Practices and Challenges in Implementing Alternative Assessment in Communicative English Skills Course: The Case of Three Ethiopian Universities

by

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ABSTRACT

Prompted by increased concern about the quality of assessment, the present study investigated the practices and challenges in implementing an alternative assessment in a communicative English skills course at three Ethiopian Universities. The study mainly focused on the components of alternative assessment the instructors used, the reaction of the students towards the alternative assessment, alignment between the teaching objectives and assessment strategies, the challenges of alternative assessment implementation, and strategies to overcome the challenges in the course. To this end, 128 instructors and 230 students participated in the study based on the comprehensive and stratified sampling techniques respectively. Based on pragmatism research philosophy, a mixed research approach was employed. In the view of convergent parallel mixed research design, both quantitative and qualitative data were obtained from both primary and secondary sources through questionnaire, classroom observation and focused group discussion. Descriptive and inferential data analysis methods were employed to address the objectives of the study. Similarly, instructional and assessment document analysis was also made to determine the alignment between the instructional and assessment materials.

The overall results of the study revealed that the instructors assessed 70% of the teaching module of the course using instructor-based traditional assessment approach. Congruently, 90% of the students were also more enthusiastic to participate in traditional assessment than in alternative assessment methods. The alignment between the instructors' assessment items and the intended learning outcomes of the course was (c = 0.1291) very low where the mismatch between the objectives of the course and the assessment method is a function of the constraints of instructional materials and poor classroom conditions, wrong perceptions of instructors and students, the instructor- and student-related factors, the multifaceted objectives of the course, and the demanding nature of alternative assessment in descending order. The prescriptions for the cure also lie in the employment of constructive alignment strategies, bringing about improvements in education policy and curriculum development, instructors' education and training, instructional supply and in instructors' salary and workloads.

Key terms: Alternative Assessment, Alignment Strategies, Challenge, Communicative English Skills Course, Implementation

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DECLARATION OF ORIGINALITY

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I declare that the thesis entitled "Practices and Challenges in Implementing Alternative Assessment in Communicative English Skills Course: A Case of Three Ethiopian Universities" is my original work and that all the sources that I have used or quoted have been indicated acknowledged by means of complete references.

I further declare that I submitted the thesis to originality checking software and that it falls within the accepted requirements for originality.

I further declare that I have not previously submitted this work, or part of it, for examination at Unisa for another qualification or at any other higher education institution.

Signature of student: _____   Date: February 2021

DEDICATION

I dedicate this thesis to my:

Father Hirpassa Minda and my mother Hirpashi Kumsa who inspired me to undertake a transformational journey in my life but who did not live to see a doctor in their family and whose spirit served me as a source of inspiration and determination towards the completion of this study.

Wife, Mrs Mikire Dasse Boka for her love, thoughtfulness, liberality, enthusiasm, and encouragement that helped me complete this exacting study.

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LIST OF ABBREVIATIONS

3-LOP ………………………………	Three-dimensional Learning Observation Protocol
AA ………………………………...	Alternative Assessment
AAU ………………………………	Addis Ababa University
AU ………………………………...	Ambo University
AG ………………………………...	Agree
ALM ……………………………	Active Learning Methods
C ……………………………….	Coefficient
CA ………………………………...	Continuous Assessment
CAS ………………………………	Constructive Alignment Strategies
CESC ……………………………	Communicative English Skills Course
CLT ……………………………	Communicative Language Teaching
DA ………………………………	Disagree
ETP ……………………………….	Training and Education Policy
F ……………………………….	Frequency
FE …………………………………	Final Examination
FGD ………………………………	Focused Group Discussion
MPA ………………………………	Methodology for Participatory Assessment
LOC ………………………………	Leadership-Obstacle Course
LM ………………………………...	Linkage Model
ORC ………………………………	Overcoming Resistance to Changes
RCA ………………………………	Rand Change Agent
SA ……………………………….	Summative Assessment
SA ………………………………	Strongly Agree
SD ………………………………	Strongly Disagree
TA ……………………………….	Traditional Assessment
UND ………………………………	Undecided
WU ………………………………	Wollaga University

CHAPTER 1: INTRODUCTION AND BACKGROUND TO THE STUDY

1.0   Introduction

This chapter provides the background to the study on the practices and challenges in implementing an alternative assessment in a Communicative English Skills Course (CESC) in the context of three Ethiopian Universities, namely, Addis Ababa, Ambo and Wollaga. The chapter begins with the description of the two opposing forces, Traditional Assessment (TA), and Alternative Assessment (AA) in language assessment at higher education. Then, it presents the purposes of assessment and the differences existing between TA and AA. The chapter also points out the difference between AA and TA in terms of the basic concepts of behaviourist theory and constructivist theory.

Similarly, this chapter highlights the paradigm shift from TA to AA in language assessment process. In addition, this chapter offers the critical features of AA at the tertiary level. Furthermore, the chapter comprises the relevance of AA strategies, techniques, and tools to measure the intended learning outcomes in CESC. It also includes the statement of the problem, research questions, and general and the specific objectives of the study. In brief, it discusses the rationale for and the theoretical framework as the conceptual framework informing it, the definitions of terms and relevant concepts, the scope, and the significance of the study. The chapter ends with a sub-section that outlines the study.

1.1   Background to the Study

The background of this study mainly includes the conceptual and contextual description of information in relation to the topic of the study. The conceptual information incorporates the concepts of two opposing forces, namely TA and AA that have been influencing language assessment in higher institutions around the world. It also highlights the relevance of AA in CESC. The contextual information, on other hand, describes the practice of AA in the context of Ethiopian Universities.   Finally, the background of this study introduces the plausible challenges in implementing AA in general.

1.1.1 **TA and AA**: **Two Opposing Forces in Language Assessment**

Assessment has been an essential area in English language for more than half a century and it is a domain of dynamic academic investigation (Davies, 2013). In particular, as Abbas (2012) and Geberew (2014) state, studies have identified that two opposing forces, i.e., TA and AA, have been influencing language assessment in higher institutions.

On the one hand are the proponents of employing a more TA which refers to the conventional or standardised methods of testing and usually uses pen and pencil, support multiple-choice, true, or false, matching, and gap filling test items. On the other hand, the advocates of employing AA appreciate a more informal and continuous process AA to assess students' language ability in CESC wherein learners are asked to carry out real-life activities that exhibit authentic application of what they have learned (Agustina, 2011). Tran (2012) defines alternative assessment as procedures and techniques which can be used within the context of instruction and can be easily incorporated into the daily activities of the educational setting. Up till now, this definition heightens emphasis on assessment comes at a time of growing dissatisfaction with conservative and linguistic forms of assessment. The result the dissatisfaction with such assessment is an explosion of interest in alternative forms of assessment. Consequently, the field of teaching English as a foreign language (TEFL) has witnessed a paradigm shift since 1950s and 1960s in assessment from the mere use of TA to more alternative forms of assessment (Asabe, 2017). This alternative form of assessment has resulted in active involvement of learners in the form of peer-assessment and self-assessment to determine the performance of students to make it a more authentic and a holistic as possible, as noted in Brown, (2012) and Shrestha (2014).

Generally, higher education has been facing two radical changes since 1970s and 1980s in many countries around the world (Chinda, 2012; Davies, 2013). The first was the move from teacher-centered teaching method to student-centered learning method. The second change was from TA to AA. The purpose of these marked shifts can be looked at from two points of view. The first was to align AA techniques with Active Learning Methods (ALM) in numerous countries around the world, for instance in Thailand (Chinda, 2014), in Morocco (Benzehaf, 2017), in Nepal

(Shrestha, 2014), in Chile (Lizasoain & Ortiz (2014) and in Scotland (Davies, 2013). The second purpose was to address the concerns of scholars on the ineffectiveness of TA and the importance or relevance of AA with current communicative situation, as described in Andrade (2011) and Shrestha (2013). This change is, therefore, an effort to move from the TA to real-world activities employed in multifaceted real-life circumstances (Brown, 2012; Nasab, 2015). There is no doubt that AA is a crucial strategy to improve the quality of teaching English as foreign language (TEFL) in general and communicative English skills course (CESC) in particular.

All things considered, the above descriptions of TA and AA imply the co-existence of TA and AA since 1950s in general and since 1970s at university level in particular in the field of TEFL (Brown, 2010; Chinda, 2012; Davies, 2013). In other words, the shift from the plain use of TA to new alternative forms of assessment was not absolute change. Besides, communicative tests which include TA approach are usually interpreted as AA (Andrade, 2011; Shrestha, 2013). It should be noted that alternative forms of assessment in TEFL have co-existed with the traditional forms of assessment for sometimes during 1970s and 1980s in developed countries in particular. However, the need for the communicativeness of AA, which encompasses meaningful practices or communications, realistic situations, unpredictable language inputs, innovative language outputs and integrated language skills, seems to be increasing currently (see section 1.6 for more information). In this sense, the developed countries have benefited more than the developing countries from a more communicative, authentic, and a holistic AA process since1980s and1990s when AA tools and strategies have been overcoming the traditional forms of assessment (Chinda, 2012; Davies, 2013). This might be associated with the quality of teachers' training and the availability of material resources, which can be categorised as the economic factors in implementing AA, as implied in Brown (2007), Davies (2013) and Ur (2010).

Theoretically, the change from TA to AA should be considered in relation to what behaviourist theory and constructivist theory imply in a context of communicative language teaching (CLT) approach (Ansarey, 2012; Brown, 2010; Forutana, 2014). Behaviourist theory distinguishes curriculum as only consisting of a body of knowledge and facts that can easily be

transferred from teachers to students (Brown, 2012; Worley, no year of publication). There is no doubt that the principal mechanism of assessment for this pattern is TA. As a result, TA is relevant to the assumption of behaviourist theory that it attempts to determine the amount of knowledge learned by a learner within a period of time (Ur, 2010). This interpretation entails that knowledge is independently existed from the students. Consequently, learners work to accumulate knowledge rather than to construct it. In other words, the students tend to focus on the knowledge about the language rather than the communicative language skills, as underlined by Brown (2012) and Richard-Amato (2010). This belief is grounded in a traditional approach to the educational speculation grounded on behaviourist theories (Herdiawan, 2018; Ur (2010). Proponents of this view tend to believe that the only reliable and objective form of assessment is the standardised test.

In contrast, the paradigm shift made from behaviourism to constructivism in curriculum development requires teachers to employ ALM and AA (Davies, 2013; Herdiawan, 2018). Constructivist theory signifies that how learners learn, how they demonstrate what they have learned, and the environments in which they learn are as significant as what they learn, as noted in Motuma (2019) and Ur (2010). This outlook, therefore, requires AA rather than TA methods to assess students' learning (Ansarey, 2012 and Genesee & Upshur, 1996). Obviously, this shift to AA has been attributed to task-based, performance-oriented, and authentic assessment methods. Consequently, the traditional psychometric score-oriented techniques are no longer as lawful as effective principles of self-assessment and peer-assessment, as well as formative criterion referenced assessment (Brown, 2012; Ur, 2010). Unlike the summative norm-referenced criteria, Brown (2007) accentuates that formative criterion referenced assessment is designed to measure students' performance a fixed set of predetermined standards. Instead of TA, Ansarey (2012), Brown (2012) and Genesee & Upshur (1996) list several varieties of AA techniques as:

- portfolios,
- anecdotal, audio and video recordings,
- checklists,
- diaries,
- journals,
- writing folders,
- peer conferences,
- teacher-student conferences
- conference logs, and
- debriefings

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- observation
- questionnaire and interview

Concerning the AA methods, Genesee & Upshur (1996) clustered the methods into three areas: 1) observation; 2) portfolios and conferences; and 3) journals, questionnaires, and interviews. This grouping was made based on the level of instructors' and students' perceptions and resistances to the methods. Although this grouping may appear unusual, it is an appropriate approach to realise the strategies and the tools of AA. In this vein, in order to reverse teachers' resistance, the proponents of AA were experimenting, researching, and arguing for a wide variety of different types of AA even nowadays around the world. Finally, they realised that a holistic and a realistic approach both as the communicative language teaching and assessment of language through ALM and AA in CESC is indispensable (Brown, 2012; Davies, 2013; Ur, 2010).

1.1.2 The Relevance of AA in CESC

In relation to the relevance of AA, the change from TA to AA is attributed to different factors including the assumption of a holistic approach of CLT, realistic approach of active learning methods (ALMs), and life-long learning strategies, as illustrated by Al-mahrooqi & Denman (2018), Bachelor (2017) and Herdiawan (2018). Undoubtedly, a holistic and a realistic approach of CLT is attributed to the responsibility, trustworthiness, and accountability towards learning, students, parents, community, and ultimately towards the nation. In other words, Richard-Amato (2010) argues that quality of language assessment is not the sole responsibility of the instructors as it requires the contributions of all the respective stakeholders. This holistic and realistic approach enhances ALMs which comprise four constituents: what students learn (input) (Chinda, 2013; Comer, 2011; Vygotsky, 1978), how they learn (process) (Chinda, 2014; Finner, 2013), how they exhibit what they have learned (output) (Chinda, 2014; Vygotsky, 1978), and the situations in which they learn (environment) (Gil & Lucas, 2013; Rojas, 2017). In other words, a holistic and a realistic learning strategy imply the alignment of ALM with AA. This alignment creates a performance-oriented instruction and an authentic assessment method. In connection to this, Al-mahrooqi & Denman (2018) and Bachelor (2017) argue that the use of AA is relevant and vital to the nature of CESC to integrate its components, such as the four language skills, grammar, and vocabulary. This

integration, which leads to align AA with ALM, implies the "communicative nature" of the CESC (Gil & Lucas, 2013; Herdiawan, 2018; Rojas, 2017).

Instructors and policymakers often complain about the burden of the implementation of AA in CESC rather than assuming their responsibility to tackle the problem at universities across the world, as illustrated by Chirimbu (2013), Herdianwan (2018) and Rojas (2017). The fear of the burden seems to lead instructors to an improper application of assessment at universities. There is no doubt that, although TA may be easy to implement, easy to mark and easy to interpret, they do not offer instructors all the data they need to make conclusions about their students' instructional needs or progress. Certainly, advocates of AA, for example, Chirimbu (2013), question the reliability of AA techniques that consists of its trustworthiness and auditability. Essentially, this might be why the instructors resist the implementation of AA in CESC. In other words, the implementation of AA techniques requires them to perform the demanding and rigorous activities, from planning to the final grade report. In fact, Herdianwan (2018) and Rojas (2017) argue that the implementation of AA techniques is not as easy to manage, not easy to mark and not easy to make decisions as compared to the TA techniques. This is because most of the AA tools are essential for an instructor to gather more qualitative information than quantitative data about the students' learning. On the other hand, it should be noted that AA techniques provide the instructors with all the data they require to make judgements about their students' instructional needs or improvement. To make the AA techniques measurable, they need to be systematic in order to cope with the demanding activities of AA, such as developing rubrics and some scales (Herdiawan, 2018; Rojas, 2017). Therefore, there is no doubt that AA is more relevant and important than TA to assess CESC because it allows instructors to develop learners' cognitive, academic, and social communication abilities (Davies, 2012).

In addition, Davies (2012) and Brown (2012) argue that alternative assessment (AA) goes beyond continuous assessment (CA) offering tremendous benefit for all the likely users of assessment. For learners, AA helps them identify their own activities in terms that they can realise, permitting them to assume responsibility for their learning. For instructors, AA is more advantageous than TA because it primarily provides them with accurate, holistic, comprehensive,

detailed, and progressive information including qualitative data about their students' learning in CESC and for their classroom educational decision-making (Herdiawan, 2018). Moreover, AA accounts for the achievement of the course and provides instructors with a framework for organising learners' activities. These imply that AAs necessarily meet the fundamental principles of effective and communicative assessment that include validity, reliability, practicality, equivalency, authenticity, and washback.

Assessment validity, which is supported by a theoretical rationale, measures only what it claims to measure depend on empirical evidence. It does not measure anything else. It involves performance that sample of the test criterion offers meaningful and useful information about a test-taker's ability (Brown, 2012). According to Brown (2012), a test is reliable if it is administered on different occupation and similar results are observed. Thus, reliability refers to the consistence in an assessment condition across two or more administrations. Practicality refers to the logical, practical, and administrative issues involved in the process of constructing, administering, and rating an assessment instrument (Tran, 2012). Equivalency is directly based on curriculum standards or instructional activities. It refers to the influences of assessment design on the teaching methods and contents (Tran, 2012). Authenticity is defined as the degree of correspondence of the characteristics of a given language assessment task to the features of a target language task (Brown 2012). Authenticity involves natural, contextual, meaningful, relevant and interesting, as well as real-world tasks. Backwash refers to the influence an assessment has on teaching and learning activities in a given language domain. Backwash/washback can be termed as assessment impact, measurement-driven instruction, curriculum alignment, and assessment feedback, as illustrated by Iyer (2015) and Tran (2012). Thus, there is no doubt that AA is relevant and feasible to assess CESC, considering the principles of CLT and the effective assessment.

There are further benefits credited to AA. AA enables the curriculum to change and thereby align the assessment practices with teaching activities, particularly in CESC (Ansarey, 2012; Genesee & Upshur, 1996). The issue of alignment is ensued when teachers teach CESC using ALM (Al-mahrooqi & Denman, 2018) and assess the language skills communicatively, implementing AA (Herdiawan, 2018); when students learn CESC through ALM (Bachelor, 2017) and are assessed by

a communicative approach using AA (Davies, 2012) in relation to the intended learning outcomes of CESC. Therefore, the proper implementation of AA strategies in CESC demonstrates the alignment between how CESC is taught and how it is assessed (Gil & Lucas, 2013; Herdiawan, 2018; Rojas, 2017). In this sense, there is no doubt that CESC must be assessed by AA strategies. Contrary to this, there has not been any benefit from the alternative forms of assessments in developing countries including Ethiopia, (Gil & Lucas, 2013; Motuma, 2018). This is because instructors at higher education often assess the students' learning in CESC using the TA approach, may be because of the constraints of instructional resources, which is termed as a 'misalignment' between teaching-learning and assessment strategies in CESC (Bachelor, 2017; Herdiawan, 2018; Rojas, 2017).

1.1.3 Practice of AA in the Context of Ethiopian Universities

In relation to the application of AA in the Ethiopian context, while the changes have been effective since 1970s and early 1980s in different counties in the world (Davies, 2013), the concept of continuous assessment (CA) and ALM became officially operative after 1994 following the implementation of the Ethiopian educational and training policy (MOE, 1994). Particularly, Ethiopian universities have practised standardised cumulative and more judgmental methods to assessments (MOE, 2018). This is because standardised tests and examinations are regarded as the measurement of the outcome of a piece of lesson that students are taught during a certain period of time (Abiy, 2013 Geberew, 2014; Motuma, 2015a). Conversely, Abiy (2013) asserts that this pattern of assessment is condemned in its insignificant role of ascertaining students' language progress. For this reason, currently there is an inclination to use AA to gauge "what learners know and can do" in a more dynamic approach (Abiy, 2013; Geberew, 2014; Temesgen, 2017). This shift is influenced by the underlining assumption of the correlation between assessment and instruction that the change in the instructional processes should cause the change in the assessment process at the university context (Abiy, 2013).

Presently, the Ethiopian Training and Education Policy (ETP) has not explicitly included the implementation of AA at universities in particular, and at all levels of education, in general (MOE,

1994). This includes CESC, in a particular and other field of study in general. Instructors usually employ CA and summative assessment (SA) at the three Ethiopian universities in particular to assess the students' learning in opposite to the nature of the objectives of CESC. The education policy states that the teaching-learning process aims at an outcome-based teaching and learning that would provoke an investigative, evaluative, creative, and deeper learning. However, to achieve these critical thinking skills, although the policy does not explicitly include the issue of AA, it states that a concerted effort should be made to align instruction and assessment via CA. In relation to this, ETP (MOE, 1994) states that: "Continuous assessment in academic and practical subjects, including aptitude tests will be conducted to ascertain the formation of all-round profile of students at all levels" (MOE, 1994: 18).

Prompted by the stated disadvantages of TA, the Ethiopian Ministry of Education (MOE) has been urging universities to implement CA techniques to lessen TA drawbacks in a CESC (MOE, 2004). To this end, including education sector, the Ethiopian government has developed a policy which includes a reform tool known as "one-to-five development army" to enhance quality performance in all sectors in the country. Especially, MOE (2004) has developed education quality reform tools, known as "one-to-five education army" which might link some elements of AA to ALMs. This is because the reform is a kind of collaborative or cooperative learning that involves, on average, five students, in a one-to-five group, proportionally from relatively higher achievers, medium achievers and lower achievers within a classroom (Temesgen, 2017). These learners in one-to-five group are expected to hold specific roles individually to play a group member. The reform requires learners to support and assess each other's learning. To implement this reform at university level, frequent training has been given for both teachers and students.

The literature in this field of study seems to equate the approach of the reform with AA principles. Both the reform and AA are well equipped with the mechanisms to evaluate both learners and instructions. In the first place, they provide the instructors with an insight into individual learners' language ability that cannot be acquired through TA. The data acquired from AA remains far-reaching and insightful because it describes an extensive skill and proficiency in language domains in the context of CESC in particular. Through AA, it is possible to acquire a

sense of in what way the learner manages a conversation with a peer, expresses himself or herself in writing, or is able to conduct a variety of AA activities in CESC using English in the classroom (Al-mahrooqi and Denman, 2018; Bachelor, 2017; Herdiawan, 2018). Thus, through AA, learners can easily evaluate their own improvement. Furthermore, AA techniques also successfully assess classroom instruction in a more responsive way to the whole learner-centred environment (Abiy, 2013). Obviously, AA is a part of a feedback loop that allows teachers to monitor and modify instruction continuously in response to the results of students' assessment.

In relation to the practices of the reform/AA strategies, MOE (2018) has complained that insufficient practice had been made by the instructors and the students to implement the reform/AA in all courses in general and in CESC in particular at the three sample universities: Addis Ababa, Ambo and Wollaga Universities. Similarly, MOE criticised that English as a foreign language (EFL) instructors and students at the three universities are resisting the implementation of the reform in CESC, for various reasons (Alemu, 2009; MOE, 2017; Temesgen, 2017). They tend to use TA in CESC because it seems easier to administer, objective to measure, and economical and time saving to assess students' knowledge. In other words, given that instructors have too many students in the classroom, little materials, and little time, they simply manage the assessment of communicative courses using TA. According to Brown (2007), a test like this cannot meet the principles of communicative assessments which fit to the nature of communicative courses. The question is how the instructors can turn AA into a procedure that is easy to administer. In doing so, a variety of problems might have been challenging the implementation of AA in CESC at the three universities.

1.1.4 Plausible Challenges in Implementing AA in Ethiopian Context

Various challenges are expected to hinder the implementation of AA in CESC in Ethiopian context. Descriptions of the traditional, cultural, and religious diversities in the study area are very essential for this study. Studies including Berhane (2019), EShete (2013) and Getachew & Derib (2006) suggest that the most plausible challenge in teaching and assessing English language might be emanated from the conservative nature of culture and religion the country has been experienced

throughout its development stages. Although foreign languages, such as French, Italian, and English, are introduced, during the Italian occupation period, with the beginning of the modern education, Ethiopia had closed its door against the foreign culture, religion, government system and language since the fall of Italian (Berhane, 2019).

Instead, Amharic had been regarded as a language of national symbol and unity. As a result, primary education, civil services and societies, trade, and business, etc. all used Amharic as a medium of instruction, interaction, transaction and communication (Getachew and Derib, 2006). More specifically, the language policies of Ethiopia in different conservative regimes had been dominantly unitary based that favoured Amharic as a national language. Moreover, Ethiopian is known by a long tradition of education in Africa. The characterisation of cultural education and the relationship between teacher and students emanated from religious service. The uncommunicativeness of teaching and assessment strategies in the traditional education seems to impact the current modern education in Ethiopia (Dereje, 2012). This is because most of Ethiopian population at large is traditional society even today. Even nowadays, Ethiopia maintains two systems of education: traditional education and modern education. The traditional education system is rooted in religion and Gada system.

Following the fall of the imperial and military regimes, Ethiopian Peoples' Revolutionary Democratic Front (EPRDF) introduced Education Training Policy (ETP) in 1994) in which the linguistic imperialism was supposed to decline. Then, English language is also growing in importance as the main language of instruction, especially in universities. English is taught as a subject from grade one and is a medium of instruction from grade nine through colleges and universities nation-wide. All universities in the country are supposed to use English as their working language; they ought to produce documents, hold meetings, write minutes and reports, etc. in English. However, economic status of the country did not seem to allow the implementation of the policy as per its plan. In other words, as Ethiopia is the least developed (ranked 173rd among 189 countries in the World), second most populous (115 million) and tenth largest (with 435,071 kilometres) country with 86 indigenous languages in Africa (WENR, 2018), it might not be easy for

the government to implement the reforms and the policies in communicative English and AA, in particular.

In summary, various studies, such as Banta & Palomba (2015), Chinda (2014), Davies (2012) and Kapambwe (2010), have identified that there are challenges of the implementation of AA in CESC at different contexts in the world. The challenges are mainly related to any constraints of material resources, obstacles, and difficulties in implementing AA, complex nature of CESC, instructors-related problems, problems of student behaviour, and other inconveniences that confront both the practices of EFL teachers and the activities of students (Davies, 2012). These challenges are supposed to affect EFL instructors' planning and implementation of AA as well as giving relevant feedback in CESC for their students (Wei, 2010). Similarly, the students might also face various obstacles in responding to their instructors' AA methods or activities in CESC (Heritage, 2011; Wei, 2010). In general, scholars have identified six potentially plausible challenges in implementing AA in CESC, as underlined by Banta & Palomba (2015), Chinda (2014) and Kapambwe (2010) at other sites. For simplicity, the challenges stated above can be classified into instructors' and students' perceptions, material resources constraints, teacher-related factors, student-related problems as well as the demanding nature of AA and the complex components of CESC. As previously stated, this study intended to examine whether the challenges in question influence the implementation of AA strategies in CESC in the three Ethiopian universities.

1.1 The Research Problem

The central focus of this study was to assess the practices and challenges of the implementation of AA strategies at the three Ethiopian universities. The research problem to conduct this study emanated from the problem observed in the research gap mentioned in the area. It is widely recognised that students must be assessed in the way they are taught. Nevertheless, the researcher felt dissatisfaction with perceived misalignment between how CESC is taught and how it is assessed at Ethiopian universities. The observation led the researcher to deduce that the implementation of AA at the study area seems to be an elusive issue that stimulated debate among instructors in the field. On the one hand, experts from the MOE, curriculum designers and

developers, administrators and other respective bodies frequently expressed their worries about the quality of English language teaching and assessment. Consequently, they often gave inductions, orientations, and trainings on different occasions to EFL instructors to help them implement particularly the one-to-five education reform. On the other hand, the instructors looked inactive and sometimes indifferent concerning the application of AA approaches. Hence, it was not clearly known if there was a match between the instruction and assessment of CESC at the three universities. This prompted the researcher and, also an instructor at Ambo University to want to investigate the problem particularly at the university. Subsequently, in order to know what, how and why EFL instructors assessed their students in CESC, preliminary background information and colleagues' experiences were informally elicited from a few EFL instructors and students at Ambo University. The results of the preliminary information indicated that the instructors looked reluctant to implementing AA, while a few of them were observed as unresponsive.

The results of the preliminary background information also motivated the researcher to learn more about the implementation of AA in CESC and its challenges. Concerning this problem, some empirical national studies were conducted on the practice and challenges of CA, which could be interpreted as a part of the implementation of AA in CESC. Reports of local studies, for example, Dagne (2009) at Jimma University and Meba (2008) at Debre Brehan University, who were reviewed, generally reported the problem of misalignment between instruction and assessment. Dagne (2009) reports that 70% of EFL instructors at Jimma University did not use CA because they were not adequately trained in the assessment methods. Similarly, Meba (2008) discovered that an EFL instructor did not use CA because of students' low level of English proficiency, instructors' previous traditional teaching and testing culture along with students' previous learning and lack of an assessment guideline to assess such a complex course. Both scholars commonly found that EFL instructors do not use CA in CESC because instructors and students at the universities undermine the importance of CA.

The studies in reference are important for the current study as they afford it background information about the issue addressed in it. Besides, the studies share a similarity with the previous studies in that they all focused on related elements of the problems of the implementation of AA in

different English language courses in the context of Ethiopian Universities. The studies also considered the major challenges in implementing CA/AA in the courses which included the argument about the validity and reliability of CA/AA scores and the demanding requirements of AA implementation. Notably, Temesgen (2017), who measured teachers' and students' perceptions of one-to-five educational reform as challenges for the implementation of the reform in the course, concluded that most of the instructors and the students who were not members of the ruling party (Ethiopian peoples' republic democratic front) usually related the reform to the ideology of the political party. In contrast, most of the previous studies conducted in Ethiopia mainly focused on the teachers' and students' factors. Some of the studies exclusively limited themselves to the perceptions of EFL instructors and students, their attitudes, and practices in CA in different English language courses separately at different universities. While some, like Abiy (2013), focused on CA at high schools, others concentrated in investigating students' characters including their deficient language backgrounds, their traditional learning cultures, their diversified language backgrounds, and their religious beliefs as the challenges of CA implementation in the courses.

By contrast, unlike the current study, the previous studies did not address problems of misalignment between the assessment methods and the teaching strategies. They also disregarded the problem of the alignment between the assessment methods and the intended learning objectives of CESC. Additionally, they overlooked alignment between the teaching-learning strategies and the intended learning objectives of CESC. The prior studies researched the implementation of CA/AA in a certain language course without considering the nature of the objectives in the course, which indicated the most important purpose of the course. Importantly, the current study includes the level of mismatch between instruction and assessment of the intended learning outcomes of CESC. This is because the problem of mismatch seems to be more serious vis-à-vis the complex nature of the objectives of the course than in other specific English language courses such as basic writing kills, reading skills and listening skills. It holds the position that the teaching-learning and assessment practices should be governed by the intended learning outcomes or the nature of objectives and activities in CESC. Therefore, the current study intended to fill the research gap in the area by addressing issues overlooked in previous studies. It also considered comprehensive themes never addressed before, challenges associated with resource materials and constraints thereof, classroom

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situations, misconceptions of instructors and students about AA and CESC, students' and instructors' characters, demanding requirements of AA and the complex nature of CESC.

Considering the foregoing description of the research problem, the current study considered more comprehensive strategies to investigate the implementation of AA in CESC and its challenges in relation to the nature of the CESC and the teaching-learning strategies in CESC at the selected universities. The reason was that the implementation of AA in CESC, without considering these two dimensions of CESC (comprehensive strategy and its challenges) would have been worthless (Al-mahrooqi & Denman, 2018; Bachelor, 2017; Herdiawan, 2018) because the purpose of AA is to achieve desired outcomes based on the nature of the course and the purpose of teaching-learning processes. Furthermore, implementing AA in CESC, EFL instructors are expected to involve their students in the assessment process, demonstrate a real classroom setting, help students get to identify reasons behind their failures or successes and to give them the opportunity to learn from their mistakes to enhance their students' language ability (Alemu, 2009; MOE, 2017). The paradigm shift from TA to AA is therefore intended to facilitate learners' initiative for learning and to assess students' overall language competency and skills. In fact, aligning the assessment techniques with learners' learning outcomes is always productive; otherwise, the entire efforts exerted towards the implementation of AA in CESC become fruitless. However, no particular method of assessment is adequate to assess the entire objectives in CESC as each has its own pros and cons.

It has been stated in the studies that assessment strategies should be fair to be reliable, valid, and practical. Brown (2007) and Lizasoain & Ortiz (2014) underline that an instructor must prepare to design assessment that measure what they have to measure and improvise according to the assessment strategies and tools they have experienced. In other words, assessments should be built to measure the degree in which a content or skills has been mastered, so their design involves a careful definition of the domain of knowledge, skills, or ability it is targeting. By the same token, assessments must match the contents covered in class and the way they have been taught, which is known as validity. An assessment should be reliable too, which means, it should yield consistent

scores at different times (Lizasoain & Ortiz, 2014). It is then that the assessment can be valid and reliable; students can show what they really know (their competence), and consequently, instructors actually know how far their students have learnt (their progress). Therefore, according to Richard-Ameto (2010), assessment design should be ideal (valid, reliable, practical, and so forth) in order to both reflect students' actual competence and help instructors develop their assessment skills.

In order to maintain the reliability and the validity of assessment, AA is invaluable to assess students' learning in CESC (Brown, 2007). This is because the communicative nature of CESC cannot be assessed by the standardised tests and examinations, as argued by Brown (2012). If the instructors assess CESC using the TA approach, certainly, there would be a mismatch between how the course is taught and how it is assessed. Therefore, it is reasonable to argue that the problem should be considered in relation to the quality of education in Ethiopian universities in general and in the three universities, in particular. However, whatever the challenges are, Davies (2013) argues that a language domain should be assessed in the approach it is taught to integrate assessment with instruction in the course. Therefore, assessment practices in CESC should be consistent with the contextually relevant guidelines towards the alignment of teaching-learning, assessment, and the intended learning outcomes.

1.2   Rationale for the Study

The purpose of the current study was to investigate the practices and challenges in implementing AA in CESC in the three Ethiopian universities. In this vein, it can be said that the purpose of the study was to enhance the practices of the instructors in implementing AA in CESC and thereby, solve some problems conceived as practically challenging assessment experiences in the field of TEFL. The problems included inconsistency between teaching and assessment, gap between current assessment practices, and the requirements of AA, challenges in achieving AA requirements, gaps between teaching-learning and the intended learning outcomes of CESC, as well as the gap between the assessment and the intended learning outcomes of the course. Supporting this idea, the findings of several studies showed that the majority of researchers and instructors were not satisfied with current assessment practices (Al-mahrooqi and Denman, 2018; Bachelor, 2017;

Herdiawan, 2018; Teelken, 2018). Therefore, the implementation of AA in CESC was needed to replace instructors' TA approaches. As a result, it was considered that students could benefit from the advantages of AA strategies. The implementation of AA in CESC comprises a variety of advantages. It is consistent with emerging perspectives on teaching and learning which view learning as a developmental, socially constructed, interactive and reflective process. It is also capable of contributing more information about learners than a single test comprised of selected response items (Teelken, 2018). To this end, this study sought to discover what components of AA the instructors use, how the implementation of those AA components benefit students and what problems might challenge the implementation of AA in CESC at the three universities. In this sense, the study is the first of its kind to be devoted to the implementation of AA in CESC in this particular context.

The purpose of the implementation of AA strategies in CESC, in particular, should also be considered in relation to the quality of teaching the CESC in Ethiopian universities, in general and in the three universities, in particular. This is because AA is a central and a vital element of a successful teaching-learning process of CESC (Herdiawan, 2018). In particular, the type of AA strategies students know remains the determinants for a successful education in CESC (Teelken, 2018). Scholars such as Herdiawan (2018), Rojas (2017) and Teelken (2018) assume that aligning AA tools and strategies with teaching-learning strategies and with the nature of the objectives of CESC can help instructors and students in fostering quality education. To this end, much effort is needed to promote the implementation of AA to enhance the quality of assessment and quality of education in CESC (Teelken, 2018). In supporting the relevance of AA in CESC, Shrestha (2014) argues that the assessment practices in CESC are necessarily different from the assessment practices in most specific language courses including productive and receptive language skills. This is because the complex components of the domains in CESC require EFL instructors to use various types of AA tools and strategies to assess students' performance (Al-mahrooqi and Denman, 2018; Bachelor, 2017; Herdiawan, 2018; Motuma, 2019). In other words, EFL teachers are not expected to assess CESC using discrete-point tests in the current context of CESC (Alderson 2011; Alemu, 2009; MOE, 2017; Motuma, 2014, 2015b; Shrestha, 2014). For example, in the 1950s and 1960s, multiple-choice and true-false items were implemented concurrently mainly with teacher-centered teaching approaches (Gil and Lucas, 2013; Herdiawan, 2018; Rojas, 2017). Be that as it may, the

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goal of CESC is to help students develop knowledge, interest, and skills in integrated English language domains through ALMs (MOE, 2004, 2017). Therefore, AA is an indispensable technique to assess both the learners' knowledge and their performance in CESC (Bachelor, 2017; Motuma, 2019).

Although the practice of continuous assessment (CA) recently begun in Ethiopian universities, there was a growing concern for the alignment between alternative assessment (AA) and active learning methods (ALMs) in a communicative English skills course (CESC) in Ethiopian universities (Abiy, 2013; MOE, 2017; Motuma, 2019; Tirussew, et.al. 2018). To this end, Ethiopian Government has developed a policy which includes a reform tool known as "one-to-five education development army" to implement CA at all levels of education in the country (Temesgen, 2017). The reform was a sort of collaborative learning that allows learners to learn from and assess each other's learning to align instruction and assessment in CESC. However, according to Temesgen (2017), the reform created adverse effects on the teaching and assessment process at most of the universities including the three sample universities. As a result, educational communities including policy makers, administrators, teachers, and students held different attitudes towards the implementation of the reform tools and strategies (Temesgen, 2017). Most of the educational communities related the implementation of the reform to the current political system in which it controls its members. The movement against the reform seemed to be more severe at the three universities than in other universities because the education communities resisted the reform, which was one of the challenges of AA implementation, alongside with, the unrests and instability that were frequently experienced at these universities.

Considering the aforementioned unrests, it is evident that the mismatch between AA and the use ALMs in CESC was the concern of every stakeholder in the three universities (MOE, 2017). This is because instructors could not implement AA as part of their teaching to support their learners to attain quality education, improve innovativeness and sense of capability and get chances for independent as well as life-long learning. For this study, the initial information obtained from a few instructors at Ambo University revealed that EFL instructors were 'testing' their students every week. The assessment practices of the instructors at the three universities seemed to be different

from the strategies mentioned in the literature vis-à-vis the CA approach in CESC that can partly be interpreted as AA (Abiy, 2013; Herdiawan, 2018; Piper, 2010; MOE, 2017), which is a bitter reality in CLT era. EFL instructors at the three universities seemed to resist the implementation of CA in CESC, may be because of the attitude they had towards the one-to-five educational reform. Thus, the findings of this study can enable the authorities/policy makers to derive support and/or newer directions or, even, redefine the policy of assessment to suit or fit it to ALM in CESC and to overcome the challenges of AA in CESC. Consequently, the study addressed the four research questions mentioned below.

1.3   Research Questions

1. What components of AA do EFL instructors currently employ to assess CESC at Addis Ababa, Ambo, and Wollaga Universities?
2. How do English major students respond to their instructors' AA in CESC in the three universities?
3. To what extent is the assessment practice aligned with the teaching practice of the intended learning outcomes of CESC at the three universities?
4. What are the major challenges faced by the EFL instructors' practices in the implementation of AA in CESC in the three selected universities?
5. Based on the foregoing questions, what are the strategies for facilitating the alignment between teaching and assessment in CESC?

1.4 Objectives of the Study

The objectives of the study were stated in relation to general and specific terms based on the title, the problem, the research questions, and methodology of the current study.

1.5.1   General Objectives of the Study

The main objective of the current study was to investigate the practices and challenges of the implementation of AA in CESC at the three Ethiopian universities in order to formulate guidelines for proper AA in the course.

1.5.2   Specific Objectives of the Study

The specific objectives of this study were to:

1. Identify the components of AA EFL instructors currently employ in CESC at the three Ethiopian Universities.
2. Establish the English major students' activities in responding to their instructors' AA in CESC in the three universities.
3. Determine the level of alignment between the teaching practices and the assessment practices of the intended learning outcomes of CESC at the three universities.
4. Investigate the major challenges that may hinder these EFL instructors from implementing AA in CESC in the three universities.
5. Formulate relevant strategies to facilitate the alignment between teaching and assessment in CESC.

1.6   Theoretical Framework of the Study

On the theoretical basis for a communicative language teaching (CLT) approach, the principles, and applications of CLT have globally been employed by textbook writers and by language teaching specialists to match the assessment techniques with the course design, language teaching and learning (Al-Mamari, Al-Mekhlafi & Al-Barwani, 2018; Chinda, 2013; Kibbe, 2017). To investigate the practices and the challenges of the implementation of AA in CESC, the study employed a CLT lens as a theoretical framework. A theoretical framework was reconstructed to illustrate how the design of the curriculum of CESC, method of instruction and assessment are aligned through the CLT approach.

Theoretically, the term 'communicative' in Figure 1.1 aligns three inseparable theories (Abiy, 2013; Al-Mamari, Al-Mekhlafi & Al-Barwani, 2018; Herdiawan, 2018; Matz, 2014; Motuma, 2018): theory of communicative course design, theory of ALM and theory of AA in CESC (Al-Mamari, Al-Mekhlafi and Al-Barwani, 2018; Coombe & Hubley, 2011; Molla, 2018; Motuma, 2018). In relation to the implementation of AA in CESC, these theories were discussed, elaborated, and conceptualised in detail in Chapter Two. Reviewing these theories, several studies equate the strategies of AA with the current principles of CLT and with the fundamental assumptions of

constructivist theory, as described in Benzehaf (2017), Chinda (2014), Davies (2013), Kibbe (2017) and Marrow (2018). In other words, the fundamental principles of the implementation of CLT and the constructivist theory, both in teaching and in assessment, are precisely interpreted as the alignment between ALM and AA in CESC (Al-Mamari, Al-Mekhlafi & Al-Barwani, 2018; Benmoussat & Benmaussat, 2018; Kibbe, 2017). Figure 1.1 represents the theoretical framework on the implementation of AA in CESC and its challenges.

Figure 1.1: Theoretical Framework
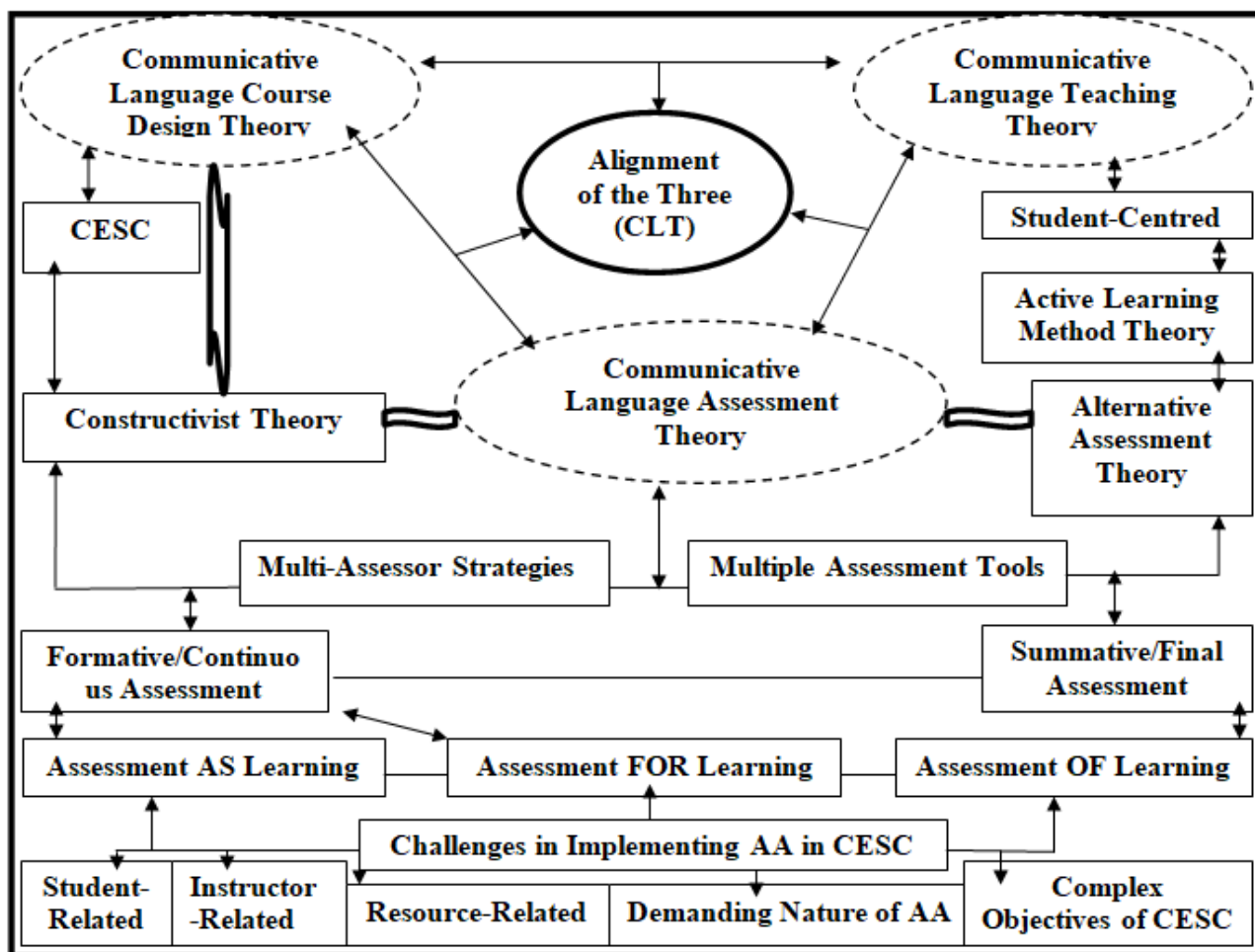
Adapted from Al-Mamari, Al-Mekhlafi and Al-Barwani (2018), Benzehaf (2017), Geberew (2014) and Kibbe (2017))

The main principles of CLT and constructivist theory are related to the authentic course design, creative classroom activities and meaningful communication, constructive and integrative language teaching, and assessment activities as in CESC (Benzehaf, 2017; Kibbe, 2017; Marrow, 2018). The

principles of CLT and the constructivist theory necessarily serve the researcher to enlighten the purpose of AA in CESC. This is because all principles and theories also imply the roles of the instructors and the learners in the process of communicative assessment in CESC (Benzehaf, 2017; Kibbe, 2017; Wood, 2011). These include the use of multi-assessor strategies, a variety of assessment tools, comprehensive, progressive, and relevant assessment activities to suit the components of AA to the components of language domains in the CESC (Al-Mamari, Al-Mekhlafi and Al-Barwani, 2018; Marrow, 2018; Benzehaf, 2017). As indicated in the framework informing this study, the principles of CLT and constructivist theory also comprises three different but inter-related purposes: assessment OF learning, assessment FOR learning and assessment AS learning (Geberew 2014; Higgins, 2011; Kibbe, 2017). In such assessment, tasks are intended to characterise realistic activities that students are supposed to learn in the classroom accompanied by the real-life outside the classroom (Al-Mamari, Al-Mekhlafi & Al-Barwani, 2018; Farooq, 2015), for instance, the linkage or exposure that university students have with respective organizations based on the educational policy. Therefore, the use of CLT and constructivist theory in CESC can mean implementing AA in CESC.

Apart from these tasks, the application of the current communicative language teaching (CLT) approach includes several crucial purposes (Al-Mamari, Al-Mekhlafi & Al-Barwani, 2018; Benzehaf, 2017; Kibbe, 2017). The first is creating appropriate assessment techniques to reflect the situations of the setting, the roles of the assessors and the aims of the communications. The second is helping students focus on message to be able to create, understand messages and share or transfer real information. The third is encouraging students to process psycholinguistic activities and helping them contribute to the use of cognitive activities which are indispensable challenges in second language learning. In other words, implementing CLT has the potential to create a positive experience for students and, in turn, produce positive attitudes. The fourth is discussing the purpose of students' risk taking. CLT has the potential to motivate students to take a greater responsibility for their own learning and thereby, assume their indispensable roles in the implementation of AA. This can be termed as "freedom factor" as defined by Akrofi, Liu & Janisch (2007: 221) which is an amalgam of a number of components: initiative, choice, vision, self-discipline, compassion, trust, and spontaneity. As part of quality education for students in a CESC, CLT would seem to be

desirable traits to promote in individual learners in EFL classrooms. This is because CLT is normally assumed as the heart of the implementation of AA in CESC. Using CLT is very important to create students' motivation and positive attitudes towards the implementation of AA in CESC, in particular. Students are encouraged to envisage and learn from their mistakes through relevant and authentic feedback that might lead the students to work beyond what an instructor has taught them. By working beyond what the learners have been taught, they are encouraged to implement a variety of communicative approaches (Benzehaf, 2017; Kasiki & Caliskan, 2010; Kibbe, 2017).

The fifth is encouraging students' freer practices. In other words, instructors are expected to encourage students to be aware of what they have learned and still need to work on using CLT approach. This means, students set goals for themselves, select work that demonstrates what they have learned, and are able to explain why they chose it. CLT inspires the usage of a holistic practice relating the concurrent use of a range of sub-skills, rather than practicing each specific skill separately (Benzehaf, 2017; Kibbe, 2017; Latina, 2015). Supporting this argument for communicative view of language course designing, teaching and assessment, scholars, for instance, Banta & Palomba (2015) draw on the need to emphasise communicative competence rather than simple knowledge of grammar and vocabulary in language instruction. As a key aspect of the above theoretical framework, one cannot imagine the implementation of AA strategies and tools without challenges. A plausible bottleneck for the implementation of AA in CESC might encapsulate perception of teachers and students, teacher-characters, student-challenges, the complex nature of the CESC, demanding nature of the AA, material resource constraints and physical classroom conditions. Thus, the invoked theoretical framework served as the foundation for conceptualising the study on the implementation of AA in CESC (Benzehaf, 2017; Chinda 2012; Wood, 2011) as explained in the next paragraphs. The challenges of the implementation of AA in CESC are also discussed, as indicated in Figure 1.2.

1.7   The Conceptual Framework

Several key terms and concepts in this study needed to be organised within a conceptual framework and contextually defined accordingly. The conceptual framework has two main

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variables indicated in the title and in the research questions of the present study. The first part includes the practices of the implementation of AA strategies in CESC, and the second part also entails the challenges of the implementation of AA in CESC. Banta & Palomba (2015) argue that the practices of the implementation of AA in CESC can be realised using multi-assessor strategies, a variety of assessment tools, comprehensive, and progressive with relevant assessment techniques. The independent variable as illustrated in the conceptual framework, Figure 1.2, is organised into six potentially plausible challenges associated with the implementation of AA in CESC (Chirimbu 2013; Kapambwe 2010; Kibbe, 2017).

Figure 1.2: Conceptual Framework

Practices in Implementing AA in CESC	Challenges in Implementing AA in CESC
Comprehensiveness Gognitive, Affective and Psychomotor	**Complex Nature of CESC**
Multiple Assesment Tools Formal and Informal, Formative and Summative	**Demanding Activities of AA**
Progressiveness Aligning Assessment with Instruction Continious Formative Assessment Continuouss Feedback Individula Differences and Learning Styles	**Resource Constraints**
	Teachers' and Students' Perceptions about AA and CESC
Multiple Assessor Strategies Teacher Assessment, Peer-assessment, Self-assessment and Guest Assessment	**Student-Charater**
	Teacher-character

Adapted from Banta & Palomba (2015), Chirimbu (2013), Kapambwe (2010) and Marrow (2018)

These challenges consist of:

- Perceptions of teachers and students on AA
- Teachers' characters,
- Students' characters
- Complex nature of the course
- Demanding nature of the AA
- Resource constraints and physical conditions of classrooms. Thus, section 1.8 illustrates and defines the key points of the conceptual framework of the study.

1.8 Definition of Terms and Concepts

The terms and concepts, which are defined here, are indicated in Figure 1.2. As already highlighted above, Figure 1.2 presents the two variables of the study. The practices of the implementation of AA in CESC are considered as the dependent variable, whereas the components of AA in CESC and its challenges are considered independent variable. The dependent variable can be best described through the key characteristics/practices of AA, as proposed by Al-Mamari, Al-Mekhlafi and Al-Barwani (2018), Banta & Palomba (2015), Kibbe (2017) and Marrow (2018), as the following.

1.8.1 Practices of the implementation of AA in CESC

Comprehensiveness of AA: Comprehensiveness of AA strategy, which is an element of the practices of the implementation of AA in CESC, includes all the domains of objectives such as cognitive, affective, and psychomotor to assess the students' learning using an integrative approach (Banta & Palomba, 2015; Chinda, 2014).

Multiple assessment tools: Multiple assessment tools, as one of the dependent variables or the practices of the implementation of AA in CESC, can be considered as a selection and

implementation of different, relevant, authentic, dynamic and on-going AA approach comprising formal and informal procedures and formative as well as summative assessment techniques: such as communicative quiz, test and examination, oral question, students' diaries, classroom observations, questionnaires, interviews and students' portfolios, peer teaching, group works, student reading logs, student oral reading, teacher-student conferences and teacher and student reflective journals, focused group discussions, action research, project works, debate, role play/simulations/drama, field trip, or field study, individual works including homework, summarising and note taking in the course (Coombe & Hubley, 2011; Kibbe, 2017).

*Multi-assessor strategy as a practice of AA***:** Multi-assessor strategy is one of the practices of AA in which EFL instructors are supposed to implement AA in CESC, and students are expected to positively respond to their instructors' AA strategies and tools. The multi-assessor strategy, which is a part of the dependent variables, includes instructor-based assessment, peer-assessment, self-assessment and invited guest assessment in implementing AA in CESC (Brown, 2012; Marrow, 2018).

Progressiveness of AA: Progressiveness of AA as one of the dependent variable themes or the practices of AA implementation in CESC refers to the developmental approach of AA to assess CESC. This present study intended to identify whether or not the assessments are continuous, dynamic and on-going, and whether the provided feedbacks promote students' initiative, choice, vision, self-control, consideration, confidence and spontaneity (Al-Mamari, Al-Mekhlafi & Al-Barwani, 2018; Chinda, 2014). Progressiveness must involve the relevance and practical tools as well as strategies of AA in CESC: The relevance of AA is, as a part of the practices of the implementation of AA, the tools and the strategies should be suitable to the contents of the CESC to the individual learners' learning styles and to the objectives of the instructions (Banta, & Palomba, 2015).

1.8.2 Challenges of the Implementation of AA in CESC

The challenges, which are indicated in the conceptual framework, in Figure 1.2, as the independent variables, are classified into six main themes. These independent variables, which are plausible challenges at other sites in the world, are supposed to potentially influence the implementation of AA in CESC at the three universities in Ethiopia context (Kapambwe, 2010; Chirimbu, 2013). These independent variables consist of the perception of instructors and students, instructor character, student-related challenges, complex nature of the CESC, demanding nature of AA, material resource constraints and physical classroom conditions. These independent variable or challenges in implementing AA in CESC can generally be discussed as the following.

Complex nature of the CESC design as a challenge: Compared with specific English language courses, such as speaking, listening, writing, reading skills, as well vocabulary and grammar, the design of CESC involves multifaceted objectives (Chirimbu 2013). Studies argue that less qualified and less experienced instructors can be challenged by such multifaceted objectives in implementing AA (Kibbe, 2017). The challenge can create a mismatch between the design of ALM and AA techniques, discrete and disproportionate assessment items to the complex objectives and to the multiple domains of CESC in implementing AA (Al-Mamari, Al-Mekhlafi & Al-Barwani, 2018; Davies, 2012; Kibbe, 2017).

Demanding nature of AA as a challenge: Compared with TA, studies highlighted that the implementation of AA require demanding activities (Davies, 2013). The demanding nature of AA as an independent variable encapsulates the demanding activities for designing, constructing and administering AA strategies, correcting and measuring students' results, aligning it with ALM activities, determining the validity and practicality of students' scores and giving feedback for the students' errors and mistakes (Al-Mamari, Al-Mekhlafi & Al-Barwani, 2018; Davies, 2013).

Material resource constraints and physical classroom conditions: Materials resource constraints and physical classroom conditions can influence implementation of AA in CESC. This independent variable includes the shortage or lack of materials, such as books, portfolio collection

folders, stationeries, cameras and other technology devices, large class size, time constraint, work overload and failure of language laboratory and personal computers as well as intermittent internet connection (Chirimbu 2013).

Perceptions of instructors and students on AA: Instructors' and students' perceptions towards the implementation of AA in CESC, as an independent variable theme, incorporate the beliefs and the confidences of the instructors and students towards the relevance of AA in CESC. This variable is supposed to contribute to the implementation of AA in CESC to reverse the traditional pattern of learner passivity and change it with learner initiative, self-discipline and needs. The current study is also meant to test the type of perceptions instructors and student have on the practicality, validity, auditability, measurability, credibility, discriminating power, sensitivity and scoreability of AA that reinforce the implementation of AA in CESC (Al-Mamari, Al-Mekhlafi and Al-Barwani, 2018; Chirimbu, 2013).

Student character as a challenge: Student-related challenge as an independent variable can influence the implementation of AA in CESC. Most probably, this might enclose the preoccupied students' traditional learning culture, their learning styles and ethnic diversity, their disciplinary problems, their language deficiency, their lack of motivation and negative attitude toward the use of AA in CESC. These may affect students' self-initiative and self-reliance, self-evaluation, goal setting practices and proper reaction to their teachers' AA in CESC (Davies, 2012).

Instructors related challenges: Instructor character as an independent variable can challenge the implementation of AA components in CESC. This refers to instructors' poor background knowledge, their poor pedagogical skills, their language deficiency and low interest to use AA in CESC as well as unable to create culturally a responsive classroom practice and provide positive experiences in implementing an AA in CESC. By using all the components of AA in CESC accordingly, instructors can create students' positive reactions towards the implementation of AA in CESC. Nonetheless, studies including Akrofi, Liu & Janisch (2007), Brown (2012) and Ur (2010) argue that most students are used to taking a passive role in learning, and it is sometimes difficult to get them to be more responsive and participatory in AA activities. The study is also planned to

identify whether instructors are able to design and implement valid, clear, practical, reliable and measurable methods of AA in CESC, otherwise, they are not successful in implementing AA CESC (Banta & Palomba, 2015).

1.9 Significance of the Study

This study sought to investigate the practice in implementing AA CESC and its challenges in in the three Ethiopian Universities. It was hoped that its findings would benefit different actors in the implementation of AA in CESC. As the study is an emerging research in the context of the study area, there is no doubt that its findings can be an eye opener to policy makers, administrators, instructors and students to the implementation of an AA in CESC based on the nature of the objectives of CESC. In the event that the EFL instructors and the students gain proper understanding of the relevance of AA, the findings of this study could help them play their role properly in implementing AA in CESC to percolate the assessment into the common basis of the curriculum. Furthermore, as a result of the proper understanding of AA, the findings of this study are expected to motivate EFL instructors to share their experiences thereby enriching their acumen or expertise in teaching and assessing students' learning in CESC at the three sample universities.

In addition, the findings of this study can enable instructors and education leaders including MOE, university presidents and academic vice presidents, college deans and heads of department of the English language to plan in newer directions and drive support in the implementation of AA in CESC. In this sense, the findings can reinforce current assessment practices in CESC to redefine them based on the specific universities' contexts, perceived needs and the actual efforts made, along with the outcomes of this study. The overall results of the findings can further enable instructors to construct impactful practices in the implementation of AA in CESC based on the theoretical underpinnings of this study at the three universities. Finally, this study can serve authorities well in taking timely and appropriate corrective actions before practitioners engage in futile practices. It is hoped that it can inspire proactive actions in the future too.

1.10   Scope of the Study

This study is limited to the practices and challenges in implementing AA in CESC in three Ethiopian government universities, namely: Addis Ababa, Ambo and Wollaga Universities. It collected and analysed data on the practices of the implantation of AA in CESC. The analysis of the implementation of the AA in CESC was made in relation to the communicativeness of the teaching practice and the nature of the course to determine the alignment between these issues. The alignment between the teaching-learning and the assessment practices was described vis-à-vis the nature of the objectives in CESC using a mixed (qualitative and quantitative) content analysis. The content analysis covered the items in CESC curriculum and the items in instructors' assessment documents used in 2019 and 2020 at the three universities.

The practices of the implementation of AA in CESC were confined to the implementation of multi-assessor strategies, assessment tools, comprehensive assessment strategies, progressive assessment, and relevant assessment strategies (Davies, 2013; Sethusha, 2012). Similarly, the study evaluated the activities of regular undergraduate English major students in responding to their instructors' AA practices in the course. Finally, the study assessed the challenges of the implementation of AA in CESC in the three universities. The challenges were classified into six themes that were limited to the perception of instructors and students, instructor characters, student-related challenges, complex nature of the CESC, demanding nature of AA, material resource constraints and physical classroom conditions.

1.11 Chapter Outline

This study was organized into five chapters. Chapter 1 includes the introductory part of the study. This introductory part presents background to the study, statement of the research problem, rationale for the study, objectives, significance, delimitation, and the definitions of key concepts of the study. In Chapter 1, the concepts underpinning the importance of AA implementation in CESC are discussed. The chapter also provides the theoretical and conceptual frameworks informing the practices and challenges associated with the implementation of AA in CESC. Finally, the chapter breakdown of this thesis is presented in this chapter.

Chapter 2 provides the literature reviewed on the practices and challenges of implementing AA in CESC in relation to the research questions and objectives of the study. It first highlights the general concepts and definition of key terms and theories of language curriculum, teaching and assessment. The chapter maps out the purpose of different types of assessment, the changing nature of language assessment, the differences between TA and AA, current trends of AA, the purpose and characteristics of AA, issues of reliability and validity in AA, challenges in implementing AA, methods of implementing AA in CESC and ways to recording the result of alternative assessment in the course.

The research design, methodology and theoretical framework of the study are discussed in Chapter 3. The chapter first presents the research design of this study and then discusses the issue of research paradigm, ontology, and epistemology as well as mixed research approach. The concepts of quantitative and qualitative research are clarified, defined, and described, including their principles and logic in this chapter. The research methodology is also explained. Then, the chapter describes the determination of the population, sample size and sampling techniques used as well as data gathering instruments and methods of data analyses. This section also describes the data collection procedure using a survey questionnaire, focused group discussions, classroom observations and course module analyses. Chapter 3 finally discusses ethical considerations in the implementation of AA strategies in CESC.

Chapter 4 presents the findings in relation to the research questions as well as the objectives of the study. It highlights the data analysing method that involves a series of steps. The stage describes the analysis of the data obtained through the administration of questionnaires, conducting FGDs and the analysis of the course materials to summarise the whole ideas on the practices and the challenges of AA in implementing in CESC. The analysis also includes pre- and post-classroom observation conferences. This chapter also indicates the lessons of every teacher in every section to analyse later for key episodes of teachers including the conference time. The chapter further presents the interpretation of the analysed data.

Chapter 5 further presents the discussion of the findings, the proposed AA strategies and tools, and the summary of the contributions of the study. It highlights the connections between the findings of the current study and the findings of other studies in the scientific community and reflection on the study as a whole including the methodology. This section recaptures the outline of the study and the contributions to attending to the research objectives. It also presents the choice of AA methods in CESC and guideline for the implementation of AA in CESC. It then makes the way forwards for the effective implementation of AA in CESC in the context of Ethiopian universities.

Chapter 6 presents the conclusions, limitations, and recommendations of the study as well as the implication for the future studies. Chapter 6 focuses on the conclusions and reflections on the study as a whole including the procedures. This section puts forward the outline of the study and their limitations to attending to the research objectives. It then makes recommendations towards the choice of and the effective implementation of AA methods in CESC. It also makes recommendations based on delimitations of the study and suggests further research in the area of AA in CESC contexts.

CHAPTER 2: REVIEW OF RELATED LITERATURE

2.0   Introduction

This chapter provides the literature review on the practices and challenges in implementing an AA in a CESC in the context of three Ethiopian Universities. The review begins with the description of relevant theories in relation to CLT approach. The description of the theoretical orientations includes learning theory, such as constructivist theory and socio-cultural theory and zone of proximal development, several curriculum development theories, assessment theory and constructivist alignment strategies. Then, this chapter describes the concepts, language assessment and the differences that exist between TA and AA. In addition, the review highlights the paradigm shift from TA to AA in language assessment process. The chapter also explains the essential characteristics of AA. Furthermore, it presents a detailed review on the current trends/practices of implementing AA strategies, techniques, and tools. It also describes the implications of AA for collecting information to determine the extent of which students demonstrate the designed learning outcomes in CESC. Over and above, it presents the summary of the challenges of implementing AA in CESC at the tertiary level. The chapter ends with mechanisms and strategies to overcome the challenges of AA implementation.

2.1 Defining the Theoretical Orientation of the Study

The theoretical framework for using alternative assessment (AA) in the classroom includes considering learners as constructors of knowledge; finding authenticity in materials and activities; employing dynamic, on-going assessment tools and multi-assessor strategies, and empowering students. By putting these ideas into practice, individual attributes of initiatives, choice, vision, self-discipline, compassion, trust, and responsibility can be promoted in students. For this end, several curriculum development and assessment related theories were reviewed in relation to the principles and requirements of CLT. These include CLT approach, learning theories, such as constructivist theory and socio-cultural theory and zone of proximal development, curriculum development

theories, and assessment theory as well as constructivist alignment approach as the theoretical orientation of the study.

2.1.1 Communicative Language Teaching and Assessment Approach

Communicative language teaching (CLT) has served as the major source of influence on language teaching and assessment around the world since its inceptions in the 1970s (Ansarey, 2012; Christiana, 2019; Fraooq, 2015; Wood, 2011). The notion of CLT approach is established in the remarkable shifts that occurred in the British language teaching practice dating from the 1970s and 1980s at primary and secondary schools (Herdiawan, 2018). Besides, Chinda (2013) and Marrow (2018) argue that CLT is a recent phenomenon in the teaching and assessment of English as a foreign language at higher education. The assumptions of CLT are based on its origin (Kibbe, 2017), evaluation (Garuana & Mcpherson, 2015) and influence (Garuana & Mcpherson, 2015) on language teaching and assessment (Dames, 2012). CLT can be understood as a set of principles of language teaching and assessment. These principles describe how students learn a language, the type of classroom tasks to facilitate learning, and the role of instructors and students in the classroom (Marrow, 2018; Motuma, 2018; Reyes-Chua, 2013). World Education News and Review (WENR, 2018) identified five requirements that make up a communicative language teaching and assessment.

The first requirement for communicative assessment focuses on the meaningfulness of the communication or practices. In other words, the tasks of assessment, which are meaningful to learners meet their individual interests and desires, are generally predictable and grounded on communicative approach. It must also encourage and stimulate useful language skills for them (Benzehaf, 2017*;* Davies, 2013; Kibbe, 2017). Making use of reliable assessment situations can increase the meaningfulness of a communicative assessment in CESC. Meaningful communicative assessment focuses on real-life and contextual practice/activities, where actual information is exchanged, and where the language used is not completely anticipated (Benmoussat & Benmaussat, 2018; Kibbe, 2017). These include greeting, introducing oneself and others, describing places, ideas, persons and so forth drawing a map of the students' area and answering questions about the position of different places in the map and so on (Al-Mamari, Al-Mekhlafi, & Al-Barwani, 2018;

Ansarey, 2012). In short, according to Ansarey (2012), language cannot be meaningful without its specific context.

The second requirement is related to the authenticity of a situation of the assessment practices. Ansarey (2012) argues that communicative teaching and assessment provides learners with the opportunities to encounter and use the target language receptively and productively in authentic situations or contexts of their language. The authentic activities of a text underline that classroom language activities should mirror the real world and real communication using authentic language sources for the students' learning so as to create connection between classroom activities and the real world (Christiana, 2019). An authentic situation begins with activities related to cultural materials and information, real language exposure to the students and their needs, and move to creative activities in teaching language (Al-Mamari, Al-Mekhlafi & Al-Barwani, 2018). For one thing, instructors ought to extract authentic materials to design assessment tasks and activities from the students' cultural context to facilitate their understanding of the texts. For another thing, the materials create cultural situation for the students to interactively and lively respond to the materials, which contribute to progressively move to creative activities. This is because Piaget and Vyotsky have no exceptions that higher level of learning or formal operational thought is ultimately proceeded from local to general, from context-bounded to context-free, from externally supported to internally driven activities, as emphasised by Devi (2019). These can be designed and implemented through information gap, jigsaw, task-based, information gathering, information transfer as well as reasoning gap activities, role play, pair work and group work (Christiana, 2019; Kibbe, 2017). This is because Brown (2007) multiple methods are necessary to assess multiple talents for multiple abilities. In fact, the assessment of practice, as the case in the current study, is enriched by the use of multiple methods.

The third requirement of CLT is associated with the unpredictability of students' language input in an assessment practice, as explained by Devi (2019), Krashen (1982) and Liu (2015). In reality, language input is usually impossible to predict what speaker will say (Christiana, 2019); this natural way of communication should be replicated in communicative teaching and assessment processes. These comprise initiating some new information from given information through the

process of interpretation, real-world tasks, opinion sharing activities, in which learners associate beliefs, views, opinions and ordering activities wherein learners list the activities with the aim of their significance. Besides, data collecting tasks wherein learners carry out analyses, interview, and explorations to use their linguistic resources to gather data through puzzle, games, map-reading, picture-labelling and other kind of classroom tasks are the most important mechanisms to encourage students to use their language resources (Fraooq, 2015; Marrow, 2018).

The fourth requirement for the communicativeness of any assessment refers to students' creative language output, as described by Devi (2019), Liu (2015) and Swain (1993). Language output is largely dependent on language input to prepare for students' reply. This means, it is actually impossible to predict what students can say i.e., language output. The design of activities for creative language output is to motivate students to develop creative receptive and productive skills. This needs clear and brief guidelines and checklists to promote learner-centered instruction through task-based and/or content-based interactive activities. Creative language output can be realised through integrated, authentic/contextual, and progressive activities which involve visual presentation, virtual reality, real-world problem solving, and language quest projects (Sidek, 2012; Wood, 2011).

The last, but not least requirement for the communicativeness of assessment focuses on integrated language skills. A communicative teaching and assessment elicit learners' use of language skills in an integrative way, as is the case of real-life communication. It is the teaching of the language skills including grammar and vocabulary in conjunction with each other. Every activity is expected to integrate at least two or more than two language skills. There are several ways to evaluate the integration of language items in a textbook as a component of CLT. These include the design of interaction-based, content-based, theme-based, experiential learning, the episode hypothesis and task-based activities (Ansarey, 2012; Banta & Palomba, 2015). These integrated activities are specifically delineated based on the arguments underlined by Brown (2007), Chinda (2012), Davies (2013) and Ur (2010).

Thus, integration-based activities underline a textbook designing approach in which the textbook should include the receiver's requirements into account in a communication/activity that imply the role of the teacher and the students. Specifically, content-based textbook designing is a process of organising activities around certain contents, topics, or subject-matters area. Likewise, theme-based activity is a weak form of content-based; however, this alleviates the potential drawbacks of the content-based activities because theme-based activities allow linking the contents to the language skills. By the same token, experiential learning activities highlight giving students concrete experiences through which they discover language principles, even if subconsciously, by trial and error, by processing feedback, by building hypothesis about language, and by revising these assumptions in order to become fluent. Besides, the episode hypothesis is designed based on series methods or in any form as a text discourse that will be easier to produce, understand, and recall, to the successful language presentation following a story line.

Finally, task-based activity designing is also a process of instruction in which activities are organised around a task that must be authentic and integrated focusing on knowledge, skills, and attitude to involve students. Task-based instruction focuses on a whole set of real-world tasks. Task-based curricula differ from content-based, theme-based, experiential instruction and episode hypothesis in that the course objectives are somewhat more unabashedly language-based, for instance, greeting people, expressing opinions, introducing oneself and others, requesting information and so forth to help students develop pragmatic language competence. Consequently, there is no doubt that the nature of CESC requires task-based textbook and teaching design which is a well-integrated approach to language teaching that demands instructors to organise their classroom around those practical tasks that students engage in and outside classroom.

In short, the communicativeness of instructions, activities, objectives, and teaching methods is expected to be evaluated based on these five requirements of CLT because they are necessarily based on the CLT principles for the selection of AA techniques in CESC. However, these five requirements of communicative-oriented language teaching and assessment in CESC are not absolutely exclusive of one another (Banta & Palomba, 2015). Some or most of the requirements

might overlap to evaluate the communicativeness of the activities in the teaching module and the assessment of items in CESC.

2.1.2   Curriculum Development Theories

The way scholars realise and theorise curriculum development has transformed over the years (Kivujnja, 2018). This has created substantial argument as to the implication of curriculum (Al-Mamari, Al-Mekhlafi & Al-Barwani, 2018). Without sufficient knowledge of curriculum and curriculum development, judgment on the relevance of a certain type of assessment normally becomes groundless. This is because the views about the curriculum vary from subject to subject and from time to time. In broader sense, curriculum which was earlier considered as a course, nowadays, defined as all the learning that is intended and directed by the school, carried on in groups or individually, inside or outside the classroom (Wood, 2011). This concept of curriculum development is the basis for the implementation of AA and, therefore, it is the beginning for the analysis of the alignment between the AA implementation and the communicativeness of CESC. This concept has been guided by several curriculum development theories (Kibbe, 2017; Kivujnja, 2018). These are idealistic curriculum development theory, realistic curriculum development theory, naturalistic curriculum development theory, pragmatic (experiential) curriculum development theory, existentialist curriculum development theory and conservatism curriculum development theory, as discussed by Gutek (1988) and Smith (2000).

Idealistic Curriculum Development Theory: This theory considers curriculum development as a body of intellectual contents and learned courses that are ideational and conceptual whose prime aim is to encourage learners to be seekers of truth (Chinda, 2014). This theory is supposed to facilitate the implementation of TA than AA as per traditional curriculum.

Realistic Curriculum Development Theory: This theory realises curriculum development as a process of organising contents of a course to find out reality (Reyes-Chua, 2013). This theory

similarly guides TA as this enlightens the content-based textbook design rather than focusing on language skills.

Naturalistic Curriculum Development Theory: Naturalistic curriculum development theory views learning as an active involvement of learners in dealing with their environment, using their sense and solving problems (Kibbe, 2017). It believes that genuine education is based on the enthusiasm and desires of the learners that provoke the implementation of AA.

Pragmatic (experiential) Curriculum Development Theory: This theory realises acquiring through experience, interest and needs (Marrow, 2018). This theory facilitates the communicative assessments of language skills and competencies through AA.

Existentialist Curriculum Development Theory: According to this theory, curriculum includes the skills and subjects that explain physical and social reality whose essential point of learning is in the student's construction of curriculum knowledge instead of learning the organisation of curriculum or the curricular structure (Chinda, 2014; Marrow, 2018). The theory focuses on the more comprehensive and constructive assessments of language skills and competencies.

Conservatism Curriculum Development Theory: This theory considers curriculum as a way to convey the common philosophy to all and offer relevant education to the different levels in the world (Marrow, 2018). This theory also initiates the implementation of language skills and competencies.

This review of available theories indicates the changing emphasis in the design, structure, and development of the curriculum (Kivujnja, 2018). Thus, the first two theories are hardly related to the CLT and/or to AA approaches. This is because the theories considerably underline teaching and learning of the facts of science. On the other hand, the last four forms of curriculum development

theories are directly or indirectly linked to the CLT and/or guides AA because each of the theories involves some elements of constructivist theory. They encourage learners to reflect on their own cognitive, attitudinal, affective, behavioural experiences and practical knowledge. Similarly, they inspire participatory learning in action that can enable students to assess themselves based on scientific and pragmatic approach. This is because the theories involve most of the elements of CLT approaches which are concerned primarily with describing how AA is developed based on the communicative nature of CESC and thereby, how AA and ALM are aligned (Marrow, 2018). In addition, most of these theories describe how AA is implemented in CESC; whereas others such as idealistic curriculum theory and realistic curriculum development theory prescribe how curriculum should be designed and developed, what instructors and students must do in the implementation of a course.

2.1.3 Learning Theories

The last fifty years, several theories have been put forward to explain the process by which learners learn language. The theories of Skinner (behaviourists), Chomsky (innateness), Piaget (constructivist), Vygotsky (socio-cultural and the zone of proximal development theory), and Bruner (interaction) debate the profound functions and influence of language learning. For this study, constructivist theory and socio-cultural theory and the zone of proximal development are discussed with especial focus. This is because teaching, learning and assessment in CESC are expected to be based on these theories (Devi, 2019; Kivujnja, 2018).

2.1.3.1   Constructivist Theory

Both Piaget and Vygotsky were considered constructivists. Constructivism is a theory of teaching and learning based on the idea that cognition is developed through mental construction Gutek (1988) and Smith (2000). This suggests that humans learn, constructing new knowledge by piecing together their past experiences. According to the constructivist approach to learning, based on the concepts of Piaget and Vygotsky, the goal of learning is not to store piles of information but to encourage learners' minds by constructing powerful and useful concepts (Devi, 2019; Gutek (1988) and Smith (2000). On the one hand, the behaviourist approach to learning focuses only on

the behaviour that can be externally observed without considering the influences of the unconsciousness mind. On the other hand, the constructivist approach to learning can facilitate individuals by providing meaningful and relevant information, by giving opportunities to discover or apply ideas themselves and by teaching them to be aware of and consciously use their own strategies for learning. Here, the learners must be capable of discovering basic skills and knowledge to solve complex problems to transform complex information into convenient and suitable information. Piaget viewed learners as discovering or constructing virtually all knowledge about their world based on their cognitive levels. According to Vygotsky, the sociocultural context also profoundly affects students' learning.

For these reasons, constructivist theory is consistent with the teaching and assessment of CESC. Likewise, constructivist assessment model focuses on learner-centred learning strategies, conversely, on AA strategies or modern assessment approach, offering framework (Devi, 2019; Kibbe, 2017; Kivujnja, 2018). The central idea of constructivist theory elaborates and guides the practices of AA in CESC. In constructivist classroom, ALMs or student-centred activities take place, and a highly dynamic teaching, self-motivated learning and active assessment environment is created (Kibbe, 2017). In constructivist assessment model, students are busy and actively involved in constructing their own knowledge. They are given opportunity to design, do and review tasks and knowledge they acquire. Learners contribute to the implementation of AA in a self-regulating way in learning and assessment tasks as partners to construct and measure their understanding and their learning progress.

Constructivist theory allows for a variety of learning activities and collaborative assessment tasks rather than individual activities (Kibbe, 2017; Kivujnja, 2018; Marrow 2018). In the context of the constructivist assessment, students focus on goal-oriented, motivational, learner-focused, tolerant, divers inclusive and orderly tasks. As a result, the assessment strategies used by instructor can be fairly challenging to enhance students' knowledge through assessment as learning and assessment for learning. The constructivist assessment strategies are not only authentic but also encouraging to engage students in the construction of deep understanding of ideas, concepts, issues and skills (Kivujnja, 2018; Marrow 2018). It also encourages social interdependence. Using

constructivist assessment strategies, the role of the instructor is a reflective practitioner; the classroom environment is on-task with high expectations of every learner by the instructor. Assessment is for learning and is authentic, targeting higher-order learning. It allows for self-assessment and peer-assessment and provides a lot of feedbacks to the learners to help them realise the progress they are making, engage in social construction of knowledge, develop team spirit and social skills (Kivujnja, 2018; Reyes-Chua, 2013). Remarkably, the processes of teaching, learning, assessment, feedback, and interventions are all expected to be interrelated in a dynamic quality-learning environment.

2.1.3.2 Socio-Cultural Theory and the Zone of Proximal Development

Both Piaget and Vygotsky believe that societal influences establish the boundaries of cognitive growth. Vygotsky's sociocultural theory of human learning describes learning as a social process and the origination of human intelligence in society or culture (Devi, 2019; Verenikina, 2003). According to Devi (2019), the major theme of Vygotsky's theoretical framework is that social interaction plays a fundamental role in the development of cognition. In his argument, Vygotsky believes that everything is learned on two levels. First, through interaction with others, and then integrated into the individual's mental structure. Verenikina (2003) substantiates that every function in the learner's cultural development appears twice: first, on the social level, and later, on the individual level; first, between student and instructor (interpsychological) and then inside the learner (intrapsychological). According to Piaget, learning is a product of action and interaction with their surroundings. Vygotsky also thought that learners appreciate input from their surroundings as well as other people. This applies equally to voluntary attention, to logical memory, and to the formation of concepts. All the higher functions originate as actual relationships between individuals (Krashen, 1985; Vygotsky, 1978).

According to Vygotsky (1978), a second aspect of Vygotsky's theory is the idea that the potential for cognitive development is limited to a "zone of proximal development" (ZPD). This "zone" is the area of exploration for which a student is cognitively prepared but requires help and social interaction to fully develop (Krashen, 1985; Verenikina, 2003). In other words, Vygotsky's

belief of the zone of proximal development consists of things a student cannot quite do alone but could accomplish with help. Thus, an instructor or more experienced peer is able to provide the learner with "scaffolding" to support the student's evolving understanding of knowledge domains or development of complex skills. Instructors can also help students mentor and learn from each other through scaffolding by placing the students with a variety of developmental abilities together for group work, as well as, by working in their zone of proximal development. This includes using encouragement, clues, reminders, and assistance in the form of suggestion to aid the learner in independently learning. Using the same pattern, collaborative learning, discourse, modelling, and scaffolding are strategies to assess students' intellectual knowledge and skills, and thereby, facilitate their intentional learning.

Besides, according to Devi (2019), Krashen (1985) and Verenikina (2003), both Piaget and Vygotsky's cognitive development theories have had an impact on education practices and classroom management. Piaget's theory is used in classrooms daily with the use of developmentally appropriate education. Aspects of Vygotsky's cognitive theory are found in many classroom settings. An example of this is a classroom in which students are divided into groups, or tables. It is clear that cognitive development theories play an important role in addressing the educational needs and learning methods of learners of varying stages. Through the theories provided by Piaget and Vygotsky, it is possible to create a better classroom experience for both the student and the instructor. When an instructor uses certain methods to teach the students developmentally appropriate material, it makes for a more enjoyable and conducive learning environment. As to Piaget and Vygotsky, instructors today have the tools available to them to create such an environment.

2.1.4 Assessment Theory

Compared with instructional theories, assessment theories have not been fully developed (Davies, 2012). The principles of assessment have been developing from the actual knowledge and practice of the instructors, not from well-rooted theories of assessment (Chirmbu, 2013). Even though it is on development, the existing literatures reveal that assessment theory presents two opposing and/or cofounding forces in the field of study. These forces characterise the difference

between AA and TA. Analysed assessment theories, Coombe and Hubley (2011) argue that these forces affect the method of assessment practice nowadays. TA considers the curriculum as incorporating a body of facts and accumulation of knowledge which can be transmitted from instructors to learners. The key tool for TA is a standardised test (Benzehaf, 2017; Coombe & Hubley, 2011).

On the other hand, AA is not a single method form, strategy, or tool. In EFL context, the concept of AA refers to a variety of assessment forms and procedures which share common features and aim at obtaining a holistic and integrated representation of a student's language ability. These include the issue of assessment *of* learning, assessment *for* learning, assessment *as* learning, multi-assessor strategies, multiple assessment tools, comprehensive, progressive, and relevant assessment activities to suit the components of AA to the components of language domains in the CESC (Al-Mamari, Al-Mekhlafi & Al-Barwani, 2018; Marrow, 2018; Benzehaf, 2017), as frequently listed elsewhere in this study. In relation to the knowledge and practice of the instructors, Nasab (2015) presents a controversial argument that the more knowledge teachers gain about the nature of testing and assessment, the more they are able to fill the gap in relation to students' achievement. For testers, learning is to store piles of information and knowledge of contents, but for assessors, learning is to construct powerful and useful concepts (Devi, 2019). Thus, according to Devi (2019), both Piaget and Vygotsky appreciated constructive learning. This because knowledge is not merely a commodity to be transmitted, encoded, retained, and reapplied, but a personal experience to be constructed. Constructivist learning environments promote the learner to gather, filter, analyse, and reflect on the information provided for their own understanding. However, although Paget's influence on concepts of cognitive constructivist and developmentally appropriate instruction are important in the assessment of CESC, Piaget's theory has been criticised for relying exclusively on the sequential stages and underestimating learners' abilities, and progress but.

Although the level of instructors' knowledge about the type of testing and assessment is essential for instructors to fill the gap in students' achievement, the argument cannot always be true. One can argue that only instructors' knowledge about the form of testing and assessment cannot guarantee the students' achievement. This is because a variety of factors can contribute to fill the

gap in relation to the students' achievement. To mention a few, assessment practices of the instructors, instructor and student character, nature of the course or the content to be assessed and constraints of resources are all indispensable factors to fill the gap in relation to the students' achievement. Actually, the ability to plan and to administer the relevant assessment strategies, the ability to analyse the gap in relation to the students' achievement, the ability to plan and implement the pertinent tutorial sessions are crucial factors for the instructors to fill the students' learning gap. Thus, the sum total of the knowledge about the purpose of testing and assessment, the proper implementation of the assessment, critical examination of the gap in students' learning and provision of applicable intervention as well as the strategies to overcome the challenges of the implementation of any type of assessment including AA are the determinant factors to fill the gap in relation to the students' achievement.

2.1.5   Constructive Alignment Strategy

Constructive alignment strategy is one of the most influential ideas in higher education (Kivujnja, 2018; Reyes-Chua, 2013). It engrosses two dimensions: the constructive and alignment. The constructive dimension is about the idea that learners construct knowledge or meaning through practical learning tasks (Mekhlafi & Al-Barwani, 2018; Marrow, 2018). This means, knowledge is not something transferred from instructor to student, but is something students have to construct for themselves (Benzehaf, 2017; Kivujnja, 2018).

The alignment dimension denotes the tasks of the instructor. An instructor is expected to create relevant and innovative learning situations that contribute to the learning activities relevant to achieving the desired learning outcomes. On top of others, instructor is expected to align the teaching strategies, teaching methods and the assessment techniques to the learning activities assumed in the intended outcomes (Krashen, 1982; Kivujnja, 2018). This concludes that learners construct knowledge based on their learning experience, but the instructors align the teaching activities, the intended learning strategies, assessment activities and so forth to the intended learning outcomes of the course (Reyes-Chua, 2013). For this reason, the teaching and assessment strategies are analysed in relation to the intended learning objectives stated in the course materials to

determine the relationships or alignments between these components of the curriculum (Kivujnja, 2018). Following these foregoing theories, the available literatures were reviewed and organised accordingly in relation to the practices and the challenges of the implementation of AA in CESC.

2.2 Alternative Language Assessment

The notions of assessment and testing approaches should be assumed differently. Assessment refers to both formally and informally collecting evidence about the learners' contemporary performance using a variety of methods of gathering data at different periods and in various settings (Davies, 2013; Nasab, 2015). However, according to Herdiawan (2018), testing is formal and standardised and offers learners' scoring on the activities that the students have achieved. Testing is a type of selected-response assessment in which a discrete time and planned application is measured as the only standard through which students' knowledge can be measured (Asabe, 2017; Sebate, 2011; Rojas, 2017). Various researchers, currently, have changed from accepting the only one technique of collecting information regarding students' knowledge (Al-mahirooqi & Denman, 2018; Al-Mamari, Al-Mekhlafi & Al-Barwani, 2018 & Andrade, 2011). Testing, thus, should be considered as only a part of the comprehensive notion of assessment (Forutan, 2014). United States Agency for International Development (USAID, 2010) also underlines that testing is only a tool of assessment. One cannot argue that certain type of assessment is better than other kind of assessment. In other words, one cannot conclude that AA is usually the best assessment kind in all fields of studies. This is because, as assessment is governed by the nature of the learning objectives and learning strategies and activities. There are times when instructors assess the knowledge of students on a content course through a standardised test that they had taught using lecture methods.

Notwithstanding, the notions of assessment and test should be looked at from the point of view of the objectives of a particular course at a given period of time. There is no doubt that the notions of assessment address various classification of assessment at present days and for the future (Banta & Palomba, 2015). Certainly, scholars approach every kind of assessment from the angle of its purposes. In addition, the concepts of assessment and test invite researchers to investigate why the common systems of learning assessment are lacking for the provision of their students to be

independent thinkers and effective lifelong learners (Herdiawan, 2018; Laina, 2015). This is what led educators and researchers to come up with AA forms. This is also the reason why AA forms have become important in today's context of education at universities.

Banta & Palomba (2015) present three assessment types which involve different techniques that measure learners' progresses through selected-response, constructed-response, and personal-response assessment. The assessment types can be looked at from the concepts of TA and AA strategies. The selected-response assessment can consider as the least communicative assessment type, whereas personal-response assessment is the most communicative type of assessment that inspires active participation of learners. Figure 2.2 lists the three basic assessment types.

Figure 2.1: Three Assessment Categories
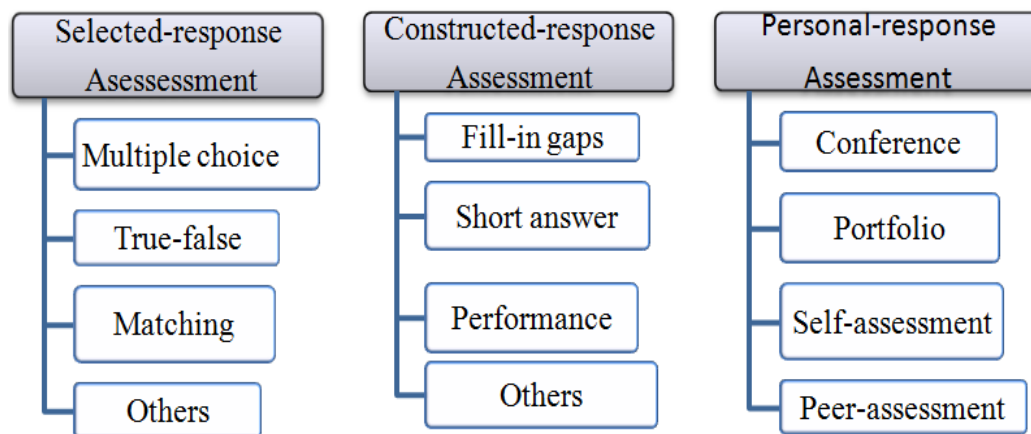
Adapted from Banta & Palomba (2015) and Nasab (2015)

Generally, the above figure designates three assessment types where each entails different strategies and tools of measuring learners' learning through different level of learners' participation. In this vein, selected-response assessment type, which resembles standardised tests or TA, includes multiple choices, true-false, matching and other items. Constructed-response assessment also encloses fill-in the gaps, short answer, performance assessment strategies and so on. Constructed-response assessment seems to be a bridge that connects TA with AA because it shares the

characteristics of both assessment types, such as fill-in gaps, short answer, performance assessment and so forth (Banta & Palomba, 2015). Personal-response assessment, which can be considered as an AA, comprises conference, portfolio, self-assessment and peer-assessment strategies and tools, and so forth. Although, there is no clear-cut line among these types of assessment, literature tends to equate personal-response assessment type with the implementation of AA because of its communicativeness of the items.

Asabe (2017) and Nasab (2015) similarly discuss three forms of assessment purposes: assessment for learning, assessment as learning and assessment of learning. The discussions exhibit similar opinions of the researchers. These scholars commonly express their opinion that assessment for learning considers students as exceptional entities who construct their own knowledge based on their experiences. They also claim that it offers feedback and a variety of chances used for learners to improve their own language abilities by making evaluation about their achievements. Besides, the scholars confirm that assessment as learning is a means to intensify students' meta-cognition considering students as an active connector between assessment tools and instructional activities. In this context, students are critical assessors and monitors by an attentive and insightful assessment of their own performance (Coombe & Hubley, 2011; Nasab, 2015). They use the information they have made from their assessment to learn new concepts. Assessments as and for learning are mainly considered as continuous assessment (CA). By the same token, assessment of learning is potentially summative and is to ascertain what students know in relation to curriculum outcomes (Asabe, 2017). However, summative assessment can be adapted as the AA in CESC by using multiple assessment tools, constructed-response, and personal-response assessment types.

Compared with the purpose of each assessment, instructors and students are more sensitive to the purposes of 'assessment of learning' for three reasons. First, assessment of learning and assessment as learning require instructors to rigorously design the assessment, to properly implement the assessment and, to progressively and continuously give intensive feedback to fill the gap in relation to the students' learning. Second, they are not as believable as the traditional summative assessment or the assessment of learning by students. Assessment of learning is essential for instructors to hopefully make firm and practical decisions about students' grades. Third, as a

part of learning, both assessment of learning and assessment as learning compel learners to carry out demanding activities so that they can complete the entire assessment tools to achieve the minimum requirement in relation to their learning.

All assessment *of*, *for* and *as* learning have their strengths and weaknesses. Thus, instructors need to implement each of them accordingly for the sake of their own advantages or purposes. In fact, it is possible to infer from the theoretical framework that AA involves all the three assessment purposes. Accordingly, the investigator is initiated to examine the implementation of AA in CESC in relation to these assessment purposes. However, the most important challenge here is to clearly define the purpose of each assessment type and select the relevant method that best serves the purpose in the particular context. Certainly, this makes the use of each assessment type in CESC debatable in addition to the nature of CESC that requires the instructors to employ a range of techniques to assess students' performances.

In addition to the three kinds of assessment as discussed above, USAID (2010) and Wei (2010) identify the difference between formative and summative assessments. They commonly regard formative assessment as divergent assessment because its application involves different assessment tools and strategies to determine the students' progress during instruction. Divergent assessment is considered as an unrestricted procedure intended to identify what a particular learner can do (Wei, 2010). Formative assessment strategy considers assessment as an interwoven process of teaching and assessment contexts (Wei, 2010). In other words, several principles of formative assessment are recognised as the type of assessment as learning and assessment for learning. On the other hand, Asabe (2017) elaborates summative assessment as convergent process because it is applied to determine students' performance at the end of very similar range. Convergent assessment is to determine what an individual learner can learn or do. Here, taking the three types of assessment purposes into account, assessment *for* and *as* learning can be regarded as a formative or continuous or divergent assessment, whereas assessment for learning implies summative or convergent assessment type. The researcher of the current study intended to examine the implementation of these types of assessment as the elements of AA in CESC. Besides, the next section discusses the purposes of assessment in a more elaborated context.

2.3 Purpose of Assessment

The main objective of this study is to assess the practices and challenges of the implementation of AA in a CESC course at the three Ethiopian universities. The purpose of assessment is to determine the gap in relation to the students' performances in their lessons because they cannot fully learn all what their instructors teach (Coombe & Hubley, 2011; Nasab, 2015). In other words, if students learned all the lessons the instructors taught them, assessment would not be essential as a part of instruction. This is because the amount of learners' learning cannot be determined without assessment in any amount of certainty, regardless of the method instructors plan and present the lesson (Davies, 2012). Therefore, assessment is to determine the extent of alignment between learning and teaching. Every learner taking some system of learning would be, in one form or another, subject to assessment. Likewise, a smartly planned assessment can certainly serve as an instrument that finally energises dynamic learner's learning.

In line with the theory of backwash consequence, assessment is fundamental to the learning experience because learners do not normally devote their time if there is no assessment (Iyer, 2015; Wei, 2010). The relationship between assessment and teaching is referred to as systemic validity (Creswell and Creswell, 2018), assessment impact (Brown, 2012), construct validity, predictive validity, face validity and content validity (Khan, 2013) consequential validity and washback or backwash (Iyer, 2015). According to Sethusha (2012), assessment is a milestone which guides the instructors on how much time should be spent on what is earmarked as essential. In this study, 'backwash' is specifically considered as the influence of testing on teaching and learning. Therefore, if the learners' learning is to be changed, approaches of assessment must be changed too (Sethusha, 2012). The change can mean that when instructors change their teaching methods from traditional teacher centred to ALM, they should also shift their assessment methods from TA to AA. The purpose of this shift is to align the assessment method with the instruction to make the teaching-learning process as authentic as possible. Shrestha (2014) also pronounces that if the learners are ready to deal with trustworthy or realistic complications, then, they are able to exhibit advanced thinking capabilities. This privilege obviously puts forward real challenges for the EFL teachers to adapt what is considered reliable assessment to align it to the actual classroom instruction in CESC, in particular.

Discussing the purposes of assessment, a relationship between assessment, teaching and learning reveals how they are interdependent and influence each other in the education process. In other words, assessment, which deals with what is taught and what is learned, is an indispensable part of instruction. Hence, the relationship EFL instructors' assessment has with the teaching and learning strategies is one of the most substantial activities to examine in the implementation of AA in CESC. This is because assessment is responsible for directing and redirecting every part of the instructors' teaching and the learners' learning experiences (Andrade, 2011; Sethusha, 2012). By the same token, students' notion about what is substantial learning is reflected from instructors' purpose of assessment and how it must be administered (Benmoussat & Benmoussat, 2018; Herdiawan, 2018; Motuma, 2018).

Apart from this, the purpose of assessment determines the feedback given to the performance of the learner (Nasab, 2015). Obviously, feedback is an important part of teaching and assessment. In relation to this, Shrestha (2014) asserts that assessment and feedback are meticulously related and are both essential components of instruction to enhance students' learning. A high quality, well-designed and a well-aligned assessment and feedback effectively engage students with their own learning (Sebate, 2011). Assessment provides feedback on the achievement of learners in relation to the demonstration of specific learning outcomes. Feedback is given as a result of an assessment so that students can identify the parts of the lesson that they have done well continuously or should make progress up on. A timely and efficient feedback has a dominant significance to enhance the learners' introspective learning processes (Andrade, 2011). In conclusion, a good quality and comprehensive assessment as well as relevant and intensive feedbacks create self-reliance amongst students, encourage the learners to enhance their knowledge, and serve them to learn both their weaknesses and strengths. Thus, the discussions on the purpose of assessment can be looked at from the difference between TA and AA that is discussed in the following section.

2.4 TA Approach Vs. AA Approach

A suitable place to commence discussing the characteristics of AA is to determine first the difference between TA and AA. Coombe and Hubley (2011) identify the incidence of two different

forces that affect the method of assessment practice in the CESC. The advocates of TA consider the curriculum as incorporating a body of facts and knowledge which can certainly be transferred from instructors to learners (Benzehaf, 2017). The accumulation of knowledge and data that emphasis the exponents of TA are related to the traditional test and for the proponents of TA, the key tool of assessment is a standardised test, on the one side (Benzehaf, 2017; Coombe & Hubley, 2011).

On the other hand, the advocates of AA highlight the multidimensionality of the assessment (Benzehaf, 2017). In relation to this, constructivist theory has a significant impact on the proponents of AA (Chinda, 2012). Coombe & Hubley (2011) demonstrates that various forms of assessment fall in between TA and AA, and some combine the better of the two. As a result, Benzehaf (2017) and Coombe & Hubley (2011) have established a range for the answers to the questions as indicated in the following continuums that AA falls towards right end and TA falls towards left end. Figure 2.2 presents the continuums of TA and AA.

Figure 2.2: The Continuums of TA and AA
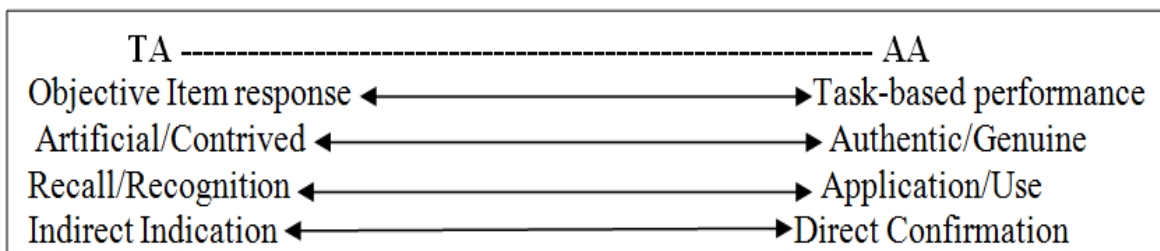
Adapted from Benzehaf (2017) and Coombe & Hubley (2011)

Considering the given information in Figure 2.2, it is imperative to raise some legitimate questions to signify the differences existing between TA and AA. Which forms of assessments are most valid? Which assessment forms are easier to score? Which assessment tools measure what skills? What makes an assessment alternative? Why are other forms of assessment categorised as traditional? The figure also includes the key terms or information to answer the questions. Arguably, TA is described, in the figure, as easier but less valid. Formal and standardised test, which involve one-shot test usually in multiple choice, true-false, short-answer and essay items, is considered as traditional or conventional (Benzehaf, 2017). It is considered as traditional because

the most widely used features of TA are inauthentic, indirect, recalling, and objective response items (Coombe & Hubley, 2011). Chinda (2012) also confirms that TA does not measure language skills because it is a single-occasion, single-dimensional and standardised. Thus, it is possible to conclude that the scores of these types of assessment cannot increasingly determine what students can perform over a period of time, nor determine the progress of students. Therefore, TA is not a part of this study. To explicitly state how AA is different from TA, Table 2.1 lists the commonly identified feature of AA.

Table 2.1: Differences between TA and AA

TA	AA
• One shot tests, standardised exams	▪ Continuous, longitudinal assessment
• Indirect tests focusing on 'right' answer	• Direct tests, open-ended and creative
• Inauthentic summative tests	• Authentic formative assessment
• Individual projects oriented to products	• Group projects; oriented to process
• No feedback provided to learners	• Feedback provided to learners
• Timed, multiple choice exams	• Untimed exams, free-response format
• De-contextualised test tasks	• Contextualised assessment
• Norm-referenced score interpretation	• Criterion-referenced score interpretation
• Non-interactive standardised tests	• Interactive classroom-based performance
• Fosters extrinsic motivation	• Fosters intrinsic motivation

Adapted from Coombe and Hubley (2011), Nasab (2015) and Shrestha (2014)

On the other hand, AA can be formal or informal, task-based, authentic, and direct assessment that attempts to determine the students' language skills instead of testing the amount of information accumulated by the learners over a period of time, as illustrated both in Figure 2.2 and in Table 2.1. Hence, learners usually exert their efforts to construct their knowledge rather than assembling information (Shrestha, 2014). This implies AA involves CA, multi-assessor strategies, multiple assessment tools to assess language skills holistically and realistically instead of testing language knowledge separately piece-by-piece. Table 2.1 summarises the differences between TA and AA. The information in the Table 2.1 implies that AA approach is essentially relevant to assess the complex components or domains of language being assessed in CLT (Chirimbu, 2013; Kapambwe, 2010). AA includes direct tests or communicative type of tests and other alternative forms of tools such as observation, portfolios, and self-assessment (Alderson 2011; Shrestha 2014). The use of

these techniques represents an effort to align assessment with teaching-learning strategies and to improve the assessment method so that the assessment can reinforce students' language improvement (Sebate, 2011; Piper, 2010). Hence, EFL instructors are advised to plan and use different AA strategies and tools to ensure the importance of AA and close alignment of ALM with AA vis-a-vis the nature of the language objective of CESC. As a result, instructors can make students speak to demonstrate their speaking skills, write to show their writing skills and listen or read and respond to some questions to reflect their level of comprehension through the implementation of AA in CESC, as highlighted in Chinda (2014) and Chinda (2013).

In the process of AA, the overall activities of students can inform instructors about the students' learning. Similarly, when learners make notes in journals and develop portfolio about the reading materials of their interest, instructors can use such information, observe related behaviours, and make an analysis regarding the students' educational needs as a part of AA in CESC. Hence, there is no doubt that AA permits for and affords instructors the entire essential data they need to make judgments about the students' language proficiency. Obviously, instructors are advised to use AA in CESC in particular to determine all the necessary evidence they need to make judgments about their learners' language proficiency. Regardless of the difference between TA and AA, one should fundamentally recognise that the entire assessment forms are valuable for a certain purpose, at different times and in different contents and contexts. In other words, both the assessment forms are significant to carry on accordingly in a course since each has its own distinctive weaknesses and strengths. The following section discusses the paradigm shift made from TA to AA in the context of language assessment at the tertiary level.

2.5 A Paradigm Shift from TA to AA

The paradigm shift from an old assessment to a new assessment practice is vibrant nowadays. This can mean the shift from TA to AA. In order to ensure the shift, language assessors have worried, studied and debated about various types of assessments (Chinda, 2014, Chinda, 2013; Davies, 2013). Kasiki & Caliskan (2010) examine several factors contributing to these shifts in the assessment area and the request for assessment transformation. The leading factor is the growing dissatisfaction with standardised tests, particularly in relation to educational transformation movement that has resulted in examining the worth of other standardised testing approaches

(Chinda, 2014). The second contributing factor is related to the interests of learners with both diversified linguistic and cultural background, which have facilitated the change in approaches to assessment, thereby to guarantee fairness in educational opportunities and strive towards educational quality for all situations (Chinda, 2014; Nasab, 2015). The third is the growing prominence of the alignment between assessments and instructional processes of communicative English skills. The fourth pivotal issue headed for a shift is the developing nature of language objectives which nowadays has led to more communicative that had been the case over the last twenty years (Benzehaf, 2017; Christiana, 2019). In this vein, Table 2.2 presents the changes in relation to the features of TA and AA.

Table 2.2: Radical Shift from Traditional paradigm to the New Assessment Paradigm

Old Paradigm/TA	New Paradigm/AA
1. Focus on language	1. Focus on communication/language use
2. Teacher-centred	2. Learner-centred
3. Isolated skills	3. Integrated skills
4. Emphasis on product	4. Emphasis on process
5. One answer, one-way correctness	5. Open-ended, multiple solution
6. Test that test	6. Test that also teach

Adapted from Johannessen & Redecker (2013) and Letina (2015)

The information summarised in Table 2.2 indicates the paradigm shift from the old assessment to the new assessment practices in language teaching. With regard to the changes, Davies (2013) presents a brief fundamental summary of the last fifty years (1960 to 2010) of language assessment trends. Davies (2013) also summarises three periods for the development of language assessment in general that Spolsky had identified: the pre-scientific, the psychometric structuralist and the psycho-sociolinguistic stages. Davies (2013) sometimes terms the three periods as three phases. These phases of the change can also be known as the shift from TA to AA in language assessment practices.

Davies (2013:2-10) substantiates that the first phase, which was known as the commencement of the stage/change, mainly enclosed the period from 1960s to late 1970s. During the first phase, the assessment was mainly associated with the TA that includes the discrete-point language tests, for instance, multiple choice and true-false items. Specifically, Davies (2013:3) further confirms that, "In the 1970s, the sociolinguistic point of view of language as significant and usually context-related sketched language assessment more and more toward integrative assessment". This is because in the early 1970s, the prominence on the learning of microscopic language segments directed towards a proliferation of distinct topic test that remain basically inadequate to determine achievements of objectives outside the traditional areas of language ability (Davies, 2013; Johannessen & Redecker, 2013).

The second period/phase covered the examination of the language during the following ten-to-twenty years, from late 1970s to the early 1990s. This period was dominated by the integrated language assessments such as close and dictation. Johannessen & Redecker (2013:137-141) also describe the shift during this phase as a "continuum between the structural and the communicative, the analytical and the integrative" language assessment approach. Davies (2013) points out that the commands of trustworthiness essentially rein in the more innovative opportunities of the communicative and insist on scoring assessment questions of the discrete point variety. By the end of the 1970s, although no assumption of language testing had materialised, language assessment had been accepted as an academic field of study, and the background existing from 1980 continues for the better recognition of construct validity that may have been an indication of what was to pursue (Davies, 2013).

The third phase also continued for an extra decade, bringing the study throughout 2010 (Davies, 2013:12-13). The period has been known by the more communicative tasks, for example, task-based and other new assessment that were mainly used from late 1980s to 2010s, even to the current. As underlined by Davies (2013), a principally noteworthy improvement in the study area in the 1980s and 1990s was of statistical methods. It was remarkably the implementation of item response theory (IRT) to face the traditional item analysis. During the decade (2002–2012), the field of TEFL had witnessed a remarkable change from TA to AA in assessment in most developed

countries ((Benzehaf, 2017; Davies, 2013; Grimes, 2019; Johannessen & Redecker, 2013; Letina, 2015). In other words, the change had been from the discrete component skill approach to communicative, integrative, task-based, performance-based, and practical perspectives. The innovative AA procedures listed by Banta & Palomba (2015), Comer (2011) and Coombe & Hubley (2011) encompass journals, checklists, videotapes, logs and audiotapes and instructor assessments, portfolios, seminars, conferences, chronicles, diaries, self and peer assessment, and teacher checklist and observations. As a result, a variety of innovative AA tools (portfolio, project, communicative test, peer-teaching etc.) and strategies (multi-assessor, multi assessment tools etc.) has become popular in recent years around the world.

Davies (2013:12-13) delineates the development of the assessment of the academic English language ability from the 1960s to the 2010s, which represents a significant work in language assessment illustrating the significance of the implementation of AA to "provide a reliable, valid and highly fit-for-purpose assessment system". However, Davies (2013) underlines the problem of examining the language assessment without the knowledge of Robert Lado's (1987) arguments. Sustaining the argument that language should be assessed in the manner it is taught, Davies (2013) presents the two arguments of Lado:

> The first that language must be tested in the way in which it is taught; and in the early 1960s teaching orthodoxy was in favour of language components. His second defense is that he tests lots of other things as well as minimal language contrasts. … there is more to Lado than analytical tests, since his culture, literature, comprehension tasks, while themselves offering points of contrasts on critical points of difficulty, all subsume within themselves control over a whole range of forms which are, in miniature, integrative (Davies, 2013: 132-3).

Referring to Lado's first argument, it is possible to understand that language teaching during the beginning of 1960s was used to focus on a language forms/structures which seemed to be reasonable with the context of the time. Concomitantly, the language components were also

assessed in the way it was taught. This confirms the argument that assessment practices are prompted to change as the result of the shift going on in the teaching and learning methods as in the case of CESC. Lado's second argument is in fovour of integrative assessment as a whole range of language than analytical assessment of the smallest language components. It explains the time when the structural and the communicative, the analytical and the integrative" language assessment approach existed together.

On the other hand, analysing the nature of the learning outcomes of CESC and the current situations, AA is exceptional to directly tie the assessment methods to the teaching and the learning methods in the course. In other words, the assessment approaches must be changed so as to imply the learning method. In supporting this idea, Grimes (2019) and Letina (2015) argue that assessment is not well-adjusted without aligning it with the intended learning outcomes using a variety of techniques. The assessment strategies should definitely be fair to be reliable and valid as per of the implementation of AA in CESC. In general, a single assessment strategy by no means fits to assess the entire objectives because every assessment strategy has its own pros and cons.

This evolution of the language assessment over these phases implies that the assessment is moving away from the rigid and piece-by-piece assessment or TA towards the more communicative assessment or AA. Consequently, the current trend of language assessment is no longer grounded on the outlook of TA that necessitates a passive accumulation of language knowledge. Besides, one can argue that the current movement towards an active participation of students has directed to the progressive use of AA, differently from the standard norm-referenced measurement of language competence. This is what researchers have characterised as the radical change from traditional or old assessment to the new assessment or AA practices. However, although AA is a blanket concept, it is being implemented in very few places, excluding the developing world (Grimes, 2019). This is because the implementation of AA strategies is expensive; it requires large amount of money, effort and time, small class size, appropriate training and positive teachers' and students' perceptions to create and administer AA tasks and activities, when it is compared with TA. In short, because of these factors, communicative language skills teaching is being assessed traditionally in most of the developing world. However, in Ethiopian

context, like in some developing countries, the paradigm shift and the movement for AA looks the movement because it is not yet tested at any Ethiopian universities.

The movement for AA in Ethiopian context seems to be challenged by conservative education system throughout these stages. Ethiopia, which has never been colonised in the era of colonisation, has used more TA strategies to teach and assess the dominated indigenous language, Amharic (Eshete, 2013). Amharic was the only indigenous language used in politics, business, and social communication in history, with the exception of the Italian occupation period. However, when the modern education was introduction into Ethiopia in 1908, the media of instruction used to be foreign languages (French, Italian and English). During the Italian occupation, an attempt was made to use some local languages as media of instruction (Eshet, 2013). After the Italian occupation period, Amharic pushed English from primary education, civil services and societies, trade, and business (Getachew and Deribe, 2006). This was because Amharic had dominantly been favoured by the Conservative and Unitarian Government in different regimes without any written constitution or language policy. With the same pattern, although Ethiopia has more than 80 indigenous languages, the use of Amharic was continued until 1994 where there was written constitutions, as nothing was clearly stated regarding language use policy (Eshet, 2013). By contradicting to the existing reality, the conservatism culture of Amharic, as a language of national symbol and unity, had challenged the communicative language teaching and assessment practices which might have continued to the current language assessment in the context of Ethiopian universities.

This does not mean that English has not penetrated into Ethiopia. English has gotten an increasing power over all Ethiopia languages including Amharic in education, since the introduction of modern education and in business, since the enthronement of the incumbent political power. Despite the linguistic and ethnic multiplicity of the country, English has continued to spread getting more dominance and importance in every aspect of cities and towns. Particularly, the military government had tried to address the issue of linguistic equity and rights in a constitution more overtly than ever before, which was supposed to minimise the culture of conservatism, and in contrast, relatively opened its door to modern language teaching and

assessment. In the imperial and military regimes, too, English was in use in education, particularly from grade seven upwards. Besides, one can easily observe the status of English use on the streets from peoples' ordinary talk, the business banners, logos, office names, etc. Nevertheless, although this implies the need for English communicative skills teaching, The classroom activities were highly criticised as mere paper-based and impractical (Getachew and Deribe, 2006).

Since the fall of the military regime in 1994, and the enthronement of the incumbent government, People's Revolutionary Democratic Front (EPRDF), the national linguistic climate has changed. Both the new constitution and the education policy of the country legally and clearly laid the equity of each vernacular language and the right to use each for education, administration, business, and communication. This encouraged the communicativeness of language teaching and assessment in Ethiopia. Following the constitution and the education policy, Amharic becomes the only federal working language, while the rest major languages are regional working languages and spoken by the respective nationalities. Nevertheless, the current language use policy of Ethiopian has not been the reflection of multilingualism, multi-ethnicity, and cultural plurality, as indicated by (Getachew & Deribe, 2006). This created a conflict among the ethnic groups, particularly Oromo, Amhara, Somale and Tigray to influences others to accept their respective languages as a national language, as a federal working language, as a medium of instruction, as a business language etc. This conflict has opened an opportunity to English in the country to be taught as a subject from primary to secondary schools, as a medium of instruction at secondary and tertiary level. Some regions and in cities, English also used as a medium of instruction for second cycle primary schools. However, there is no citizen speaking English as a mother tongue to use it in a real-life context. Therefore, the ultimate goal for learning English is to find better jobs.

2.6   Resistance to and Potential Advantages of AA

Concerning the pros and cons, AA is not free from resistances. On the one hand, most scholars argue that a more integrative and holistic assessment of language and the thrust to the improvement of critical thinking and higher-order abilities have given rise to AA strategies (Grimes, 2019; Letina, 2015; Wubshet & Menuta, 2015). On the other hand, the concern about the validity of AA has been considered as one of the influential challenges for assessment throughout

the 1990s and 2010s for assessment (Benzehaf, 2017; Davies, 2013; Rojas, 2017). In reality, there is no doubt that the issue of reliability and validity of AA is a reasonable area of concern even nowadays. This concern or the challenges of AA should be considered in relation to the subjectivity of the AA tools to measure the students' learning. The reliability and validity issues to determine the language ability of the students seem to be the challenge for the university instructors to use AA in CESC. For one thing AA requires demanding paper works, and CESC also requires the instructors to accordingly assess the multifaceted language objectives using AA. For another thing, most of the instructors at universities are hired without pedagogical skills training. Thus, these instructors are expected to assess their students how they had been assessed. Above all, the irreplaceable role of AA and the increasing criticism of TA in light of the contemporary educational development have promoted the worth of AA approaches to assess students' learning.

Prompted by the potential advantages of AA in language assessment on the whole and the CESC above all, nowadays, there has been a progress of AA around the world. To this end, the proponents of AA even today have been trying out, researching, and arguing for a wide variety of different types of assessment (Benzehaf, 2017; Grimes, 2019; Letina, 2015). As a result, the changed in assessment design and development has been considered from the ordinary exercise of TA strategies to new AA strategies in which dynamic contribution of learners, their peers and their instructors involve in determining their performance as more authentically and holistically as possible (Banta & Palomba, 2015 and USAID, 2011). In relation to this, USAID (2011) states that, "Life is not multiple-choice. As children and adults, we must be able to apply what we know to create solutions, approach, and solve novel problems, and communicate effectively to name just a few areas that call out for other than multiple-choice assessment (p. 43)."

In this quotation, the concept in a statement "life is not multiple-choice" needs clarification. In view of the TA, there is inevitably only one correct answer which is written uniformly with the other destructors among the given alternatives in multiple choice items. However, life is not stagnant or absolutely uniform to all individuals and to all groups of students. Therefore, as children and adults, different people cannot have one common answer for the life because they may have a different exposure and a different interpretation for it. As a result, different people are expected to

use their knowledge and their experiences to interpret about life and thereby, construct their own explanations and justifications to solve original and new difficulties. They finally write competently by selecting the best answer from the multiple-choice items. This reveals that this change is an effort to move from the standardised, passive, and controlled TA approach towards a more realistic AA strategies applied in multifaceted actual circumstances. This is because AA entails the prospect to transform the conventional modes of learner inactiveness and replaces it with learner readiness, self-control, and preference. The following section also discusses the characteristics of AA in the framework of CESC at the higher education level.

2.7 Characteristics of AA

In the literature, different groups of scholars have been describing AA in various ways. According to Farooq (2015) and Kibbe (2017), a general and a fundamental characteristic of AA is its communicativeness in the teaching and assessment tasks used by the instructors. In other words, an essential tenet of communicativeness is assessing the CLT communicatively. This means, communicative assessment is precisely interpreted as the implementation of AA and thereby, as the alignment between ALM and AA, as the case in CESC (Al-Mamari, Al-Mekhlafi & Al-Barwani, 2018; Benmoussat & Benmaussat, 2018). This signifies the role of the implementation of AA in CLT in CESC.

In relation to the implementation of AA in the context of CLT, any sort of assessment used to assess CESC is expected to consider the requirements of communicativeness (Al-Mamari, Al-Mekhlafi & Al-Barwani, 2018; Farooq, 2015; WENR, 2018). The assessment tasks should involve meaningful communication to be consistent with students' learning styles and interest as well as individual needs (Farooq, 2015). The tasks also need to suit or fit into authentic situations. Concurrently, this can increase the meaningfulness of the communication. Authentic assessment situations can offer students the chances to employ both the receptive and the productive skills of the target language in a communicative approach (WENR, 2018). The tasks similarly require the students to use innovative language learning approach (Al-Mamari, Al-Mekhlafi & Al-Barwani, 2018). In natural assessment, it is difficult to calculate the students' answers to a certain question. Besides, the tasks do not limit the students to what they had taught only because students prepare

their reply based on their experience and prior cumulative knowledge. Finally, it requires both the instructors and students to integrate language skills to help the learners use the language skills in a holistic way ((WENR, 2018).

Another group of scholars also commonly discussed the more specific characteristics that AA assumes (Banta & Palomba, 2015 & Coombe & Hubley, 2011). They argue that the characteristics that distinguish AA lie in the forms it takes. For this reason, AA has been mentioned in literature in a range of techniques: authentic, informal, and formal, continuous, performance-based, longitudinal, descriptive, indirect, contextualised assessment and criterion referenced assessment (Banta & Palomba, 2015; Coombe & Hubley, 2011; Shrestha, 2014; Sebate, 2011). Hence, according to Banta & Palomba (2015), much of AA approach is logically changing the teaching-learning activities of the teachers and students. For instance, the role of language instructors in assessment has transformed from one of recipient of evidence about the learner, always assumed by instructors, to a source of information to others such as assessment authorities, supervisors, superintendents, policy makers and other instructors. The growing acceptance of AA has triggered the realm of assessment to participate inexpert instructors who are not trained in the field of assessment, research, evaluation, and psychometrics (Banta & Palomba, 2015). This implies the change for self-preparation and self-development for teachers and students. Similarly, the current study has intended to examine the application of the aforementioned characteristics of AA as the main practices of the implementation of AA in CESC.

In addition, Shrestha (2014), Sebate (2011) and Banta & Palomba (2015) list further characteristics of AA that provide positive impressions for AAs applied by most of language instructors. In the contest of AA, language domains are not considered so much as grammar and vocabulary knowledge but as an instrument for communication and self-expression in an integrative whole (Shrestha, 2014). Table 2.3 synthesises the characteristics of AA in relation to three main themes: students, information and contexts based on the view of the three authors, i.e., Shrestha (2014), Sebate (2011) and Banta & Palomba (2015).

Table 2.3: Characteristics of AA

Shrestha (2014), AA:	Sebate (2011), AA:	Banta & Palomba (2015), AA:
• requires students to perform, create, produce, or do something • uses real-world contexts or simulations • provides information about both the strengths and weaknesses of students • calls upon teachers to perform new instructional and assessment roles	• uses real-world contexts or simulations • allows students to be assessed on what they normally do in class every day • taps into higher level thinking and problem-solving skills • ensures that people, not machines, do the scoring, using human judgment	•is nonintrusive in that they extend the day-to-day classroom activities •uses tasks that represent meaningful instructional activities •focuses on processes as well as products •is multi-culturally sensitive when properly administered •encourages open disclosure of standards and rating criteria.

Adapted from Banta & Palomba (2015), Shrestha (2014) and Sebate (2011)

In Table 2.3, it has been summarised that the implementation of AA requires students to perform, create, produce, or do something in the assessment procedures rather than focusing or recalling information (Banta & Palomba, 2015; Sebate, 2011; Shrestha; 2014). It initiates them to use meaningful tasks, real-world contexts, or simulations and to tap in higher level thinking and problem-solving skills. Besides, it provides both the instructors and students with information about the strengths and weaknesses in the instructors' teaching and in the students' learning activities. It also requests instructors to perform instructional and assessment roles rather than using machine, particularly to score assessment using human judgement. Moreover, the implementation of AA facilitates the improvement of learners' initiative for learning, the significance of setting suitable learning objectives and assessment of their personal improvement toward these objectives (Shrestha, 2014). Furthermore, self-assessment and peer-assessment make them more dynamic and dependable in their learning that creates mutual understanding between instructors and students (Alderson, 2011). Therefore, the present study has sought to examine the alignment between the characteristics of AA and the nature of CESC at the three universities. Figure 2.3 also presents five other characteristics of AA in the context of CESC.

Figure 2.3: Characteristics of AA
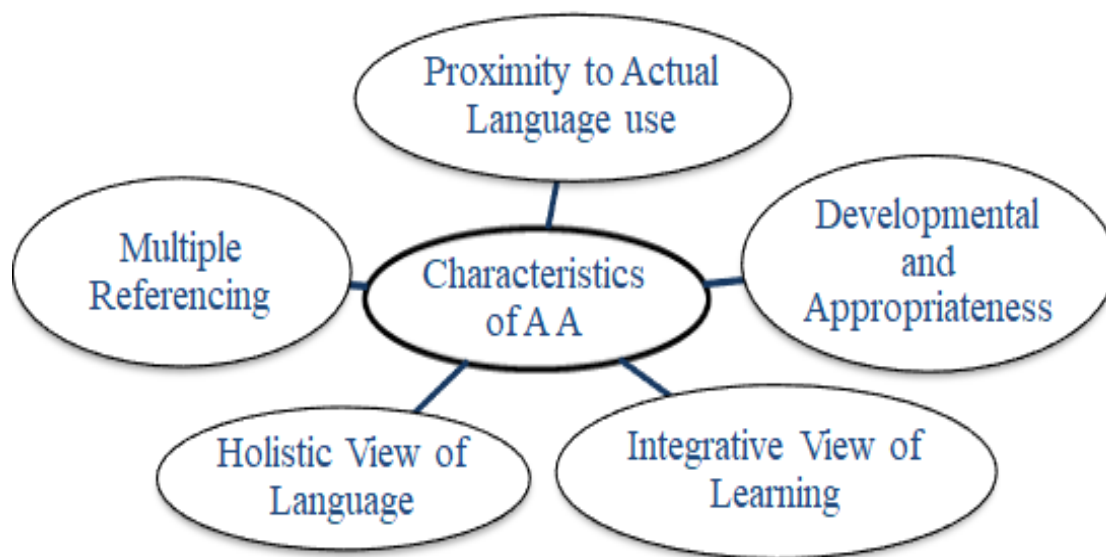
Adapted from Alderson (2011), Johannessen and Redecker (2013), Kasiki and Caliskan (2010)

As indicated in Figure 2.3, Alderson (2011), Forutan (2014), Johannessen & Redecker (2013), Kasiki & Caliskan (2010) and Letina (2015) discuss the five characteristics of AA to determine students' communicative English skills. The first key characteristic of AA is its relevance to authentic language application and its use in the course. In other words, AA practises are grounded on tasks which have natural communication purposes instead of ones with little or no fundamental communicative worth. AA procedures incline to depend on the authentic tasks in natural circumstances as they allow for a further straight demonstration of language usage and language performance wherein the student is expected to encounter in students' everyday activities, as also underlined in Davies (2012) and Sethusha (2012).

The second crucial feature of AA is related to its holistic view of language. In relation to this, AA regards the notion of interrelationships among the different domains of language including the study of sound, vocabulary, structure, and the major language skills (speaking, reading, writing, and listening) as in the CESC. Nevertheless, the implementation of AA hardly permits for analysis at the mechanical aspect of language and offers explanations of distinct features of language. AA tools similarly consider the most parts of the learners' interest and their social, educational, and physical

environment (Girmes, 2019). Subsequently, a more comprehensive assessment of the student's CESC in a variety of authentic situation is promising.

The third fundamental quality of AA is its integrative view of learning (Kasiki & Caliskan, 2010). AA attempts to assess the students' overall language competences and skills. Using AA, instructors can determine students' language competence in the framework of CESC. Furthermore, AA contributes for the integration of several aspects, including acquiring, integrating, and using knowledge meaningfully as well as student attitude towards English education, as these contribute to the improvement of language competency.

The fourth indispensable nature of AA is its developmental and progressive appropriateness (Kasiki & Caliskan, 2010). Johannessen and Redecker (2013) also agree with the idea that AA sets anticipations which are suitable to the intellectual, social, and educational advancement of students. Instructors are expected to set and implement AA tools which fit to particular students' styles and divulge evidence about a student's ability in the framework of CESC, as also highlighted by Forutan (2014) and Letina (2015). AA also encourages for a further integration of evidence than acquired from more standardised TA assessments. This feature of AA approves mainly the relevance of the assessment for communicative English skills course (CESC) in the framework of English as a foreign language.

The fifth essential attribute to AA is its nature of multiple referencing. AA always involves earning evidence about the student from a variety of sources and using different ways (Letina, 2015). This is possibly because the untrustworthy psychometric features of TA that several scholars relate TA to a single measurement. Thus, to evaluate students' language proficiency, various AA components including portfolio, writing samples, teachers' observation, rating of the students work in the class and rating of students' performance and other strategies such as a multiple sources of assessment attribute the implementation of AA.

From the characteristics of AA discussed above, it can be deduced that AA is appropriate and relevant to assess students' ability in CESC. This is because of its closeness to real life and authentic language domains, its comprehensive assessment of language, its integrative outlook of learning language domains, its incremental nature and progressive appropriateness and nature of multiple referencing. The design of the CESC also requires AA to determine students' prospective performance which replaces the conventional approaches of student passivity with the student initiative, self-discipline, and preference (Benzehaf, 2017; Davies, 2013; Motuma 2015a). Moreover, here are different trends and practices ensuring AA to assess CESC. Hence, the following section summarises literature on the current trend and practices of the implementation of AA in CESC.

2.8   The Practices in Implementing AA in CESC

The implementation of the components of AA in CESC includes multi-assessor strategies, multiple assessment tools, progressiveness and comprehensiveness, continuity, and relevance of assessment. These components are generally categorised into unstructured or structured AA (Forutan, 2014; Kasiki & Caliskan, 2010). Unstructured AA strategies and tools are identified as being confined to only by the creativity of the instructors and learners. Ultimately, all activities which might be completed within the domains of personal response items are considered as unstructured AA (Letina, 2015). The items in the structured AA tools are intended to assess students' learning with a better validity and inclined to have perfect results using opposite options, for instance, "complete" or "in complete" attached them (Sethusha, 2012). Here, there is no doubt that AA techniques should be considered basing on whether they emphasise product or process. The process dimension of AAs demonstrates how the student processes information, and the product focuses on the result of process, activities, or tasks (Letina, 2015). The researcher believes that these classifications are not always mutually exclusive because product and process are inseparable. However, an AA method might be more or less designed based on the manner an AA is planned or the framework in which it happens.

The question of practices of the implementation of AA in CESC can be looked at from the activities of EFL instructors and their students. There is no doubt that the activities of EFL

instructors in the implementation of AA in CESC and the activities of students to respond to their teachers' AA can be realised using four main components of AA. These four components are the implementation of multi-assessor strategies, multi-assessment tools, comprehensive assessment strategies, progressive assessment, and relevant assessment strategies (Davies, 2012; Sethusha, 2012). The following section presents multi-assessor strategy and its components.

2.8.1   Multi-assessor Strategy

Multi-assessor strategy refers to the practices of EFL teachers in implementing an AA in a CESC which entail teacher-assessment, peer-assessment, and self-assessment as well as guest assessment (Forutan, 2014; Sebate, 2011). This strategy creates and enforces an adjustment of teaching-learning process, social factors, and conditions of learning. The information is obtained from the assessors: teacher, self (the student) and peer as well as the guest. The application of multi-assessor strategy is a more authentic assessment in which all the assessors can use various assessment tools including portfolios, interviews, journals, project works and so on. It is also authentic assessment procedure because it provides instructors with valuable evidence that might create the base for implementing their instructional strategies and tools. This multi-assessor strategy is more student-centered as it offers learners strategies to participate further in their learning and provide them with a better sense of mechanism for their personal learning (Letina, 2015).

The multi-assessor strategy can be looked at from four points of view. The first and foremost assessor is the classroom teacher who is teaching the course (Forutan, 2014). According to Andrade (2011), teacher assessment is driven through the teacher's personality filter. In other words, nice and genuine instructors assess their students nicely and genuinely. Purposely, instructors can use their anecdotal or lesson observation records, instructor-student reflective journals, learner reading logs, tape recordings of learner oral reading, instructor-student discussions, and portfolios to implement AA methods in the course (Forutan, 2014).

The second and most probably informal assessor of one's work is the student him/herself (Sebate, 2011). With this regard, Andrade (2011) precisely defines self-assessment as the learning process in which self-regulation/self-adjustment, self-correction and conscious self-direction process of an individual student operate. It involves from teacher to students and the other way round information flows. Self-assessment is the type of assessment that never ceases and can be performed by the students. The students are expected to permanently focus on the information the students receive, on the way they receive and, on their ability, to prove their knowledge (Letina, 2015). Figure 2.4 demonstrates how the process of students' self-assessment operates.

Figure 2.4: Contribution of Self-assessment
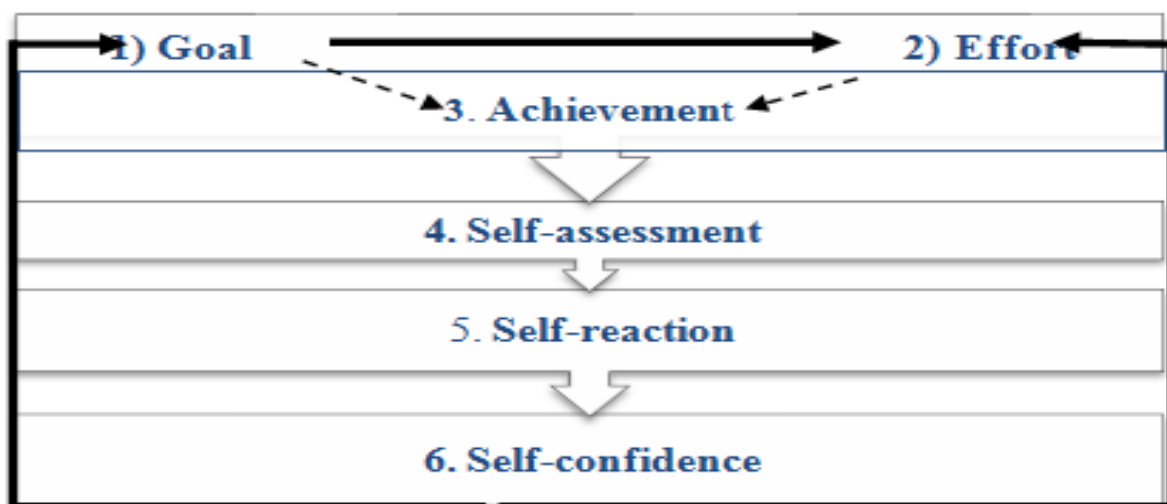
Adapted from Andrade (2011)

The figure 2.4 shows how the goal and effort of the students determine their achievement through self-assessment and self-reaction that hereby enhance their self-confidence. Self-assessment requires students to consider, rate and first judge their own language and treat this assessment position as objective as possible through self-performance assessment and through self-comprehension assessment (Andrade, 2011; Rojas, 2017). To this end, Rojas (2017) believes that self-assessment must be carefully planned and implemented as AA so that it results in an expected achievement. Self-assessment task is determined through the assessment of the students who have performed the task (Rojas, 2017). This is because if the self-assessment task is properly designed and implemented well, student can react/reflect on his/her status of work. In doing so, the student

might develop confidence and positive attitude towards learning the course. For this reason, instructors in other countries of the world engage their students in the examination of a real-life problem by collecting and communicating data, sharing ideas and feelings, refining insights, and creating common base (Letina, 2015), which is not yet identified in Ethiopian context. Therefore, there is strong need to investigate the contribution of self-assessment in Ethiopian context.

The third and rarely used assessor strategy is a peer who is supposed to assess the work of other students. In this method, although students may not like it at the beginning, they enjoy sharing their work with one another (Abbas, 2012; Forutan, 2014). Peer-assessment is basically analogous with self-assessment except that the students rate the language of their peers through peer performance assessment, peer comprehension assessment or peer observation assessment (Andrade, 2011). Peer performance assessment requires the assessor students to read a work of other students and decide how well they have done it. Similarly, peer comprehension assessment requires students to read a work of other students or to listen to video, or videotape recordings of other students or the presentation or speech of other students and decide how well they have done it. In contrast, peer observation assessment requires the assessor students to observe the work of other students and decide how well they performed, for instance, in role play activities or in natural situations (Forutan, 2014).

The fourth assessor strategy is invited guest assessment by which the classroom instructor invites an expert or experienced instructor either from internal or from external university (Comer, 2011). An invited guest is very essential when the classroom instructor does not have sufficient exposure to a reading or listening comprehension in a teaching material or when students conduct project works on a specific field of study, such as health science, engineering, agriculture and so forth. Guest assessment strategy strives to measure in-depth understanding of key concepts, core knowledge and targeted skills. To this end, the classroom instructor must establish appropriate criteria for the assessor strategies. Scoring rubrics that reflect these criteria are an effective means to measure the students' performance on designated tasks.

Despite the advantages, both self and peer-assessments have numerous disadvantages (Abbas, 2012). For instance, the accuracy of most students' assessment in general is affected by subjectivity of the assessors which might be founded in bias, previous educational achievements, occupation ambitions and peer-group or wrong expectation, and lack of training on how to handle self and peer-assessments. These personal miscalculations might in fact be minimised to a certain extent as the marking matrix used by the learners are properly designed to assess themselves and others as well as describe the behavior of their own or others' performance precisely in a clear and concrete language.

2.8.2 Multi-assessment Tools

Practically, many language-related classroom assessment activities can assist as a means of gathering data about the students, their language skills, the learning styles, the success of teaching-learning, or the classroom assessment (Abbas, 2012). The use of multiple assessment tools can also be realised through the selection of various authentic and relevant techniques of AA. Figure 2.5 summarises the more commonly used AA tools or activities in CESC.

Figure 2.5: AA Tools
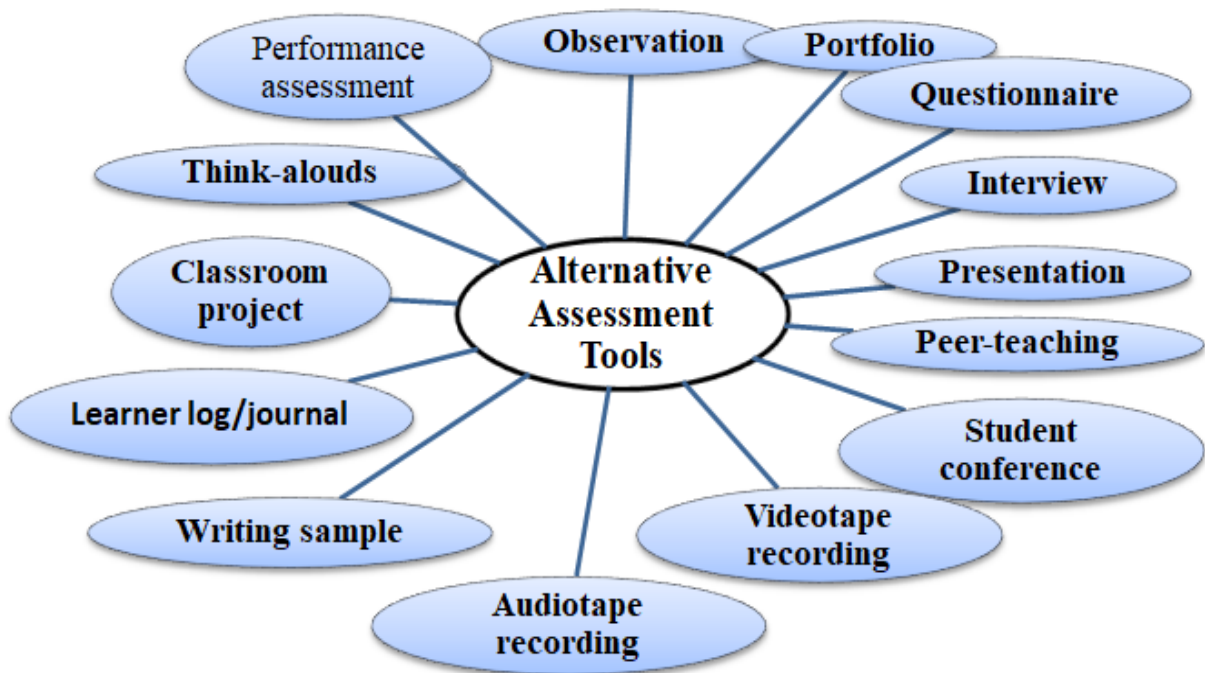
Adapted from Herdiawan (2018) and Nasab (2015)

Figure 2.5 illustrates that multiple assessment tools which incorporate classroom observations, portfolios, questionnaires, interviews, student conferences, checklists, and rubrics (Banta, & Palomba, 2015). Herdiawan (2018) also lists the forms of AA tools, such as portfolio, conference, learner log or journal, classroom projects, interviews, think-alouds, classroom projects, audio, and video tapes recorders, which are a few from about 42 forms of AA tools. Some of the tools, which contribute to the implementation of AA, are described, and discussed below.

2.8.2.1 Portfolios

A portfolio focuses on selective, reflective, and collaborative gathering of evidence of a learner's activities which are important to contribute to the decision of improvement in relation to the student's learning (Chirimbu, 2013). Portfolio of learning provides learners with a chance to create records of their learning activities, ideas, and reflections and to take more responsibility for their own learning. Employing e-portfolio or digital portfolio, students produce and construct their own knowledge (constructivism) rather than receiving and consuming teacher's knowledge (behaviourism). The items, which are properly incorporated in a learner's portfolio, are models, pictures and or photos, learner's innovative activities, written story or narratives, observations and comments, anecdotal records, progressive checklists and rating scales, audio or video tapes, work illustrations that manuscript development in certain areas and developmental screening assessment.

Portfolio is considered intrinsically important to implement AA to assess the knowledge and skills of students. It can also develop an instructor's significant instrument to genuinely reflect what learners can actually do and know, what they certainly acquired, and what the effort was actually essential. On the other hand, portfolio minimises the mere self-serving of selecting from alternatives on a multiple-choice assessment for those answers. Portfolio contains written papers, reviews and research papers conducted by students (Herdiawan, 2018). Portfolio shows pictorial and graphic descriptions of learners' performances, competences, strong point, concerns, skills, and other particular information accumulated by the students over time in a variety of contents.

2.8.2.2 Observation

Lesson observation is a technique of analytically checking and assessing learners when the students perform activities and tasks designed for the determination of the level of instruction and assessment choices and judgements. Lesson study or observation can be used in every situation. Lesson observation offers the instructor actual evidence about learners' weaknesses and strengths, learning preference or interest, styles and motivation or attitude (Sethusha, 2012). Observation also serves the instructors as a means of checking his or her adjustment to the students' factors. Classroom learning observation can employ a variety of checklist to collect tangible and observable data (Herdiawan, 2018). Lesson observations can be recorded using a video camera and to use it as a teaching-learning strategy. Based on the recorded lesson observation, an instructor can use the recorded lesson to give feedback and intervention during post-lesson observation. Moreover, the instructor can conduct pre- and post-lesson observation conferences with selected slow learner students to support them to learn further in differentiated learning activities.

2.8.2.3 Performance Task

Throughout a performance task, learners generate, create, produce, implement, or present their activities on actual topical problems. The presentation assignment can be employed to evaluate a student's proficiency or skills and offers meaningful data on the procedure in addition to the outcome. Therefore, this type of assessment can incorporate some other tools which can assess the process and products such as all the productive and receptive language skills as well as the grammar and vocabulary in an integrative manner in the context of the communicative English skills course (Herdiawan, 2018).

2.8.2.4 Writing Sample

Every text written by the learner can serve one of the tools to measure learners' language skills and development. Students' texts might comprise imaginative script, letters or mails, paragraphs, essays, or text in reply to questions (Banta & Palomba, 2015). For example, different types of texts such as descriptive and reflective paragraphs and essays are the most indispensable

pieces of writing sample. Reflective texts may be given as classwork or assignment to help learners exercise in writing a well-organised paragraph. An essay is a sample of the texts wherein learners address a problem or construct answers to a question, issue, or short report and sources to backup details or opinions. The texts serve the instructor to evaluate the learners' knowledge and/or skills to analyse and synthesise data (Bensehaf, 2017). These types of assessments could assess more of the students' ability in writing and integration of all language domains of the course (Herdiawan, 2018).

2.8.2.5 Learner Logs, Journals and/or Diaries

Logs, journals and/or diaries are contexts where learners write essential information and argue for their own responses to express personal appreciation about novel information, knowledge or understanding, occasions, scene, subjects, and concepts (Wei, 2010). Everyday records that learners create in their diaries may provide instructors with an understanding of learners' language ability and their insights into the learning method (Bensehaf, 2017). Herdiawan (2018) describes several related terms for similar applications in CESC. These include student journals (journal entries, literature response journal personal writing journal and dialogue journals) and logs such as reading logs and learning logs (Wood, 2011).

Journal entries are used in writing classes. It gives students freedom, privacy, and safety to experiment and develop writing skills as it permits them to write on any topic (Farzaneh & Nejadansair, 2014). This is a good means for students to self-assess their own activities since the students feel secure enough to express their opinions honestly (Gil & Lucas, 2013). Dialogue journals consist of written conversations between the students and the teacher over a period of time to assess the student's communication ability in writing. Learning journal is a continuous and observable document reserved by learners and writing anything they are doing or thinking while working on a certain activity or task. This can be employed to assess progress and growth in speaking, listening, and reading skills over time.

2.8.2.6   Projects

Individual or group projects that are accomplished in class or outside the class can be a source of data about the learners' capacity to use in interactions and negotiations with peers in CESC (Forutan, 2014). Such students' activities can be employed on any components of the course involving students in doing research, home-works, and class-works (Marrow, 2018). Since it is a project, some projects particularly research and library works can take a lot of time. These types of assessments could assess students' ability in all the language domains of the course (Forutan, 2014).

2.8.2.7   Interviews

Interviews are direct face-to-face discussion wherein instructors and learners use inquiry to share their understanding and may be used by the instructor to examine the learners' rational to evaluate the learners' level of learning about an idea or a technique and collect evidence, to achieve categorisation, to define position and to analyse for inspiration. This face-to-face interview with different learners may produce widespread data about the students' language proficiency and more essentially about the method of learning; it similarly encourages learners' considerations on characteristics of teaching-learning processes (Forutan, 2014). Interviews could assess students' ability in speaking and listening language domains of the course (Fenner, 2013).

2.8.2.8 Think-alouds

A proven instructional technique for improving students' comprehension is think-alouds (Fenner, 2013). Think-aloud strategies request teachers to assess the students' predication, question and response, visualization, clarification, summary, and reflection by making tally every time as they hear the contents or skill they want to assess. Thus, think-aloud is used as a technique of analysis, a sample of teaching-learning process and a way for stimulating social communications. These types of assessments could assess more of students' ability in reading, but it could also integrate all the language domains of the course accordingly (Forutan, 2014).

2.8.2.9 Conferences

Conferences are informal or formal one-to-one conversation between the teacher and a student (Fenner, 2013) for the purpose of assessing the student's language ability. It could assess all the language domains such as the common major language skills: writing, reading, speaking, and listening in addition to the micro-language skills, for example, grammar and vocabulary. Since these forms of assessments imply face-to-face interaction, more care should be taken by the teacher as to the choice of words. However, providing smooth and polite feedback to the students' performances can help them become aware of their self-assessment issues and determine their abilities (Nasab, 2015).

2.8.2.10 Other Tools

Instructional questions and answer, collaborative/cooperative works, information gap, investigation, crossover, jigsaw, snowball, human graphs or charts or diagrams, demonstration or exhibitions, measures of academic progress (MAP) and classroom presentations are some of the AA assessment tools applicable for CESC (Fenner, 2013). Some of the tools are herewith defined. Investigation strategies incorporate all the tools as it is a group of students' written document, figures, diagrams, maps, charts, pictures, questions/answers, and more visual aids (Comer, 2011). Besides, graphic walls/human graphs are communicating words, phrases, ideas, on a topic so as to motivate the students to respond to a statement by forming a graph (Christiana, 2019). Crossover grouping is used in group discussion (Comer, 2011). When students are involved in cooperative/collaborative learning, any learner from every group moves on to the following group after a given period of time. On arrival, they use some minutes to encapsulate the main ideas from their foregoing group. The receiving group has some minutes to clarify the key points of their discussion for the newcomer. This replacement follows at fixed intervals (Christiana, 2019). Methodology for participatory assessment (MPA) is an assessment-aligned and analytic assessment that determines learner development within a period of time. Methodology for participatory assessment (MPA) is accessible for all language domains and language skills (Christiana, 2019).

2.8.3 Comprehensive Implementation of AA in CESC

Alternative assessment provides more comprehensive picture/insights into students' achievement about their understanding, aptitude, skills, abilities, knowledge, competence, and proficiencies which are improved throughout the instruction process (Christiana, 2019; Nasab, 2015). The use of formal and informal assessment processes/strategies in addition to the dynamic and on-going materials and activities are supposed to ensure the implementation of comprehensive AA strategies and tools in CESC (Coombe & Hubley, 2011) as indicated in Figure 2.6.

Figure 2.6: Components of Comprehensive Implementation AA Strategies
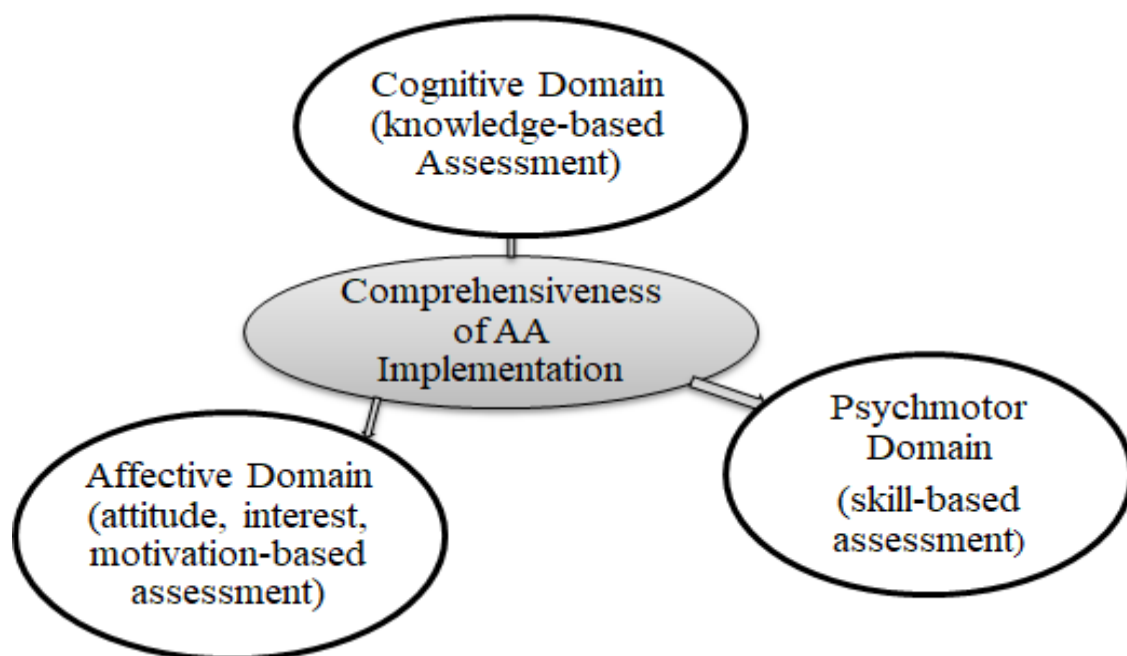
Adapted from Coombe & Hubley (2011) and Nasab (2015)

Figure 2.6 highlights the components of the comprehensiveness of AA strategies. Comprehensiveness refers to the multidimensionality and inclusiveness of the AA in the assessment practices of the course (Christiana, 2019). It assesses the knowledge, attitude and skill of students based on the nature and requirement of the CESC.

2.8.4 Progressive and Relevant AA Schemes

The use of dynamic and on-going materials, tools and activities are supposed to ensure the progressiveness and the relevancy of AA tool and strategies in CESC (Coombe & Hubley, 2011). Assessments should be relevant to the students' ethnic diversity, individual learning style and language background/language proficiency of the students. To increasingly determine the progress of students in CESC, the assessments and feedbacks should be continuous and formative integrating it with relevant feedback and intervention procedures (Motuma 2014; Nasa, 2015). In other words, assessment and instruction are highly expected to be aligned because every unit of the course includes six different language domains, such as speaking, writing, reading, listening, vocabulary and grammar sections (Shrestha, 2014). Figure 2.7 reveals the information constructed from different sources.

Figure 2.7: Components of Progressiveness and relevance in the Implementation of an AA in CESC
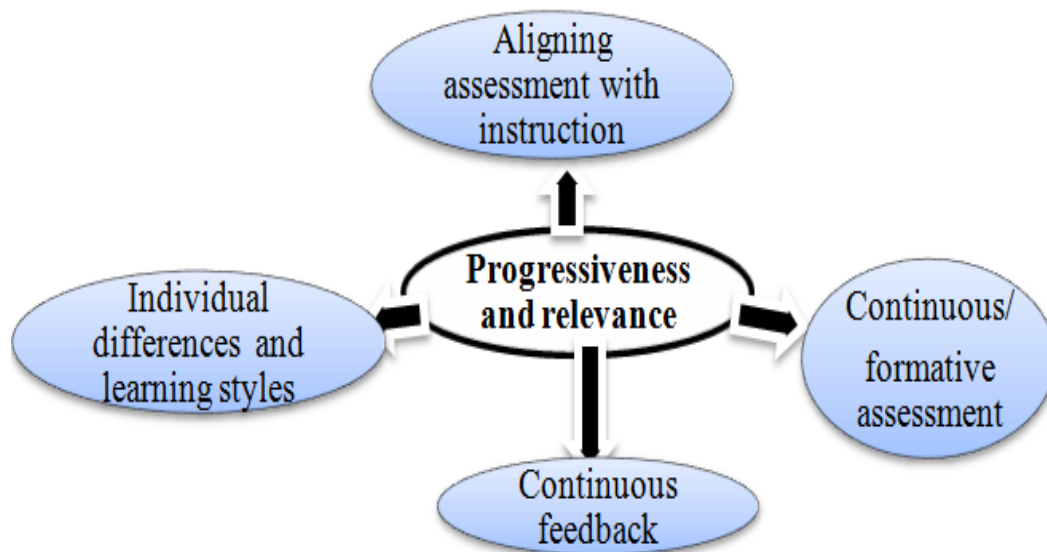
Adapted from Christiana (2019) and Shrestha (2014)

As indicated in Figure 2.7, progressiveness, and relevance of the implementation of AA emphasises the sustainability of assessment in the context of CESC as opposed to TA practice

which assumes one-shot-test to determine the students' language knowledge (Nasab, 2015). AA is more relevant to be implemented in CESC because it allows integrating various contextualised and authentic assessment tools and strategies to measure the academic contents in the course and prepare students for long-life learning (Banta & Palomba, 2015). The progressive concept of AA emphasises the need to expand the scope of assessment beyond mere assessment to a progressive innovation in the assessment of the intended learning outcomes that learners might implement in future time (Benzehaf, 2017). This includes the concept of performance assessment which requires students to create/innovate, to construct, to demonstrate, to describe/explain and to apply skills and knowledge in the context of the course (Chinda, 2013).

2.9 Ways to Record the Result of AA

When a language model or behaviour has been prompted, the outcome can be documented and analysed using a variety of techniques. The degree of evaluation is influenced by the objectives of the assessment. Even though the purpose of almost all AA approach is to improve an integrated and a holistic picture of learner's linguistic knowledge, obviously, it serves to determine the knowledge of the students gained using whichever of the manageable tasks and evaluate different levels of the outcomes of the students (Chinda, 2013). Chinda (2013) and Christiana (2019) similarly present the following different techniques of documenting and analysing evidence about a learner's accomplishment in the process of AA implementation.

1. *Anecdotal Recording of Observation*: Anecdotal recording of observation refers to the records made during the course of the period or the lesson demonstrating the instructor's comments during the observation on a number of learners.

2. *Checklists:* Checklist is usually employed to collect evidence on learners' performances or outcomes as of a particular assignment or tasks essential to be assessed. Any instructor or learner can apply the checklists to complete an assessment.

3. *Rating Scales:* Rating scale is about ranking every answer to each question by the observer (the instructor or the learner) based on the skills, frequency, ability, level and so forth instead of observing the existence or nonexistence of a certain performance.

4. *Inventories*: Inventory is variety of assessment that can be implemented to several learners' learning interests and styles, linguistic practices, or their learning habits.

5. *Rubrics:* A rubric or scale offers an extent of weight of achievement through standards based on the well-known measures or criteria to judge or determine learner achievement. Rubrics are predominantly applied to assess oral or written productions. Higgins (2011) discusses four categories of rubrics: *holistic rubrics, analytic rubrics,* primary *trait rubrics* and m*ulti-trait rubrics.* Holistic rubrics are used in language achievements in general or as a whole. Analytic rubrics are categorised into discrete groups demonstrating a variety of measurements of achievements. Using primary trait rubrics/scoring, the instructor determines the key standard or major quality for effective achievement of an assignment or an activity. The multi-trait style is related to the primary trait style but permits for scaling outcomes on three or four measurements instead of just one.

Assessment is one of the essential instructional factors to fill the gap in relation to the students' performances. As a result, higher education in particular has been facing two radical changes since 1970s in developed countries around the world. The first was the change from teacher-centered teaching method to student-centered learning method. The second was the change from TA to AA. The purpose of these marked shifts can be looked at from two points of view. The first was aligning AA to ALM. The second was to address the concerns of scholars in relation to the ineffectiveness of TA and the effectiveness of AA. However, although the change from teacher-centered to ALM has been effective since 1950, the trends of language assessment distinguish the existence of two different assessment forces, TA and AA, which affect the manner of assessment practice in the CESC since 1970s. In other words, there has been a mismatch between instructional methods and the assessment methods because teachers' assessment methods have not yet been changed with their teaching approach. Therefore, this attempt to move from TA to AA should be

encouraged in developing countries, in particular, where most of the instructors are currently resistant to the implementation of AA to advance the quality of learning in CESC. As a result, learners can apply their experiences to create solutions to solve new problems rather than selecting one best answer to the multiple-choice items in CESC. Thus, as assessment serves both instructors and students to minimise the mismatch concerning teaching and learning process; AA must concurrently be implemented in CESC to fit it to the instructors' teaching approach and students' learning style. Since many skills are assessed at the same time (apart from specific content knowledge) and every student is unique, results are never the same and the students' answers directly associated with their learning styles (Lizasoain & Ortiz, 2014). Using a variety of AA strategies and tools, an instructor can address the multifaceted learning styles of the students. The following section describes challenges faced by the instructors and students in implementing AA components in CESC.

2.10 Challenges in Implementing AA in CESC

There are a variety of plausible challenges contributing to the difficulty of the implementation of AA methods in CESC (Heritage, 2011; Sethusha, 2012; Wei, 2010). Various studies have defined those potentially plausible challenges in implementing an AA in CESC as any constraints, difficulty, complexity, problems, obstacles, factors, inconveniences that confront both the practices of EFL teachers and the activities of students in the implementation of AA in CESC (Davies, 2012). These challenges are supposed to affect the activities of EFL teachers during planning, implementing, administrating, scoring AA and giving feedback in CESC for the students (Christiana, 2019; Wei, 2010). Similarly, a variety of challenges are thought to confront the students' activities in responding to their teachers' AA methods in CESC (Heritage, 2011; Wei, 2010).

These potentially plausible challenges in implementing AA components in CESC can be summarised into six central themes (Chirimbu, 2013; Heritage, 2011; Kapambwe, 2010; Sethusha, 2012; Wei, 2010). These include:

- Teachers' and students' perceptions on AA,

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- Teacher character

- Student character,

- Complex nature of CESC to suit it with AA.

- Demanding nature of the AA to fit it to CESC.

- Resource constraints and physical classroom conditions

The following section discusses the six categories of the challenges.

Figure 2.8: Summary of the Plausible Challenges in Implementing AA
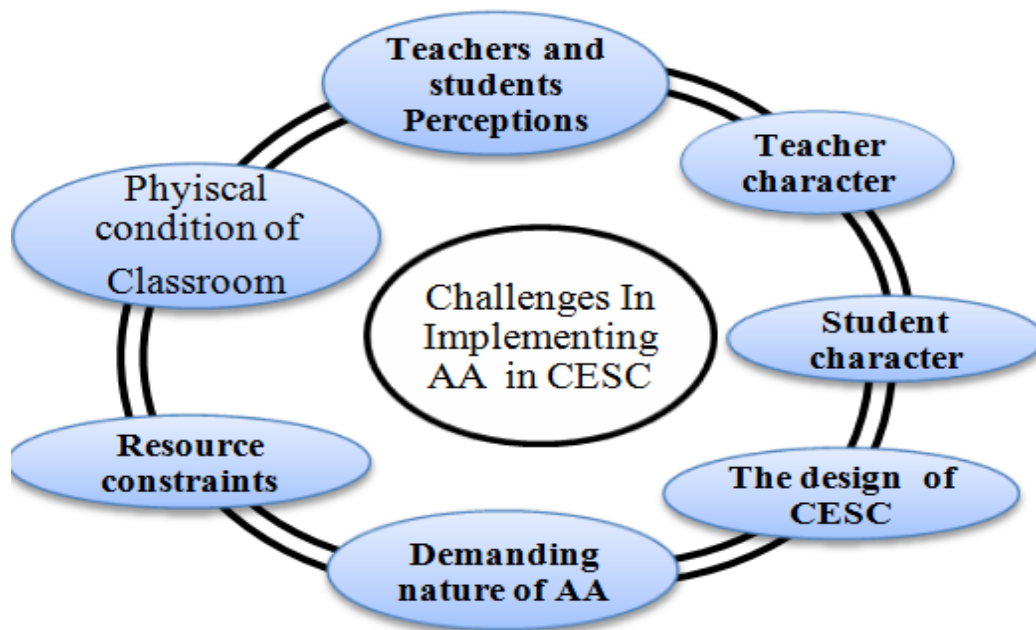
Adapted from Chimbu (2013), Christiana (2019), Heritage, (2011), Cimambwe (2010), Sethusha (2012) and Wei (2010)

The six main categories of the challenges of implementing an AA in CESC are shown in Figure 2.8. It is generally discussed in the following paragraphs.

2.10.1 Teachers' and Students' Perceptions in Implementing AA

Perception is about the knowledge and confidence of EFL teachers and students to implement AA components in CESC (Christiana, 2019). Most teachers and students do not think that the implementation of AA strategies and tools in CESC can inverse the conventional approach of

learner passivity and replaces the traditional paradigm with learner creative, active, initiative self-control and choice (Chinda, 2012/2014). They consider AA as impractical, invalid, not auditable, unsuitable, immeasurable, incredible, and has no discriminating power and sensitivity (Abbas, 2012). This is because prior teaching and learning experiences of the teachers and the students revealed that standardised tests are increasingly important to provide evidence of learners' foreign language proficiency and, in fact, their results can decide on their future. For instance, teachers and students depend on their results to be accepted by universities, be hired, receive grants, travel abroad, be awarded prise etc. (Rechard-Ameto, 2010). This improper perception of teachers and students about AA is a crucial challenge in implementing AA techniques in CESC (Chirimbu, 2013). Chinda (2012) has identified that teachers and students' beliefs are based on their own experience as language learners, experience of what works best, personality factors and principles derived from an approach/method. In short, assessment design should be ideal (valid, reliable, practical, etc.) in order to both reflect students' actual competence and help them develop their assessment skills.

Instructors' beliefs play a central role in the process of AA implementation in a communicative English skills course (CESC). Transformations in instructors' activities are the effect of adjustments in their understandings about assessment. The idea of teachers' perception of transformation in multi-dimensional is triggered both by personal elements and professional background wherein instructor's works. Instructors have their own professional philosophy and principles towards assessment to resist or support the changes. According to Christiana (2019: 7), this individual's deviations can result in resistance and resentment like any other traditional coworkers if an instructor attempts to adjust his/her previously established experience. Every instructor was formerly a student and his/her view about instruction is usually a copy of exactly how the instructor him/herself was trained. Instructors have a tendency to impersonate their previous educators who have influenced their learning in the past, and thereby, it is demanding for them to accept novelties/changes in their everyday instructional activities (Chinda, 2014). Hence, teachers' learning experience can be a significant challenge of AA implementation in the CESC. Therefore, teachers must be aware of the role of personal beliefs or theories in their teaching and assessment methods since their activities influence their learners' learning practices, insights and the whole thinking the students act in the language classrooms (Christiana, 2019).

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Students' beliefs also affect the implementation of AA components in CESC because, according to Christiana (2019), once they develop misconceptions, students may think that tests are the only methods through which they could be assessed, and as a result, they resist AA techniques of their teachers' assessment. Students can also feel insecure about the result they receive from teachers about their performance and progress because it may appear very subjective. According to Christiana (2019: 8), "subjectivity is likely to creep into assessment process because 'teachers are humans'; it is hard not to be influenced by what we read in an essay in front of us, liking or disliking views expressed in relation to our own consideration". In relation to this, the live experience of the researcher as an instructor at an Ethiopian university and the observable activities of other teachers reveal that the students resist the implementation of AA components because they always notice their advantages from the objective processes of TA assessment.

2.10.2 Teacher Character as a Challenge

Teacher character refers to teachers' poor background knowledge, language deficiency, low interest, low confidence about the measurability and practicality of AA and their poor pedagogical skills in implementing an AA in the CESC (Abbas, 2012). In other words, lack of awareness that AA strategies are crucial sources of evidence that offer the teacher a holistic picture of students' capabilities and level of achievement in the course can challenge them in implementing an AA in CESC. Moreover, unable to create a responsive classroom practice and provide positive experiences is another challenge of implementing an AA in CESC (Christiana, 2019). Teachers' inability to design and implement valid, clear, practical, reliable, and measurable methods of AA in CESC is key challenges of AA implementation (Abbas, 2012).

2.10.3 Student Character as a Challenge

Student character encloses preoccupied students' traditional learning culture, learning styles and ethnic diversity, student disciplinary problems, language deficiency, lack of motivation, and negative attitude toward the implementation of AA in CESC (Abbas, 2012). A students' prior traditional experiences and views of learning the course and lack of awareness on potential power

of AA may affect students' self-initiative and self-reliance, self-evaluation, and goal setting practices (Davies, 2012). In order to properly respond to their teachers' AA in CESC, the students should use the "freedom factor" as defined by Davies (2013) which is a combination of numerous constituents: creativity, interest, choice, vision, idea, discipline, sympathy, confidence, trust, compassion, self-discipline, and freedom to be life-long learners.

2.10.4 Nature of the CESC Design as a Challenge

Nature of the CESC design as a challenge of the implementation of an AA in CESC refers to a mismatch between the design of active learning method (ALM) and AA techniques in the course (Christiana, 2019). Christiana (2019) underlines that the assessment practices in CESC remain unique from assessment procedures in relation to other domains of language because of several reasons. These include the:

   i.complexity of the domains of language being assessed,
  ii. types of assessment strategies and tools that EFL teachers and students can and do use,
 iii. difficulties to align the multiple domains of objectives with the relevant tools and strategies
      of AA and,
 iv. challenges to integrate all the language aspects and skills during teaching and assessment
      time.

Nejadansari (2014: 34) argues that "the activities in communicative classrooms lend themselves to replicating the types of challenges which students might deal with in the course". Hence, the course module is expected to align the techniques of AA with ALM; otherwise, unconcernedly implementing TA components in CESC creates a mismatch between the instruction and assessment processes in the course because the teachers are highly dependent on the harmonised curriculum/module in the universities (Abbas, 2012). In other words, the implementation of AA components in CESC is challenging for EFL teachers for the same reason (Abbas, 2012). Implementing AA components in CESC and responding to it is normally challenging for both the teachers and the students as the course design demands rigorous assessment activities (Davies, 2012). In other words, the complex components/multiple domains of CESC such

as cognitive, affective, and psychomotor categories of the objectives of the course require AA in each component of CESC: speaking, reading, listening, writing, grammar and vocabulary sections are the challenges of EFL teachers and students (Christiana, 2019).

2.10.5 Nature of AA as a Challenge: Reliability and Validity Issues

Nature of AA as a challenge of the implementation of an AA in CESC encapsulates the demanding activities of AA such as the difficulty of designing, constructing, and administering AA strategies, correcting, and measuring students' results, aligning it with ALM activities, determining the validity and practicality of students' scores and giving feedback to the students' errors and mistakes in CESC (Davies, 2012). Christiana (2019) argues that the reliability of assessment lies on its trustworthiness and measurability. Nevertheless, it is well-known that, on the one hand, instructors should seriously take assessment as it is a sub-category of language teaching and, on the other hand, teachers should be prepared to design assessments that measure what they have to measure.

2.10.6 Resource Constraints and Physical Classroom Conditions

Resource constraints and physical classroom conditions are the summaries of the external challenges of the implementation of AA components in CESC (Abbas, 2012). These include the shortage or lack of materials, such as books, portfolio collection folders, stationeries, large class size, overload work and lack of or malfunctioned language laboratory, personal computers, intermittent failure of internet connection, lack of cameras and other technology devices (Chirimbu, 2013). Moreover, the constraints of time and resources to implement AA methods and the difficulty of implementing a variety of AA tools at the absence of teaching materials and facilities are the expected challenges (Chinda, 2012). Lack of teaching materials and poor classroom condition can also affect the engagement of students as self- and peer-assessors as well as in learning and self-correction using authentic activities to elicit their thoughts which is still another challenge for the EFL teachers in implementing AA in CESC (Chinda, 2014; Comer, 2011; USAID, 2010).

Undeniably, there are a variety of other plausible challenges contributing to the complication of the employment of AA processes in the world in general and in developing countries in particular. Kapambwe (2010) and USAID (2010) have also identified several challenges to sound learning assessment. According to Kapambwe (2010), these challenges include the difficulty of creating or designing or adapting appropriate, relevant, fair, easy, and understandable AA tools and strategies that support different students' prior learning experience and styles. Figure 2.9 portrays the summary of a variety of the plausible challenges of the implementation of AA in CESC at the tertiary level of education.

Figure 2.9: Plausible Challenges

Challenges in Implementing AA Components			
Heritage, (2011)	**Sethusha (2012)**	**Kapambwe (2010)**	**Wei (2010)**
• Shifting learners and teachers' educational culture • Creating conducive physical conditions of the classrooms • Minimising teachers' workload and class size • Supplying resources • Motivating learners towards AA • Shaping learners' future expectations about job security • Helping teachers and learners to value ALMs and AAs	• Designing tasks for AA • Using continuous AA than TA • Using self- and peer- evaluation. • Creating conducive classroom environment • Explaining the rationale for AA • Engaging students in AA in CESC • Eliciting students' thoughts on the values of TA and AA	• Adapting, active and suitable assessment methods to different students' learning styles • Matching reliable AAs with ALMs • Adapting fair and easy, assessment tools • Making sufficient time and resources to implement AA	• Designing and implementing AAs tools to gather data • Grading students' improvement using AAs • Replicating real-world contexts using AAs • Setting criteria and standards to evaluate students' performances • Involving interaction between assessor and person assessed • Checking students' self-evaluation and self-correction

Adapted from Heritage (2011), Kapambwe (2010), Sethusha (2012), Wei (2010)

As indicated in Figure 2.9, the challenges of the implementation of AA in CESC can be categorised into four principles: validity, reasonability, reliability, and practicality (Kapambwe,

2010; Heritage, 2011; Sethusha, 2012; Wei, 2010). Specifically, they have focused on the challenges of creating or adapting and matching appropriate AA *strategies and tools* to assess the language components of CESC. This is because AA tools are not only planned and designed differently from conventional assessment, but are also rated or recorded differently (Fenner, 2013).

Davies (2013) reports the major issues to address washback, ethical, cultural, and political issues as the potential challenges of the implementation of AA techniques in CESC. As a result, the instructors and students are reluctant to plan, implement, and evaluate the students' work using AA. Sebate (2011) asserts that learners who prefer the use of conventional instructor-oriented lectures are not likely to assume accountability for assessment and may require time to adapt themselves to this innovative context. Learners' behaviours, socioeconomic conditions, interests, enthusiasm, success, and the methods of their learning results must be tested for the teachers to implement AA strategies in CESC (Christiana, 2019). The context of the classroom, the diversity and complexity of the AA tasks are also the challenges faced by the teachers and students (Sebate 2011).

Challenges in implementing AA strategies in a CESC require a commendable attention. This laudable attention attracted various scholars in the field of language teaching and assessment. As previously stated, the scholars noted both external and internal challenges in implementing AA components in CESC. The external challenges of AA, which always come from outside the classroom and related to such concerns, comprise lack of support from administrators, constraints of resources and poor physical classroom conditions. Internal challenges initiated from inside the classroom are related to problems, such as teacher and students' perceptions on AA, teacher and student character, the complex nature of the course to suit it with AA, the demanding nature of the AA to fit it to CESC and so on. On the basis of the literature review, it may be fair and sound to conclude that the failure of the implementation of AA in CESC is a function of internal challenges rather than that of the external ones.

2.11   Strategies to Overcome the Challenges of AA Implementation

Scholars suggest several procedures and techniques to overcome the challenges in implementing the AA strategies and tools. Researchers, for example, Bachelor (2017) identifies that the use of multiple tasks, sound standards, and measurements of every assessment technique in conjunction with various sources of information are essential methods to enhance the credibility, trustworthiness and reliability of every AA strategy implemented in CESC.   To overcome the challenges in the implementation of AA in the context of CESC, EFL teachers should exert every effort to carefully design the techniques the teachers plan, test, analyse and revise it to implement the processes in CESC (Chirimbu, 2013).   These rigorous process and criteria to measure the students' ability should be carefully planned based on the context of the target course to minimise the problem of credibility, audibility and the informality associated with AA techniques (Kapambwe, 2010). USAID/IQPEP (2010) also suggests the following procedures in setting up a system of AA. First, the objectives of assessment must be determined and decided upon it. Next, how the assessment fits in with instruction and how it articulates with the course is the decision that has to be taken. Third, the strategies and tools of AA to be used needs to be determined and carefully designed. Finally, the students should be oriented and then, the designed AA strategies and tools should accordingly be implemented.

In the process of the implementation of AA, from the situation analysis to the decision-making stage, the subsequent questions need to be considered:

- Do the tools preferred for collecting data sufficiently signify the knowledge and abilities that learners are going to develop?
- Do the students understand and believe the intentions of the assessment and the envisioned uses of the outcomes?
- Are the assessment approaches designed in an understandable, explanatory, and sensible manner?
- Do the assessment outcomes address the purpose proposed by the course to teach based on relevant objectives and intentions, sound theoretical principles of the current context of the course?

- Do the assessment utilise authentic tasks and texts so as to encourage students to devote in the assessment activities?
- Do the tasks help the learners exhibit their abilities and skills?
- How does the teacher control any cheating or unfair activities of a student?

After the activities and tasks for assessment have been identified, standards for evaluating learner achievement should be well-known to confirm trustworthiness, soundness, and reliability. This is because most AA procedures involve a subjective component (Bachelor, 2017). Standards are similarly indispensable to aid learners to perform the tasks that the students are supposed to complete in the instructions, or benchmarks which define learner activities at different levels of achievements (Abbas, 2012).

2.12. Conclusions

This literature review focuses on the practices and challenges in implementing AA strategies and tools in CESC in the context of the three Ethiopian universities, such as Addis Ababa, Ambo and Wollaga. Taking everything into account, the review implies that all the assessment types can accordingly serve to determine whether the students meet certain objectives of education in CESC or not. However, it can be argued that all the assessment forms have their own advantages and disadvantages. One of the most commonly expressed benefits of implementing an AA in CESC is the advantage of fitting or aligning the assessment types to the language domains in CESC. AA has relatively little or no backwash effect because it is universally accepted that it has three principles considering benefits: a better positive backwash, implication of comments and significance of implementing various sources of evidence. An AA is methodologically effective because of its use multi-assessor and multiples tools, comprehensive, progressive, relevant, and continuous nature of the assessment.

However, one can argue that even the advocates of AA may not quite so universally accept the implementation of AA components as defect free assessment type. For instance, Bachelor (2017) argues that AA approaches have not yet been matured. As was previously stated, literature

asserts that AA techniques have not yet been fully implemented in the context of CESC elsewhere in the world; it has not yet reached its full potential significance in language education in general (Davies, 2012; Bachelor, 2017). The practices of the implementation of AA in CESC worsen in developing countries including Ethiopia than in other developed countries. This is because the implementation of AA in CESC has been affected by a variety of challenges, which include lack of material resources and/or constraints of resource and logistic feasibility, lack of mechanism for self-criticism for unsuccessful implementation of AA, lack of standard, inconsistency and misuse of AA, lack of conceptual clarity and users' improper perceptions about the validity, reliability, subjectivity, and practicality of AA components to determine the students' ability.

The challenges of the implementation of AA in CESC are organised into six major themes such as, teacher and student perceptions, teacher character, student behaviour, complex nature of CESC, demanding nature of the AA, and the constraints of resource materials. On the whole, it is a point in time to study the practice and challenges in implementing AA components in CESC in the context of Ethiopian universities where most of the instructors are the proponents of TA and resistant to AA.

CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY OF THE STUDY

3.0 Introduction

This chapter presents the research design and methodology employed in assessment practices and challenges in implementing an AA in CESC at three Ethiopian Universities, namely, Addis Ababa, Ambo and Wollaga. The chapter begins with the description of the research approach and the design, and it also provides the method of the study. The method highlights the primary and secondary sources of the data, the population, the sample size, and the sampling techniques of the study. This chapter also describes the tools and the procedures of collecting data to determine the extent of which instructors and students implement AA components in relation to the nature of the intended learning outcomes in CESC. The techniques of data analysis and interpretation are presented in this chapter. This chapter provides the techniques to enhance the suitability and trustworthiness of the data for this study. The chapter ends with mechanisms and strategies to ensure ethical considerations which entails confidentiality of the study and informed consent of the respondents as well as the provision of debriefing, counselling, and additional information.

3.1 Research Approach and Design

The study was grounded on pragmatism as a research paradigm. This is because it allows for the use of mixed method research approach, multiple methods, different worldviews, and different assumptions, as well as different forms of data collection and analysis (Creswell and Creswell, 2018). Creswell and Creswell (2018) also underline that the paradigm emanates from a consequence of action, real-world practice, problem-oriented and pluralistic situation rather than antecedent as in positivism. Ontologically, pragmatism was selected based on the research questions that this study was trying to address because pragmatism believes that multiple realities are constantly interpreted to solve the problem (Shannon-Baker, 2016). In other words, it is not committed to any one system of philosophy and reality (Creswell, 2014). Its concern is with the application of method and solution of problem rather than focusing on methods. As a result, it served as guiding principles

formulate the 'what' and 'how' of the current research questions as per its fundamental assumption (Shannon-Baker, 2016).

The rationale behind the use of a pragmatist paradigm is the nature of the topic, the problem and the research questions of this study. Most of the research questions elicited the "what" and the "how" responses that are consistent with the principles of pragmatist paradigm. These include: What components of AAs do EFL instructors currently employ to assess CESC? How do English major students respond to their instructors' AA in CESC? To what extent do the instructors align their assessment practice with their teaching practice and with the intended learning outcomes of CESC? What are the major challenges that are confronting EFL instructors' practices in the implementation of AA in CESC? Based on the foregoing questions, what are the strategies for facilitating the alignment between teaching and assessment in CESC? The paradigm guides questions as per its belief that knowledge is a relative phenomenon (Creswell, 2014; Davies, 2014). There is no absolute truth in the world because the reality is changing with the time (Creswell, 2018). For this reason, it did not enforce the researcher to see the world as an absolute unity. The pragmatism paradigm served the researcher to understand the problem under investigation. Figure 3.1 establishes how the entire methodology of the current study is adapted from the pragmatism paradigm.

Figure 3.1: The Pragmatism Paradigm Framework
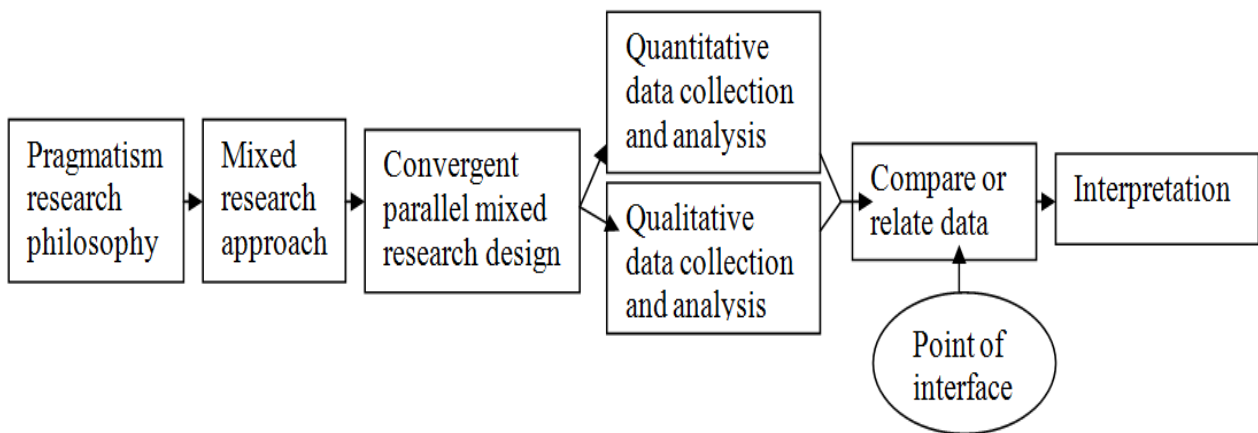
Adapted from Creswell & Creswell, 2018; Demir & Pismek, 2018)

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In line with the pragmatist epistemological view of knowledge, a mixed research approach was employed in this study. According to the assumptions of pragmatism paradigm, knowledge is shaped by the collection and analysis of data, evidence and rational considerations using multiple research methods (Creswell & Creswell, 2018; Shannon-Baker, 2016). The research worldview helps a researcher employ a mixture of quantitative and qualitative (a mixed method) approach to address the research questions and to realise a research problem of a particular study (Almalki, 2016; Creswell & Creswell, 2018; Creswell, 2014; Tashakkori & Teddlie, 2010). Following these assumptions, the researcher used multiple methods, techniques, and procedures in view of mixed research method approach in this study. This is because the mixed research questions of the present study required a combination of quantitative and qualitative research approaches to address the current research problem. The approach offered the investigator the freedom to choose different methods, different ways of data collection techniques and procedures of research that best fit to combine the data to conduct comprehensive analysis for the study.

Based on the mixed research approach, a convergent parallel mixed research design was employed. Thus, the purpose of the convergent parallel mixed design in this study was to investigate the practice of AA implementation in CESC and its challenges by obtaining different but corresponding data from two different groups of respondents. This helped the researcher address comprehensively the research problem and research questions because a mixed research design gave him an opportunity to enhance the advantages of the quantitative and qualitative research approaches. In contrast, it minimised the disadvantages of the quantitative and qualitative research approaches by triangulating the data. The qualitative approach has disadvantages to tackle the subjectivity of the researcher and the respondents while the quantitative approach has disadvantages to address the superficial dataset or false representation (Demir & Pismek, 2018; Creswell & Creswell, 2018). Uunquestionably, mixing qualitative and quantitative dimensions is used as a strategy of improving the quality of quantitative research and as one of the ways to using triangulation (Sandorova, 2014). In other words, the convergent parallel mixed research design served the researcher as a validation purpose because it allowed him to concurrently collect a combination of qualitative and quantitative data from the respondents and then analysed the data independently. The results of the quantitative and qualitative data were finally compared with one

another to determine the consistency or the inconsistency between the findings of the quantitative and qualitative data.

In view of a mixed research approach and convergent mixed research design, a descriptive survey method was employed for this study to describe the practices and the challenges in implementing AA in CESC at the three universities (Shannon-Baker, 2016). As the mixed research approach is multi-purpose in its nature, it permits different views and interpretation of the findings of this study (Creswell and Creswell, 2018; Demir & Pismek, 2018). Hence, the method is a relevant for multiple data process to answer the research questions including: What components of AA do EFL instructors currently use to assess CESC? How do English major students respond to their instructors' AA in CESC? To what extent are the instructors' assessment aligned with the learning outcomes of CESC? What are the major challenges that confront EFL instructors' practices in the implementation of AA in CESC? Based on the foregoing questions, what are the strategies for facilitating the alignment between teaching and assessment in CESC?

3.2   Research Method and Data Sources

The primary sources of the data were a questionnaire, observation, and focused group discussion (FGD) to collect appropriate data on the practices and challenges in implementing an AA in CESC. Tools, questionnaire, observation and FGD checklists complement each other to gather both qualitative and quantitative data from the respondents (Creswell, 2014; Shannon-Baker, 2016; Sharon, 2006). Hence, the questionnaire was used as the major primary source of the data. To supplement the questionnaire, classroom observation and FGD were used to gather data in detail on the practices and the challenges of the implementation of AA in CESC at the three sample universities. The tools served to collect primary data from EFL instructors and from students. The instructors and the students were preferred as the data respondents because they are the direct actors in teaching-learning processes of the course, as well as, essential to give relevant and crucial data on the practices and challenges of the implementation of AA in CESC.

Secondary data contained in official documents, namely, CESC guidebook, teaching materials (modules) and the assessment documents (continuous assessment and summative assessment) used by EFL instructors from 2019-2020 at the sample universities. Following the theory of communicative course design, the theory of ALM and the theory of AA, the analysis of the teaching and assessment materials was used as a key source of secondary data for this study. The analysis of the teaching module, course guidebook and the assessment documents used for CESC helped the researcher determine the communicativeness of these instructional materials and assessment items in CESC. This is because communicative assessments are interpreted as the implementation of AA. In addition, the communicative nature of the teaching materials implies the use of different components of AA strategies and tools. With the nature of CESC, the instructors ought to implement AA components to assess their students' learning in CESC. The concurrent use of AA in the context of CLT, in turn, ensures the alignment between ALM and AA in CESC (Almalki, 2016; Christiana, 2019; Creswell, 2014; Sandorova, 2014). In other words, the analysis of the module implies the AA tools and strategies the instructors are expected to use in the teaching process of CESC, and how the students should respond to their instructors in each activity as the learning processes of the course (Tashakkori & Teddlie, 2010). The analysis of documents is normally expected to demonstrate the components of AA the instructors should actually employ in CESC.

3.3 Sample Size and Sampling Techniques

Three government universities (Addis Ababa, Wollaga and Ambo) were purposively selected based on the cluster and generation they belonged to. Cluster refers to the geographical location of the universities in the country, and generation shows the time of establishment of the universities. Ethiopian Ministry of Education (MOE, 2004) has organised all the 45 universities in the country into four 'generation' for its managerial purposes. First generation (10 universities) was established before 2006, second generation (10 universities) was established from 2007 to 2009, third generation (10 universities) was established between 2010 and 2014, and the recently established universities were categorised into the fourth generation. The size and scope of the universities varies significantly, but a majority are multi-disciplinary institutions that offer undergraduate and postgraduate programs while concentrating on providing mass education rather than research. Among these 45 universities, 35 universities established English language and literature as a

department for undergraduate programme. However, only six of them including the sample universities were teaching English at a master's and/or PhD degree programme. The background information of the sample universities is illustrated in Table 3.1.

Table 3.1: Background of the three Sample Universities

S/N	Point/issues for selection	The Universities		
		Addis Ababa	Wollaga	Ambo
1	Year of establishment	1950	2007	2011
1	Generation/cluster	first	second	third
2	uniRank from Africa in 2019	16th/200	Not indicated	Not indicated
3	Programs in English	UG, PG & PhD	UG, PG & PhD	UG, PG & PhD
4	Location (Region)	Oromia	Oromia	Oromia
5	Location (City)	Addis Ababa	Nekemte	Ambo
6	Distance from Capital city	In the City	331 kilometre	114 kilometre
7	Accreditation by MOE	Accredited	Accredited	Accredited
8	Education policy	common	common	common
9	Number of instructor	55	35	38
10	Number of students	549	136	268

Source: Reconstructed from ARCCH, 2016; WENR, 2018

Addis Ababa University, which is the oldest university in country, was founded in 1950. As indicated in Table 3.1, Addis Ababa University belongs to first cluster or generation. It is the largest and most preeminent university with 48,673 students within and 293 undergraduate 70 postgraduate programs. Wollaga and Ambo Universities were from second and third generation, respectively. The size and scope of the public universities in Ethiopia vary significantly, but the majority of them are multi-disciplinary offering undergraduate and postgraduate programs rather than research. However, considering the long experience these three universities in teaching and assessing CESC, they are supposed to provide the researcher with relevant data in relation to the issue under study. Hence, the three universities were selected from the first three generations, one from each

generation for this study. This is because fourth generation universities had not well-established the department of English language and literature to collect relevant data on the implementation of AA in CESC and its challenges. On the other hand, the first three generation universities had begun to implement the set of standards of the one-to-five-educational reform (MOE, 2017, 2018).

3.3.1   Relevant Documents and Materials

Population, sample, and sampling do not refer only to people, but refer also to documents, such as newspapers, textbooks, emails and so on (Mihai, 2010; Sandorova, 2014). Documents are those that have been recorded and developed without a researcher's intervention (Christiana, 2019). As a result, a centrally designed CESC guidebook and a centrally developed CESC module, which are commonly in use at the Ethiopian universities, and assessment documents/materials (continuous assessment and summative assessment), were selected as the main sources of the secondary data. This is because the teaching and assessment materials are supposed to facilitate the alignment of the teaching process of the course with the assessments tools and strategies the instructors use in CESC. The CESC, as its name implies, is supposed to be designed on the basis of CLT (Mihai, 2010; Christiana, 2019; Rojas, 2017). All the instructors at all Ethiopia universities (including the three sample universities) commonly use a centrally designed and developed teaching module of the course to maintain uniformity in the teaching-learning process across the universities and individual classroom instructors. Based on this assumption, the instructors' guidebook, and the whole units of the module of the CESC were selected for the present study to determine the communicativeness of the documents.

Concurrently, to align assessment strategies with instruction, the instructors at the three universities are expected to assess CESC communicatively (Christiana, 2019; Rojas, 2017). In other words, the instructors at the universities are expected to assess their students' learning through AA strategies and tools to align their assessment methods with their instructional methods (Mihai, 2010). This is because the communicativeness in language assessment is interpreted as AA. In relation to CLT, AA provides information about students' understanding of the language, how the students apply the language and to what extent they can apply their knowledge in communicative

situations or in the context-specific tasks (Christiana, 2019; R Mihai, 2010; Rojas, 2017). However, the instructors at the three universities usually design a university-specific summative assessment (SA) or final examination (FE) in a committee established at a department level to maintain uniformity/reliability of students' grades across the universities and individual classroom instructors. On the other hand, individual instructors usually design their own CA for their specific classroom they had been assigned to. For this reason, six SA (two at each of the sample universities), and nine CA documents (three at each sample universities) which were developed and used by the observed instructors with the observation period, were purposively selected for the document analysis. The document analysis was the key source of this study to determine the alignment between the learning objectives in the module and the assessment items in the assessment documents.

3.3.2 Instructors

In addition to CESC teaching and assessment materials, EFL instructors participated based on the comprehensive sampling technique to include judgements and opinions of experts (Creswell, 2014). According to Creswell and Creswell (2018), expert judgement is the most important method researchers should use to determine whether the instructors have been properly implementing a range of appropriate AA strategies and methods in all the components of CESC or not. This confirms that EFL instructors are chiefly crucial to give relevant and accurate data for the study because they are the direct actors in the implementation of AA, and they knew why they preferred to use the type of assessment techniques they were implementing in the course (Tashakkori & Teddlie 2010). During the study, there were 128 English language instructors teaching CESC at the three universities. Therefore, all 128 EFL instructors were included based on the comprehensive sampling techniques. This is because these instructors were teaching CESC, and all of them prepared assessment documents either in group or individually. All the instructors are Ethiopian. They graduated from Ethiopian Universities with MA degree. However, about 9(38%) of the instructors with PhD degree graduated from abroad universities with PhD. They were from 28 to 47 years old. The number of the instructors was also manageable to include all of them in the study.

3.3.3 Students

The participation of students in this study was very crucial to ensuring the validity and the reliability of the results of the study. In relation to this, Creswell (2014) also underlines the participation of the students in such a study because the opinions of the beneficiaries, the students in this case, are significantly important for the trustworthiness of studies. Sustaining this idea, Motuma (2018:46) symbolically argues that "students should be included in such a study because they are the fertile land on which a farmer sows the seeds and harvest the products later". Similarly, substantiating this idea, Taylor (2005) posed the following eight questions:

Do the students understand the purpose(s) of the assessment and the intended use (s) of the results? Are the results provided in a clear, informative, and timely fashion? Are the results perceived as believable and fair by the students? Does the assessment measure what the program intends to teach? Is the assessment based on clear goals and objectives? Is the assessment based on sound theoretical principles which have current credibility in the field? Does the assessment utilize authentic texts and authentic tasks? Are the students invested in the assessment activity? (pp. 276-277)

Referring to the quotation posted by Taylor (2005), the entire argument concerns responses to this study in the investigation of how students react to different assessment practices. The students' responses and reactions towards the implementation of AA are directly related to the activities and perceptions of the students in the assessment process. This shows that the symbolically expressed idea in the assessment process is equated with a process of "harvesting the products of seeds a farmer sowed on the fertile land" (Motuma, 2018:46). Therefore, it is safe and sound to infer from these eight questions that the participation of students in the study affect its results as per the students should concurrently participated in the process, purpose, and the intention of AA in order to achieve the intended learning outcomes at the end result of the assessment. The investigator analysed whether or not the process and the intention of the assessment are understandable, credible, authentic and contextual situations for the anticipated group of students because incomprehensible and irrelevant assessment are the factor of the implementation of AA in CESC.

Therefore, students should participate in such type of assessment to validate whether the results of the assessments used by instructors are clear in its goals and objectives, valid to measure the students' progress and informative for and believable to motivate the particular group of students. According to the principles of AA, individual students cannot have one common answer for similar problems they encounter in their life because they may have different exposure and different interpretation for it. Instead, they are expected to use their prior knowledge and their cumulative experiences to construct their own explanations and justifications to solve original and new problems for themselves.

To include the students as respondents in the study, a sample size determining strategy was employed. In the literature reviewed, there are different strategies used to determine the sample size of a study based on the approach and design of the study. As already stated above, the study employed the combination of quantitative and qualitative research methods. For quantitative research aspect, the statistical formula was used for determining a representative and appropriate sample size from a target population. In relation to this, several statistical formulas were available which include formula of Cochran (1977), Yamane (1967) or Kothari's (2004). The first two formulas are used to determine the sample size from both infinite and finite populations and to select the required sample size using random sampling technique. However, Kothari's (2004) formula, which is relatively recent, is used to determine a sample size from a relatively smaller population and select the required sample using stratified sampling technique.

Therefore, Kothari's (2004) formula is relevant to the current study in determining the proportional/representative or adequate sample size of the student population at each university based on the stratified sampling technique for the quantitative aspect of the data. The formula provided the researcher with an opportunity to select a sufficient sample size that may help to generalise the findings to the entire population with a better accuracy. Moreover, the formula allowed the researcher to use questionnaire as a data gathering technique and, mean and standard deviation as the descriptive data analysis methods etc. To this end, the determination of the appropriate sample size was normally taken as one of the most essential steps in determining the representativeness of the sample. In other words, the sample size computation had to be calculated

appropriately for the study because appropriate sample size determination helps the research infer authentic results from the sample; otherwise, wrong conclusions might be drawn. Therefore, the total sample size of the first year regular English major students was calculated using Kothari's (2004) formula as indicated below.

$$n = \frac{Z2.\,p.\,q.\,N}{e2(N-1)+Z2p.\,q}$$

Where n = sample size

- Z = 95% confident limit (interval) under normal curve which is 1.96
- p = proportion of population to be included in the sample that is 0.3
- q = non-occurrence of event = 0.7
- N = Total number of household = 953
- E = margin of error or degree of accuracy (accepted error term 0.05)

Thus; n = $\dfrac{(1.96)^2\,(0.3)\,(0.7)\,(953)}{(0.05)^2\,(953\text{-}1)+(1.96)^2\,(0.3)\,(0.7)}$ = $\dfrac{768.819408}{3.186736}$ = $\underline{241}$

Therefore, based on the actual size of the students at each university during the study period, 241 students were selected from about 953 populations based on the stratified sampling technique. This type of sampling techniques maintains the proportionality of the sample size to be selected from each university and gives equal chance for every individual in the population. To be very specific, Table 3.2 indicates how the formula served the researcher to calculate appropriate sample size at each university using stratified sampling technique.

Table 3.2: Sample of Students at each of the Three Sample Universities

S/N	Universities	Population	Constant no (C)	Sample size
1	Addis Ababa University	549	0.253	139
2	Ambo University	136	0.25	34
3	Wollaga University	268	0.25	68
Total		953	0.25	241

Table 3.2 illustrates the total number of students and the sample size of students at each university. Using the constant number to maintain proportionality, the total sample size and the specific sample size at each university was determined. Thus, as the total number of the students is 953 and, based on Kothari's (2004) formula, 241 (25.3%) of the students was determined as a sample size. Using these two figures, the constant coefficient (C) is calculated, which means, C = 241/953 = 0.253. Then, to get the sample size of students at each university, the constant number (0.253) is multiplied by the number of populations at each university. The following section discusses the data gathering instruments used in this study in view of the convergent mixed research design.

3.4 Data Collection Techniques

Data collection instruments comprise questionnaires, classroom observation and focus group discussion to triangulate the data for the study. This is because triangulated data-gathering instruments allowed for a richer, more holistic, and intense view of the respondents on the practice and the challenges of the implementation of AA in CESC at the three universities. The next section presents the data collection techniques in detail.

3.4.1 Classroom Observation

Following the concept of non-participant semi-structured classroom observation principles, the classroom observation employed the patterns of 3D-LOP: three-dimensional learning observation protocol (Creswell, 2014; Matz, 2014). A 3D-LOP is adaptive classroom observation protocol model that allowed the researcher to develop his own formal and informal observation checklist and protocol to assess the practices and the challenges of the implementation of AA in CESC. The classroom observation in this study had two purposes based on the procedure underlined in Matz (2014). The first purpose was to collect original data during the first-round lesson observation before the questionnaires were administered to instructors and to students. The second purpose was to validate the data obtained through questionnaire. This was conducted in the second round of lesson observations after the administration of the questionnaire, as recommended by Creswell and Creswell (2018) and Matz (2014). The observations generally focused on the

instructors' assessment practices, the implementation of AA components, the students' activities, or participation in the assessment practice, how they react towards the implementation of AA components, and the challenges faced by the instructors and by the students in the implementation of AA. All the data obtained through classroom observations focused on how the instructors align their teaching strategies and assessment techniques in CESC in the context of CLT theory, as illustrated in Figure 3.2.

Figure 3.2: 3D-LOP Classroom Observation Protocol Model
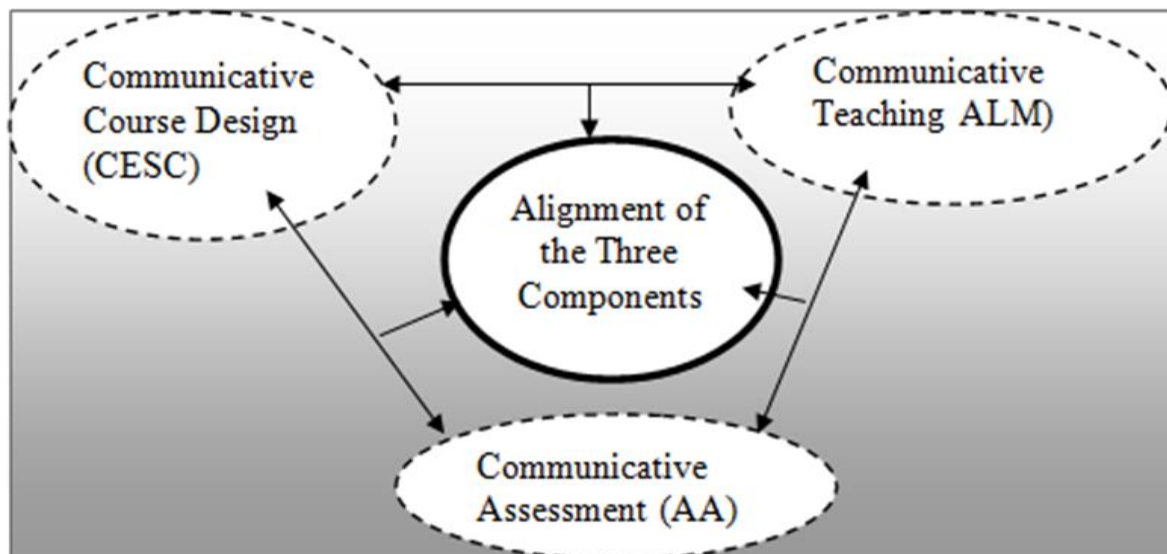
Adapted from Christiana (2019), Genesee & Upshur (1996) Matz (2014) and Reyes-Chua (2013**)**

As explained in the theoretical framework of this study, this 3D-LOP classroom observation protocol model served the researcher in investigating how the instructors aligned their assessment techniques with the nature of the objectives in CESC as well as with their teaching methods. To this end, although nine EFL instructors, three instructors from each sample university, were selected to be observed three times each, every EFL instructor was observed only twice because of Coronavirus (COVID 19) outbreak during the classroom observation period. All the 18 classroom observations were purposely conducted while each instructor was teaching different language domains in CESC to regular English major students. Although the researcher had planned to record

the entire classroom observations using a video camera, only the first three classroom observations (one at each university) were recorded because the instructors convinced the researcher that new students' bevaviours were emerging as a result of the recording and the effect of the first-round observation. Without recording, the checklist and the protocol were used during all the second-round classroom observations.

To this end, very practical sample language skills measurement checklists of Genesee & Upshur (1996), which involves a variety of observation rating scales for different skills, were adapted to assess instructional activities and materials used in CESC classroom. In addition, every observation was supplemented by pre- and post-observation conferences that were conducted with the observed instructors. During the pre-lesson observation, the instructors were asked to introduce what they were going to teach and how they assess it. The responses were verified by observing their lesson plan if they had it. The post-observation conference, on the other hand, required the instructors to evaluate their lessons' success, the students' participation, and the challenges they faced during the particular classroom, as well.

3.4.2   The Questionnaire

The questionnaire was the main source of the primary data for this study. Two different sets of questionnaires (one for instructors and the other for students) were developed and used to gather data for this study. The first set of the questionnaire was used to collect the opinions or the evaluation of the EFL instructors about the AA components employed in CESC by the instructors, why they preferred to use those AA components, how often they used each component of AA, how their students responded to the AA components, and the challenges faced by the instructors in the implementation of AA components in CESC. The second set of the questionnaire was prepared for two main purposes. The first purpose was to validate the instructors' responses in the implementation of AA in CESC. The second purpose was to collect data from the students to elicit information on how they responded to their instructors' practices in implementing AA strategies, and the challenges they faced while they attempted to respond to their instructors' AA in the course. Each of these questionnaires was structured in terms of two main categories: the practices of AA

and the challenges faced by the teachers and the students. The former was meant to investigate the practice of multiple assessor strategies, multiple assessment tools, comprehensive and progressive as well as relevant assessment strategies. The latter also entailed various challenges such as instructors' related challenges, student character, perceptions of instructors and students, complex nature of the design of CESC and the demanding nature of AA as well as the constraints of resources and poor classroom conditions. Both questionnaires also required information on what should be done to overcome these challenges in implementing AA tools and strategies in CESC.

On the basis of the convergent mixed research design, both the instructors and students' questionnaires were designed so as to serve the researcher in collecting both quantitative and qualitative data (Creswell, 2014). The instructor's questionnaire contained 114 (100 close-ended) and (14 open-ended) questions, whereas the students' questionnaire included 110 (96 close-ended and 14 open-ended) questions. The specific components of the questionnaires were structured separately. Hence, each of the final plausible list of the questionnaires was composed of at least 6 questions with five alternatives (1= strongly Disagree; 2 = Disagree; 3 =Undecided; 4 = Agree, and 5= Strongly Agree), following the Likert scale (Matz, 2014. The respondents responded to the items by placing a tick mark (✓) where they were asked to do so. For the open-ended items of the questionnaire, the respondents were asked to write short answers on the space provided. Both questionnaires were adapted from Christiana, (2019), Matz (2014), Rojas (2017), Tashakkori & Teddlie (2010) and Williams & Gendera (2016).

3.4.3 Focus Group Discussion

A focused group discussion (FGD) was employed to gather qualitative data for this study. Based on the principles of mixed research approach (convergent mixed research design), the FGD was designed and used as a supplementary data gathering method (Creswell, 2014). The purpose of the FGD was to crosscheck the data obtained through the questionnaire, classroom observation and document analysis and, also to refine the difference between data obtained through classroom observation and questionnaire. It also served the researcher to assess additional data in detail on the practices and dominant challenges in using AA techniques in CESC. The FGD was held with both

the instructors and the students at the three sampled universities at different times. Hence, three FGDs were held at different times with 5-6 instructors and students separately, one at each of the three sampled universities. At every university, the instructors' FGDs were conducted before the students' FGDs because students' FGDs helped the instructor validate the instructors' discussions.

3.5 Procedure for Data Collection

The data gathering procedure involved a series of steps for this study. Firstly, the first-round classroom observation was held to gather original data before the instructors and the students were informed about the study through questionnaire. Secondly, both the instructors' and students' questionnaires were administered to both instructors and students to collect their evaluations, experience and opinions on the practices and challenges in implementing an AA in CESC. Thirdly, the second-round classroom observation was conducted to validate data obtained through questionnaires as well as to collect further information, if available. Simultaneously, an analysis of the teaching and assessment documents were made. Finally, FGDs were conducted with both the instructors and the students at the three universities to substantiate and further validate all preceding data based on the convergent mixed research design. Table 3.3 summarises the procedure for data collection.

Table 3.3: Procedure for Data Collection

Steps	Instrument employed	Purposes of the data gathering instruments
1	First-round classroom observation	Gathering original data before the instructors and the students were informed about the study
2	Questionnaires	Collecting instructors' and students' opinions on the practices and challenges in implementing an AA in CESC
3	Second-round classroom observation	Validating the data obtained through questionnaires as well as to collect further information, if available
4	Focused group discussions	Substantiating and further validating all the preceding data based on the convergent mixed research design.
Content analysis Simultaneously conducted)		Checking the alignment between an analysis of the teaching and assessment documents were made.

3.6 Methods of Data Analysis and Interpretation

The study used convergent parallel mixed data analysis that entails the use of both quantitative and qualitative dimensions to assess the practices and challenges of the implementation of AA in CESC at the three universities. According to Christiana (2019) and Rojas (2017), such types of investigation usually commence either with the analysis of the practices and the opinions of the instructors and the students or with the analysis of the teaching and assessment materials to crosscheck the results of the data against one another. In this study, the quantitative data which were acquired using the set of the questionnaires on the practices and the challenges in implementing an AA in CESC was first examined based on the logical link between the research questions. Then, the data obtained through classroom observation and FGD were qualitatively analysed. The activities of the students were also analysed vis-à-vis the second research question to determine their reaction towards the assessment practices in CESC. Following the examination of the practices and the challenges, the analysis of the teaching materials and the assessment documents was conducted to determine the relationship between the instructors' teaching strategies and the assessment of the intended learning outcomes in CESC.

3.6.1 Analysis of the Data Obtained Through Questionnaire

The data obtained through the questionnaires were analysed using both quantitative and qualitative data analysis methods. Quantitatively, assuming the data are ordinal types (Christiana, 2019), descriptive statistical analysis methods such as percentages, weighted means, standard deviations, and rank orders employed based on the recommendation of Demir & Pismek (2018) and Shannon-Baker (2016). These statistical methods served the researcher to determine the practices and challenges of using AA in CESC. In other words, the analysis of the data obtained through the questionnaires addressed all the research questions. As responses were collected from two groups of respondents, the instructors and students, Mann-Whitney U Test was employed to identify the difference between the opinions of the instructors and the students in relation to the implementation of AA in CESC. Mann-Whitney U Test was also employed to identify the dominant challenges in implementing AA in CESC for different groups of respondents, such as more experienced and less experienced, more qualified, and less qualified, pedagogically trained, and untrained instructors.

Similarly, Kruskal-Wallis Test was used to understand the difference in the views of participants in these three universities about the issues of this study. Mann-Whitney U Test, which is an alternative to t-test, and Kruskal-Wallis Test, which is an alternative to ANOVA, is useful because the difference between the sample sizes of two independent populations is large and the type of data is ordinal that need nonparametric test (Demir & Pismek, 2018), as the case in the current study. In order to triangulate the results, Mann-Whitney U Test was supplemented by T-test where the number of the two groups is equal or nearly equal. The quantitative data analysis was made using SPSS version 26. For all statistical tests, alpha is pre-set at $\alpha = 0.05$.

3.6.2 Analysis of Data Obtained Through Classroom Observation and FGD

A thematic analysis was used to analyse the qualitative data obtained through the open-ended questions of the questionnaires, classroom observations and FGDs, as underlined by Demir & Pismek (2018) and Williams & Gendera (2016). Demir and Pismek (2018) argue that thematic analysis provides a framework that focuses on the analysis around the concept (communicativeness) of the data and explains human behaviour of instructors and students in terms of practical classroom activities with the real-world. The qualitative data were classified into two broader themes which, in turn, were restructured into different sub-themes. The first major theme included the practices of the implementation of AA in CESC. The implementation of AA in CESC was described using the first specific themes: multi-assessors, multi-assessment strategies and tools, comprehensive and development focused assessment in individual learners' change. The practices of AA in CESC included what components of AA the instructors employ, why they prefer certain types of AA, and how often they use each type of AA in CESC. The second major theme was about the challenges faced by the instructors and the students in the implementation of AA in CESC. The challenges were, in turn, classified into the complex nature of the objectives of CESC and the demanding nature of AA implementation, instructors' activities, and student character as well as material resource related challenges. The data analysed also served to determine the mechanisms and strategies in the implementation of AA in CESC.

3.6.3 Content Analysis

To determine the alignment between the teaching and the assessment methods, alongside with the intended learning outcomes in CESC, an analysis of the teaching materials (course guidebook and module) and the assessment documents (CA and SA) used by instructors at the three universities was conducted, as recommended by (Hashemnezhad, 2015). The purpose of the analysis of CESC materials was to determine whether or not the instructors used the constructive alignment strategies in their teaching and assessment in relation to the requirements of CLT. In the context of constructivist theory, 'constructive alignment strategy' has two dimensions. The 'constructive' aspect represents the concept that learners construct knowledge using appropriate learning activities (Reyes-Chua, 2013). Knowledge is understood as the meaning learners have to create for themselves and not as something that is imparted or transferred from instructors to the learners. On the contrary, the 'alignment' dimension is about what the instructor does, which is to establish a learning situation that maintains the learning activities relevant to teaching the intended learning objectives in CESC. The instructional materials analysis was combined with the results of the entire foregoing analyses of the data obtained through the questionnaire, classroom observation and FGD to determine the instructors' constructive alignment strategies.

The analysis of the documents employed a summative approach to content/item analysis to determine the alignment between the items in the teaching module and the items in the assessment documents (Hashemnezhad, 2015) which, in turn, helped the researcher conclude about the implementation of relevant components of AA based on the nature of the objectives in CESC (Christiana, 2019; Okeeffe, 2013; Rojas, 2017). This is because the design of the course module implies the type of teaching and assessment activities or the tasks the instructors and students are expected to use in the course (Kibbe, 2017; Reyes-Chua, 2013). In other words, the analysis of the communicativeness of the items in the teaching modules in relation to the instructors' AA tools and strategies indicated the alignment between the AA strategies with ALM techniques (Banta & Palomba, 2015; Shannon-Baker, 2016). For this reason, content analysis is the main focus to determine the instructors' strategies for facilitating the alignment between teaching strategies and the assessment of the intended learning outcomes in CESC (Kabouha, 2015; Sandorova, 2014).

Mixed content analysis method is not a mere counting of terms vis-a-vis a certain topic in a text. Rather, the principle of mixed (quantitative and qualitative) content analysis method is used to determine the existence and frequency of the concept/content related to the communicativeness of the teaching materials and assessment documents of the CESC at the three universities. This content analysis helped the researcher examine both the explicitly and implicitly stated information including the words or terms, activities or tasks and instructions or objectives in relation to the communicativeness of the course module and the instructors' AA tools in the assessment documents. Thus, the steps of mixed (quantitative and qualitative) content analysis method that were adhered to in this study included identifying the communicative-related terms or items, developing categories, determining the unit of analysis, and coding systems, counting the occurrence, the meaning and the relationship of the terms/items and analysing the data quantitatively using descriptive statistics and qualitatively using themes (Sandorova, 2014; Shannon-Baker, 2016). Figure 3.3 presents the summery of the steps of the content analysis.

Figure 3.3: Summary of the Steps of the Content Analysis
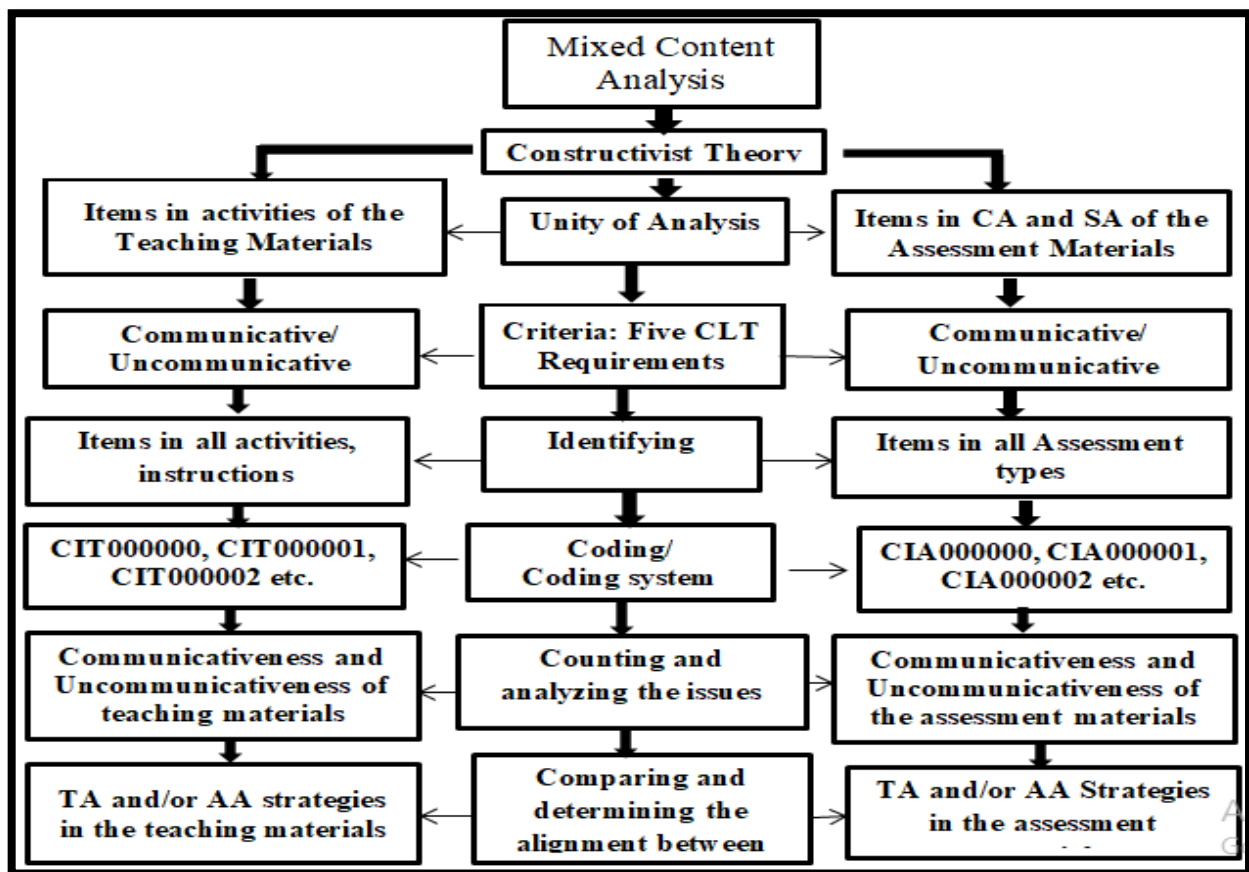
As illustrated in Figure 3.3, the codes, 'CIT' and 'CIA' stand for the communicativeness of the items in the teaching materials, and for the communicativeness of the items in the assessment materials, respectively. Regarding the numbers in both cases, there are six digits number in each code. The first five digits in the code imply whether an item satisfies the five fundamental requirements of CLT: meaningful communication (1), authentic situation (2), unpredictable language input (3), creative language output (4) and integrated language skills (5). The last number in the codes implies the frequency of the observation in both cases. For instance, *CIT123451* and *CIA123451*denote that the first item in both cases stratify all the requirements of CLT. Therefore, the items from both the teaching and the assessment materials are communicative, and thereby, it is safe to conclude that there is alignment between the two items. Conversely, if an item is coded CIT000409 is interpreted as the 9th item in the teaching materials is 'uncommunicative' because it satisfies only the 'creative language output of the five principles of the communicativeness. Thus, in the current study, if an item fulfills three or more than three requirements of CLT, the item is considered communicative. This quantitative content analysis is followed by the comparison with its qualitative counterparts. This is because high quality study combines both qualitative and quantitative analysis in which qualitative content analysis is compared against its quantitative complements to incorporate an interpretive analysis of the underlining deeper meaning of the data, as discussed in Hashemnezhd (215) and Sandorova (2014).

To this end, checklists and protocols were developed and used as instruments for content analysis based on the suggestions of Christiana (2019); Hashemnezhd (2015); Sandorova (2014) and Rojas (2017). In order to include the judgement of the expertise and thereby, check the validity of the process of the content analysis, three senior EFL instructors participated in addition to the investigator, in the development of the instruments. The instructors also participated in the process of identifying, screening, counting, coding, and examining the items in the module and in the assessment documents. This content analysis built the basis for the whole data analysis to determine the alignment between the items in the module and the items in the assessment documents. The items analysis supplemented the preceding data analyses to determine the types of AA strategies and tools EFL instructors used, and how often they used the assessment techniques in CESC at the three universities. Finally, the level of the alignment between the communicativeness of the items in

the teaching materials and in the instructors' assessment documents was determined using percentage, ranking order and Pearson Sidney Siegel's correlation contingency coefficient (C). To calculate the Siegel's contingency coefficient 'C', the following formula and interpretations were used.

$$C = \sqrt{\frac{x^2}{N + x^2}}$$

Where:

- C= the value of relationship

- N=grad total

- X^2= refers to Chi-square

To determine value of Chi-square (X^2) from the Summary of Contingency Table, the formula is:

$$x^2 = \frac{(observed value\ (o) - (E) expected value}{expected\ value}$$

This formula is essential in analysing the types of data the researcher has for this study. This is because the quantitative aspect of the data involves a series of steps, from a mere counting of the frequency of the contents in a text to the final determination of the alignment between the communicativeness of the teaching module and the AA strategies, as illustrated in Figure 3.3. To this end, instruction, questions in every activity, tasks and texts in the module and assessment questions in the CA and SA were considered as items and clustered separately under teaching module and assessment items. Based on this classification, the grand total, observable values, expected values, chi-square values and the values of Sidney Siegel's contingency coefficient of the data were calculated to determine the alignment between the items in the course module and in the assessment documents. Thus, the researcher thinks that the statement of this formula and the procedure for quantitative content analysis were essential for making the steps clear for a reader. The quantitative content analysis was made using SPSS version 26. Finally, the values of Sidney Siegel's contingency coefficient are interpreted as in the following Table 3.3.

Table 3.3: Interpretation of the relationship between the module and the assessment documents in terms of their communicativeness

No	Value of contingency coefficient	Descriptions and Interpretations
1	C= 1	Valid or Perfect correlation
2	C= 0.91-0.99	Valid or High correlation, proportional
3	C= 0.71-0.91	Acceptable or Moderate correlation
4	C= 0.41-0.70	Unsound or Low correlation
5	C= 0.21-0.40	Worthless or Very low correlation
6	C=> 0.2	Unacceptable or No correlation, irrelevant

Adapted from Christiana (2019) and Rojas (2017)

Table 3.3 shows the standard or criteria for the interpretation of the contingency coefficient and the description or the point of interpretation of the results of the quantitative content analysis. The results of quantitative content analysis, which involved a series of step from a mere counting of the frequency of the items to the final determination of the finding, needed to be interpreted against a predetermined criterion. Scholars argue that without considering this pre-determined criterion for interpretation, the computed means, the percentages, and the Sidney Siegel's contingency coefficient remain a mere figure (Shannon-Baker, 2016; Sidek, 2012). This is because quantitative content analysis without the comparison of its qualitative counterpart is commonly interpreted as marked level analysis, providing an objective and descriptive summary of the surface meaning of the data (Sandorova, 2014). Hence, to make the findings as meaningful as possible, every finding or result obtained from the analysis of quantitative content analysis is interpreted using the information indicated in Table 3.3 to determine alignment between the communicativeness of the teaching module and the AA components in CESC. The criterion used to interpret the results can help readers understand what the numbers refer to.

3.7 Summary of the Research Methodology

Table 3.4 highlights the summary of the major methodological aspects of the study vis-à-vis the research questions. Understanding that thematic analysis is a part of content analysis, both terms are used to specifically describe how the data obtained through open-ended items of the questionnaire, classroom observation and FGD because they needed careful and rigorous classification.

Table 3.4.: Summary of Data Sources and Methods of Analysis

S/N	Research Questions	Data Sources	Methods of Analysis
1	What types of AA components do Addis Ababa, Ambo and Wollaga Universities' EFL instructors currently use in CESC?	CESC guidebook, module and assessment documents	Content analysis
		Close-ended questions of the questionnaire	Percentage, mean ranking & weighted mean
		Open-ended questions of the questionnaire, classroom observation checklist) and FGD guide	Thematic analysis
2	How do English major students respond to their instructors' AA in CESC in the universities?	Close-ended questions of the questionnaire	Percentage, mean ranking, weighted mean
		Open-ended questions of the questionnaire, classroom observation checklist and FGD guide	Thematic analysis
3	What are the major challenges that are confronting EFL instructors' practices in the implementation of AA in CESC in the three selected universities?	Close-ended questions of the questionnaire	Percentage, mean ranking, weighted and grand means and Mann Whitney U Test and/or t-test
		Open-ended questions of the questionnaire, classroom observation checklist and FGD guide	Thematic analysis
4	Based on the foregoing questions, what are the strategies for facilitating the alignment between teaching and assessment in CESC?	CESC guidebook, module and assessment documents, open-ended questions of the questionnaire, FGD guide, classroom observation checklist and review of literature	Percentage, mean Pearson correlation and content analysis Thematic analysis and document analysis

Adapted from Creswell (2014), Demir and Pismek, Matz (2014), 2018; Williams and Gendera (2016)

3.8 Validity and Reliability

Various techniques were employed to maintain the validity and reliability (Davies, 2012; Shannon-Baker, 2016) of this study. These included the application of the combination of multiple

and verified methods, measures, theories, and perspectives as well as expert judgments (researcher) (Shannon-Baker, 2016). One of the common techniques employed to ensure the trustworthiness of the data in this mixed research approach was the use of a triangulated data gathering instruments (Shannon-Baker, 2016), which comprised questionnaires, classroom observation, focus group discussion and the analysis of course modules as well as assessment documents to investigate the practices and challenges of AA implementation in CESC at the three sample universities. The collection and analysis of data from several sources such as instructors and students as well as from the teaching modules and assessment tools in this particular study served the investigator ensuring the trustworthiness and soundness of the findings of this study, as explained by Davies (2012). The use of these multiple sources of data allowed for a richer, a more holistic and comprehensive view of instructors' practices and the challenges of the implementation of AA in CESC at the three universities. It also helped elicit information from students' activities and indicated the challenges confronting them as they responded to their teachers' AA tools and strategies, as suggested by Tashakkori & Teddlie (2010).

The second most common technique administered to ensure trustworthiness of this study was the use of multiple research assistants. These assistants participated to assist the researcher in designing research instruments for collecting and analysing the data for the phenomenon under study (Tashakkori & Teddlie, 2010). This reduced the bias of an individual researcher analysing the data from various sources. Thirdly, multiple theories and/or perspectives (three CLT theories), namely, the theories of communicative course design, communicative instruction (ALM) and communicative assessment (AA), were applied in interpreting the data (Kibbe, 2017). The use of multiple theories was helpful in enriching the approach, adding new perspectives to data gathering, analysis and interpretation, as Creswell & Plano Clark (2011) underline.

The fourth common technique to enhance the trustworthiness of this study was methodological triangulation, in which the researcher uses multiple methods to meet the requirement of mixed research approach, as accentuated by Shannon-Baker (2016). According to Shannon-Baker (2016), this reduced the limitations of any individual method by compensating with the strengths of another method. The fifth and most important technique used to promote the

trustworthiness and acceptability of this study was conducting pilot study. In addition to these, validity and reliability were ensured by reviewing relevant and comprehensive literature, increasing sample size and pilot testing of the data gathering instruments to minimize errors as well as considering the ethical issues and research integrity that incorporates honesty, accuracy, objectivity and so on, as argued by Davies (2012).

3.9 Ethical Considerations

The study ensured adherence to ethical principles in respect of both general and UNISA specific research ethical guides. There were essential facts, such as confidentiality, consent, and provision of debriefing, to be considered in this regard based on the nature of the study.

3.9.1 Confidentiality

Using the principles of research ethics stated by Davies (2012), the researcher sought to work to protect the privacy of the teachers and the students' as well as to keep sensitive information confidential. Therefore, to ensure instructors' and students' voluntary participation they were informed that they would be protected and not exposed in anyway (Creswell, 2014; Shannon-Baker, 2016). To this end, they were requested not to write their names on the questionnaires. A coding system, for instructors: Inst1 (response of the first instructor to the questionnaire), Inst2 (response of the second instructor to the questionnaire), inst3 (response of the third instructor to the questionnaire), … and for students: St1 (response of the first student to the questionnaire), St2 (response of the second student to the questionnaire), St3 (response of the third student to questionnaire), … were used for their responses during the collection and analysis of the data.

3.9.2 Informed Consent

The study involved EFL instructors' classrooms observation as well as the administration of questionnaires and FGDs with both students and teachers. The researcher obtained consent from both the students and the instructors at the three universities. To get verbal consent of the respondents, based on Davies' (2012) suggestion, the researcher discussed the issues with

respondents indicating this study would be used exclusively for academic purposes and that the respondents and their responses would be kept confidential. As has already been alluded to, a coding system was assigned to the instruments used for the responses. The researcher also collected ethical clearances from the universities and showed them to the participants at all the three universities. Participants were also informed that they had the right to make any corrections on the information they provided. These ethical considerations were disclosed to the participants before administering all the data gathering tools.

3.9.3   Provision of Debriefing, Counselling and Additional Information

After the data had been collected, the researcher debriefed instructors and students. During the process of debriefing, the researcher informed them about the purpose of the study and cautioned them against dishonesty that may be used to manipulate their understanding of the purpose of the study to protect them from possible harmful effects that may inadvertently arise due to their participation. Although debriefing was performed orally based on the suggestion of Davies (2012), the researcher prepared a debriefing form in writing in non-technical language for the benefit of participants who may have desired to see it. In addition, the researcher also gave chance to the participants to ask questions and give comments regarding any concerns they may have had with respect to the topic of the study. The researcher further provided personal contact information including his name, office number and a reference to contact for further information should it be needed by participants. Finally, the researcher thanked the respondents for their participation in this study.

CHAPTER 4: DATA ANALYSIS AND INTERPRETATION

4.0   Introduction

This chapter presents the analysis and interpretation of the data on the practices and challenges of the implementation of an alternative assessment (AA) in a communicative English skills course (CESC) at three Ethiopian universities: Addis Ababa, Ambo and Wollaga. Based on the principles of convergent parallel mixed data analysis, this chapter presents the research question-based analysis of the data obtained through questionnaire, classroom observation and FGD, as well as the analysis of the teaching and assessment documents. The analysis of the results of the questionnaire is presented first to address every research question. Then, the analysis of the classroom observation and FGD are presented in relation to the main theme of the research question. Similarly, the analysis of the instructional and assessment materials is conducted to determine the alignment between the objectives of the teaching module and the assessment materials used by the instructors at the three universities. Hence, the analysis of the data commences with the analysis of the background of the respondents followed by the examination of the practices in implementing AA in CESC. Next, this chapter describes the analysis of the data how the students responded to the implementation of AA. Then, the alignment between the teaching objectives and the assessment items used by the instructors and the challenges in implementing the AA in CESC is presented. Finally, based on the foregoing analyses, the chapter presents strategies to guide the alignment between teaching and assessment of the intended learning outcomes in CESC.

4.1   Respondents' Background Information

The participation of instructors and students combined in this study sought to solicit both instructors' judgments and students' opinions on the implementation of AA in CESC. In relation to this, Table 4.1 indicates that 128 EFL instructors at the three universities completed and returned the questionnaire to the researcher. Among 128 instructors, 110 (85.9%) were male and 18 (14.1%) were female. Considering each university, 55 (43%), 35 (27.3%) and 38 (29.7%) instructors from AAU, AU and WU responded, respectively, to the questionnaire and returned it to the researcher.

Regarding the length of instructors' service years, 58 (45.3%) of them had served at least for 10 years in teaching at university level, while 70 (54.4%) of them had served less than 10 years at the three universities as illustrated in Table 4.1. In Table 2.1, Addis Ababa University (AAU), Ambo University (AU), Wollaga University (WU) and Frequency (f) are used.

Table 4.1: Instructors' Background Information

S/N	Items	AAU		AU		WU		Total	
		f	%	f	%	f	%	f	%
1	*Gender*								
	4. Male	7	12.7	5	14.3	6	15.8	18	14.1
	5. Female	48	87.3	30	87.7	32	84.2	110	85.9
	Total	55	100	35	100	38	100	128	100
2	*Experience*								
	4. Experienced	33	60	12	34.3	13	34.2	58	45.3
	5. Less experienced	22	40	23	65.7	25	65.8	70	54.7
	Total	55	100	35	100	38	100	128	100
3	*Level of qualification*								
	A. Assoc. Prof. and	2	3.34	1	2.86	2	5.26	5	3.91
	B. Asst. Prof/PhD	12	21.82	2	5.7	5	13.16	19	14.84
	C. MA/MED	41	74.55	32	91.43	31	81.58	104	81.25
	Total	55	100	35	100	38	100	128	100
4	*Pedagogical Training*								
	A. Pedagogically	37	67.3	11	31.4	17	44.7	65	50.8
	B. Pedagogically	18	32.7	24	68.6	21	55.3	63	49.8
	Total	55	100	35	100	38	100	128	100

Regarding instructors' levels of qualification, 24 (18.75%) of the instructors had PhD or an equivalent to PhD degree during the period of the study, whereas 104 (81.25%) of them had graduated with MA/MED. This 18.75% implies that the total number of PhD and above is below the standard set by MOE that states 70% MA and 30% PhD holders and above are expected at each university in Ethiopia. Concerning the mode of the instructors' training, about half, 63 (49.8%) of them had been trained in teaching skills (pedagogical skills), but slightly more than half, 65 (50.2%), of the instructors were teaching at the three universities without pedagogical skills training. However, the education policy states that all university instructors are expected to have

pedagogical training in different modes including higher diploma program (HDP), post graduate diploma training (PGDT) and so forth (MOE, 2004).

On the contrary, information on students' backgrounds was not vital to the objectives of this study as per the heterogeneity of their age, levels of education and learning experiences. All the students had completed grade 12 where they used English as a medium of instruction and learn general English as a subject in Ethiopia. They were assigned to the three universities from all the corners of the country based on the standard of the Ministry of Science and Higher Education (MoSHE). As a result, it is clear that the students have similar proficiency levels in English, but there is no doubt that the students have a diversified linguistic background. Nonetheless, on average, 218 (90.5%) of the students had responded to the questionnaire. Considering the number of students at each university, 123 (88.5%) at AAU, 32 (94.1%) at AU and 63 (92.7%) at WU filled the questionnaire and returned it to the researcher. Apart from the respondents' backgrounds, the following section presents the analysis of data on the practices in implementing an AA in CESC which consists of the use of multiple-assessor strategy, multiple assessment tools and the use of comprehensive, continuous, relevant, and progressive assessment strategies in such order.

4.2   Practices in Implementing AA Components in CESC

The analysis of the practices in the implementation of an AA in CESC was recognised based on the alignment between the items in the teaching and in the assessment materials of CESC. The alignment is, in turn, recognised as a result of the practices in implementing an AA in CESC that entails the implementation of multiple-assessor strategy, multiple assessment tools, and the use of comprehensive, continuous, relevant and progressive assessment strategies in CESC. Therefore, the data gathered through the questionnaire were first analysed and followed by the analyses of the data obtained through classroom observation and FGD. Furthermore, the results of the instructional document analysis were integrated with the results of the analyses of the data obtained through those instruments in this section.

4.2.1 Implementation of Multi-assessor Strategy in CESC

To determine the most frequently used AA strategies in each language domain in CESC, both EFL instructors and the students responded to the matrix of the questionnaires by writing a number from 1 to 5 against each statement to rank in a five Likert scales. In the responses, 5 = *always*; 4 = *often*; 3 = *sometimes*; 2 = *rarel*y and 1 = *never* in using AA multi-assessor strategies. Based on the responses of the participants, the mean score for each statement was computed as summarised in Tables 4.2 and 4.3.

Table 4.2: Instructors' Responses on the Use of Multi-assessor Strategy in CESC by Mean

S/N	AA Strategies	Language Domains in CESC						Weighted Mean
		Speak	Read.	Writ.	Listen.	Vocab.	Gram.	
1	Instructor assessment	4.1	4.8	3.1	2.4	4.7	4.9	4.0
2	Peer assessment	2.2	3.4	2.1	1.4	3.1	3.8	2.67
3	Self-assessment	-	2.2	1.1	1.8	2.7	2.2	1.67
4	Invited guest assessment	-	-	-	-	-	-	0.0
5	Combination of at least two forms	2.2	2.6	1.6	1.2	2.6	2.7	2.15
	Weighted Mean	1.7	2.6	1.6	1.36	2.62	2.72	2.1

The matrix in Table 4.2 presents the mean values of the implementation of multi-assessor strategies (the row) in comparison with the attention given to each component of CESC (the column) in the matrix. Thus, along with the rows of the table, the weighted mean 4.0 reveals that the instructors always assessed the students learning in CESC for themselves rather than using peer- and self-assessments as well as invited guest assessment strategies in all the six language domains in CESC. Even, within the instructors' assessment, the mean values 2.4 and 3.1 confirm that listening and wring skills were given less attention respectively than grammar (4.9), reading (4.8) and vocabulary (4.7) in descending order in CESC.

The rows in the table also demonstrated that instructors did not invite any guest to assess any language domain in CESC during the period of the study at the three universities. However, the analysis of the instructional materials showed that the invited guest assessment strategy was frequently recommended to measure the students' learning outcomes in CESC. Similarly, the weighted mean values 1.67, 2.15 and 2.67 imply that the instructors sometimes employed peer-assessment and self-assessments and rarely integrated two language skills in their assessments in CESC, respectively. In conjunction with the column of the matrix, the weighted mean values 2.72 and 2.62 describe that the instructors relatively employ multi-assessor strategy more frequently to assess grammar and vocabulary knowledge respectively than listening (1.36), writing (1.6) and speaking (1.7) skills in CESC. Generally, the overall weighted mean value 2.1 implies that the instructors' practice in implementing a multi-assessor strategy in all language domains in CESC is insignificant. Nonetheless, the CESC module suggests a variety of AA strategies to match the assessment strategies with the nature of the learning objectives in CESC. To substantiate the responses of the instructors, Table 4.3 illustrates students' responses to the multi-assessor strategies.

Table 4.3: Students' Responses to the Implementation of Multi-assessor strategies by Mean Values

S/N	I am often assessed by:	AA implementation in CESC by Mean Values						Weighted Mean
		Speak	Read	Writ.	Listen.	Vocab.	Gram.	
1	Instructor assessment	3.8	4.6	2.1	1.8	4.6	4.4	3.55
2	Student Peer assessment	2.0	2.1	2.3	1.2	3.0	3.5	2.35
3	Student Self-assessment	2.1	3.7	2.8	1.5	4.5	1.9	2.75
4	Invited guest assessment		-	-	-	-	-	0.0
5	Combination of the three assessment forms	1.2	2.3	2.6	1.1	2.3	2.2	1.59
	Weighted Mean	1.82	2.54	1.96	1.12	2.86	2.4	2.12

In Table 4.3, the rows illustrate the implementation of an AA strategy to assess the entire language domains, and the columns show how a language domain in CESC is assessed by a variety of AA strategies in CESC. Concerning students' responses on the use of multi-assessor strategies, the mean value 3.55 in the table confirmed that instructors often assessed students' work in CESC for themselves. Moreover, the mean value 2.73 shows that slightly more than half, 119 (55%), of the students confirmed the fact that their instructors hardly ordered them to assess their own works

in CESC. The students also disclosed that they were rarely assessed by their peers (2.35) or by means of a combination of instructors, peer- and self-assessment strategies (1.59). To note is the fact that, students complained that they were never assessed by the invited guest in CESC at the three universities during the period of the study. This might be because of the fact that the respective guests do not have time to attend.

In relation to the implementation of a variety of AA strategies in each of the language domains, the mean values in the brackets imply that instructors at the sample universities gave more attention to reading skills (2.54), grammar (2.4) and vocabulary knowledge (2.86) than to listening (1.12), speaking (1.82 and writing (1.96) skills in CESC. These findings are consistent with the findings of the document analysis made, as illustrated in Tables 4.20- 4.21. In addition to the multi-assessor strategies, the following section further discusses the use of multiple AA tools in CESC.

4.2.2 Implementation of Multiple AA Tools in CESC

This section discusses the results of the analysis of the instructors' responses to the types of AA tools they frequently use in CESC. Also presented here is the summary of the mean values for the instructors' responses to how often they use each tool in CESC. Accordingly, Table 4.4 below presents the summary of the mean values in the matrix of instructors' responses to the use of multiple AA tools in CESC. To this end, instructors responded to the questionnaire by writing a number from 1 to 5 against a five Likert scales, that is, 5 = *always*; 4 = *often*; 3 = *sometimes*; 2 = *rarely* and 1 = *never* in implementing AA tools in CESC, as summarised in Tables 4.4 and 4.5.

In relation to the use of multiple AA tools in CESC, Table 4.4 illustrates the data in matrix, alongside with both the rows and the columns in the table. The rows represent the use of an AA tool in the six language domains, and the columns signify the assessment of each language domain in CESC by multiple AA tools. In relation to this, most (95%) of the instructors always use test items (4.75) to measure the students' performance in CESC for the purpose of 'assessment of

learning'. Similarly, three-fourth (75%) of the instructors often used individual work (3.7) and sometimes employed homework/assignments (3.53) and question-answer activities (3.45) in CESC.

Table 4.4: Instructors' Responses to the Implementation of AA Tools in each Language Domain in CESC by Mean and Weighted Mean

S/N	AA Tools	Language Domains in CESC						Weighted Mean
		Speak	Read	Writ.	Listen	Vocab.	Gram.	
1	Test items	4.8	4.9	4.8	4.4	4.8	4.8	4.75
2	Question-answer	3.8	4.9	2.6	2.1	4.1	3.7	3.53
3	Informal observation	2.1	3.4	2.6	2.1	2.8	2.4	2.57
4	Peer teaching	2.2	2.9	1.8	1.0	2.4	2.1	2.07
5	Inter-student interview	2.2	-	-	2.2	-	-	0.67
6	Audiotapes	1.7	-	-	1.1	3.2	-	1.0
7	Small group works	1.3	4.2	3.2	0.6	3.8	3.8	2.82
8	Individual works	2.2	4.6	2.8	2.9	4.9	4.8	3.7
9	Class works	1.3	3.9	1.4	2.3	2.7	2.4	2.33
10	Homework/assignment	2.4	4.9	2.6	1.3	4.6	4.9	3.45
	Weighted Mean	2.4	3.37	2.18	2.00	3.33	2.89	2.69

As clearly stated in the table, the instructors seldom used inter-student interviews (0.67) and audiotape recordings (1.0) to assess language domains in CESC at the three sample universities. The weighted means 3.37, 3.33 and 2.89 also exhibit that the instructors gave relatively better emphasis to reading skill, vocabulary, and grammar knowledge respectively than to listening (2.00), writing (2.18) and speaking (2.4) skills in relation to the implementation of AA tools. To develop weightier argument for this issue, Table 4.5 presents the analysis of the students' responses to the implementation of AA tools in each language domain in CESC.

Table 4.5 presents the analysis of students' responses to the implementation of multi-assessment tools in CESC at the three sample universities. In conjunction with the students' responses, the mean value 4.62 in the table exhibits that 201(92.2%) of the students were usually assessed by test items in all the language domains in CESC. Following the test, the students confirmed that their instructors most frequently implemented individual work (4.45), assignment (4.27), class works (3.27) and question-answer (3.17) activities to assess their performance in the

six language domains in CESC at the three universities during the period of the study. By the same token, students complained that the instructors usually used test items to decide 92% of students' grades, as indicated in the table below.

Table 4.5: Students' Responses to the Implementation of AA Multi-assessment Tools

S/N	AA Tools	Language domains in CESC						Weighted Mean
		Speak	Read	Write	Listen	Vocab.	Gram.	
1	Test items	4.9	4.8	4.7	3.6	4.8	4.9	**4.62**
2	Question-answer	3.2	3.6	3.3	1.2	3.9	3.8	3.17
3	Informal Observation	2.1	3.1	2.5	2.2	2,7	2.3	2.48
4	Peer teaching	1.9	3.2	2	2.0	1.5	2.3	2.15
5	Inter-student	3.1	3.3	-	2.0	-	-	1.4
6	Audiotapes	1.3	-	-	1.8	3.7	-	1.13
7	Small group works	1.1	2.6	3.3	1.7	3.9	3.6	2.70
8	Individual works	4.6	4.7	4.6	3.3	4.8	4.7	4.45
9	Class works	1.4	4.8	2.1	2.1	4.4	4.8	3.27
10	Assignment/homewor	4.3	4.8	4.7	2.4	4.8	4.6	4.27
Weighted Mean		2.79	3.40	2.72	2.41	3.34	3.1	2.96

As illustrated in Table 4.5, instructors used homework/assignments and very few individual and group work, projects, and peer-teaching activities to decide only 8% of their grades. On the other hand, the mean values in the brackets describe that vocabulary (3.74), grammar (3.64) knowledge and reading skills (3.53) received relatively higher attention than listening (2.88), speaking (2.90), and writing skills (3.38) at the three universities. The results of the instructional document analysis also confirm similar claims with these findings (see Table 4.12, 4.20 & 4.21). On the whole, instructors do not employ a variety of AA tools in CESC. The following section discusses the comprehensiveness of instructors' assessment practices in CESC.

4.2.3 Use of Comprehensive Assessment in CESC

This section presents the analysis of the data in relation to the comprehensiveness of AA strategies and tools which convey the multidimensionality and the inclusiveness of the AA strategies to measure the students' knowledge, attitude and skill based on the nature and requirement of CESC. This analysis includes the use of formal and informal assessment strategies

in CESC, as summarised in Tables 4.6 and 4.7. In the tables, **"f"** refers to the frequency of the data in each table.

Table 4.6: Instructors' Responses on the Comprehensive Use of AA in CESC by Percentages and Means

S/N	How often do you:	Statistics	Usually	Often	Sometimes	Rarely	Never	Total	Mean
1	Use a variety of assessment techniques to assess a language objective in the course?	f	-	-	51	57	20	128	2.24
		%	-	-	39.8	44.5	15.6	100	
2	Assess at least two or more than two language objectives in the course in integrative way?	f	23	21	59	15	10	128	3.25
		%	18	16.4	46.1	11.7	7.8	100	
3	Assess the vocabulary knowledge of the students in the course?	f	51	58	9	10	-	128	4.17
		%	39.8	45.3	7.3	7.8	-	100	
4	Assess the grammar knowledge of the students in the course?	f	49	51	23	5	-	128	4.13
		%	38.3	39.8	18	3.9	-	100	
5	Assess the attitude of the students towards the course?	f	12	11	35	40	30	128	2.49
		%	9.4	8.6	27.3	31.3	23.4	100	
6	Assess the motivation of the students towards the course?	f	13	14	41	31	29	128	2.62
		%	10.2	10.9	32.0	24.2	22.7	100	
7	Assess the speaking skills of the students in the course?	f	11	14	45	47	11	128	2.74
		%	8.6	10.9	35.2	36.7	8.6	100	
8	Assess the reading skills of the students in the course?	f	59	48	21	-	-	128	4.3
		%	47.1	37.5	16.4	-	-	100	
9	Assess the writing skills of the students in the course?	f	12	11	42	50	13	128	2.7
		%	9.4	8.6	32.8	39.1	10.2	100	
10	Assess the listening skills of the students in the course?	f	9	14	47	50	8	128	2.86
		%	7.0	10.9	36..7	39.1	6.25	100	
Weighted Mean									3.15

With respect to the comprehensive use of AA in CESC, the mean values in Table 4.6 portrays that most (82.6%) of the instructors often assessed students' grammar (4.13) and vocabulary (4.17)

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knowledge and their reading skills (4.3) using test items in CESC. Evidently, they rarely (2.24) used a variety of AA techniques to assess the intended learning objectives in CESC. Similarly, they infrequently assessed students' motivation (2.62), writing (2.7), speaking (2.74) and listening skills (2.86) as well as students' ability in integrating the four language skills (3.25) in CESC. Moreover, they hardly checked students' attitudes towards the nature of CESC (2.49) at all three universities. Overall, the weighted mean 3.15 reveals that very few of the instructors assessed a few of the language objectives in CESC in an integrative manner. Table 4.7 displays students' responses to the comprehensiveness of the instructors' AA in CESC.

Table 4.7: Students' Responses to the Comprehensiveness of AA in CESC

S/N	*How often does your instructor*	Statistics	Usually	Often	Sometimes	Rarely	Never	Total	Mean
1	Assess your motivation towards the course?	f	-	-	58	77	93	228	
		%	-	-	25.4	33.8	40.8	100	1.85
2	Assess your interest towards the course?	f	21	23	59	65	50	218	
		%	9.6	10.6	27.1	29.8	22.9	100	2.54
3	Assess your vocabulary knowledge in the course?	f	99	63	51	10	-	223	
		%	44.4	28.3	22.9	4.5	-	100	4.13
4	Assess your speaking skills in the course?	f	49	51	93	25	-	218	
		%	22.5	23.4	42.7	11.5	-	100	2.65
5	Assess your reading skills in the course?	f	101	81	35	10	-	227	
		%	44.5	35.7	15.6	4.4		100	4.16
6	Assess your writing skills in the course?	f	13	14	71	81	49	228	
		%	5.7	6.1	31.2	35.5	21.5	100	2.39
7	Assess your listening skills in the course?	f	-	25	45	97	53	220	
		%	-	11.4	20.5	44.1	24.1	100	2.19
8	Assess your grammar knowledge in the course?	f	109	68	51	-	-	228	
		%	47.8	29.8	22.4	-	-	100	4.25
9	Assess your interest towards the assessment tools they use?		22	21	57	63	55	218	
			10.1	9.6	26.2	28.9	25.2	100	2.51
Weighted Mean									2.96

Regarding the use of comprehensive assessment in CESC, the mean values 4.16, 4.25 and 4.13 in Table 4.7 reveal that 185 (85%) of the students underlined that their instructors often assessed their reading skills, grammar, and vocabulary knowledge respectively at the three universities. Similarly, students confirmed that their instructors sometimes assessed their speaking

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skills (2.65), check their interests towards CESC (2.54) and AA tools (2.51) in the teaching-learning process in CESC. The students complained that the instructors rarely checked their students' motivation towards the CESC (1.85) at the three universities. On the whole, instructors did not comprehensively substantiate their assessment in CESC (2.96) at the three universities. The following section discusses the progressiveness of AA in CESC.

4.2.4   Progressiveness, Continuity and Relevance of AA in CESC

This section discusses instructors' and students' responses to continuity, progressiveness, and suitability of instructors' assessment practices with respect to the intended confluence of instruction activities in CESC. In this regard, instructors' responses are indicated in Table 4.8.

Table 4.8: Instructors' Responses on the Progressiveness of AA in CESC

S/N	How often do you:	Statistics	Always	Often	Sometimes.	Rarely	Never	Total	Mean
1	Check the alignment between your assessment tools and the instructions?	f	9	13	49	53	4	128	
		%	7.0	10.2	38.3	41.4	3.1	100	2.76
2	Implement continuous assessment in the course?	f	13	17	54	41	-	125	
		%	10.4	13.6	43.2	32.8	-	100	3.02
3	Determine students' individual learning differences in CESC?	f	9	14	59	39	7	128	
		%	7.0	11.0	46.1	30.5	5.5	100	3.62
4	Determine students' learning styles in CESC?	f	7	13	57	42	5	124	
		%	5.7	10.5	46.0	33.9	4.0	100	2.24
5	Check students' learning progress through feedback?	f	18	11	59	40	-	128	
		%	14.1	8.6	46.1	31.3	-	100	3.05
6	Identify the problem area for remedial attention in CESC?	f	7	14	38	61	8	128	
		%	5.5	11.0	29.7	47.7	6.3	100	2.91
7	Implement continuous feedback based on the result of assessments?	f	8	11	46	62	-	127	
		%	6.3	8.7	36.2	48.8	-	100	2.72
8	Implement continuous interventions based on the result of assessments?	f	10	7	39	63	9	128	
		%	7.9	5.5	30.5	49.2	7.0	100	2.58
9	Check the suitability of an AA tool to language objectives in CESC?	f	11	23	37	57	-	128	
		%	8.6	18	28.9	44.5	-	100	2.91
10	Check the suitability of an AA tool to learners' learning styles?	f	12	17	39	56	3	127	
		%	9.5	13.4	30.7	44.1	2.4	100	2.84
11	Check the suitability of an AA tool to learners' learning outcomes?	f	17	9	41	51	10	128	
		%	13.3	7.0	32.0	39.8	7.8	100	2.78
Weighted Mean									2.86

The mean value 3.62 in Table 4.8 shows that the instructors at the three universities often checked their students' individual learning differences in CESC. They also occasionally checked the suitability of their assessment tools (2.72) to the instructional activities in CESC module. However, instructors intermittently used CA to determine students' language ability (3.02), their learning progress through feedback (3.05) and their problem areas for remedial consideration (2.91) at the three universities. To that end, they occasionally gave interventions to fill students' learning gaps (2.58) in CESC. They also occasionally checked the suitability of an AA tool to the learners' learning outcomes (2.78), individual learners' learning styles (2.86) and to the language objectives (2.91) in CESC. However, instructors reported that they rarely (2.24) checked the appropriateness of their assessment tools to the students' individual learning styles and levels of language proficiency in CESC. In this vein, Table 4.9 demonstrates students' responses.

Table 4.9: Students' Responses to the Progressiveness, Continuity and Relevance of AA in CESC by Percentage, Mean and Weighted Mean

S/N	How often does your instructor	Statistics	Always	Often	Sometimes	Rarely	Never	Total	Mean
1	Assess what you have been taught in the course?	f	9	13	89	103	4	218	
		%	4.1	6.0	40.8	47.3	1.8	100	2.63
2	Implement continuous assessment in the course?	f	15	19	94	91	11	230	
		%	6.5	8.3	40.9	39.6	4.8	100	2.72
3	Asks your problem area for tutorial action in the course?	f	9	14	99	89	7	228	
		%	4.1	6.4	45.4	40.8	3.2	100	2.67
4	Give you continuous feedback based on your result assessment?	f	11	13	97	92	11	224	
		%	4.9	5.8	43.3	41.1	4.9	100	2.65
5	Give you tutorials after his/her assessment result in CESC?	f	10	11	89	90	18	228	
		%	4.6	5.1	40.8	41.3	8.3	100	2.56
6	Set all assessment items from the module to assess your language?	f	7	14	98	91	8	228	
		%	5.5	11.0	44.95	41.7	6.3	100	2.64
	Weighted Mean								2.65

The mean values in Table 4.9 represent the students' opinions that their instructors occasionally used CA to determine their learning gaps (2.72), to close the gaps with tutorial

sessions (2.67) and to give them feedback based on the result of assessments (2.65) in CESC. The students recognised that their instructors rarely gave tutorials (2.56) to assist them based on their assessment results in CESC. Notably, students complained that instructors sometimes assessed what they had not taught (2.63), which means, instructors occasionally set assessment items in relation to the intended learning objectives in the CESC module (2.64). This finding implies that the instructors rarely assessed what they taught in CESC which, according to Iyer (2015), can have a negative backwash effect in teaching CESC. Table 4:10 illustrates the difference between the opinions of the instructors and the students on the implementation of AA components in CESC by Mann-Whitney U Test.

Table 4.10: Mann-Whitney U Test Results on the implementation of AA components in CESC

S/N	What components of AA do EFL instructors employ to assess CESC at the three universities?	Respondents Instructor (1) *	Student (2)	Sum of Ranks (R₁)	U1	Z
1	Implementation of multi-assessor strategy in CESC	2.1	2.12	7563	8454	0. 54
2	Implementation of multiple AA tools in CESC	2.69	2.96	9757	9550	0.69
3	Use of comprehensive assessment in CESC	4.15	2.96	7032	6103	0. 64
4	Progressiveness, continuity and relevance of AA in CESC	2.86	2.65	7598.	7311	0.51
	Overall implementation of AA in CESC	2.95	2.67	7163	7097	0.46

The standard deviations ranged for 1. 12-2.21 for instructors and from 1.13-2.31 for students

The results of Mann-Whitney U Test in Table 4.10 indicate that there is no difference between the opinions of the instructors and the students in the implementation of AA in CESC. In other words, both the instructors and the students had similarly opinions with the implementation of multi-assessor strategies (z = 0.54), the multiple AA tools (z = 0.69) and the use of comprehensive assessment (z =0.64) and the progressive, continuous, and relevant AA in CESC (z =0.51) at the three universities. The overall result of Mann-Whitney U Test (z = 0.46) confirms the same finding that there is no difference among the universities in implementing AA in CESC. A Kruskal-Wallis Test was also made to determine the difference between the opinions of the instructors and the students in relation to the three universities, as indicated in Table 4.11.

Table 4.11: Kruskal-Wallis Test Results on the Difference among the Three Universities

Item	Universities	N	Mean Rating	SD	R²	T	P-value at 0.05
Implementation of AA in CESC at the universities	Addis Ababa	194	2.71	2.63	1424.76	0. 257	0.579
	Ambo	89	2.98	2.89	790.76		
	Wollaga	106	2.89	3.16	819.55		
Total		389	2.74	2.92	3035.07		

R^2 represents the sum of mean ranks square of each university; df was 2.

As indicated in Table 4.11, there were 398 respondents in total, with 194 from Addis Ababa University, 89 from Ambo University, and 106 from Wollaga University. The mean rank square of all observations was 3035.07. The summary result of Kruskal–Wallis Test (t =0.257 with p = 0.579 at *p*-value of < 0.05) reveals that there was not a statistically significant difference among the three sample universities in implementing the components of AA in CESC. To support this argument, the following section presents the analysis of data obtained through classroom observations and FGDs at the three universities.

4.2.5 Classroom Observation Data Analysed

Most of the results of the analysis of the classroom observations confirm similar findings to the claims acquired by the analysis of the data obtained through the questionnaire in relation to the implementation of AA in CESC. The analysis of the data obtained using the three-dimensional classroom observation protocol (3D-LOP) highlights how the instructors practically attempted to align their assessment techniques with their teaching activities and with the centrally developed CESC curriculum. To this end, nine instructors' classrooms (three at each university) were observed two times each while they were teaching different language domain at the three universities. Two of the nine observed instructors were female. All the 18 classroom observations were supplemented by pre- and post-observation conferences. The classroom observation purposively included all the six language domains in CESC. As the part of the practices in implementing an AA in CESC, this section mainly focuses on the use of multi-assessor strategies and multiple assessment tools. The

results of the analyses of the assessment materials illustrated in Table 4.12, and the data obtained through classroom observation were integrated to demonstrate the implementation of both the formal and informal assessment items used at the three universities during the period of the study.

Table 4.12: Assessment Items Employed in CESC at the Three Universities

S/N	Assessment tools	Addis Ababa		Ambo		Wollaga		Total	
		f	%	f	%	f	%	f	%
Close-ended assessment forms									
1	Multiple choice	47	20.26	43	21.12	49	24.26	139	21.99
2	True or false	16	6.9	15	7.58	14	6.93	45	7.12
3	Matching	23	9.91	24	12.12	26	12.87	73	11.55
4	Gap-filling	20	8.62	17	8.58	16	7.92	53	8.39
5	Short answer	26	11.21	19	9.6	24	11.88	69	10.92
6	Conversion: from one form to another form	18	7.76	15	7.58	16	7.92	49	7.75
7	Rearranging words or sentences into correct forms	12	5.17	12	6.06	16	7.92	40	6.33
	A. Total open-ended items	162	69.83	145	73.98	161	79.7	468	74.05
Open-ended assessment forms									
1	Freer paragraph writing	7	3.02	4	2.02	3	1.49	14	2.21
2	Controlled paragraph writing	14	6.03	8	4.04	8	3.96	30	4.75
3	Essay writing	12	5.15	6	3.03	3	1.49	21	3.32
4	Home work	7	3.02	10	5.05	8	3.96	25	3.96
5	Group work	6	2.59	7	3.54	5	2.48	18	2.85
6	Presentation	6	2.59	3	1.52	4	1.98	13	2.06
7	Attendance	2	0.86	0	0.0	2	0.99	4	0.63
8	Project	4	1.72	5	2.53	3	1.49	12	1.9
9	Class work	12	5.12	10	5.05	5	2.48	27	4.27
	B. Total close-ended	70	30.17	53	26.78	41	20.06	164	25.95
	A+B. Grand total	132	100	198	100	202	100	632	100

Concerning multi-assessor strategies, a summary of the 18 classroom observations of nine instructors at the three universities revealed that all the instructors frequently assessed their students' performances for themselves. In fact, the purpose of instructors' assessments was mainly related to the 'assessment of learning' and the 'assessment as learning'. In addition to these

assessment practices, only two instructors at different universities were observed using peer-assessment. No instructor was observed employing students' self-assessment and the invited guest assessment during the period of the study. This implies that the instructors at the three universities never employed multi-assessor strategies in CESC.

With respect to the formal assessment items, Table 4.12 reveals that about three-fourths, 468 (74. 05%), of the total (632) items/questions were close-ended type items, whereas, about one-fourth, 164 (25.95%), of the assessment items were open-ended during during 2018 and 2019. Considering the specific contexts of each university, only 70 (30.17), 53 (26.78) and 41 (20.3%) of the open-ended items appeared in their assessment materials at Addis Ababa, Ambo and Wollaga universities respectively. The instructors' dominant assessment items included 22% multiple choices, 11.55% matching, 10.92% short answer and 8.39% gap-filling items which constitute more than half, 334 (53%), of the total assessment items.

In addition to the instructors' formal assessment tools aforementioned, instructors at the three universities also employed a variety of informal assessment tools/methods during the period of classroom observations. Most of the instructors mainly used question-answer activities, homework, class work and other individual activities to measure the students' learning in CESC. Almost all the instructors employed multiple choice, true-false, matching, gap-filling, conversion from one form to another form of language domains, summary writing, writing descriptive text and job application letter items in CESC for the purpose of the 'assessment of learning and for the 'assessment as learning'. However, only three of the instructors occasionally employed assignments, pair and group works and informal observations to assess the language domains in CESC for the purpose of the 'assessment as learning'. Two instructors randomly used some elements of presentation and critical reading, brainstorming activities and dialogue in CESC for the same purpose. However, no instructor employed portfolio, public speech/debate, peer-teaching, report writing project, debate, role play, and so forth during the observations of the classrooms. Surprisingly, most of the instructors were either reading the reading text loudly to the students, discussing the questions set from the text in the classroom or giving the reading comprehensions activities for the students as

homework. During the post-conference time all the instructors were asked why they prefer certain type of assessment strategies and tools to other. The responses of the instructors summarised beneath.

We choose certain assessment methods over other for several reasons. These include the coverage of the contents of the course, time constraints, students' motivation, and genuineness. Doing every activity in the module, for example, self-assessment parts, which are presented at every unit, puts a problem on the coverage of the contents of the materials. Peer-teaching, portfolio, project work, debate, role play, and so forth waste an enormous number of instructors' and students' time. Even if we use these assessment tools, the students cannot properly complete and respond to these tools because of their deficient English language. Rather than doing for themselves, the students usually want other persons they think academically better than them to have the assessment done by them. Moreover, they often do not genuinely respond to the peer-and self-assessment.

As illustrated in the quotation, the voice of the instructors implies that the instructors had not addressed the question of "why they assess". The assessment strategies and tools employed by the instructors paradoxically seemed to be aligned with their beliefs/perceptions. This is because deep learning is not considered by the instructors as an important goal of higher education/university. The instructors did not employ a variety of AA strategies and tools to measure the students' language use. Rather, they excessively used boring TA tools and very few elements of AA, discouraging self-and peer-assessment, responsibility, and initiative of the learner; they put a premium on the coverage of contents at the expense of depth learning which led students to adapt surface learning, fostering extrinsic motivation and dependency, empowering instructors, not students.

All things considered, most of the instructors were unsuccessful in aligning the three dimensions of teaching-assessment processes: curriculum, teaching and assessment to each other as

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expected in CESC. Paradoxically, the TA methods used by the instructors seem to go well with the lecture and gaped-lecture methods they employed in teaching, but not with communicative nature of the objectives in CESC. Another surprising finding was that, using the same CESC module and teaching the same topic, the instructors' assessment practices in CESC were highly inconsistent from university to university and from instructor to instructor. In other words, while some instructors used some elements of AA, others used exclusively TA approaches, even within the same university. This shows that the instructors might design their test items from the content which are out of the module to measure the objectives in CESC. This is because the summary of the classroom observations reveals that most of the instructors' employ TA approaches in CESC. In order to supplement this argument, the following section presents the analysis of data obtained through the FGDs.

4.2.6 Focused Group Discussion Data Analysed

The results of the FGDs also proved similar finding with the findings of the analysis of data obtained through the questionnaire and classroom observation as well as the analysis of the CESC instructional materials with respect to the implementation of an AA in CESC. Six PGDS (one for instructors and the other one for students at each university) were separately conducted at the three universities. In the analysis of the instructors' FGDs, the information obtained during the informal discussions was also considered because, during the formal discussions, some participants were not telling what they were doing during their assessment practices. Thus, the researcher considered that they were more relaxed to provide realistic information in the informal talks during tea-time and other times where no recordings were made. Regarding practices in implementing an AA in CESC, the FGDs' guiding questions incorporated the use of instructor-assessment, peer-assessment, self-assessment and invited guest-assessment and many other AA tools.

Contrary to the results of classroom observation, a summary of the results of the analysis of the FGDs showed that instructors aligned their assessments with their teaching and with the nature of the objectives in CESC. In fact, most of the results of the data acquired from instructors through the questionnaire indicate similar findings with results of the FGDs. During the FGDs, instructors

claimed that they employed a variety of strategies in order to minimise the unnecessary discrepancies in the instructors' assessments in CESC. For example, they used harmonised curricula to make their teaching and assessment practices uniform. They also established a CESC coordinating committee to design and set SAs at each university in order to avoid unreasonable variations among the instructors in deciding students' grades in CESC. The instructors further reported that they decided to teach what was designed in the CESC module and to assess based on the directives given by the MOE for similar purpose. In other words, they did not plan any more lessons or additional tutorials to meet the learners' learning styles and learning outcomes in CESC. Evidently, they carried out CAs individually that account for about 50% of the students' grades at the three universities.

Surprisingly, the FGDs indicated that no one desired to be labelled as a 'non-communicative instructor'. This is because they knew that the label 'non-communicative instructor' is degrading and may be taken to mean an instructor is mindless of his/her duties or just incompetent. Although the instructors claimed in their FGDs and in their questionnaire that they aligned their assessments with the design of CESC curriculum, the analysis of the classroom observation indicates that there were discrepancies between their words and their practices in implementing AA in CESC at the three universities. In other words, when they were required to express their opinions about their practices in implementing an AA in CESC, surprisingly, one of the instructors wanted to know the difference between CA and AA. Four of the 18 instructors who participated in the three FGDs at the three universities invariably listed TA items as the components of AA strategies and tools. After the researcher and his assistants redirected their discussions to elicit needed information in relation to the instructors, most of them confessed that, in practice they used more of TA approaches to measure their students' performances in CESC. This implies that there were some differences between what the instructors said and what they did in their assessment practices in CESC.

In addition to the instructors' FGD, the summary of the three students' FGDs complements the findings of the preceding data analysis on practices in implementing an AA in CESC. During the students' FGDs, the students were first given a list of 49 plausible AA tools. Then, the facilitators of the FGDs explained what the tools were. Next, the students were asked to identify the

type of AA tools their instructors might use to assess their learning in CESC. A student from the participants of FGD forwarded the following points that all the participants emphasised.

> We do not know most of the assessment tools included in this list. For example, we are introduced today to portfolio, rubrics, journals, videotapes, diaries, conferences, narrative/anecdotal etc. Most of the time, we are assessing through tests in the classroom. Most of our instructors mainly use multiple choices, true-false, matching, gap-filling, conversion of one form or another and summary writing, paragraph writing, home-taken assignments and letter writing to assess our learning in reading skills, grammar/structure, and vocabulary knowledge, and writing skills in CESC. We do not learn and are not assessed on listening and speaking skills because of the absence of technological devices. Our instructors sometimes give us projects and assignments that we cannot respond to because of the constraints of material resources. We have not yet assessed using any technological devices.

The results of all students' focused group discussions confirmed that instructors usually employed test items to decide their grades. Furthermore, the students confirmed that their instructors rarely used project, assignments, individual reading assignments, pair and small group assignments to decide their grades at the three universities. They also asserted that their instructors mainly used question-answer, informal observation, homework, and classwork for the purposes of assessment as learning in CESC. However, no student mentioned portfolio of learning, questionnaires, or any kind of rubrics, journals, videotapes, diaries, conferences, formal observation, checklist, narrative/anecdotal assessment, rating scale, action research presentation, project, dialogue, role play, peer and self-assessments, the invited guest assessment as their instructors' assessments in CESC.

To sum up, FGDs confirmed that most of the instructors usually assessed their learning outcomes in CESC using TA items. Moreover, very few instructors used peer- and self-assessment

strategies, pair and group work, individual activities, observation, and brainstorming activities for the purposes of 'assessment as learning' in CESC. They mainly used multiple choices, true-false, matching, gap-filling, conversion of one form or another and very limited use of summary writing, descriptive text, home-taken assignments, and job application letters to decide their students' grades in CESC. However, although instructors commonly expressed in their FGDs that they employed a variety of AA strategies and tools, none of the instructors employed portfolio project presentation, public speech, peer-teaching, dialogue, debate, report writing project, role play and so forth during the observations of the classrooms. In short, most of the instructors' assessments in CESC were incompatible with the nature of the intended outcomes of CESC. Compared with the arguments underlined in Davies (2013), Nasab (2015), Rojas (2017), Temesgen (2017), Wubshet (2015), the overall summary of the analysis of data highlights that instructors were unsuccessful in implementing AA strategies in CESC. Further, the following section presents the analysis of data obtained through the questionnaire on how the students' respond to their instructors' AA strategies in CESC.

4.3 Students' Reactions to their Instructors' AA Strategies

Students' active participation in this study was used to determine their lived experiences as the beneficiaries of the practices of AA in CESC. Conversely, the students' lived experiences in responding to their instructors' AA was used to crosscheck the reliability of instructor's responses at this stage of the study. In relation to the students' reactions to their instructors' AA strategies and tools, findings are summarised in Table 4.13. Based on the percentages and the mean values in Table 4.13, 116 (90%) of the instructors asserted that most of the students were happier to participate in instructors' assessment (4.50) than in self-assessment (2.31) and peer-assessment (2.31) because they thought that instructors' assessment is more reliable than the others. However, half, 64 (50%) of the instructors confessed that the students wished that they would sometimes be assessed by invited guests (2.50) in CESC

Table 4.13: Instructors' Responses to Students' Reactions to AA by in CESC

S/N	I feel students:	Statistics	Always	Often	Sometimes	Rarely	Never	Total	Mean
1	Participate more in teacher assessment than other forms	f	69	47	12	-	-	128	4.50
		%	53.9	36.7	9.4	-		100	
2	Participate more in self-assessment than other forms.	f	13	12	14	51	38	128	2.31
		%	10.2	9.4	10.9	39.8	29.7	100	
3	Participate more in peer-assessment than other forms.	f	14	11	15	49	39	128	2.31
		%	10.9	8.6	11.7	38.3	30.5	100	
4	Participate more in invited guest-assessment processes than other.	f	19	17	14	37	41	128	2.5
		%	14.8	13.3	10.9	28.9	32.1	100	
5	Do all group assessment for themselves rather than having it done by others	f	12	21	52	35	8	128	2.95
		%	9.4	16.4	40.6	27.3	6.3	100	
6	Do all home-taken individual assessments for themselves.	f	13	19	53	37	6	128	2.97
		%	10.2	14.8	41.4	28.9	4.7	100	
7	Participate properly in classroom group activities or discussions	f	23	21	23	34	27	128	2.84
		%	18.8	16.4	18.8	26.6	21.1	100	
8	Attend properly to tutorials when instructors invite them to do so	f	21	25	39	40	3	128	2.86
		%	16.4	19.5	30.5	31.3	2.3	100	
9	Participate properly in paired activities and assignments	f	25	19	42	40	2	128	2.88
		%	19.5	14.8	32.8	31.3	1.6	100	
10	Participate properly in individual, classroom activities.	f	28	21	48	31	-	122	3.13
		%	21.9	16.4	37.5	24.2	-	100	
Weighted Mean									2.48

. The percentages and the mean values in Table 4.13 also portray the responses of the instructors at the three universities on a variety of issues related to the reaction of the students in using AA in CESC. In relation to students' cheating, the mean values 2.95 and 2.97 depict that 77 (60.2%) of the instructors confirmed that the students sometimes did not do group assessments (2.95) and individual assignments (2.97) for themselves; they gave the group assessments and individual assignments to other people, whom they thought that they are academically better than them, to have the assignments done by them. Additionally, 75 (57%) of the instructors admitted that few students occasionally partook in classroom group discussions (2.84), in tutorials (2.86), in pair works (2.88) and in individual classroom activities (3.13) in CESC. Table 4.14 summarises student's behaviour and observations confirmed by instructors.

Table 4.14: Students' Responses to their Reaction towards the Instructors' AA in CESC

S/N	I am happy when my communicative English skills course instructor makes me:	Statistics	Always (	Often	Sometimes	Rarely	Never	Total	Mean
1	Participate more in teacher assessment than other forms	f	99	74	39	6	-	218	
		%	45.4	34.0	17.9	2.8	-	100	4.22
2	Participate more in self-assessment than other forms.	f	93	71	42	12	-	218	
		%	42.7	32.6	19.3	5.5	-	100	4.12
3	Participate more in peer-assessment than other forms.	f	23	34	97	37	30	221	
		%	10.4	15.4	43.9	16.7	13.6	100	2.92
4	Participate more in invited guest-assessment than other forms.	f	73	79	47	31	-	230	
		%	31.7	34.4	20.4	13.5	-	100	3.84
5	Do all home-taken group assignments for themselves rather than having it done by others.	f	12	34	98	74	-	218	
		%	5.5	15.6	45.0	34.0	-	100	2.93
6	Do all home-taken individual assessments for themselves rather than having it done by others.	f	46	77	99	8	-	230	
		%	20.0	33.5	43.0	3.5		100	3.70
7	Participate in classroom group activities or discussions.	f	11	37	101	48	21	218	3.14
		%	5.1	17.0	46.3	22.0	9.6	100	
8	Attend to different tutorials in the course.	f	57	49	86	26	-	218	2.11
		%	26.2	22.5	39.5	11.9	-	100	
9	Participate in paired assignments and activities	f	26	35	97	51	9	218	
		%	11.9	16.1	44.5	23.4	4.1	100	3.08
10	Participate in individual classroom activities.	f	57	58	96	7	-	218	
		%	26.2	26.5	44.0	3.2	-	100	3.76
Weighted Mean									3.51

The mean values 4.22 and 4.12 in Table 4.14 emphasised that 185 (85%) of the students asserted that they often partook more in instructors' assessment and self-assessment respectively than peer-assessment (2.92) which is exactly in line with the instructors' opinions on the same issues. Besides, more than three-forth, 168 (77%) of the students at the three universities pronounced that they wished to often be assessed by invited guests (3.84) in CESC. Furthermore, most, 131 (60%) of the students confessed that they sometimes gave home-taken group assignments to other persons (2.93) to have the assessments done by them. More seriously, 134 (61.5%) of the students occasionally contribute to the classroom group (2.88) and in pair works (3.08) in CESC. On the other hand, three-fourth, 163(75%) of the students often do their assignments individually for themselves (3.7) rather than having it done by others. Similarly, the mean values 3.63 and 3.76 portray that the same number of students confirmed that they often readily partook in tutorials and

in individual classroom activities in CESC, respectively. All things considered, these findings are consistent with the arguments of Davies (2013) and Mamari, Al-Mekhlafi & Al-Barwani's (2018) that unmotivated students rarely contribute ideas both to classroom group discussions and to pair works; otherwise, they wait for their partners or other persons to have activities done by them. Table 4.15 presents the summary of Mann-Whitney U Test result on the difference between the opinions of the students and the instructors on the students' reaction to the AA implementation in CESC.

Table 4.15: Summary Results of Mann-Whitney U Test on the Students' Reaction towards the implementation of AA in CESC

The Research Question	Respondents		Sum of Ranks (R_1)	U1	Z
	Instructor (1) *	Student (2)			
How do English major students respond to their instructors' AA in CESC?	2.48	3.51	6536	8549	1. 94*

The standard deviations are 2.21 for instructors and 0.3.23 for students

The result of Mann-Whitney U Test in Table 4.15 illustrates that there was a significant difference between the opinions of the instructors and that of the students. In other words, the instructors felt that the students did not contribute to the implementation of AA in CESC (2.48), whereas the summary result of Mann-Whitney U Test (z = 1.94) reveals that the students claimed that they participated in and contributed to the implementation of AA in CESC at the three universities. Similarly, the difference between the opinions of the instructors and the students in relation to the three universities was analysed, as indicated in Table 4.16.

Table 4.16: Summary Result of Kruskal-Wallis Test in implementing AA in CESC

Item	Universities	N	Mean Rating	SD	R^2	T	P-value at 0.05
Students' response to the AA in CESC at the universities	Addis Ababa	194	3.33	3.38	1,098.89		
	Ambo	89	2.74	2.47	810.15	1.566	2.597
	Wollaga	106	2.76	3.67	807.47		
Total		389	2.58	3.42	2,716.51		

R^2 represents the sum of mean Rank Square of each university; df was 2.

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As indicated in Table 4.16, 398 respondents were selected from the three universities, with 194 from Addis Ababa University, 89 from Ambo University, and 106 from Wollaga University. The mean rank square of all observations was 2,716.51. The summary of Kruskal-Wallis Test result (t = 1.566 with p = 2.597 at $p < 0.05$) revealed that there was not a significant difference in the three sample universities in relation to the reaction of the students towards the implementation of AA in CESC. Other than the result of the Kruskal-Wallis Test, the group means of the opinions of the respondents obtained from Addis Ababa (3.33) suggested that its students relatively responded more positively to the implementation of AA in CESC than that of Ambo (2.74) and Wollaga (2.76) Universities, which is not statistically significant. This analysis was substantiated by the analysis of the data obtained through classroom observations and FGDs at the three universities.

4.3.1 Classroom Observation Data Analysed

At the start of classroom observations, the analysis of 18 classroom observations of nine instructors at the three universities mainly concentrated in determining the nature of the students' reaction to EFL practices in implementing an AA in CESC. Thus, the summary of the results of classroom observations confirms similar claims with the results of the foregoing data analyses at the three universities. For instance, most of the students were observed while they kept silent when their instructors required them to complete some open-ended items/questions. They were also observed while they shifted the medium of instruction from English to their local languages during pair and group works. Nevertheless, most of the students frequently raised their hands to respond to the objective questions (yes or no, true, or false, multiple choice, matching and gap-filling questions) of the instructors. In addition to the observations, the analysis of the assessment materials also indicated that the students attempted the entire close-ended assessment items while they left the open-ended items undone. This implies that the students' participation in AA activities was insignificant.

4.3.2 Focused Group Discussion Analysed

The analyses of the entire FGDs and the classroom observations similarly imply that the students were keen to participate in the activities that assess the students' knowledge of language

forms rather than the language usage in CESC. Likewise, students readily partook to identify the forms of direct and reported speeches, the structure of active and passive voice sentences and the types and forms of conditional clauses rather than writing meaningful sentences in all cases. Regardless of the meaning, the students were active to mechanically change sentences from one form to other forms of statements which is a pity in CLT approach. This shows that the students are unable to understand the comprehensible input their instructors provided and generate the comprehensible outputs to complete the instructors' AA at the three universities. For this reason, most of the instructors employed TA approaches most frequently in CESC at the three universities because the students could not complete the AA tools to match the instructional activities with the assessment processes in CESC. To conclude, it can be said that these findings are in line with the results of other studies conducted by Davies (2013), Herdiawan (2018), Forutan (2014), Letina (2015), Nasab (2015), Marrow (2018) and Shrestha (2014) that unenthusiastic students' response to instructors' tasks can cripple the implementation of an AA in CESC. The following section also describes the level of alignment between the teaching, assessment, and the intended learning objectives of CESC.

4.4 Alignment between Teaching, Assessment, and the Objectives in CESC

Implementing TA in CESC is not always irrelevant. It is irrelevant when communicative language objectives, tasks and activities are assessed using a TA approach that manifests a misalignment between the teaching and the assessment of the intended learning outcomes in CESC. For this reason, strategies for facilitating the alignment between the components of the CESC are imperative. Therefore, this section presents the foregoing analyses of data in relation to the strategies for facilitating the alignment between the constituents of the CESC. This analysis comprises examination of data obtained through the questionnaire, classroom observations and FGDs, as well as the analysis of CESC teaching and assessment materials. This section basically focuses on the points of view of constructive alignment strategies in which instructors are expected to assess CESC communicatively using AA strategies. In this section, three major questions were addressed. To what extent has the CESC module communicatively been designed? What strategies do the instructors employ to assess the language objective in CESC? What is the level of the

alignment between the instructors' teaching and assessment of the intended learning objectives in CESC? The responses to these questions were categorised into the three themes of the above questions, namely, the communicativeness of CESC Module, strategies employed by the instructors and the alignment between the module and the assessment materials.

4.4.1. Analysis of the Communicativeness of CESC Teaching Module

The key objective of the current document analysis is to determine the extent to which the communicative language teaching is being assessed communicatively using AA strategies. To determine this objective, the items in the teaching materials were analysed before the analysis of items in the assessment documents because the analysis of the items in CESC curriculum implies the relevant assessment strategies and tools. To this end, the items in CESC guidebook and teaching module, which were in-use during 2019-2020, are analysed based on the basic requirements of CLT. This is because the analysis of items in CESC teaching materials implies the application of AA CESC. In this case, the contents, which refer to language items in the objectives, in the teaching methods, in the instructions or directions, in the activities or tasks or questions in CESC teaching materials, are analysed, and interpreted as the point of analysis in relation to the implementation of AA strategies.

The analysis of the background of CESC shows two different events during the implementation of the course. First, the course guidebook and the module were first designed and developed in 2013. By then, the course guidebook was centrally designed at MOE level, and each university in Ethiopia including the sample universities used to develop its university-specific module based on the centrally harmonised CESC curriculum. Accordingly, they had a right to revise and amend some part(s) of the module every year. Second, five years later, a common module was centrally developed in 2018 by a committee nationally established at MOE and used across the universities. The nomenclature of this nationally harmonised CESC curriculum is known as communicative English skills course, coded as English Language (EnLa.1011), which was designed for undergraduate programme, was known as a 'three credit hours' or a 'five European credit transfer system (ECTS) course'. The CESC module incorporates five units, each of which

commonly encloses six major language domains: speaking, reading, writing, listening, vocabulary and grammar, as summarised in Table 4.17.

Table 4.17: The Description of the Language Domains in CESC

S/N	Language Domains/Skills	Descriptions of the basic language functions in relation to each skills
1	**Reading Skills**	scanning, skimming, reading for details, summarising, understanding the structure of a text
2	**Listening**	listening for the gist, listening for details, recognising discourse markers, noticing the structure of a lecture, understanding speaker intentions, recognising signposting, attending and following skills
3	**Writing**	summarising texts and writing different type texts
4	**Speaking**	introducing oneself and others, interviewing, discussing, stating and supporting propositions, stating one's opinions, organising and taking part in a debate, making a persuasive speech, questioning
4	**Vocabulary**	working out meanings from context, synonyms, antonyms, collocations, definitions;
5	**Grammar**	using conditional sentences, modals, voice sentence vis-a-vis its active form, tense, reported speech etc).

Source: Course Guidebook for CESC (2013) and CESC Module (2018)

The sequence of the six language domains in each unit of the module varies from unit to unit for no apparent reason. However, Davies (2013) and Demir & Pismek (2018) argue that the sequence of the language domains in such a CESC should contribute to integrate the language skills. Regarding the language domains, CESC underlines six general objectives that students are expected to attain at the end of CESC. The description of the basic intended language learning objectives of CESC were evaluated and interpreted in relation to the five fundamental requirements of CLT: meaningful communication, authentic situation, unpredictable language input, creative language output and integrated language skills. The results of the analysis indicate that the verbs or phrases used in the description of the learning objectives of CESC mostly involve the essential

principles of CLT, and thereby, stimulates AA techniques for several reasons. First, the terms used to describe the language objectives and language functions in CESC mainly focused on meaningful communication. A language function refers to what students do with language as they engage with content and interact with others. In other words, functions represent the active use of language for a specific purpose. Students are expected to use language in order to express ideas, communicate with others, and show understanding of content in an academic setting. For instance, the receptive skills require students to summarise the main ideas, to extract specific and general facts from a new story through scanning and skimming, to understand meaning and reference from context in their reading and listening skills.

The language domains or functions to describe the learning objectives of the productive skills in CESC also require students to focus on practical language or real-life language, which include giving instructions, introducing oneself and other people, asking for help, making requests and giving response to requests, giving advice, making excuses, describing processes, comparing or contrasting things or ideas, defending an argument, classifying objects or ideas, narrating stories and so forth, in order to communicate ideas clearly. These findings are consistent with the findings obtained by Arwood (2011) who concludes that the language function is determined above all by action. In particular, the intended learning objectives of writing skills require learners to focus on higher thinking and performance-based activities, such as summarising and writing different texts with different purpose and to a variety of audiences than teaching elementary cognitive knowledge about the forms of language. Thus, there is no doubt that such a meaningful communication in CESC concurrently demands meaningful AA processes.

Second, the verbs used to describe the language objectives of CESC are concomitant with the principles of the authentic situation. In other words, the language functions (language use) are supposed to encourage students to use the culturally contextualised communication rather than learning textual information only (language form). Referring to Table 4.17, the terms, or phrases, for example, "comprehending the reading and/or the listening texts, presenting projects and introducing oneself and others, comparing with their cultural issues in their speaking tasks and creating language awareness in grammar and vocabulary activities" (CESC, 2018:57) reveals the

authenticity of learning objectives in CESC. Symmetrically, these authentic descriptions in CESC materials are believed to provide instructors with the opportunities to teach and assess the language domains in CESC communicatively because such communicative course materials necessarily stimulate the alignment between ALM and AA in CESC (Davies, 2013) and Demir & Pismek, 2018). Congruently, one can argue that the application of AA techniques is indispensable to transfer what students have learnt in a previous text to new similar authentic situations. This cyclical relationship between the nature of CESC design, teaching and assessment approaches is known as what Matz (20143) calls the alignment between the three dimensions in CLT principles.

Third, the description of the objectives in CESC entails the principles of unpredictable language input. Unpredictable language input refers to what instructors need to teach (objectives), and symmetrically, what students are supposed to learn (learning outcomes) in CESC. Thus, the intended learning objectives of CESC focus on language use, for instance, "working out meanings from context in learning vocabulary, introducing oneself and others, comprehending reading and listening text, making public speech and so forth" (CESC, 2018:71) suit to the principle of language input. In these contexts, there must be information gap between what the instructor is going to teach and what students have already known about a particular objective that in turn initiates the implementation of AA in CESC.

Fourth, the descriptions of the objectives of CESC mainly focus on creative language output. Creative language output is about the students' innovative use of language in responding to the assessment tools in CESC. Hence, described in the objectives of CESC, phrases and words, such as introducing oneself and others, interviewing, having discussions, and supporting or objecting propositions, stating one's opinions, organising, and taking part in a debate, making a persuasive speech and questioning are some examples of the learning objectives that encourage students to elicit creative language output which can be interpreted as AA in CESC. In these assessment contexts, an instructor might not know what a student may say about an item in an assessment as he/she responds to it based on her/his prior knowledge, cumulative experience, real-life exposure, and communicative skills. Fifth, with regard to the language skills integration, the descriptions of the language function in the teaching materials show that the language skills in CESC module are

partially integrated. The CESC module states that students would integrate listening and/or reading skills with writing and/or speaking skills as well as with vocabulary and grammar activities in CESC through summary writing and so forth which necessarily is considered as AA approach.

In summary, these findings are consistent with the arguments of Al-Mamari, Al-Mekhlafi & Al-Barwani (2018), Frooq (2015), Kibbe, (2017) and Davies (2013) in that a complex authentic situation of a CESC should concurrently be assessed with AA strategies because its proposition is also to help the students improve their communicative language skills. In general, the objectives of CESC are basically designed so as to improve students' communicative language competence. However, some communicative activities which resemble natural interaction, for example, substituting in 'greeting' and 'introduction' activities, and converting a form language to other exercises, were not actually authentic to facilitate the alignment between teaching and assessment in CESC. Therefore, such activities should be designed to facilitate, stimulate, and recreate real-life complexities and occurrences to address the learning objectives in CESC.

On the other hand, the analysis of the objectives of CESC can also be looked at from the points of view of Bloom field taxonomy which comprises three objective categories: cognitive, affective, and psychomotor domains, as explained by Chandio, Pandhiani & Iqbal (2016). First, in relation to the cognitive domain, the objectives in CESC require the students to "use a variety of vocabulary learning strategies and techniques" and to "identify the structure of oral and written discourses" (CESC, 2018:47) because they aim at the knowledge of language structure and strategies of language learning rather than the language skills. Consequently, these objectives can be assessed using TA and AA techniques. Second, the only affective domain in CESC that requires students to "attend their academic work at ease and with clarity" (CESC, 2018:2) looks vague. Although this objective contains some elements of affective domain to motivate and encourage the students to attend their academic works, it does not indicate how the learners are assessed on their academic works at ease and with clarity. This is because there might be difficult to have standards for easiness and clarity of a student's activities to respond to an assessment tool as the entail psychological elements.

Third, with regard to psychomotor domain, the objectives in CESC require students to "speak in various communicative contexts, to write descriptive texts, to present project reports and to read various materials and to make their own notes from various texts" (CESC, 2018: 2-3). These objectives imply some clues for speaking and idea generating skills, for report writing and for presentation skills as well as for reading and note making skills in a variety of communicative contexts. These skills require AA strategies to measure students' performance in group/pair or individual activities. All in all, Bachlor, (2017), Davies (2013) and Forutan (2014) argue that instructors cannot assess such kinds of objectives in such a CESC using TA because the activities in CRESC demand AA strategies to determine the students' performances. In addition, the inclusions of the three types of objectives in CESC module implies the comprehensiveness of learning objectives in CESC, as indicated in Table 4.18.

Table 4.18: A Matrix of Language Domains and Contents in Each Unit in CESC

Language Domains	Unit One	One Two	Unit Three	Unit Four	Unit Five
Reading	Born Beautiful: Confession of a Naturally Gorgeous Girl	Euthanasia	Public Attitudes Towards Science	Technologies Changing Our Lives	Population
Vocabulary	Learning to Learn Vocabulary	Word Parts to Determine Meaning	Synonyms and Antonyms	Phrasal Verbs @ Idiomatic Expression	'Collocation with Population
Speaking	Self-introduction and Introducing Others	Public Speaking: Influencing Others	Persuasive Speech	Debating	Debate on Population
Listening	Finding Out about Other People	Listening to Lectures	A Healthy Lifestyle	Main and Specific Ideas	Dialogue on Population Density
Grammar	Use Grammar for Facilitating Meaning Total	Reported Speech	Conditional Sentences	Reported Speech	Active and Passive Voice
Writing	Personal Description	No activity is developed.	Job Application	Formal E-mails	Writing Paragraph

Source: Communicative English Skills Course Module (CESC, 2017)

Table 4.18 illustrates the textual analysis of the entire teaching-learning methods, instructions and activities proposed in CESC module to determine the communicativeness of the teaching materials in CESC. The methodology sections in all the chapters of CESC recommend

lecture methods, projects, group, and pair works, interactive teaching and tutorial sessions, different discussions and individual works as well as other independent learning techniques, for example, home-taken assignments, homework, presentations and so forth. At the end of every unit, there are also self-assessment activities for the learners. Considering the foregoing analyses, it is safe to argue that these methodological suggestions insist on the instructors and the students to focus on the core value of the communicative language teaching and assessment approach in this modularised curriculum. Thus, this finding is in line with the study conducted by Davies (2013) and Herdiawan, (2018) that implies the move from an atomised view of traditional curriculum design approach to what is known as communicative competence and task-based approaches. However, instructors and students ought to be able to manage classroom interactions and collaborative learning in implementing an AA in such a CESC.

Apart from the proposed teaching methodology, the communicativeness of each item in all activities or tasks in the module was evaluated based on the requirements of CLT. In the evaluation process, three senior EFL instructors, along with the researcher, participated to determine a realistic nature of each item in relation to the communicativeness of each item. The researcher presented the difference to evaluators, and then they discussed and decided when, in case, difference among them happened on the communicativeness of an item. Furthermore, to make the analysis as simple as possible, an item is considered as communicative if it fulfills at least three of the requirements of the communicativeness, unless and otherwise, it is uncommunicative or conventional. Following the evaluation, each item was counted and sorted into 'communicative' and 'uncommunicative' or conventional to finally determine the alignment between the items in the module and the items in the assessment materials in CESC. In this vein, Table 4.19 presents a summary of the 'communicative and the 'uncommunicative' or 'conventional' items.

Table 4.19: Level of Communicativeness of the Items in each Language Domain in CESC Module by Percentage and Rank Order

Language Domains	Items in the CESC Module								
	Total				Uncommunicative		Communicative		
	f	%	Range	Mean	f	%	f	%	Rank
Reading	171	30.5	30,40	34.2	42	24.6	129	75.4	2
Listening	99	17.7	10,28	19.8	30	30.3	69	69.7	3
Speaking	21	3.75	1,14	4.2	11	52.4	10	47.6	6
Writing	54	9.6	6,23	10.8	10	18.5	44	81.5	1
Grammar	95	17.0	0,20	19.0	47	49.5	48	50.5	5
Vocabulary	120	21.5	7,44	24	48	40	72	60	4
Total	560	100	70,143	112.0	188	33.6	372	66.4	

Source: Communicative English Skills Course (CESC, 2018)

Concerning the level of communicativeness of the items in each language domain in CESC module, Table 4.19 portrays that the total number of the items in CESC module is 560. Without considering the requirements of the communicativeness of the items, the figures in the brackets point out that the module generally gives more emphasis to reading (30.4%), vocabulary (21.5%), listening (17.7%) and grammar (17%) items in descending order than speaking (3.75%) and writing (9.6%) items. However, considering the requirements of the communicativeness of each item, writing (81%), reading (75.5%) and listening (69.7%) skills received more attention than other skills. Generally, 372 (66.43%) of the items in the module were evaluated to be communicative, and thereby, imply the implementation of AA in CESC as suggested by Davies (2013) and Al-mahirooqi & Denman (2018).

In contrast to the communicative items, about one-third, 188 (33.57%), of the items, which were considered as uncommunicative or conventional items, were not expected to stimulate communicative-oriented assessment, as underlined in Al-Mamari, Al-Mekhlafi and Al-Barwani (2018) and Herdiawan (2018). Specifically, less than half, 271 (48.39%), of the items in CESC module was integrated with at least three or more than three language domains. The analysis of the items in CESC module also reveals that 413 (73.75 %) of the items were designed with meaningful

communication. Besides, more than half, 391(69.96%), of the items in CESC module was designed to encourage the learners to produce some creative language output. Similarly, slightly more than half, 283 (50.54%), of the items enclosed unpredictable language inputs. These unpredictable language inputs designed were determined through the analysis the nature of the instruction, activities, and items in the CESC based on the requirements of CLT, as used by Girmes (2019). The five requirements of CLT states that, in reality, people usually use a natural way of communication. In other words, the design of the activities in CESC was consistent with the principles of CLT because they were designed based on several simulations to make the communication natural. Thus, it is difficult or impossible to predict what learners will answer as they elicit a variety of students' experience and observation. Concurrently, in order to determine the alignment between the items in CESC module and items in the assessment documents, the following section presents the analysis of the assessment materials at the three universities.

4.4.2. Analysis of the Instructors' Assessment Strategies

This section presents the analysis of the items in the assessment materials used by the instructors in CESC at the three universities during 2019-2020. The Ethiopian universities' assessment policy states that EFL instructors should employ two types of assessments in CESC: about 50% continuous assessment (CA) or formative assessment (FA) and about 50% summative assessment (SA) or final examination (FE). Accordingly, nine CA (three at each university) and six SA (two at each university) documents were analysed in relation to the requirements of the communicativeness using the same pattern with the analysis made for CESC module, as summarised in Table 4.20.

Table 4.20 indicates that a total of 632 assessment items in CESC were designed at the three universities during the period of the study. Considering the type of assessment, the number of CA items, 336 (53.17%) is slightly greater than the number of SA items, 296 (46.83%) of the total assessment employed at the three sample universities during the period of the study which seems to be reasonable in the context of CESC as CA can be interpreted as a part of the AA strategies. More specifically, 120 (51.7%), 114 (57.58%) and 101(50.5%) CA items were set at Addis Ababa, Ambo

and Wollaga universities respectively, whereas 112(48, 3%), 84 (42.42%) and 100 (49.5%) SA items were set at Addis Ababa, Ambo and Wollaga universities, respectively.

Table 4.20: Frequency of Items in the Assessments at the Three Universities

Language domains	Frequency of the items at each university									Total frequency				Rank
	Addis Ababa			Ambo			Wollaga							
	CA	SA	T	CA	SA	T	CA	SA	T	CA	SA	T	%	
Speaking	9	12	21	6	12	18	3	14	17	18	38	56	8.9	4
Reading	33	30	63	39	26	65	36	40	76	108	96	204	32.3	1
Vocabulary	24	28	52	30	16	46	18	20	38	72	64	136	21.5	3
Grammar	36	30	66	33	20	53	39	24	63	108	74	182	28.8	2
Listening	6	-	6	-	-	-	3	-	3	9	-	9	1.4	6
Writing	12	12	24	6	10	16	3	2	6	21	24	45	7.1	5
Total	120	112	232	114	84	198	102	100	202	336	296	632	100	

Source: Assessment Booklets of the years 2018-2019

As illustrated Table 4.20, using the same teaching module, reading, grammar, and vocabulary items 522(82.6%) unexpectedly dominated the assessment items in generally at the three universities. Reading activities received greater attention at Ambo and Wollaga universities followed by grammar and vocabulary items. At Addis Ababa university, however, grammar, 66 (28.45%), received more attention than reading items in CESC. Vocabulary assessment items were the third emphasised language domain in CESC at the three universities. However, listening 9(1.4%), writing 45 (7.1%) and speaking (8.9%) skills were overlooked by the instructors at the three universities. The instructors focused mainly on these three language domains because of two reasons. They considered them as they are easier to assess, on the one hand, and the instructors inherited a disproportionate assessment culture from classic pedagogy and their predecessor instructors. In order to methodologically triangulate the analysis of the implementation of AA in CESC, the instructors' assessment items were also evaluated in relation to the requirements of the communicativeness of each item. Thus, Table 4.21 summarises the level of the communicativeness of the items that were designed by the instructors at the three universities during the period of the study.

Table 4.21: Summary of the Communicative Assessment Items by Percentage

Language domains	Frequency of the items at each university									Total communicative items			Rank
	Addis Ababa			Ambo			Wollaga						
	T	Com	%	T	Com	%	T	Com	%	T	Com	%	
Speaking	21	6	8.2	18	8	13.1	17	5	8.8	56	19	10.0	4
Reading	63	21	28.8	65	23	37.7	76	23	40.4	204	67	35.1	1
Vocabulary	52	17	23.3	46	13	21.3	38	13	22.8	136	43	22.5	3
Grammar	66	19	26.0	53	12	19.7	63	14	24.4	182	45	23.6	2
Listening	6	3	4.1	-	-	-	3	-	-	9	3	1.6	6
Writing	24	7	9.6	16	5	8.2	6	2	33.5	45	14	7.3	5
Total	232	73	100	198	61	100	202	57	100	632	191	100	

Source: The Communicative English Skills Course Booklets (2018-2019)

Table 4.21 illustrates the summary of the communicative items formally used by EFL instructors to assess each language item in CESC at the sample universities. The analysis of the items shows that the entire 164 (100%) open-ended items were considered as communicative items, whereas only 27 (5.77%) of the close-ended items were also evaluated to be communicative items in CESC (see Table 4.12) at the three universities during the period of the study. This shows that only 191 (30.22%) of 632 items set by the instructors at the three universities met the requirements for the communicativeness of the items. The instructors at the three universities assessed about 30% of the objectives in CESC using AA approach during the period of the study. It is to be noted that the instructors used TA to measure 70% of the students' learning outcomes in CESC during the period of the study. This reveals that most of the instructors were testing their students' elementary cognitive knowledge using TA strategies rather than the students' language skills through AA strategies. To evidently argue on these claims, the following sections exclusively focus on the analysis of the alignment between the design of items in CESC module and the items in assessment documents made in CESC at the three universities.

4.4.3 Relationship between the Teaching Module and the Assessment Documents

Based on the view that communicative language teaching must be assessed communicatively, this section discusses the relationship between the items in the teaching CESC module and the items

in the assessment materials in CESC. Hence, the comparison between the communicativeness of the items in the modules and the assessment items in CESC is summarised in Table 4.22.

Table 4.22: Communicativeness of the items in Modules and in the Assessment of CESC

No	Language domains	Level of communicativeness in CESC module				Level of communicativeness in assessment documents			
		T	Com	%	Rank	T	Com	%	Rank
1	Speaking	21	10	47.6	6	56	19	10.0	4
2	Reading	171	129	75.4	2	204	67	35.1	1
3	Vocabulary	120	72	60	4	136	43	22.5	3
4	Grammar	95	48	50.5	5	182	45	23.6	2
5	Listening	99	69	69.7	3	9	3	1.6	6
6	Writing	54	44	81.5	1	45	14	7.3	5
Total		560	372	66.4		632	191	30.22	

Table 4.22 compares the communicativeness of the items in CESC module with the communicativeness of the items in the assessment documents in each language domains in CESC. The table indicates that more than two-thirds, 372 (66.43%) of the items in the module, and less than one-third, 191 (30.22%) of the items in the assessments were designed based on communicative or AA approach. Inversely, less than one-third, 188 (33.57%) of the items in CESC teaching module, and more than two-third, 441 (69.78%) of the items in the assessment materials were designed based on the traditional approach. At the end, Sidney Siegel's Correlation Coefficients were also computed to determine the level of the alignment between the communicativeness of the items in the module and the AA items in the assessment documents in CESC, as summarised in Table 4.23.

In Table 4.23, the abbreviations, such as, Addis Ababa University (AAU), Ambo University (AU) and Wollaga University (WU) were used. *OCVM* means observed communicative value in module; *OCVA* means observed communicative value in assessment; "AAO" refers to the average observed items value in the assessments; and "OAV" means the overall average value of the

module and the average of items in the assessment materials at the three universities; EAV is expected assessment value, X^2 is value of Chi-square and 'C' is value of the correlation coefficient. Table 4.23 compares the communicativeness of the items in CESC module with the communicativenessof the items in the assessment documents in each language domains in CESC.

Table 4.23: The Overall Alignment between the Items in AA with the Items in CESC Module

N O	Language domains	OCV M	OCVA at university				OAV	Assessment		
			AAU	AU	W	AAO		EAV	X^2	C
1	Speaking	10	6	8	5	6.33	16.33	0.9238	4.991	0.106
2	Reading	129	21	23	23	23.33	152.33	3.401	5.86	0.115
3	Vocabulary	72	17	13	13	14.33	86.33	0.631	8.644	0.139
4	Grammar	48	19	12	14	15	63	2.187	5.859	0.142
5	Listening	44	3	-	-	1	45	0.146	0.125	0.017
6	Writing	69	7	5	2	4.67	73.67	0.292	1.571	0.060
Total Raw/r		372	73	61	57	63.66	436.66	7.5808	7.397	0.1291

Table 4.23 presents the summary of the analysis of the alignment between the items in CESC module and the AA items at the three universities. The figures in the table show that the grand total value of AOV is 436.66, which was computed from AAO (63.66) and MOCV (372) in the module. Similarly, the table reveals that the expected assessment value (EAV) was 7.5808, which was important to determine the value of Chi-square (X^2). Thus, comparing each language domain in CESC, the correlation coefficients c = 0.142, c = 0.139 and c = 0.115 showed that the items of grammar, vocabulary and reading in the module were respectively found to have relatively better alignment with the items of AA than items of the speaking (0.106), listening (0.017) and writing (0.060) skills. Table 4.24 Summarises the results of Mann-Whitney U Test in relation to the alignment between the teaching and the assessment materials of CESC.

The results of Mann-Whitney U Test in Table 4.24 suggest that the alignment between the teaching and assessment materials of CESC at the three universities was similarly low. In other words, the correlation coefficients (C = 0.1063) at AAU, (C = 0.1361) at AU and (C= 0.1320) at WU show that the alignment between the items in the CESC module and AA used by the instructors at each university is very low.

Table 4.24: Summary Result of the Alignment between the Teaching and the Assessment Materials by Mann-Whitney U Test

S/N	Universities	Level of alignment			Interpretation of the results among the variables
		N	X^2	C	
1	Addis Ababa	194	9.851	0.1063	*Unacceptable correlation*
2	Ambo	89	9.503	0.1361	*Unacceptable correlation*
3	Wallaga	106	7.438	0.1320	*Unacceptable correlation*
	Total	389	7.580	0.1291	*Unacceptable correlation*

On the whole, the overall summary of Sidney Siegel's Correlation Coefficients (c =0.1291) reveals that the overall alignment between the instructors' AA items and the communicativeness of the items in the CESC module is also very low at the three universities during the period of the study which is a pity in the CLT era. The result of this document analysis contradicted with the results obtained by Davies (2013), Nasab (2015), Nimehchisalem (2018), Okeeffe (2013), Rojas (2017) and Sandorova (2014) at different sites in which instructors were able to align their assessment with their teaching strategies in the framework of the intended learning outcomes in a CESC. Table 4.25 portrays the Kruskal-Wallis Test results on the differences in the three universities on the same issues.

Table 4.25: Kruskal-Wallis Test Results on the Differences in the three Universities alignment between the teaching and the assessment materials of CESC

Research questions	Universities	N	Mean of Items	R^2	T	P-value at 0.05
To what extent is the assessment practice aligned with the teaching practice of CESC?	Addis Ababa	232	73	286,828.1		
	Ambo	198	61	145,878.1	1.203	2.460
	Wollaga	202	57	142,572.2		
Total		632	191	575,278.4		

R^2 represents the sum of mean square of all the observations at respective universities; df was 2.

As indicated in Table 4.25, 632 assessment items were designed and used at the three universities, with 232 items at Addis Ababa University, 198 items at Ambo University, and 202 items at Wollaga University. Then, Kruskal-Wallis Test was computed based on the summation of the mean square of all communicative items, i.e., 575,278.39. The summary result of Kruskal-Wallis Test (t = 1.203 with p = 2.460 at p < 0.05) reveals that there was not a significant difference among the three sample universities in relation to the alignment between the assessment items and the items in the teaching material in CESC. As already indicated in Table 4.12, about 73(31.47%), 61(30.81%) and (28.22%) of the items employed by the instructors were communicative at Addis Ababa, Ambo and Wollaga Universities, respectively. The following section also presents the challenges that caused the misalignment between the teaching, assessment, and the objectives of CESC.

4.5 Challenges in Implementing AA Strategies in CESC

This section represents the analysis of the challenges in implementing an AA in CESC. The challenges include six major and 23 minor themes: instructors-related challenges, student-related defies, instructors' and students' perceptions, demanding nature of AA and multiple domains of CESC, and constraints of materials resources, as summarized in Tables 4.20 and 4.21. As pointed out in the tables, 1= strongly disagree (SD); 2= Disagree (DA); 3= Undecided (UND); 4= Agree (AG) and 5=strongly agree (SA) against each statement.

4.5.1 Instructor-related Challenges

Instructor-related challenges were analysed in relation to poor background knowledge, language deficiency, low interest, low confidence of the instructors about the measurability and practicality of AA and their poor pedagogical skills in implementing an AA in the CESC. Similarly, instructors' awareness on the AA strategies as the crucial sources of evidence that offer them a holistic picture of students' capabilities and level of achievement in CESC were analysed as the challenges in implementing an AA in CESC. Besides, instructors' inability to create a responsive classroom practice and to provide positive experiences was included as the challenge of the implementation of AA in CESC. Likewise, Table 4.26 outlays instructor's challenges.

Table 4.26: Instructors' Responses to the Instructor character as a Challenge

S/N	I feel the following instructor character *challenge me in implementing AA in CESC:*	Statistics	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Total	Mean
1	Insufficient instructors' knowledge about AA.	f	-	17	31	47	33	128	3.75
		%	-	13.28	24.22	36.72	25.78	100	
2	Poor instructors' pedagogical skills to implement AA.	f	.	10	25	32	61	128	4.13
		%	-	7.81	19.53	25.00	47.66	100	
3	Instructors' inability to integrate language objectives in CESC.	f	-	7	21	63	37	128	4.02
		%	-	5.47	16.41	49.22	28.91	100	
4	Low instructors' commitment to implement AA in CESC.	f	-	8	19	62	39	128	4.03
		%	-	6.25	14.84	48.44	30.47	100	
5	Poor instructors' English language proficiency.	f	-	9	24	59	36	128	3.95
		%	-	7.03	18.75	46.09	28.13	100	
6	Instructors' previous teaching culture.	f	-	6	28	30	64	128	4.19
		%	-	4.69	21.88	23.44	50.00	100	
7	Low instructors' interest in teaching the course.	f	-	8	21	59	40	128	4.02
		%	-	6.25	16.41	46.09	31.25	100	
8	Low instructors'confidence in AA forms in CEC.	f	-	7	18	61	42	128	4.08
		%	-	5.47	14.06	47.66	32.81	100	
9	Low instructors' motivation to implement AA in CESC.	f	-	12	17	58	41	128	4.00
		%	-	9.38	13.28	45.31	32.03	100	
	Weighted Mean								4.02

The mean values 4.19, 4.13 and 4.08 stated in Table 4.26 indicate that the instructors' prior traditional learning and teaching culture, poor instructors' pedagogical skills and low instructors' confidence were identified respectively as the most challenging factors in implementing an AA in CESC. Besides, instructors' low commitment (4.03) and interest (4.02) as well as instructors' inability to integrate language skills (4.02) influenced the implementation of AA in CESC. Similarly, insufficient instructors' knowledge about AA (3.75), instructors' English language deficiency (3.95) and instructors' low motivation (4.00) were recognised as the key challenges in implementing an AA in CESC. The overall weighted mean 4.02 underlines that the instructor-

related challenges were the centre of obstacles in implementing an AA in CESC at the sample universities. Table 4.27 presents the students' responses on the same issue.

Table 4.27: Students' Responses to the Instructor-related Challenges

S/N	I think the following instructor-related challenges hinder students to properly respond to the instructor's assessments.	Statistics	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Total	Mean
1	Unawareness of instructors about the students' interest.	f	14	22	95	51	36	218	
		%	6.42	10.09	43.58	23.4	16.51	100	3.34
2	Frequent instructor's test instead of continuous assessment.	f	-	11	46	99	62	218	
		%	-	5.05	21.10	45.41	28.44	100	3.97
3	Instructor's frequent test on what students have not learnt.	f	3	9	37	101	71	221	
		%	1.36	4.07	16.74	45.7	32.13	100	3.94
4	Instructor's exclusive use of test to measure students' learning	f	5	7	47	91	73	223	3.99
		%	2.24	3.14	21.08	40.81	32.74	100	
5	Lack of instructor's integrative skills (piece-by-piece assessment).	f	6	8	39	89	81	223	
		%	2.69	3.59	17.49	39.91	36.32	100	4.04
6	Deficient instructor's English language use	f	23	35	81	72	7	218	2.75
		%	10.5	16.06	37.16	33.03	3.21	100	
7	Lack of instructor's commitment to use AA strategies in CESC.	f	-	13	41	102	62	218	
		%	-	5.96	18.81	46.79	28.44	100	3.98
7	Instructor's invalid tools to determine students' grades	f	11	9	29	96	78	223	
		%	4.93	4.04	13,01	43.05	34.98	100	4.0
	Weighted Mean								3.75

Regarding the students' opinions on the instructor-related challenges, the mean value 4.04 in Table 4.27 emphasises that 175 (80%) of the students thought that their instructors' piece-by-piece assessment activities were the main challenges in using an AA in CESC. They also believed that instructors' invalid assessment tools to decide their grade (4.00) was the most common challenge in implementing an AA in CESC at the sample universities. Similarly, the students claimed that the instructors' exclusive use of test items to decide their grades (3.99), lack of instructors' commitment to use an AA in CESC (3.98), frequent instructors' test instead of CA (3.97), irrelevant instructors' test to what the students have learnt (3.94) and instructors' unawareness of their students' learning styles and interests (3.34) were the indispensable challenges in implementing an AA in CESC. However, the mean 2.75 implies that the deficient instructor's English language was considered as a least challenge in implementing an AA in CESC. On the whole, the weighted mean 3.75 underlines

that the instructor-related challenges mainly affect the practices in using an AA in CESC at the three universities.

The responses of the instructors and the students imply that instructors' behaviours and activities are considered as the key challenges in implementing an AA in CESC. In other words, they failed to implement relevant AA strategies in CESC which has always been viewed with a purely positive ring to it. As a result, they were unsuccessful to incorporate real-world situations where the language learners experience and strive to produce language creatively with an integrated approach of the language skills. In other words, using TA strategies, the instructors were unsuccessful to measure their learners' language ability in CESC more accurately. They could also not help their learners become familiar with the assessment types they are likely to encounter. This is because when they are asked to participate in such assessment types that are internationally acknowledged, the students because disillusioned. Finally, from the standpoint of innovation and change, they could not bring a radical shift away from the grammar-based traditional tests. Additionally, whether the instructors were able to design AA and implement valid, clear, practical, reliable, and measurable methods of AA in CESC or not were analysed as the key challenges of AA implementation in CESC. This finding is consistent with the findings of the studies conducted by Banta & Palomba (2015), Benmoussat & Benmoussat (2018) and Davies (2013) wherein the implementation of AA in CESC becomes fruitless where instructors are resistant to AA particularly at higher educations. The following section also presents the student-related challenges in implementing AA strategies in CESC.

4.5.2   Student-related Challenges

Student-related challenges were identified by the respondents as a very crucial difficulty in implementing an AA CESC in the three universities. The analysis of deficient student character encloses the preoccupied traditional learning culture, diversified learning styles, language and ethnic groups, disciplinary problems, poor English language, and low motivation of the students in using an AA in CESC, as summarised in Table 4.28. The next table, SD = strongly disagree; DA = disagree; UND = undecided; AG = agree, and SA = strongly agree.

Table 4.28: Instructors' Responses to the Student-related Challenges

S/N.	I feel the following student-characters challenge the implementation of AA in CESC	Statistics	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Total	Mean
1	Poor students' knowledge background	f	-	11	23	49	35	128	
		%	-	8.59	17.97	38.28	27.34	100	3.61
2	Students' disciplinary problems	f	-	24	21	44	40	128	3.81
		%	-	19.36	16.41	34.38	31.25	100	
3	Unwelcoming students' reaction towards AA	f	2	9	11	52	54	128	
		%	1.56	7.03	8.59	40.63	42.19	100	4.16
4	Poor Students English language proficiency	f	-	5	6	67	50	128	
		%	-	3.91	4.69	52.34	39.06	100	4.27
5	Preoccupied students learning culture	f	11	13	16	48	40	128	
		%	8.59	10.16	12.5	37.5	31.25	100	3.73
6	Different students learning styles	f	6	7	17	53	49	128	
		%	4.69	5.47	13.28	41.41	38.28	100	4.13
7	Diversified students' language and ethnic groups	f	7	8	14	51	48	128	
		%	5.47	6.25	10.94	39.84	37.5	100	4.05
8	Unmotivated students' behaviour in learning in CESC	f	34	45	33	16	-	128	
		%	26.56	35.16	25.78	12.5	-	100	2.24
9	Unenthusiastic students' behaviour in using AA tools	f	12	11	36	49	20	128	
		%	9.38	8.59	28.13	38.28	15.63	100	3.42
10	Students' cheating behaviour in using AA in CESC	f	-	14	31	51	32	128	
		%	-	10.94	24.22	39.84	25.00	100	3.76
Weighted Mean									3.72

The mean values in Table 4.28 demonstrated that poor English language (4.27), unwelcoming reaction to the instructors' assessments (4.16), diversified learning styles and interests (4.13), ethnic groups and language categories (4.05) of the students were the four most important challenges identified by 109 (85.15%) of the instructors in implementing an AA in CESC. Besides, preoccupied previous learning culture (3.73), cheating behaviour (3.76) and disciplinary problems (3.81) of the students were reported by the instructors as the challenges in implementing an AA in CESC. The instructors similarly considered that unmotivated students' behaviour in learning language domains in CESC (2.24) and unenthusiastic students' behaviour in using AA tools (3.42), as well as deficient students' language knowledge (3.61) to complete the requirements of AA were also the indispensable challenges in implementing AA in CESC. In conclusion, the weighted mean value 3.72 summarises the responses of the instructors that the student-related challenges negatively

affected the implementation of AA in CESC at the three universities. To substantiate the response of the instructors, Table 4.29 also illustrates the responses of the students to the student-related challenges in implementing an AA in CESC.

Table 4.29: Students' Responses to the Student-Related Challenges

No	*I feel the following student related challenge hinders students to properly respond to their instructor's assessments in* CESC.	Statistics	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Total	Mean
1	Deficient students' English skills	f	-	4	29	99	89	221	
		%	-	1.81	13.12	44.8	40.27	100	4.24
2	Students' arrogance to respect instructors' directions	f	2	9	50	103	54	218	
		%	0.92	4.13	22.94	47.25	24.77	100	3.91
3	Students' reluctance to participate in cooperative works	f	-	3	35	94	91	223	
		%	-	1.35	15.7	42.15	40.81	100	4.22
4	Students' inability to carry out independent projects	f	5	23	31	79	80	218	
		%	2.29	10.6	14.22	36.24	36.7	100	3.95
5	Students' excessive use of their mother tongue	f	-	21	34	91	72	218	
		%	-	9.63	15.6	41.74	33.03	100	3.98
6	Students' reluctance to work with other language speaker students	f	3	7	25	88	95	218	
		%	1.38	3.21	11.47	40.37	43.58	100	4.22
7	Students' preference of open-ended test to other items	f	-	8	36	91	86	221	
		%	-	3.62	16.29	41.18	38.91	100	4.15
8	Students' cheating in close-ended assessment	f	3	6	21	98	90	218	
		%	1.38	2.75	9.63	44.95	41.28	100	4.04
Weighted Mean									4.05

The figures in Table 4.29 highlight that 185 (85%) of the students asserted that poor students' English language (4.24), students' reluctance to participate in cooperative works (4.22) and unwillingness of students to work with other language speakers within a group (4.22), unreasonable students' preference for the open-ended test items to close-ended test items (4.15) and students' cheating in assessments (4.04) were the key challenges in implementing an AA in CESC. As illustrated in Table 4.29, more than 85% of students believed that students' excessive use of their mother tongue (3.98), their inability to carry out independent projects (3.95) and their lack of motivation to accept instructors' directives (3.91) negatively affected the implementation of AA in CESC. All in all, the weighted mean value 4.05 highlights that the implementation of AA in CESC is highly dependent on the active participation of students. Similar findings were obtained by

Abbas (2012), Christiana (2019), Davies (2013), Fenner (2013), Geberew (2014) and Motuma (2014) at different sites. The next section discusses instructors' responses and their perceptions of the challenges in implementing an AA in CESC at the three universities.

4.5.3 Instructors' and Students' Perceptions as the Challenges

The analysis of instructors' and students' perceptions was made in relation to the knowledge and confidence of the respondents in using AA forms in CESC at the three universities. As explained in the background of the study and in the literature review part, under sections 1.1.2 and 2.10.1, respectively, this analysis examined instructors' and students' perceptions in relation to the principles of assessment, such as practicality, validity, auditability, suitability, measurability, credibility, and sensitivity of AA to discriminate the performance of students at the three universities (*see 1.1.2 and 2.10.1 for detail illustration of the principles of assessment*).Table 4.30 presents instructors and students' perceptions of challenges in implementing an AA in CESC.

Table 4.30: Perceptions of Instructors on the implementation of AA in CESC

S/N	I feel the following instructors' perceptions challenge the implementation of AA in CESC.	Statistice	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Total	Mean
1	Impracticality of AA to the students' context	f	3	11	23	41	50	128	
		%	2.34	8.6	18.97	32.03	39.06	100	3.97
2	Invalidity issues of AA in CESC in the learners' context	f	12	13	21	39	43	128	
		%	9.37	10.16	16.41	30.47	33.59	100	3.69
3	Unsuitability of AA to the students' context	f	-	4	27	47	50	128	
		%	-	3.13	21.09	36.72	39.06	100	4.12
4	Subjectivity of AA to score the students' works	f	-	6	31	48	43	128	
		%	-	4.69	24.22	37.5	33.59	100	3.97
5	Immeasurability of AA the work of the students	f	-	7	29	49	43	128	
		%	-	5.47	22.66	38.28	33.59	100	4.00
6	Poor discriminating power of AA in CESC	f	-	3	25	46	54	128	
		%	-	2.34	19.53	35.93	42.2	100	4.18
7	Unreliability of AA to measure the students' learning	f	13	15	31	42	27	128	
		%	10.16	11.72	24.22	32.81	21.09	100	3.43
8	Insensitivity of AA to measure the students' performances	f	2	7	19	41	59	128	
		%	1.56	5.47	14.84	32.03	46.1	100	4.16
Weighted Mean									3.94

The mean scores in Table 4.30 show that most, 107 (83.6), of the instructors at the three universities asserted that they were challenged by the insensitivity of AA (4.16) and poor screening power of AA forms (4.18) to discriminate the outstanding performance of students in CESC. According to Hartati & Yogi (2019) sensitivity is defined as the ability of an assessment tool to identify students' level of knowledge and skills, whereas screening power of an assessment serves to discriminate the level or abilities or performances of learners in the high and low groups in relation to a given standard. Assessment sensitivity and screening power are the parts of criterion-related validity that measures how well a test compares with an external criterion (Hartati & Yogi, 2019).

The mean value 4.12 highlights that the instructors also thought that AA forms are unsuitable to assess their students' language ability in CESC because most of the students' background knowledge is too poor to complete AA strategies in CESC. This means, according to the figure in Table 4.30 also reveal that most, 103 (81%), of the instructors at the three universities assumed that the impracticality and the subjectivity (3.97), immeasurability (4.00), invalidity (3.69) and unreliability (3.43) of AA forms were the indispensable challenges for the instructors to determine their students' performances and thereby, assign grades to the work of the students. All things considered, the weighted mean 3.94 asserts that instructors at the three universities perceived the implementation of AA components in CESC as a source of grievances to measure their students' performance. As a result, they believed that the invalidly of AA strategies stimulated grievances of students concerning their poor grades. However, these misperceptions could jeopardise the implementation of AA in CESC, as argued by Agustina (2011), Bachelor (2017) and Banta and Palomba (2015). In conclusion, there is no doubt that these improper instructors' perceptions necessarily stimulate relevant and continuous trainings for the instructors to redirect and reshape their assessment activities in CESC that serve them to adapted assessment tools and strategies that can fit to the students' proficiency levels. To triangulate these findings, Table 4.31 exhibits students' perceptions of the relevance and significance of AA in CESC at the sample universities.

Table 4.31: Perceptions of Students on the implementation of AA in CESC

S/N	I think the following students' perceptions challenge them to properly respond to their instructor's AA strategies and tools.	Statistics	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Total	Mean
1	Impracticality of AA to the students' ability.	f	-	7	97	62	52	218	3.73
		%	-	3.21	44.5	28.44	23.85	100	
2	Invalidity of AA to determine students' ability.	f	-	14	98	44	62	218	3.70
		%	-	6.42	44.95	20.18	28.44	100	
3	Unsuitability of AA to assess students' learning	f		6	97	64	51	218	3.73
		%		2.75	44.5	29.36	23.4	100	
4	Subjectivity of AA to assess my results in the course.	f	-	11	22	99	89	221	4.20
		%	-	5.00	10.0	44.8	40.27	100	
5	Immeasurability of AA to determine the students' results.	f	-	9	21	96	97	223	4.26
		%	-	4.04	9.42	43.05	43.5	100	
6	Less discriminating power of AA to determine students' grade.	f	-	8	24	91	95	218	4.25
		%	-	3.67	11.01	41.74	43.58	100	
Weighted Mean									3.98

Table 4.31 portrays the students' opinions. In relation to this, 185 (85%) of the students believed that the immeasurability (4.26) and the subjectivity (4.20) of AA to decide their students' grades challenged the implementation of an AA in CESC. Apart from these observations, about three-fourths, 174 (74%) of the students at the three sample universities reported that the unsuitability (3.73), the impracticality and the invalidity (3.70) of the implementation of AA forms in CESC challenged the implementation of AA in CESC. Taking everything into account, the weighted mean 3.98 asserts that the students' perceptions of AA and CESC challenged the implementation of AA in CESC. Generally, the findings of the present study revealed that both instructors and students perceive the implementation of AA components as impractical, immeasurable, invalid, unsuitable, and incredible to discriminate the level of the students' performances. Nevertheless, the findings obtained by Al-Mamari, Al-Mekhlafi & Al-Barwani (2018), Benmoussat & Benmoussat (2018), Bachelor (2017) and Banta & Palomba (2015) asserted that the implementation of AA components is relevant to assess CESC. In relation to the challenges of the implementation of AA in CESC at the three universities, the following sections emphasise the nature of CESC and AA forms.

4.5.4 Nature of Design of CESC and AA

The complex nature of the intended learning objectives in CESC and the demanding activities of AA emerged as plausible challenges in implementing an AA in CESC thereby hindering alignment between the ALM and AA techniques in the CESC. This analysis encapsulates the challenges, particularly in designing, constructing, and administering AA strategies, correcting and measuring students' results so as to align AA strategies with ALM activities. Additionally, the analysis includes all the activities made to make the assessment valid and practical to the students' learning styles so as to help them learn from their instructors' feedbacks and thereby, learn from their errors and/or mistakes in CESC, as summarised in Table 4.32 and Table 4.33.

Table 4.32: Instructors' Responses to the Nature of CESC Design and AA Forms

S/N	I feel the following nature of AA and CESC challenge the implementation of AA in CESC	Stat.istics	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Total	Mean
1	Complex and multiple nature of CESC	f	-	-	28	34	66	128	
		%	-	-	21.88	26.56	51.56	100	4.30
2	Demanding activities to align assessment with instruction	f	-	-	21	32	75	128	
		%	-	-	16.41	25.00	58.59	100	4.42
3	Rigorous activities to integrate the components of CESC	f	-	-	29	31	68	128	
		%	-	-	22.66	24.22	53.13	100	4.31
4	Demanding activities to plan AA to in CESC	f	7	11	20	34	56	128	
		%	5.47	8.59	15.63	26.56	43.75	100	3.95
5	Demanding activities to administer AA in CESC	f	13	8	21	31	55	128	
		%	10.16	6.25	16.41	24.22	42.97	100	3.84
6	Demanding activities to score the results of AA	f	-	-	19	42	67	128	
		%	-	-	14.84	32.81	52.34	100	4.38
7	Difficulties to assess students' individual roles in group works	f	-	-	20	41	67	128	
		%	-	-	15.63	32.03	52.34	100	4.37
8	Handling endless paper works in implementing AA in CESC	f	12	19	30	32	35	128	
		%	9.38	14.84	23.44	25.00	27.34	100	3.46
Weighted Mean									4.13

Table 4.32 indicates that 113 (88.3%) of the instructors recognised that the activities required to align AA with ALM and with the CESC curriculum were too demanding (4.42) for students to perform at the three universities. Moreover, the same number of instructors also stated that the activities requested to score the students' performance using AA (4.38) and to assess students'

individual roles in group works (4.37) were challenging for the instructors. Moreover, the rigorous activities to integrate the complex language domain in CESC (4.31) and the multifaceted language objectives in CESC (4.30) in descending order were the influential challenges in implementing an AA in CESC. Furthermore, 79% of the instructors considered the process of handling endless paper works in implementing AA strategies in CESC (3.46) and the rigorous activities to plan (3.95) and to administer (3.84) AA in CESC as the dominant challenging in implementing an AA in CESC. In conclusion, the weighted mean 4.13 underlines that the complex nature of CESC and the challenging nature of AA activities were the critical challenges for the instructors in implementing an AA in CESC at the three universities. By the same vein, Table4.33 depicts the responses of the students to the nature of CESC design and AA forms.

Table 4.33: Students' Responses to the Nature of CESC Design and AA Forms

S/N	I think the following nature of CESC and AA challenge the proper implementation of alternative assessments in CESC.	Statistics	Strongly Disagree	Disagree	Undecided	Agree	Strongly Disgree	Total	Mean
1	Multiple domains of language objectives in CESC	f	12	16	97	46	47	218	
		%	5.51	7.34	44.50	21.10	21.56	100	3.46
2	Rigorous activities in CESC materials	f	13	18	89	57	41	218	
		%	5.96	8.26	40.83	26.15	18.81	100	3.44
3	Demanding activities in implementing an AA in CESC	f	5	11	47	99	56	218	
		%	2.3	5.05	21.56	45.41	25.69	100	3.87
4	Handling endless paper works in using an AA in CESC	f	-	6	67	98	47	218	
		%	-	2.75	30.73	44.95	21.56	100	3.85
Weighted Mean									3.67

Table 4.33 illustrates that more than three-fourths, 169 (77%), of the students felt that the complex nature of the language objectives in CESC and the demanding nature of AA forms negatively affected the proper utilisation of an AA in CESC at the three sample universities. In particular, the mean values 3.46 and 3.44 portrays that most, 153 (70%), of the students believed that the multiple domains of language objectives and the rigorous activities in CESC module were the key challenges respectively in utilising an AA in CESC. More importantly, three-fourth 164 (75%) of the students believed that the tedious process of handling endless paperwork in using an AA in CESC highly challenged the implementation of an AA in CESC at the three universities. All

in all, the weighted mean 3.67 represents the students' opinions that the complex language objectives in CESC challenged the implementation of AA in CESC at the three sample universities.

To sum up, the results of these analyses were comparable to the findings obtained in the studies conducted by Benzehaf *(*2017), Chinda (2012) and Chirimbu (2013). These studies described the implementation of AA in the multifaceted objectives of CESC as a demanding where the resources were scarce, and the instructors and students were unmotivated. This was because the multifaceted objectives in the six language domains of CESC required complex tasks and rigorous AA activities as identified by Christiana (2019) and Abbas (2012) to align AA with ALM in CESC; otherwise, instructors normally use TA in CESC as was observed in the current study. Within this framework, the following section presents the analysis of the instructors' and students' responses to the constraints related to poor resources and poor classroom conditions.

4.5.5   Resource Constraints and Classroom Conditions

The analysis of resource constraints and poor classroom conditions is considered as external challenges in implementing an AA in CESC at the three universities. Constraints include the shortage of reference books, portfolio collection folders, stationery materials, large class size, work overload and lack of or malfunctioned language laboratory, personal computers, intermittent failure of internet connection, lack of cameras and tape and video recorders as summarised in Table 4.34. The mean value 4.10 in Table 4.34 demonstrates that 105 (82%) of the instructors complained that large class size highly challenged them to implement AA in CESC. Apart from class size, 101 (79%) of the instructors at the three universities asserted that frequent interruption of internet connection (3.96), insufficient availability of computers (3.77), high workload (3.84), absence of video recorder (3.77) and malfunctioned language laboratory (3.70) challenged them in implementing AA in CESC. Moreover, the absence of tape recorder (2.91), the constraint of time (2.67) and the shortage of stationery materials (2.54) were in descending order identified by the instructors as the moderate challenging items in implementing AA in CESC.

Table 4.34: Instructors' Responses to the Resources Constraints

S/N	I feel the following constraints challenged the implementation of AA in CESC	Statistics	Strongly Disagree	Disagree	Undecided	Agree	Strongly Disagree	Total	Mean
1	Time constraint	f	21	43	41	12	11	128	
		%	16.41	33.59	32.03	9.38	8.59	100	2.67
2	Shortage of stationery and reference materials	f	23	42	43	11	9	128	
		%	17.97	32.81	33.59	8.59	7.03	100	2.54
3	Problem of large class sizes	f	3	12	13	41	59	128	
		%	2.34	9.38	10.16	32.03	46.09	100	4.10
4	Insufficient and malfunctioned language laboratory	f	-	21	29	45	33	128	
		%	-	16.41	22.66	35.16	25.78	100	3.70
5	Frequent interruption of internet connection	f	-	13	27	40	48	120	
		%	-	10.16	21.09	31.25	37.5	100	3.96
6	Insufficient availability of computers	f	-	14	25	43	46	128	
		%	-	10.94	19.53	33.59	35.95	100	3.95
7	Absence of video recorder	f	7	16	20	41	44	128	
		%	5.47	12.5	15.63	32.03	34.38	100	3.77
8	Absence of tape recorder	f	8	19	23	37	22	128	
		%	6.25	14.84	17.97	28.91	17.19	100	2.91
9	Workload in addition to teaching	f	6	14	23	41	45	128	
		%	4.69	10.94	17.97	32.03	35.16	100	3.84
Weighted Mean									3.49

To conclude, the weighted mean 3.57 in Table 4.34 confirms that about 70% of the instructors were challenged by resource constraints and poor classroom conditions in implementing AA in CESC. Other studies for instance Christiana (2019), Chinda (2014), Comer (2011) and USAID (2010) at other sites that the constraints of resources, particularly, technological devices, are the most important factors in designing and implementing AA strategies in CESC. Table 4.35 also depicts the responses of the students to the constraints of resources and poor classroom conditions.

In Table 4.35, the mean values 4.19, 4.09, 4.05 and 4.03 confirmed that the frequent interruption of internet connection, malfunctioning language laboratory, large class sizes, and shortage of stationery and reference materials were the most important challenges respectively in implementing an AA in CESC. Likewise, the mean values 3.91, 3.90 and 3.89 revealed that time constraints and lack of recording equipment, unavailability of computers and the absence of video recorders were identified respectively as the challenges in implementing an AA in CESC.

Table 4.35: Students' Responses to the Constraints of Resources as the Challenges

S/N	I think the following constraints of resources challenge the proper implementation of AA in CESC.	Statistics	Strongly Disagree	Disagree	Undecided	Agree	Strongly Disagree	Total	Mean
1	Time constraint to complete all AA requirements in CESC	f	-	15	51	89	63	218	
		%	-	6.89	23.40	40.83	28.90	100	3.91
2	Shortage of stationeries and reference materials	f		-	75	87	56	218	
		%		-	34.4	39.91	25.67	100	4.03
3	Large class size to get chance in responding to AA	f	-	12	36	103	70	221	
		%	-	5.43	16.29	46.61	31.67	100	4.05
4	Insufficient language lab	f	-	11	32	107	73	223	
		%	-	4.93	14.35	47.98	32.74	100	4.09
5	Frequent interruption of internet connection	f	-	9	27	99	88	223	
		%	-	4.04	12.11	44.40	39.46	100	4.19
6	Insufficient availability of functional computers	f	-	11	54	98	55	218	
			-	5.05	24.77	44.95	25.23	100	3.90
7	Absence of video recorder to collect information in using AA	%	7	13	39	97	62	218	
		f	3.21	5.96	17.89	44.5	28.44	100	3.89
8	Absence of tape recorder to use AA	%	6	12	41	96	63	218	
		f	2.75	5.51	18.81	44.04	28.90	100	3.91
Weighted Mean									4.00

The weighted mean 3.95 underlined that about 173 (79%) of the students thought that limited resources and poor classroom conditions challenged them to properly respond to their instructors' AA in CESC. This finding was also pronounced in Chinda (2012), Christiana (2019), Chinda (2014), Comer (2011) and USAID (2010). At other sites, Abbas (2012), Chirimbu (2013), Kapambwe (2010) and Nejadansari (2014) also identified that constraints related to resources contributed to the challenges in the implementation of an AA in any course in the world generally and in developing countries in particular. The next section presents the summary of the major challenges in implementing an AA in CESC at the three universities.

4.5.6 Summary of the Major Challenges in Implementing an AA in CESC

The major challenges in implementing an AA in CESC were computed using weighted means and standard deviations of the responses of both the instructors and the students at the three universities. The overall challenges, which were categorised into six main themes and 23

subthemes, were ranked based on the grand means and standard deviations of the responses of the instructors and students as summarised in Table 4.36.

Table 4.36: Summary of the major Challenges in Implementing an AA in CESC by Weighted Mean Ranking

S/N	Main challenges	Sub-challenges (N= 118 instructors and 230 students = 358)	Instructors			Students			Grand Mean	Rank
			Mean	SD	Weigh. Mean	Mean	SD	Weigh. Mean		
1	Perceptions about AA	1.1. Measurability	4.00	0.31	3.94* 0.21⁺	4.26	0.33	3.98* 0.23⁺	3.97* 0.16⁺	2
		1.2. Discriminating power	4.18	0.04		4.25	1.23			
		1.3. Objectivity/subjectivity	4.07	1.11		4.20	1.21			
		1.4. Validity & Reliability	3.84	0.19		3.70	0.20			
		1.5. Impracticality of AA	3.95	0.29		3.73	0.23			
2	Nature of AA	2.1. Demanding activities of AA	4.34	0.43	3.86* 0.36⁺	3.85	0.48	3.85* 0.55⁺	3.85* 0.43⁺	6
		2.2. Handling endless paper works in AA.	3.46	0.31		3.84	0.46			
3	Materials Constraints	3.1.Insufficient technological services	3.86	1.28	3.49* 2.01⁺	4.01	0.24	4.00* 0.13⁺	3.98* 0.78⁺	1
		3.2. Shortage of stationeries materials	2.54	3.46		4.03	0.12			
		3.3. Large class size	4.10	0.33		4.05	0.43			
		3.4. Time constraints	2.67	4.39		3.95	0.95			
4	Nature of CESC	4.1. Complexity of CESC	4.30	0.32	4.31* 0.38⁺	3.44	2.48	3.45* 3.1⁺	3.91* 2.13	5
		4.2. Poor integration of language domains in CESC	4.31	0.43		3.46	3.46			
5	Instructors' character	5.1. Pedagogical skills	4.08	0.32	4.02* 0.33⁺	4.01	0.11	3.75* 0.51⁺	3.97*0 .32⁺	3
		5.2. AA knowledge	3.73	0.41		3.34	0.23			
		5.3. Language proficiency	3.95	0.44		2.70	1.43			
		5.4. Previous teaching culture	4.19	0.11		-	-			
		5.5. Commitment/interest	4.03	0.24		3.98	0.04			
6	Students' Character	6.1. Disciplinary problems		0.52	3.72* 0.35⁺	3.91	0.12	4.05* 0.16⁺	3.95* 0.34⁺	4
		6.2. Ethnic deficiency	4.11	0.31		4.24	0.20			
		6.3. Language diversity	4.21	0.23		4.22	0.03			
		6.4. Motivation and interest	4.12	0.45		4.05	0,23			
		6.5. Learning culture and style	3.74	0.59		4.09	0.21			

In the Table 4.36 below, the major challenges aforementioned are summarised. In the table, "*" and "+" refer to the overall means and standard deviation (SD) respectively within the same boxes. The data in the table generally exhibit that the constraints of resources and poor classroom

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conditions (3.98), instructors' and students' perceptions on the implementation of AA in CESC (3.97) and instructors' related challenges (3.97) were identified in descending order as the first three challenges in implementing an AA in CESC. Likewise, the poor student character (3.95), the complex nature of CESC (3.91) and the demanding nature of AA strategies (3.85) were recognised in descending order as the second three challenges in implementing an AA in CESC. In order to explain the difference between the concerns of different groups of respondents, the following section presents the summary data of Mann-Whitney U Test in relation to the level of the challenges in implementing an AA in CESC.

4.5.7 Group Differences on the Level of Challenges

Mann-Whitney U Test was computed to determine the differences between the concerns of different groups in relation to the challenges in implementing an AA in CESC. Following this, Tables 4.37, 4.38 and 4.39 included only the sum of ranks for the smaller group for brevity. This is because the sum of ranks for the other group could be obtained by using the formula, $R_2 = (n_2+1)$ $n_2/2 - R_1$. Similarly, the number of times a smaller groups' score (U1) preceded a larger groups' score (U2) is calculated using $U1 = n_1 n_2 + n_1 (n_1+1)/2 - R_1$. Hence, for the other group, U_2 could be obtained by using the formula, $U_2 = n_1n_2 - U_1$. Besides, $Z^+ = P<0.05$. Hence, Tables 4.37 summarises the differences between the concerns of the instructors and the students.

Table 4.37: Summary of Responses of Instructors and Students by Mann-Whitney U Test

S/N *n1=128; n2=218	Challenges in implementing an AA in CESC at the three universities	Respondents		Sum of Ranks (R_1)	U1	Z
		Instructor (1) *	Student (2)			
1	Instructors' and students' perceptions about AA and CESC	3.94	3.98	27643	18345	0.45
2	Demanding nature of AA in CESC	3.86	3.85	2779.5	19051.5	0.60
3	Complex nature of CESC	4.31	3.45	31063	17032	2. 46⁺
4	Constraints of instructional materials constraint and poor classroom	3.49	4.00	27988.5	17913.5	3.71⁺
5	Instructors' character	4.02	3.85	29302.5	19820.5	1.44
6	Students' Character	3.72	4.05	2995	19681	2. 65⁺

The standard deviations ranged for 0.21-2.01 for instructors and from 0.13-0.3.1 for students.

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The results of Mann-Whitney U Test in Table 4.37 indicates that both instructors and the students similarly felt dissatisfaction with the perceptions of the instructors and students ($z = 0.45$), the demanding nature of AA in CESC ($z = 0.60$) and the instructor character ($z = 1.44$) as the challenges in implementing an AA in CESC. However, the complex nature of CESC ($z = 2.46$), which was the most important challenge for the instructors in implementing an AA in CESC, was the least concern for the students. On the other hand, the constraints of instructional materials and poor classroom conditions ($z = 3.71$) and poor student character ($z = 2.46$), which were the crucial challenges for the students, were the least challenges for the instructors in the implementation of AA in CESC at the three universities. These claims seemed to be reasonable because the instructors usually designed the AA tools and instructed the students to complete all the requirements of their AA tools wherein students were suffering from the constraints of limited learning materials and poor technological services. A similar analysis was also made to determine the difference between pedagogically trained and untrained instructors, as indicated in Table 4.38.

Table 4.38: Summary of the Responses of the Pedagogically Trained and Untrained Instructors by Mann–Whitney U Test

S/N	Challenges in implementing AA in CESC. $n_1* = 63$ $n_2 = 65$	Respondents		Sum of Ranks (R_1)	U1	Z
		Trained (1)	Untrained (2)			
1	Instructors' and students' perceptions about AA and CESC	3. 49	4.23	21036	14769	2.41+
2	Demanding nature of AA in CESC	3. 68	4. 26	22917	13967	3.01
3	Complex nature of CESC	3.45	4.31	22091	13404	3.43+
4	Constraints of instructional materials constraint and poor classroom conditions	3. 97	4.00	20013	16561	0.48
5	Instructors' character	3. 54	4.02	22896	13627	2.19
6	Students' Character	3.52	3.55	22478	19427	0.81

Standard deviations ranged from 0.32-0. 64 for pedagogically trained and from 0.16-0.36 for the untrained.

In relation to the differences between the pedagogically trained and untrained instructors, Table 4.38 illustrates that the pedagogically untrained instructors were troubled more than their counterparts in implementing AA strategies in CESC at the three universities. For instance,

pedagogically untrained instructors questioned the measurability of AA strategies to measure the multifaceted language objectives in CESC ($z = 2.41$). As a result, they were more distressed with the demanding nature of AA in CESC ($z = 3.01$), with the complex nature of CESC ($z = 3.43$) and with unproductive activities of some instructors ($z = 2.19$) in implementing AA strategies and tools in CESC at the three universities. On the other hand, both the pedagogically trained and untrained instructors demonstrated similar concern with regard to the constraints related to poor instructional materials and poor classroom conditions ($z = 0.48$) and with the deficient students' characters ($z = 0.81$) in implementing an AA in CESC. In this vein, unlike the findings of the current study, Benmoussat & Benmoussat (2018), Herdiawan (2018), Nasab (2015) and Shrestha (2014) found that instructors' pedagogical skills training can create a difference in handling the scarcity of resources and students' improper conduct in implementing AA in CESC. Following this, the instructors argued that the root cause of these particular problems might not require special instructors' pedagogical or professional treatments.

To substantiate the differences between the pedagogically trained and untrained instructors, a t-test was also computed to verify the results of Mann–Whitney U Test. This is because the number of the two groups (63 pedagogically trained and 65 untrained instructors) was almost the same for which t-test is more recommendable than other tests. Fortunately, the results of the t-test confirmed similar claims in which the implementation of AA in CESC ($t=1.82$) challenged the pedagogically untrained instructors more than their counterparts at the three universities. This implies that the pedagogically trained instructors seemed to develop a sense of confidence to better meet the demanding requirements in implementing a variety of AAs in CESC. The confidence of those pedagogically trained instructors could be looked at from their professional excellence in implementing an AA in CESC. This is what Herdiawan (2018), Rojas (2017) and Sebate (2011) determined in other sites that more self-reliant instructors were likely to implement an AA in CESC because pedagogically trained instructors are more predisposed to be estimated in implementing an AA in CESC. In addition to this, several differences were detected in relation to the level of dissatisfaction between the experienced instructors, that is, those with 10 years and above in teaching experience) and less experienced instructors, as shown in Table 4.39.

Table 4.39: Summary of the Responses of the Experienced and Less Experienced Instructors by Mann-Whitney U Test

S / N	Challenges in implementing an AA in CESC	$n_1 = 58$ $n_2 = 70$	Respondents		Sum of Ranks (R_1)	U1	Z
			Exp. (1)	Less exp. (2)			
1	Instructors' and students' perceptions about AA and CESC		3.81	4.33	25036	17679	2. 24⁺
2	Demanding nature of AA in CESC		3.56	4.16	26163	16878	3. 34⁺
3	Complex nature of CESC		3.70	4.25	25934	16655	2.53⁺
4	Constraints of instructional materials constraint and poor classroom		4.24	4.26	21907.5	18358	0.47
5	Instructors' character		4.39	3. 61	27097.5	15220	2.29⁺
6	Students' Character		3.41	4.29	28361	16964	3. 24⁺

The standard deviations ranged from 0.82-1.74 for experienced and 1.32-1.64 for less experience.

Table 4.39 exhibits the Mann-Whitney U Test results for experienced and less experienced instructors in relation to the challenges in implementing an AA in CESC. Following this analysis, it is possible to infer that the instructors' and students' inappropriate perceptions on the validity of AA strategies (z = 2.24), the demanding nature of AA (z = 3. 34), complex nature of CESC (z = 2.53) and the poor student character (3.24) contested the less experienced instructor (with less than 10 years teaching experience) in implementing an AA in CESC. On the other hand, the experienced instructors were not happy with the instructor character (2.29) in implementing an AA in CESC at the three universities. However, the constraints of instructional materials and poor classroom conditions (z = 0.47) equally challenged both the experienced and less experienced instructors in implementing AA strategies in CESC. In contrast to the current study, Chirmbu (2013), Coombe & Hubley (2011), Marrow (2018), Nasab (2015), Sebate (2011) and Rojas (2017) commonly concluded that less experienced instructors were practically disappointed with the complexities associated with the constraints of instructional materials and poor classroom conditions more than their counterparts in implementing an AA in CESC. On the whole, instructors can learn from their experience to equip and update themselves with necessary skills through self-training in their professional career. Table 4.40 also compares the effects of the level of instructors' qualification in implementing an AA in CESC at the three universities.

Table 4.40: Summary of the Responses of the   Lecturers and above Lecturer Instructors by Mann-Whitney U Test

S/N	Challenges in implementing AA in CESC	$n_1 = 61$ $n_2 = 67$ Respondents Above lecturer (1)	Lecturer (2)	Sum of Ranks (R_1)	U1	Z
1	Instructors' and students' perceptions about AA and CESC	4.23	4.33	22584	19271	1.61
2	Demanding nature of AA in CESC	3.68	3.64	21714	18971	1.3
3	Complex nature of CESC	3.99	3.97	22764	19010	1. 18
4	Constraints of instructional materials and poor classroom conditions	3.53	3.66	21975	19857	0.48
5	Instructors' character	3.97	3.98	21986	18976	1.0
6	Students' character	3.81	3.87	22937	19802	0.05

The standard deviations range from 1.10-2.35 for the lecturer and from 0.13-2.84 for the instructors whose teaching career is beyond lecture.

Compared with the result of Mann-Whitney U Test in Table 4.40, there was no difference between the opinions of the instructors with lecturer rank (MA/MED holders) and instructors whose teaching career is above lecturer at the three universities. To reasonably argue on this issue, a t-test was also conducted because, as previously stated, the number of the two groups (61 lecturer and 67 instructors with above lecturer) was similar to confirm such an argument. Both the results of the t-test and Mann-Whitney U Test verified that all the instructors with lecturer and above lecturer showed similar concern with all the six themes of the challenges in implementing AA in CESC at the three universities. Table 4.41 exhibits the results of the Kruskal-Wallis Test determine the differences among the three universities in relation to the challenges identified in implementing AA in CESC.

Table 4.41: Summary Results of Kruskal-Wallis Test on the implementation of AA in CESC

S/N	Major challenges in implementing AA in CESC	Universities	N	M	R^2	T	P-value at p = 0.05
1	Instructors' and students' perceptions about AA and CESC	Addis Ababa	194	3.84	2,802.86		
		Ambo	89	4.08	1,481.53	1.350	2.587
		Wallaga	106	4.01	1,704.49		
	Total		*389*	*3.96*	*5,988.88*		
2	Demanding nature of AA in CESC	Addis Ababa	194	3.79	2,786.64		
		Ambo	89	3.88	1.339.84	0.116	1.076
		Wallaga	106	3.86	1,579.36		
	Total		*389*	*3.85*	*5,705.84*		
3	Complex nature of CESC	Addis Ababa	194	3.71	2,670.24		
		Ambo	89	4.31	1,653.27	1.260	2.725
		Wallaga	106	4.37	2,024.27		
	Total		*389*	*3.91*	*6,347.78*		
4	Constraints of materials resources and poor classroom conditions	Addis Ababa	194	2.69	1,403.80		
		Ambo	89	4.36	1,691.85	2.97*	1.741
		Wallaga	106	4.24	1,905.63		
	Total		*389*	*3.98*	*5001.28*		
5	Instructors' character	Addis Ababa	194	3.78	2,771.95		
		Ambo	89	4.02	1,438.28		
		Wallaga	106	3.99	1,612.26	1.093	2.265
	Total		*389*	*3.97*	*5,822.54*		
6	Students Character	Addis Ababa	194	3.91	2,905.95		
		Ambo	89	4.11	1,503.40		
		Wallaga	106	3.97	1,670.67	0.976	1.948
	Total		389	3.95	6,080.02		
	Overall difference among the universities	Addis Ababa	194	3.91	2965.89		
		Ambo	89	4.01	1,431.13		
		Wallaga	106	3.99	1,687.53	1,072	2.691
	Total		389	3.96	6,084.55		

'M' refers to mean rating, and R^2 represents the sum of mean rank square; df =2.

As indicated in Table 4.41, 398 respondents were selected from the three sample universities in total, with 194 from Addis Ababa University, 89 from Ambo University, and 106 from Wollaga University. The summary results of Kruskal–Wallis Test, such as t =1. 350; t = 0.116; t = 1.260; t = 1.093 and t = 0.976 at *p*-value of < 0.05 reveal that there was no statistically significant difference among the three universities in relation to the instructors' and students' perceptions about AA and CESC, the demanding nature of the implementation of AA in CESC, the complexity of language domains in CESC, instructors' activities and student character, respectively. In contrast, the result of Kruskal–Wallis Test, t = 2.97 with p = 1.741 at p < 0.05, showed that there is a statistically difference between the universities vis-à-vis the material resources and classroom conditions. In this vein, the comparison between mean scores of the universities illustrated that Ambo University

(4.34) and Wollaga University (4.24) were more distressed by the constraints of material resources and poor classroom conditions than Addis Ababa University (2.69). This is because of the fact that Addis Ababa University, which is the oldest university in Ethiopian, had better organized laboratories, classrooms and libraries with necessary technological devices and facilities unlike the remaining two universities, which were recently established.

To summarise, Mann-Whitney U Test, t-test and Kruskal–Wallis Test detected many differences between the responses of different groups in relation to the challenges in implementing an AA in CESC at the three universities. Comparing the differences between the instructors and the students' opinions, more students were confronted by the constraints of instructional materials and poor classroom conditions in completing the AA requirements in CESC than their instructors. In relation to the instructors, the less experienced and pedagogically untrained instructors faced more difficulties than their counterparts in implementing AA strategies in CESC at the three universities. However, poor student character is a major problem for both pedagogically trained and untrained instructors in implementing an AA in CESC at the three universities. All things considered, instructors' experience and pedagogical training are invaluable indicators in implementing AA in CESC at the three universities, as argued by Al-Mahirooqi and Denman (2018), Al-Mamari, Al-Mekhlafi & Al-Barwani (2018) and Andrade (2011). These imply that instructors need training in these identified concerns, and the government must be aware of their problems and solve it accordingly. In addition to the quantitative data, data acquired through the three-dimensional learning observation protocol (3D-LOP) and FGDs on the challenges of AA implementation in CESC was qualitatively analysed.

4.5.8 Classroom Observation Data Analysed

The data obtained through the 18 classroom observations of the nine instructors was analysed using six themes to substantiate the findings of the forgoing data analyses. The themes consist of the instructor-related problems, student character, constraints of instructional materials and poor classroom conditions, and instructors' and students' perceptions in implementing the demanding activities of AA in the multifaceted learning objectives in CESC. The results of the data obtained

during the pre- and post-observation conferences with the observed instructors were also amalgamated with the results of the FGD to triangulate the findings of the current study.

To begin with, instructor-related problems were identified as the most critical challenges during the period of classroom observations at the three universities. The summary of the classroom observations at the three universities asserts that most of the instructors, who were observed, were unable to relate their assessment strategies and tools to the nature of CESC. For example, contrasting the nature of the objectives of CESC, only two of the nine instructors had roughly used peer-assessment in CESC during the classroom observation at the three universities. Furthermore, although almost all the units of the CESC module presented a variety of activities which require students to assess their own progress, there was no instructor observed employing self-assessment strategies during the observation time. More seriously, two instructors were frustrated in teaching and assessing reading activities where the texts were extracted from health (Euthanasia) and technology (Technologies that Change Our Lives) which they could not handle without an expertise from the respective fields.

During classroom observations, most of the instructors were ineffective in using AA in CESC throughout their lesson stages within a period. Practically, most of the instructors commenced their lessons without making any sort of assessment on the prior knowledge of their students. They usually open the lessons by writing the titles of the lessons on the whiteboard or displaying the power points using technological devices. They teach and assess their students in CESC mainly using lecture and/or gapped lecture methods based on the whole class and individual activities. The instructors talked much of the time either explaining/lecturing about grammar or vocabulary. As a result, they gave little time for the students to exercise few of the tasks suggested in the module of CESC. During their lecture, most of the instructors mainly used more question-answer activities than other assessment forms. This implies that the instructors were unsuccessful in organising and maintaining pair and group work.

Furthermore, most instructors taught and assessed forms of reported speech, reading and debate processes, parts of a job application letter and descriptive paragraphs, how to summarise a text and other writing mechanics instead of assessing students' performance in constructing acceptable direct and reported speech, reading comprehension, debating to convince others, writing effective job application letters and descriptive texts as well as texts summaries. Despite the foregoing data analysis, some of the instructional strategies employed by the language instructors used were acceptable at university level. However, almost all the instructors usually ended their lessons by giving homework and sometimes assignments. Surprisingly, most of the instructors gave relatively difficult reading comprehension activities for homework so that students would do it at home. Following the observation, these two instructors were asked, during the post conference time, why they were frustrated with some of the teaching and assessment activities of the reading passages. They (Inst3 and Inst5) explained the reasons as stated below.

During the class, we always do some assessment as learning and assessment for learning, as the lessons went on. We use easier assessment strategies, for instance, 'yes or no', true or false, multiple-choice items, matching and short answer activities which the students can easily respond to. However, in same causes, reading comprehension activities, such as, "Euthanasia" and "Technologies that Change Our Lives" were too difficult for us to reflect on how much the students read and understood. To solve this problem, we attempted to invite instructors from College of Health and Medicine, and Institute of Technology, but they did not have time to accept our invitation.

The instructors observed the weakness of the course module. It included some specific specialities. Admittedly, they employed the discreet point assessment items that can be answered by students with poor language proficiency. However, instructors can make these objective items communicative by reflective items, such as why the students select certain answer from the given alternatives. All in all, most of the instructors were unsuccessful in implementing a variety of relevant AA strategies in CESC at the three universities.

To note further, very few pedagogically trained and experienced instructors implemented a variety of AA strategies in CESC during different stages of their lessons. They started their lessons using some brainstorming activities, linked initial assessments to the multifaceted nature of the learning objectives in CESC and developed lessons accordingly. They even assessed using relevant strategies and finally ended their lessons properly with reasonable feedback and summary. They used different AA strategies including individual, pair and group activities to assess the students' progress in CESC. They also moved around in the classroom to informally observe the students' activities in CESC. They tried to link their assessment tools to their teaching and to the nature of the language domains in CESC thereby aligning AA with ALM. In other words, they used some collaborative activities to employ mainly 'assessment as learning' inside and outside the classrooms.

Compared with other classes, students of these particular instructors expressed better motivation towards and participation in the activities during the observation time. Most of the students raised their hands to answer and ask questions. They also attempt to reflect on what they learnt and what they were not clear with. Following the activities of the students, the instructors were giving relevant feedbacks to the students' activities. However, there was no instructors observed giving intervention to narrow the students' learning gaps. To put it briefly, the analysis of the classroom observations indicated that instructors' poor skills and lack of experience were important factors in implementing AA in CESC at the three universities.

In addition to the result of the classroom observations, all the observed instructors responded to the pre- and post-observation conferences. During the one-to-one conference, the instructors asserted that the multiple language objectives in CESC created difficulties in maintaining a match between their assessments and the language objectives in CESC. The demanding activities of designing, constructing, and administering AA strategies, correcting and assigning students' grades using AA were the most common difficulties for the instructors. In relation to teacher related challenges, an instructor said the following.

It is unbelievable story to include all the language items in one assessment. At a time, one or two and at most three language domains can be assessed. Other skills can be assessed by the following time. Our students' language is too poor to participate in an integrated teaching and assessment. Moreover, we skip over listening activities because there is no sufficient laboratory and technological devices. We know that summative assessments have been designed by course coordinating committee, but most of the newly graduated teachers are not effective in designing comprehensive and proportionate continuous assessment items in particular. Others also fail to reverse the traditional assessment paradigm they have experienced in other courses.

This voice of instructors implies that they were unsuccessful in teaching and in assessing integrated skills. They faced challenges to participate their students actively in the lessons, to make their assessments comprehensive and proportionate to the multiple objectives in CESC. In particular, less experienced instructors confessed during their pre- and post-observation conference that they implemented fewer AA tools, and they blamed students for their inability to complete the rigorous AA activities in CESC. This might be because of the fact that less experienced instructors lacked adequate skills development opportunities following their employment without pedagogical skills as instructors. As a final note, it would be expedient to quote what most of the instructors said in different words during their post-observation conferences and during their FGDs because the quotation is supposed to represent the opinions of almost all the instructors on the challenges with respect to implementing an AA in CESC.

Assessing all the multifaceted objectives and contents in communicative English skills course at a time is impossible for me. The process of setting and administering AA, correcting the students' performance, and assigning the results to the students' grades are the most demanding and time-consuming activities. Therefore, how should I implement all these demanding alternative assessment strategies in this multifaceted course as the students cannot write and speak English

to respond to the open-ended questions? How can I implement alternative assessment where there is the scarcity of computers and reference materials, intermittent interruption of internet connection and other assessment facilities?

This quotation highlights most of the foregoing analyses on the challenges in implementing AA in CESC at the three universities. The quotation confirms the claims about the instructors' resistance to and the nature of the instructors' perception of the implementation of AA strategies. The quotation also implies that the student-related challenges and the constraints of instructional materials affected the implementation AA in CESC. In addition, the classroom observation also asserts the effects of the large class size that the minimum number of students in a classroom was 40 at the sample universities. In fact, the class size was slightly more than the set standard of the education policy of MOE that states the number of students in a class should range from 40 to 60 for language classrooms. However, one can understand that whatever an instructor does, she or he is doomed to fail in these conditions. In other words, it is practically difficult for the instructors to manage 60 and more than 60 students in a small classroom within 45 minutes. The student-related challenges in relation to the classroom interaction were also carefully observed and analysed at the three universities during the 18 classroom observations of the nine instructors.

The summary of the analysis of classroom interactions and the students' use of language in implementing an AA in CESC showed that the students were unenthusiastic to contribute to the classroom interactions. For example, when an instructor asked them a question in the whole class activities, two or three students raised their hands to respond to the questions. Similarly, when an instructor gave them assessment tasks from the pages of the module, most students could not complete the assessment tasks on time; some of them could not complete even half of the activities on time. When the instructors invited them to present their performances, two or three students raised their hands to respond to the answer. Moreover, the observation identified that the language of some students was difficult to understand which a pity is for a university student. The students' pronunciations and dictions were understandable; their speaking was ungrammatical, and their responses were irrelevant to the questions. When the instructors ordered them to work in pair and/or

in group, most of the students often looked for the students who were from their ethnic groups and spoke their language.

In such groups, they were frequently observed using their mother tongue, otherwise they kept silent. When the instructors finally invited them to ask questions or to give comment on the lesson, the students often remained silent. For this reason, some instructors were observed using students' local languages, Amharic and Afan Oromo, particularly to give directions. In a nutshell, the results of the classroom observation validated the opinions of the instructors that the student-related challenges, such as, students' poor language proficiency, their ethnic group and language diversity, students' low intrinsic motivation and confidence to use English were the most common challenges in implementing AA in CESC at the three universities.

4.5.9 Focused Group Discussion Data Analysed

In addition to the analysis of classroom observations, the information acquired through instructors' and students' FGDs was thematically analysed in relation to the challenges in implementing an AA in CESC. The themes comprised the perceptions of instructors and students, instructor-related challenges, deficient students' behaviours, and constraints related to limited resources and poor classroom conditions in implementing an AA in CESC at the three universities. The instructors' FGDs closely related to the results of the classroom observations that most of the instructors commonly considered the implementation of an AA in CESC as too demanding activities to assess the multifaceted language objectives in CERSC. In other words, most of the instructors underlined that the process of designing, administering, correcting/checking, and giving feedback to AA in CESC are the most demanding AA activities and time consuming. During their FGDs, the instructors confirmed that they faced difficulty to employ comprehensive and proportionate assessments to the multifaceted objective in CESC. To directly state the voice of an instructor that seemed to be common opinion for all the FGD participants:

We are the poorest of the poor! We are placed in a classroom that is normally isolated and insulated from other classrooms. We have few opportunities to know what else is happening elsewhere. We are paid less than any sector's worker with similar work experience and level of education. Let alone, the salary and the benefits of a high school teacher are better than ours. The horizontal promotion system announced by MOE education is not being implemented. It is in this unhappy context that we are urged to innovate the teaching and the assessment approaches, to conduct research and community service for free.

It is well-understood that instructors were not happy with the salary and benefits they earned working for the government university. Unexpectedly, the study in general showed that economic factors became one of the identified determinants to implement AA in CESC. The results of the FGD indicated that all the instructors felt dissatisfaction with their income. In addition to the results of FGD, the instructors frankly told the researcher during the tea-time of the FGDs that most of the EFL instructors were teaching at private universities, colleges, and schools during their free time to supplement the meager salary they earned from their university. The additional workloads might have prevented them from properly implementing the AA strategies in CESC. Therefore, the analysis of the instructors' FGDs showed that most of the instructors at the three universities were less strategic to assess the multifaceted objectives in CESC through AA task

This summarizes that the instructors failed to design valid, clear, practical, reliable and measureable assessment techniques in CESC. Instructor character and their perceptions challenged them to promote validity of their assessment contents. The instructors skipped over listening and writing during teaching and assessing language domains in CESC curriculum. This is because they thought that the students could have chance to separately exercise writing skills more in the upcoming writing skills courses. This implies that they give less emphasis to some language skills but more weight to others. In general, it is possible to deduce that instructors" inability to handle students" interest and the complex nature of CESC challenged the content validity of instructors" assessments in CESC at the three universities.

The analysis of the students' FGDs so far claimed similar results to the instructors' FGDs about the complexity of the intended learning objectives in CESC and demanding nature of AA. The students' FGDs implied that their instructors rarely set their assessment items based on CESC module; they assembled the items from elsewhere and/or repeat the previous assessment items. For this reason, the students at the three universities confirmed that they did not carefully study the CESC modules. They often reviewed previous examinations items. Thus, it was safe to conclude that the perceptions of the instructors and students challenged the implementation of an AA in CESC at the three universities. In this context, the next section also highlights the analysis of FGDs on the constraints of resources and poor classroom conditions at the three universities. As a direct stamen of the voice of the students, it would be pragmatic to quote what most of the students pronounce in different words during their FGDs because the quotation is supposed to represent the opinions of almost all the students on the challenges with respect to the implementation of an AA in CESC.

We learn many subjects in a semester based on modular and semester-based modes including communicative English skills course. All the instructors give us many reading assignments, home-works, projects and so forth at a time. However, every day we are confined to work with the assignments of the communicative English skills course. Sometimes, we cannot respond to all the assignments given to us from the course. It was not only because of the fact that some tasks are too demanding and rigorous to complete by ourselves but also, we did not have sufficient time, references books, internet connection and other technological devices to complete the assignments in the course. When we are given the assignments in groups, we divided them among us according to our interest to do. Yet, when we are given the assignments individually, we may look for better person in English etc. and who may have internet access.

Considering the voice of students, the analysis of the students' FGDs, which was consistent with the results of the instructors' FGD showed that the constraints related to limited assessment resources were the serious challenges getting the way of implementing an AA in CESC at the three

universities. In their discussions, the instructors argued that the multidimensional objectives in CESC required various resources and more conducive classroom conditions to comprehensively implement AA in CESC. However, the constraints related to limited reference materials, shortage of computers, lack of cameras, very small size and poorly furnished laboratories, frequent internet interruptions, dysfunctional duplicating machines and limited stationery materials challenged the implementation of an AA in CESC. Likewise, large classes, instructors' heavy workloads and students' unrests were the key challenges in implementing an AA in CESC at the three universities. The analysis of the ideas in the quotation, as the results of the students' FGDs, also confirmed similar claims that the students were irritated by constraints in limited resources more than the instructors because they faced stronger challenges in completing their instructors' AA strategies in CESC. The students also decried that they rarely went to the language laboratory to learn, and they were not assessed using any sort of technological devices.

During the instructors' FGDs, student-related challenges were most frequently mentioned in implementing an AA in CESC at the sample universities. These student-related challenges entailed the preoccupied learning and assessment culture, ethnic diversity, disciplinary problems, language deficiency cheating behaviour, lack of intrinsic motivation and negative attitude toward the use of CA, self- and peer-assessment in CESC. The instructors also claimed that students' self-initiative and self-reliance, self-evaluation, goal setting practices and unenthusiastic students' responses to their instructors' assessment strategies challenged the implementation of an AA in CESC at the three universities. The analysis of students' FGDs implied similar conclusions to the instructors' expert evaluations that deficient student character was an indispensable challenge in implementing an AA in CESC.

In relation to the challenges arising from the deficient instructors' behaviour, the instructors' FGDs implied that instructors' related challenges were identified as the serious difficulties in implementing an AA in CESC at the three universities. While the instructors were discussing their difficulties in implementing an AA in CESC, they frankly mentioned that they designed assessments without any guidelines or standards of assessment specifications. Furthermore, they

expressed that they sometimes assembled the assessment items from the previously used assessment items to minimise the complexity of the assessment designing process. Furthermore, they confessed that they used more open-ended items than close-ended ones, and more seriously, they confirmed that they often skipped over most of the listening, speaking and some writing skills during the assessment activities in CESC because of the resource constrains they and their students faced in carrying out the assessments.

In conclusion, it can generally be said that the challenges in the implementation of an AA in CESC is a function of the instructor's related problem. The instructors' related challenges were demonstrated in instructors' improper perceptions and prior experience, scarcity of resources, poor pedagogical skills, and low levels of instructors' interest, particularly in AA. As a result, most of the instructors were unsuccessful in shifting the TA paradigm they had experienced. In general, this finding was consistent with the results obtained by Iyer (2015) wherein instructors' inability to handle students' interest, resource constraints, the nature of CESC and AA usually affected the implementation of AA in CESC. There is no doubt that these challenges were a result of poor alignment between the communicativeness of the items in the CESC modules and AA items used by instructors at the three universities during the period of the study. Following the analyses of data obtained through the aforementioned data gathering instruments, the next section presents the discussions of the findings, the proposed AA models and the contributions of the current study.

CHAPTER 5: DISCUSSION OF THE STUDY

5.0 Introduction

Chapter 5 presents the discussions of the research findings, the alignment strategies, the proposed AA models to assess CESC and the contributions of the study in relation to the implementation of AA in CESC and the amelioration of challenges therein. In view of the convergent parallel mixed data analysis, this chapter also serves as a point of interface to merge the findings of the quantitative and qualitative data. Thus, it synergises the analysis of the data obtained through questionnaire, classroom observation and FGD, as well as the analysis of the instructional and the assessment documents. This chapter also discusses the results of the study based on the order of the research questions to mainly reveal the findings of the study on the components of AA used to assess the domains of CESC, the students' reactions to the implementation of AA, the alignment of the AA to teaching and achievement of the intended learning outcomes of CESC and the challenges in implementing the components of AA in CESC. At the end, the chapter establishes the relevant AA strategies and models to guide the alignment between teaching and assessment of the intended learning outcomes in CESC. Finally, it ends with the discussion of the contributions of the study.

5.1 Discussion of the findings

The purpose of the current study was to assess the practices and challenges in implementing AA in CESC at the three Ethiopian universities, namely Addis Ababa University, Ambo University and Wollaga University. The correct approach to begin the discussion of the results of such a study was considered to require an integrated discussion of the background, the problem, the main objective, and the theoretical orientation of the study as well as the methods used to address the research problem in conjunction with the findings of the study. To begin with, the findings of several studies and the experience of the researcher prompted interest to embark on this study. Existing studies have identified the fact that AA and TA approaches are the two contrasting forces that have been influencing language assessment in higher institutions since 1970s (Abbas, 2012;

Davies, 2013; Geberew, 2014). Yet, there is an increasing need for an alternative assessment (AA) to the standardised test that caused a paradigm shift in assessment from the use of TA to AA forms since 1970s and 1980s in many countries around the world (Asabe, 2017). However, the change in Ethiopian Universities has not yet been tested. In addition, the term AA has not been explicitly stated even in the current Ethiopian training and education policy (ETP). The ETP officially introduced the concepts of CA and ALM in 1994 (MOE, 1994). Generally, the Ethiopian universities practised standardised assessment methods which helped them measure the students' knowledge on the linguistic forms of English (Abiy, 2013; Geberew, 2014; MOE, 2018).

Prompted by the growing dissatisfaction with conservative approaches and linguistic forms of TA, the Ethiopian ministry of education (MOE) was urging universities to employ the policy reform tool known as "one-to-five development education army" which involves some elements of AA components. The purpose of the reform was to lessen the drawbacks of TA (MOE, 2018). The reform was developed to enhance the quality of education in the country and to assist alignment between components of AA to ALMs. The reform was a kind of cooperative learning that intended to encourage learners to learn from each other and assess each other's' learning. Thus, it was thought that this could be achieved if teaching and assessment approaches were based on the principles of ALM and AA respectively. However, the findings of the present study revealed that EFL instructors at the three universities were not assessing their students as per the expected reform guideline. Therefore, the discussions of the findings of the current study focused on the practice of AA implementation and its challenges to align the assessment strategies with the instructional objectives and teaching strategies based on the order and the theme of the research questions.

5.1.1 Instructors' Assessment Practice in CESC

The study focused on the implementation of the components of AA in CESC seeking to determine the level of alignment between the requirements of CESC design, principles of ALM and components of AA as the informing theoretical framework of the study. The implementation of AA components was investigated as a function of who assesses and, what and how to assess the

students learning in the CESC. The data, which were collected from 128 instructors and 230 students through questionnaire, classroom observation and FGD, were analysed using both quantitative and qualitative methods to determine the practices of AA in CESC. The discussion of the findings on the practices of AA in CESC required the implementation of multi-assessor strategy, multiple assessment tools, and the use of comprehensive, continuous, relevant, and progressive assessment strategies in CESC.

One of the sub-themes of the discussion point was related to the implementation of multi-assessor strategies. The mean and the weighted mean used to analyse the data asserted that the instructor-based assessment strategy (M = 4.0) dominated the process of the evaluation of students' learning in CESC. The summary of the findings in this particular issue showed that claims of the instructors were invalidated through the three-dimensional learning observation protocol (3D-LOP). They claimed that they always implemented multi-assessor strategies in CESC. However, only very few of them hardly employed multi-assessor strategies to assess the multifaceted objectives of CESC during the period of the study. Yet, they never used invited guest assessment strategies to assess any of the six language domains in CESC. This overemphasised instructors' assessment represents the use of instructor-based testing strategies in CESC. In contrast, the results of the analysis of the teaching module implied the relevance of the invited guest, peer- and self-assessment strategies to the nature of the objectives of CESC. Similarly, researchers in the field reinforce the use of a variety of assessors to assess the language objectives in CESC in an integrative manner (Al-Mamari, Al-Mekhlafi & Al-Barwani, 2018).

Other researchers argued that the use of multi-assessor strategies facilitates the alignment between AA components and the nature of CESC in the context of CLT (Benzehaf, 2017; Davies, 2013; Kaboula & Elias, 2015; Kibbe, 2017; Palacio, Gviria & Brown, 2016). Compared with different literatures, the instructors at the three universities neglected the use of integrated assessors' approach (Kaboula & Elias, 2015; Palacio, Gviria & Brown, 2016; Herdiawan, 2018). In this vein, the result of the current study is inconsistent with the arguments underlined in Davies (2013), Nasab (2015), Rojas (2017), Temesgen (2017) and Wubshet & Menuta (2015) who

recommended that instructors should employ multi-assessor strategy in all language domains in CESC as a components of AA implementation.

The implementation of multiple tools in CESC was discussed as the second sub-theme of the finding in relation to the practices of AA in CESC. The results of the present study on this theme were examined in terms of the six language domains of CESC, as summarised in Tables 4.4, 4.5 and 4.10. From a list of 49 plausible AA tools, 95% of the instructors always used test items to measure the students' performance and to decide 92% of the students' grades in CESC. In addition to the test, three-fourth of the instructors rarely used very few forms of individual works, group assignments, projects, and peer-teaching activities to decide only 8% of their students' grades. This showed how the instructors excessively used tests for the purpose of '*assessment of learning*'. According to the arguments underlined in Davies (2013), an excessive use of test or TA approach to assess the intended learning outcomes could cause negative consciences in the teaching-learning processes of the course. This negative effect is one of the results of the mismatch between the assessment strategies and the nature of the course objectives (Davies, 2013; Mamari, Al-Mekhlafi & Al-Barwani, 2018; Temesgen, 2017; Wubshet & Menuta, 2015).

The results of the integrated analyses of the data demonstrated that the instructors excessively used tests items (75%) to formally measure the students' performances and assigned their grades at the three universities during the period of the study. In other words, three-fourth, 75% of the instructors' assessment items in CESC was evaluated to be TA (see Table 4.12) during the period of the study at the three universities. The instructors used 'norm-referenced', which refers to standardized test items to compare and rank test takers in relation to one another (Rojas, 2017), rather than employing multiple criterion-referenced assessment tools that is inextricably linked with activities to assess language competence in CESC (see Tables 4.2 and 4.3). They occasionally assessed students' individual learning differences and suitability of the assessment tools to the instructional activities in CESC module. In doing so, they did not give sufficient interventions and remedial actions to fill the students' learning gaps in CESC. According to Rojas (2017) and Shrestha (2014), this kind of assessment is considered as a fruitless effort in enhancing students'

reflective power, the degree of their self-directing abilities and independent lifelong learning as per the nature of CESC. Molla (2018) also argued that such assessment strategies can be threatening and distracting from real learning of the language domains of CESC.

In relation to the formal assessment items, about three-fourth (74. 05%) of the instructors' test items/questions were close-ended type, whereas only one-fourth (25.95%) of the assessment items were open-ended during the period of the study. The four dominant items in the instructors' test were multiple choices (22%), matching (11.55%), short answer (10. 92%) and gap-filling items (8.39%) which constitute more than half (53%) of the total assessment items during the period of the study. Compared to the arguments indicated by Kapambwe (2010) and Marrow (2018), the summary of these findings revealed that most of the instructors employed TA strategies in CESC at the three universities. The purpose of the instructors' assessments can mainly be looked at from the point of view of 'assessment *of* learning' because they often use the assessments to decide the grades of the students in the course. The findings also showed that the instructors prefer TA to AA to assess CESC because they thought that tests are easier to administer, objective to measure, economical and time saving to assess students' knowledge. According to Benzehaf (2017), Kaboula & Elias (2015), Kibbe (2017) and Palacio, Gviria & Brown (2016), instructors' preference towards TA can provoke resistance towards AA.

Furthermore, although the instructors at the three universities mainly employed formal assessment, they also implemented a variety of informal assessment *or 'assessment as learning'* during the period of the study. Most of the instructors mainly used question-answer, homework, classwork, and other individual activities while they were teaching the CESC. These *assessment as learning'* activities of the instructors mainly involved multiple choice, true-false, matching, gap-filling, conversion from one form to another, summary writing, writing descriptive text and job application letter items in CESC. Yet, very few of the instructors occasionally employed assignments, pair and group works, some elements of presentation, critical reading, brainstorming activities, dialogue, and informal observations in CESC for the purpose of the 'assessment as learning'. Surprisingly, most of the instructors were reading the reading text loudly to the students

in the classroom and then gave the reading comprehensions activities to the students as homework. Others directed the students to read the reading texts and answer the reading comprehension questions at home as homework for the following days. Conversely, no instructor employed portfolio, public speech/debate, peer-teaching, report writing project, debate, role play, and so forth during the period of the study. This implies that instructors at the three universities were not successfully implementing AA tools in CESC. As a result, they were not aligning their assessment strategies to the teaching objectives of CESC.

The third sub-theme in implementing AA in CESC was associated with comprehensiveness, progressiveness, continuity, and relevance of AA in CESC. The summary of the findings indicate that the instructors' assessments were incomprehensive, discrete, and disproportionate to the language domains in CESC. They gave less attention to listening and writing skills respectively than grammar, reading and vocabulary in descending order in CESC. About, 83% of the instructors' assessments were generally dominated by reading, grammar and vocabulary items at the three universities. Reading activities received greater attention at Ambo and Wollaga universities followed by grammar and vocabulary items. At Addis Ababa University, however, grammar (28.45%) received more attention than reading items in CESC. Vocabulary assessment items were the third emphasised language domain in CESC at the three universities. However, listening (1.4%), writing (7.1%) and speaking (8.9%) skills were overlooked by the instructors at the three universities. According to Al-Mamari, Al-Mekhlafi and Al-Barwani (2018), Benzehaf (2017), Davies (2013) and Kibbe (2017), incomplete assessment, point-by-point test and inconsistent assessments with the language domains in CESC are the major principles of TA. They can create negative washback effects on the teaching-learning of CESC at the three universities.

In contrast, very few pedagogically trained and experienced instructors were able to implement a variety of AA components in CESC to make their assessment relevant, progressive, comprehensive, and continuous. First, they began their lessons using certain elements of AA such as brainstorming activities, and then, associated the initial assessment to the multifaceted nature of the intended learning objectives in CESC. They also engaged students in the activities of the

lessons and assessed the students' learning progress accordingly using 'assessment as learning strategies and finally, closed their lessons by giving reasonable feedback and summary. They similarly attempted to implement different AA strategies including individual, pair and group activities to assess the students' progress in CESC. Additionally, they informally and formally observed the students' activities moving around in the classroom. In that sense, the instructors tried to align their assessment tools to their teaching and to the nature of the language domains in CESC and thereby, to ALM. Further, they used some elements of cooperative learning activities to mainly employ the 'assessment *as* learning'. A few of the instructors were giving feedbacks to the students' performances based on the results of every assessment. Moreover, no instructor gave intervention or tutorial classes to fill the students' learning gaps. Therefore, it is safe and sound to conclude that the instructors did not employ assessment for learning at the three universities.

From the foregoing observations, it is possible to deduce that assessments at the three universities were seen a threatening and sometimes a distraction from real learning rather than as healthy, natural, and helpful, as in AA models. Although instructors implemented some elements of AA in CESC, they were not considering the psychological components of students' learning. Even as they were assessing the students' knowledge on the contents of the language domains, they were not responding to the students' emotions, feelings, readiness, needs, motivations, and values that guide their perceptions of a learning effort to accordingly enhance the implementation of AA in CESC. As a result, the students expressed their level of anxiety that instructors' assessments were the source of frustrations for them. In other words, they complained that instructors were at ease or relaxed during teaching, yet they were very harsh in controlling the students' activities during assessments. Moreover, the instructors did not check their students' interests or motivation in response to the components of AA vis-à-vis the language domains of CESC to assess the intended learning outcomes comprehensively and progressively in CESC.

This showed that instructors' testing approach assisted students to develop mark-driven, extrinsic motivation in applying test-taking strategies but deprived their intrinsic motivation towards AA in CESC. The findings of the current study, therefore, were inconsistent with the

arguments stressed by Molla (2018) that, since all learning has emotional bases, instructors should be able to identify students' motivation, learning styles and interest to respond accordingly to any emotional problems towards enhancing the quality of assessments. In fact, most of the instructors' assessments could not implement the guides of the curriculum and the teaching strategies of CESC. This mismatch was the result of the instructors' attempt to assess the intended learning outcomes in CESC using the traditional testing strategies. This is because, according to Coombe & Hubley (2011) and Molla (2018), instructors cannot assess the intended learning outcomes in CESC using TA.

To sum up, the triangulated discussions of the findings of the current study inferred that most of the instructors seemed to have the wrong understanding of the conceptual difference between CA and AA, including the difference between TA items and AA components. There were inconsistencies between what they said and what they did in assessing the intended learning outcomes in CESC at the three universities. One can observe through the entire text and in most tables that instructors seemed to be more optimistic in relation to their own performance than the way students see their instructors. The reason is very clear. They strongly contended not to be considered as a 'non-communicative instructors' because they seemed to think that the label 'non-communicative instructor' may be shameful and may be taken to imply that instructors were incapable of performing well in the processes of teaching and assessment. However, most of the assessments were mainly dominated by standardised test items and conventional activities to assign the students' grades in CESC.

These inconsistencies imply two things. For one thing, most of the instructors assessed their students' learning outcomes in CESC using TA items. For another thing, the instructors denied the apparently existing mismatch between their assessments and the design of CESC curriculum. Most of the instructors' assessments in CESC were also incompatible with the nature of the intended learning outcomes in CESC. Nevertheless, it might be worth mentioning the efforts of those instructors who used some elements of AA in CESC, particularly for the purpose of 'assessment as learning'. They systematically prompted the students to apply their prior knowledge and

experiences during the learning process. As students engaged in peer- and self-assessment, the instructor made them learn to make sense of information, relate it to prior knowledge and use it for new learning. As a result, students developed a sense of ownership and efficacy when they used instructor, peer- and self-assessment feedbacks to make adjustments, improvements and changes to what they understood. This served to implement a holistic and an integrative assessment practice.

5.1.2 Level of Students' Participation in AA Strategies

The discussions made in this section integrate findings of the data analysed in relation to the students' participation, perception, and reaction towards the implementation of the components of AA in CESC at the three universities. To begin with, about 90% of the students were pleased to participate in the instructors' assessment strategies because they considered instructors' assessment as a more reliable strategy than others. They were reluctant to participate in self-assessment and peer-assessment strategies. In other words, they thought that students, as assessors, do not give genuine results and comments both in peer-assessment and self-assessment strategies because they do not want to be given less point. The instructors' assessment strategies were usually preferred by the students to prevent unfair results that some students might get by the efforts of other person.

The instructors were also worried about students' cheating that might occur in group assessments and in individual assignments as most of the students often gave their assignments to other people to have them completed. This validates the finding that the students were unenthusiastic to partake in group discussions and in pair works. There were also opportunities for some students to score better results by having individual and group homework in CESC done by other people they think academically better than them. They also hesitated to participate in tutorials or remedial activities. Yet, half (50%) of the instructors and 90% of the students acknowledged that the students would be happy if they were assessed by invited guests. These findings were consistent with the arguments underscored in Benzehaf (2017), Davies (2013) and Kibbe (2017) that the role of any assessment in determining the grades of the students can influence their participation.

Students' participation in most of the AA tools also seemed to be superficial. The students were asked to reflect on to what extent they were passionate about participating in a list of 49 believable AA tools given to each of the student. The relating finding to this issue was consistent with what the instructors asserted that the students trusted tests and examinations. They gave more attention to the examinations and tests because they knew that the results of the tests and the examinations determined 92% of their grades in the course. In opposite, they seldom participated in project works, individual reading assignments, pair, and small group assignments at the three universities. They were also reluctant to partake in informal assessment tools that were implemented by the instructors for the purpose of assessment as learning in CESC. Nevertheless, most of the students had no idea about portfolio of learning, questionnaire and any kind of rubrics, journals, diaries, conferences, observation, checklist, narrative/anecdotal assessment, rating scale, action research presentation, project, dialogue, and role play as assessments tools. This showed that the students were inculcated with the principles of TA, as identified by Al- Mamari, Al-Mekhlafi & Al-Barwani (2018). These findings were also consistent with the arguments accentuated by Davies (2013) and Mamari, Al-Mekhlafi & Al-Barwani (2018) that unmotivated students cannot contribute to cooperative assessment activities; instead, they wait for their partners or other persons to have the activities completed.

Furthermore, this study tried to compare the levels in students' motivation with respect to open-ended and close-ended assessment items. When the instructors required the students to respond to some open-ended items/questions, most of them were kept silent or shifted the medium of instruction from English to their local languages. Notably though, most of the students frequently raised their hands to respond to the objective questions. Most of the students raised their hands to answer yes or no, true or false, multiple-choice questions as well as matching and gap-filling items/questions. The findings of the data obtained through the students' written assessment observation indicated that, while the students attempted the entire close-ended assessment items, they left the open-ended items undone. This implied that the students were keen to participate in the assessment activities that examined knowledge of language forms rather than the language usage in CESC, as explained in Davies (2013), Herdiawan (2018), Forutan (2014) and Letina (2015). The students were active in responding to the lesson about the basic outline of a debate and skills of a

speaker, forms of direct and reported speeches, structure of active and passive voice sentences and the types of conditional clauses as opposed to speaking and writing meaningfully using language. Letina (2015), Nasab (2015), Marrow (2018), Shrestha (2014), Wubshet and Menuta (2015) similarly argued that inefficient students are active participants in mechanical language activities, as identified in the current study yet lacking in CESC. In short, the students were not practicing the use of AA components in CESC.

The findings of this study in relation to the issue discussed in the foregoing paragraph showed that there was misalignment between the way the students were assessed and the way they were taught. Despite the stated learning objectives of CESC, the findings of the current study showed that there was an irrational alignment between the assessment and teaching strategies in CESC. Moreover, most of the teaching and assessment strategies were irrelevant to the nature of the course and to the intended learning outcomes in the course. The instructors mainly taught knowledge about the language forms and grammar using instructor-centered methods and assessed it using instructor-based assessment strategies. This finding is closely associated with Kibbe's (2017) argument that students will be extrinsically motivated, engaging in mark-driven behavior if they are assessed on what they have not been taught. Conversely, internal motivation should be very high if teaching-learning and assessment strategies as well as the feedback approaches are closely connected to the intended language learning objectives in the course (Kaboula, & Elias, 2015). In any course, the key point of departure in teaching and to assessing should be the objectives or the intended learning outcomes using relevant instructional and assessment methods. The observed misalignment seemed to extrinsically motivate the students, yet, relevant for CESC is the necessary alignment between ALMs with AA components to determine levels of achievement in language competence in CESC. That should be the source of intrinsic motivation for the students in the course.

In summary, it may be stated that the success of any assessment strategies is supplemented by students' excitements, as highlighted in Kaboula & Elias (2015) and Palacio, Gviria & Brown (2016). The findings of the current study were comparable with the point of view of Wubshet and Menuta (2015) that incompetent and unmotivated students engage in TA better than in AA for the

sake of a better grade. The summary of Kruskal-Wallis Test result t = 1.566 revealed that there was not a significant difference in the three universities with the reaction of the students towards the implementation of AA in CESC. This implies that the students at the three universities were unable to understand the input of their instructors to the extent that they were unable to generate comprehensible outputs to complete the instructors' AA. These findings were in line with the results identified by Davies (2013), Herdiawan (2018), Forutan (2014), Letina (2015), Nasab (2015), Marrow (2018) and Shrestha (2014). The studies commonly argued that unenthusiastic students' participation can hinder the implementation of AA in CESC. There is no doubt, therefore, that students' inefficient participation has contributed to the mismatch between the instructional activities and the assessment strategies in CESC at the three universities.

5.1.3 Alignments between Teaching, Assessment and Learning Outcomes of CESC

In view of CLT, the implementation of AA components in CESC should be evaluated vis-à-vis the theory of communicative curriculum development and theory of communicative teaching strategies of CESC. To this end, the analysis of the contents of the instructional materials and the assessment documents was conducted in addition to other sources of the data. The main objective of the content analysis was to determine the extent to which the CESC is being assessed communicatively using AA strategies. The findings of the current study were, therefore, interpreted on the bases of the requirements of CLT. The items in the activities or tasks in the module of CESC and the items in the assessment documents were used as unit of analysis to evaluate and interpret the communicativeness of the materials. The requirements consist of meaningful communication, authentic situation, unpredictable language input, creative language output and integrated language skills of the items, as suggested by Davies (2013) and Demir & Pismek (2018).

The communicativeness of the teaching-learning methods, instructions and activities proposed in CESC module served to determine the implementation of a variety of AA components in CESC. The CESC module suggests a variety of both instructor-centered and learner-centered teaching methods. These included lecture methods, projects, group, and pair works, tutorial sessions, different discussions, peer-teaching, dialogue, debate, role play, portfolio of learning, assignments,

homework, presentations, peer-assessment, invited guest teaching and many other individual interactive teaching techniques. At the end of every unit, self-assessment activities were presented for the learners. In addition to the methods, each instruction and item in all tasks in the CESC module encourage the instructors to teach and to assess CESC communicatively. This finding is consistent with the study conducted by Herdiawan, (2018) which proposed a shift from a fragmented view of traditional course design to communicative competence and task-based approaches. These approaches concurrently demand complex authentic AA components in the real-life and complex context of a CESC, as stated in Al-Mamari, Al-Mekhlafi & Al-Barwani (2018), Frooq, (2015), Kibbe (2017) and Davies (2013). Nevertheless, some activities, which resemble natural interactions, were not authentic.

Regarding the comparison between the communicativeness of the module and the assessment, from a total of 632 assessment items, only 30.22% of the items in the module were assessed communicatively using AA components, but more than two-third (69.78%) of the items of the module were assessed using TA components. The instructors assessed the intended language learning objectives in CESC using a continuous test instead of using continuous and progressive assessment. Inversely, more than two-third (66.43%) of the items in the module satisfy the requirements of the communicativeness. The remaining 33.57% of the items in CESC teaching module were considered as uncommunicative items and unable to stimulate AA components, as featured in Al-mahirooqi & Denman (2018), Al-Mamari, Al-Mekhlafi and Al-Barwani (2018), Davies (2013) and Herdiawan (2018).   In relation to the types of assessment, the instructors at the three universities were inclined to employ slightly bigger number of CA items (53.17%) than the number of SA items (46.83%) during the period of the study. This seemed to be reasonable in the context of CESC, as CA could be interpreted as a part of AA components.

The inherited standardised testing methods used by the instructors paradoxically seemed to go well with the lecture and gaped-lecture methods they employed in teaching CESC. This is because the instructors mainly employed bottom-up approach both in teaching and in assessing the objectives of CESC. The basic principles of the concept of bottom-up approach underlined the

activities of the instructors in which they began their teaching and assessment from textual information. Furthermore, most of the instructors assessed the students' language knowledge or about the language forms rather than the language itself. They often used instructor-based teaching and assessment as opposed to the nature of the language objectives of CESC. In other words, both the teaching and the assessment strategies of the instructors were unrelated to the communicative nature of the objectives of CESC.

It was also observed that the instructors' extended practices in lecture methods and TA strategies underestimated the importance of the dynamic human interactions in group behaviour which are supposed to be a powerful influence on learning environment. However, Devi (2019) in his work entitled, "Constructivist approach to learning based on the concepts of Jean Piaget and Lev Vygotsky" argued that instructors' extensive use of lecture methods and TA strategies are unacceptable in communicative English skills courses. He reasoned out that an analytical overview of the instructors' extended practices in lecture methods and TA strategies are exclusively used to store piles of information but not to engage learners' minds by constructing powerful and useful concepts. These practices could be looked at from the point of view of Bloom's field taxonomy. From this point of view, the intended learning outcomes in CLT should integrate the three language objectives: cognitive, affective, and psychomotor domains (Al-Mamari, Al-Mekhlafi & Al-Barwani, 2018). Thus, the findings of the current study revealed that most of the instructors were testing the students' elementary cognitive knowledge they had taught using TA strategies. According to Bachlor (2017), Chandio, Pandhiani & Iqbal (2016), Davies (2013) and Forutan (2014), the instructors' assessment should combine all the cognitive, affective, and psychomotor domains to assess, in an integrative way, all the language domains in CCESC.

The findings of the current study also highlighted that the instructors' assessment practices in CESC were unreasonably inconsistent from university to university and from instructor to instructor; yet all instructors in all the universities should have been mainly using the same teaching topics and the same objectives in the same module to maintain uniformity among instructors. Uniformity is not a belief MOE to avoid the use of a variety of teaching and assessment

approaches, as university are autonomous in this context. However, the intention of the MOE was to help all the 45 public universities consider the communicative nature of the design of CESC in their teaching and assessment processes. In other words, they used the harmonised CESC curriculum to minimise the mismatch between their teaching and assessment practices. In contrast, they are all, with similar curricula, standards, and pedagogical ideologies, most of the instructors employed TA, and very few of them used some elements of AA strategies in CESC. In fact, principle of uniformity also limited the activities of the instructors because most of the instructors did not plan any more lessons or additional tutorials to adapt or adjust the lesson to the learners' learning styles and learning outcomes in CESC. On the other hand, only seven (5.47%) of the 128 instructors reported that they rarely supplemented the module with other authentic materials. This heavy dependence on the module hindered the instructors from using relevant teaching and assessment strategies in CESC. However, perfect communicative module that fits to a variety of all students' background may not be expected in such a developing country for the CESC as underlined by Dames (2012), Garuana & Mcpherson (2015) and Hashemnezhad (2015).

Although EFL instructors used a variety of assessment strategies, most of the instructors' assessments did not indicate what was being taught. They established a CESC coordinating committee to design and to set SAs at each university to avoid unreasonable variations among the instructors in deciding students' grades in CESC. In fact, they carried out CAs individually accounting for about 50% of the students' grades at the three universities. This analysis revealed that they taught what was designed in CESC module and assessed it based on the directives given by MOE for similar purposes. The summary of the findings of the present study showed that the instructors' teaching and assessment approaches were inconsistent with one another because they might have designed their test items from out of the objectives of the module to measure the intended learning outcomes of CESC. They also repeated some of the assessment items which were previously used to avoid the complexity of designing AA items. As a result, some instructors at the three universities incorporated what they had not taught in their assessment; inversely, others were unable to ensure their assessment items proportionality to the content they had taught with extra devotions and intensive tutorials in CESC.

Likewise, most of the instructors' assessment items were disproportionate to the language objectives in CESC. They mainly devoted more time to the assessment of reading skills, grammar, and vocabulary knowledge without any apparent reason than to listening and writing skills in their assessments in CESC. These disproportionate assessment items implied that the instructors could not determine why they devoted most of their time assessing certain language objectives in CESC instead of others. This finding was inconsistent with what Hashemnezhad (2015) and Nasab (2015) call "deep" and "surface" assessment approach to fit an assessment to its teaching purpose in CESC. Supporting this, Banta & Palomba (2015), Chirimbu (2013) and Iyer, (2015) have stressed that the range of variation in their assessments can cause harmful effects on the teaching-learning of the course. Thus, the instructors were normally expected to design and properly administer AA components to facilitate the alignment between the teaching and the assessment of the intended language learning outcomes in CESC.

Based on computed correlation of coefficients, the overall alignment between the instructors' AA items and the communicativeness of the items in CESC module (0.1291) was generally very low at the three universities during the period of the study. Studies, for example, Davies (2013), Nasab (2015), Nimehchisalem (2018), Okeeffe (2013), Rojas (2017) and Sandorova (2014) highlighted that very low correlation between the teaching and assessment materials is considered as a disaster in the CLT era. The results of the correlation coefficient for each language domain in CESC showed that the assessment items in grammar (0.142), vocabulary (0.139) and reading (0.115) were respectively found to have better alignment with the items in the module than the items in speaking (0.106), listening (0.017) and writing (0.060) skills. Considering each university, the correlation coefficients (0.1064) at AAU, (0.1362) at AU and (0.1234) at WU showed that the alignment between the items in the CESC module and AA used by the instructors was very low. The Kruskal–Wallis Test results (t =0.257), (t = 1.566) and (t = 1.203) revealed the same findings that there was not a statistically significant difference among the three universities in implementing AA, in students' reaction towards AA in CESC, and in aligning the assessment items with the items in the teaching material in CESC, respectively. The result of this study contradicts the results of the studies conducted by Nasab (2015), Nimehchisalem (2018), Okeeffe (2013), Rojas (2017) and

Sandorova (2014) in which instructors were able to align their assessment and their teaching strategies with the intended learning outcomes in CESC

5.1.4   Challenges in Implementing an AA in CESC

The discussion of the findings of the current study with respect to the implementation of AA components in CESC is organised into six major and 23 minor themes, as illustrated in Table 4.13. The major challenges include instructors-related challenges, student-related defies, instructors' and students' perceptions, the demanding nature of AA, the complex and multiple domains of CESC, and the constraints of instructional materials resources. To begin with the first sub-theme of this finding, instructor-related challenges were identified as the centre of the entire list of challenges in implementing the components of AA in CESC at the three universities. Therefore, poor pedagogical skills to integrate language skills in their assessments, high resistance, and low commitment as well as low motivation in instructors were recognised as the key challenges to the implementation of AA in CESC. The instructors' prior traditional learning and teaching culture, and low instructors' confidence and seeming lack of interest were also identified respectively as the most challenging factors in implementing the components of AA in CESC. In supporting these findings, Abiy (2013), Asabe (2017), Ayana, Seyoum, & Egere (2017) and Bachelor (2017) argued that unmotivated and uncommitted instructors, in conjunction with their incompetence, were the fundamental obstacles to implementing the components of AA in any course.

In addition, instructors' piece-by-piece assessment activities were found to be mainly hindering the implementation of AA components in CESC. In this regard, instructors frankly stated that they designed test items without any guidelines or standard tables of assessment specifications. They pointed out that they sometimes assembled and repeated some test items which previously pulled out from what they called "item bank" to lessen the burden involved in the assessment designing process. The instructors reported that they often used piece-by-piece assessment in the course because they commonly believed that AA components can cause bias in deciding their students' grades in CESC. Their excessive and frequent use of old test items to decide their

students' grades in CESC were irrelevant to what the students were expected to learn in CESC. This instructors' improper use of assessment in CESC and lack of understanding of their students' learning styles and interests were observed to be indispensable challenges in implementing an AA in CESC. The deficient use of the English language and poor background knowledge of the instructors were, however, considered relatively low-ranking and the least of challenge in implementing the components of AA in CESC at the three universities. This finding is consistent with the argument of the study conducted by Banta & Palomba (2015), Benmoussat & Benmoussat (2018) and Davies (2013) wherein they found that the implementation of AA components is fruitless where instructors were reluctant to implement AA.

The findings of the present study also revealed that lack of implementation of AA strategies in CESC is the function of the instructors' inability to handle the demanding classroom interactions and to manage constraints of the material resources. In relation to the classroom interaction, the instructors usually employed a whole class interaction, individual activities and rarely used pair and group assessment strategies to assess the intended learning objectives of CESC. In group assessment, the instructors confirmed that they often gave the same point to all the students in a group. This is because they argued that the procedure to assign the specific role to each student and/or to determine the contribution of each student in the group assessment is highly demanding and time consuming. Besides, they were worried about the fairness of the group assessment strategies to give different assignments for different groups of students. They were also worried that individual students can be overlooked in favour of more outgoing or assertive colleagues in pair and particularly in group assessments. This in general showed that the instructors at the three universities were unable to handle a variety of classroom interactions to implement AA in CESC.

The second sub-theme of the challenges in implementing the components of AA was associated with student-related challenges. The findings of the current study revealed that the prior traditional learning culture, diversified learning styles, diverse language and ethnic groups, disciplinary problems, poor English language skills and low motivation in students to respond to the components of AA in CESC were identified by the respondents as some of the difficulties in

implementing an AA CESC. Similarly, lack of students' intrinsic motivation and reluctance to participate in cooperative works and their unwillingness to work with other language speakers within a group, irrational students' preference for the open-ended test items to close-ended test items and students' cheating behaviour in assessments were the key challenges in implementing the components of AA in CESC. Over and above this, students' excessive use of the mother tongue discouraged instructors from implementing the components of AA in CESC.   Most of the students often looked for the students who were from their ethnic groups to speak their language and to be in pairs with them or be in their group. Furthermore, students' inability to carry out independent projects and negative attitude towards AA, CESC and towards self- and peer-assessment as well as their unenthusiastic behaviour and unwillingness to follow instructors' directions were identified as some of the deterring factors in the implementation of AA in CESC. All things considered, these findings are consistent with the results of the studies conducted by Abbas (2012), Christiana (2019) Davies (2013), Fenner (2013), Geberew (2014) and Motuma (2018) at different sites wherein the proper implementation of AA is a function of students' active and prepared contribution to the assessment strategies. Poor student character can also be a crucial demotivator for other students in completing collaborative activities.

Students' deficient language in the interactive classrooms, it appeared, also prevented the implementation of the components of AA in CESC. Following this problem, some instructors were observed using students' local languages, particularly to give directions. As a result of their language deficiency, the students were unable to contribute to the classroom interactions. When an instructor presented open-ended activities for the whole class activities, two or three students raised their hands to respond to some of the questions in an activity. When the instructor gave tasks to them on certain pages from the module, most students could not complete the tasks on time; some of them could not complete even half of the activities. Very few of students properly presented what they discussed or performed in groups and in pairs. Some of the students could not express what they discussed because their language skills were not suited to university level. Their pronunciations were unrecognisable; their words were incomprehensible; their speaking was marked by ungrammatical utterings, and their responses were irrelevant to the questions. They neither asked question on what they were not clear nor gave comments though they were

encouraged by the instructors to do so. In a nutshell, poor students' motivation towards self-initiative, self-reliance, self-evaluation, goal setting practices and unenthusiastic responses to AA strategies were the most common challenges leveled against the implementation of AA strategies in CESC at the three universities.

The third sub-theme concerned with the instructors' and students' perceptions on the validity, practicality, measurability, and auditability of AA components in CESC. The findings of the current study underlined that instructors and students were not confident enough to use AA components in CESC at the three universities. This is because they understood the implementation of AA as inpractical, invalid, unsuitable, immeasurable, incredible, and insensitive to discriminate the performance of the students. Most (83.6%) of the instructors at the three universities were worried about the insensitivity and poor discriminating power of AA components to determine the outstanding performance of students in CESC. More than 80% of the instructors also considered the AA as unsuitable to their students' deficient background knowledge because they recognised their students as they were too poor to complete the AA strategies in CESC. Most (81%) of the instructors and about three-fourths (74%) of the students at the three universities perceived the implementation of the components of AA in CESC as a source of bias and subjectivity to measure their students' performance. Yet, there was no doubt that instructors' teaching experience, alongside with their levels of qualification and pedagogical training, could equip them with up-to-date knowledge and skills in their professional career.

The improper suppositions of instructors and students on the usefulness of AA correspond to the findings of Agustina (2011), Bachelor (2017) and Banta & Palomba (2015) in that, those studies found that, misunderstanding in instructors can extremely challenge the implementation of AA components in CESC elsewhere. In fact, instructors' and students' perceptions about the nature of AA and CESC challenged the implementation of AA in CESC at the three universities. Importantly, the instructors considered the implementation of AA forms as a source of grade-related grievances among students. These findings were also comparable with the results obtained by Abbas (2012), Agustina (2011), Al-Mamari, Al-Mekhlafi & Al-Barwani (2018) in which the implementation of

AA is unthinkable where both instructors and students wrongly perceived the discriminating power of AA concerning the level of the students' performances. On the contrary, the results of the current study were inconsistent with the results underlined in Ansarey (2012), Benmoussat & Benmoussat (2018), Bachelor (2017) and Banta & Palomba (2015) because these scholars found that instructors and students in their study areas considered the relevance and significance of AA components as the decisive instrument to assess CESC. Thus, based on this researcher's findings, it is safe to conclude that the perceptions of the instructors and the students can deter the implementation of the components of AA in CESC even at the university level.

For the purposes of this discussion, the demanding activities of AA components and the complex nature of the intended learning objectives in CESC were classified as the fourth and the fifth sub-themes of the acceptable challenges respectively in implementing an AA in CESC. These challenges were directly or indirectly associated with the perceptions and the practices of the instructors and the students. For instance, instructors complained about the process of handling endless paper works in implementing AA strategies in CESC which are mainly associated with the demanding activities in designing, constructing, and administering AA strategies, correcting and measuring students' results so as to align assessment strategies with ALM in teaching CESC. Evidently, 88.3% of the instructors resisted the implementation of AA components for its demanding requirements to assess the multifaceted nature of CESC. For this reason, they rarely plan, design, and construct their assessment items based on the intended learning objectives of the CESC module; they assembled items from elsewhere and/or repeated the previous assessment items, too. As a result, the students did not give due attention to modules; instead, they often reviewed the previous examinations items. The instructors also seemed to be unsuccessful to cope up with the rigorous activities expected in the process of scoring the individual students' contributions in cooperative learning tasks. In general, this finding is consistent with the results obtained by Iyer (2015) wherein instructors' inability to handle students' interest, resource materials constraints, the nature of CESC and AA negatively affected the implementation of AA components in CESC.

Similarly, the demanding activities in the complex language domains and in the multifaceted language objectives of CESC were the persuasive challenges for those unenthusiastic and uncommitted instructors to plan and to administer an integrative language assessment. Particularly, the pedagogically untrained instructors were unconfident about the measurability of AA components to assess the multifaceted language objectives in CESC. In contrast, the pedagogically trained instructors seemed to develop a sense of confidence to better meet the demanding requirements in implementing a variety of AA components in CESC. The confidence can be viewed from their professional excel in implementing an AA in CESC. This is what Herdiawan (2018) and Sebate (2011) also confirmed in other sites that more self-reliant instructors are likely to implement an AA in CESC. Rojas (2017) also argues that pedagogically trained instructors are more predisposed to be estimated in implementing an AA in CESC. The findings of the current study showed that those challenges caused an apparently visible misalignment between ALM and AA techniques in the CESC. These findings were also factual in Abbas (2012), Chinda (2012), Chirimbu (2013), Kapambwe (2010), Nejadansari (2014) and USAID (2010) studies as they identified that the demanding nature of AA and complex objectives of CESC influenced the implementation of the components of AA in any course. Precisely, the complex nature of CESC was the most important challenge particularly for the untrained, uncommitted, and unmotivated instructors in implementing the components of AA in CESC.

One last, crucial theme in this study's findings concerned with the resource material constraints and poor classroom conditions. These were classified as external challenges in implementing the components of AA in CESC at the three universities. More than 70% of the instructors and about 80% of the students expressed that they were challenged by the limited material resources in implementing the components of AA in CESC at the three universities. Therefore, there is no doubt that ALM and AA would be meaningless without a variety of technological devices. This is because the implementation of AA strategies requires a wide range of technological devices beyond the word on the page particularly in CESC. Thus, shortage of reference books, lack of portfolio collection folders, problem of duplicating machines and scarcity of stationery materials, lack of or malfunctioned language laboratory, insufficient availability of

computers, very small size and poorly furnished laboratories, frequent interruption of internet connection, lack of cameras, tape and video recorders were identified by the instructors and students as the indispensable factors in implementing an AA in CESC at the three universities. The students seriously complained that they rarely went to language laboratory to learn, but they were never assessed using any sort of technological devices. In fact, this problem was confirmed during class observation time that there were a number of malfunctioning desktop computers without internet connection in a congested small classroom. Such constraints were shown to be the most serious causes of lack of implementation of AA in CESC. This finding was deemed sensible considering students' hardships related to limited learning materials and dysfunctional technological devices. Under these conditions, it was made almost impossible for students to complete all the requirements of their instructors' AA components in CESC.

In addition to the aforementioned challenges, large classes, time constraints and heavy workloads were identified as serious impediments preventing instructors to implement AA in CESC. In the classes observed in relation to the effects of large class size, the minimum number of students in an English language classroom was 50 and the maximum number of students was 67 at the three universities. In fact, the number of students per a classroom was slightly more than the set standard of the education policy of the country that states 40 to 60 students in a class for English language classrooms. Practically, more than 30 to 40 students per language classroom is challenging for instructors to manage with respect to the implementation of the components of AA. This is because it is difficult to give every student a chance to get feedback to improve the student performance. This finding was in line with the findings underlined in Christiana (2019), Chinda (2014), Comer (2011) and USAID (2010) in which the constraints of limited material resources and technological devices were identified as the most important determinant factors in implementing an AA in CESC. All in all, the findings of this study showed that limited resources and poor classroom conditions were critical factors in accounting for poor students' responses to the implementation of AA components.

Over and above foregone observations, related challenges as described above were discussed within the six themes. However, during tea-break with the FGDs, quite unexpectedly, instructors introduced an additional theme, economic challenges. They frankly told the researcher that, because most of the EFL instructors also taught at private universities, colleges, and schools during their free time to supplement the meager salaries they earned from their home university, there was not sufficient time to properly plan, design, construct, administer and correct the students' poor performances using the components of AA to meet the requirements of CESC. To avoid those time-consuming activities, they taught the elementary cognitive knowledge of the language using instructor-centered and assessed it through instructor-based assessment approaches. Additionally, student's unrests and political instability created an additional burden on the instructors to compensate for wasted time. This conviction typified instructors' sentiments at all three universities studied. Over and above that, deficient students' behaviour was considered as an extra load on instructors more than anything else. Evidently, such constraints had a bearing on the overall failure in implementing AA strategies in CESC at the three universities.

To conclude, the challenges preventing the implementation of the components of AA in CESC proved to be a function of the instructor's related problem of lack of understanding the components of AA. The observation encapsulates instructors' improper perceptions, insufficient prior TA knowledge and experience, inefficient use of limited instructional materials and other resources, poor pedagogical skills, resistance, and lack of commitment to AA and CESC. However, instructors' levels of qualification did not make a significant difference in comparison to the entire six themes of the challenges in implementing AA in CESC. In sum total, the findings were that instructors, including the pedagogically trained and experienced ones, could not handle the scarcity of material resources and students' misbehaviours. For this reason, the investigator argued that the root cause of these problems might not be directly related to instructors' pedagogical training and professional treatments, or even the teaching experience at these particular sites. In contrast, the investigator was inclined to believe that the need for pedagogical skills training to upscale levels of qualification and experiences of instructors where visible, would normally indicate the need for making adjustments in handling challenges including scarcity of material resources and students' behaviours. As such, pedagogically untrained and less experienced instructors were observed to be

frustrated by the complexities associated with the constraints discussed leading to failure in implementing AA in CESC.

To summarise, Mann-Whitney U Test, t-test and Kruskal–Wallis Test detected many differences between the responses of different groups in relation to the challenges in implementing an AA in CESC at the three universities. The summary results of Kruskal–Wallis Tested reveal that there was no statistically significant difference among the three universities in relation to the instructors' and students' perceptions about AA and CESC, the demanding nature of the implementation of AA in CESC, the complexity of language domains in CESC, instructors' activities and student character. In contrast, the result of Kruskal–Wallis Test showed that Ambo University and Wollaga University were more distressed by the constraints of material resources and poor classroom conditions than Addis Ababa University, which is the oldest university in Ethiopian and had better organized laboratories, classrooms and libraries with necessary technological devices and facilities than the other two universities.

Comparing the differences between the instructors and the students' opinions, the results of Mann-Whitney U Test more students were confronted by the constraints of instructional materials and poor classroom conditions in completing the AA requirements in CESC than their instructors. In relation to the instructors, the less experienced and pedagogically untrained instructors faced more difficulties than their counterparts in implementing AA strategies in CESC at the three universities. However, poor student character is a major problem for both pedagogically trained and untrained instructors in implementing an AA in CESC at the three universities. All things considered, instructors' experience and pedagogical training are invaluable indicators in implementing AA in CESC at the three universities,

In short, based on the findings of the current study, it might be sound enough and safe to conclude that it is practically impossible to expect perfect and challenge-free implementation of AA in CESC. In AA practice, teaching-learning, assessment and intended course objectives interact with one another and generate influences that contribute to one factor or another. As a result of the

challenges discussed, the instructors rarely implemented components of AA in CESC which resulted in very low alignment between the teaching-learning, assessment and the intended learning objectives of CESC. Lack of technological tools and poor internet access in this 21st century proved to be a recipe for disaster indicating that the teaching-learning and assessing of the language domains in CESC without technological devices is doomed to fail.

5.2 Constructive Alignment Strategies to Guide the Alignment between Teaching and Assessment

The main purpose of the current study was to investigate the practices and the challenges of the implementation of AA in CESC. The summary of the results seen in the foregoing analyses showed that the alignment between the teaching, learning and the intended learning objectives of CESC is very low. To reverse this problem, it was imperative to formulate strategies to facilitate the alignment between the teaching methods and assessment strategies of the intended learning outcomes in CESC. This section focuses on the points of view of constructive alignment strategies (CAS) and AA implementation models to guide the alignment between the assessment strategies and the communicative nature of CESC. A number of models were described and amalgamated with CAS to demonstrate how the components of AA could be properly implemented in CESC. The models consider assessment as a part of curriculum implementation (Kivujnja, 2018). Within these models and CAS, both curriculum designers and implementers should consider assessment as a part of a curriculum. In this particular case, the implementation of AA can mean the implementation of CESC curriculum. This assumption implies that the implementation of AA depends on the success of curriculum implementation which primarily depends on the instructors, students, and other stakeholders in general, the example of which are policy makers.

The results of the foregoing analysis provoked the formulation of constructive alignment strategies to guide the implementation of AA in CESC. The basic philosophy for formulating the alignment strategy was to relate AA to the communicative nature of the CESC and thereby, to the student-centered teaching and assessment approach. The benchmarks of CAS illustrated in Figure 5.1 can also be described as follows.

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Figure 5.1: The Seven-dimensions of Constructive Alignment Strategy
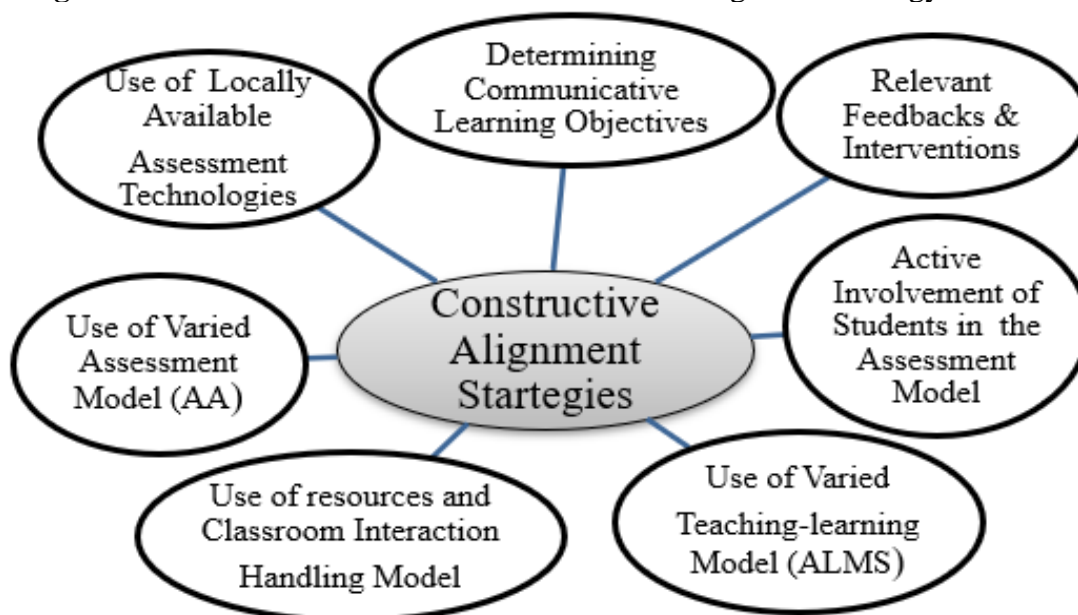
Adapted from: Rojas (2017), Kivujnja (2018) and Marrow (2018)

The information in Figure 5.1 underlines the application of CAS and several AA models in the context of CLT. The principles of CAS and the models are also harmonious with many of the current assumptions of CLT approaches (Chinda, 2014; Marrow, 2018). A constructive alignment strategy, which is manifested through the implementation of the models, focuses on learner-centred learning and assessment strategies. In the context of constructivist theory, a central idea of the CAS and the implementation models recommend student-centered activities and a highly dynamic teaching, self-motivated learning and active assessment environment using a variety of assessment technologies (Kibbe, 2017). To this end, Dames (2012), Garuana & Mcpherson (2015), Hashemnezhad (2015), Kibbe (2017), and Kivujnja (2018) recommend constructive alignment strategies (CAS) to align the instructors' assessment with the nature of CESC.

5.2.1 Determining Communicative Learning Objectives in CESC

According to Linkage model (LM), the learning objectives and assessment strategies in CESC should involve meaningful communication, authentic situation, unpredictable language input, creative language output and integrated language skills. Linkage curriculum development model

refers to the relationship between 'curriculum, instructions and assessment approaches that represents continuous, repetitive and never-ending process (Marrow, 2018). Rand change agent (RCA) model also views a communicative language curriculum implementation as a process of the translation of the objectives of the curriculum from paper to practice (Kivujnja, 2018). LM similarly considers curriculum as a package that comprises objective, content, learning experience, organisation and assessment strategies (Marrow, 2018). In other words, LM envisages two systems: resource system/curriculum developer and user system/curriculum implementers.

There must be a link between these two systems, curriculum developer and curriculum implementers, to establish the alignment between instruction/assessment and the objectives of CESC. The curriculum developer should have a clear picture of the instructors' and students' improvements and drawbacks if an AA is appropriately implemented in CESC. To this end, leadership obstacle course (LOC) model identifies and recommends the CAS in implementing the components of AA in CESC. Instructors in the field should identify and employ proper and appropriate strategies in aligning the components of AA and the teaching strategies with the intended learning outcomes of CESC. Therefore, a match between AA strategies and the intended learning objectives of CESC is needed to establish linkages between the assessment and the established curriculum.

Linkage model recommends CAS to assess whether the intended learning objectives are achieved by the targeted students or not. This is because CAS mainly suggests the purpose of AA and the role of instructors (instructional activities) and the role of the learners (learning activities) in the implementation of AA in CESC. The main dimensions of CAS are, therefore, associated with the authentic course materials, innovative classroom activities and meaningful communication, constructive and integrative language assessment activities, as explained in Benzehaf (2017), Kibbe (2017) and Marrow (2018). Hence, both the CLT and CAS strategies are normally supposed to serve as a linkage between the instructors' assessment and the teaching-learning strategies of CESC. They allow for a variety of learning tasks and collaborative assessment activities rather than individual activities (Kibbe, 2017; Kivujnja, 2018; Marrow, 2018). The basic benchmarks of

constructive alignment strategy ensure the alignment between 'teaching-learning strategies', 'assessment designing strategies' and 'instructional materials resource management strategies' to enhance the implementation of AA in CESC.

5.2.2 Teaching-Learning Models as Alignments Strategies

Overcoming resistance to changes (ORC) model implies the role of instructors and students in implementing the components of AA in CESC. ORC considers CAS as a basic treatment for the problem to reverse such instructors' intensive use of TA in CESC, as described by Dames (2012), Garuana & Mcpherson (2015) and Hashemnezhad (2015). This reveals that they are expected to encourage students' freer practices and the use of holistic activities. The instructors should often use learner-centred approach both in teaching and assessment methods based on the nature of the language objectives of CESC. Then, ALMs and AA are expected to be aligned. Hence, instructors should use AA approach to logically align their assessments with the instructors' teaching activities in CESC. To do so, they are expected to employ top-down approach to teaching and to assessment in CESC. They need to begin their lesson from contextual information to critically elicit first what learners might bring to the learning environment, such as, prior knowledge, experiences, attitudes and assumptions, new ideas or cultural knowledge.

According to ORC model, another name for the instructors is curriculum implementer. The instructors are expected to be a course designer and material developer, a reflective practitioner, and a facilitator in the on-task classroom environment with high expectations of every learner. RCA model underlines that a curriculum is implemented through teaching and assessment practices. On the other hand, the term assessor is not only given for instructor, but also for students and any other invited guests. Thus, the term curriculum implementation process practically involves teaching-learning, assessment and feedback or intervention strategies in a course. In this context, an instructor is the one who translates the curriculum document into operating practice with a joint effort of his/her students and other interested groups. AA, therefore, is a part of the teaching and learning process of CESC; it should not be treated separately. Hence, AA as a part of curriculum implementation is the process of actual engagement of learners with planned learning opportunities.

It comprises a planned and intended learning, calling attention to aims and objectives, learning experiences and recommendations for interrelated optimal and positive backwash effects. In other words, AA is an interrelated set of plans and learning experiences of learners in which they complete it under the guidance of their instructors. It is then that the instruction and assessment strategies are aligned to the intended learning outcomes of CESC (Kaboula & Elias, 2015).

5.2.3 Active Involvement of Students as Alignment Strategies

Constructive alignment strategies serve students to be goal oriented. It focuses on motivational, learner-focused, tolerant, divers inclusive and orderly tasks to assess the performances of the learners. Students are also expected to respond to the instructors' communicative teaching and assessment activities properly and positively. In fact, CAS provides students with opportunity to design activities, review tasks and construct the knowledge they desire. As a result, they become busy in constructing their own knowledge in the process of teaching and assessment. They contribute to the assessment process by self-regulating in the learning and assessment tasks and as partners to construct and measure their understanding and their colleagues' learning progress. Students are active and motivated in using CAS because it provides them with fairly challenging activities to enhance their knowledge in addition to what they have learnt. The strategy does not present authentic tasks only but also encourages students to engage in activities in the construction of deep understanding of ideas, concepts, issues, and skills (Kivujnja, 2018; Marrow 2018). It also encourages social interdependence.

5.2.4 Use of Varied Assessment Approach as Alignments Strategies

The results of the foregoing analysis of this study revealed that most of the instructors' assessments were test oriented. In the context of CAS, the concerns of the alignment between the teaching and assessment strategies are a function of who assesses, what and how to assess what the learners have learned in CESC. Constructive alignment strategy allows all components of AA including instructor-based assessment, peer-assessment, self-assessment and invited guest assessment, which are considered as a multi-assessor strategy. In addition to the multi-assessor

strategies, it is imperative to underline the strategies that can address what to assess. Fundamentally, instructors should assess what students have learnt vis-à-vis the nature of the course. Instructors at the university level are expected to assess the learner's language skills and competencies rather than testing about the knowledge of language forms.

Constructive alignment strategy does not involve committee for mechanical testing approach. Instead, it allows instructors to usually plan assessments, design and administer all forms of assessment individually based on the learning objectives of CESC. This is because individual instructors know the topics on which they devoted more time to teach, the learning environment of the classroom and the level of students' activities in a certain lesson. This knowledge is essential to align their assessment with what they have been teaching. Accordingly, they need to design their assessments based on the requirements of CLT and CAS so as to align AA with ALM. Instructors should also consider assessment as it is for learning and part of learning; besides, as it is authentic, targeting higher-order learning. In this vein, CAS allows instructors to identify when and how to use the components of AA in CESC. This process helps them realise the progress of the students. A variety of assessment strategies stimulate students' engagement in social construction of knowledge and develop team spirit and social skills (Kivujnja, 2018; Reyes-Chua, 2013).

In addition to the language skills and competencies, instructors are expected to assess students' psychological stands using a variety of relevant assessment tools. To measure these, there must be relevant strategies that must involve the dynamics of human behaviour because it is the chief barrier to implement AA in CESC. Instructors are expected to know that all assessment strategies involve students' emotional stands (Kibbe, 2017; Kivujnja, 2018; Marrow, 2018). Students' readiness and preference as well as intrinsic motivation are normally requirements of the students' emotional bases to align the teaching and assessment with the language objectives of CESC. The instructors' assessment approach should reinforce students' intrinsic motivation to apply AA strategies in CESC. Hence, instructors at the three universities are expected to employ the principles of CAS to align the teaching and assessment activities in relation to the objectives of

CESC. In other words, a close alignment between the teaching-learning methods, assessment strategies, the feedback approaches, and the language objectives of CESC can necessarily promote students' internal motivation towards the implementation of AA in CESC.

Likewise, how to assess is essentially important to ensure the alignment between the essential components of the course using CAS. It encourages a comprehensive, continuous, relevant and progressive use of multiple assessment tools. In the context of CAS and CLT, instructors are expected to use comprehensive and proportionate assessment items to the language objectives in relation to the nature of CESC, considering the time they devoted and the emphasis they gave to each language domains in CESC. This is because CAS assumes why instructors should devote more time to certain language objectives over others, as to what Hashemnezhad (2015) and Nasab (2015) call "deep" and "surface" assessment approach. In other words, instructors are expected to incorporate in their assessment what they have really taught only; inversely, they should avoid anything they have not taught. On top of others, they should avoid assembling or repeating the previously used assessment items. To this end, they should first prepare a table of assessment specification, specific-course assessment design strategies and guideline or standard to design their assessment items in the CESC. This guideline and standard can include different kind of rubrics with clear standards and checklists to facilitate the alignment between the assessment items and the teaching activities in CESC, as underlined in Kaboula & Elias (2015) and Palacio, Gviria, & Brown (2016). This strategy aligns a teaching and an assessment activity to its teaching purpose in CESC.

5.2.5   Giving Relevant Feedbacks and Interventions

Feedback is vital to AA but not all feedback is effective. Feedback needs to be timely and specific and includes suggestions for ways to improve future performance. Good feedback is also tied to explicit criteria regarding expectations for students' performances, making the learning process more transparent, and modelling "learning to learn" skills for students. Instructors also benefit from the feedback processes. When providing feedbacks, instructors pay closer attention to what students do and do not understand well and are better able to adjust teaching strategies to meet

the identified students' needs. CAS provides instructors with the means to provide a lot of feedbacks to the learners. The processes of teaching, learning, assessment, feedback, and interventions are all interrelated in a dynamic quality-learning environment in the context of CAS. Therefore, LOC model recommends CAS to provide instructors with the opportunities and means to relevant feedbacks and monitoring mechanisms to control the problems of alignment between the teaching objectives and the intended learning outcomes in CESC.

5.2.6 Classroom Interactions and Resources Management Strategy

This leadership-obstacle course (LOC) model proposes that misalignment between the components of the curriculum and the AA is a function of the classroom leadership obstacle. Thus, instructors are expected to use CAS to ensure the relevance, comprehensiveness, progressiveness, proportionality, and continuity of their assessments through proper management of instructional material resources and students' classroom interactions. In other words, LOC highlights that poor management of the instructional material resources and students' classroom interactions can results in irrelevant, incomprehensive, disconnected, and disproportionate assessments. LOC model considers CAS as an innovative and progressive process to alleviate problem alignment between instruction and assessment. CAS serves instructors to usually vary their assessment strategies to get rid of the teacher's intensive self-adjustment towards TA. The very important dimension of CAS to align the essential components of AA in CESC is associated with the effective and logical classroom interaction handling and systematic instructional material resource management (Hashemnezhad, 2015; Nasab, 2015).

In connection with classroom interaction management strategies, instructors should usually employ a combination of classroom interaction organisations that might include a whole class interaction, a variety of individual activities and cooperative learning and assessment strategies to facilitate the alignment between teaching and assessment of the objectives of CESC. Instructors should be able to fairly assign a specific role to each student and accordingly determine their contributions in their group works to give them fair results to each individual learner. To this end, they should get effective and relevant pedagogical trainings that help them handle the classroom

management and the implementation of a variety of AA strategies in CESC. At the same time, they need to be very careful neither to favour more extroverted learner nor to overlook any introverted individual students in pair and in group assessments. The simplest strategy to treat all students fairly, instructors can employ multi-assessor strategy and multiple assessment tools. In contrast, students may collude together to give each other the same mark particularly in peer-and group-assessments which is difficult to detect the problem if they all are happy with the marks.

In collaborative work, students may also complain that the task they are allocated is much more difficult than someone else's. As a useful strategy to cope with these concerns, the instructor can also first break down the group task into clearly identifiable activities and then assign the piece of activity to each individual student randomly. Then, the instructors can assess and attribute a grade separately to each student's individual contribution in a group assessment. In addition to this, the most effective strategy to facilitate the alignment between the teaching and assessment of CESC is including some key questions into the SA from the group projects. In doing so, many instructors witnessed that they generally employ a variety of classroom organisations and properly handle them to facilitate the alignment between the teaching and the assessment of the language objectives in the course. These findings are consistent with the findings of Kaboula & Elias (2015) and Palacio, Gviria, & Brown (2016).

5.2.7 Aligning Technologies with Learning Objectives

Considering the CASs and CLT, according to Hashemnezhad (2015) and Nasab (2015), the implementation of AA would be meaningless without a wide range of learning and assessment technologies. This is because the technologies open up significance possibilities for the interactive and adaptive AA tools, nonlinear access and linked representations of tasks, open-ended learning inputs and communication with others (Kaboula & Elias, 2015; Palacio, Gviria, & Brown, 2016). Unlike TA, AA strategies require a wide range of media beyond the word on the page to facilitate the alignment between the teaching and assessment of the learning objectives of CESC. In this vein, instructors need more skills to handle the complex assessment technologies, social systems, and the

communicative nature of language domains typical of 21ˢᵗ century tasks. With the nature of CESC, AA requires the ability to work efficiently in teams through a variety of assessment technologies which in turn yields both opportunities and challenges. It is very clear that the use of audio tapes, video tapes, photographs, sketches, diagrams, paintings, maps, posters, charts, computer discs and printouts form a compelling argument to align the assessment strategies with the learning objectives in CESC. By using this media, students are supposed to record and demonstrate their achievements in the implementation of an AA in CESC.

The main challenges can be looked at from the point of view of availability of technologies and the ability to handle related technology complexities. The present study identified that there was a scarcity of assessment technologies, accompanied by an inability to properly use available assessment technology, to align assessments with the instructional strategies in CESC. The scarcity of technology was a function of the poor economy in the country. Nevertheless, instructors could do much to handle technology related challenges. They could equip themselves with the available guiding principles to systematically use locally available technologies. For instance, they could use the coherent and signalling principles to critical assess students' learning through pictures and cues, respectively. They could also assess CESC using multimedia, spatial, and temporal contiguity principles by corresponding words with pictures and by simultaneous presentation of pictures and words rather than using words alone. Furthermore, instructors could employ modality, redundant and personalisation principles to assess the language domains in CESC through graphs, narrations, and conversations/dialogues respectively. These all-multimedia options to assess CESC can be locally available or incur lower cost. Thus, instructors should handle the scarcity of resources balancing that with rigorous classroom interactions in implementing the components of AA in CESC. Instructors could encourage students to use locally available materials to collect and record the data they need to ensure proportionality in their assessment items with respect to implementing CESC principles in the language domains.

In conclusion, instructors are expected to theoretically comprehend the science of curriculum development, teaching, assessment, and feedback strategies. In addition to the scientific knowledge, the instructors can also genuinely learn the advantages and disadvantages of the implementation of

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AA in CESC from their experiences. Accordingly, they should be able to practically implement those inseparable components of CESC through appropriate technologies. However, the implementation of an AA is not always easy. To reverse the drawbacks, the alignment between the teaching and the assessment of the intended learning outcomes in CESC can be shaped and improved by the implementation of the principles of CAS and the aforementioned models. The implementation of CAS and the AA models alongside with assessment technologies can link the classroom environment to the real-life problem-solving strategies. Besides, it is also essential to ensure the use of relevant curricula and scaffolding students' learning. It similarly provides students and instructors with opportunities for feedback, reflections, and revisions on every lesson. Through technologies, it builds local and global communities of individuals who are in learning and expands opportunities for instructors' learning in particular.

5.3   A Proposed Communicative Assessment Model in CESC

Although perfect alignment between an assessment and an instruction in a course does not exist, there is no doubt that ideal assessment system fits to its curriculum based on the context of constructive alignment assessment approach. Nevertheless, the foregoing analysis of the data implied that a majority of EFL instructors at the three sample universities felt unconfident about their instructional performance and usually have much difficulty with their teaching assessment in CESC. This implies that there is an assessment crisis in CESC at university level as a whole. This is because many instructors had not received sufficient training in designing and in administering classroom assessment strategies and tools. Evidently, although the analysis of the teaching materials of CESC implied multiples assessment methods, the instructors at the three universities mainly used TA to assess the course. In other words, the multi-faceted nature of CESC design requires a balanced multiple AA methods to assess the multiple achievements of students in CESC. These students' multiple achievement assessments demand multi-assessor strategies based on the criterion-referenced assessment to fit the assessment to the purposes of CESC. Likewise, these multiple assessment methods are inevitably important to address the multiple talents and needs of students who were assigned to all universities with a diversified cultural and linguistic background in the country. A balanced multiple AA models are supposed to make language assessment healthy,

natural and helpful, rather than threatening and sometimes distracting learners from real learning as in traditional assessment models. The overarching aim of this section, therefore, is to provide classroom practitioner with the communicative assessment model or relevant AA strategies and tools to help them improve their assessment skills.

A balanced multiple AA models can generally be looked at from the point of view of the stability of "assessment on the page" and "assessment off the page". Assessment on the page is nothing new but is paper or screen-based examination with a variety of tools and strategies. These course-based examinations are often said to be a very efficient form of assessment because all students sit the examination at the same time, and a pile of scripts can be relatively easily marked, especially if marking is summative and not formative. However, if assessors do not become clearer about why they set each item of an examination, the equivalent fate, academically speaking, looms. Many examinations make considerable demands on students' knowledge about language rather than language skills, which can have the unfortunate side-effect of encouraging cramming and shallow learning at the expense of that 'deep' learning which is higher education's avowed goal. Examinations can include a variety of items, such as multiple choices, true or false, matching, fill-in-the gap, short-answer, essay. Assessment off the page refers to non-paper assessment approaches to the field of language studies. Many degree courses in language studies incorporate the assessments of multiple achievements in the multifaceted nature of CESC, such as creative and academic writing, role play, games and simulations, case studies, portfolios, articles, poster displays/assessment, oral and vivas, mini-enterprises/problem-solving activities, fieldwork and lab works, concept mapping, making flow charts, designing learning aids, IT-based works, journalism, reflections, and project presentations and so forth.

Literatures in the field of language studies also suggest and recommend different communicative assessment or AA models to assess students' multiple talents in the multifaceted nature of CESC. In this vein, amalgamating with the concepts of the aforementioned 'assessment on page' and 'assessment off page', this section mainly presents the three more structured categories of language assessment models: selected-response assessment model, constructed-

response assessment model, and personal-response assessment model to formulate a balanced AA model that is fascinated to the nature of CESC. Table 5.1 presents the proposed communicative assessment or AA models to assess CESC across the universities in Ethiopian context.

Table 5.1: The Proposed AA Models to Assess CESC in Ethiopian Universities

S/N	Criteria for Assessment	Assessment Types		
		Selected-responses	Constructed-responses	Personal-responses
1	Mode	Written	Oral and written	Oral and written
2	Intension	Formal	Informal and formal	Informal and formal
3	Purpose	Summative	Formative and summative	Formative and summative
4	Interpretation	Norm-referenced	Norm-referenced and criterion-referenced	Criterion-referenced
5	Administration	Large scale	Classroom-based	Classroom-based
6	Approaches or method	Objective and discrete-point test, quiz and examination	Performance-based, task-based, content-based, theme-based assessment	Multiple assessment, integrated, progressive, authentic and constructivist assessment
7	Strategies	Teacher-based	Multi-assessor	Multi-assessor
8	Relevance/ suitable for	Receptive skills, vocabulary and grammar knowledge	Productive skills, interaction of receptive and productive skills	Communicative curriculum, integrated skills, progressive activities, skills
9	Tools	Multiple choice, true-false, matching, short-answer, essays	Essay writing, interview, project work problem-solving, role playing, group discussion, etc.	Conference, portfolio, self-and peer-assessment, diary, project portfolio, case study and rubrics, observation etc.
10	Requirements	Test designing and construction skills	Performance, qualified rater, authenticity task etc.	Proficient language, validity and reliability, technological devices
11	Advantage/strengths	Easy, fast, objective and economical to score	Elicit relatively authentic communication,	Involve students' reflection, develop self-image, elicit language performance etc.
12	Disadvantage/ weakness	Difficult to construct, unproductive, decontextualized	Difficult to construct and time-consuming to administer etc.	Difficult to design, organise and score objectively, time-consuming

> *Sources: adapted from Brown (2012), Brown & Abeywichrama (2010), Carr (2011) and Tran (2012)*

As illustrated in Table 5.1, a balanced AA model has been proposed to be implemented in CESC in Ethiopian Universities. A balanced assessment model is defined as an inclusive assessment approach to assessment based on the features of CLT. Within this proposed assessment model, all types of relevant CESC assessment cannot exhaustively be mentioned or listed here

because space limited from discussing all the essential assessment elements which are extensively described in the literature. Thus, the three commonly used assessment models seemingly useful to describe in relation to the nature of CESC in particular. Accordingly, the intention, purpose, administration, method/approach, relevance, strategies and tools, requirements, advantages, and disadvantages of each model was in the description to help the practitioners improve their assessment skills.

5.3.1 Selected-response Assessment Model

A long way journey of English language assessment in general was simply equated with discrete-points and objective testing. This type of assessment exclusively based on the 'assessment on the page which is still appropriate for certain purposes of assessment in CESC. Selected-response assessment model provides students with language materials or language knowledge based on the nature of the course. Thus, instructors can ask the students to select the correct answer among a limited set of choices when the aim of the assessment is not to produce any language. They may work well for assessing receptive skills, such as reading and listening parts of CESC, as noted in Brown (2012) and Tran (2012). In this vein, instructors may use true-false, matching, and multiple-choice, fill-in-the-gap, short-answer, essay, and summary writing assessment tools assess the theoretical part of CESC. This assessment type is relatively quick to administer, fast, easy, and objective to score. However, it is difficult to construct selected-response assessment model and to make students produce language using these assessments.

5.3.2 Constructed-response Assessment Model

Although selected-response assessments are suitable for measuring receptive skills and knowledge of vocabulary and grammar, constructed-response assessments are for productive language skills through writing, and speaking in relation to the multifaceted nature of CESC. The constructed-response assessment model allows the instructors to employ some elements of both the assessment on the page and assessment off the page models. Thus, instructors can design constructed-response assessment model to help students produce language through writing, and

speaking, or doing something else based on the requirements of the course. The practitioners can utilise the constructed-response assessments to observe the interactions of receptive and productive skills in an oral interview procedure and, in writing and in reading activities in CESC. Instructors are expected to use performance, interview, and essay tests to effectively assess CESC at university level. This is because performance assessment requires students to accomplish approximations of real-life, authentic tasks, usually using the productive skills of speaking or written but also reading or writing or combining skills as per the intended learning objectives of CESC. In this vein, the instructors can include essay writing, interview, problem-solving tasks, role playing, pair and group discussions, as pointed in Brown (2012). The major requirements for constructed-response assessment model are performance of certain tasks, authenticity of the tasks and accurate score by instructors and trained students.

In relation to the advantages and disadvantages of the constructed-response assessments, they can elicit relatively authentic communication in testing situations. In contrast, they can be relatively difficult to construct and time-consuming to administer. Other problems with these assessments include reliability (inconsistencies among raters, subjectivity in scoring, and limited observation), validity (insufficient content coverage, lack of construct generalisability, the sensitivity of the assessments to test method, task-type, and scoring criteria, construct representation or problem of generalising from a limited number of observations, logistics issues) etc. Especially, interview and essay test should deserve attention as they are relatively more reliable and valid methods than gap-filling and others. However, they may involve four serious limitations: the halo effect (the influence of other factors on the score given), the item-to-carryover effect (the influence of the initial impression of the rater), the test-to-test carryover effect (is the tendency to compare an essay with the immediate before it), and the order to effect (refers to the difference between the beginning and finally assessed when the rater weary). In order to avoid these problems, strictly scoring the assessment relying on rubrics, rating essays anonymously, accurate perception of instructors, and taking frequent breaks after every one or two hours of scoring are desirable to guarantee more objective evaluation of students.

5.3.3 Personal-response Assessment Model

Personal-response assessment model, which adheres to the assessment off the page, requires students to produce language to communicate what they want to communicate. Instructors can use these assessments, which are beneficial to produce personal or individualised assessment, to directly relate to the integrated CESC curriculum, and assess learning processes in an on-going manner throughout the term of instruction. Regarding the benefits of the assessment, the instructors can foster students' reflection on their learning, to elicit language performance on specific tasks, skills or language points, to inform, observe, and collect information about students, and thereby, help them develop better self-images. The drawbacks of these assessments are that they are quite subjective, difficult and time-consuming to design, organise, and score and grade objectively. The practitioners can use conferences, portfolios, self- and peer-assessment, guest assessment and so forth to help students produce a variety of language domains.

Considering conference and portfolio assessments, conference assessment can occur between students and an instructor or between a student and an instructor to discuss a particular piece of work of learning process, or both. Portfolio assessment is an on-going process in which student and instructor choose samples of student work to include in a collection, the purpose of which is showing the student's progress, as underlined by Brown (2012). Specifically, the practitioners are expected to encourage students include a variety of items in the portfolio, such as samples of student's creative work, tests, quizzes, homework, projects and assessments, audiotapes of oral work, student's diary entries, log of work on a particular assessments, self-assessments and comments from peers and instructors. Portfolios can strengthen student's learning, enhance the teacher's role, and improve assessment processes. However, instructors should be careful of the drawbacks of the portfolio at length that include the issues of decisions (e.g., grading criteria, components of the portfolio…), logical issues (e.g., time and resources needed for portfolio assessment), interpretation issues, reliability issues, and validity issues.

Discussing self-and peer-assessments, in self-assessment, students have to rate their own language through performance self-assessments (students reading a situation ad deciding how well they would respond in it), comprehension self-assessments (students reading a situation and deciding how well they would comprehend it), and observation self-assessments (students listening to audio or video recording of their language performance and deciding how well they think they have performed). Peer-assessments as the name suggests, involve students assess the language produced by their peers. Thus, instructors can employ self- and peer-assessment for the purpose of direct assessment of a specific performance, indirect assessment of general competence, metacognitive assessment, socio-affective assessment, and students-generated test, as classified into five categories by Brown & Abeywichrama (2010).

Self-assessment is important to develop and administer relatively quickly, to involve students in the assessment processes, to increase students better understand and learn language autonomously, and thereby, increase their motivation to learn the target language. Instructors can be challenged by the inaccuracy of self-assessment, deficient students' language, and other factors, such as past academic records, career aspirations, peer-group expectations, and lack of training, linguistic skills, and assessment materials in the implementation of self-assessment, in particular and in personal-response assessments, in general.

5.3.4 Conclusions

These assessment models have by no means exhaustively included the set of assessment methods and strategies which might be used in CESC at higher education level. There is a substantial assessment toolkit, which describes method, strategies, and tools in use at universities elsewhere including some which are not included in this section. Hence, instructors have common and substantial assessment options to accordingly implement in CESC across the universities in the country. To this end, they need to equip themselves with the knowledge and skills needed for designing practical, authentic, relevant, and valid assessments. However, these are likely the real

challenges for the classroom instructors who are seldom fully trained to construct quality assessment.

Instructors, nevertheless, usually have at their disposal a wide range of choices depending on the contexts where they work and the assessment culture of CESC. In this vein, summative assessments, such as final examinations and tests may not always be the best way to measure students' learning, as they result in a great deal of stress and anxiety. Therefore, instructors should align their assessment with the intended learning objectives and the teaching learning activities suggested in CESC. If instructors are not charged with the responsibility of constructing valid and reliable assessments for their own classes, the teaching-learning processes may be fruitless, as underlined by Carr (2011). For this reason, instructors are advised to use more personal-response and constructed-response assessment models than selected-response assessment model to fit the assessments to the nature and purpose of CESC. In other words, a combination of all assessment methods may be a balanced approach to measure students' progress, especially for Ethiopian University students to measure multiple knowledge, talents, and skills that learners should have mastered, as noted by Brown & Abeywichrama (2010), Carr (2011) and Tran (2012). This is because a balanced approach to assessment can ensure a more reliable and valid assessment results.

5.4 Contributions of the Study

This study intended to investigate practices and challenges in the implementation of AA in CESC at the three universities in Ethiopia. In this vein, it was its goal to contribute to the existing literature a different view towards the appreciation of AA in CESC. Although the topic itself is a fascinating research area, in developed countries, it is new in the context of its study area. Hopefully therefore, the study contributed much to higher education in Ethiopia in particular, and in the continent in general. Furthermore, a significant contribution was made to the literature reviewed by analysing it and finally classifying the existing forms of assessment in AA and TA that have been influencing language assessment in higher institutions of education. The holistic analysis of data added fresh perspectives and innovative views of the theoretical and conceptual frameworks

discussed in the existing literature. The study further identified five themes of AA components and, six major and 23 minor themes of the challenges in implementing the components of AA in CESC which should be looked at from the point of view of the quality of assessment. More importantly, the study contributed to the understanding of the present literature on how to implement AA in CESC in the context of developing countries to reverse the drawbacks of traditional testing approach.

Aligning the theories of communicative course design, ALM and AA in the current research's framework to guide proper application of AA in CESC which was not prominent in the previous literature is certainly another important contribution to the field in question and to the existing literature, respectively. The study applied, validated, and extended the development of the theoretical framework for the proper implementation of AA in CESC in relation to the five requirements of CLT namely, meaningful communication, authentic situation, unpredictable language input, creative language output and integrated language skills that prior studies have not comprehensively considered. In this vein, the results of the current study clearly showed that the art of teaching is the art of assessing discovery. This advanced knowledge of the related community in the field can access on how the principles of communicativeness facilitate the alignment between the three inseparable components of CESC. Significantly, the study also contributed by confirming the results of existing studies which emphasised the importance of implementing AA in CESC.

The work of aligning the frameworks as discussed above, creating guiding models of constructive alignment strategies is regarded as crucial for addressing and per chance overcoming resistance and related challenges concerning discrepancies between assessment, teaching-learning, and the intended learning objectives of the CESC. Universities, colleges, and schools in developing countries can now have instructors and students who can effectively manage the teaching, learning and assessment processes with the help of the suggested strategies towards achieving the intended learning objectives. This view has not been found in previous studies. It has been a significant stride taken in the study to demonstrate that assessment can be used not to intimidate instructors in

their pedagogical practice or students in their learning, but it can support pedagogy, as a means of modifying instruction.

With respect to methodological contribution, the current study departs from a post-positivist paradigm that tends to inform most of the prior studies. In its approach, it opted for a pragmatist view of knowledge, that of innovation. Prior studies in this field often separately conducted quantitative and qualitative studies. The current study combined both quantitative and qualitative methodologies within one research project informed by the principles of convergent parallel mixed research design. In the design, a descriptive survey and correlational study were combined to determine the components of AA used by the instructors and the levels of alignment between the items in the module and the items in the assessment document in CESC. This approach made it possible to even measure the impact of observed misalignment of variables involved.

In its innovative design, the present study applied a mixed content analysis to determine the alignment between the components of the course, an approach which has not been attempted yet in prior methods of analysis. The same obtains in document analysis. Here, the five principles of CLT were applied to classify 560 items from the teaching module and 632 items from the assessment documents of CESC into communicative and uncommunicative items. This too is a novel approach unique to this study which has not yet been applied as assessment practices before. Thus, the study contributed to data analysis methods, integrating all the six language domains of CESC in a matrix of 49 AA tools which has not been done in prior studies in the domain of AA practices. The joint application of Mann-Whitney U Test, t-test and Kruskal–Wallis Test is another innovative contribution unique to the current study used to determine levels of challenges among different groups of instructors and students, as well as among the three sample universities in the country.

Within the qualitative part of the methodology, a thematic analysis was applied which covered the data obtained through open-ended questions in the questionnaire, lesson observation, pre-and post-lesson observation face-to-face conference and interview. Another unique contribution this study can boast lies in adapting and applying a three-dimensional learning observation protocol

model (3D-LOP) (Creswell, 2014; Matz, 2014). The 3D-LOP combined both formal and informal observation checklists to assess the practices and the challenges of the implementation of AA in CESC.

By including students in such a study to validate the instructor responses and to investigate their reaction with respect to the implementation of AA in CESC, a new view of the problem that has not yet been considered by prior studies, was introduced. In previous studies, instructors were regarded as the sole source of the data since they were the only assessors of a curriculum and its implementation. In this researcher's view, instructors are not the only scapegoats of education. This is because an instructor is not to teach but to inspire and guide students facilitating their independent learning as they discover what they desire to know and to do with knowledge. Learning is not attended by chance at the absence of students; it must be sought with passion and attended to with diligence. Therefore, instructors are professionals who need the best possible conditions to do their job. In light of this, the study assumed idea that all learning and assessment have emotional base which was highlighted but had been neglected by most of the prior studies. Hopefully, it was successfully demonstrated that, without students' commitment, ability, and motivation towards the implementation of AA in CESC will remain challenged. AA requires students' commitment and the ability to push through untenable learning conditions to be a success. Notably, the participation of students in such a study also symbolically marked the first baby steps towards paradigm shifts in the investigated field.

Finally, a unique contribution of this study is associated with a proposed AA model to assess the multifaceted language domains in CESC. This balanced AA model is supposed to reverse the assessment crisis identified in CESC at university level as a whole. The AA model encapsulates "assessment on the page" and "assessment off the page" which are restructured as selected-response assessment model, constructed-response assessment model, and personal-response assessment model which are fascinated to the nature of CESC. This AA model is supposed to make language assessment healthy, natural, and helpful, rather than threatening and sometimes distracting learners from real learning as in traditional assessment models. This is because the model helps instructors to be confident to implement AA in CESC without difficulty across the universities in Ethiopia,

CHAPTER 6: CONCLUSIONS, LIMITATIONS, RECOMMENDATIONS AND FUTURE RESEARCH

6.0   Introduction

This chapter presents the conclusions, limitations, recommendations, and implications for future research in relation to the practices and challenges in implementing AA strategies in CESC at three Ethiopian universities. The chapter begins with the explanation of the conclusions of the findings of the current study. It includes conclusions of each finding vis-a-vis the objectives and research questions of the study, namely, types of AA strategies EFL instructors used in CESC, the nature of the students' reaction towards their instructors' AA in CES, the level of alignment between instructors' assessments and the intended learning outcomes of CESC and the challenges of the implementation of AA in CESC. It proceeds to highlight limitations observed in the current study. Following the conclusion and limitation remarks, the chapter provides the major recommendations to indicate the roles and responsibilities of stakeholders so as to improve the implementation of AA in CESC and thereby, align the teaching and the assessment to the intended learning outcomes in CESC. Finally, the chapter points to the future research expected to supply some guides to enhance the alignment between teaching and assessment of the intended learning outcomes of CESC.

6.1   Conclusions

The 21st century EFL instructors' assessment practice in CESC at the three universities is dependent on the mechanical TA functions neglecting the use of multi-assessor strategies and multiple assessment tools. Evidently, they assessed 80% of their students' learning in CESC using instructor-based assessment techniques. Similarly, the instructors at the three universities also implemented limited types of AA strategies and tools in CESC. About 95% of the instructors used test items to measure 92% of the students' performances in CESC. The instructors' test items are disproportionate to the six language domains of CESC as, on average, 83% of the test items were

designed to measure students' reading, grammar, and vocabulary knowledge. Three-fourths of the instructors' test items were dominated by close-ended type questions. This showed that they rarely integrated the language skills in their assessments as contrast to the nature of CESC. The instructors' piece-by-piece assessments at the three universities contradicted with the principles of comprehensiveness, progressiveness, continuity, and relevance of assessment strategies in CESC. On the whole, the instructors were unsuccessful to progressively assess students' learning objectives of CESC through developmental feedback and/or increasing intervention or remedial actions.

One general finding showed that 90% of the students at the three universities were more enthusiastic to participate in TA activities than to AA. They were observed to be excited to participate more in instructors' assessment than self-assessment and peer-assessment because they seemed to consider instructors' assessment more reliable than others. Consequently, the students occasionally worked on group and individual assignments on their own; they gave the work to other people or colleagues to have the assignments done by them. As students were reluctant to properly respond to their AA strategies, one can conclude that AA had not a significant role to play in measuring students' learning in CESC at the three universities.

The foregoing analyses of the data also revealed that most of the instructors at the three universities were unsuccessful in aligning the three dimensions of CESC: curriculum, teaching and assessment. The nature of CESC design and development involves, on average, 66.43% of the essential principles of CLT which implies the implementation of a variety of AA strategies. However, some of the activities in the CESC module, which resemble natural interaction, are not authentic to facilitate the alignment between teaching and assessment in CESC. Unlike the CESC development, more than 70% of the instructors' assessment exclusively implied TA in CESC. As a result, the alignment between the instructors' AA items and the communicativeness of the items in the CESC module ($c = 0.1291$) is very low, which is regrettable in the era of CLT. This evidence clearly implies that the assessment approach in CESC at the three universities has not yet been changed as a result of the changes that occurred in the CESC curriculum.

The study also indicated that the instructors sometimes assembled assessment items from elsewhere and/or repeated their own assessment items that were previously used to minimise the complexity of designing AA items in CESC. They also incorporated what they had not taught in their assessments and/or overlooked what they had taught, even with extra devotions and intensive tutorials in CESC. This disproportionate instructor's assessment implies that the instructors were unable to fit their assessment to its teaching purpose in CESC. However, the instructors' TA methods irrationally seemed to go with the instructor-centered teaching methods they employed, contrary to the communicative nature of CESC. This shows that the instructors did not employ constructive alignment strategies to comprise multiple areas of knowledge and skills in their assessment as per of the objectives of CESC.

Based on the foregoing observations, it is evident that the mismatch between the objectives of CESC and the assessment method is the functions of a variety of challenges. The major challenges of the implementation of AA in CESC include constraints related to poor instructional materials, poor classroom conditions, biased instructors and students' perceptions, and other-related factors which include the complex nature of CESCS and the demanding nature of AA. These were identified in descending order as some of the serious difficulties in implementing an AA in CESC at the three universities studied.

Compared with the instructors' opinions, while constraints related to instructional materials and poor classroom conditions proved significant for the students, they equally challenged instructors in implementing AA strategies in CESC at the three sample universities. In relation to the instructors and students' perceptions, both the instructors and the students felt dissatisfaction with the perceptions of the instructors and students. However, the pedagogically untrained, less experience and MA/MED holder instructors expressed more dissatisfaction in implementing AA strategies in CESC than their counterparts at the three universities. This implied that instructor' pedagogical skills training, length of experience and level of qualification were the determinants of the implementation of an AA in CESC.

Associated with the demanding nature of AA and the complex nature of CESC, the complex nature of CESC turned out to be the most important challenge for the instructors in implementing an AA in CESC than it was for the students. Furthermore, both instructors and students felt similar concern with the demanding nature of AA in CESC. In comparison, the pedagogically untrained and less experienced instructors were distressed with both the demanding nature of AA strategies and with the complex nature of CESC more than their counterparts at the three universities. In relation to the instructors and students' characteristics, instructor character similarly challenged both the instructors and students in implementing an AA in CESC at the three universities. Moreover, the availability of better employment and par-time opportunities for experienced instructors created gaps which increased the work overloads for their counterparts. On the other hand, both the pedagogically untrained and less experienced instructors demonstrated similar frustration with deficient students' language and unseemly students' behaviours in implementing an AA in CESC at the three universities.

Comparing the differences among the three sampled universities, Mann-Whitney U Test, t-test and Kruskal–Wallis Test results reveal that there was no statistically significant difference among the three universities in relation to the instructors' and students' perceptions about AA and CESC, the demanding nature of the implementation of AA in CESC, the complexity of language domains in CESC, instructors' activities and student character. In contrast, except in the constraints of material resources and poor classroom conditions Ambo University and Wollaga University were more distressed than Addis Ababa University for its better organised laboratories, classrooms and libraries with necessary technological devices and facilities.

As a final not, it seems unfair to generally conclude that the instructors were unable to implement AA in CESC as they had large classes; as most of them had not been professionally trained; as they were badly paid, and as they were probably exhausted after working long hours in two or three educational institutions, in addition to their regular working place, to supplement their meagre income. Instructors cannot do their best if they are not given the best conditions to do which

is beyond their control. In this sense, the findings of the current study pointed at the Federal Government of Ethiopia in teaching English in general.

6.2 Limitations of the Study

The current study entails some constraints. It does not consider the assumption of normal distribution the data the representativeness of the sample size to the universities in Ethiopia nor use probability sampling techniques to select the three universities. This means that, the three universities, one from each generation, may not represent 45 universities in the country, which means, on average, one from 15 universities as indicated in the methodology section of the current study. However, the homogeneity of the population of the instructors and the students as well as the increased sample size to 30% for the students and the inclusion of all the EFL instructors from each university, as suggested in (Creswell & Plano Clark, 2011) can maximise the representativeness of the respondents.

Furthermore, although 27 classroom observations of nine EFL instructors, three at each sample university, were planned to observe three times each, every EFL instructor was observed only two times because of the outbreak of Coronavirus (COVID 19) and the lockdown of the universities during the classroom observation period. In addition to classroom observation, it was difficult for the researcher to reach about 10% of the students who had been expected to respond to the questionnaire because of the outbreak of the pandemic. However, every observation was supplemented by pre- and post-observation conferences that were conducted with the observed instructors.

6.3 Recommendations

As indicated in the conclusions, the implementation of an AA in CESC is a function of a variety of factors. It follows, then, that the recommendations for the treatment of the problems also lie in bringing about the improvements to address these challenges. Below is the summary of the recommendations:

1. No meaningful assessment takes place without adequate resource materials. This applies to the implementation of AA in CESC. To implement AA strategies in CESC at all the three universities, the government and ministry of education should provide physical facilities, such as additional classrooms, laboratories, workshops, libraries, and other resource materials to enable instructors and students to play their respective roles satisfactorily in the implementation of AA in CESC.

2. The Ministry of Education (MOE) should revise the assessment policy at the university level so as to secure the alignment between assessment strategies and the intended learning objectives of CESC through the implementation of AA in CESC because assessment has no value if it does not lead to the improvement of classroom practices and students learning.

3. The Ministry of Education (MOE) should also revise the educational policy to reduce the class size to 30-35 for English classrooms, to reduce EFL instructors' workload by 25% and to increase the weight of CA to 60% to promote the implementation of AA in CESC.

4. The policy makers, curriculum designers and instructors should jointly work for the flexibility and adaptability of the CESC curriculum development and the assessment approach to address students' individual learning difference and interest at Ethiopian universities.

5. The curriculum designers, policy makers, university managements and instructors should seek ways to integrate the curriculum development, the teaching, and the assessment of CESC into the application of technology. This is because the integration of technology through designing flexible curriculum development and a variety of assessment is essential to meet the needs of all students of the 21st century. Even it can help the instructor enhance traditional lessons and assessment with technology.

6. The instructors are expected to update and equip themselves with pedagogical skills through self-training in order to address in their assessment processes the multiple learning objectives of CESC using constructive alignment strategies which can facilitate, stimulate and recreate real-life complexities and metacognitive thinking as per CESC.

7. Instructors should use all opportunities to take responsibility and exercise leadership skills to efficiently manage the scarce classroom resource materials, time-set and workload, the diversified learners' social and cross-cultural interactions vis-à-vis the learning goal of CESC with tangible and intangible success criteria which might help the instructors explore and expand their own learning opportunities to gain experience and to advance their skills towards a better professional level.

8. Instructors are similarly advised to use a balanced multiple AA models proposed in the present study to assess the multifaceted language domains in CESC. Based on the nature of CESC, the instructors expected to employ the models that provide them with three fascinated assessment models, such as selected-response, constructed-response, and personal-response, amalgamating with "assessment on the page" and "assessment off the page". They are expected to reverse the assessment crisis that were threatening and distracting learners from real learning towards a healthy, a natural and a helpful assessment in CESC using these AA models at university level as a whole in Ethiopia.

9. The students are expected to develop self-initiative and self-directive for learning to learn the language domains in CESC so as to pursue and persist in their own learning based on their prior knowledge and experiences in a variety of context and opportunities, identifying and overcoming the obstacle through effective time and information management vis-à-vis their intended goals, both individually and in groups.

10. The students should consider diversity as the one thing they have in common, use it for the opportunities to interact effectively with others, work effectively in different teams to represent cultural differences and work effectively with people from a range of social and

cultural backgrounds, respond open-mindedly to different ideas and values, use social and cultural differences to create new ideas and increase innovation and quality of their learning in CESC.

11. EFL instructors should develop a guideline and table of assessment specification to wisely design and employ proportionate, relevant, practical, and comprehensive AA strategies in very clear and precise terms vis-a-vis the teaching-learning strategies, and thereby promote the validity of their assessments in CESC. This is because the harmful effects of the misalignment between teaching and assessment of the objectives of CESC can frustrate the students and undermine their motivation and learning of CESC.

12. All respective bodies including the department of English language and literature, college of social sciences and humanities, the three universities and the instructors should work together to furnish the existing language laboratory and classrooms with necessary materials and to give trainings to EFL instructors to alter the instructors' perception, attitude, and motivation and thereby, implement various assessment techniques, particularly in CESC.

13. As a final note, the writer would like to convey the compliances of the instructors (using applauded voice) using Oromo proverb cited by a respondent in Afan Oromo, "*Gababbadhulle, anumatu abbaakeeti, jedhe Harreen Gangeedhan*", which means "Though I am short, I am your own father", said Donkey to Mule. This is to say that 'teacher' is the father and the origin of all educated people though it is not given father figure. Thus, the straightforward answer to the question of how best to effectively use instructors in government universities is to provide them with a better deal, in the broadest sense, than they could get by working for alternative employers. Therefore, the Federal Governments should work to avoid the apparently existing salary, compensation and other benefit inequalities between government university instructors and others with similar service year and qualification level.

6.4 Future Research

This study of practices and challenges in implementing an AA in CESC in the Ethiopian context is relatively a new area of engagement. Therefore, there is evidently wide room for additional investigations into the current issue. For instance, the current study did not investigate the relationship between the components of the CESC curriculum, namely, aims and objective, contents, teaching, learning and process without which the assessment of CESC is in danger of frustration on the part of both instructors and students. Thus, the following research areas have been identified for interested researchers to conduct further related studies in detail.

1. The effectiveness of peer-assessment, self-assessment, group-assessment or invited guest assessment in comparison to instructors' assessment in CESC in Ethiopian Universities.

2. The consequential validity and/or backwash effect of the mismatched assessments at Ethiopian universities.

3. The constructive alignment strategies to promote the alignment between the curriculum, the teaching, and the assessment of CESC.

4. The integration of technology with the teaching and assessment of CESC to meet the needs of 21st century students at Ethiopian University.

5. The effectiveness of inter-student interview, or portfolio, public speech, debate, peer-teaching, report writing project, role play or audiotape recording to assess the language domains in CESC at the universities.

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8. Appendixes

8.1. Appendix A: Questionnaire for Instructors

Dear Instructor!

The main purpose of this questionnaire is to investigate the practices and challenges in implementing an alternative assessment in a communicative English skill course your universities. You are kindly requested to complete this questionnaire. By answering the questions as truthfully and accurately as you can, you will help the researcher get a clear knowledge of the issue under study. Your answer to the questions will be kept strictly confidential, and you as an individual will not be identified. You do not need to write your name on the questionnaire. The researcher appreciates your willingness to take part in the study because the success of the study depends on your personal and honest responses to the questions.

Thank you in advance!

General Instruction

1. This questionnaire contains four main sections: general information, practices of alternative assessment, students' reaction to alternative assessment and challenges in implementing alternative assessment in communicative English skills course.

2. You are kindly requested to carefully read and understand every instruction; then, attempt all the questions in this questionnaire in the order they appear.

3. In most of the questions, you are simply asked to respond by putting a tick (✓) mark in a box or by circling; where you need to write down your response, please, be specific and accurate as you can.

Part I= General information

4. Sex: 1) Male (_____) 2) Female (_____)

5. Age: _____ (please write)

6. The University you are currently teaching _____

7. Service year in teaching at this University _____

8.Your Qualification is: 1) MA/MED _____2) PhD/equivalent to PhD and above _____

3) other: _____ (if any, specify) _____

9.   To what extent have you taught communicative English skills course in this university?

4.   Below 5 years _____; B) 6-10 years: ___; C) more than 10 years ___D) I have not taught the
course.

Part II: Practices of Alternative Assessment

2.1. The Use of Multi-Assessor Strategies

• How have you employed the following multi-assessor strategies in communicative English skills
course? Write:

5 = "most frequently".   3 = "Sometimes".

4 = "often" use.   2 = "rarely" use and

1 = "never'" if do not use an assessment strategy, in the boxes given against each component of

the course in the following matrix.

Assessment Strategies	Components of Communicative English Skills Course					
	Speaking	Reading	Writing	Listening	Vocabulary	Grammar
Teacher assessment						
Student Peer assessment						
Student Self-assessment						
A combination of the forms						
Invited guest assessment						
Other (if any)						

Mention any strategies you used but not mentioned here you think in the implementation of

alternative assessment in the course. _____

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2.2. The Use of Multiple Assessment Tools in the Course

- How often do you employ the following assessment tools in each component of the course?

   To rank the tools, write:

   5 = most frequently".   3 = "Sometimes".

   4 = "often" use.   2 = "rarely" use and

   1 = "never'" if you do not use an assessment strategy, in the boxes given against each

component   of the course in the following matrix

Assessment Tools	Components of Communicative English Skills Course					
	Speaking	Reading	Writing	Listening	Vocabular	Gramma
Observation						
Portfolio						
Question-answer						
Questionnaire						
Project						
Interview						
Rubrics						
Checklists						
Journals						
Videotapes						
Audiotapes						
Diaries						
Conferences						
Peer teaching						
Checklist						
Narrative/Anecdotal						
Rating scale						
Multiple Choices items						
True/False items						
Matching items						
Short answer items						
Small group works						
Student reading logs						
Action Research						

Mention any tools you used but not mentioned here you think in the implementation of alternative assessment in the course. _____

2.3.The Use of Comprehensive Assessment in the Course

Read each item carefully and answer every item by making a tick√ mark.

No.	Items	Always 5	often 4	Sometimes 3	Rarely 2	Never 1
1	How often do you employ a variety of assessment techniques to assess a language objective in the course?					
2	How often do you use integrative assessment approach to assess at least two or more than two language objectives in the course?					
3	How often do you assess the English language vocabulary knowledge of the students in the course?					
4	How often do you assess the English language grammar knowledge of the students in the course?					
5	How often do you assess the attitude of the students towards the course?					
6	How often do you assess the motivation of the students towards the course?					
7	How often do you assess the English-speaking skills of the students in the course?					
8	How often do you assess the English reading skills of the students in the course?					
9	How often do you assess the English writing skills of the students in the course?					
10	How often do you assess the English listening skills of the students in the course?					

11. Mention any relevant idea (s) you think is (are) not mentioned about the implementation of alternative assessment in the course. _____

2.3.Progressiveness and Relevance of Assessment

How often do you employ the following components of alternative assessment in Communicative English Skills Course? Read each item carefully and answer every item by making a tick√ mark.

No.	How often do you:	Always 5	Often 4	Sometimes 3	Rarely 2	Never 1
1	Check the alignment between your assessment tools and the instructions?					
2	Implement continuous assessment in communicative English skills?					
3	Determine students' individual learning differences in communicative English skills?					
4	Determine students' learning styles in communicative English skills?					
5	Check students' learning progress through feedback?					
6	Identify the problem area for remedial attention in communicative English skills?					
7	Implement continuous feedback based on the result of assessments?					
8	Implement continuous interventions based on the results of assessments?					
9	Check the suitability of an alternative assessment tool to language objectives in communicative English skills?					
10	Check the suitability of an alternative assessment tool to learners' learning styles?					
11	Check the suitability of an alternative assessment tool to learners' learning outcomes?					

9. Mention any relevant idea you think is (are) not mentioned about the implementation of alternative assessment in the course. _____

Part III: Students' Reaction to Alternative Assessment Strategies

S/N	I feel students:	Always (5)	Often (4)	Sometimes (3)	Rarely (2)	Never (1)
1	Participate more in teacher assessment than other forms					
2	Participate more in self-assessment than other forms.					
3	Participate more in peer-assessment than other forms.					
4	Participate more in invited guest-assessment processes than instructor, self- and peer-assessment strategies.					
5	Do all home-taken group assessment for themselves rather than having done it by others.					
6	Do all home-taken individual assessments for themselves.					

		Strongly disagree	Disagree	Un decided	Agree	Strongly agree
7	Participate properly in classroom group activities or discussions					
8	Attend properly to tutorials when instructors invite them to do so.					
9	Participate properly in paired activities and assignments.					
10	Participate properly in individual, classroom activities.					

Mention any relevant idea you think is (are) not mentioned about the implementation of alternative assessment in the course. _____

Part IV: Challenges in Impalement Alternative Assessment in the Course

4.1. Instructors-related Challenges

No.	I feel the following instructor character challenges me in implementing AA in CESC:	Strongly disagree	Disagree	Un decided	Agree	Strongly agree
		1	2	3	4	5
1	Insufficient instructors' knowledge about AA					
2	Poor instructors' pedagogical skill to implement AA					
3	Instructors' inability to integrate language objectives					
4	Low instructors' commitment to implement AA in CESC					
5	Poor instructors' English language proficiency					
6	Instructors' previous teaching culture					
7	Low instructors' interest in teaching the course					
8	Low instructors' confidence in AA forms in CEC					
9	Low instructors' motivation to implement AA in CESC					

Mention any challenge (s) you think is (are) not mentioned about as the instructor-related challenges implementing an alternative assessment in the course. _____

4.2. **Student-related Challenges**

Read each item carefully and answer every item by making a tick√ mark.

No.	I feel the following student character challenges the implementation of AA in CESC.	Strongly disagree	Disagree	Un decided	Agree	Strongly agree
		1	2	3	4	5
1	Poor students' knowledge background					
2	Students' disciplinary problems					
3	Unwelcoming students' reaction towards alternative assessment					
4	Unwelcoming students' reaction towards alternative assessment					

5	Poor Students English language proficiency					
6	Preoccupied students learning culture					
7	Different students learning styles					
8	Unmotivated students' behaviour in learning in communicative English skills course					
9	Unenthusiastic students' behaviour in using alternative assessment tools					

10. Mention any challenge (s) you think is (are) not mentioned about as the student-related challenges implementing an alternative assessment in the course. _____

4.3. **Perceptions of Instructors**

No.	*I feel the following instructors' perceptions challenge the implementation of alternative assessment in communicative English skills course*	Strongly disagree	Disagree	Un decided	Agree	Strongly agree
		1	2	3	4	5
1	Impracticality of alternative assessment to the students' context					
2	Invalidity issues of alternative assessment in communicative English skills course in the learners' context					
3	Unsuitability of alternative assessment to the students' context					
4	Subjectivity of alternative assessment to score the students' works					
5	Immeasurability of alternative assessment to rank the work of the students					
6	Poor discriminating power of alternative assessment in communicative English skills course					
7	Unreliability and insensitivity of alternative assessment					
8	Incredibility of alternative assessment to measure the students' performances					

Please, mention any other perception problems you think are not raised above. _____

4.4. **Nature of the Course Design and Alternative Assessment**

No.	*I feel the following nature of* alternative assessment *and* communicative English skills course *challenge the implementation of AA in CESC*	Strongly disagree	Disagree	Un decided	Agree	Strongly agree
		1	2	3	4	5
1	Complex and multiple nature of communicative English					

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	skills course					
2	Demanding activities to align assessment with instruction					
3	Rigorous activities to integrate the components of communicative English skills course					
4	Demanding activities to plan alternative assessment to in communicative English skills course					
5	Demanding activities to administer alternative assessment in communicative English skills course					
6	Demanding activities to score the results of alternative assessment					
7	Difficulties to assess students' individual roles in group works					
8	Handling endless paper works in implementing alternative assessment in communicative English skills course					

Please, mention any other challenges related to the course design and the demanding activities of Alternative assessment. _____

4.5. Resource Constraints and Classroom Conditions

Read each item carefully and answer every item by making a tick√ mark.

No.	I feel the following constraints challenged the implementation of AA in CESC	Strongly disagree	Disagree	Un decided	Agree	Strongly agree
		1	2	3	4	5
1	Time constraint					
2	Shortage of stationery and reference materials					
3	Problem of large class sizes					
4	Insufficient and malfunctioned language laboratory					
5	Frequent interruption of internet connection					
6	Insufficient availability of computers					
7	Absence of video recorder					
8	Absence of tape recorder					
9	Workload in addition to teaching					

Please, mention any other challenges related to resource constraints and classroom conditions.

_____

8.2. Appendix B: Questionnaire for Students

Dear Students!

The main purpose of this questionnaire is to collect your lived experience on the practices and challenges in implementing an alternative assessment in your communicative English skills course at your university. You are kindly requested to complete this questionnaire. By answering the questions as truthfully and accurately as you can, you will help the researcher get a clear knowledge of the issue under study. Your answer to the questions will be kept strictly confidential and you as an individual will not be identified. You do not need to write your name on the questionnaire. The researcher appreciates your willingness to take part in the study because the success of the study depends on your personal and honest responses to the questions.

Thank you in advance!

General Instruction

4. You are kindly requested to carefully read and understand every instruction before you give responses to the questions.

5. This questionnaire contains four main sections: general information, practices of alternative assessment, students' reaction to alternative assessment and challenges in implementing alternative assessment in communicative English skills course.

6. Please answer all the questions in this questionnaire in the order they appear.

7. In most of the questions, you are simply asked to respond by putting a tick (✓) mark in a box

8. Where you need to write down your response, please, be specific and accurate as you can.

 N.B: *Alternative Assessment refers to an assessment strategy or tool alternative to standardised test or examination; see the list attached to this questionnaire.*

 Section I= General information

10. Sex: 1) Male (_____) 2) Female (_____)

11. Age: _____ (please write)

12. The university you are currently learning _____

Section II: Practices of Alternative Assessment

    2.1. The Use of Multiple Assessment Strategies

Which assessment strategies have your instructors employed most in communicative English skills course? To answer the questions, write:

5 =most frequently".

4 = "often" use.

3 = "Sometimes".

2 = "rarely" use and

1 = "never'" if do not use an assessment strategy, in the boxes given against each component of
      the course in the following matrix.

Assessment Strategies	Components of Communicative English Skills Course					
	Speaking	Reading	Writing	Listening	Vocabulary	Grammar
Teacher assessment						
Student Peer assessment						
Student Self-assessment						
Invited guest assessment						
A combination of the forms						
Other (if any)						

2.2. The Use of Multiple Assessment Tools in the Course

 How often does your instructor employ the following assessment tools in each component of
      the Course? To rank the tools, write:

5 = most frequently".   3 = "Sometimes".

 4 = "often" use.   2 = "rarely" use and

 1 = "never'" if do not use an assessment strategy, in the boxes given against each component of
      the course in the following matrix.

Assessment Tools	Components of Communicative English Skills Course					
	Speaking	Reading	Writing	Listening	Vocabulary	Grammar
Observation						
Portfolio						
Question-answer						
Questionnaire						
Project						
Interview						
Rubrics						
Checklists						
Journals						
Videotapes						
Audiotapes						
Diaries						
Conferences						
Peer teaching						
Checklist						
Narrative/Anecdotal						
Rating scale						
Multiple Choices items						
True/False items						
Matching items						
Short answer items						
Small group works						
Student reading logs						
Action Research						

2.3. The Use of Comprehensive Assessment in the Course

How often does your instructor employ the following components of alternative assessment in communicative English skills course? Read each item carefully and answer every item by making a tick√ mark.

No.	How often does your instructor	Always 5	Often 4	Sometimes 3	Rarely 2	Rarely 1
1	Assess your motivation towards the course?					
2	Assess your interest towards the course?					
3	Assess your vocabulary knowledge in the course?					
4	Assess your speaking skills in the course?					
5	Assess your reading skills in the course?					
6	Assess your writing skills in the course?					
7	Assess your listening skills in the course?					
8	Assess your grammar knowledge in the course?					
9	Assess your grammar knowledge in the course?					

2.4.Progressiveness and Relevance of Assessment

How often does your instructor employ the following components of alternative assessment in communicative English skills course? Read each item carefully and answer every item by making a tick√ mark.

No.	How often do your instructor:	Always 5	Often 4	Sometimes 3	Rarely 2	Rarely 1
1	Implement continuous assessment in the course					
2	Assess what he/he has taught in the course?					
3	Asks you your problem area for tutorial action in the course?					
4	Give you continuous feedback based on your result assessment?					
5	Give you tutorials after his/her assessment result in CESC?					
6	Set all assessment items from the module to assess your language ability?					

Part III: Students' Reactions to Towards AA strategies in the Course

How often do you contribute to the following alternative assessment components in communicative English skills course? Read each item carefully and answer every item by making a tick√ mark.

S/N	I am happy when my communicative English skills course instructor makes me:	Always (5)	Often (4)	Someti me (3)	Rarely (2)	Never (1)
		5	4	3	2	1
1	Participate more in teacher assessment than other forms					
2	Participate more in self-assessment than other forms.					
3	Participate more in peer-assessment than other forms.					
4	Participate more in invited guest-assessment than other forms.					
5	Do all home-taken group assignments for themselves rather than having it done by others.					
6	Do all home-taken individual assessments for themselves rather than having it done by others.					
7	Participate in classroom group activities or discussions					
8	Attend different tutorials in the course					
9	Participate in paired assignments and activities					
10	Participate in individual classroom activities					

Part IV: Challenges in Impalement Alternative Assessment in the Course

4.1.Teacher-related Challenges

Read each item carefully and answer every item by making a tick√ mark.

N	I think the following instructor-related challenges hinder students from properly responding to the instructor's assessments.	Strongly disagree	Disagree	Un decided	Agree	Strongly agree
		1	2	3	4	5
1	Unawareness of instructors about the students' interests					
2	Frequent instructor's test instead of continuous assessment					
3	Frequent instructor's test what students have not learnt					
4	Exclusive use of instructor's test to measure students' performance					
5	Lack of instructor's integrative skills (piece-by-piece assessment)					

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6	I think our teacher is motivated in implementing an alternative assessment in the course.					
7	Instructor's bias to decide on students' grade using AA in communicative English skills					

8. Mention any challenge (s) you think is (are) not mentioned as the instructor-related

challenges implementing alternative assessment in the course. _____

9. Please, suggest any possible solution to overcome the challenges you have stated above

_____

4.2. Student-related Challenges

Read each item carefully and answer every item by making a tick√ mark.

N	I feel the following student-related factors challenge students to properly respond to their instructor's assessments in CESC.	Strongly disagree	Disagree	Un decided	Agree	Strongly agree
		1	2	3	4	5
1	Deficient students' English skills					
	Students' arrogance to respect instructors' directions					
2	Students' reluctance to participate in cooperative works					
3	Students' inability to carry out independent projects					
4	Students' excessive use of their mother tongue					
5	Students' reluctance to work with other language speaker students					
6	Students' reluctance to work with other language speaker students					
7	Students' preference for open-ended test to other items					
8	Students' cheating in close-ended assessment					

10. Mention any challenge (s) you think is (are) not mentioned about the student-related

challenges that can affect the implementation of alternative assessment in the course.

_____

5. Please, suggest any possible solution to overcome the challenges that you have stated above

_____

8.3. Perceptions of Students

No.	I think the following students' perceptions challenge them to properly respond to their instructor's assessment.	Strongly disagree	Disagree	Un decided	Agree	Strongly agree
		1	2	3	4	5
1	Impracticality of alternative assessment to the students' ability					
2	Invalidity of alternative assessment to determine students' ability					
3	Unsuitability of alternative assessment to assess students' learning					
4	Subjectivity of alternative assessment to assess students results in the course					
5	Immeasurability of alternative assessment to determine the students results					
6	less discriminating power of alternative assessment to determine students' grade					

7. Please, mention any other perception problems you think are not raised above

_____   _____

8. Please, suggest any possible solutions to overcome the challenges that you have stated above

_____

8.4.Nature of the Course Design and Alternative Assessment

No.	I think the following nature of communicative English skills course and alternative assessment challenge the implementation of alternative assessments in the course.	Strongly disagree	Disagree	Un decided	Agree	Strongly agree
		1	2	3	4	5
1	Multiple domains of language objectives in communicative English skills course					
2	Rigorous activities in communicative English skills course materials					
3	Demanding activities in implementing an alternative assessment in communicative English skills course					
4	Handling endless paper works in using an alternative assessment in communicative English skills course					

5. Please, mention any other challenges related to the course design and the demanding activities

of Alternative assessment. _____

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6. Please, suggest any possible solutions to overcome the challenges that you have stated above

_____

8.5.Resource Constraints and Classroom Conditions

No	I think the following constraints of resources challenge the proper implementation of alternative assessment in communicative English skills course.	Strongly disagree	Disagree	Un decided	Agree	Strongly agree
		1	2	3	4	5
1	Time constraint to complete all alternative assessment requirements in communicative English skills course					
2	Shortage of stationeries and reference materials					
3	Large class size to get chance in responding to alternative assessment					
4	Insufficient language laboratory					
5	Frequent interruption of internet connection					
6	Insufficient availability of functional computers					
7	Absence of video recorder to collect information in using alternative assessment					
8	Absence of tape recorder to use alternative assessment					

10. Please, mention any other challenges related to resource constraints and classroom conditions_____

11. Please, suggest any possible solutions to overcome the challenges that you have stated above

_____

_____

8.3 Appendix C: Classroom Observation Protocol

A Three-Dimensional Classroom Learning Observation Protocol (3D-CLOP)

The main purpose of this 3D-CLOP is to investigate the practices and challenges in implementing an alternative   assessment in a communicative English skills course in three Ethiopian universities: Addis Ababa University, Ambo University and Wollega University.

Section I= General information
  A) Teachers' Code: _____

  B) University: A) Addis Ababa_____; B) Ambo _____; 3) Wollaga _____

  C) Pre-observation conference discussion:

  _____

  D) Section observed: _____

  E) Observed lesson Round (1st, 2nd, or 3rd): _____

  F) Date of observed: _____; start Time_____; End Time: _____

  G) Period: _____

  H) Total number of students in this class: _____

  I) Qualification of the Teacher: 1) MA/MED_____2) PhD/Assistant Professor: _____
     3) Associate Professor _____, 4) Professor_____.5) Other____ (specify)___

  J) Does the EFL instructor have plan?   Yes: _____; No: _____

  K) Title of the lesson: _____

  L) Specific Objectives of the Lesson: _____

Section II: Practices of Alternative Assessment
        1. multi-assessor strategies
Which of the multi-assessor strategies does the instructor employ in each of the language domain in CESC? Make a tick√ mark in the matrix, and then write comments on spaces provided below the matrix.

Assessment Strategies	Components of Communicative English Skills Course					
	Speaking	Reading	Writing	Listening	Vocabulary	Grammar
Teacher assessment						
Student Peer assessment						
Student Self-assessment						
A combination of the forms						
Invited guest assessment						
if any other strategies						

1. Detailed Descriptions on the Practices of Alternative Assessment _____

2. **The Use of Multiple Assessment Tools in the Course**

Which of the following assessment tools does the instructor employ in every language domain in CESC? Making a tick√ mark in the matrix, and then write comments on the spaces provided below the matrix.

Assessment Tools	Components of Communicative English Skills Course					
	Speaking	Reading	Writing	Listening	Vocabulary	Grammar
Observation						
Portfolio						
Question-answer						
Questionnaire						
Project						
Interview						
Rubrics						
Checklists						
Journals						
Videotapes						
Audiotapes						
Diaries						
Conferences						
Peer teaching						
Checklist						
Narrative/Anecdotal						

Rating scale					
Multiple Choices items					
True/False items					
Matching items					
Short answer items					
Small group works					
student reading logs					
Action Research					
Other (if any)					

• Detailed descriptions on the practices of alternative assessment: _____

    a. The use of Comprehensive, Progressiveness, Continuous and Relevance of Assessment

Make a tick√ mark under Yes or No and then write the comments in each box and on the spaces
    provided below the table.

No	Did the instructor:	Yes	No	Comments
1	Align assessment techniques/tools with instruction activities in CESC?			
2	Implement formative/continuous assessment in CESC?			
3	Check the individual differences in learning among the students?			
4	Check students' learning interest based in his/her teaching and assessment?			
5	Give reasonable feedback to the learners as the result of assessment?			
6	Use informal assessment?			
7	Align AA tools to the language objectives/domains in the course?			
8	Use a variety of assessment techniques?			
9	Use integrative assessment approach?			

    2. Detailed descriptions on the practices of alternative assessment: _____

Section III: Challenges in Impalement Alternative Assessment in the Course

3.1. Teacher-related Challenges

	Are there	Yes	No	Comments
1	Challenge with lack of instructors' knowledge in using AA in CESC?			
2	Challenge with lack of instructors' pedagogical skill in using an AA in CESC?			
3	Challenge with lack of instructors' confidence in using AA in CESC?			
4	Challenge with poor instructors' English in implementing an AA in CESC?			
5	Any other challenge?			

• Detailed descriptions on the instructor-related challenges _____

3.**2. Student-related Challenges**

No.	Is there	Yes	No	Comments
1	Challenge with lack of students' knowledge using AA in in CESC?			
2	Challenge with students' disciplinary in implementing AA in CESC?			
3	Challenge with students' reluctance in responding to AA in CESC?			
	Challenge with poor students' English in implementing an AA in CESC?			
5	Challenge with Students' ethnic and language diversity in implementing AA in CESC.			
6	Any other challenge?			

• Detailed descriptions on the student-related challenges _____

3.4. Nature of the Course Design and Alternative Assessment

No.	Is there	Yes	No	Comments
1	Challenges with handling the multifaceted objectives CESC in the classroom?			
2	Challenges with aligning assessment to the teaching and the objectives in CESC?			
3	Challenges with integrating the components of CESC both in teaching and AA?			

4	Challenges with designing and administering AA in CESC?			
6	Challenges with assigning and assessing the roles of individual students in AA in CESC?			
7	Challenges with handling endless paper works in using alternative assessment in CESC?			
8	Any other challenges?			

3. Detailed descriptions on handling the nature of the course design and alternative assessment_____

5. Resource Constraints and Classroom Conditions

No.	Are there	Yes	No	Comments
1	Challenges with instructors' time management?			
2	Challenges with Shortage of stationeries?			
3	Challenges with large class size?			
4	Challenges with sufficient language laboratory?			
5	Challenges with internet connection?			
6	Challenges with computer-related (availability)?			
7	Challenge with absence of video and tape recorder?			
8	Any other challenges?			

•Detailed descriptions on the resource constraints and classroom conditions

_____

_____

General Post Observation Conference Discussion with the Observed Instructor

_____

_____

_____

8.4 Appendix D: Guiding Questions for FGD

Guiding Questions for FGD

The main purpose of this checklist is to investigate the Practices and Challenges in implementing an Alternative Assessment in a Communicative English Skills Course in Three Ethiopian Universities: Addis Ababa University, Ambo University and Wollega University.

Section I= General information

M) Group of Participants: _____University_____

N) No of Participants: _____

O) Date of FGD: _____; Start Time_____; End Time: _____

Discussion Questions

1. What types of Alternative Assessment components do you currently use in CESC?

     1.1. Multi-assessor strategy (teachers, peer and self-assessment)?

     1.2. Multiple assessment tools (orally list as many as possible)

     1.3. Progressive and relevant strategies and tools (give directions)

1. Why do instructors employ these Alternative Assessment components in CESC?

2. Which of these Alternative Assessment components do the instructors employ most frequently in CESC?

3. How do students respond to these alternative assessment techniques?

    a.   Is there any difference between alternative assessment and traditional assessment in relation to students' reaction?

    b.   Are students enthusiastic to contribute all group works?

4. What are the major challenges that are confronting your practices in the implementation of AA in CESC in your universities? (List the plausible challenges and ask whether those plausible challenges affect their practices).

5. Based on the foregoing questions, what are the strategies for facilitating the alignment between teaching and assessment in CESC?

6. What are other possible comments, concerns, suggestions and questions in relation to the implementation of alternative assessment in CESC?

7. If there might be additional or unplanned inputs to the study from the participants.

_____

_____

_____

8.5 Appendix E: Document Analysis Protocol

The main purpose of this classroom observation checklist is to investigate the alignment between the instructors' assessment with their teaching and objectives in CESC, both the teaching and assessment materials were included.

Part I: Analysis of Teaching Materials

General Information on CESC module

      a. Name of the course: _____

      b. Code of the course: _____

      c. Number of pages**: _____**

      d. Does the material have instructors guide _____?

General objectives in CESC

a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

Number and the Mean of the Items in Each of the Language Domains

Counting and computing the total number of assessment items and the mean in each language

      Domains in each unit in CESC Module

Lang. Domains	Unit One	One Two	Unit Three	Unit Four	Unit Five	Total	Mean
Reading							
Vocabulary							
Speaking							
Listening							
Grammar							
Writing							
Total							

    4. Descriptions of Item Analysis in terms of communicativeness and uncommunicative

The description and interpreted of the basic language items in CESC in relation to the following five requirements of CLT approach.

a. Meaningful Communication (MC)
b. Authentic Situation (AS)
c. Unpredictable Language Input (ULI)
d. Creative Language Activities (CLA)
e. Integrated Language Skills (ILS)

Chapter	Language Domains in CESC	Total no of items	No of communicativeness items					Uncommunicative		
			MC	AS	ULI	CLA	ILS	f	Reason for Uncommunicativeness	
1	Speaking									
	Reading									
	Writing									
	Listening									
	Grammar									
	Vocabulary									
2	Speaking									
	Reading									
	Writing									
	Listening									
	Grammar									
	Vocabulary									
3	Speaking									
	Reading									
	Writing									
	Listening									
	Grammar									
	Vocabulary									
4	Speaking									
	Reading									
	Writing									
	Listening									
	Grammar									
	Vocabulary									
5	Speaking									
	Reading									
	Writing									
	Listening									
	Grammar									
	Vocabulary									
	Total									
	Mean									

5. Descriptions of the unit-specific objectives and items in CESC

2.1. _____

2.2. _____

2.3. _____

2.4. _____

2.5. _____

2.6. _____

2.7. _____

2.8. _____

2.9. _____

Part II. Analysis of the CESC Assessment Documents

1. General Information

1. Instructors' Code _____

2. Sex: 1) Male (_____) 2) Female (_____)

3. University the instructor belongs to _____

4. Service year in teaching at this university _____

5. Qualification is: 1) MA/MED _____2) PhD/equivalent to PhD and above _____

   3) other: _____ (if any, specify) _____

6. General comments on instructors' assessment documents and the assessment record book

No.	Assessment Criteria	Ye	No	Descriptions
1	Does the instructor have assessment plan?			
2	Does the instructors' assessment plan include the achievement standards?			
3	Does the assessment indicate the purpose of the learning out comes to be assessed?			
4	Does the assessment plan indicate the assessor strategies to be used?			
5	Does the assessment plan include a variety of assessment techniques?			
6	Does the assessment plan indicate the assessment task and mod of classroom			
7	Does the assessment plan indicate the instructor's time management?			
8	Does the assessment plan indicate what and how to integrate language skills?			
9	Does the instructor have assessment record/mark book?			

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10	Does the instructor record the assessments marks/results?			
11	Does the instructor include comments/suggestions in the assessment			
12	Does the mark book indicate the results of a variety of assessors?			
13	Does the record book indicate the kind of assessment devices/tools?			
14	Does the mark book show what work has been completed successfully and less successfully by students?			
15	Does the mark book indicate the content coverage, the context of skills works etc.?			
16	Does the record book provide the basis for a detailed assessment report to be compiled for the students and other concerned bodies?			
17	Does the record book provide objective-specific analysis for next steps based upon individual students' performance?			

18. Other information and/or description on the assessment plan and mark book

_____

Section II: Practices of Alternative Assessment

The use of multiple assessment strategies the instructors employed. Count and then write the frequency of each assessor strategies in each of the language domains under each of the cell in the following matrix.

Assessment Strategies	Objectives of Communicative English Skills Course					
	Speaking	Reading	Writing	Listening	Vocabulary	Grammar
Teacher assessment						
Peer assessment						
Self-assessment						
Invited guest assessment						
Combination of assessment forms						
if any other strategies						

General observation:

_____

2. The Use of Multiple Assessment Tools in the Course

Which of the following assessment tools does the instructor employ? Write the total number of each assessment device/tool used in each language domain in each box in the matrix.

Assessment Tools	Components of Communicative English Skills Course					
	Speakin	Reading	Writing	Listening	Vocabulary	Grammar
Portfolio						
Question-answer						
Questionnaire						
Project						
Interview						
Rubrics						
Checklists						
Journals						
Videotapes						
Audiotapes						
Diaries						
Conferences						
Peer teaching						
Checklist						
Narrative/Anecdotal						
Rating scale						
Multiple Choices items						
True/False items						
Matching items						
Short answer items						
Small group works						
Student reading logs						
Action Research						
if any other tools						

General observation:

_____

_____

_____

_____

8.6 Appendix F: Turnitin Report

This Turnitin summary reports the final similarity level on the professionally edited thesis. It includes the Turnitin reports both on the completed thesis and on each chapter of the thesis. The completed thesis has been revised and submitted three times to Turnitin for examination. The following figure reveals digital receipt of a Turnitin Report on the complete thesis.

The similarity level received from Turnitin report is 9% for the complete thesis.
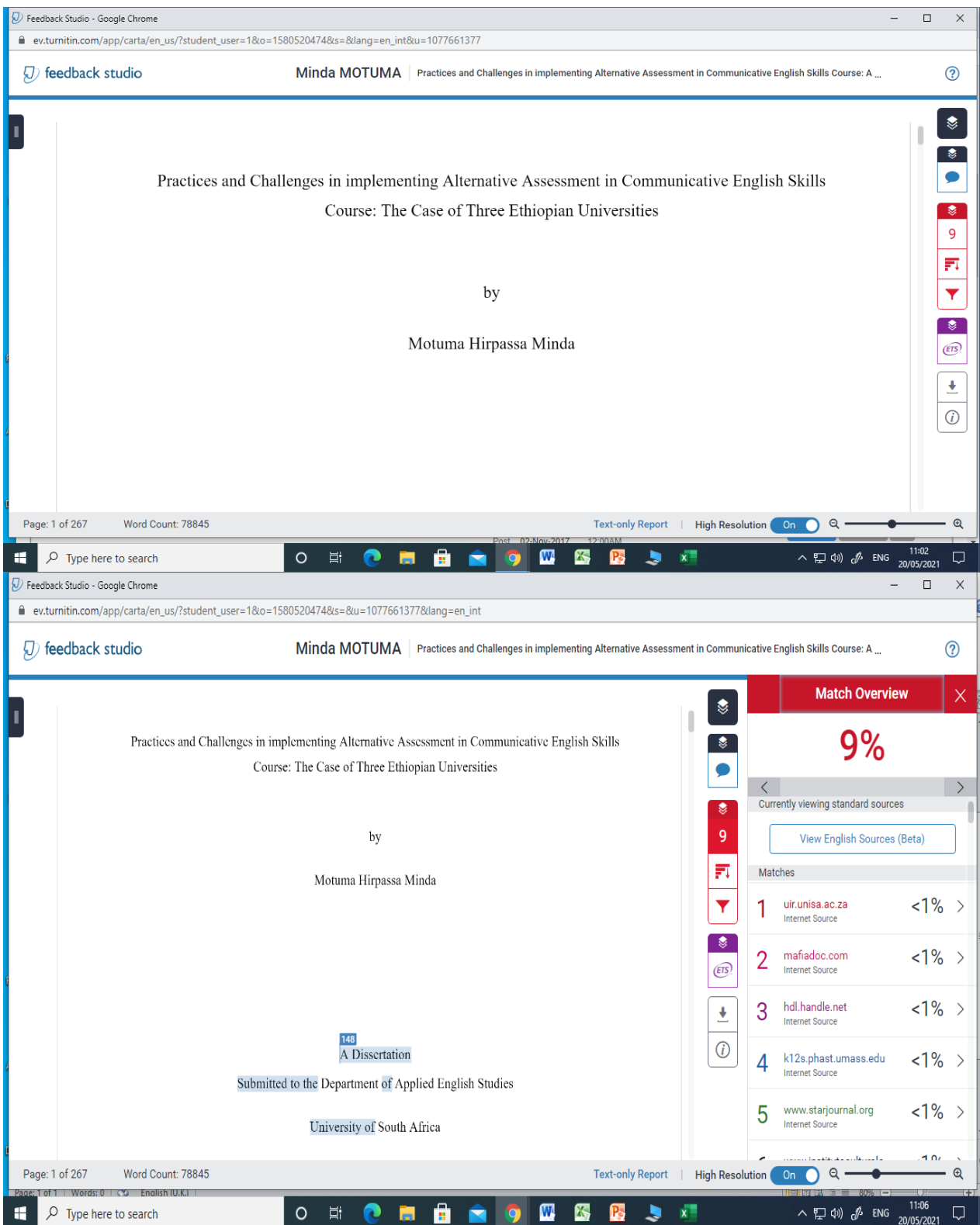
Different chapters of the thesis were also sent to Turnitin at different times. The similarity level received from Turnitin report ranges from 6% to 16% for the chapters. The following tables and

figures reveal the similarity level of the report received from Turniitin on both compiled thesis and on each chapter.

Summarises the Turintin Report on the Thesis submitted for examination

S.N	Title/Chapters/ Assignment	Similarities				Remarks
		Initial	Revision 1	Revision 2	Revision 3	
1	Complete Dissertation/Thesis Submission for	15%	8%	9%	No revision	Similarity level is increased when the chapters of the thesis
2	Chapter 1	27%	16%	No revision	No revision	
3	Chapter 2	34%	10%	No revision	No revision	
4	Chapter 3	24%	11%	No revision	No revision	
5	Chapter 4	8%	No revision	No revision	No revision	
6	Chapter 5	40%	6%	11%	No revision	The chapters were
7	Chapter 6	6	No revision	No revision	No revision	finally restructured

Turnitin Report on the Similarity Level of complete Thesis and Its Chapters

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Chapter 3	ⓘ	Start 01-Sep-2017 12:00AM Due 30-Mar-2022 11:59PM Post 02-Sep-2017 12:00AM	24%	▬
Revision 1: Chapter 3	ⓘ	Start 01-Oct-2017 12:00AM Due 30-Mar-2022 11:59PM Post 02-Oct-2017 12:00AM	11%	▬
Revision 2: Chapter 3	ⓘ	Start 01-Nov-2017 12:00AM Due 30-Mar-2022 11:59PM Post 02-Nov-2017 12:00AM		
Chapter 4	ⓘ	Start 01-Sep-2017 12:00AM Due 30-Mar-2022 11:59PM Post 02-Sep-2017 12:00AM	8%	▬
Revision 1: Chapter 4	ⓘ	Start 01-Oct-2017 12:00AM Due 30-Mar-2022 11:59PM Post 02-Oct-2017 12:00AM		
Revision 2: Chapter 4	ⓘ	Start 01-Nov-2017 12:00AM Due 30-Mar-2022 11:59PM Post 02-Nov-2017 12:00AM		
Chapter 5	ⓘ	Start 01-Sep-2017 12:00AM Due 30-Mar-2022 11:59PM Post 02-Sep-2017 12:00AM	40%	▬
Revision 1: Chapter 5	ⓘ	Start 01-Oct-2017 12:00AM Due 30-Mar-2022 11:59PM Post 02-Oct-2017 12:00AM	6%	▬
Revision 2: Chapter 5	ⓘ	Start 01-Nov-2017 12:00AM Due 30-Mar-2022 11:59PM Post 02-Nov-2017 12:00AM	11%	▬
Chapter 6	ⓘ	Start 01-Sep-2017 12:00AM Due 30-Mar-2022 11:59PM Post 02-Sep-2017 12:00AM	6%	▬
Revision 1: Chapter 6	ⓘ	Start 01-Oct-2017 12:00AM Due 30-Mar-2022 11:59PM Post 02-Oct-2017 12:00AM		
Revision 2: Chapter 6	ⓘ	Start 01-Nov-2017 12:00AM Due 30-Mar-2022 11:59PM Post 02-Nov-2017 12:00AM		

Motuma Hirpassa Minda   Signature _____   Date: 08/05/2021

Student Number: 61942987

8.7 Appendix G: Editor's Certificate

Dr J Sukumane
359 Anton van Niekerk
Faerie Glen
Pretoria 0043
Cell: 0828815174
joycesukumane@outlook.com

2021/05/18

CERTIFICATE OF EDITING

Dear Sir/Madam,

We would like to confirm that, we edited the dissertation titled,

Practices and Challenges in implementing Alternative Assessment in Communicative English Skills Course: The Case of Three Ethiopian Universities

submitted by Motuma H M towards a doctoral degree at the University of South Africa.

The edited document was completed on 31 March 2021 and submitted to Prof. C Chaka.

Warm regards,

Joyce Sukumane (Dr)

Dr Joyce B G Sukumane
PhD (US), MA (Calgary) BA Hons (SA,, BA, CCE (UBLS), SLATE (UI)
Interpreting, Translation & Editing ᴵ Spiritual Care and Counseling for the Sick (UP)

2021 -05- 18

Signature:

MAKADE REVIVAL MINISTRIES
Reg. No.2014/261648/08

Open Rubric

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8.8 Appendix H: Ethical Review Committee Certificate

UNISA | university of south africa

ENGLISH STUDIES DEPARTMENTAL RESEARCH ETHICS REVIEW COMMITTEE

Date: 06 June 2019

Ref #: **2019_CHS_61942987_DEPT**

Name of applicant: **MR M.H. MINDA**

Student #: **61942987**

Dear Mr Minda,

Decision:

APPROVED for period June 2019 to December 2021

Name: MR M.H. MINDA
English Studies Department
UNISA
+251 911859916/0919778580
61942987@mylifeunisa.ac.za

Proposal: Practices and Challenges in implementing an Alternative Assessment in a Communicative English Skills Course: A Case Study of Three Ethiopian Universities

Qualification: Research for Degree Purposes: PhD in English

Thank you for the application for research ethics clearance by the *English Studies Departmental Research Ethics Review Committee* for the above mentioned research. **Final approval is granted for the period June** *2019- December 2021*

For full approval: This low-risk application was reviewed and expedited by the Chair of the English Studies Research Committee in compliance with the Unisa Policy on Research Ethics by the English Studies Departmental Research Ethics Review Committee on **06 June 2019**.

The proposed research may now commence with the proviso that:

1) *The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.*

2) *Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing to the Department of English Studies.*

3) *The researcher(s) will conduct the study according to the methods and procedures*

set out in the approved application

4) Changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data should be reported to the Committee in writing accompanied by a progress report.

5) The research will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines, and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important if applicable: The Protection of Personal Information Act. No. 4 of 2013, Children's Act. No.38 of 2005 and the National Health Act. No.61 of 2003.

6) **Only de-identified research data may be used for secondary research purposes in future on the condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data requires additional ethics clearance.**

7) No fieldwork activities may continue after the expiry date **(December 2021).** Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

Note:

The reference number **2019_CHS_61942987_DEPT** should be clearly indicated on all forms of communication [e.g. Webmail, E-mail messages, letters] with the intended research participants, as well as with the ESDRERC.

Kind regards,

Signature *Kreuter*

Title & Name of the chairperson
PROF ALLYSON KREUITER

Add contact details
Prof Allyson Kreuiter
Department of English Studies
TvW, Floor 7, Room 07-38
Tel:+27 0124293968
kreuiad@unisa.ac.za

Approval template 2014

8.9 Appendix I: Author's Curriculum Vitae

<div align="center">

Curriculum Vitae (CV)

</div>

1. **Personal Data**
   o Full name   **Motuma Hirpassa Minda**
   o Date of birth   29/01/1974
   o Place of birth   Mida Kegn, West Showa, Oromia, Ethiopia
   o Nationality   Ethiopian
   o Sex   Male
   o Family status   Married
   o Number of Children: Two Three and Three daughters
   o Current Address:

   - Ambo University:
   - **Phone**:   0911859916/0919778580
   - **Email**: <maldamercy@yahoo.com> or <motumahirpassa@gmail.com>
   - **P.O. Box: 19**
   - **Fax: 0112365639**

2. **Educational Background**

   - *2018-2021*: ………. PhD candidate at University of South Africa
   - *2016*: ………………Promoted to Assistant Professor at Ambo University
   - 2010-2012: ………MA degree in English at Adama Science Technical University (ASTU)
   - 2007: ………Higher Diploma Progamme (HDP) at Adam Science Technical a university
   - 2005 – 2006: ….……. MA degree in Educational Planning and Management at AAU
   - 1998 - 2003, August …. BA Degree at Addis Ababa University (AAU)

     ♦ Major English
     ♦ Minor Amharic

   - 1992 -1994 ………… Diploma in English at Bahir Dar Teachers' College (AAU)
   - 1988 – 1991………. High School Education at Gedo high school
   - 1982- 1987………. Primary School Education at Meda Geba Kemisa

3. **Language Ability: -**

Languages	Listening	Speaking	Reading	Writing
✓ **Afan Oromo**	Excellent	Excellent	Excellent	Excellent
✓ **English**	Excellent	Excellent	Excellent	Excellent
✓ **Amharic**	Excellent	Excellent	Excellent	Excellent

4. Basic Computer Skills

✓ Microsoft Office word	Excellent	Excellent	Excellent	Excellent
✓ Microsoft Office Excel	Excellent	Excellent	Excellent	Excellent
✓ Microsoft Office PowerPoint	Excellent	Excellent	Excellent	Excellent
✓ Statistical tool processing	Excellent	Excellent	Excellent	Excellent

5. Research   Experience/Publications

- **2020:** *Analysing the content validity of grade 9 Afaan Oromoo teachers' examinations set during 2007-2009 E.C at Ambo secondary schools*, Gadaa Journal/Barruulee Gadaa: A Bilingual Journal of the Institute of Oromo Studies (IOS) Jimma University 3(2) 82-104.

- **2019a:** A Study on the Practice of Continuous Assessment in Communicative English Skills Course: The Case of Ambo University, Ethiopia**,** *Research Journal of English Language and Literature (RJELAL),* 7 (4) 54-69.

- **2019b:** An Analysis of Reading Strategies Used by Ambo University Students, Oromia, Ethiopia, ***Research Journal of English Language and Literature (RJELAL)***, 7 (4) 89-104.

- *2019c:* Analysis of the Governance Models Applied in Agricultural Primary Cooperatives: The Case of Ilu Galan District, West Shawa Zone, Oromia, Ethiopia*, International Journal online of Humanities (IJOMN), 5(5)1-29.*

- 2019d: Washback Effect of EFL Teacher-Made Test on Teaching-Learning Process of Communicative English Skills Course at Ambo University. *International Journal Online of Humanities* 5 (6):1-29.

- 2018: Content Validity of EFL Teacher-made Examination: The Case of Communicative English Skills Course at Ambo University

- **2017:** Assessment of Push and Pull Determinants for Academic Staffs' Turnover in Ethiopian Universities: The Case of Ambo University, JSSD, Vol. 5(1):89-106
- **2015:** Study on the Magnitude and Causes of Turnover among Academic Staffs of Ethiopian Higher Institutions: Evidence from Ambo University, STAR, Vol. 4(3): 285-293
- **2015**: The Changing Role of English Language Teachers in Teaching Communicative English Skills: J*ournal of Scienc***e** *and Sustainable Development* (*JSSD*), *3*(1), 133-155
- **2014**: An assessment of Students' Reading Ability in Higher Institutions: The Case of Asela College of Teacher Education: *Journal of Science and Sustainable Development (JSSD)*, 2 (1)76-95.

6. **Work Experience**

- *2012 to Current***:** Teaching English at Ambo University for postgraduate and undergraduate students
- *2016 to Current*: Member, Ambo University Senate standing Committee for Research, Community Service and Technology Transfer Ethical Reviewing and screening
- *2003-2020*: Trainer for Ethiopian Teachers in English Language Improvement Program (ELIP) and for Ambo University Instructors
- *2018 -2021*: Vice Dean, College of Social Sciences, Ambo University
- *2017-2018:* Team Leader, Social Sciences and Humanities Community Service
- *2017-2021:* Members, English Language and Literature Curriculum Review Committee for master's and PhD program students.
- *2015-2021:* Member, Proposal Reviewing/screening Committee at different levels
- *2016-2017*: Director, Ambo University Public Relations and Alumni Management (PRAM).
- *2016-2017*: Member, University Senate
- *2014-2017*: Member, Editorial Managers, Associate Editor and Reviewer for Journal of Science and Sustainable Development (JSSD), Ambo University (AU)
- *2016-2017*, Coordinator, Newsletter For AU
- *2016-2017:* Coordinator, Community Based Higher Education Radio Establishment Committee.
- *2016-2017:* Member, Ambo University National Conference Coordinating and Reviewing Committee

- *2015-2021:* Coordinated/facilitated many research paper presentations at University Level.
- *2015-2017:* Community Service project designed, material produced and implemented it
- 2015: Members, Course reviewing Committee for English Communicative Skills
- *2015-2019:* presented five completed research projects at Ambo University
- *2015-2017:* coordinator, Educational Quality Assurance Committee at Department Level
- *2015-2016:* Member, Examinations and Course Coordinating committee
- *2013-2016:* Coordinator, Students' Grievance Solving Committee at department level
- *2013-2017*: Member of the officers/Management for Ambo University international Science and Sustainable Journal (SSDJ).
- *2010- 2012:* Vice Dean, Asella College of Teacher Education
- *2007- 2012:* Six years teaching Experience in Asella College of Teacher Education
- *2009 – 2010:* Head of department at Asella College of Teacher Education.
- *2001 – 2004:* Four years' experience as a tutor in Jimma Teachers' college
- *2000 – 2004*: Five years Director of High Schools
- *1998- 1999:* Two years vice director at a high school
- *1994 - 2007*: Twelve years teaching experience at high schools
- *1994 -1997:* Department head   at high schools
- *1995 – 1999:* Four years teachers' Association president at Woreda level

7. Workshop

- Afan Oromo Curriculum Development (for grade 9-12) for three months
- English Language Curriculum Development (grade 4-12)
    - For grade 4-12 as teacher's trainer
    - Trainer's training in English language communicative approach (for grade 9-12)
    - English language improvement program for Ethiopian Teachers (ELIP)
        - As a trainee for a month
        - As a trainer since 1995 to 1998 E.C
        - Many other Short-term trainings

8. **Hobbie**s

⟹ Continuing further education

⟹ Conducting research