Deanship of Scientific Research

Jordanian EFL Supervisors' Perspectives towards EFL Teachers' Using Authentic Assessment Strategies and Tools

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Abstract

Objectives: The current study aimed to explore the perspectives of English language supervisors in the Hashemite Kingdom of Jordan regarding the extent to which English as a Foreign Language (EFL) teachers in government schools practice authentic assessment strategies and tools. Additionally, the researcher attempted to uncover the challenges faced by EFL teachers in using authentic assessment strategies and tools..

Methods: For this study, the researcher followed a hybrid approach, constructing a questionnaire distributed to English language supervisors, totaling 102, supplemented by interviews with 10 selected supervisors based on accessibility.

Results: Statistical results revealed that pen-and-paper and observation-based assessment strategies were the most commonly used and applied by English language teachers, while self-assessment strategy was the least used according to supervisors' perspectives. The study also showed that checklist and rubric were the most commonly used authentic assessment tools. Moreover, the study indicated a strong gender effect on the use of authentic assessment strategies and tools in favor of females. The study identified several challenges hindering the use of authentic assessment strategies and tools, revolving around three main axes: students' proficiency level, infrastructure, and teachers' readiness in terms of attitude, skills, and knowledge.

Conclusions: The researcher recommends designing an educational program on authentic assessment strategies and tools with a focus on practical aspects and implementing it through a series of face-to-face workshops at the school network level to refine the skills of English language teachers in the field of authentic assessment, especially in boys' schools.

Keywords: Authentic assessment strategies, assessment tools, Jordanian EFL supervisors' perspectives.

مدى استخدام معلمي اللغة الإنجليزية في الأردن لإستراتيجيات التقويم الواقعي وأدواته من وجهة نظر مشرفي اللغة الإنجليزيّة

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ملخّص

الأهداف: هدفت الدراسة الحالية التعرّف إلى وجهة نظر مشرفي اللغة الإنجليزيّة في المملكة الأردنية الهاشمية لمدى ممارسة معلّمي اللغة الإنجليزية كلغة اجنبية في المدارس الحكوميّة لإستراتيجيات التقويم الواقعي وأدواته ، وكما حاول الباحث أيضًا الكشف عن التحدّيات التي يواجهها معلّمو اللغة الإنجليزية كلغة أجنبية أثناء استخدام استراتيجيات وأدوات التقويم الواقعي.

المنهجية: ولأغراض هذه الدراسة قام الباحث بإتّباع المنهج الهجين حيث تم بناء استبانة وتوزيعها على مشرفيّ اللغة الإنجليزية والذين بلغ عددهم 102 مدعّما ذلك بإجراء مقابلات مع 10 مشرفين تم اختيارهم حسب سهولة الوصول اليهم.

النتائج: أظهرت النتائج الإحصائيّة بأنّ استراتيجيّتي التقويم المعتمد على القلم والورقة والملاحظة هما الأكثر استخداما وتطبيقا من قبل معلمي اللغة الإنجليزية في حين كشفت الدراسة أنّ استراتيجيّة التقويم القائمة على مراجعة الذات الأقل استخداما من وجهة نظر المشرفين. وأظهرت الدراسة أيضا بأنّ قائمة الشطب وسلم التقدير هما أكثر أدوات التقويم الواقعي استخداما. وبيّنت الدراسة وجود أثر قوي لمتغير الجنس في استخدام استراتيجيات التقويم الواقعي وأدواته لصالح الإناث. وكشفت الدراسة أن هناك عدّة تحديات تحدّ من استخدام استراتيجيات التقويم الواقعي وأدواته تمثّلت في ثلاث محاور رئيسيّة: مستوى الكفاءة لدى الطلبة، البنية التحتية واستعداد المعلمين من حيث الاتجاه والمهارة والمعرفة.

الخلاصة: يوصي الباحث بتصميم برنامج تعليمي حول استراتيجيات التقويم الواقعي وأدواته مع التركيز على الجانب العملي وتنفيذها من خلال سلسلة من الورش التدريبيّة الوجاهيّة على مستوى شبكات المدارس لصقل مهارات معلمي اللغة الإنجليزيّة بمجال التقويم الواقعي وخصوصا في مدارس الذكور.

الكلمات الدالة: استراتيجيات التقويم الواقعي، أدوات التقويم، آراء مشرفي اللغة الإنجليزية.

1. Introduction

As a matter of fact, knowledge explosion and technology revolution that the whole world is currently witnessing have created a paradigm shift in all aspects of life. For example, the education field which is considered the backbone of all other fields has been tremendously affected by this dramatic change by increasing the societies' expectations from the education sector (Alhabahba, Pandian, Mahfoodh, & Gritter, 2016). According to Walther & Radcliffe (2007), the demands of the current labour market which is based on the skills of the 21st century such as critical thinking, creativity, problem-solving, decision-making, digital literacy, collaboration, and communication have triggered many educational systems around the world, including the Jordanian Ministry of Education (JMOE) to re-think of their educational policies and to carry out necessary educational reform steps.

In addition, with the rise of the cognitive theory and the shift from teacher-centered to student-centered, the assessment methodologies have no longer been viewed as a one way process, rather it has become a mutual and intertwined process through which new roles for both teachers and students have emerged (Syrbe & Rose, 2018). For example, Smadi and Al-Zawahreh (2013) wondered why teachers in some spots of the world, particularly in the developing countries still abide by the traditional techniques of teaching and assessment despite the international calls that demonstrate the effectiveness of the modern pedagogical methodologies and techniques in honing the personality of learners, and capacitating them for the future.

For teachers to be fair in evaluating students, preparing learners for the labour market's demands, and enabling them to be life-long learners, the use of authentic assessment strategies and tools has been visualized as a possible solution, especially with the failure of the traditional mode of assessment in achieving this goal (Larkin, 2014; Mueller, 2019).

1.1 Background of the Study

In 1987, the Late King Hussein presided over the 1st National Conference for Education Reform whose main purpose was to improve the quality of education in Jordan by coming up with a comprehensive education reform program. The reform plan addressed several crucial aspects, including curricula, education facilities, technology, vocational education, school construction and more importantly teaching-learning and assessment methodologies.

In compliance with this and based on the directives of King Abdullah the Second, especially what came in his seventh discussion paper, several reforms have been carried out by the Jordanian Ministry of Education (JMOE). For example, in the two phases of Educational Reform for Knowledge Economy (ERFKE 1 and ERFKE 2), which took place between 2003-2015, traditional assessment methods were seriously addressed and tackled as they were inadequate to assess higher-order thinking levels. From that time on, the philosophy of assessment has taken another direction for the purpose of enabling learners to demonstrate meaningful skills related to their life demands and activities (Ministry of Education, 2018).

With regard to those authentic and alternative assessment strategies and tools, which give a great deal of concern to higher-order thinking skills, individual differences, multiple intelligencies, and learning styles, the JMOE has been keen from the outset not only to train newly-appointed and in-service teachers on how to deal with these strategies meaningfully but also to follow up on the extent of practising them properly and professionally (Ministry of Education, 2018; National Assessment Team, 2004).

1.2 Statement of the Problem

In fact, employers have repeatedly complained about the noticed gap between the graduates' skills and the labour market's needed skills (Abas-mastura, Imam, & Osman 2013; Abbasi, Ali, & Bibi, 2018; Donald, Ashleigh, & Baruch, 2018). This deficiency of requirements could be attributed to the fact that the skills acquired through school and university education do not match the required skills of the workplace. To narrow and overcome this gap, the JMOE in its reform steps has emphasized the importance of using the authentic assessment strategies and tools alongside the standardized exams. Hence, this study aimed to answer the following questions:

1- What are the Jordanian EFL supervisors' perspectives of the level of practising the authentic assessment **strategies** by EFL teachers at Jordanian public schools?

2- What are the Jordanian EFL supervisors' perspectives of the level of practising the authentic assessment **tools** by EFL teachers at Jordanian public schools?

3- Based on EFL supervisors' perspectives, do the demographic variables particularly gender, experience, and qualification have any effect on the use of the authentic assessment strategies and tools by EFL Jordanian teachers?

4- Based on Jordanian EFL supervisors' perspectives, what challenges do Jordanian EFL teachers encounter when applying the authentic assessment strategies and tools?

1.3 Significance of the Study

Unlike other research studies that scrutinized and examined the topic of authentic assessment strategies and tools, the significance of this study stems from different angles. First: most, if not all, of research studies that investigated the topic of assessment strategies have been addressed from teachers' and students' perspectives, therefore, this study has come to bridge this gap. Accordingly, this survey study which has investigated the Jordanian EFL supervisors' perspectives from all spots of the Hashemite Kingdom of Jordan towards the level of practising authentic assessment strategies and tools by Jordanian EFL teachers at public schools makes it possible to generalize the study findings. To be appointed as a supervisor by the JMoE means to go through strict procedures and requirements a matter that makes the gathered data from such professionals, who follow the evidence-based supervision methodology authentic.

Second: this study has addressed and focused on the strong relationship between the authentic assessment strategies and tools as a path to the 21st century skills and the demands of the labour market in an endeavor to find out feasible and hands-on solutions to be seriously taken into consideration by teachers, supervisors, and other official stakeholders. Third: it is hoped from conducting such a research study to help EFL teachers to become 'reflective practitioners' by changing their perceptions towards educational testing practices from what is referred to as 'testing culture' to 'assessment culture'.

1.4 Procedural Definitions

Jordanian EFL Supervisors: are male and female supervisors of English language from all directorates of education affiliated to the JMOE. As given in this context, supervision is a means of providing specialized assistance to teachers in a collegial, collaborative, and professional atmosphere in order to overcome challenges and difficulties which, in turn, improves education.

Authentic Assessment Strategies: are those strategies stipulated by the JMoE in light of the recent reform steps to be used by teachers of all subjects, including EFL teachers for the purpose of honing students' performance, skills, knowledge, attitudes and the quality of learning.

Authentic Assessment Tools: are those tools accredited by the JMoE to be used by teachers of all subjects, including Jordanian EFL teachers based on the assessment strategies to gauge the degree of students' accomplishment for the learning outcomes beside their learning progress in a certain topic. These tools include a checklist, rubric, learning log, anecdotal record, and a rating scale.

2. Review of Related Literature

'Students can, with difficulty, escape from the effects of poor teaching, [but] they cannot escape the effects of poor assessment' (Boud, 1995, p.35).

As it has been stated in the related theoretical literature, there have been different labels and titles for the concept of 'Authentic Assessment', such as alternative assessment, comprehensive assessment, alternative evaluation, realistic assessment, natural assessment, performance-based assessment, and original assessment (Alimorad and Saleki, 2022; Fox, White, & Kidd, 2011; Maclellan, 2004; Naraghizadeh, Azizmalayeri, & Khalaji, 2023). According to Wiggins (1990), 'Assessment is authentic when we directly examine student performance on worthy intellectual tasks' (p.2), ensuring that both authentic assessment and performance based assessment are the same. Lynch (2003) defined authentic assessment as "an integration of students in meaningful activities that require a high-level of thinking" (p.21). Likewise, Larkin (2014) stated that authentic assessment is to provide learners with adequate experience to practise real-life problem solving, critical thinking, communication and collaboration skills. To this end, Ismail, Nikpoo and Prasad (2023) assured that

authentic assessment is a process-oriented activity rather than product oriented.

In spite of the fact that authentic assessment has been defined in a variety of ways, it oftentimes includes one or more of the following basic aspects: 1- realism, 2- student involvement, and 3-multiple components for scoring (Mueller, 2019). As an advocate of authentic assessment, Torrance (2009) suggested that authentic assessment strategies that concentrate on higher-order thinking skills such as problem-solving, critical thinking, analysis, critiques, and innovation can lead to improved teaching and learning.

Even though there is a unanimity among educators and experts about the significance of authentic assessment in the process of teaching and learning, several educational systems in different EFL and ESL contexts, according to Singh et al., (2022) are still examination-oriented and over emphasize rote learning. That is, teachers teach for the test without paying sufficient attention to students' multiple intelligences, real abilities, and learning styles (Ghazali, Rabi, Hassan & Wahab, 2018).

With regard to obstacles and challenges that decrease and oftentimes impede the use of authentic assessment strategies and tools, several researchers have addressed this pedagogical issue. For example, Lian and Yew (2016) showed that the lack of alternative assessment knowledge and understanding created problems for teachers in assessing their students appropriately. Moreover, Mertler & Campbell, (2020) confirmed that the lack of exposure to assessment training was one of the crucial factors that inhibit the use of these authentic strategies in the classroom. In consonance with this, Abdul Aziz, Yusoff, and Yaakob (2020) derived five themes of challenges from the interviews and observations faced by excellent teachers in Malaysia represented in the lack of support from the school administration and parents, overwhelming documentation, burdening teaching hours, too many school activities on weekends and lack of training on authentic assessment. For many researchers like Muthohharoh, Bharati and Rozi (2020); Zuliani & Zainil (2023) the reason behind the lack of use of authentic assessment by EFL teachers is mainly attributed to time limitation and lack of knowledge about authentic assessment.

2.1 Empirical Studies on Authentic Assessment

Daud, Azhar, Isjoni, & Chowdhury (2023) examined the level of the implementation of authentic assessment strategies by high school EFL teachers in a rural area in Sumatera island, Indonesia, and the challenges they faced during the implementation. For achieving the goal of the study, the researcher used a mixed method in which both quantitative and qualitative data were collected and analyzed. A 5-point Likert scale questionnaire including 38 closed questions and three open ones, distributed online via Google Forms to 39 high school EFL teachers in the area under investigation. Semi-structured interviews to enrich data from the Google Form were also conducted. The study revealed that the implementation of authentic assessment by EFL teachers is at a good and moderate level. It also showed that the majority of teachers have a positive perception toward authentic assessment for monitoring and evaluating student learning outcomes. With regard to challenges faced by the participants while implementing authentic assessment, the study revealed that the majority of teachers attributed the reasons to the lack of time allotment for the English subject at school, the complexity of the assessment procedures, and burden for the students.

In a similar study conducted by Maysuroh, Fikni, Dwimaulani, and Miraja (2023) for the purpose of finding out the dominant type of authentic assessment strategies used by EFL teachers, three teachers of English were selected purposefully as the participants of the study. The researchers employed qualitative methods, including interview, observation and documents to gather and analyse data. The study showed that the dominant type of authentic assessment strategies used by teachers of English in assessing their students' speaking skill was the performance based assessment represented in three activities as follows; discussion, role-playing and debating. In addition, the study showed that all of the English teachers agreed that using authentic assessment strategies helped their students to discover and demonstrate their hidden potentialities without cheating.

Al Atoum, Alsaggar & Tubaishat (2022) conducted a study to identify the utilization level of assessment strategies among arts education teachers at the elementary stage at Jerash Directorate of Education during the first semester of the academic year 2018-2019. The study revealed that the utilization level of assessment strategies among arts education

teachers of the elementary stage, as a whole, was moderate. It also showed no statistically significant differences at (α = 0.05) between the mean scores of study sample estimations related to the utilization level of assessment strategies among arts education teachers of the elementary stage as a whole due to gender. Statistically significant differences were found due to educational qualification, in favor of teachers of higher education qualifications, and due to years of experience, in favor of teachers with ten or more years of experience.

Singh et al., (2022) investigated and analysed in-service teachers' alternative assessment strategies in Malaysian ESL classrooms. They employed a qualitative case study involving 11 ESL teachers. Data were collected through semi-structured interviews, classroom observations and document analysis. The findings showed that teachers employed different assessment strategies, namely integrated alternative assessment, summative assessment, formative assessment, informal assessment via observation, online assessment, self-assessment, portfolio assessment, peer assessment and school-based assessment. Also, the results showed that beside authentic assessment strategies, teachers revealed preference for employing summative assessment in the classroom. The findings suggested that teachers need more exposure and training on alternative assessment in order to properly employ them in instruction.

Gidiotis (2021) examined the way in which Greek secondary EFL teachers utilized authentic assessment methods in their online lessons during the Covid-19 pandemic. For this purpose, qualitative and quantitative data were gathered. A questionnaire was administered to teachers of English to explore their familiarity with authentic methods of assessment, as well as their willingness to use such methods to generally assess students during online teaching. The results showed that educators were still reluctant to use alternative methods of assessment in their teaching contexts. It also showed that authentic assessment can be integrated in remote teaching successfully when teachers are sufficiently experienced, In addition, many teachers considered authentic assessment methods as good possible implementations, but they were not willing to divert from traditional examination due to several reasons: 1- most language courses and lessons revolve around the traditional high-stakes, standardized examinations, 2- teachers, students, and parents rely too much on the preparation for standardized tests that they often disregard anything of an alternative nature as not suitable for the classic classroom experience.

Alradi, Basri & Zainuddin (2019) carried out a study for the sake of identifying elementary stage teachers' use of authentic assessment strategies according to gender, experience, qualification, and training courses variables using a five-Likert scale questionnaire with five domains representing the five areas of authentic assessment. The results showed statistically significant differences in teachers' degree of activation of realistic assessment strategies attributed to the gender variable, in favour of females as well as the specialization variable, in favor of scientific specialization. Conversely, the qualification and training courses variables had no statistically significant differences on primary stage teachers' activation of the authentic assessment strategies.

In a study conducted by Al-Zoubi (2019) who examined the degree of using authentic assessment strategies and tools in the classroom by English language teachers at Al Korah Directorate of Education in Jordan, the researcher developed a questionnaire of 28 items that represent the different forms of authentic assessment strategies and tools. The sample of the study consisted of 39 male and female EFL teachers who were randomly selected. The results of Al-Zoubi's study revealed that the degree of teachers' practice of authentic assessment strategies and tools was moderate and there were statistically significant differences related to the effect of teaching experience in favour of highly experienced teachers who had more than 10 years-experience. Results also showed that there were no statistically significant differences in the degree of teachers' use of authentic assessment strategies and tools related to **gender**.

Similarly, AlNatour, Hijazi and AlZuraiqih (2019) examined the extent of using authentic assessment strategies and tools by Jordanian EFL Teachers in Irbid first governorate in Jordan through which a random sample of 43 teachers was selected to respond to a five–Likert scale questionnaire. The results showed that the degree of using authentic assessment strategies and tools by EFL teachers ranged between medium and low but was mostly low. Their study also revealed that the implementation of the traditional assessment was higher than the authentic assessment modes. Moreover, the results showed that there were no statistically significant differences at α = 0.05 due to **gender, experience, or qualifications**.

Abu Rezeq and Abu Taha (2019) investigated the level of using authentic assessment strategies among English language teachers in the preparatory stage in Gaza public schools. The researcher used the descriptive analytical approach through designing a questionnaire of 6 domains and 30 items. The sample of the study consisted of 90 EFL teachers. The researcher also conducted semi-structured interviews with 25 teachers from the same sample. The findings of their study showed that the use of authentic assessment strategies among Gaza EFL teachers was moderate. Furthermore, the results of the study revealed no statistically significant differences at $\alpha \leq 0.05$ in the level of using authentic assessment strategies among EFL teachers in Gaza public schools attributed to gender and experience. The researcher concluded that EFL teachers in Gaza were in need for more training on authentic assessment by the MOE.

In a study conducted by Al-Diab (2017) whose purpose was to identify the degree of using alternative evaluation strategies by English teachers in the district of Bani-Kinana through which the researcher used a questionnaire of 19 items, the results showed that Pencil and paper strategy ranked the first level, followed by discussion strategy and lastly was the conference based strategy. The study also revealed that there were statistically significant differences related to the degree of using alternative evaluation strategies by English teachers attributed to the influence of students' educational stage, teachers' scientific qualifications and their years of experience.

2.2 Concluding Remarks

In light of the theoretical literature and the empirical studies that have addressed and examined the authentic assessment strategies and tools under different labels, it can be noticed that:

1- Despite the similarity between this study and other empirical studies in EFL and ESL contexts that have examined the level of using and practising the authentic assessment strategies and tools from teachers' perspectives, this study is exceptional as it has examined the level of using the authentic assessment strategies and tools in the classroom from EFL supervisors' perspectives. Besides, semi-structured interviews were conducted with a set of Jordanian EFL supervisors for the sake of gaining information about the difficulties and challenges encountered by EFL teachers while practising the authentic assessment strategies and tools trying to come up with feasible suggestions and solutions to these challenges.

2- In addition, the current research survey study is quite different from the studies previously cited in terms of using a hybrid methodology of data collection. In other words, the researcher of this study has used both quantitative and qualitative data collection techniques represented in a questionnaire and semi-structured interviews.

3- Unlike other research studies that take a sample out of the whole population from one particular district, the current survey study has addressed the whole population members from all Jordanian directorates of education.

3. Methodology

3.1 Participants of the Study

According to the latest and updated data gained from the JMoE particularly from the department of supervision and training, there are currently 102 EFL supervisors affiliated to the MOE distributed to all directorates of education all over the Hashemite kingdom of Jordan. As this research is a survey study, the researcher has conducted it on the whole population of the Jordanian EFL supervisors except for those 30 EFL supervisors who were chosen as the sample of the pilot study.

3.2 Instruments of the Study

1-The Questionnaire

Referring to the related literature and based on the researcher's experience, a four-point Likert scale questionnaire was constructed for the purpose of answering the 1st, 2nd and 3rd research questions represented in investigating the Jordanian EFL supervisors' perspectives of the level of using the authentic assessment strategies and tools by Jordanian EFL teachers. It also aimed to investigate the Jordanian EFL supervisors' perspectives towards the impact of gender, experience and qualification on the use of the authentic assessment strategies and tools by Jordanian EFL teachers. The questionnaire included eight domains with 31 items as follows: 1- performance based assessment (items 1-7), 2- pencil and paper based assessment (items 8-12), 3- technology based assessment (items 13-14), 4- communication based assessment (items 15-

17), 5- observation based assessment (items 18-19), 6- self-reflection based assessment (items 20-22), 7- assessment tools (items 23-27), 8- gender, qualification and experience (items 28-31). Response options included "always," "sometimes," "rarely," and "never."

Validity of the Questionnaire

To obtain the validity of the questionnaire, the researcher has followed the following procedures:

Content Validity

To establish content validity for the domains of the questionnaire and the items in each domain, the questionnaire was given to a jury of four EFL specialists to evaluate it in terms of clarity, relatedness, appropriateness and wording of each item. The final version was modified in light of their feedback.

Construct Validity

In order to obtain this sort of validity whose main purpose was to calculate the correlation coefficient of each item according to the questionnaire as a whole and the domain to which it belongs, the questionnaire was piloted on 30 Jordanian EFL supervisors. Table 1 presents the calculations of Pearson's correlation coefficients for each item and the domain to which it belongs. The correlation coefficients of the items with the tool ranged between (0.40-0.76) and with the domain (0.57-0.92).

Table 1: Pearson's Correlation Coefficients for Each Item with the total score of the questionnaire and the Domain to Which it Belongs

Domain	#	Item	R With Domain	R With total score
Performance based assessment practices	1	EFL teachers activate the presentation based assessment	.62(**)	.48(**)
	2	EFL teachers activate the demonstration based assessment	.62(**)	.64(**)
	3	EFL teachers activate the speech based assessment	.63(**)	.53(**)
	4	EFL teachers activate the practical performance based assessment	.78(**)	.69(**)
	5	EFL teachers activate the discussion and debate based assessment	.77(**)	.54(**)
	6	EFL teachers activate the Simulation and Role playing based assessment	.86(**)	.64(**)
	7	EFL teachers activate the Exhibition based assessment	.57(**)	.41(*)
Pencil & Paper Based Assessment	8	EFL teachers assess students using short-term questions, multiple-choice, True/ False, Completion and Matching items	.61(**)	.52(**)
	9	EFL teachers use quiz based assessment	.65(**)	.50(**)
	10	EFL teachers assess students using open ended questions and essay based exams	.75(**)	.72(**)
	11	EFL teachers include their assessment forms with Critical Thinking and Problem Solving items	.60(**)	.54(**)

Domain	#	Item	R With Domain	R With total score
	12	EFL teachers include their assessment tasks with memorisation, understanding, and applying items	.82(**)	.50(**)
Technology & Authentic Assessment Strategies	13	EFL teachers use technological tools to assess students' work inside the classroom	.89(**)	.58(**)
	14	EFL teachers use technological tools to follow up students' activities outside the classroom	.89(**)	.46(*)
Communication Based Assessment	15	EFL teachers use Question/answer based assessment	.74(**)	.59(**)
	16	EFL teachers use interview based assessment	.87(**)	.76(**)
	17	EFL teachers use conference based assessment	.72(**)	.48(**)
Observation Based Assessment	18	EFL teachers assess students' work through random observation	.82(**)	.42(*)
	19	EFL teachers assess students' work through systematic observation	.76(**)	.47(**)
Self-Reflection based Assessment	20	EFL teachers use student portfolio as one of the reflection assessment strategies	.73(**)	.52(**)
	21	EFL teachers urge students to use self-assessment as a reflection assessment strategy	.92(**)	.43(*)
	22	EFL teachers urge students to use journals as a reflection assessment strategy	.77(**)	.47(**)
Assessment Tools	23	EFL teachers use a Checklist as an assessment tool	.66(**)	.42(*)
	24	EFL teachers use a Rubric as an assessment tool	.64(**)	.54(**)
	25	EFL teachers use a Rating Scale as an assessment tool	.80(**)	.53(**)
	26	EFL teachers urge students to use a Learning Log as an assessment tool	.57(**)	.42(*)
	27	EFL teachers use an Anecdotal Record as an assessment tool	.62(**)	.46(*)
Gender, Qualification and Experience	28	EFL Male teachers use the different forms of authentic assessment strategies and tools more than EFL female teachers	.76(**)	.49(**)
	29	EFL female teachers use the different forms of authentic assessment strategies and tools more than EFL male teachers	.73(**)	.41(*)
	30	The higher degree EFL teachers have, the more they practice authentic assessment strategies and tools	.92(**)	.72(**)
	31	The more experienced EFL teachers are, the more they practice authentic assessment strategies and tools	.77(**)	.84(**)

 * Correlation is significant at the (0.05) level

 **Correlation is significant at the (0.01) level

It is noticed from the table above that the values of the correlation coefficients for each item in the questionnaire as a whole ranged from 0.41- 0,84 and with the domain to which it belongs were between 0.57 - 0.92 which means the high potentiality of using this instrument in the present study because of its valid construction.

Internal Construct Validity

For the purpose of obtaining the internal validity of the questionnaire, coefficients of correlations for the questionnaire and its domains were calculated as presented in Table 2 below.

Table 2: Correlation Coefficients for the Questionnaire and its Domains

	Performance based assessment	Pencil & Paper	Technology & Authentic Assessment Strategies	Communication Based Assessment	Observation Based Assessment	Self-Reflection based Assessment	Assessment Tools	Gender, Qualification and Experience	QALL
Performance based assessment practices	1								
Pencil & Paper	.472(**)	1							
Technology & Authentic Assessment Strategies	.447(*)	.495(**)	1						
Communication Based Assessment	.574(**)	.570(**)	.532(**)	1					
Observation Based Assessment	.417(*)	.567(**)	.517(*)	.530(*)	1				
Self-Reflection based Assessment	.433(*)	.567(**)	.566(*)	.561(*)	.544(*)	1			
Assessment Tools	.416(*)	.459(*)	.568(*)	.619(**)	.510(*)	.566(*)	1		
Gender, Qualification and Experience	.376(*)	.522(**)	.538(*)	.619(**)	.572(*)	.579(*)	.578(*)	1	
QALL	.798(**)	.783(**)	.573(**)	.814(**)	.561(**)	.472(**)	.586(**)	.586(**)	1

Table 2 above illustrates that the values of the correlation coefficients for the whole instrument and its eight domains were enough to be applied in the study.

Reliability of the Questionnaire

To obtain the reliability of the internal consistency for the questionnaire and its domains, Cronbach's Alpha was calculated based on the data of the aforementioned pilot study. To verify the stability index, the application was reapplied on the pilot study within a period of two weeks using the test-retest procedures and Pearson's correlation coefficients of the 1st and 2nd applications of the research instrument as shown in Table 3 below.

Table 3: Pearson's Correlation Coefficient and Cronbach's Alpha for the Questionnaire and its Domains

Domain	Cronbach's Alpha	Stability Index	N of items
Performance based assessment practices	0.84	0.86	7
Pencil & Paper Based Assessment	0.82	0.84	5
Technology & Authentic Assessment Strategies	0.79	0.82	2
Communication Based Assessment	0.83	0.86	3
Observation Based Assessment	0.77	0.81	2
Self-Reflection based Assessment	0.81	0.85	3
Assessment Tools	0.79	0.87	5
Gender, Qualification and Experience	0.84	0.89	4
Total	0.85	0.92	31

** Correlation is significant at the 0.01 level (2-tailed).

The table above shows that the coefficients of the internal consistency and stability index for the questionnaire and its domains were enough to apply the instrument on the participants of the study.

Statistical Analysis

In this study, the researcher used the SPSS to calculate the means, standard deviations, and levels of the EFL supervisors' responses to the questionnaire. It was also used to verify the validity and reliability of the questionnaire by calculating the correlation coefficients of the items, the domains and the instrument as a whole as well as the Cronbach's Alpha for reliability.

For data analysis, the researcher used the Four-Likert scale to decide the level of supervisors' responses:

- The high level is given for means that are between (3.26 – 4).
- A moderate level is given for means that are between (2.26 – 3.25).
- A low level is given for means that are between (1.76 – 2.25).
- A very low level is given for means that are between (1 – 1.75).

2- The Interview

Semi-structured online interviews via mobile were individually held with 10 EFL supervisors who responded to the following questions: A- To what extent do you think Jordanian EFL teachers apply the authentic assessment strategies and tools in the classroom? B- Which authentic assessment strategy / tool is the most commonly used? Why? C- Which authentic assessment strategy/ tool is the least used? Why? D- What challenges do Jordanian EFL teachers encounter when practicing the authentic assessment strategies and tools? E- What suggestions do you offer to increase the use of authentic assessment strategies and tools by Jordanian EFL teachers?

This qualitative data collection technique was used for the sake of accessing in-depth information about the EFL supervisors' perspectives and suggestions regarding the challenges of using the authentic assessment strategies and tools by Jordanian EFL teachers. To ensure the validity of the semi-structured interview questions, a jury of four EFL specialists was asked to evaluate the questions in terms of accuracy, relatedness, appropriateness and comprehensiveness. The final version was edited in light of their feedback.

4- Discussion of the Results

To answer the first question of the study, " What are the Jordanian EFL supervisors' perspectives of the level of practising the authentic assessment strategies by EFL teachers at Jordanian public schools?", means and standard deviations of the Jordanian EFL supervisors' perspectives of the level of practising the authentic assessment strategies by EFL teachers at Jordanian public schools were computed as presented in Tables 4 and 5 below.

Table 4 :Means and standard deviations of the Jordanian EFL supervisors' perspectives of the level of practising the assessment strategies by EFL teachers at Jordanian public schools, ranked in a descending order

Rank	N	Assessment Strategy	Mean	Std. Deviation	level
1	2	Pencil & Paper Based Assessment	3.03	.464	moderate
2	5	Observation Based Assessment	3.01	.582	moderate
3	1	Performance based assessment	2.49	.489	moderate
4	4	Communication Based Assessment	2.46	.496	moderate
5	3	Technology based Assessment	2.14	.640	low
6	6	Self-Reflection based Assessment	1.94	.624	low
Total score			2.51	.491	moderate

Table 4 shows that "Pencil & Paper" and "Observation" had the highest means 3.03 and 3.01 respectively which means that they were the most commonly practised assessment strategies, while "Technology based Assessment" and "Self-Reflection based assessment" which ranked last with a low mean score 2.14 , 1.94 consecutively were the least used authentic assessment strategies. It also shows that the other authentic assessment strategies namely "Performance based assessment", and "Communication Based Assessment", were moderately used. This result has come in congruence with the results of Daud, et al., 2023; Al Atoum, et al., 2022; Abu Rezeq, & Abu Taha, 2019; Al-Zoubi, 2019; Alradi, et al., 2019; Al-Diab, 2017; which showed that the authentic assessment strategies were positively and moderately utilized.

Table 5: Means and standard deviations of the Jordanian EFL supervisors' perspectives of the level of practising the authentic assessment strategies by EFL teachers at Jordanian public schools. Items ranked in a descending order

Rank	N	Item	Mean	Std. Deviation	Level
1	8	EFL teachers assess students using short-term questions, multiple-choice, True/ False, Completion and Matching items	3.55	.702	high
2	15	EFL teachers use Question/answer based assessment	3.47	.700	high
3	9	EFL teachers use quiz based assessment	3.34	.650	high
4	12	EFL teachers include their assessment tasks with memorisation, understanding, and applying items	3.34	.650	high
5	18	EFL teachers assess students' work through random observation	3.18	.620	moderate
6	19	EFL teachers assess students' work through systematic observation	2.82	.580	moderate
7	4	EFL teachers activate the practical performance based assessment	2.71	.571	moderate
8	3	EFL teachers activate the speech based assessment	2.64	.515	moderate
9	2	EFL teachers activate the demonstration based assessment	2.56	.507	moderate
10	10	EFL teachers assess students using open ended questions and essay based exams	2.55	.505	moderate
11	1	EFL teachers activate the presentation based assessment	2.53	.488	moderate
12	6	EFL teachers activate the Simulation and Role playing based assessment	2.51	.483	moderate
13	5	EFL teachers activate the discussion and debate based assessment	2.41	.479	moderate

Rank	N	Item	Mean	Std. Deviation	Level
14	11	EFL teachers include their assessment forms with Critical Thinking and Problem Solving items	2.37	.465	moderate
15	13	EFL teachers use technological tools to assess students' work inside the classroom	2.28	.449	moderate
16	16	EFL teachers use interview based assessment	2.19	.433	low
17	20	EFL teachers use student portfolio as one of the reflection assessment strategies	2.12	.431	low
18	21	EFL teachers urge students to use self-assessment as a reflection assessment strategy	2.08	.419	low
19	7	EFL teachers activate the Exhibition based assessment	2.06	.418	low
20	14	EFL teachers use technological tools to follow up students' activities outside the classroom	2.00	.409	low
21	17	EFL teachers use conference based assessment	1.72	.391	very low
22	22	EFL teachers urge students to use journals as a reflection assessment strategy	1.62	.386	very low
Total Score			2.55	.505	moderate

Table 5 shows that Item 8 "EFL teachers assess students using short-term questions, multiple-choice, True/ False, Completion and Matching items" has the highest mean score of (3.55) which indicates a high level of usage, followed by item 15 which is considered one of the communication based assessment forms with a high level of practice with an arithmetic mean 3.47. The other two items that reveal a high level of practising the assessment strategies by EFL teachers at Jordanian public schools according to EFL supervisors' perspectives are 9 and 12 that belong to " Pencil & Paper Based Assessment", and "Observation Based Assessment" respectively.

Conversely, items 16, 20, 21, 7, 14, 17 and 22 which represent different authentic assessment strategies, including interviews, portfolios, exhibition, technology, conference and self-reflection respectively ranged between low and very low referring to their levels of use by Jordanian EFL teachers according to supervisors' perspectives. For example, item 22 "EFL teachers urge students to use journals as a reflection assessment strategy" ranked last with an arithmetic mean of (1.62) which indicates a very low level of usage. In addition, The results according to the table above show that the overall score of the EFL supervisors' perspectives towards the use of authentic assessment strategies by EFL teachers has been moderately positive. This result goes in line with the result of AlNatour, et al., (2019) in which they found out that the most commonly used assessment strategy is the pencil and paper. Despite the aforementioned partial alignment, AlNatour, et al., showed that the degree of using authentic assessment strategies and tools by EFL teachers was mostly low.

In response to which assessment strategy is widely practiced by EFL teachers, one EFL supervisor stated *"Traditionally, teachers have relied on tests and quizzes to assess students because this strategy is familiar to them and they don't want to try something new. Teachers also focus mainly on observation based assessment strategy using checklist, rubric and rating scale as assessment tools but randomly not in a systematic way although they are weak in building them".* Another EFL supervisor replied to this question by saying *"Pencil and paper is the most widely used strategy. Teachers find it easier to use as they are accustomed to it, find it easier to use, and feel they don't have to prepare the criteria needed for other strategies. As for the tools, they use checklists as they are easy to prepare and use".*

Another respondent justified their answer as follows *" To be honest, there are some – mainly two to three strategies used in the assessment process by J.EFL teachers: observation, communication and performance-based assessment especially in role-playing. Yet, I can say that "observation" is the most commonly used Authentic Ass. strategy by them since they are able to monitor and follow their students' performance easily and without having more burdens of*

preparing more materials or requirements BEFORE, DURING or AFTER the process of assessment. I can conclude from the regular classroom visits I usually do and the different meetings with many teachers that the main authentic assessment tool commonly used by JEFLT is rating scale although it is not applied properly especially when it comes to calculating the marks. It has a special calculation process and needs some extra time to be achieved, so teachers tend to provide two to three criteria and they divide the whole mark for each skill on these two or three and as a result students could be wronged". By comparing the quantitative results of the current research study with the qualitative ones, it can be clearly noticed that they complement each other as the latter ones strengthen and confirm the statistical values.

To answer the second research question of the study, "What are the Jordanian EFL supervisors' perspectives of the level of practicing the **authentic assessment tools** by EFL teachers at Jordanian public schools?", means and standard deviations of the Jordanian EFL supervisors' perspectives of the level of practicing the authentic assessment tools by EFL teachers at Jordanian public schools were calculated as presented in Table (6) below.

Table 6 : Means and standard deviations of the Jordanian EFL supervisors' perspectives of the level of practicing the authentic assessment tools by EFL teachers at Jordanian public schools, ranked in a descending order

Rank	N	Assessment Tool	Mean	Std. Deviation	Level
1	23	EFL teachers use a Checklist as an assessment tool	3.29	.844	high
2	25	EFL teachers use a Rating Scale as an assessment tool	3.15	.770	moderate
3	24	EFL teachers use a Rubric as an assessment tool	2.69	.671	moderate
4	27	EFL teachers use an Anecdotal Record as an assessment tool	2.00	.601	low
5	26	EFL teachers urge students to use a Learning Log as an assessment tool	1.83	.585	low
Total Score			2.59	.649	moderate

Table 6 shows that Item 23 "EFL teachers use a Checklist as an assessment tool" receives the highest mean (3.29) which indicates a high level of usage, while items 26 and 27 which represent two assessment tools the "Anecdotal Record" and the "Learning Log" ranked last with a low level of usage. This result goes in harmony to some extent with the research results of AlNatour, et al., (2019) through which they found out that the level of using authentic assessment tools by EFL teachers ranged between medium and low but was mostly moderate. This result goes in line with the opinions of many EFL supervisors who stressed in the semi-structured interviews that many EFL teachers tend to use a checklists as an assessment tool attributing this to various reasons. One teacher said: *"The checklist is the easiest tool. It does not need any effort in its implementation".* When asked about the least used authentic assessment tool, some supervisors said: *"Learning log and anecdotal record are the least used ones because both teachers and students are not familiar with them". Another EFL supervisor responded by saying "Teachers somehow use the assessment tools in order to satisfy the principal, the supervisor and then the Ministry of education. It is something like they are forced to use not something important to up-skill their ways of teaching and assessment journey".* On the other hand, other supervisors stated: *"Rubric is the least used one as it needs a lot of effort to get prepared for its so many details inside. As well as it is too demanding while doing assessment; more time and effort. Most if not all are overcrowded with students. So, the credibility of applying such a tool is not possible".* In support of this, another response from another supervisor stated: " *The least authentic strategy used is the reflection strategy. Teachers lack the understanding of how to use it and sometimes they think that students won't keep portfolios or journals for example with them and checking these tools in big classes will be a burden".*

To answer the third research question of the study, "Based on Jordanian EFL supervisors' perspectives, do the demographic variables particularly gender, experience, and qualification have an effect on the use of the authentic assessment strategies and tools by EFL Jordanian teachers?", means and standard deviations of the EFL supervisors' perspectives were calculated as shown in table 7 below.

Table 7 : Means and standard deviations of the EFL supervisors' perspectives of the impact of gender, experience, and qualification on the use of the authentic assessment strategies and tools by EFL Jordanian teachers, ranked in a descending order

Rank	N	Item	Mean	Std. Deviation	Level
1	29	EFL female teachers use the different forms of authentic assessment strategies and tools more than EFL male teachers	2.71	.624	moderate
2	30	The higher degree EFL teachers have, the more they practice authentic assessment strategies and tools	2.12	.608	low
3	31	The more experienced EFL teachers are, the more they practice authentic assessment strategies and tools	2.09	.597	low
4	28	EFL male teachers use the different forms of authentic assessment strategies and tools more than EFL female teachers	1.24	.543	very low
Total Score			2.04	.588	low

Table 7 shows that item 29 "EFL female teachers use the different forms of authentic assessment strategies and tools more than EFL male teachers" receives the highest mean (2.71), while item 28 "EFL male teachers use the different forms of authentic assessment strategies and tools more than EFL female teachers" ranked last with an arithmetic average (1.24) and a very low level. By analysing items 29 and 28, one can clearly conclude that the gender variable impacts the use of authentic assessment strategies and tools in favour of females based on EFL supervisors' perspectives.

Concerning items 30 and 31 that tackled the impact of qualification and experience variables from supervisors' perspectives, the table above shows a low level of impact in light of the mean scores. Unlike the results obtained by Atoum, et al., (2022); Abu Rezeq, & Abu Taha, (2019); Al-Zoubi (2019), and AlNatour, et al., (2019) in which there were no statistically significant differences in the degree of EFL teachers' use of authentic assessment strategies and tools related to gender**,** Alradi, et al., (2019) came in congruence with the current study results in terms of having significant differences in teachers' degree of activation of authentic assessment strategies attributed to the gender variable, in favour of females.

Also, The results of this research study has been in agreement with Alradi, et al., (2019) in terms of having a moderate impact of the qualification and experience variables on EFL teachers' use of the authentic assessment strategies. Based on the semi-structured interviews, some EFL supervisors stressed that the demographic variables; gender, qualification and experience play a crucial role in the use of the authentic assessment strategies and tools by EFL teachers. One EFL supervisor said: "*I think Jordanian EFL teachers usually apply the authentic assessment strategies and tools in the classroom to a large extent when they are highly qualified, well – trained and well – experienced*".

To answer the fourth research question, "What challenges do Jordanian EFL teachers encounter when applying the authentic assessment strategies and tools?", semi-structured online interviews were conducted with a set of Jordanian EFL supervisors. After analyzing the respondents' answers, it was found out that the majority of EFL supervisors have quite similar perspectives towards the challenges that hinder EFL teachers from applying the authentic assessment strategies and tools. In other words, most of them, if not all, referred to the following challenges: lack of training and understanding, students' weakness, crowdedness of classrooms, lack of motivation, time deficiency, time consuming, overloaded curricula, EFL teachers' lack of experience, poor school infrastructure, EFL teachers' poor language proficiency and digital literacy, lack of pedagogical professional development courses and programs, and finally EFL teachers' beliefs about these assessments inaccurateness.

Here are some of the EFL supervisors' quotations: One supervisor said *"EFL teachers face a lot of obstacles on*

ground; they do not meet the necessary professional development courses pre- and in- service. In addition, their students are mainly low achievers and they have excessive workloads." Another response stated that *"They need time to prepare and to apply in the classroom. Overcrowded classes makes the situation horrible for them to do it to each student or pairs. Many teachers do not know how to use them properly based on the classroom environment, the curriculum and content and their students' skills and needs. So, it seems so embarrassing and confusing sometimes to them while practicing the AAS&Ts."* Another EFL supervisor expressed her opinion saying *"many teachers think that these methods are time-consuming and they do not have much time to finish the textbook".* This congrues with the results of Danica's study (2020) in which she found that many EFL teachers did not regularly use authentic assessment strategies and tools as they found them time-consuming, and subjective. The results also indicated that although teachers were mostly aware of the benefits of implementing authentic assessment, there was a need for additional training and education about authentic assessment, as they were uncertain as to how it can be integrated into practice. Also, the results above have come in congruence with the results of Daud, Azhar, Isjoni, & Chowdhury, 2023; Singh et al., 2022; Gidiotis, 2021).

5- Conclusion

The aim of this study is to highlight the significance of using the authentic assessment strategies and tools by EFL teachers at Jordanian public schools for the sake of improving the process of evaluation, teaching and learning to address the demands of the labour market. According to Jordanian EFL supervisors' perspectives, the findings of the current study revealed that EFL teachers used all types of authentic assessment strategies and tools, but they vary in the level of use. The most commonly used assessment strategies were the "Pencil & Paper" and "Observation", whereas the "Self-Reflection based assessment" is the least practiced assessment strategy. In addition, the results showed that the most common used assessment tools were the checklist and rating scale while the learning log was thought to be the least practised assessment tool. Moreover, the results showed that the demographic variable represented in Gender plays a critical impact in using authentic assessment strategies and tools by EFL teachers. In other words, the majority of EFL supervisors confirmed that EFL female teachers use the different forms of authentic assessment strategies and tools more than EFL male teachers.

The study has also shown that the other demographic variables represented in experience and qualification have a low level of impact as it has been already clarified in the discussion section. With regard to challenges that EFL teachers encounter when applying authentic assessment strategies and tools, Jordanian EFL supervisors have concluded them as follows: 1- lack of training and knowledge; 2- the crowdedness of classrooms; 3- lack of motivation; 4- time management; 5- overloaded curricula; 6- lack of experience; 7- school infrastructure; 8- language proficiency; 9- lack of pedagogical professional development courses and programs; 10- Teachers' beliefs of these assessments inaccurateness.

Based on the aforementioned obstacles and challenges, for the sake of increasing the use of authentic assessment strategies and tools by Jordanian EFL teachers the following suggestions have been offered by Jordanian EFL supervisors through semi-structured interviews: 1- training school principals and teachers of all subjects on how to practically use the different types of authentic assessment strategies and tools; 2- increasing the degree of awareness among EFL male and female teachers of the importance of these authentic assessment strategies and tools; 3- designing assessment tools by EFL supervisors to be applied by EFL teachers; and 4- increasing the number of EFL supervisors in each educational directorate to have sufficient room to check regularly teachers' performance and needs.

6- Recommendations

1- In spite of the fact that educational testing reform requires a long endeavor to gain its fruits, it must be linked to the development of a more comprehensive curriculum process that includes authentic assessment procedures since this type of assessment exposes students to the 21st century skills needed to survive challenges outside the classroom, stimulates learning autonomy and increases the level of authenticity.

2- As English language teachers are expected to keep abreast with the latest educational reforms, particularly with assessment techniques and methodologies, designing a well-tailored instructional program in cooperation with EFL

teachers and supervisors about authentic assessment strategies and tools focusing on the hands-on side is seen a necessity. This congrues with what Letina (2014) recognized that a large number of male teachers had positive attitudes towards alternative assessment; however, they do not feel qualified to apply it.

3- As the results of this study indicated that female EFL teachers use authentic assessment strategies and tools more than males, activating the role of EFL supervisors through the supervision practices such as community learning, seminars, meetings, focused groups and more importantly through training workshops at the school-cluster level to encourage and show EFL teachers how to use all types of authentic assessment strategies and tools is highly recommended.

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