesson because of lack of materials.

Boys who responded to the assessment's use of simulations noted that their limited vocabulary made it difficult for them to express their emotions during the exercises 35/55 points. Their attitude toward the actual assessment, pretest result was 60 % lower. Then they could increase it according to posttest analysis 55 points. The girls who made this reference expressed satisfaction with their relationships and had original conversations about the simulations 55/80 points. This indicates that they had a 35 % advantage over the boys on pretest analysis.

Regarding the fifth question the boys noted that lack of authentic materials and assessment they have limited skills to seek new circumstances after reading the questions on pre/posttest analysis 40/60 points. The questions given while experiments were on seeking new circumstances about demonstrating prognosing, analyzing, evaluating, summarizing and self-interpreting skills while discussing real situation. It means that they need to use more authentic materials that have got these skills. However, the girls were happy to complete the assignment and claimed to have gained insight into one another's perspectives on various circumstances 45/75 points due to pre-posttest analysis. Other findings revealed that authentic assessment on seeking new circumstances during reading topics in English is new productive skills. Students get satisfied to obtain this skill. Exploring new situation on given topics draw their attention to investigate or search other issues.

According to the last question, boys could gain their positive attitudes and interests to new scientific investigations despite of their score 30/65 points. They emphasized valuable reading materials to make them new searching. The girls have obtained 40/75 points on answer questions that require scientific investigation. The findings of this study may also offer English language instructors some suggestions for enhancing their students' assessment abilities.
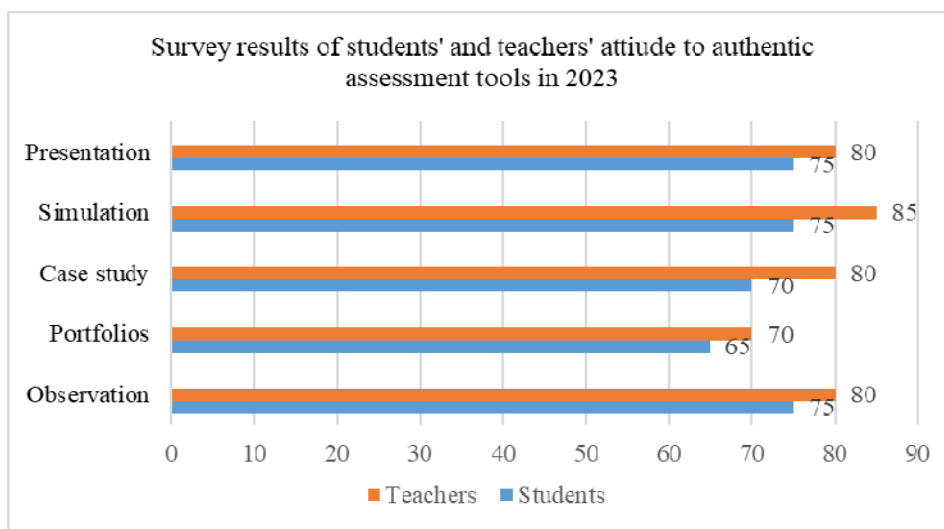
Figure Survey results on using authentic tools in assessing language skills

The graph displays percentages of both students' and teachers' involvement in the assessment process. The results demonstrate the desire of both educators and learners to use authentic tools for assessment while developing efficient language abilities. They were able to very satisfied with the results of using these assessment tools to learn English through communication.

CONCLUSIONS AND PROSPECTS FOR FURTHER RESEARCH / ВИСНОВКИ ТА ПЕРСПЕКТИВИ ПОДАЛЬШИХ ДОСЛІДЖЕНЬ

Hence, the research study concludes the following results:

One of the requirements of international communication and the labour market is an authentic English language. For the students to demonstrate their social and cultural levels, more genuine language and conversations with foreigners are required.

Incorporating original evaluation into English instruction is to enhance students' cognitive abilities and problem-solving in authentic situations.

The study's findings demonstrated sophomore students' interest in using English to talk about and resolve actual problems.

Theoretical analysis of the advantages of authentic assessment in teaching English explores students' performance skills.

According to the survey analysis, 70 % of university educators struggle with developing evaluation criteria, indicators, and rubrics for genuine assessment.

Teachers need training in language assessment in real-life contexts.

The study's findings demonstrated that a moderate number of participants (75 % of girls and 65 % of boys) are satisfied with genuine evaluation.

The most efficient methods for assessing students' language abilities are authentic assessment techniques.

University should develop a guideline for authentic assessment to assure students have effective language skills.

Prospects for further research in this direction. This research study proved that authentic assessments are adaptable methods for evaluating students' ongoing language development. Through this research, students will learn useful concepts that will help them pinpoint their original speech's strong and weak points. The first phase of authentic evaluation requires rules to be applied to learning for all intents and purposes. This study will provide both teachers and students with more useful ideas for creating performance criteria and rubrics for authentic strategies.

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АВТЕНТИЧНЕ ОЦІНЮВАННЯ РОЗВИТКУ АНГЛІЙСЬКОЇ МОВИ УЧНІВ

Гусейнова Фаріда Маши гизи,
доктор філософії, викладач англійської мови,
головний спеціаліст Центру інновацій
Азербайджанського Державного педагогічного Університету.
Баку, Азербайджан.
https://orcid.org/0000-0002-0250-3467
feridehuseynova21@gmail.com

Анотація. Дослідження присвячене використанню автентичності під час оцінювання знань студентів з англійської мови на початковому етапі вищої освіти. Метою даного дослідження є опис методів вимірювання продуктивних навичок англійської мови студентів за допомогою автентичних тестів або завдань. Інша мета полягає в тому, щоб представити сучасні автентичні інструменти оцінювання, які є ефективними для вимірювання мовних навичок, таких як тематичні дослідження, моделювання, портфоліо, спостереження, виступи, журнали, есе, презентації та проекти, які наближені до реальних ситуацій навчання. Відомо, що студенти, які нещодавно вступили до університету, більше вивчають англійську мову за підручниками або за допомогою контрольних завдань. Це ускладнює розуміння реального світу для них. Крім того, студенти сором'язливі та мають психологічні труднощі з інтерпретацією реальних життєвих ситуацій як справжніх досліджень. Висвітлюючи

проблеми вчителів, слід зазначити, що для них складно створити автентичні оцінювальні завдання щодо оцінювання мовних знань. Під час процесу оцінювання спостереження, інтерв'ю, есе, написання журналу та портфоліо не є цінними інструментами, на які варто звертати перевагу. Щоб підтвердити гіпотезу, дослідження підвищить оригінальність у контекстній мові як більш значуще очікування вищого рівня освіти. Таким чином, автентичне оцінювання описує всі вимоги, щоб бути ближче до реальності щодо розвитку вільного мовлення та ефективних навичок слухання. У дослідженні брали участь двадцять чотири (16 дівчат і 8 хлопців) студенти другого курсу та п'ять (5) викладачів, щоб вирішити усі ці проблеми. У процесі збору даних досліджуються такі змінні, як вік, стать, інтерес до оригінальності та кількість навчальних годин. Під час експерименту використовувалися методи спостереження, інтерв'ю та змішаного типу (кількісні та якісні). Ця стаття досягла мети застосування автентичного оцінювання під час викладання англійської мови. Результати виявили, що вчителі не вважали автентичне оцінювання оцінюванням на основі норм. Тоді психологічні аспекти автентичного оцінювання були невідомі студентам. Слід стверджувати, що оцінювання мовних навичок за допомогою різноманітних цікавих автентичних методів заохочує студентів до ефективного використання англійської мови. Крім того, вчителі змогли розробити критерії оцінювання мови, застосовуючи автентичні інструменти.

Ключові слова: автентичне оцінювання; життєвий контекст; критерії; портфоліо; презентація.

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