

Is it possible to adopt alternative assessments in Libyan EFL classroom?

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Abstract:

The viability of implementing alternative evaluations (Portfolios, Peer Reviews, Project-Based Assessments, Self-Assessments and Performance Tasks) in English as a Foreign Language (EFL) courses in Libya is investigated in this study. The study looks at the attitudes, preparedness, and perceived difficulties of 30 English language teachers in relation to using alternative evaluation techniques. To provide thorough insights, the study uses a mixed-methods strategy that combines qualitative and quantitative methods. The results showed that alternative assessments were not often used in Libyan EFL classes. Enhances pupils' proficiency in the English language more successfully than conventional techniques. Lack of resources, training, and resistance from conventional test-takers are obstacles. Due to a lack of training, teachers find it difficult to integrate alternative assessments. Using alternative assessments increases student involvement and motivation. The report ends with suggestions for educators and legislators to encourage the use of alternative assessments, highlighting the necessity of focused training initiatives and infrastructures to support them.

Keywords: Alternative assessments, Libyan EFL classroom.

الملخص:

تبحث هذه الدراسة في جدوى تنفيذ التقييمات البديلة (البورتفوليو، ومراجعات الأقران، والتقييمات القائمة على المشاريع، والتقييمات الذاتية ومهام الأداء) في مناهج اللغة الإنجليزية كلفة أجنبية (EFL) في ليبيا. وتتنظر الدراسة في الاتجاهات والاستعدادات والصعوبات من وجهة نظر ثلاثين مدرساً للغة الإنجليزية فيما يتعلق باستخدام تقنيات التقييم البديلة. ولتوفير رؤية شاملة، تستخدم الدراسة استراتيجية مختلطة الأساليب تجمع بين الطرق النوعية والكمية. وأظهرت النتائج أن التقييمات البديلة لم تُستخدم كثيراً في فصول اللغة الإنجليزية كلفة أجنبية في ليبيا. يعزز كفاءة التلاميذ في اللغة الإنجليزية بنجاح أكبر من التقنيات التقليدية. إن الافتقار إلى الموارد والتدريب، ومقاومة التغيير من قبل المتقدمين للاختبار التقليدي هي عقبات. وبسبب الافتقار إلى التدريب، يجد المعلمون صعوبة في دمج التقييمات البديلة. يؤدي استخدام التقييمات البديلة إلى زيادة مشاركة الطلاب وتحفيزهم. وتنتهي الدراسة بتقديم اقتراحات للمعلمين والمشرعين لتشجيع استخدام التقييمات البديلة، مع تسليط الضوء على ضرورة مبادرات التدريب المركزة والبنية الأساسية لدعمها.

الكلمات المفتاحية: التقييمات البديلة، فصول اللغة الإنجليزية كلفة أجنبية في ليبيا

Introduction

In recent decades, there have been substantial changes in the field of teaching English as a foreign language (EFL), with a greater focus on creative and varied evaluation techniques. The main instruments for assessing pupils' language skills have long been traditional assessment techniques like written exams and standardized tests. These traditional approaches, however, frequently fail to capture the full range of students' aptitudes and learning objectives. They frequently emphasize rote learning and memorization, which can restrict students' chances to exhibit their critical thinking, inventiveness, and ability to use language practically (Meylani, 2023). This has led researchers and educators to look into different evaluation techniques that better fit the objectives of modern education.

Elabbar (2017) mentioned that, the use of alternative assessments in Libyan EFL classes offers both advantages and disadvantages. The goal of the current reform and modernization phase in Libya's educational system is to raise educational standards and bring them into line with those of other countries. Reevaluating the efficacy of conventional evaluation procedures and investigating the possible advantages of alternative assessment techniques are urgently needed within this context. The purpose of this study is to determine whether alternative assessments can be used in Libyan EFL classes and to examine how they affect the language learning results of the students.

A vast array of evaluating techniques that emphasize students' active participation in the assessment process are included in alternative assessments. Portfolios, project-based evaluations, peer evaluations, self-evaluations, and performance-based evaluations are some of these techniques (Aini & Asari, 2024). Alternative assessments, as opposed to standard ones, encourage deeper comprehension and long-term memory retention by focusing on students' use of language abilities in authentic settings.

Alternative assessments can promote a more dynamic and student-centered learning environment by offering a more comprehensive picture of students' capacities (Aknouch, 2023).

Constructivist learning theories, which highlight the value of active learning and the creation of knowledge via meaningful experiences, serve as the theoretical cornerstone of this investigation (Gümüş 2024). Constructivist ideas support evaluation techniques that foster higher-order thinking abilities and represent the complexity of real-world tasks. The use of alternative evaluations is further supported by Vygotsky's (1978) notion of the Zone of Proximal Development (ZPD), which emphasizes the importance of social interaction and scaffolding in learning. Vygotsky believed that tests should examine students' abilities both on their own and with the right kind of help and direction (Toomaneejinda, 2017).

Alternative assessments have been found to improve students' motivation, self-control, and metacognitive abilities—all of which are essential for effective language acquisition (Gümüş, 2024). Furthermore, alternative assessments offer insightful feedback that can guide instructional tactics and assist teachers in adapting their methods to the various demands of their pupils (Wright, 2015). Notwithstanding these possible advantages, there are a number of obstacles to overcome before alternative assessments may be used in Libyan EFL classes. These include a dearth of resources, few opportunities for instructors to grow professionally, and opposition to change from both teachers and students used to conventional evaluation techniques (Elabbar, 2017).

By examining the viability and efficacy of using alternative evaluations in Libyan EFL classes, this study seeks to address these issues. It will investigate how instructors and students view alternative evaluations, pinpoint obstacles to their use, and analyze how they affect

students' language skills and overall educational experience. This study aims to support further initiatives to enhance EFL instruction in Libya and advance more efficient and fair assessment procedures by offering empirical data and useful suggestions.

Statement of the Problem

The use of alternative evaluations in Libyan EFL classes is minimal, despite their acknowledged advantages in capturing a range of language proficiency. Standardized examinations and other traditional assessments predominate, frequently ignoring important abilities like speaking, listening, and creativity. Research indicates that alternative evaluation methods, such as projects and portfolios, improve language competency by promoting critical thinking and active learning (Elabbar, 2017; Omar, 2022; Grada, 2014). It is unclear, nevertheless, how widely they are used and what difficulties Libyan educators confront.

Implementing alternative evaluations is significantly hampered by teachers' attitudes as well as a lack of resources and training (Superville, 2023; Kristama et al, 2024). By examining the existing application, efficacy, and difficulties of alternative evaluations in Libyan EFL classes, this study seeks to shed light on their viability and make suggestions for improved assessment procedures.

Research Questions□

The current research tries to answer the following questions:□

1. In Libyan EFL classrooms, how often and how are alternative assessments currently being used?
2. In comparison to conventional assessment techniques, how successful are alternative tests at raising pupils' English language proficiency?

3. What are the biggest obstacles educators in Libyan EFL classrooms experience when introducing alternative assessments?

4. How much assistance and training are provided to educators so they can include alternative assessments into their lesson plans?

5. How do alternative assessments affect the general language learning outcomes, motivation, and involvement of students in Libyan EFL classes?

Research Aims

The current research aims to:

- 1- Evaluate the frequency and methods of alternative assessments currently used in EFL classes in Libya.
- 2- Ascertain whether alternative evaluations, as opposed to conventional ones, are more successful in raising pupils' English language competency.
- 3- Determine the primary obstacles educators have when introducing alternative assessments in EFL classes in Libya.
- 4- Measure how much assistance and instruction educators receive in implementing alternative assessments.
- 5- Investigate how various assessments affect the general language learning outcomes, motivation, and involvement of students in Libyan EFL classes.

Research Hypotheses

1- In Libyan EFL classes, alternative evaluations are rarely employed and, when they are, are restricted to a few particular techniques like peer reviews and project-based assessments

□

2- Students' total English language competency can be improved more

effectively with alternative evaluations than with traditional ones, especially in areas like speaking, writing, and critical thinking.

3- Lack of training, inadequate resources, and opposition from pupils used to traditional tests are the most obstacles teachers face when introducing alternative assessments.

4- Teachers' capacity to successfully integrate alternative assessments in their classrooms is hampered by the lack of assistance and training they receive in this area.

5- Compared to standard assessment techniques, the implementation of alternative evaluations improves overall language learning results by having a beneficial effect on students' motivation and engagement.□

Significance of the Study

Theoretical Significance

By investigating their viability and efficacy in Libyan classrooms, this study fills a research vacuum in the literature on alternative assessments in EFL instruction.

Practical Importance

For educators: The study offers implementation options for alternative assessments, emphasizing the necessity of training and professional development for educators to embrace new approaches and enhance language learning results.

For decision-makers: The study promotes funding for teacher preparation, resource distribution, and the creation of assessment frameworks, highlighting the necessity of infrastructure and policies to include alternative assessments in the classroom.

For students: Alternative evaluation methods foster a better comprehension of

language and its practical application in real-world situations by improving students' self-regulation, metacognitive abilities, and intrinsic motivation.

Terms of the Research

Alternative assessment

The term "alternative assessment" describes a method that differs from typical evaluations, which mostly involve tests and the assignment of conventional grades. According to Brown (2004), alternative assessment provides a wider range of opportunities for knowledge evaluation, innovation, meaningful learning, and even the generation of knowledge in novel and varied ways.

According to this study's operational definition, alternative assessment encompasses a range of evaluating methods that go beyond conventional standardized tests and examinations. These approaches seek to offer a more thorough comprehension of students' aptitudes, educational journeys, and development. In practice, alternative evaluation methods can consist of the following: portfolios, project-based evaluations, peer evaluations, self-evaluations, performance tasks, and journals.

Limitations of the Study

Place Limitation

The geographical scope of this study is limited to Libyan EFL high school in Bani Waleed city .Libya.

Time Limitation

The study is conducted within the first term of the academic year 2024-2025.

People Limitation

The participants of the study are limited to (30) EFL teachers in High Schools in Bani Waleed city, Libya.

Subject Limitations

The focus of the study is on the adoption of alternative assessments in EFL classrooms.

Literature review

The Definition and Importance of Alternative Assessment

Indirectly, alternative assessment differs from traditional assessment. It encompasses all forms of evaluations that are used to gauge a student's aptitude and competency in carrying out challenging tasks associated with the desired learning objectives (Ghaffar et al, 2018). Performance evaluation, direct evaluation, and real evaluation are among the terms used to characterize alternative assessment (Brown, 2004).

□

Alternative evaluation is essential for encouraging meaningful individual learning in second language instruction. It is possible to efficiently track pupils' progress with careful teacher supervision and frequent feedback. Students' learning is greatly impacted by this kind of evaluation since it makes it easier for them to develop new sociocultural understandings, personal experiences, and knowledge. Particularly when it comes to studying a second language, it helps pupils to improve their overall learning by allowing them to strengthen their individual talents (Abu-Gweder, 2024).

Performance-based assignments and real-world projects that close the gap between theory and practice are currently given a lot of weight in alternative evaluation (Chan, 2023). The development of democratic relationships between educators and learners, acknowledging each student as an individual with unique skills and interests, is another essential feature. This method puts students in a situation where they may actively choose the subjects they want to study and shape

their educational pathways. Additionally, alternative assessment enables students to take charge of their education and fosters higher-order thinking. □

Characteristics of Alternative Assessment

The post-modern world is more equipped for alternative evaluation, especially in mathematics, which gives pupils more insightful and pertinent feedback on their accomplishments (Spruce, 2023). Its beneficial effects on students are one of its main features since it creates a more flexible and open learning environment where students can select assignments based on their interests and skill sets (Hoffman, 2024). By incorporating their past experiences and sociocultural contexts, the constructivist methodology that supports alternative assessment enables students to actively learn new information. The belief that students are capable of discovering their abilities and reaching their potential is reinforced by this approach, which makes major changes to educational systems and learning methodologies possible (Berkovich, 2021).

Presently, performance tests and practical projects that link theoretical knowledge to applied, real-world tasks in the pertinent field of study are the main focus of alternative assessment (Chan, 2023). The encouragement of democratic connections between educators and students, which recognize each person as an individual with distinct skills and interests, is another crucial feature. According to this method, students actively choose the subjects they want to study and shape their educational paths. Additionally, alternative assessment inspires students to take charge of their own education and promotes higher-order thinking.

The theory on which alternative assessment is based

Gümüş (2024) said that alternative assessment is a learner-centered strategy that promotes active engagement in knowledge construction and is based on constructivist theory. It encourages dynamic conversation, learning experience management, and bridging the gap between new and current knowledge. Teachers can create a constructivist learning environment by following the principles of constructivism. Through real-world assignments, alternative assessment in EFL classrooms seeks to enhance reflective and higher-order thinking abilities. It improves language learning performance and competence levels by encouraging student autonomy, self-discipline, and engagement.

In Libya, the constructivist approach has had a major impact on educational practices, changing methodologies, teaching resources, assessment strategies, and course content. As a result, alternative evaluation techniques, including projects and performance-based methodologies, are now accepted in schools. These approaches prepare students for the integration of language skills in the actual world by emphasizing their integration and production (Omar, 2019).

Alternative assessment and Bloom's Taxonomy

Bloom's Taxonomy is relevant to assessment in educational environments, as traditional techniques emphasize recollection and knowledge while ignoring higher categories like application, analysis, and evaluation, according to İlhan & Gezer (2017). Learners can develop higher-order abilities including applying, analyzing, generating, assessing, and creating with the help of alternative assessment techniques. In EFL classes, Bloom's Taxonomy has had a big influence on instructional strategies, course materials, and assessment tools. Alternative assessment techniques in classrooms are constrained by the

detrimental washback effect that traditional assessment techniques continue to have on foreign language instruction. Effective language instruction depends on increasing awareness of and time spent on different assessment strategies.

Types of Alternative Assessment

According to AKNOUCH (2023), since the 1990s, there has been an increase in interest in alternative assessment techniques, such as portfolio and performance assessments, to improve students' classroom interaction and communicative competence. The goal is to raise student engagement and improve the learning process as a whole.

Portfolios

According to Pasiardi (2024), portfolios are a common ELT assessment tool that highlights students' development in particular areas, improves writing abilities, and encourages revision. They promote student participation and independence and include audio/video recordings, essays, research projects, stories, and artistic creations.

According to Zaabalawi & Zaabalawi (2024), portfolio keeping is a continuous, longitudinal evaluation of EFL learners' skills that shows how they have improved over time. It increases pupils' self-awareness and helps them become independent learners. Portfolios help teachers improve their teaching methods by identifying students' learning preferences, comprehending their thoughts, enhancing communication, and giving a more realistic view of their performance. Additionally, it fosters rapport in classes teaching foreign languages.

Evaluation of performance

According to Aini & Asari (2024), performance evaluation is a technique that uses debates, role-plays, and oral presentations to gauge language proficiency. For clear scoring and efficient learning, it entails students actively

engaging in learning activities, assigning suitable assignments, educating them about assessment standards, and offering helpful criticism.

Journals for learning

According to Gozuyesil & Tanriseven (2017), learning journals, also called reflective journals, are a common form of assessment in EFL classes. They let students document their experiences, think back on what they have learned, and share their thoughts and feelings about the materials, exams, and classroom procedures while encouraging critical thinking.

Meetings

According to Nasab (2015), conferences are casual discussions between instructors and students with the goal of evaluating work samples and offering helpful criticism. They also define goals, discuss expectations, assist negotiation, and resolve ambiguity. Conferences are frequently used in EFL classrooms to respond to student performance, especially during speaking and writing classes. Following each performance task in this study, the researcher met with participants one-on-one to talk about their strengths and shortcomings.

Self-evaluation

Self-assessment is a common technique in EFL classrooms, encouraging learner autonomy, participation, and the identification of strengths and deficiencies, according to Abu-Gweder (2024). It empowers students, lessens instructor pressure, and helps them become better writers. However, rigorous control, clear scoring criteria, student awareness, and qualitative techniques like conferences are necessary for successful implementation. In order to help students evaluate their performance and advance their language abilities, participants in this study employed checklists and rubrics for

self-assessment throughout writing courses.

Peer evaluation

Peer assessment, which is founded on Vygotsky's zone of proximal development, is an essential technique in EFL classrooms for encouraging critical thinking and reflection, according to Madi et al, (2024). It lessens reliance on instructor evaluation by assisting students in keeping track of their own and their peers' learning processes. Teachers must adapt as necessary, though, and it calls for precise instructions and training. To guarantee accuracy and dependability, teachers and students must engage in negotiation.

Tools for Alternative Assessment

Student performance outcomes are recorded and assessed in EFL classrooms using alternative evaluation instruments. A comprehensive approach to evaluation is ensured by these tools, which are made in accordance with assessment objectives and are capable of analyzing particular facets of learners' work (Salendab & Dapitan, 2020).

Grading checklists and rubrics

According to Stevens & Levi (2023), grading rubrics serve as instructions for assessing students' work at all levels, from advanced to beginner. They might offer a broad evaluation or specific accomplishments, and they can be analytical or holistic. Instructors can utilize checklists to assess acceptable performance characteristics or, alternatively, rubrics to evaluate strengths and faults. Practitioners can design or modify these tools, which guarantee transparency.

Obstacles Teachers Face When Using Alternative Assessment

Traditional assessments are used more often than alternative ones because of a number of issues that teachers

encounter when conducting alternative assessments (AA). To successfully accomplish learning objectives, teachers must employ both conventional and nontraditional assessment techniques. As explained below, the primary issues or difficulties found can be broadly categorized into five categories (Mlaw, 2024).

1. Time-consuming

The lengthy process of Alternative Assessment (AA) calls for the ingenuity, tenacity, and perseverance of teachers. Additionally, it necessitates getting ready for assignments like oral presentations and projects. In his study on the difficulties of implementing portfolios in Indonesian schools, Afrianto (2017) pointed out that managing large classrooms of more than twenty pupils can be challenging.

2. Insufficient resources

Instructors say there aren't enough resources available in AA, especially in texts that don't adequately convey concepts. Designing, implementing, and scoring portfolio items is challenging due to the high cost and time commitment of performance tests, which is a major expense in extensive testing programs (Afrianto, 2017).

3. Having trouble getting started

According to Abbas (2012), it is challenging for teachers and students to adopt alternative types of assessment because they are still relatively new and underdeveloped for the majority of instructors. In Tanzania, where educators and learners are under pressure to get ready for national exams, this is especially difficult. Teachers may believe that students are not sufficiently prepared for the kind of evaluation they will encounter by employing AA.

4. Less widely embraced

Due to parents' concerns about the validity and fairness of teacher

assessments and children's experience with traditional methods, AA can initially be difficult to adopt in classrooms. One of the challenges is the focus on test scores by state, district, and school administrators, which is unlikely to alter anytime soon. To ensure that AA is a trustworthy and efficient learning tool, teacher educators must keep promoting the idea that the main goal of assessment is to assist students to learn rather than fail (Janisch & Akrof, 2007).

5. Training

Due to a lack of training and expertise, teachers may be reluctant to adopt alternative assessment (AA). Teachers' ability to recognize student competency, strategic conduct, and teaching strategies is essential while using AA. It is essential to comprehend the AA philosophy and its advantages. For instance, theoretical knowledge for responsive teaching and metacognitive awareness are necessary for portfolios (Abbas, 2012).

History of Using Alternative Assessment in Libyan Schools

Early Years and Traditional Assessments

1950s-1980s: Traditional evaluation techniques, which mostly focused on standardized testing and rote memorization, had a significant impact on Libyan education during this time. The behaviorist theory of learning, which viewed instruction and assessment as distinct processes, had a significant influence on these approaches (Ramadan & Dekheel, 2020).

Transition to Alternative Evaluations

1990s: A gradual transition towards more comprehensive and student-centered approaches resulted from an increasing awareness of the shortcomings of traditional assessments. The advent of communicative language instruction during this time required a modification of assessment techniques in order to better conform to the new paradigms of instruction (Algwil, 2023).

Obstacles and Changes

From the 2000s to the present: Due to administrative limitations, economic volatility, and political upheavals, the Libyan educational system experienced numerous difficulties. These elements prompted the adoption of a number of reform initiatives meant to raise the standard of instruction and evaluation procedures. One such program, the National Libyan Public Education Reform (2020–2026), aims to change the educational system by implementing more dynamic and contextually appropriate evaluation techniques (Elabbar, 2017).

Present-Day Patterns

Dynamic Assessment: The significance of dynamic assessment (DA) in Libyan schools has been emphasized by recent studies. In order to provide a more thorough knowledge of students' learning requirements and progress, DA focuses on the interactions that take place between teachers and students during the assessment process (Elmahjoub, 2023).

Alternative evaluation in Libyan schools has a history that shows a shift from conventional, standardized testing techniques to more creative, student-centered ways. Notwithstanding the difficulties, continuous reforms and the use of dynamic assessment techniques show that Libya is moving in the right direction toward bettering educational results.

Related studies

Tahsin's (2024) study on Assessment-Based Learning (AA) in secondary schools sought to remove obstacles and lessen negative backwash effects. Despite favorable perceptions, focus groups and teacher interviews showed that many teachers are hesitant because of a lack of resources, feedback from training, low pay, and a lack of flexibility. These problems are what the initiative seeks to solve.

In their analysis of alternatives assessment, Bechu et al ,(2024) point out methodological developments as well as potential directions for further research. They suggest changes to four research needs, such as improved integration of equality and justice and standardized methods for hazard evaluation of chemical mixtures.

AlAjaji's (2024) study investigates how primary school instructors in the US feel about utilizing rubrics to help students with metacognition and self-evaluation. Teachers are hesitant to use rubrics on a regular basis, despite favorable opinions. The study makes suggestions for good rubric design and implementation and emphasizes the need for more research on teachers' viewpoints.

Karimova's 2024 study investigates how well alternate evaluation

techniques can raise second-year Uzbekistan State World Languages University students' reading comprehension abilities. The study, which used a mixed-methods approach, discovered that the intervention significantly improved reading comprehension skills, demonstrating the potential of these techniques for steady development in EFL training.

The use of alternative assessment techniques in English as a Foreign Language classrooms is covered by Alisherovich (2024), who emphasizes the advantages of these techniques in identifying a range of language proficiency and assisting teachers in putting them into practice successfully to enhance teaching and learning results.

Kristama & Fauziah (2024) conducted a study to examine English teachers' views on alternative assessment techniques in skill instruction at SMA N Jayaloka. The study identified four key concepts: improvement, school accountability, student responsibility, and curricular alignment beyond theory. Teachers implemented various strategies, including group assessment techniques, Information and Communication Technology (ICT), and peer evaluation, to enhance alternative assessments.

At the Hawassa, Hossana, and Arba Minch Colleges of Teacher Education, Kassa et al. (2024) studied the methods of English language instructors and the difficulties associated with alternative evaluation. 56 instructors participated in semi-structured interviews and a questionnaire as part of a descriptive design that employed a mixed methodology. The findings demonstrated the ineffectiveness and inefficiency of alternative assessment.

The impact of alternative assessment techniques on the academic performance and attitudes toward learning English of Turkish EFL students was investigated in Gümüş's 2024 study. 75 students participated in the study, 38 of

whom were in the experimental group and 37 of them were in the control group. The findings indicated a favorable effect on academic performance.

In Tanzania, Mlawa's 2024 study looked at secondary school teachers' opinions about the use of Alternative Assessment (AA). Results showed that 90% employed traditional methods, 80% had little comprehension, and 90% had to deal with issues such as overloaded syllabuses, crowded classrooms, and a lack of awareness, resources, and time. To help instructors become more knowledgeable, the report suggests government training.

A cross-sectional survey on teachers' opinions of alternative assessment in online learning environments was carried out by Superville (2023). Teachers are aware of alternative assessment methods and employ them during the pandemic, according to the report. They do, however, recommend updating teaching strategies and doing workshops for professional growth. To find out if alternative evaluation is being used, more investigation is required.

Sassi (2023) investigated the attitudes and methods of alternative evaluation among EFL writing instructors in Tunisia. Sixteen instructors from four universities participated in the study. The results demonstrated positive views toward alternative assessment but restricted practice as a result of student attitudes, curricular restrictions, and inadequate training. Instructors stressed that in order to successfully include alternative evaluation techniques into L2 writing classes, sufficient training and resources are required.

Comment on the earlier research:

The previous studies on alternative assessment methods in EFL classrooms share several similarities. All studies highlight the potential benefits of alternative assessments, emphasizing their

positive impact on student engagement, motivation, and learning outcomes (Tahsin, 2024; AlAjaji, 2024; Karimova, 2024; Sassi, 2023). Many studies report positive perceptions of alternative assessments among teachers and students, despite facing implementation challenges (Tahsin, 2024; AlAjaji, 2024; Karimova, 2024; Sassi, 2023). Common challenges identified across studies include a lack of resources, teacher resistance, and inadequate training, which hinder the effective adoption of alternative assessment methods (Kassa & Meressa, 2024; Mlawa, 2024). Additionally, the importance of professional development and teacher training is consistently emphasized as a crucial factor for successful implementation (Tahsin, 2024; Sassi, 2023; Superville, 2023). Overall, the studies underscore the need for ongoing research and support to maximize the benefits of alternative assessments in EFL education (Bechu & Tickner, 2024).

Despite these similarities, the studies also exhibit notable differences in their focus, methodologies, and contexts. Geographically, the studies span a diverse range of countries, including Libya (Tahsin, 2024), Uzbekistan (Karimova, 2024), the US (AlAjaji, 2024), Tanzania (Mlawa, 2024), and Tunisia (Sassi, 2023), providing a broad perspective on the application of alternative assessments. The specific assessment methods explored vary, with some studies focusing on rubrics (AlAjaji, 2024), project-based assessments, portfolios, and peer evaluations (Kristama & Fauziah, 2024; Kassa & Meressa, 2024). Methodologically, the studies employ different approaches, such as mixed-methods research (Karimova, 2024), qualitative interviews (Sassi, 2023), and quantitative surveys (Superville, 2023). These methodological differences influence the depth and nature of the findings. Furthermore, while some studies emphasize stakeholder involvement and practical implementation strategies (Tahsin, 2024), others focus on the theoretical and methodological developments in alternative assessments (Bechu & Tickner, 2024). These

differences contribute to a comprehensive understanding of the multifaceted nature of alternative assessments in diverse educational settings

Research Design

Using a mixed-methods approach, the study combined quantitative and qualitative data to offer a thorough knowledge of the viability of implementing alternative evaluations in EFL classrooms in Libya.

Participants

Thirty English language instructors from different secondary schools in Libya are the participants of the current study. Teachers that are willing to engage in the study and have taught in EFL classrooms for at least two years.

Instruments of data collection

- Combines closed-ended and Likert scale questions in a structured questionnaire. It covered perceived difficulties, current assessment procedures, and instructor attitudes toward alternate assessments. To guarantee greater participation, it was disseminated online.

Psychometric properties of A questionnaire Adopting Alternative Assessments in Libyan EFL Classrooms:

The questionnaire was applied to the initial sample, consisting of (30) English language teacher. the psychometric properties are calculated as follows:

(1) Internal consistency sub skills with the questionnaire as a whole:

Correlation coefficients were calculated between the dimension scores and the questionnaire's total scores, and the results are shown as follows:

English language teachers

Table (1) Correlation coefficients

| Questionnaire | Correlation | sig |
|-------------------------|-------------|-----------------------|
| - Implementation. | 0.752 | Significant at (0.01) |
| - Effectiveness | 0.689 | Significant at (0.01) |
| - Challenges | 0.848 | Significant at (0.01) |
| - Support and Training□ | 0.749 | Significant at (0.01) |
| - Impact on Learning□ | 0.813 | Significant at (0.01) |

Significant at the 0.01 sub-skills

Table (1) showed that all correlation coefficients between the sub-skills and the total scores of a questionnaire adopting alternative assessments in Libyan EFL classrooms are statistically significant (At the 0.01 sub-skills), this means that the sub-skills are consistent with the questionnaire as a whole.

To calculate the reliability of the questionnaire:

Reliability statistics by calculating cronbach's alpha of the scores of the questionnaire that means the questionnaire is high reliability

| Skill | Cronbach's Alpha |
|-------------------------|------------------|
| - Implementation. | 0.861 |
| - Effectiveness | 0.868 |
| - Challenges | 0.865 |
| - Support and Training□ | 0.853 |
| - Impact on Learning□ | 0.849 |
| Questionnaire | 0.868 |

. Cronbach's Alpha of the test = 0.868

- Reliability by half division:

The reliability of the questionnaire was calculated by split-half (by Spearman/Brown and Guttman equations), and the results are as follows:

The previous results indicate that the questionnaire was reliable

Table (2) Reliability coefficients by split-half

(by Spearman\Brown, Gutman equations)

| Motivation Questionnaire | Spearman\Brown equation | Gutman equation) |
|--------------------------|-------------------------|------------------|
| Questionnaire as a whole | 0.807 | 0.805 |

Table (2) showed that the split-half

reliability coefficients (with the Spearman/Brown and Guttman equations) have relatively high values, and this indicates the reliability of the Questionnaire as a whole.

Table(3):Analysis of the sample's opinions on the research variables

| Alwa ys | Oft en | Someti mes | Rare ly | Nev er |
|------------|-----------|---------------|------------|-----------|
| 5 | 4 | 3 | 2 | 1 |

To determine the adopted criterion as a relative weight (weighted average), the length of the cells in the five-point Likert scale was determined by calculating the range between the scale degrees (4=1-5) and then dividing it by the largest value in the scale to obtain the length of the cell, i.e. $=5 \div 4$ (0.80, and then this value was added to the lowest value in the scale (the beginning of the scale, which is one integer ("1") to determine the upper limit of this cell. Thus, the length of the cells became as shown in the following figure:

Range = $5 - 1 = 4$ (4 Highest value - lowest value).

Range length = $5 \div 4 = 1.25$ (Range / number of degrees)

The number 1.25 was added to the lowest degree in the scale, which is one integer (1), in order to set the upper limit, so that the criterion used for the five-point Likert options is as in Table (3.9).

Table(4): 9.3 Relative weight criterion for the five-point Likert scale

| Ranki ng | Availabil ity (Agreem ent) | Relative Weight Correspon ding | Score Criter ion |
|-------------|-------------------------------------|---|------------------------|
| 1 | Very Low | of 20%- 36% | Of 1.80 1.00 |
| 2 | Low | More than 36%- 52% | Of 1.81 - 2.60 |
| 3 | Medium | More than 52%- 68% . | Of 2.61– 3.40 |
| 4 | High | More than 68 %- 84 % . | Of 3.41- 4.20 |
| 5 | Very high | More than 84%- 100% . | Of 4.21-5 |

Discussion of results

- **The first question:** In Libyan EFL classrooms, how often and how are alternative assessments currently being used?
- **The first hypothesis:** In Libyan EFL classes, alternative evaluations are rarely employed and, when they are restricted to a few particular techniques like peer reviews and project-based assessments

In order to answer this question, data had been described and summarized through calculating the frequency, percentage, mean and standard deviation of the sub-skill (implementation) from the point of view of teachers.

Table (5): Descriptive Statistics.

| | Strongly Disagree (1) | Disagree (2) | Neutral (3) | Agree (4) | Strongly Agree (5) | Mean | Std. Deviation | Percentage% | Order | |
|---|-----------------------|--------------|-------------|-----------|--------------------|------|----------------|-------------|-------|----------|
| | Freq | Freq | Freq | Freq | Freq | | | | | |
| 1-In my EFL class, I regularly employ alternate evaluation methods like projects, portfolios, and peer reviews. | 6 | 11 | 9 | 3 | 1 | 2.4 | 1.02 | 48.00% | 1 | Disagree |
| 2-I test my pupils' language proficiency using a wide variety of alternative evaluation techniques. | 9 | 8 | 7 | 4 | 2 | 2.4 | 1.23 | 48.00% | 2 | Disagree |
| 3-Depending on my pupils' unique requirements and circumstances, I modify alternate assessment techniques. | 9 | 15 | 5 | 1 | 0 | 1.93 | 0.77 | 38.67% | 3 | Disagree |

pointed out several barriers to the implementation of alternative evaluations,

| | | | | | | | | | | |
|---|-----------------------------|----|---|---|---|------|------|--------|---|-------------------|
| 4-I have successfully included alternative assessments into my overall curriculum design. | 16 <input type="checkbox"/> | 10 | 4 | 0 | 0 | 1.6 | 0.71 | 32.00% | 4 | Strongly Disagree |
| Implementation | <input type="checkbox"/> | | | | | 2.08 | 0.31 | 41.67% | | Disagree |

It is clear from table(5) that the sample's level of agreement on the application of alternative evaluation methods is very low, as sample members agree that the level of application of alternative evaluation methods is low with an average of 2.08 and a standard deviation of 0.31 and a percentage of achieving the application of alternative evaluation methods of 41.67%.

The following graphic representation shows the sample's percentage of agreement on the items of the first section :

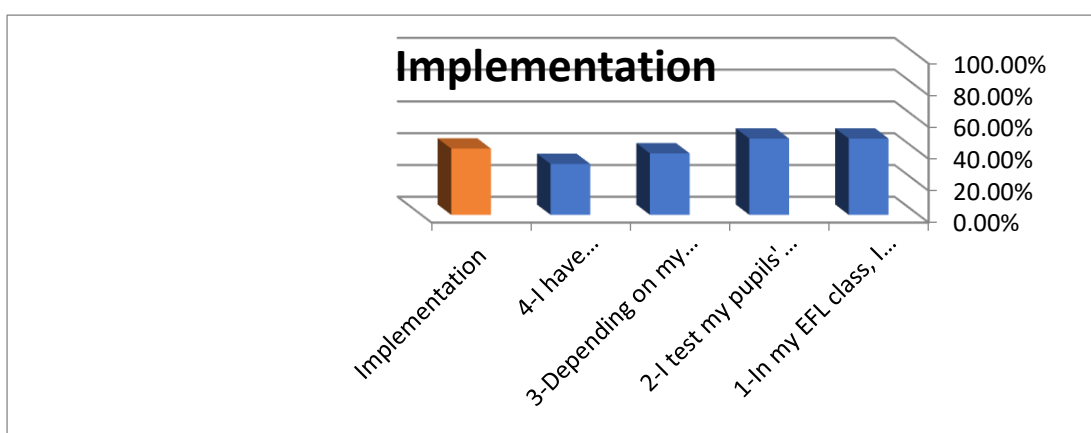


Figure (1) Percentages of Implementation

Figure (1) Percentages of Implementation

In Libyan EFL classes, alternative evaluations are rarely employed and, when they are restricted to a few particular techniques like peer reviews and project-based assessments. This result is consistent to Tahsin's (2024) study, which highlighted similar issues in other educational contexts. Tahsin's research

including a lack of resources (such as time, materials, and training), insufficient feedback from professional development programs, low teacher salaries, and a rigid educational system that lacks flexibility to integrate new methods. These factors contribute to the minimal use of alternative assessments, as teachers may feel unprepared or unsupported in adopting these techniques.

- The second question: In comparison to conventional assessment techniques, how successful are alternative tests at raising pupils' English language proficiency? ☐

The second hypothesis: Students' total English language competency can be improved more effectively with alternative evaluations than with

traditional ones, especially in areas like speaking, writing, and critical thinking

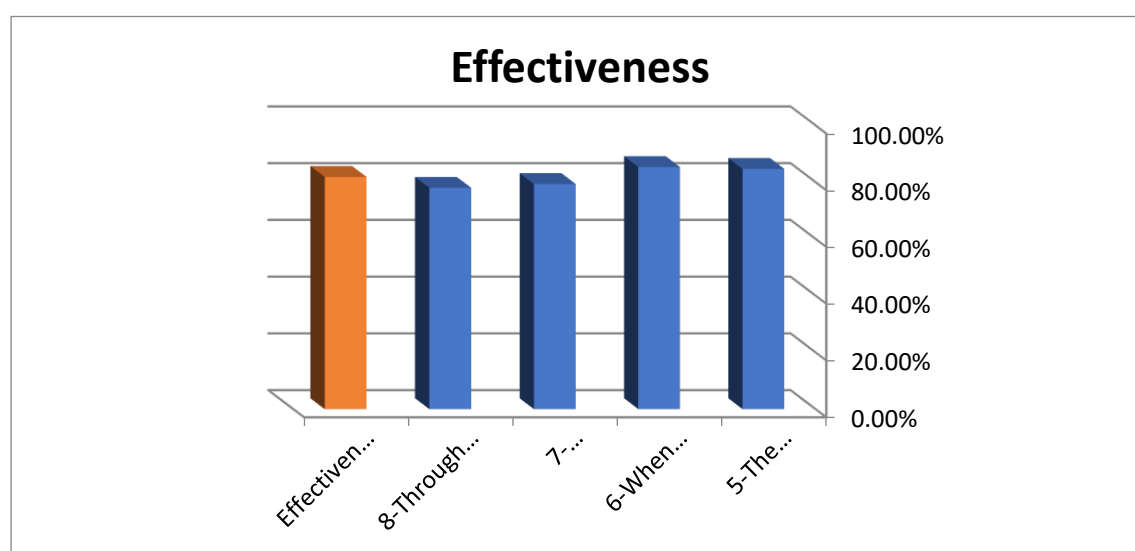
In order to answer this question, data had been described and summarized through calculating the frequency, percentage, mean and standard deviation of the sub-skill (effectiveness) from the point of view of teachers.

| | Strongly Disagree (1) | Disagree (2) | Neutral (3) | Agree (4) | Strongly Agree (5) | Mean | Std. Deviation | Percentage% | Order | |
|--|--------------------------|--------------|-------------|-----------|--------------------|------|----------------|-------------|-------|----------------|
| | Freq | Freq | Freq | Freq | Freq | | | | | |
| 5-The overall English language proficiency of my students is much enhanced by alternative examinations. | 0 | 0 | 6 | 11 | 13 | 4.23 | 0.76 | 84.67% | 2 | Strongly Agree |
| 6-When alternative evaluations are utilised in the classroom, students exhibit increased levels of participation and engagement. | 0 | 0 | 6 | 10 | 14 | 4.27 | 0.77 | 85.33% | 1 | Strongly Agree |
| 7-Students' critical thinking and problem-solving abilities are improved by alternative examinations. | 1 | 1 | 7 | 10 | 11 | 3.97 | 1.02 | 79.33% | 3 | Agree |
| 8-Through alternative evaluations, students can use their language abilities in real-world, practical circumstances. | 0 | 1 | 9 | 12 | 8 | 3.9 | 0.83 | 78.00% | 4 | Agree |
| Effectiveness | <input type="checkbox"/> | | | | | 4.09 | 0.64 | 81.83% | | Agree |

Table (6): Descriptive Statistics.

It is clear from table (6) that the level of sample agreement on the effectiveness of alternative assessment methods in developing learners' language skills and proficiency is high, as sample members agree that the level of effectiveness of applying alternative assessment methods in developing children's language skills is high with an average of 4.09 and a standard deviation of 0.64 and a percentage of achieving the application of alternative assessment methods of 81.83%.

The following graphic representation shows the percentage of sample agreement on the items of the second section :

**Figure (2) Percentages of Effectiveness**

Students' total English language competency can be improved more effectively with alternative evaluations than with traditional ones, especially in areas like speaking, writing, and critical thinking. This result is consistent with Abu-Gweder ' s (2024) study, which indicates that alternative evaluation methods not only help in improving specific language skills but also engage students more deeply in the learning process. This deeper engagement can lead to more meaningful and lasting improvements in language proficiency, as students are not just preparing for a test but actively using the language in diverse and practical ways.

- **The third question: What are the biggest obstacles educators in Libyan EFL classrooms experience when introducing alternative assessments?** ☐

The third hypothesis: Lack of training, inadequate resources, and opposition from pupils used to traditional tests are the most obstacles teachers face when introducing alternative assessments

In order to answer this question, data had been described and summarized through calculating the frequency, percentage, mean and standard deviation of the sub-

| | Strongly Disagree (1) | Disagree (2) | Neutral (3) | Agree (4) | Strongly Agree (5) | Mean | Std. Deviation | Percent age% | Order | |
|---|-----------------------|--------------|-------------|-----------|--------------------|------|----------------|--------------|-------|----------------|
| | Freq | Freq | Freq | Freq | Freq | | | | | |
| 9-It takes a lot of time to implement alternate evaluations, which limits my capacity to cover the entire curriculum. | 0 | 2 | 1 | 13 | 14 | 4.3 | 0.82 | 86.00% | 2 | Strongly Agree |
| 10-I have enough tools and resources at my disposal to successfully use alternative evaluations in my classroom. | 2 | 0 | 2 | 16 | 10 | 4.07 | 1 | 81.33% | 4 | Agree |
| 11-It is difficult to create fair and thorough alternative assessments. | 0 | 1 | 1 | 16 | 12 | 4.3 | 0.69 | 86.00% | 1 | Strongly Agree |
| 12-Compared to standard tests, some pupils are reluctant to take part in alternative assessments. | 1 | 1 | 1 | 14 | 13 | 4.23 | 0.92 | 84.67% | 3 | Strongly Agree |
| Challenges | □ | | | | | 4.23 | 0.61 | 84.50% | | Strongly Agree |

skill (challenges) from the point of view of teachers.

Table (7): Descriptive Statistics.

The following graph shows the sample's percentage of agreement on the items of the third section:

It is clear from table (7) that the sample's level of agreement on the challenges of applying the alternative assessment is very high with an average of 4.23, a standard deviation of 0.61, and a percentage of agreement on the challenges = 84.50%.

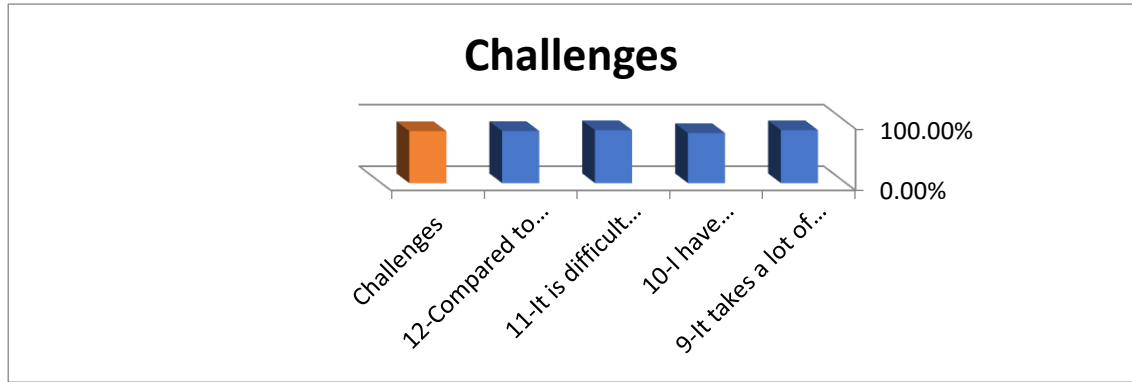


Figure (3) Percentages of Challenges

Lack of training, inadequate resources, and opposition from pupils used to traditional tests are the most obstacles teachers face when introducing alternative assessments. This result is consistent with Kassa et al (2024) study, which also identified these barriers in their research. Their study highlighted that without adequate support and resources, teachers find it challenging to transition away from traditional assessment methods.

The fourth question: How much assistance and training are provided to educators so they can include alternative assessments into their lesson plans?

The fourth hypothesis: Teachers' capacity to successfully integrate alternative assessments in their classrooms is hampered by the lack of assistance and training they receive in this area

In order to answer this question, data had been described and summarized through calculating the frequency, percentage, mean and standard deviation of the sub-skill (support and training) from the point of view of teachers.

Table (8): Descriptive Statistics.

| | Strongly Disagree (1) | Disagree (2) | Neutral (3) | Agree (4) | Strongly Agree (5) | Mean | Std. Deviation | Percentage | Order | |
|--|-----------------------|--------------|-------------|-----------|--------------------|------|----------------|------------|-------|----------------|
| | Freq | Freq | Freq | Freq | Freq | | | | | |
| 13-In order to successfully incorporate alternative assessments into my EFL teaching practice, I have undergone extensive professional development and training. | 1 | 1 | 1 | 15 | 12 | 4.2 | 0.91 | 84.00% | 2 | Strongly Agree |

| | | | | | | | | | | |
|---|---|---|---|----|----|------|------|--------|---|----------------|
| 14-The management at my school, in my opinion, strongly supports and encourages the use of alternative assessments in our EFL curriculum. | 2 | 1 | 3 | 16 | 8 | 3.9 | 1.04 | 78.00% | 4 | Agree |
| 15-I work with my coworkers to create and administer substitute tests.□ | 0 | 2 | 0 | 17 | 11 | 4.23 | 0.76 | 84.67% | 1 | Strongly Agree |
| 16-I have enough materials and tools at my disposal to help with the use of alternative evaluations. | 2 | 2 | 0 | 14 | 12 | 4.07 | 1.12 | 81.33% | 3 | Agree |
| Support and Training | | | | | | 4.1 | 0.58 | 82.00% | | Agree |

It is clear from table (8) that the sample's level of agreement on the need for support and training to implement the alternative assessment is high, with an average of 4.10, a standard deviation of 0.58, and a percentage of agreement on the challenges = 82%.

The following graphic representation shows the sample's percentage of agreement on the items of the fourth section

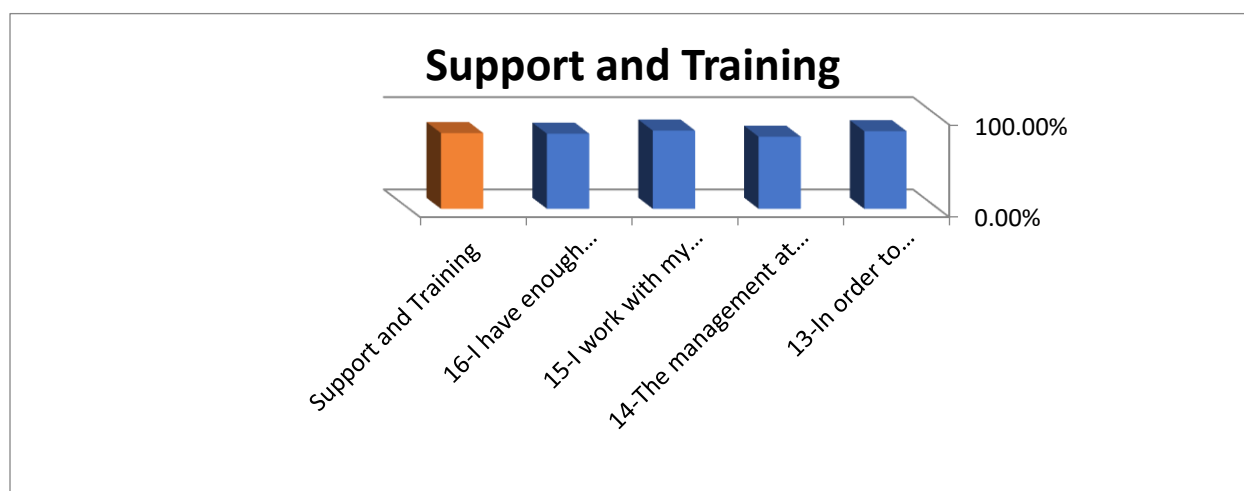


Figure (4) Percentages of Support and Training

Teachers' capacity to successfully integrate alternative assessments in their classrooms is hampered by the lack of assistance and training they receive in this area. This result is consistent to Kristama, et al 's (2024) study, which found similar issues among educators. Their research showed that despite recognizing the potential benefits of alternative assessments, teachers often struggle to implement these methods effectively due to insufficient training and resources. This alignment underscores the critical need for comprehensive support systems and ongoing professional development to empower teachers to use alternative assessments confidently and effectively, ultimately enhancing student learning outcomes.

The fifth question: How do alternative assessments affect the general language learning outcomes, motivation, and involvement of students in Libyan EFL classes?

The fifth hypothesis: Compared to standard assessment techniques, the implementation of alternative evaluations improves overall language learning results by having a beneficial effect on students' motivation and engagement

In order to answer this question, data had been described and summarized through calculating the frequency, percentage, mean and standard deviation of the sub-skill (impact on learning) from the point of view of teachers.

Table (9): Descriptive Statistics.

| | Strongly Disagree (1) | Disagree (2) | Neutral (3) | Agree (4) | Strongly Agree (5) | Mean | Std. Deviation | Percentage% | Order | |
|--|-----------------------|--------------|-------------|-----------|--------------------|------|----------------|-------------|-------|----------------|
| | Freq | Freq | Freq | Freq | Freq | | | | | |
| 17-Students are more motivated to learn and advance their English language proficiency when they take alternative tests. | 1 | 2 | 2 | 5 | 20 | 4.37 | 1.08 | 87.33% | 2 | Strongly Agree |
| 18- Using alternative assessments helps students build excellent self-assessment abilities. | 3 | 2 | 2 | 2 | 21 | 4.2 | 1.38 | 84.00% | 3 | Strongly Agree |

| | | | | | | | | | | |
|--|--------------------------|---|---|----|----|------|------|--------|---|-----------------------|
| 19-Through peer assessments, students improve their learning experience by giving their peers insightful feedback. | 0 | 5 | 0 | 10 | 15 | 4.17 | 1.07 | 83.33% | 4 | Agree |
| 20-Compared to regular tests, alternative evaluations help improve language skills retention over the long run. | 0 | 0 | 0 | 15 | 15 | 4.5 | 0.5 | 90.00% | 1 | Strongly Agree |
| Impact on Learning | <input type="checkbox"/> | | | | | 4.31 | 0.6 | 86.17% | | Strongly Agree |

It is clear from table (9) that the sample's level of agreement on the impact on education is very high, with an average of 4.31, a standard deviation of 0.60, and a percentage of agreement on the impact = 86.17%.

The following graph shows the sample's percentage of agreement on the items of the fifth section:

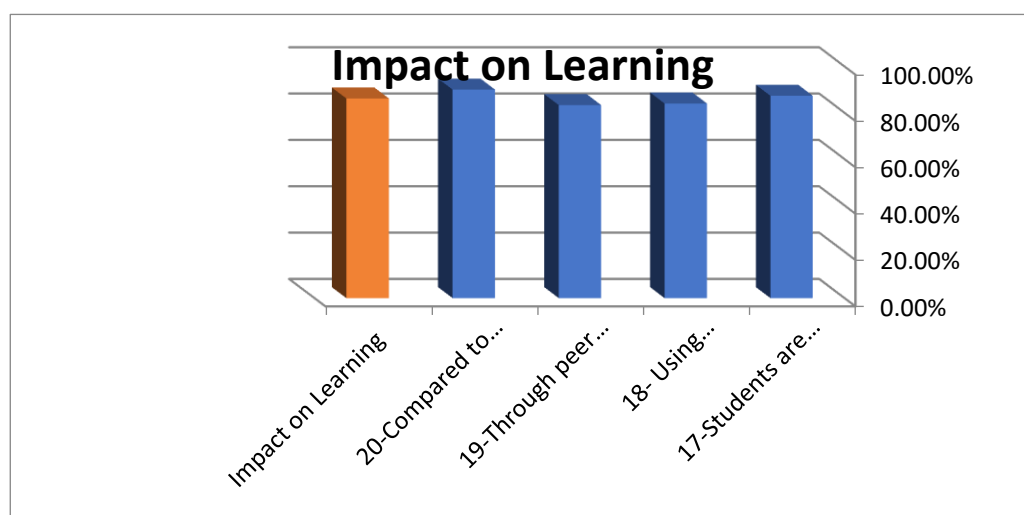


Figure (5) Percentages of Impact on Learning

Compared to standard assessment techniques, the implementation of alternative evaluations improves overall language learning results by having a beneficial effect on students' motivation and engagement. This result is consistent with Tahsin's (2024) study, demonstrating that alternative assessments positively impact students' motivation and engagement. When students are assessed through methods that reflect real-world applications and personal growth, they are more likely to be invested in their learning. This increased motivation and engagement lead to better language learning outcomes, as students are not merely preparing for exams but are actively participating in their educational journey. □

Several important insights into the difficulties and attitudes of educators toward the use of alternative assessments were uncovered by the qualitative interviews. Many educators voiced doubts about their capacity to apply these techniques successfully, pointing to a lack of professional growth and training as the main obstacles. According to one instructor, "We received very little training on how to implement alternative assessments, and without proper guidance, it's challenging to know if we're doing it right." Teachers also emphasized how little technology and other resources are available to support alternative exams. An additional educator observed, for example, that "We simply don't have the tools or time to create and administer these kinds of assessments regularly." Additionally, students used to traditional testing methods showed a substantial amount of resistance. According to one instructor, "Students are apprehensive about novel forms of assessments since they are accustomed to standardized testing. To adjust, they require additional exposure and assistance. These qualitative findings highlight the need for focused interventions to give educators the tools and training they need, as well as for students to be gradually introduced to and

supported in becoming accustomed to using alternative evaluation techniques.

Main results

- 1- Alternative evaluations are rarely used in Libyan EFL programs, and when they are, they are limited to a few specific methods like project-based assessments and peer reviews.
- 2- Alternative assessments are more effective than traditional ones for improving students' overall English language proficiency, particularly in speaking, writing, and critical thinking.
- 3- The biggest challenges teachers have when implementing alternative evaluations include a lack of training, insufficient funding, and resistance from students accustomed to regular exams.
- 4- The lack of support and training teachers receive in this area hinders their ability to properly incorporate alternative evaluations into their classes.
- 5- By positively impacting students' motivation and engagement, alternative evaluations, as opposed to traditional assessment methods, enhance overall language learning outcomes.

Conclusion

The integration of alternative assessment techniques in Libyan EFL classrooms can significantly enhance both teaching and learning outcomes. This study demonstrates that alternative assessments provide a more holistic and authentic evaluation of students' language abilities, enabling teachers to address diverse learner needs more effectively. Despite facing challenges such as limited resources and resistance to change, the positive impacts on student motivation, self-regulation, and overall language proficiency highlight the potential benefits of these innovative assessment methods. Furthermore, the findings emphasize the importance of continued research,

professional development, and support to fully realize the advantages of alternative assessments. By embracing these techniques, educators can foster a more dynamic, student-centered learning environment that better prepares students for real-world language use. This study contributes valuable insights for policymakers and educators aiming to improve EFL education in Libya and beyond.

Recommendations

In light of the findings, the following recommendations are offered:

- 1- Conduct surveys and focus groups to gather feedback from parents and teachers regarding the implementation of alternative assessments.
- 2- Create a committee comprising teachers, parents, and educational experts to review and integrate their recommendations into the new assessment system.
- 3- Invest in teacher training programs to equip educators with the skills needed for effective alternative assessment implementation. Upgrade classroom resources to support diverse assessment methods
- 4- Commission studies to investigate the social, economic, and infrastructure factors affecting the implementation of alternative assessments in Libyan schools
- 5- Hold regular workshops and professional development sessions for teachers on alternative evaluation methods, emphasizing practical application and best practices.

Suggestions for Further Research

- 1- Evaluating the Long-term Impact of Alternative and Traditional Assessments on EFL Learners' Language Proficiency and

Academic Performance in Libyan Classrooms: A Longitudinal Study

- 2- The Impact of Alternative Assessment Methods on Student Engagement, Motivation, and Attitudes Towards Language Learning in Libyan EFL Classrooms.
- 3- Comparative Analysis of Alternative and Traditional Assessments in Enhancing Language Skills (Speaking, Listening, Reading, Writing) Across Various Educational Settings in Libya.
- 4- Overcoming Implementation Challenges: Integrating Alternative Assessments in Libyan EFL Classrooms"
- 5- "Empowering EFL Education: Leveraging Technology for Effective Alternative Assessments in Libyan Schools

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