Alternative Language Assessments in the Digital Age

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Abstract. This article explores how the use of information communication technology (ICT) can assist English language instructors transform traditional assessment to better inform their teaching practice and to gain valuable insight into the actual academic progress of their English learners in a more valid and accurate fashion. Many recent publications have shown the potential ways and benefits of integrating ICT into the English teaching practice in an attempt to personalize learning and transform the learning–teaching experience for both students and teachers. Nevertheless, not as many have been devoted to discussing practical alternative ways of assessment of students’ performance, which is a much-needed missing link in the process of truly transforming the 21st century digital age learning experience. A true digital age learning environment moves away from focusing on preparing language learners for standardized language tests to creating authentic assessments reflecting the learning experiences carried out inside and outside the classroom. This article aims to transform the way English language teachers view and design alternative assessments featuring ICT tools to help students demonstrate their success in English learning in varied and multiple ways.

Keywords: alternative language assessments, ESL, language testing, ICT, technology-enhanced education, blended learning

INTRODUCTION
The past several decades have witnessed some revolutionary changes in different areas of TEFL and TESOL worldwide, viz., English teaching methods, teacher training, and curriculum reforms. Golonka, Bowles, Frank, Richardson, and Freynik’s (2014) review of 350 studies investigating the effectiveness of integrating technology in foreign language learning and teaching showed a positive, albeit moderate, impact of technology-enhanced pedagogies in comparison with their traditional counterparts. More recent studies have echoed similar findings reporting advantages of computer assisted language learning (CALL) when coupled with sound pedagogy (O’Dowd & Lewis, 2016), benefits of using iPads and mobile technology in developing the four basic language skills, i.e. listening, speaking, reading and writing (Eubanks, Yeh, & Tseng, 2018; Lys, 2013; Wang, Teng, & Chen, 2015), improvement of interactive pragmatic awareness and competence via computer–simulated conversations (Sydorenko, Daurio, & Thorne, 2018), and enhancement of the language learning experience inside and outside the classroom through the use of smartphones’ affordances (Demouy, Jones, Kan, Kukulska–Hulme, & Eardley, 2016; Wrigglesworth & Harvor, 2018).

English testing and assessment methods and strategies, however, have not undergone any such largescale significant changes in comparison with the aforementioned aspects of TEFL and TESOL. In most cases language proficiency and achievement test are designed and administered in the traditional way. More recently, increasing attention has been directed towards the evaluation of the effectiveness of the current English testing paradigm and creating alternative forms of assessment. This recent emergent interest has been induced by a number of factors; namely, the mismatch between English grades and English proficiency of many applicants in the work
place, a dissatisfaction from parents and different stakeholders with the learning outcomes of the English language learners, and the governments’ decision makers’ move towards evaluating different issues related to the English teaching programs employed, including “issues of impact, sustainability, quality and relevance.” (Powell–Davies, 2012, p. 8). This includes not only the evaluation of the curricula and teaching methods utilized, but also the alignment of the appropriate assessment instruments fitting the purpose. According to Fulcher (2009), “[o]ften motivated by fears for the economic future of the country without an appropriately skilled workforce, tests are perceived to address the need to raise educational standards by introducing transparent means of accountability”.

Other reasons have been pertinent to the need for improving the learning process itself as a consequence of the ongoing language assessments. It has frequently been argued that one of the most essential classroom practices is assessment for learning (Black & Wiliam, 1998), which has resulted more recently in a growing interest in the enhancement of language teaching and learning through the utilization of the appropriate assessment in language programs (Rea–Dickins, 2008). Noticing the gap between the students’ current level of language proficiency and their target proficiency level and working collaboratively towards reducing this discrepancy is the key to making progress as per Vygotsky’s ideas of the zone of proximal development (ZPD). Additionally, a common recommendation of different education reforms has been manifested in the promotion of creating a culture of success which can lead to an increase in learner motivation (Fulcher, 2012).

Lately, a global trend towards the integration of Information Communication Technology (ICT) into the English language classroom provoked a further re-examination of the current assessment tools and a need to creating alternative tools capable of capturing the depth of transformation of the 21st century digital age English learning experience. As Bachman (2000) puts it, “the availability and use of ever more sophisticated computer– and web–based applications for test administration, scoring and analysis, have resulted in a greater range of test formats and assessment procedures than has ever been available.” (p. 2). It is noteworthy that Bachman’s remark was made at the turn of this century; it is needless to say that the field of technology-enhanced language testing has grown tremendously ever since.

**THE NEED FOR CREATING ALTERNATIVE ASSESSMENTS**

Over the years, many educationalists and language testing experts have favoured criterion-referenced approaches of language evaluation designed for assessing well-defined domains in the learners’ knowledge, which for several decades led to an inclination to and a widespread practice of evaluating each of the four basic language skills separately. However, it must be admitted that some assessment tasks that capture important aspects of language performance cannot always be decomposed into separate primary skills. For example, summarizing texts or writing a synthesis of a study or related literature inevitably involves both reading and writing (Carson, 1993). In such a task, specifying only one of the two domains and operationalizing them is rather a daunting venture. If a synthesis is scored such that the sole weight of the task score is based on the evaluation of the composition characteristics only, the task would consequently lose its value. Not to mention that speaking tasks, in many cases, are hardly ever performed successfully when language learners lack the necessary listening comprehension skills. What may be needed now is to explore ways to assess “language as more complex
literacy acts [taking place in a technology-enhanced environment] rather than simply reducing performance to one of the traditional four language skills” (Hudson, 2005, p. 206).

Language “testers are indeed facing ‘testing times’; the changing face of English is paralleled by changes on many other fronts—pedagogic, technological, economic, and socio–political.” (Taylor, 2006, 59). English language instruction in the 21st century digital age uses different teaching methods, incorporates different technologies, and has different focuses from those of its traditional counterpart. Whereas teachers in the traditional classroom design English language tests in order to measure the amount of knowledge which their students have accumulated, digital age teachers use ICT tools in creating alternative assessments with the aim of measuring “the student’s ability to perform a task based on a learning outcome” (Parris, Estrada & Honigsfeld, 2016, p. 94). Such a change in focus explains the current trend of promoting alternative approaches of language assessment and recognizes the necessity to transcend the tradition which views language principally as a decontextualized cognitive skill or ability. Rather, it attempts to deal with language as a complex social act acquired and practiced within a technology-enhanced social context inside and outside school.

Transfer appropriate processing in cognitive psychology suggests that language is best retrieved in contexts that provoke similar cognitive processes to those used during the time of language learning (Blaxton, 1989; Morris, Bransford, & Franks, 1977). A real digital age learning environment takes the learning processes and situations into consideration during the designing and administration of language assessments. Thus, students and teachers who utilize different technologies and digital resources during their learning–teaching process should not depend solely on paper and pencil exams during the assessment process. A real digital age learning environment also encourages teachers to “think out of the box” not only when designing and implementing alternative digital age instructional approaches, but also during the creation of assessment methods allowing students to demonstrate their knowledge and skills in relation to the 4 C’s namely, critical thinking, communication, collaboration and creativity (Sutherland, 2017).

Park (2018) emphasizes that “it is crucial for test developers to provide test takers with authentic and interactive test content and contexts to encourage them to fully demonstrate what they can cognitively process and what they can actually do in real–life [situations]”. Alternative assessments featuring ICT can promote both critical thinking and creativity as students collaborate inside and outside class in order to complete different project–based language learning tasks as well as multimedia presentations. Students are then assessed not only based on their achievement level, but on their collaboration and overall performance during the different stages of completion of the task or project. In such learning environments students may communicate and collaborate online to complete different tasks initiated during class time, or work on tasks similar to those previously practiced and performed inside the classroom. The familiarity of the tasks to be assessed and their similarity to those which were practiced sponsor learners’ success and increase their motivation to learn while achieving assessment authenticity at the same time. Kohonen (1997) argues that authentic assessment is a crucial element in both teaching and learning: “[Authentic assessment] uses such forms of assessment that reflect student learning, achievement, motivation and attitudes on instructionally–relevant classroom activities . . . Authentic assessment also emphasizes the importance of the teacher’s professional judgement and commitment to enhancing student learning” (p. 13).
Swain (2005) and others have also highlighted the importance of the collaborative dialogues that language learners have in their attempts of modifying their interaction and producing comprehensible input. Digital age classroom collaboration and discussions encourage students to work both autonomously and interdependently in a culture which promotes critical thinking, inquiry, and discovery. Cooperative learning is usually defined as the instructional use of small groups of students who engage in face-to-face collaborative and mutually helpful interactions to maximize their own and each other’s learning: complete a task; or achieve a common goal in an atmosphere which fosters interdependence, individual accountability, and group processing (Arzt & Newman, 1990; Johnson, Johnson & Smith, 1991). As language learners engage in such interactions, they develop their critical thinking skills, as well (Totten, Sills, Digby & Russ, 1991). The digital age learning environment extends the language learning and the conversations that take place inside the classroom and makes such collaborative dialogues possible beyond the restrictions of the classroom and the class time. The use of alternative instruction and assessments tools enables English learners to continue working on their joint tasks and projects and have more in-depth research and discussions about them from any place in which they have internet access.

Moreover, the integration of ICT tools in such learning activities affords ample support and scaffolds, which allow students to collaborate not only in face-to-face situations, but also virtually. Technology-enhanced collaborations make it possible for students to progress reasonably faster through the difficult parts of the lesson whether these collaborations are taking place inside or outside the classroom. It also provides a multisensory experience for the students. One which allows for easy access and a deeper understanding of content which, in turn, leads to increased students’ participation and engagement (Parris, Estrada & Honigsfeld, 2016). Most importantly, especially in the case of lower–level second language learners, the use of ICT tools during the instruction and assessment processes enhances and simplifies traditional teaching and language testing methods that are mostly text based. The difficulty of writing in the second language which faces many students poses an obstacle to demonstrating their other abilities in the second language. Through the use of ICT tools, the negative effect of the language barrier is lowered, which enables English teachers to assess students’ abilities more validly.

**Alternative Assessment Tools**

The purpose of any language test shapes its content and format, and “a test is only useful if it is capable of fulfilling its intended purpose” (Taylor, 2006, p. 56). Even though the processes of designing and creating alternative assessment tasks featuring ICT tools are more time and energy consuming in comparison with traditional testing, the potential benefits offered by alternative assessments are substantial. Unlike the traditional techniques of evaluation, alternative assessments empower students and afford them opportunities to express themselves and participate in the different classroom activities regardless of their English proficiency level. Personal response systems, i.e. clickers, and online polling applications, such as Kahoot!, Socrative, Menti and Plickers have recently grown in popularity and use among teachers around the globe. They provide an inclusive real–time communication channel that allows the whole class to participate and interact with the teacher at the same time. Students can use their smart phones or tablets to answer yes/no, multiple–choice questions, or write short answers and comments. The teachers instantaneously receive the students’ responses on their own devices. Alternatively, the poll results can be viewed by the whole
class in real-time on a smartboard or using an image projector.

Such tools can provide teachers with immediate feedback on the levels of understanding of the learners and help them make informed decisions about how they can adjust their instruction in accordance with the students’ needs and individual differences. They can also provide students with insight into their own learning and of their performance in relation to that of their classmates. More importantly, participation becomes inclusive for all levels of English learners by lowering the anxiety level often associated with language production for second language learners while positively affecting their levels of motivation and self-confidence as well as classroom engagement and ultimately language learning. Using online response applications inside the classroom not only visualizes students’ comprehension levels, but also provides each and every learner with multiple opportunities for classroom participation. This allows teachers to use fun, engaging and fast methods of evaluation instead of relying on traditional tools of assessment, which can, in turn, help them better inform their instruction and pinpoint the areas that need further attention and practice in each lesson (Parris, Estrada & Honigsfeld, 2016).

There are many other online exams systems. Question Tools, Google Docs and Hot Potatoes are some additional tools which allow teachers to use or create different types of easy, quick, interactive and effective exercises and exams for both individuals and groups on the web. Question Tools, for example, allows users to use or make amendments on some ready-made tests, or create their own. Once the questions have been formulated, the link of the test can be shared with students via email, for instance. The students can normally access these exams from any web browser or even their mobile devices and tablets. The results for these tests are automatically calculated providing performance data and showing areas of strength and weakness which save teachers valuable time usually spent in printing and photocopying exam papers, administering exams, and scoring and analysing test results.

Implementing digital age alternative assessments which feature the use of ICT tools leads to increased student engagement and affords instructors methods of evaluating students’ progress promptly and effortlessly. Virtual bulletin boards like Padlet offer teachers the option of eliciting more comprehensive responses from students. Such tools allow students to voice their opinions and share various types of digital content, e.g. links, images, videos, with the whole class on the spot. They can demonstrate their understanding of the lesson by answering open-ended questions, extending discussions, or starting discussions about other relevant topics on this virtual wall, as well. Alternatively, teachers can make use of podcasting platforms to enable students, especially those with a lower level of literacy skills in the second language, to demonstrate their learning in a non-text-based fashion. For example, teachers can use audioBoom or VoiceThread to help English learners communicate, participate and answer questions verbally regardless of their writing skills and abilities. Such podcasting platforms do not only provide teachers with tools that can assess students understanding without the writing barrier, but can also enable students to develop their listening and speaking abilities as they create their own web-based podcasts, share audio clips with teachers and peers, or access listening materials and different types of audio content online.

Low proficiency levels in literacy as well as verbal skills in the second language prevents many learners from demonstrating their learning through traditional assessment approaches. In fact, it can also limit student participation in the different learning activities inside and even outside the classroom.
Nevertheless, implementing alternative digital age assessments featuring ICT tools, assists teachers in gaining a true reflection of the knowledge and skills mastered by these students based on their performance in different assigned tasks. Promoting active participation in blogs and forums, for example, can encourage English learners to read and write about different topics, voice their opinions, and share their thoughts without worrying about using their limited English proficiency to perform such tasks in person in front of the whole class. Teachers can then pose questions and start discussions in these forums, motivate students to reflect on different points, or extend discussions about specific topics discussed in class. Students’ participation in these blogs can be used as an indication of learning instead of relying on traditional methods of assessment.

Teachers can also use different types of project–based language learning tasks that foster students’ collaboration to judge students’ performance in these tasks based on different learning outcomes. Task–based and project–based learning promote language learning, increase student–to–student communication, and affords students collaboration opportunities with their peers for extended periods while investigating and responding to a complex question, problem, or challenge inside and outside the classroom (Parris, Estrada & Honigsfeld, 2016, p. 84). These projects allow students to contribute their talent and expertise to conduct real–world research on different topics of interest as well as develop language skills as they collaborate with peers to research a topic, analyze the data collected, and present their findings in either a written form, using a technology–enhanced group presentation, or both. Assessment for such projects do not concentrate on students’ achievement levels only, but also assess the process and quality of their overall performance.

Digital portfolios and online behavioural management tools are other valuable assessments which can take the place of traditional assessment tools. In addition to providing students with easy access to self–directed learning and opportunities for self–reflection, digital portfolios or e–portfolios allow for more collaboration between school and home as they enable parents to get more involved in the learning process of their children. Such portfolios allow teachers to track their students’ academic and creative progress as well as gather authentic data from the students’ own work to inform their learning process and to share the students’ progress with their parents. Edmodo, Teacher’s Assistant and ClassDojo, for example, are social learning platforms that allow teachers to monitor and evaluate students’ online behaviours, document trends and recurring behaviours, virtually reward positive behaviours, and showcase this information as well as student progress for the parents to see. Using online behavioural management tools also facilitates this kind of collaboration between teachers, students and parents via online communication platforms.

Finally, teachers can use a learning management system (LMS), e.g. blackboard, if available in their schools, or create their own professional website or class website and utilize it as a communication channel between home and school. The use of such LMSs and websites also serves as an extension to classroom learning that can be accessed whenever and wherever students have internet access. Using these LMSs and websites, teachers can exhibit their instruction materials, communicate their course expectations, and post assessment items for the students to complete online or submit electronically. The automatic scoring feature available in blackboard and other LMSs can save teachers hours of valuable time usually spent in analysing test results after marking assignments, quizzes and finals manually; instead, teachers can use this time in creating and designing more activities and learning
opportunities that can aid their students’ learning and progress.

Typical LMS provide a number of specific tools that support diverse functionality ranging from “materials management” to organize interactions between the student and the course content (e.g., syllabus, course readings, lecture slides), “interactive teaching” to organize interactions between the instructor and students (notifications, assignments, quizzes), and “peer learning” to organize interactions between students (peer review, group projects, student wikis). (Lonn & Teasley, 2009, p. 686)

ALTERNATIVE ASSESSMENTS AND ISSUES OF FORMATIVE AND CRITERION–REFERENCED PERFORMANCE ASSESSMENT

Whilst we cannot argue that development of formative assessment is the only way, or even the best way, to open up a broader range of desirable changes in classroom learning, we can see that it may be peculiarly effective, in part because the quality of interactive feedback is a critical feature in determining the quality of learning activity, and is therefore a central feature of pedagogy (Black & William, 2006, p.100).

Ramaprasad (1983) stipulated three essential procedures for effective instruction: recognizing the current learning level of the learners, the level they need to get to, and the what they need to get there. The responsibility for each of the three processes has traditionally been placed on teachers. Nevertheless, even if the teachers are responsible for designing effective learning and assessment tasks, it is the learners who are responsible for making use of these tasks to improve their learning (Black & William, 2009). Gottlieb (2016) goes even further to highlight the importance of the incorporating learners’ decisions even during the assessments’ designing stage. He presents assessment as a unique framework having three perspectives:

(a) **Assessment as learning** in which he highlights the meaningful contribution of the learners’ self-assessment and reflection on the development of learners’ autonomy and responsibility for their own learning through: setting their own goals, monitoring their progress and reflecting on their learning process, choosing the desired assessment task projects, and using and keeping a student portfolio.

(b) **Assessment for learning** which is similar to formative assessment in that it allows teachers to collect evidence about students’ progress on a regular basis in order to inform instruction and provide students with the needed comments and feedback.

(c) **Assessment of learning** which is summative in nature and can include standardized testing or non–traditional performance–based or project–based assessments.

William and Thompson (2007, as cited in Black & William, 2009, pp. 8–9) developed a five–strategy framework of formative assessment consisting of the following:

clarifying and sharing learning intentions and criteria for success; engineering effective classroom discussions and other learning tasks that elicit evidence of student understanding; providing feedback that moves learners forward; activating students as instructional resources for one another; and activating students as the owners of their own learning.

The five strategies can be enacted effectively using different forms of alternative assessment tools discussed earlier. The different types of questions posed inside the classroom using online polling systems or even those that students ask to teachers and peers face–to–face or virtually are merely two ways of implementing the second. Project–based and task–based assessments based on the language learners’ needs can achieve the remaining four.
As teachers present a task that students need to collaborate on, they provide them with the criteria against which their performance is to be judged and communicate to them the appropriate ways of presenting their findings. As students go through the different stages of collecting, analysing and presenting their findings, teachers provide them with the necessary comments and feedback that ensure their success. Even though it is the teachers’ responsibility to specify the criteria for success for project–based and task–based language learning assessment, students should have the voice and choice when it comes to “shaping the outcomes and determining the guidelines and agreements for student communication and collaboration throughout the term of the project” (Parris, Estrada & Honigsfeld, 2016, p. 84), which develops students’ autonomy, helps learners learn how to learn, and allows them to pursue the fourth and fifth strategies respectively.

On the other hand, the need for adopting alternative assessment tools featuring technology does not go against how proficiency scales are conceptualized in relation to the popular trends of criterion–referenced performance assessment. As noted above, the endorsement of utilizing alternative assessment tools does not encourage the use of online response systems, e.g. Kahoot! and Socrative, as a solitary means of assessment during the teaching–learning process. Rather, alternative assessments, should include written and spoken samples of the learners’ performance delivered individually and collaboratively in person or online via LMSs, class websites, podcasts, blogs, and so on. The assessment of the process and quality of the learners’ performance in such tasks can be evaluated against proficiency and skill rubrics such as those specified by the Canadian Language Benchmark (CLBA; Pawlikowska–Smith, 2000; Centre for Canadian Language Benchmarks, 2012), or the Common European Framework (CEF; Council of Europe, 2001). Typically, the CLBA and CEF scales and rubrics among others are based on a continuum providing key criteria of performance quality in the different domains to be assessed. Thus, teachers can assign learners with scores appropriate for their performance based on whether and to what extent they have demonstrated key requirements of the examined linguistic dimensions and skills.

Alternatively, the Assessment of Language Performance task–based assessment project (ALP; Brown, Hudson, Norris, & Bonk, 2002) can be used for the assessment of real–world–project–based learning and simulation tasks carried out inside and outside the classroom. The assessment within the ALP project focuses on the outcome of the task completion, and how the accomplishment of real–world tasks can provide insight into the examinee’s language ability and performance.

Here, task–based tests are held to be assessments that require students to engage in some sort of behavior which simulates, with as much fidelity as possible, goal–oriented target language use outside the language test situation. Performances on these tasks are then evaluated according to pre–determined real–world criterion elements (i.e., task processes and outcomes) and criterion levels (i.e., authentic standards related to task success). (Hudson, 2005, p. 218)

English language teachers clearly need to diversify their ways of instruction as well as assessment. It is certainly not possible nor recommended for all language learning assessment to be performed using real life task–based and project–based activities. Nonetheless, it is always important to remember as noted earlier, that some language uses cannot be measured in isolation from other language skills and can only be interpreted meaningfully and reliably when assessed in their natural meaningful context. English teachers can utilize online polling systems and
the different technology-enhanced evaluation tools to conduct different types of formative and summative assessment; however, performance assessment of some kind remains an indispensable part of the language assessment process necessary to meet the sorts of evaluation needs associated with L2 instructional settings. The inclusion of such tasks is advantageous for several reasons. It addresses the negative effects of using traditional testing and can potentially induce ‘positive washback effects’ on the process of curriculum design and the inclusion of communicatively oriented objectives (Hudson, 2005). It also ensures the validity of the assessment process since construct validity is an essential property of performance assessment; it is a key element in this approach to find tasks that can prepare language learners for similar tasks in the real world.

CONCLUSION

Standard procedures for designing and carrying out assessments have worked satisfactorily for the assessments we have all become familiar with over the past half century. Their limits are sorely tested today. The field faces demands for more complex inferences about students, concerning finer grained and interrelated aspects of knowledge and the more complicated conditions under which this knowledge is brought to bear. (Mislevy, Steinberg & Almond, 2002, p. 126)

It is clear that the use of one–size–fits–all standardized language tests is irrelevant in today’s English classroom, and a much more refined and eclectic approach of language assessment is needed, featuring ICT and introducing alternative methods of assessing impact, learning and quality. The 21st century digital classroom enables teachers to make use of several new approaches of assessment that can serve in diagnosing and informing instruction for English learners. Scarino (2013, p. 312) maintains that the alternative assessment paradigm extends the traditional perspective as it highlights the need for teachers to find different ways of assessment and allows for the collection of “diverse evidence” as demonstration of learning; it encourages “dynamic” assessment allowing for “assessment in the context of learners’ developing capabilities”; it incorporates both formative and summative types of assessment; it shifts the focus from that of the end product to the value of “both the product and process of learning”; it also “recognizes that learning is developmental and that assessment includes a collection of evidence of performances over time to provide evidence of growth and learning.”

Alternative assessments featuring ICT enable English teachers to evaluate, improve, and redirect their instruction in ways that can respond to the needs of their students instead of relying exclusively on conventional testing formats which neither resemble the technology-enhanced instructional approaches adopted inside the classroom nor successfully reflect the actual skills and proficiency of the English language learners. Assulaimani (2019, p. 1630) emphasizes that incorporating ICT based forms of both summative and formative assessments alongside “other forms of alternative assessments, e.g. students’ portfolios and task-based and project-based language learning, may render as an even more valid and reliable way of assessing the students’ achievement and proficiency in a second language course”. Integrating ICT in new alternative ways of assessment facilitates measuring students’ performance which traditional exams fail to test, affording innovative English teachers an opportunity to create, tailor, and validate more innovative and effective tools of language learning assessment. This becomes an indispensable skill for language instructors in the 21st century information–and–technology rich digital classroom. Honing this essential
ability “can be accelerated through knowledge exchange, collaboration, and better alignment between educators (practitioners) and the experts” (Parris, Estrada & Honigsfeld, 2016, p. 96).

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مستخلص

يستكشف هذا المقال كيف يمكن لتكنولوجيا المعلومات والاتصالات (ICT) مساعدة معلمي اللغة الإنجليزية على تحسين عملية التقييم التقليدية بشكل جذري، وذلك بهدف تطوير ممارساتهم التدريسية ومساعدتهم في الحصول على نظرة متعمقة للتقدم الأكاديمي الفعلي لطلابهم من منظور اللغة الإنجليزية بطريقة أفضلي وأكثر دقة. لقد أظهرت العديد من البحوث والدراسات الحديثة الطرق والفوائد المتوقعة لدمج تكنولوجيا المعلومات والاتصالات في عملية تدريس اللغة الإنجليزية وذلك في محاولة لمواءمة عملية التعليم مع احتياجات المتعلمين وتغيير الطريقة التقليدية للتعلم والتعليم لكل من الطلاب والمعلمين. ومع ذلك، لم يتم مناقشة طرق عملية بدلاً من التقييم أداء الطلاب رغم أهمية هذا الجانب في إنجاح عملية تحرير التعلم في العصر الرقمي. إن بيئة تعلم العصر الرقمي الحقيقة لا تهدف إلى إعداد متعلمين قادرين فقط على اجتياز امتحانات اللغة المعنية الموحدة، ولكنها تسعى إلى ابتكار أساليب تقييم أصلية تعكس خبرات التعليم داخل وخارج الفصول الدراسية بشكل حقيقي. تهدف هذه الورقة العلمية إلى تغيير طريقة تفكير معلمي اللغة الإنجليزية وتصميمهم لأدوات التقييم البديلة وذلك من خلال دعمهم بالأدوات التكنولوجيا المعلوماتية والاتصالات من أجل مساعدة الطلاب على عرض مهاراتهم اللغوية وإثبات تحصيلهم الفعلي في اللغة الإنجليزية بطرق متعددة ومتنوعة.