

# **Assessing Iraqi EFL Teachers' Alert and Practice of Traditional and Alternative Assessments**

**Asst.Prof. Faris Kadhim Te'ima Al-Atabi, Ph. D**

**University of Wassit/ College of Education for Humanities**

## **Abstract**

Teaching and testing are interrelated since they are indispensable and inseparable processes; that is, the success of former depends on the latter and vice versa. As new techniques of assessments as alternative assessments are emerged as a reaction and a remedying for the gaps and the suffers of the old or the traditional techniques of language testing. Iraqi EFL teachers, along a long period of English language teaching and testing are said to be traditional in their testing due to their unalert and inability to practise the alternative methods of assessments. One hundred male and female teachers are chosen to achieve the aims of the study by exposing them to a questionnaire and an interview after securing the fundamentals of these two tools. The results of the obtained data show that Iraqi EFL teachers are unalert of the alternative assessments beside their inability to practise them due to the fact that they are ignorant of these modern techniques and their traditionalism since they follow outdated methods of English language testing.

## **Section One: Introduction**

### **The Problem of the Study**

Assessment, as an integral part of the process of English language teaching and testing, is defined as an inclusive process of gathering information about the students' performance throughout the use of written and non written tests. It is used instead of the word "test" for its wider view and coverage. Teaching without testing wouldn't meet the intended goals, so assessment is considered the outcome of the process of teaching on which many decisions and judgements are made including; providing remedial actions, changing the methods of teaching, and other unnecessary adjustments. In fact, most people are confused and unable to make distinctions between the two terms "assessment" and "test" thinking that they are alike yet they are considerably different. Testing is a formal process and often standardized, assessment, on the

other hand, is based on collecting information about what the students do and know. In other words, students are given the exact procedures for administering and scoring in testing. In assessment, on the other hand, there are multiple methods of collecting information at different times and contexts (Law and Eckes;1995). Dietel, Herman, and Knuth (1991) define assessment as a method applied for getting better understanding of a current knowledge that the students possess. According to Mitchell (1992) and Law and Eckes (1995) testing is defined as the single-occasion, unidimensional, timed exercise, usually take the form of multiple choices or short-answer form.

Almost recently, it is said that there is not only one way of gathering information about student learning. Furthermore, testing is seen as only one part of assessment and a broader concept of assessment is being widely used (Kulieke, Bakker, Collins, Fennimore, Fine, Herman, Jones, Raack, and Tinzman, 1990).The reformation actions that take place in the educational system all over the world in general and in the process of English language testing and assessment in particular identifies two common approaches(techniques) of assessments; the “traditional” and “alternative” assessments.

The the dramatical and the radical shift from the old (traditional testing and assessment) to the renewal or the alternative testing and assessments are given much attentions by the specialists and the educationalist alike.

Smith (1999) refers to alternative assessment as an ongoing technique that takes place inside or outside the classroom at different occasions when the subjects are required to reveal their knowledge in different ways.

Kohonen (1997) uses the term alternative and authentic assessment interchangeably to refer to the evaluations made to reflect the students' learning and achievement besides their motivations and attitudes. These evaluations are said to finally make a better instruction. Alderson and Banerjee (2001) consider alternative assessment formative in function with a beneficial wash-back effect.

The shifts from traditional assessment towards alternative assessments are usually attributed to the urgent needs for new techniques constituents that match the developments in the sciences and the modern era including the pedagogical systems. Therefore, alternative assessment is emerged as a means for educational reformation as a result of the increasing awareness of the influence of testing on curriculum and instruction (Dietel, Herman, and Knuth, 1991). Similarly,

Reeves(2000) states that word traditional assessment, which is usually so-called testing, is challenged by alternative assessment approaches.

It has been noticed that English language teachers in general including; the Iraqi are unalert of the traditional and alternative assessments, if not they are almost ignorant of how to distinguish or to practise them in their teaching and testing. Therefore, the present paper is an attempt to assess the Iraqi EFL teachers' alert and practise of traditional and alternative assessments.

### **Aims**

The present study aims at:

1. Providing a due account regarding the common definitions of the traditional and alternative assessments, the differences between them, and the advantages and the disadvantages of each one.
2. Assessing the Iraqi EFL teachers' alert of the distinctions between the traditional and alternative assessments.
3. Assessing the Iraqi EFL teachers' practise of the traditional or the alternative assessments in their classrooms.

### **Limits**

The study is limited to:

1. Iraqi EFL teachers who teach English language at intermediate and preparatory schools.
2. Directory of Education in the Wassit province.
3. The academic year (2019-2020).

### **Hypotheses**

It is hypothesized that:

1. Iraqi EFL teachers are alert of the distinction between traditional and alternative assessments.
2. Iraqi EFL teachers practise modern techniques like alternative assessments in their testing due to that alert.

## Procedures

The following procedures are followed to achieve the proposed aims and to verify hypotheses:

1. Selecting a sample of Iraqi EFL teachers;
2. Creating the tools (an interview and a questionnaire) to achieve the aims of the study and to verify its hypotheses;
3. Analyzing and discussing the obtained results.

## Section Two: Theoretical Background

### Traditional and Alternative Assessments: Similarities and Differences

It has been observed that the shifts from the psychometric (traditional) to alternative approaches of assessment are found as a reaction due to the insufficient and outdated methods that are no longer suffice the pedagogical needs. Hamayan (1995) asserts that alternative assessment represents the authentic procedures within the pedagogical domain which are a part of the daily classroom activities.

In addition to that the interest in adopting non-traditional forms of assessment in the classroom reflects the innovative paradigm in the educational system in general and in the target language teaching in particular. The following table simplifies the main differences between that two paradigms:

<b>Old Paradigm</b>	<b>New Paradigm</b>
<b>focus on language</b>	focus on communication
<b>teacher-centered</b>	learner-centered
<b>isolated skills</b>	integrated skills
<b>emphasis on product</b>	emphasis on process
<b>one answer, one-way correctness</b>	open-ended, multiple solutions
<b>tests that test</b>	tests that also teach

(Richard and Renandya,1988)

Furthermore, alternative assessment differs from the traditional one in that it focuses on what the students can do, i., e., the students' performance is measured and evaluated on what they are able to produce rather than on what they are able to recall and reproduce.' (ibid). The

following are some features state how the alternative assessment is an alternative to the traditional one:

1. it does not need a different amount of time to be applied.
2. it reflects the curriculum since it is based on daily classroom activities.
3. it provides information on the strengths and weaknesses of the students since the information gathered is based on real-life situations
4. it provides a menu of possibilities rather than any one single method of assessment; therefore, information is more valuable since it comes from various sources
5. it is more multicultural sensitive and free of norm, linguistic and cultural biases.

On the other hand, Bailey (1998) also distinguishes the traditional assessments by two attributes:

1. traditional assessments are indirect and inauthentic.
2. traditional assessment is standardized and for that reason, they are one-shot, speed-based, and norm-referenced.

Law and Eckes (1995) assert that traditional assessments are single-occasion tests since they measure what learners can do at a particular time.

Bailey (1998) also adds that there is no feedback provided to learners in the traditional assessment. The projects are almost individualized in nature and the assessment procedures are decontextualized. Law and Eckes (1995) states that the traditional assessments are standardized tests that assess only the lower-order thinking skills of the learners. Smaldino et al. (2000)

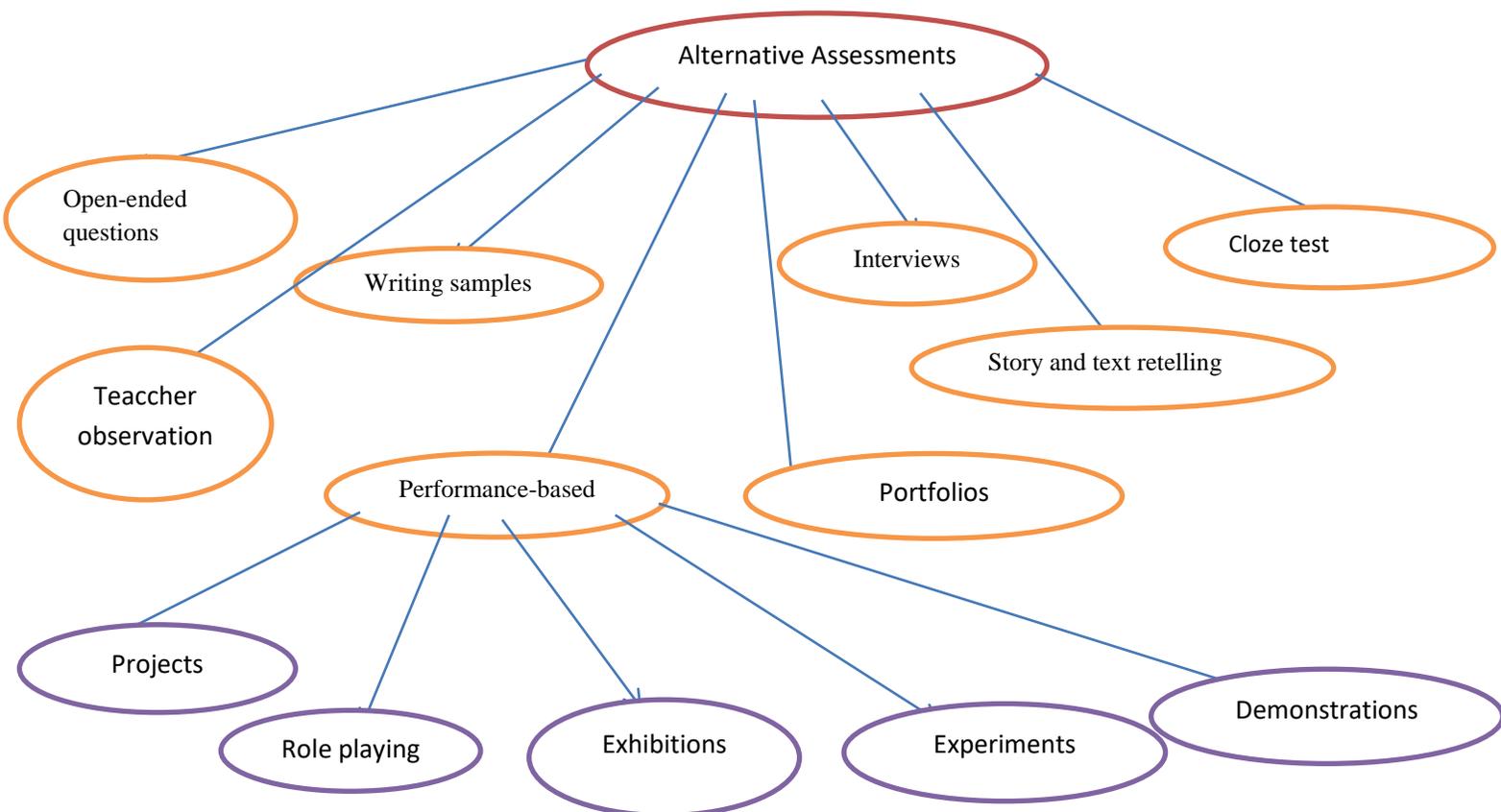
confirm that traditional assessments often focus on learners' memorization and recall ability which are lower level of cognitive skills. Traditional assessment tools require learners to display their knowledge in a predetermined way (Brualdi, 1996). Alternative assessments, on the other hand, assess higher-order thinking skills. Students have the opportunity to demonstrate what they learned. This type of assessment tools focus on the growth and the performance of the student. That is, if a learner fails to perform a given task at a particular time, s/he still has the opportunity to demonstrate his/her ability at a different time and different situation. Since alternative assessment is developed in context and over time, the teacher has a chance to measure the strengths and weaknesses of the student in a variety of areas and situations (Law and Eckes, 1995). Winking (1997) said that alternative assessments assist the teachers to have a better understanding of the student learning. That is, looking at the student product rather than scores

can enable instructors to get ongoing insights regarding the students' knowledge and skills (Niguidila, 1993). The following table shows the contrasts between the traditional and alternative assessment as mentined by Bailey (1998) :

<b>Traditional</b>	<b>Alternative</b>
<b>One-shot tests</b>	Continuous, longitudinal assessment
<b>Indirect tests</b>	Direct tests
<b>Inauthentic tests</b>	Authentic tests
<b>Individual projects</b>	Group projects
<b>No feedback provided to learners</b>	Feedback provided to learners
<b>Speeded exams</b>	Untimed exams
<b>Decontextualized test tasks</b>	Contextualized test tasks
<b>Norm-referenced score interpretation</b>	Criterion-referenced score interpretation
<b>Standardized tests</b>	Classroom-based tests.

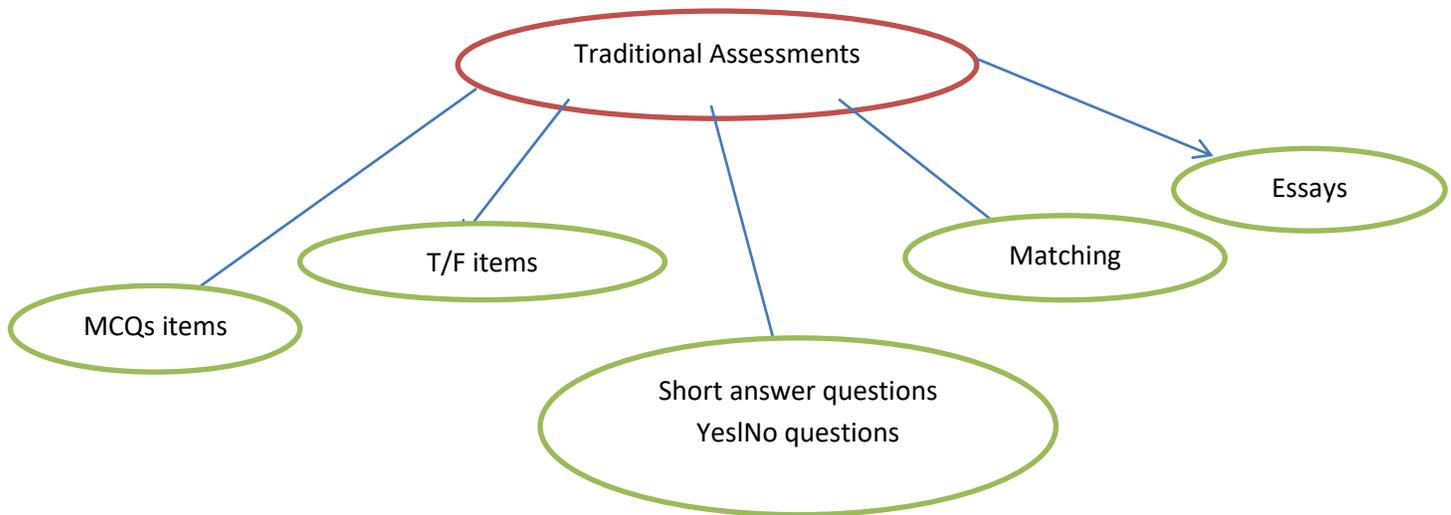
### Types of Alternative Assessments

The following figure illustrates the main types of alternative assessments:



## Types of Traditional Assessments

The following figure illustrates the main types of traditional assessments:



## Traditional and Alternanative Assessment: Advantages and Disadvantages

There is no approach of assessment and testing all over the world, despite its usability, without suffers. In this regard, the following are some advantages and disadvantages of the traditional alternative assessments:

### Advantages of Traditional assessment:

1. Traditional assessment is quick to administer and score and scoring is relatively objective
2. Only one correct answer.
3. Can be used to make analysis to the class
4. Easy to score and mark
5. Scoring is objective (Dikli, 2003)

### Disadvantages:

1. In the traditional assessment students are not measured or assessed on the basis of producing language than measuring only some receptive skills by the seleted-response assessment.
2. The quality tests are difficult to construct and these tests fail to assess the students' productive language skills as mentioned earlier.

3. They put much emphasis on the tests that are conceived as showing the students' educational abilities so, they fail to assess the multi-dimensional aspects of what students have already learned (Mathies, 2000).
4. They compare students' performances against one another, criterion referenced assessment compares the students' performances against set standards (Tanner, 2001). There has been a shift of emphasis towards authentic assessment with a focus on a need for the so-called holistic approaches to make judgments on students' performances in the educational environment.

### **Advantages of Alternative Assessment**

Proponents of alternative assessment mention many merites of this approach from these benefits are:

1. It creates tasks that are clearly aligned to expectations and what was taught.
2. It allows for differentiation to support individual learners.
3. It takes place over a greater period of time and allows students to self-assess and peer-assess.
4. It allows for a broader, more in-depth looks at knowledge acquisition.
5. It easily shows relevance to real-life situations
6. It assesses higher-order thinking skills
7. It goes far beyond rote learning and memorization besides engaging the students in carrying out tasks which in one way or another involve them in some sort of problem-solving activities.
8. puts forward a variant number of engaging tasks for the students in situations which are real world or simulation of real-world situations. As Wiggins (1990) claims, authentic assessment avails students with a wide range of skills and illuminates whether they have gained the ability to construct valid answers to the tasks presented. Moreover, he asserts that this kind of assessment sets a standardized criterion for scoring the tasks at hand by being highly reliable.
9. Campbell (2000) defines 'authentic assessment' in terms of critical thinking and applied knowledge with validity as a fundamental criterion. Ewing (1998) regards authentic assessment as a meaningful learning experience with the genuine involvement of the students to carry out a project. He moves a number of limitations concerning traditional

10. assessment among which are a) the inflexibility to reduce content and, b) establishing what is already taught.
11. It paves the way for a direct measurement of students' achievement on tasks through flexible methods. Authenticity is to bridge the gap between artificiality and de-contextualization on the one hand and realism on the other (Segers et al, 2003).
12. It tries to understand learning complexities through exploring a relationship between knowledge and social interaction (Cumming & Maxwell, 1999).
13. It aims to process-oriented in its evaluating besides the product of learning behaviors. (Morris, 2001).
14. It provides a connection to cognitive psychology and other related fields
15. It gives due weight to the collaborative approach of learning
16. It is ongoing in nature; it can signify the learners' language proficiency and mirror the developmental processes in the educational environment over time. Thus, it becomes possible to focus both on the process and product of learning (Hamayan, 1995).
17. It makes a link between assessment and instruction by taking account of a 'feedback loop' which allows instructors to monitor and modify instruction continuously based on
18. what is already assessed. In other words, if the objectives of a set instructional program are met then the process is continued. Otherwise, it is revised (Genesee & Hamayan, 1994). It is taken for granted that the obtained information from alternative assessment is more informative compared to traditional test scores (Alderson & Banerjee, 2001). It therefore provides advantages to students and their parents as well as the administrators and teachers (Hamayan, 1995).
19. It allows the students to gain a better understanding of their accomplishments and to take more responsibility for their own learning (Hamayan, 1995). 19. Alternative assessment provides teachers with opportunities to record the success or failure of a curriculum which helps to present a better framework for organizing the learners' achievement (Luoma & Tarnanen, 2003).
20. It is congruent with the cognitive psychology framework in that it regards learning to proceed in an uneven pace rather than a linear fashion.
21. It allows the interaction of students and teachers in the learning process (Barootchi & Keshvarz, 2002). This collaboration in turn enhances students' self-esteem, sense of efficacy and intrinsic learning motivation (Broadfoot, 2003).

### **Disdvantages of the Alternative Assessment**

1. It is time-consuming and costly for teachers to have a thoughtful analysis of the tests to provide accurate feedback to the learners (Brindley, 2001).
2. Teachers have to be skillful enough to be able to imply the different methods of alternative assessment successfully (Clark & Gipps, 2000).
3. Learners also require a great deal of guidelines and supervisions which is not realized if they are accustomed to traditional assessment practices.
4. It is open to criticism in terms of psychometric qualities of validity, reliability and practicality (Brown & Hudson, 1998). Above all, practitioners have doubts about the possibility of the true application of this kind of assessment to largescale classes (Worthen, 1993).

### **Section Three: Procedures**

#### **Methodology**

The aim of present study is to assess the Iraqi EFL teachers' alert and practise of the traditional and alternative assessments. Different perspectives are taken into consideration by designing the questionnaire and the interviewing groups of teachers. The following sections are intended to provide a detailed description of the procedures for the sample's selection and the data collection.

#### **Participants**

One hundred (male and female) teachers are selected from the Directory of Education in Wassit province. Purposive sampling (Ary, Jacobs, & Razavieh, 1990) is used to select the participants with a set of pre-defined characteristics; that is, the teachers should have had at least 5 years of teaching experience. The participants are either known to one of the researchers or selected by the directory of education by consulting senior or professional teachers in the field. All the respondents are approached by the researchers (the interviewer) who explained the nature of the study for them. They are assured of the confidentiality of the information they would provide and their free will to participate in the study. The participants' age ranged from 30 to 40 with an average of 10.5 years of teaching experience. The participants had all been teaching at different proficiency levels and had the experience of attending teacher training courses (as both pre-service and in-service teachers) in either public or private teacher education centers.

### **Instrument and Data Collections**

Following the established practice in research related to pedagogical knowledge, a mixed of qualitative and quantitative mode of inquiry is used for data collection (Ben-Peretz, 2011). More precisely, since the primary aim of the study is to investigate teachers' alert and practise of traditional and alternative assessments, we adopted grounded theory, a research approach in which the theory emerges from the data (Creswell, Hanson, Plano, & Morales, 2007). Data is collected through separate interviews, which is the most commonly used technique in grounded theory (Petty, Thomson, & Stew, 2012). This technique is especially useful in applied linguistics when the aim is investigating participants' beliefs and orientations (Mann, 2011).

The qualitative mode of the study is done by an interview questions had an open-ended (questionnaire) nature and aimed at drawing the participants' ideas about the traditional and alternative assessments as pedagogical knowledge of English teacher to find out their use of these assessments. The guideline is then piloted by interviewing an English teacher and a teacher educator, leading to the modification of some of the questions as well as the addition of a number of new ones. In order to come up with comparable data, the same guideline is used for interviewing all the three groups of stakeholders. After finalizing the interview guideline, the participants attended separate semi-structured interviews which were conducted by the researcher. The interviewees worked in various institutions; therefore, the interviewer set an appointment with the individual participants in order to meet them in their office or working place. Because all the respondents were advanced English speakers, the interviews were conducted in English. The interviews lasted between 21 to 44 minutes (an average of 32.66 minutes). They were audio-recorded and transcribed verbatim.

The other mode of inquiry is done by a closed-end questionnaire in which the participants are required to tick (yes) and (no) depending on their answers to the question raised. This questionnaire is also intended to find out the teachers' practice of the traditional or alternative assessments. A pilot study is also done on a sample of teachers to secure reliability, validity and discriminating power of each items. Moreover, the face validity of the questionnaire is secured by exposing it to a jury member of specialists in ELT from different colleges. They prove their validity and suitability. Construct validity is also secured by applying Chi square and Allph cronbach formula.

## Section Four: Findings and Discussion

### Results Related to the First Aim

As mentioned previously that the first aim is to assess Iraqi EFL teachers' alert of the distinction between the traditional and alternative assessments. To achieve this aim one instrument (an interview) is administered on the sample of the study (see appendix 1).

The results obtained are statistically analyzed to calculate and to find out the arithmetic mean and the standard deviation. To state the significance of the difference between the arithmetic and the theoretical mean in each scale, t-test for one independent sample is manipulated.

### Teachers' Alert of the Traditional and Alternative Assessments

Table (1) below states that the arithmetic mean of participants' scores in the scale (interview) is 39.6 with a standard deviation 6.80 while the theoretical mean is 43. The computed t-test value is 4.250 which is higher than the critical one which is 3.

**Table (1) T-test Value of the Significance of Difference Between the Arithmetic and Theoretical Means of the Participants' Scores in the Alert Scale**

Variable	N	Arithmetic Mean	S. d	Theoretical Mean	T-test Value		Level of Significance	d.f
					Computed	Critical		
IraqiEFL teachers' Alert of Traditional and Alternative Assessments	100	39.6	6.80	43	4.250	3	In favor of the theoretical mean	65

By applying the t-test value for one independent sample we notice that the computed t-value is higher than the tabulated (critical) value and this in turn means that the results are in favor of the theoretical mean. This also reveals that there is a statistically significant difference between the two mean scores. Therefore, Iraqi ELT teachers are unalert of the alternative and traditional assessments. The teachers' responses to the questionnaire also showed that:

1. The teachers were traditional in their assessing and these traditional assessments they use are very outdated due to what they were really used to practise not what they are supposed to be innovative in their testing.
2. They depended on tests that are easy to score and mark and this in turn reveals that teachers' unawareness of the latest techniques.
3. They were not acquainted with the recent and latest techniques of assessments.
4. Most of them have no idea about the term "alternative assessments" due to their unawareness and being dependent on traditional assessments.
5. Most of the teachers tend to have ready made tests and assessment which were set by their colleagues or found on some teachers' pages.

### Results Related to the Second Aim

The second aim of the study is to find out Iraqi EFL teachers' practice of the traditional or alternative assessments. To achieve this aim an instrument in a form of a questionnaire is administered on the sample of the study (see appendix 2). The data collected is statistically manipulated to calculate and to find out the arithmetic mean and the standard deviation. To find out the significance of the difference between the arithmetic mean and the theoretical one in each scale, t-test for one independent sample is used.

#### Iraqi EFL Teachers' practise of Alternative and Traditional Assessments

Table (2) illustrated that the arithmetic mean of participants' scores in the scale(questionnaire) is 11.55 with a standard deviation 4.32 while the theoretical mean is 14. The computed t-test value is 5.33 which is higher than the critical one which is 3.

**Table (2) T-test Value of the Significance of Difference Between the Arithmetic and Theoretical Means of the Participants' Scores in the (Practise) Scale**

Variable	N	Arithmetic Mean	Sd	Theoretical Mean	T-test Value		Level of Significance	d.f
					Computed	Critical		
practice of traditional and alternative assessments	100	11.55	4.32	14	5.33	3	In favor of the theoretical mean	59

By applying the t-test value for one independent sample we notice that the computed t-value is higher than the tabulated (critical) and in favor of the theoretical mean. This reveals that the sample is weak in this test. This also shows a significant difference between the two means in this scale in favor of the theoretical mean. Therefore, Iraqi EFL teachers almost don't practice alternative assessments since they used to use the traditional ones. The results analysis also showed the following points:

1. Iraqi EFL teachers were not acquainted with the latest techniques of assessments.
2. They depended on the traditional types since they are easy to set and mark.
3. They used to have one format of assessments.

### **Conclusions**

According to the results of the study, it is concluded that:

1. Iraqi EFL teachers are unalert of the new techniques like the alternative assessments in their teaching and testing; that is, they assess their students without having, if any, ideas about the distinctions between the traditional and alternative assessments.
2. Iraqi EFL teachers do not practise the alternative assessments in the teaching and testing processes including; teaching any lessons and activities, setting objectives, planning a lesson or setting tests because they ignore these types of assessments.

### **Recommendations**

According to the conclusions of the study, it is recommended that:

1. Alert the Iraqi EFL teachers' awareness of the traditional and the alternative assessments by holding the interviews with them or giving them training courses in this regard.
2. Providing a due account in the Teachers' book; presenting the teachers with the recent techniques of assessments and the distinctions between the traditional and the alternative ones besides when and where to use them depending on the aims and the goals of the lessons.
3. Highlighting the importance of the latest types of assessments and their crucial roles they play in language teaching and testing since no single lesson or activity can be carried out without having knowledge of these types of assessments.

**References**

- Ary, D., Jacobs, C., & Razavieh, A. (1990). Introduction to research in education. Fort Worth, TX: Holt, Rinehart and Winston, Inc.
- Ben-Peretz, M. (2011). Teacher knowledge: What is it? How do we uncover it? What are its implications for schooling? *Teaching and Teacher Education*, 27, 3-9.
- Alderson, J. C. and Banerjee, J. (2001). Language testing and assessment (Part 1). *Language Teaching*, 34 (4), 213-236.
- Bailey, K. M. (1998). Learning about language assessment: dilemmas, decisions, and directions. Heinle & Heinle: US.
- Bailey, K. M. (1999). Washback in Language Testing. TOEFL Monograph Series MS- 15. Princeton, NJ: Educational Testing Service.
- Barootchi, N., & Keshavarz, M. H. (2002). Assessment of achievement through portfolios and teacher-made tests. *Educational Research*, 44(3), 279-288
- Brindley, G. (2001). Outcomes-based assessment in practice: some examples and emerging insights. *Language Testing*, 18(4), 393-407.
- Broadfoot, P. M. ed. (1986). Profiles and records of achievement. London: Holt, Rinehart and Wilson.
- Broadfoot, P. M. (2003). Dark Alleys and Blind Bends: Testing the Language of Learning. Paper presented over the 25th Language Testing Research Colloquium, 22-25 July, University of Reading.
- Brown, J. B. and Hudson, T. (1998). The alternatives in language assessment' *TESOL Quarterly*, 32(4), 653-675.
- Brown, S. & Knight, P. (1994). *Assessing Learners in Higher Education*, London: Kogan Page.
- Clark, S. and Gipps, C. (2000). The role of teachers in teacher assessment in England 1996-1998. *Evaluation and Research in Education*, 14, 38-52.
- Cumming, J, J, & Maxwell, G. S. (1999). Contextualizing authentic assessment [Electronic version]. *Assessment in Education*, 6, 177-194.
- Cummings, J. J. & Maxwell, G. S. (1999). Contextualizing authentic assessment, *Assessment in Education: Principles, Policy & Practice*, 6(2), 177-194.
- Dietel, R. J., Herman, J. L., & Knuth, R. A. (1991). What does research say about assessment? NCREL, Oak Brook.

- Dikli, S. (2003). Assessment at a distance: traditional vs. alternative assessments. *The Turkish Online Journal of Educational Technology*, 2(3), 2, 13-19. Retrieved from <http://www.tojet.net/articles/232.pdf>
- Ewing, S. C. (1998). Alternative assessment: popularity, pitfalls, and potential [Electronic version]. *Assessment Update*, 10, 1-2, 11-12.
- Hamayan, E. V. (1995). Approaches to Alternative Assessment. *Annual Review of Applied Linguistics*, 15, 212-226.
- Kohonen, V. (1997). Authentic Assessment as an Integration of Language Learning, Teaching, Evaluation and the Teacher's Professional Growth. In *Current Development and Alternatives in Language Assessment: Proceedings of LTRC 1996*, eds. A., Huhta, V. Cohonen, L. Kurki-Suonio and S. Luoma. University of Jyväskylä: Jyväskylä. Pp.7- 22.
- Kulieke, M., Bakker, J., Collins, C., Fennimore, T., Fine, C., Herman, J., Jones, B.F., Raack, L., & Tinzmann, M.B. (1990). Why should assessment be based on a vision of learning? [online document] NCREL, Oak Brook: IL. Available online: [http://www.ncrel.org/sdrs/areas/rpl\\_esys/assess.htm](http://www.ncrel.org/sdrs/areas/rpl_esys/assess.htm)
- Law, B. & Eckes, M. (1995). *Assessment and ESL*. Peguis publishers: Manitoba, Canada.
- Law, B. & Eckes, M. (1995). *Assessment and ESL*. Peguis publishers: Manitoba, Canada.
- Luoma, S. and Tarnanen, M. (2003). Creating a self-rating instrument for L2 writing: from idea to implementation. *Language Testing*, 20(4), 440-465.
- Morris, R. V. (2001). Drama and authentic assessment in a social studies classroom. *Social Studies*, 92, 41-44.
- Niguidula, D. (1993). The digital portfolio: a richer picture of student performance [online document]. CES National. Available online: [http://www.essentialschools.org/cs/resources/view/ces\\_res/225](http://www.essentialschools.org/cs/resources/view/ces_res/225)
- Segers, M., Dochy, F. & Cascallar, E. (2003). The era of assessment engineering: Changing perspectives on teaching and learning and the role of new model of assessment, 1, 1-12
- Smith, K. (1999). Language Testing: Alternative Methods. In *Concise Encyclopedia of Educational Linguistics*, ed. B. Spolsky. Amsterdam: Elsevier. Pp. 703-706.
- Tanner, D. E. (2001). Authentic assessment: A solution, or part of the problem? *High School Journal*, 85, 24-29.
- Winking, D. (1997). Critical issue: Ensuring equity with alternative assessments [onlinedocument]. NCREL (North Central Regional Educational Laboratory), OakBrook:IL. Availableonline: <http://www.ncrel.org/sdrs/areas/methods/assment/as800>.

Wiggins, G. (1990). The case for authentic assessment. ERIC Digest. (ERIC Document  
Reproduction Service No. ED 328 611).

Worthen, B. R (1993). Critical issues that will determine the future of alternative  
assessment. Phi Delta Kappan, 74(6), 444-456.

### **Appendix (1)**

The interview guideline

#### Introduction

The purpose of our study is to assess Iraqi EFL teachers' alert and practice of traditional and alternative assessments. To probe into this matter, the researcher has decided to interview English language teachers to know your ideas in this regard. If you do not have any question, we can start with the interview.

Warm up:

1. Would you please introduce yourself?

- Name and age
- Degree and major
- kind of teaching experience you have
- Past/present school/institution (private sector/public sector/both)
- Age and level of students (for teachers and language teacher supervisors)
- How many hours per week?

2. What made you become a teacher? Why do you choose teaching?

3. What do you like more about teaching?

4. When you hear the word “teaching”, what words or images come to your mind?

#### **Main questions:**

1. How many types of test and assessments do we have? (4)
2. what are the traditional and alternative assessments? (2)
3. what are the most important types of assessments? why? (2)
4. Have you ever heard about the terms “traditional” and “alternative assessments? (1)
5. what is meant by traditional assessments? (1)

6. what is meant by alternative assessments? (1)
7. Do you think it is necessary to use alternative assessment? (1)
8. What are the other names of traditional and alternative assessments? (2)
9. Do you use and adopt traditional or alternative assessments in your assessing of the students' performance? (1)
10. When and where do you use them? (2)
11. Give some examples of the traditional(old) types of assessments? (3)
12. Give some examples of the micro and macro speaking skills? (3)
13. Give some examples of modern (alternative) assessments? (2)
14. Do you depend on ready downloaded types of assessments? (1)
15. Give some of the micro and macro writing skills? (2)
16. Are you able to distinguish between types of alternative and traditional assessments?
17. Do you ever try to use new techniques of assessments? (1)

## Appendix (2)

The questionnaire guideline

Read the following items that are found in the following table carefully, then tick (yes) for the items of the assessments you really adopt in your assessing and evaluating of the students' performance and achievements and (no) for the items of the assessments you don't do so:

No.	Items	Yes	No
1	I focus on the assessments that are process-oriented		
2	I use assessments that focus on the language product rather the process		
3	I use tests that refelect the students' learning achievements as well as the other psychological factors like: motivations and attitudes.		
4	I make use of the tests for improving instructions, curriculum, and methods of teaching besides making remedial actions		
5	I use authentic tests that match the authentic material teaching.		
6	I focus on language in my assessments		
7	I consider the communications in my assessing		
8	My assessments are student- centered		
9	My assessments are teacher-centered		
10	I emphasize on what the students are able to recall and remember		
11	My tests give feedback to the students		
12	My tests give me better understandings of the students' learning		
13	I use tests that assess group projects		
14	My assessments are contextualized		
15	I use tests that are class room-based		
16	My assessments are norm-refrenced		
17	I pay attention to the results more than the causes of the students' failure		
18	I use tests that assess higher-order of thinking		
19	I use alternative technique for assessing daily classroom activities		
20	I consider the latest theories of testing in my assessments		