Expectations and Authentic Assessment for English Skills Development

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Article Info

Abstract
The objectives of this research were 1) to study the expectation and authentic assessment of English Skills Development 2) to compare the expectation and authentic assessment of English Skills Development among the first year, undergraduate public health students at the Sirindhorn College of Public Health, Ubon Ratchathani. Purposive sampling recruit 80 participants among first-year students of the Bachelor of Public Health programs in Dental Public Health and Community Public Health. Data were collected by a questionnaire. Analyzed data using descriptive statistics and paired t-tests. The results showed that students reported good expectations of their English skills development (\(\bar{X}=4.17, S.D.=0.63\)) and showed good levels of English skills development using the authentic assessment (\(\bar{X}=3.92, S.D.=0.67\)). There were no significant differences when comparing the students’ expectation and authentic assessment of their English skill development. The expectation and authentic assessment of contents of curriculum, teaching activities, instructor, and supporting factors were not significantly different. The development of English language skills among students should be done continuously. As a result, the learner can improvements their English skills and pursue lifelong learning of English.

Keywords
Expectation
Authentic
English skill

INTRODUCTION

Currently English communication is an international language of global communication. Thailand is a member of the Association of South East Asian Nations (ASEAN) community. Since the Thai Ministry of Education was aware of the importance of English, they appointed English to be a foreign language that all students will study at a basic level at least. Good educational management improves the quality of life of people in society. It is an important factor that impacts the country’s development in terms of politics, economy, society and national security. Nowadays, learning foreign languages is important and is essential in everyday life as it is an important tool in communication (Ministry of Education, 2009). Higher education institutions should promote teaching that helps learners develop their English skills. This includes helping students develop all aspects of English communication including research and getting new knowledge. Students with English skills in specialized fields can learn independently in the future and communicate with businesses both inside and outside Thailand. Also, the English Language is “Working Language” which enables learners to work efficiently in foreign countries (Office of Higher Education Policy and Planning, 2018).

Authentic assessment is an effective measure of intellectual achievement or ability because it requires students to demonstrate their deep understanding, higher-order thinking, and complex problem solving through the performance of exemplary tasks. Thus, authentic assessment can serve as a powerful tool for assessing students’ 21st-century competencies in the context of global educational reforms (Koh, 2017). The development of an authentic assessment requires a long process. The process begins with a needs analysis by considering the curriculum and school environment. The authentic assessment model that will be implemented should be validated by assessment experts before it is used by the teachers in teaching and learning process (Refnaldi & Zaim, 2017).

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A previous research study was conducted to compare opinions about expectation and the actual situation on teaching and learning in English among nursing students. This study found that study participants perceived that their English reading skills were moderate, while they perceived that their speaking and writing skills were low. The participants’ opinions regarding expectation on teaching and learning in English prior to the lecture were high. However, the participants’ opinions about the teaching and learning of English in the actual situation were moderate. When comparing opinions about expectation and actual situation, researchers found that there were statistical differences in all dimensions. Students and teachers should be prepared in relation to teaching and learning in English while approaching ASEAN community (Tangpanithandee et al., 2013). A commonly advocated best practice for classroom assessment is to make the assessments authentic. Authentic assessments are often designed to mirror real-world tasks or expectations. There is no consensus, however, in the actual definition of the term or the characteristics of an authentic classroom assessment. Sometimes, the realistic component is not even an element of a researcher’s or practitioner’s authentic assessment tool (Bruce, Vicki, & Justin, 2012).

The researcher awareness of the importance of developing English language skills. To develop their English language skills, students must practice listening, speaking, reading and writing. Researcher chose to study expectations and authentic assessment following English language development activities designed to improve the English skills of the learner. The goal of these activities is for students to be ready for learning in the 21st-century. The objectives of this study were to: 1) To study the expectations and authentic assessment of English skills development among the first-year students in the Bachelor of Public Health program at Sirindhorn College of Public Health, Ubon Ratchathani, Thailand. 2) To compare the expectations and authentic assessment of English skills development among the first-year students in the Bachelor of Public Health program at the Sirindhorn College of Public Health, Ubon Ratchathani, Thailand.

METHOD

Study Design

A cross-sectional descriptive study was conducted.

Population and Sampling

Specified study sample to include total 80 of first-year students in the Bachelor of Public Health at the Sirindhorn College of Public Health, Ubon Ratchathani, Thailand. Purposive sampling to recruit 80 students among the first-year students of the Bachelor of Public Health programs in Dental Public Health and in Community Public Health.

Research Tools

The research questionnaire on English language skills development applied from Meejang (2009). The two parts were:

Part 1: Characteristics of a population.

Part 2: Expectations and authentic assessment for developing English language skills. The 5-level of rating scale of expectations and authentic assessment for developing English language skills were:

Level 5 = very high expectations / very high authentic assessment
Level 4 = high expectations / high authentic assessment
Level 3 = moderate expectations / moderate authentic assessment
Level 2 = low expectations / low authentic assessment
Level 1 = very low expectations / authentic assessment
Interpretation level of the expectations and authentic assessment were:
Score level 4.51 - 5.00 = very good expectations / very good authentic assessment
Score level 3.51 - 4.50 = good expectations / good authentic assessment
Score level 2.51 - 3.50 = moderate expectations / moderate authentic assessment
Score level 1.51 - 2.50 = low expectations / low authentic assessment
Score level 1.00 - 1.50 = very low expectations / authentic assessment

The Ethics

The ethics of the study was approved by the Ethics Committee of Sirindhorn College of Public Health, Ubon Ratchathani. Number SCPHUBS I002/2559.

The Quality of the Tool

The instrument has been tested for content validity by 3 experts (Index of congruence: IOC=0.98). Prior to the study, the questionnaire was also tested among 30 people for reliability.

Data Collection

Collected data via questionnaires. There were 2 parts of questionnaires. Part 1 gathered characteristics of our study population. Part 2 consisted of 20 questions measuring the participants’ expectations and authentic assessment of English skill development.

Data Analysis

Data analyzed using descriptive statistics including percentages and standard deviations. We also employed the paired t-test to compare the expectations and authentic assessment of English skill development.

RESULTS

Part I: Study Participant Characteristics

Most participants were female (70 %), while a minority were male (30 %). The age distribution of participants was 16-20 years (90%), 21-30 years (3.75%) and 31-40 years (6.25%), respectively. A majority of our participants were in the Bachelor of Public Health (B.P.H.) program in Dental of Public Health (56.25%). A slightly smaller percentage were in the Bachelor of Public Health program in Community Public Health (43.75%) (Table 1).

<table>
<thead>
<tr>
<th>Contents</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>24</td>
<td>30.00</td>
</tr>
<tr>
<td>Female</td>
<td>56</td>
<td>70.00</td>
</tr>
<tr>
<td>16-20 years</td>
<td>72</td>
<td>90.00</td>
</tr>
<tr>
<td>Age</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21-30 years</td>
<td>3</td>
<td>3.75</td>
</tr>
<tr>
<td>31-40 years</td>
<td>5</td>
<td>6.25</td>
</tr>
<tr>
<td>Program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B.P.H. (Community Public Health)</td>
<td>35</td>
<td>43.75</td>
</tr>
<tr>
<td>B.P.H. (Dental Public Health)</td>
<td>45</td>
<td>56.25</td>
</tr>
</tbody>
</table>

Table 1. Study Participant Characteristics
Part II: The Expectations and Authentic Assessment of English Skill Development among Participants

Participants had overall good expectations of English skill development of the instructor ($X̄=4.52$, S.D.=0.56). Students also had good expectations of contents of curriculum ($X̄=4.09$, S.D.=0.59). Participants also rated teaching activities as good ($X̄= 4.07$, S.D.= 0.63), and the supporting factors (i.e. duration of activities, variety of modern media and technology, modern teaching tools and class room) as good ($X̄=3.98$, S.D.=0.74) (Table 2).

Participants also had an overall good authentic assessment of English skill development of the instructor ($X̄= 4.35$, S.D.= 0.61). Using authentic assessment, students also rated that the contents ($X̄= 3.82$, S.D.=0.65), teaching activities ($X̄=3.76$, S.D.=0.64), and supporting factors ($X̄=3.73$, S.D.=0.78) were at good levels (Table 2).

<table>
<thead>
<tr>
<th>Factors</th>
<th>The Expectation</th>
<th>Authentic assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$X$</td>
<td>S.D.</td>
</tr>
<tr>
<td>Contents of curriculum</td>
<td>4.09</td>
<td>0.59</td>
</tr>
<tr>
<td>Teaching activities</td>
<td>4.07</td>
<td>0.63</td>
</tr>
<tr>
<td>Instructor</td>
<td>4.52</td>
<td>0.56</td>
</tr>
<tr>
<td>Supporting factors</td>
<td>3.98</td>
<td>0.74</td>
</tr>
<tr>
<td>Summary</td>
<td>4.17</td>
<td>0.63</td>
</tr>
</tbody>
</table>

Part II, Continued: Comparison between the Expectation and Authentic Assessment of English Competency Development

Contents of Curriculum

The expectation ($X̄=4.09$, S.D.=0.59) and authentic assessment ($X̄=3.82$, S.D.=0.65) of English skill development indicated that contents of curriculum were good. There were no significant differences when comparing the expectation and authentic assessment of contents of the English skill development (Table 3).

Teaching Activities

The expectation ($X̄=4.07$, S.D.=0.63) and authentic assessment ($X̄=3.76$, S.D.=0.64) of English skill development indicated that teaching activities were good. Comparing the expectation and authentic assessment of teaching activities for English skill development, there were no significant differences.(Table 3).

Instructor

The expectation ($X̄=4.52$, S.D.=0.56) and authentic assessment ($X̄=4.35$, S.D.=0.61) of English skill development of the instructor were good. The expectation and authentic assessment of English skill development of instructors were not significantly different (Table 3).

Supporting Factors

The expectation ($X̄=3.9$, S.D.=0.74) and authentic assessment ($X̄=3.73$, S.D.=0.78) of supporting factors for English skill development were good. There were no significant differences when
Maleelai comparing supporting factors of the expectation and authentic assessment of English skill development (Table 3).

<table>
<thead>
<tr>
<th>Factors</th>
<th>X</th>
<th>S.D.</th>
<th>Mean</th>
<th>S.D.</th>
<th>t</th>
<th>P-value (1-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contents of curriculum</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Expectation</td>
<td>4.09</td>
<td>0.59</td>
<td>-0.28</td>
<td>0.71</td>
<td>-3.49</td>
<td>&gt;0.99</td>
</tr>
<tr>
<td>Authentic assessment</td>
<td>3.82</td>
<td>0.65</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Teaching activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Expectation</td>
<td>4.07</td>
<td>0.63</td>
<td>-0.31</td>
<td>0.82</td>
<td>-3.36</td>
<td>&gt;0.99</td>
</tr>
<tr>
<td>Authentic assessment</td>
<td>3.76</td>
<td>0.64</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Expectation</td>
<td>4.52</td>
<td>0.56</td>
<td>-0.17</td>
<td>0.68</td>
<td>-2.18</td>
<td>&gt;0.99</td>
</tr>
<tr>
<td>Authentic assessment</td>
<td>4.35</td>
<td>0.61</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supporting factors</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Expectation</td>
<td>3.98</td>
<td>0.74</td>
<td>-0.25</td>
<td>0.92</td>
<td>-2.44</td>
<td>&gt;0.99</td>
</tr>
<tr>
<td>Authentic assessment</td>
<td>3.73</td>
<td>0.78</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Part III: Summary of Comparison between the Expectation and Authentic Assessment of English Skill Development**

Overall, the comparison between the expectation and authentic assessment of English competency development indicated no significantly differences. The summary of comparison between the expectation and authentic assessment of English skill development were calculated from contents of curriculum, teaching activities, instructor and supporting factors (Table 4).

<table>
<thead>
<tr>
<th>Summary</th>
<th>X</th>
<th>S.D.</th>
<th>Mean</th>
<th>S.D.</th>
<th>t</th>
<th>P-value (1-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The expectation</td>
<td>4.17</td>
<td>0.52</td>
<td>-0.25</td>
<td>0.63</td>
<td>-3.55</td>
<td>&gt;0.99</td>
</tr>
<tr>
<td>Authentic assessment</td>
<td>3.92</td>
<td>0.54</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The summary score for the expectation of English skill development among study participants, who were first-year undergraduate public health students at the Sirindhorn College of Public Health, Ubon Ratchathani was good (X=4.17, S.D.=0.52). It was observed that the scores for expectation of the instructor (X=4.52, S.D.=0.56), contents of curriculum (X=4.09, S.D.=0.59), teaching activities (X=4.07, S.D.=0.63) and the supporting factors (X= 3.98, S.D.=0.74) were all scored at good levels.

The summary score for the authentic assessment of English skill development among participants, who were first-year undergraduate public health students at the Sirindhorn College of Public Health, Ubon Ratchathani was good (X=3.92, S.D.=0.54). It was also found that the authentic assessment of the instructor (X=4.35, SD.=0.61), the content (X=3.82, S.D.=0.65), teaching activities (X=3.76, S.D.=0.64), and supporting factors (X=3.73, S.D.=0.78) were all assessed at good levels.
When comparing the participants’ expectation and authentic assessment of English skill development, it was found no significant differences.

**DISCUSSION AND CONCLUSION**

Based on the findings of this research, it is clear that the participants’ expectation and authentic assessment of English skill development was found no significant differences. The summary score for the expectation of English skill development among study participants, who were first-year undergraduate public health students at the Sirindhorn College of Public Health, Ubon Ratchathani was good ($\bar{X}$=4.17, S.D.=0.52). Related to the result of this research, Mejang (2009) who study students’ expectations and satisfaction on learning in a bachelor’s degree program in English. The results showed that, overall, students had high expectations and high satisfaction on learning in the program. If consider the instructor, the expectation of participants ($\bar{X}$=4.52, S.D.=0.56) and authentic assessment ($\bar{X}$=4.35, S.D.=0.61) of English skill development were good. The expectation and authentic assessment of English skill development of instructors were not significantly different. The relevant research of study the authentic assessment to measure students’ English productive skills based on 2013 curriculum.

The results found that the English teachers of the school have implemented the authentic assessment to measure students’ English productive skills. The teachers’ knowledge and their experience influenced the implementation of the assessment (Rukmini & Saputri, 2017). While Tangpanithandee et al., (2013) study comparison of opinions towards expectation and actual situation on teaching and learning in English among nursing students. The research aimed to describe the perception of competencies in English and compare opinions towards expectation and actual situation on teaching and learning in English among nursing students. The results revealed that the perception of competencies in English of the sample including the reading skill was moderate, while speaking and writing skills were low. The sample’s opinions towards expectation on teaching and learning in English prior to the lecture were high. However, the towards actual situation were moderate. When comparing opinions towards expectation and actual situation, it was found that there were statistical differences in all dimensions.

To develop the first-year undergraduate public health students at the Sirindhorn College of Public Health, Ubon Ratchathani English language skills, students must practice listening, speaking, reading and writing. The scores for expectations and authentic assessment of the instructor, contents of curriculum, teaching activities and the supporting factors were all scored at good levels. As well as, the study of study using authentic assessment to better facilitate teaching and learning; the case for students’ writing assessment found that the authentic assessment has been considered as an appropriate assessment to be used in education since it has various forms of assessment and its purpose is to create a meaningful learning. For improvements to be made on teacher knowledge and practices of authentic assessment in schools, teachers, students, parents and policy makers value and see the potential for authentic assessment to improve teaching and learning, it will continue to be under-emphasized, undervalued and poorly used (Refnaldi & Zaim, 2017). If classroom teachers are to become effective practitioners of authentic assessment then they must have a better theoretical understanding of learning, otherwise assessment will always be set outside what is taught and learnt. For improvements teaching and learning to be made on teacher knowledge, ability, the policies and practices of authentic assessment in schools (Kankam et al., 2014). Although, the teacher has been implemented authentic assessment.

The teacher used several techniques and instruments in applying authentic assessment for students writing skill but also they were time limitation of learning complexity of assessment procedures (Natalial, Asib, & Kristina, 2018). Learning English was not an easy game to do. There will be some difficulties and adjustment along the learning process (Rajasa, 2018). The speaking was the most difficult skill to be assessed by using the authentic assessment, considering the complex features of
the assessment. The authentic assessment was a feasible way to assess students’ speaking skill and it should be employed in assessing other skills as well for learning languages. To assessing students’ speaking skills, the teacher used several types of activities such as attitude assessment (teacher observation), knowledge assessment (teacher interview/short answer question), and skill assessment (narrating sequences) (Inayah, Komariah, & Nasir, 2019). The authentic assessment required a lot of time in the process of assessing students (Madani, 2019).

The study the expectations and authentic assessment of English Skills Development among the first year students in the Bachelor of Public Health program at Sirindhorn College of Public Health, Ubon Ratchathani. Conclude that it is positive when student expectations that occur before learning are not very different from the actual condition that occurs during the classroom instruction or during the learning after class. I infer that this consistency between expectations and actual experiences result in high student satisfaction with various factors. Under these conditions, I envision that students can develop their English language skills continuously during each semester. As a result, the learner can improve their English skill continuously and pursue lifelong learning of English.

Recommendations

The future studies can ask research questions such as:

1. What factors are related to the development of English skills among students?
2. How should we design an English programme that enables learners to develop skills for the 21st century?

Acknowledgements or Notes

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