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**ALTERNATIVE ASSESSMENT AS MODERN REQUIREMENT OF
TEACHING ENGLISH**

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Abstract: This article highlights specific features of assessing students' knowledge, abilities and skills. Unlike traditional method of teaching, alternative assessment is of



high importance among language teachers and students, who prefer the utilization of modern approach. Alternative assessment is characterized by aspects such as being process oriented and having authentic character. Being continuous assessment, alternative method of evaluating students has the crucial role in terms of improving students' weaknesses and monitoring their progress.

Key words: assessment, alternative assessment, traditional assessment, teaching English, students, authentic, portfolios, peer assessment.

Annotatsiya: Ushbu maqolada o'quvchilarning bilimlarini, qobiliyat va ko'nikmalarini baholashning o'ziga xos xususiyatlarini yoritadi. An'anaviy o'qitish uslubidan farqli o'laroq, muqobil baholash zamonaviy pedagogik texnologiyalardan foydalanishni afzal ko'rgan til o'qituvchilari talabalar orasida g'oyatda muhimdir. Shu bilan bir qatorda, muqobil baholash jarayonga asoslanganlil va autentik harakterlilik bilan tavsiflanadi. Baholash muntazam hisoblangan holda, baholashning muqobil usuli talabalarining kamchiliklarini bartaraf etish va ular taraqqiyotini kuzatishda hal qiluvchi rol o'ynaydi.

Kalit so'zlar: baholash, muqobil baholash, an'anaviy baholash, ingliz tilini o'qitish, talabalar, autentik, portfoliolar, tengdosh baholashi

Аннотация: В этой статье освещаются особенности оценки знаний, умений и навыков студентов. В отличие от традиционного метода обучения, альтернативная оценка имеет большое значение среди преподавателей и студентов, которые предпочитают использовать современный подход. Альтернативная оценка характеризуется такими аспектами, как ориентированность на процесс аутентичный характер. Будучи непрерывной оценкой, альтернативный метод оценки студентов играет решающую роль с точки зрения улучшения слабостей студентов и мониторинга их успеваемости.



Ключевые слова: оценка, альтернативная оценка, традиционная оценка, преподавание английского языка, студенты, аутентичные, портфолио, оценка сверстников.

Introduction. Teaching English is becoming more and more common trend in nearly all spheres of education. Teaching process includes various aspects such as approaches, methods, lesson plans, observations and others. Assessment is also no exception.

Assessing students' knowledge fairly and with loyalty is always considered essential part of teaching process. For this reason, a great deal of attention should be paid to the procedure of assessing by instructors. Modern requirements of teaching language load a burden of responsibility for English language teachers for the sake of equal measurement on students' capabilities and knowledge. On this occasion, changing methods of traditional assessment to alternative one encourage both teachers and students.

As traditional methods of assessment serve for several years, it also had some shortcomings as usual. The measurements of students' knowledge are important part as it involves the identification of strengths and weakness of students. The information gained from assessment should also serve for further improvements. Therefore, type of assessment such as alternative one is being implemented in the process of modern academic study.

Literature review. Assessment is an essential part of teaching as it is the estimation of students' knowledge. According to Nitko and Brookhart (2007), assessment is the procedure of gaining data for the sake of deciding on students, as well as syllabus, curriculum and educational system. Other scholars such as Gronlund and Waugh (2009), claim that assessment such a broad term referring to all methods of identifying students' learning outcomes.



The significance of alternative assessment began about 1990s as the new trends and approaches have begun in teaching. It was claimed by Charles R. Hancock that in 1990s alternative approach became necessity in the aspects of learning and assessing and this was emphasized by him in the article "Alternative Assessment and Second Language Study: What and Why?" .

As for definitions of this term, different scholars provided various assumptions. To illustrate, alternative assessment was considered to be quite similar with performance-based assessment and authentic assessment. And this kind of test is designated to be a sort of performance assessment demanding the learners to generate ideas, thought instead of selecting correct option (Herman, Aschbacher, Winters, 1992). Alternative assessment, which is being based on performance assessment, provide alternative to traditional paper and pencil testing (Gronlund and Waugh, 2009).

According to some resources, authentic assessment and performance-based assessment also fall into the sort of alternative assessment. Authentic assessment, being the type of alternative one, includes the evaluation with the integration of "real world" situations and appliances of language learning to real world. As for Gronlund and Waugh (2009), it focuses on understanding real life problems and applying the language to real life. In order to make the assessment authentic one, the aim, target audience, context and constraints should be based on real life situations. The types of authentic assessment also were provided by scholars mentioned above, they are as follows: Simulations, Microteaching, Teaching Practice (educational tasks look like real-life practices).

As for performance-based assessment, it is also one type of alternative one, which requires learners to create response, produce the result and show how the language is applied (Authentic Assessment for English language learners, 1999). This type of assessment demands special rubrics for assessment and new assessment instruments.



According to the viewpoint of Gronlund and Waugh (1990), performance-based assessment involves learners to demonstrate their skills or understandings of language through performing particular task and accomplishing it. And the subtypes were enlisted by abovementioned scholars such as creating painting, writing a story or poem, playing musical piece, making oral presentation, reporting on particular experiment and others.

Summing up all definitions suggested by scientists, the followings can be pointed out:

- Alternative assessment is a term covering any number of alternatives to standardized tests.
- Alternative assessment is the usage of multi-assessment methods instead of attaching to traditional paper-and-pencil tests.
- Alternative assessments are those ones which overcome the restrictions of pencil-and-paper testing.
- Alternative assessment is any type of classroom testing practice that focuses on nonstop individual student improvement.

The following categories of alternative assessment were enlisted such as letter, memo, presentations, poster presentations, portfolios, proposals, reports, case studies, fishbowls (debate)(Queen's University: Assessment strategies and Berkeley Center for Teaching and Learning: Alternatives to Traditional Testing, 2018). Additionally, these types were also claimed as the inclusion of alternative assessment such as performance-based assessments (including projects, exhibitions, role playing, experiments and demonstrations), open-ended questions, writing samples, interviews, journals and learning logs, story of text retelling, cloze tests, portfolios, self and peer assessments, teacher observations and checklists²⁶.

²⁶Assessment, Articulation, and Accountability, 1999., p-4

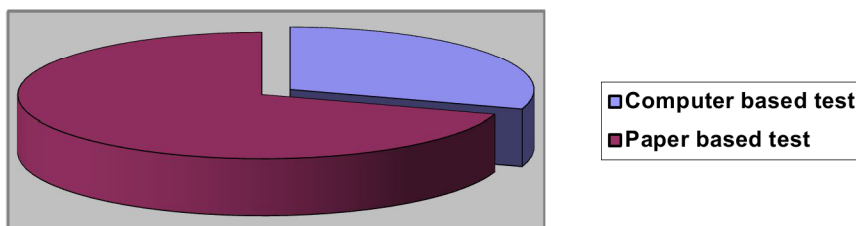
Research methodology. The investigation based on evaluation, and the comparison of alternative assessment with the traditional one are studied thoroughly by means of analytical, descriptive and comparative methods of analysis. Firstly, information has been obtained through the research has been done before. Then, appropriate information has been compiled in the literature review.

For the sake of analysis of alternative assessment, the researcher gained collected data on the basis of questionnaires from teachers and observations of teachers' ways of assessing students' knowledge. For the research methodology, the researcher gained data collection from the teachers of Uzbek State World languages University, 3rd English faculty during two months.

Analysis and Results. Let us see the analysis of data collection which was gathered by teachers. As teachers are main responsible for assessing students' knowledge, basic data was collected from the instructors.

The questions in the questionnaire were about the experiment of English language teachers and their methods of teaching. According to the results of questionnaire, it was evident that even though educational system is being based on communicative approach, there are still evidences illustrating the approach based on traditional assessment. On this occasion, the preference of paper and pencil testing approach is widely appreciated.

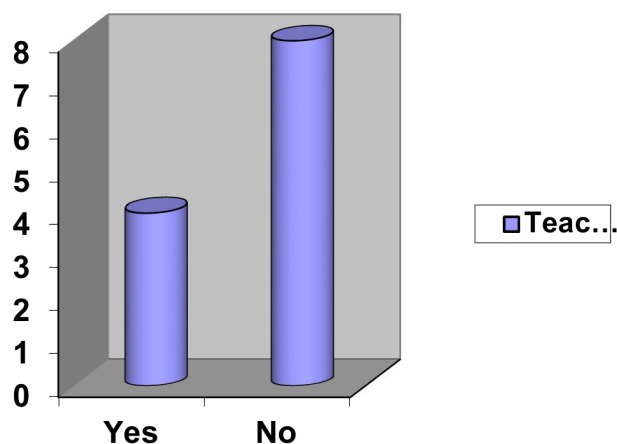
Let us analyze some questions in details. One of question was about the usage of testing method.





The first chart illustrates information about the usage of test types. Teachers were questioned on whether selection of paper based test or choice of computer based test. As can be seen, about 70% of teachers had preference of still traditional method of testing and only nearly one-third amount of instructors used computer based test in assessing.

The next illustration highlights the data on teachers' monitoring students' progress. It can be clearly stated from the diagram that majority of English teachers did not observe students' progress regularly.



There were also other questions on the analysis of choice of assessment type. It should be stated that, however, alternative assessment could not fully replace traditional assessment. For this reason, the researcher enlisted main distinctive features of traditional assessment. The main differences can be seen in the following diagram, and it is expedient to say that alternative assessment outweighs traditional:

Traditional assessment	Alternative assessment
One-shot tests	Continuous, longitudinal assessment
Tests are inauthentic	Tests are authentic
No feedback is provided to learners	Feedback provided to learners



Speeded exams	Untimed exams
Decontextualized test tasks	Contextualized tests tasks
Norm-referenced score	Criterion-referenced score
Summative assessment	Formative assessment
Based on product	Based on process
Non-interactive performance of students	Interactive performance of students

According to the table above, it is evident to say that traditional method of assessment includes some shortcomings such as being inauthentic, non-interactive and summative. However, alternative assessment is based on authentic tasks, that later can be applied on real life, that has interactive tasks and formative assessment which is on the basis of continuously monitoring students' progress. Additionally, traditional assessment is based on product approach, unlike alternative assessment, which is oriented to process approach.

Conclusion From the statements mentioned above, one can come to conclusion that alternative assessment has more benefits than traditional one. As it has task authenticity, this type of assessment can fulfill the communicative approach to language teaching.

As monitoring students' progress continuously is one of predominant tasks of language teachers, alternative assessment becomes basic necessity in this aspect. There is no evidence to refute the fact that alternative assessment helps teachers identify students' weakness and strength in terms of language learning and provide possible ways of eliminating their weak points.

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