

The Impacts of Authentic Assessment on Students Skills in Classrooms: A Qualitative Study

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Abstract: This paper qualitatively studies the effectiveness of authentic assessment in classrooms that covers the years (2016 to 2019). Research articles were selected through different databases from Science Direct, Google Scholar, and Academia.edu. Findings of the study reveal that studies on authentic assessment in the different types of classrooms shows positive effects on students' skills. It was also found that using such kind of assessment types are not only useful but recommended to language teachers to use them in different types of classrooms. The study also revealed that the dominant research design used in these studies were qualitative and quantitative in secondary and tertiary levels of different contexts. The aims of this systematic study is that can be excerpted from the relative articles as presented in table 1 are to describe the dominant kind of authentic assessment used by the teachers in different classes and to know about the effect and implementation of authentic assessment types in the higher education institutions. The review also suggests that using authentic assessment remains a potential type of assessment that can improve student's different skills and capabilities in different contexts.

Keywords: authentic assessment, higher education classrooms, students skills

INTRODUCTION

In the history of teaching and learning in any subject-matter, assessment played a significant role in terms of rating, levelling and identifying the improvements of pupils. Educators around the globe use variety of ways to ascertain their students' qualifications such as standardized tests contain mid-term exam, final exam, test, quiz and so on (Zaim, Mukhaiyar, & Syahriati, 2017). In addition, teachers around the globe used different types of teaching and learning methods in order to ensure a good learning process. However, most contemporary teachers assess pupils using authentic assessment that is the procedure of collecting data from manifold and different sources in order to recognize students' abilities and skills as a result of education to which the students were exposed. Improving main skills and sub-skills is a very vital requirements in the learning process (Katawazai et al., 2019) and this needs implementing inductive and cooperative teaching and learning methods (Ahmadzai et al., 2019; Katawazai & Saidalvi, 2020) in order to ensure students centred learning (Katawazai, 2021). Likewise, the use of technology based teaching and learning can also influence students language related skills (Haidari et al., 2020). In addition, in the subject-matter of language, most language teachers assess their pupils by implementing authentic assessment for the purpose of recognizing and analysing the capability of students in terms of four skills (reading, writing, listening and speaking). The purpose of using all of these types of teaching and learning methods and different tools is to improve the academic performance of students (Katawaza et al., 2023). Therefore, this review paper is focusing solely on the influences of authentic assessment on speaking skill in ESL (English as a second language) and EFL (English as a foreign language) contexts.

Authentic assessment is the most preferred way to determine pupils' speaking skill particularly their accuracy and fluency which form a better communicative competency in pupils. Speaking skill is not like other skills of a language to be identified by conducting traditional exam in which pencil and paper are the two main component to provide answers. This is also supported by Indriani (2019) "speaking task as one of performance assessment is not suitable to be assessed by paper-based test" (p. 78). However, authentic assessments such as recording pupils' voice during presenting a presentation, providing some records from students' debate and classroom discussion as well as record from short talk inside the classroom and so on result comprehensive data on pupils' speaking skill improvements. This aligned with the findings of (Ounis, 2017) who demonstrated that several research studies emphasize on the efficacy of performance assessment in making decisions regarding pupils' progression.

Zaim, Mukhaiyar, & Syahriati (2017) conducted a study and the finding of their study revealed, there are four kinds authentic assessment required by pupils and teachers to rate their oral communication. They are brief verbal questions and answers, pair dialogue, oral report and story retelling. Moreover, authentic assessment is a realistic way of measuring students' speaking skill as well as other aspects of a language (Komariah, Inavah & Nasir, 2019). Authentic assessment not only foster pupils' oral production but also engage them in active learning authentic tasks.

Although many researches indicated that there are numerous benefits of using authentic assessment for the purpose of checking ESL/EFL pupils' progress particularly their speaking skill, some language educators are still not ascertained regarding its satisfactory results. Therefore, the researchers of this study reviewed the most recent journal articles to investigate the influences of authentic assessment on speaking skill in ESL/EFL context. The findings of the study impulse language teachers to practice authentic assessment procedures in order to measure pupils' oral communicative improvements.

METHODOLOGY

Previous studies on the Practice of Authentic Assessment in different countries were critically examined and found through electronic databases, namely Google, Google Scholar and Academia.edu published within the years 2016 to 2019. The keywords that we researched for in related publications are: 'Authentic Assessment in different countries, Effects of Authentic Tasks on Students' Oral Production and Teacher's Perceptions and the Feasibility to Implement Authentic Assessment'. The search of these key words produced nine journal articles studies. The studies were analysed critically and summarised regarding the practice of authentic assessment in different countries as shown in *Table I*. The results of the systematic review of literature conducted revealed that there are two main focuses of research in different countries: firstly, teacher perceptions on influences of authentic assessment on speaking skill in ESL/EFL and the effects of authentic assessment on EFL learners' speaking ability.

Findings and the Classification of Literature

After looking critically into all the literature selected for the purpose of the current study, researchers of the current study has found the following themes in the selected literature as follows:

1. Teachers' perceptions on the influences of authentic assessment on higher education classrooms
2. The effects of authentic assessment on learners' different skills

After critically examining the empirical studies for this study, it seems that researchers found numerous benefits of using authentic assessment procedures and

using such procedures helped learners improve their learning abilities. The following sections will particularly focus on the selected themes that how such measuring tools played a significant role in testing.

1. Teacher Perceptions on Influences of Authentic Assessment

Teachers always try to look for alternatives to help learners in their learning process but particularly to succeed the difficulties that sometimes negatively affect the development of the communicative competence and tasks indeed provide an ideal context to achieve that goal (Ortiz & Cuéllar, 2018). In addition, in a foreign-language context, teachers believe that foreign languages require continual evaluation because students' achievements must be identified systematically throughout the study's term (Lu, Lee, & Lin, 2019). However, not only authentic assessment but also to facilitate learning, there are some principles teachers need to bear in mind when they intend to obtain the goals that have been selected for oral communication. This is supported by the study of (Hartatik & Rahmah, 2016) who demonstrated that teachers need to understand students' psychology, classroom managements, selecting appropriate teaching strategies and media as well as teaching materials in order to enhance ESL/EFL students' English-speaking proficiency. Moreover, many English language teachers have the concept that authentic assessment provides a better scaffolding for language learners because it facilitates the real context/ situation where students practice and use the target language orally effectively and enthusiastically with their peers (Ounis, 2017).

2. The effect of Authentic Assessment on EFL Learners' capabilities

Ortiz & Cuéllar (2018) states that group work had a positive effect on oral production and it was one of the most significant findings that students were helping each other and students were motivating to participate in the task. In other words, the advantages of implementation and awareness of the authentic assessment are very beneficial in teaching and learning. It also helps both teacher and students to find the best way of identifying and improving students' speaking ability (Indriani, 2019). Conversely, Indriani adds that there are some difficulties in the implementation of authentic assessment for students speaking abilities as well. The difficulties teacher found to implement authentic speaking assessment is the lack of information and sources. Thuy, & Nga (2018) argue that for the betterment of students speaking assessment teachers should be concerned as well they assume for the selection of relevant assessment criteria, the connection between the criteria and the assessment aims, as well as informing assessment criteria to the students beforehand.

Hartatik & Rahmah (2016) explore that Rashid (2014) conducted a research about the effectiveness of using authentic materials in teaching speaking for EFL learner at Secondary School in Malaysia; the result showed that after using authentic materials students gained better score because the authentic materials stimulated the

experimental group experience in learning language. Based on these advantages many researchers conducted research in terms of using and effectiveness of authentic materials to improve students' language proficiency. In addition, the assessment of speaking also has taken into account at tertiary level. The students' learning process and in boosting their speaking potentials can be improved by implementation of assessment of speaking. Moreover, the teachers relied on a number of interactive, authentic, communicative activities that guaranteed an ongoing sustainment of the learners' speaking proficiency (Ounis, 2017).

Inayah, Komariah & Nasir (2019) state that students' progress of learning can be assessed and monitored by using authentic assessment for speaking skills. The first thing will be oral interview and short questions and answers that are one of the authentic assessment types conducted by teachers. Students are asked simple information questions about related topics. Students can be encouraged by this kind of activities to start speaking. The students will be able to build their confidence in producing the language orally. Storytelling is another helpful activity through which students can retell the story/events in correct orders. The students' needs to listen and read and it may help students to think logically and retell something regarding the relevant issue that will strengthen their low English proficiency. In short, we can say this systematic study found from all articles findings that we reviewed:

Table 1

The Influences of Authentic Assessment on Speaking Skill in ESL/EFL

Researcher(s)	Focus of Research	Sample & Scope	Findings
[1] Sandra Milena Ramírez Ortiz & Marco Tulio Artunduaga Cuéllar (2017) Journal Article	Authentic Tasks to Foster Oral Production Among English as a Foreign Language Learners	8 students from tenth level EFL Year 10: Authentic tasks in the classroom to involve students in meaningful learning to foster oral production.	-Students were aware of the importance of speaking and they wanted to improve. -Most of the students also manifested that most of the time they understood what the teacher said in the L2 but had difficulties responding or interacting in English.
[2] Rahmi Indriani (2019) Journal Article	Authentic Assessment Awareness for Assessing Students' Speaking Ability in a Suburban Indonesian EFL Classroom	1 English teacher and a 10th grade of private senior high school English classroom. The school has been chosen as the sample due to the limitation of this study that intended to investigate suburban EFL classroom.	-The classroom has not implemented authentic assessment to assess student speaking ability, the classroom has used authentic material in some topics of learning. -Teacher was believed that pronunciation practice is what her students need to improve their English spoken ability.
[3] Hui Wen Lu, Jia-Ying Lee, and Ming Huei Lin (2019)	Effects of Authentic English-Language Videos on EFL Students' Speaking Anxiety	The participants in this research were 29 first-year non-English-majors who enrolled in an 18-week English	- Both quantitative and qualitative findings show improvements in students' proficiency in spoken English. Qualitatively, in their pre-test

Journal Article		speaking and listening course which primarily focused on speaking and listening training.	videos, most students appeared embarrassed and nervous when they first videotaped themselves speaking English with English speakers.
[4] 1.Sri Fatmaning Hartatik 2. Tities Hijratur Rahmah (2016) Journal Article	Investigating the Students' Views on the Authentic Materials Used in Basic Speaking Class	22 students experiencing learning speaking by using authentic materials	Based on the findings, it can be concluded that the teaching material presented in the Basic Speaking class viewed in positive manners by the students. Some students, however, found that the materials, especially conversation made by native speakers, were seen incomprehensible as the models in the video spoke too fast and used long sentences
[5] Asma Ounis 2017 Journal Article	The Assessment of Speaking Skills at the Tertiary Level	20 instructors who taught at the Higher Institute of languages in Gabes and at the Faculty of Arts and Humanities in Sfax, Tunisia	Despite the existence of a number of hardships, the teachers' classroom teaching practices revealed a complete reliance on authentic, ongoing, organized and thoughtful oral language assessment procedures which were meant to sustain and boost the learners' oral skill achievements.
[6] M. Zaim Mukhaiyar Mukhaiyar 2017 Journal Article	The Need for Authentic Assessment for Speaking Skills at Junior High School	40 students, interview 2 English teachers, and document analysis.	The findings show that (1) the characteristics of authentic assessment needed by the teachers and students are simple and familiar with daily life, clear rubric score, communicative, and conducted continually; (2) there are four types of authentic assessment needed by students and teachers to assess speaking skills, they are brief question and answer, pair dialogue, oral report, and story retelling, and; (3) the text types of authentic assessment needed are monolog text, short functional text, functional text, transactional text, and interpersonal text.
[7] Nurul Inayah	The Practice of Authentic	one of the English teachers and 28 English students.	The result of this study indicates

Endang Komariah Abdin Nasir 2019 Journal Article	Assessment in an EFL Speaking Classroom	Research conducted at junior high school of SMPN 6 Banda Aceh.	that authentic assessment is a feasible way to assess students' speaking skill and it should be employed in assessing other skills as well for learning languages.
[8] Dararat Khampusaen, Jiraporn Lao-Un 2018 Journal Article	The effect of electronic speaking portfolios on EFL Learners' speaking ability	The study included 45 undergraduate nursing students at, a Thai College of Nursing, who enrolled in English for Everyday Life course in the second semester of the 2017 academic year. The 44 nursing students were selected by using the purposive sampling method.	The results suggested the effectiveness of the tool on improving speaking ability, learner autonomy and media literacy skills. In addition, the interview results revealed positive opinions towards the e- portfolio.
[9] Mahshad Safari & Mansour Koosha 2016 Journal Article	Instructional Efficacy of Portfolio for Assessing Iranian EFL Learners' Speaking Ability	Accordingly, from the population of 72 students studying at Kowsar Language Institute in Esfahan, a sample of 64 male and female intermediate and advanced students were randomly selected based on their scores on an OPT test and they were assigned to 4 groups: intermediate and advanced experimental groups and intermediate and advanced control groups.	The results indicated that the majority of the students thought that speaking portfolios had assisted their proficiency level in English specially in terms of self-reflection, peer-feedback and improvement of speaking skill. Furthermore, students believed that they could more productively make up for their mistakes and monitor their progress in speaking via speaking portfolios than they can in the traditional assessment.

Conclusion

This systematic review has thoroughly explored the impacts of authentic assessment on enhancing students' skills within classrooms, drawing upon a wide range of studies conducted between 2016 and 2019. The findings underscore the positive effects of authentic assessment across various classroom types, highlighting its significance in improving students' language skills and overall learning outcomes. By examining both qualitative and quantitative research, this review not only validates the effectiveness of authentic assessment in fostering significant learning advancements but also encourages its adoption among language educators. In light of these findings, it is imperative for educational practitioners to integrate authentic assessment methods into their pedagogical strategies to enhance students' learning experiences and prepare them effectively for real-world challenges. This study contributes valuable insights to the ongoing discourse on assessment practices in

education, advocating for a shift towards more authentic, skills-oriented evaluation methods to better support student learning and achievement.

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