PRACTICALITY OF ALTERNATIVE ASSESSMENTS: FROM AMHARIC LANGUAGE INSTRUCTORS' VIEW POINTS

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Abstract

The purpose of this study was examining the practicality of Alternative Assessment in Ethiopian higher education Amharic Language educational context. The study also, endeavors to seek the challenges (barriers) of Alternative Assessment. In order to achieve the goals of the present study, the researcher used Assessment practices questionnaire and in-depth interview instruments. The data were collected from 35 Amharic Language instructors, teaching at different higher Education institutions. The data were analyzed through the mixed methods. The Quantitative result of both gender and level of profession, the study indicated that the practicality of Alternative assessment in higher education Amharic language context is averagely low. Also, according to Instructors' viewpoints, the main barriers that hinder the practicality of Alternative assessment in higher Education are, time consuming, inappropriateness to correction and not suitable for grading. The study revealed that in spite of Amharic language instructors' knowledge of Alternative Assessment and their agreement with Alternative Assessment implementation criteria, they rarely apply it in their Language context. Further researches should reveal why Amharic Language instructors are not interested in implementing Alternative assessment in their Language context.

Key Terms: Alternative Assessments; Amharic language educational context; Amharic Language Instructors; Higher Education institutions

Introduction

The goals of Educational Assessment are to evaluate students' learning success. According to Sahragard, Razmjoo and Baharloo (2014) view, when learners are involved to become actors of their own learning the assessment goals are successful. The effective learning is defined as "permanent changes in behaviors as a result of life experience" (Doğan, Atmaca, and Yolcu, 2012, 265). Based on this, the aim of Alternative assessment is to measure learners' academic progress in context, through individual and group activities. Especially, improve higher order thinking skills. Higher order skills are defined as the performance of students' tasks. Learning can be provided by constructing contextual and effective practices.

In the language Educational context constructing learning effectively, students' individual assessment practices should be taken into considerations. Alternative assessment is one of the basic practices to apply individual differences in learner-centered learning culture (Brown, 2004; Birenbaum, 2007; Asrade, 2013; Tsagari, 2014; Hailay, 2018). Based on this, students' performance on Language skills, there is needed to explore the practices of Alternative assessment, which are suitable to assess Language instructional goals (Massa, 1997; Nef-Lipman, 2012; Marwan, 2015).

In the educational organization of universities, assessment can be used as catalyst matter. It can exert its impact on students learning behavior, as well as classroom activities. Brown (2004), Aksu (2008), Atmaca, Aslan and Doğan (2009), Future and Davidson (2007) and Forutan (2014) argue that educational process should be smart full by correlating of teaching and assessment. The educational system also needs to become more coherent internally, particularly students' real life learning progress. This real life learning situation related directly with the real context of Alternative assessment practices and procedures.

The concept of Alternative assessment has two sideways; (1) considered standardized test (in summative format), used to evaluate students' academic achievement at the end of course. (2) Indicate assessment techniques, to assess students' learning in authentic formats (Doğan, Atmaca, and Yolcu, 2012; Nef-Lipman, 2012; Hailay, 2017, 2018). Accordingly, students' progress is evaluated and grade decisions or ranks of students are formulated. If one Assessment is used in the authentic way of teaching and learning progress, learners encourage improving their own learning and preparing for the next step of learning.

In the accountability of language educational system, Assessment has traditionally been as standardized. Its aim also to measure students achievement level/grade (Tsagari, 2014). The Traditional assessment culture is seen as a measurement for the detail issues of contents using memory based questions and surround the delimitation of educational themes that the students learned. Before the 1990s, the culture of Language assessment in all skills was measured by traditional tests (Atmaca, Aslan and Doğan, 2009; Hailay, 2017). According to Huerta-Macias (1995) and Brown (2004), language teachers and students are not aware of alternatives to standardized testing. In the 1990s, the term 'Alternative assessment' implies something new and different from the traditional test. According to Brown (2004), the contexts of alternative assessment traditional tests are included.

According to Brown (2004), Fulcher and Davidson (2007), Aksu (2008), Hyland (2009) and Marwan (2015)'s views, Alternative assessment is an authentic approach to language learning. Authentic approach represents a In addition to this, to make remarkable contributions to the improvement of students' participation in Assessment process, frequently referred to as "Alternative Assessment" (Brown 2004; Nef-Lipman, 2012), one should note that Alternative Assessment is not detached from learning process.. As Brown (2004) believes, Alternative Assessment connects the teaching and learning practices of the real life context.

Since the characteristics of Alternative Assessment have been appealing in language classroom, several studies have focused on the investigation of this assessment. Davies and Mahieu (2003), who studied in the area of Alternative assessment shows Teachers' awareness and attitudes is significant to pre-service teachers in higher education institutions, because their curriculum encourages one to involve students in the context of language classroom authentically. Hamayan (1995) conducted a study and found out that principles of Alternative Assessment are significantly different in their professionalism (educational background) and area of schools. They believe that incorporating Alternative assessment in classroom practices helps to develop reasoning skills among students (Marefat, 2004). Several studies have been conducted (e.g., Massa, 1997; Oscarson, 2009; Ariafar, 2013; Ashraf and Mahdinezhad, 2015; Lopes, 2015; Zarei and Usefli, 2015) to investigate the applications and results of Alternative Assessment in different languages learning contexts. In the study conducted by Oscarson (2009), Ary (2010) and Doğan, Atmaca, and Yolcu (2012) on teaching Language EFL teachers, it was revealed that EFL students and practitioners are alike in the classrooms.

According to Brown and Hudson (1998), Brown (2004), Davies and Mahieu (2003), Hyland (2009) and Hailay (2017)'s views; in the modern era of language education there is great need of learner-centered instructions. The qualities of instruction also, need the involvement of learners in the educational context. For example learners involved in the assessment of their course works in different techniques such as self and peer assessments, portfolio and journal writing. Accordingly, from Marwan's (2015) and Tsagari's (2004) points of view, Alternative Assessment promotes the ability for critique the approaches of instructions to employ evidential methods in the learning process.

As Brown (2004), Ary (2010), Nef-lipman (2012) and Marwan (2015) discussed, if students learn with Alternative Assessment, evidence of Language learning will be authentic and tangible. The sources of assessment evidences are products of tests, individual and group assignments, students' journal writings, project works, notebooks, portfolios, peer review activities, self-assessment (Oscarson, 2009; Tamjid and Birjandi; 2012). As Davies and Mahieu (2003) also point out, the observing of learning process includes important notes and different activities in classrooms and out classrooms. Discussions with learners in relation to their performances using conferences, journal writing, self and peer assessments. These instructional activities are important to collecting data from the learning context authentically.

Tsagari (2014) and Marwan (2015) conducted a research to assess the practices and difficulties of EFL Assessments in High schools and Higher education institutions in Iran by focusing on the relationship between alternative assessment and a Traditional system of assessing the implementations of assessment methods in different levels of classrooms, to create a richer pedagogical assessment and evaluation context. In addition, according to Tesfay (2017), Alternative Assessment has an impact on the teaching and learning strategies and styles.

Popham (2003), Brown (2004), Beaten, Dochy and Stryven (2008), Hyland (2009), Oscarson (2009), Ary (2010), Nef-Lipman (2012), Fortune (2014), Wubshet and Menuta (2015), and Hailay (2017, 2018)'s views, with the implementation of Alternative Assessment characteristics comparing with the old tradition of standard one. In this case language instructors need to evaluate their learners in communicative approach. To decide what assessment to use in language classrooms, the language learning content is mattered. In addition to this the level of language genre and skill need to evaluate.

Recent approaches to teaching and assessment instructions in language

education have been influnced by post modernization isues such as post-method principles. This instruction needs the integration of educational implementation with the curriculum model (Sahragard, Razmjoo and Baharloo, 2014). According to Brown (2004), Birenbaum (2007), and Hailay (2018)'s views, Alternative Assessment emphasizes that learners be motivated to assess themselves and their peers. Hureta-Macias (1995), Brown and Hudson (1998) and Atmaca, Aslan and Doğan (2009) believe that the characteristics Alternative Assessment are: (1) require students to perform, create, produce in the real world context; (2) tasks are meaningful and authentic; (3) focus on learning processes as well as products and integrates teaching and assessment; (4) develop reasoning and problem solving abilitis; (5) collect data to improve their weakness.

According to Hailay (2017, 2018)'s discussion, Alternative assessments are important parts of Language learning process. But, some language education research studies (such as; Birenbaum, 1997, 2007; Aksu, 2008; Doğan, Atmaca, and Yolcu, 2012; Forutan, 2014; Marwan, 2015; Wubshet and Menuta, 2015; Hailay, 2017) reports language instructors do not have the experience of applying Alternative assessment techniques. On the other way, some studies (Brown, 2004; Nef-Lipman, 2012; Tsagari, 2014) reveal as Alternative assessments are implemented rarely. From the point of the above studies language instructors do not have enough knowledge and skill about each of Alternative assessment technique. Hailay (2017)'s study focused on writing assessment practices; "the reason for instructors being more apt to Traditional assessment methods might be related to their lack of confidence in preparing, applying, and grading processes of Alternative assessment techniques" (p. 489).

In the Ethiopian higher education institutions, the language program curriculum is a national run; it encourages to apply Alternative Assessment techniques based on the social constructivism and socio-cultural theories. The present study also related with the curriculum and assessment change. In the Ethiopian higher education institutions, the focus of Amharic language instructors may therefore well be sampling the view of the most conservative instructors with respect to assessment. Especially, As Atmaca, Aslan and Doğan (2009), Doğan, Atmaca and yoluca (2012) and Hailay (2017) conducted researches related to Assessment practices. Their result shows language instructors prefer the Traditional assessment, than Alternative assessment. In the area of Amharic language context also, there are misconceptions on continuous assessment, standard test and authentic assessment; especially in the concepts of test and assessment that hinder to the practices of assessment methods in reference to the curriculum model.

The main purpose of this study is to investigate the level of Alternative assessment practicality in Amharic language in higher education institutions in Ethiopia and a need exist to examine Amharic instructors' practices of Alternative assessment methods and their challenges to apply them in language classrooms. On the other hand, to identify the range of Alternative assessment practices they use, and to examine what encourages or constrains their practices in languages education contexts.

Based on this, the research questions are posed as follows:

1) To what extent do Amharic language instructors use alternative assessment in Amharic language classrooms?

2) Do the implementation of Alternative Assessment vary across Amharic instructs' gender and Academic rank?

3) What are the main motives or challenges to applying or not Alternative assessment by Amharic instructors?

Methodology

The present study is used Mixed-method (quantitative and qualitative types) design. With this design from three higher education institutions, 35 Amharic language instructors were participated. The participants were selected using stratified quota sampling among Amharic language instructors. Because this research was aimed to collect data from higher education instructors, in order to investigate their viewpoints of their practices of Alternative assessments in Amharic language educational context.

This study was conducted in the academic year of 2016/17. The data instruments that used in this study were survey Assessment practices questionnaire and in depth interviews. To investigate the practicality of Alternative Assessment in particular, the Assessment practices questionnaire includes 23 items on a lickert scale ranging from *strong agree to strong disagree*. Each items were coded as *strong agree=5; agree=4; undecided=3; disagree=2; strong disagree=1*. These stages show the rank orders from the highest (5) and the least (1). The undecided rank orders of the questionnaire items were average and some of the items were reversely coded. The questionnaire instrument reliability coefficient was calculated by cronbach alpha. The SPSS calculation result has been reported as .782, this result could be considered as reliable.

The in depth interview from of this study was incorporated as semi-structured. There were five questions which invited to describe Amharic instructors' toward Alternative Assessment practices in higher education institutions Amharic language educational context. In addition to this, to collect the challenges that hinders the practicality of Alternative Assessments in Amharic language classrooms.

The interview questions were arranged through synchronic sequence; some of the questions were also, asked to participants to rank the given alternative assessments according to their prior practices in Amharic classrooms. The rest of the interview questions were opened to elaborate on the issues of Alternative Assessment practices in Amharic language educational context. During the interview time data were recorded using tape recorder in order to analyze the data correctly and based on the objective of this study.

After the data collected through quantitative and qualitative methods the researcher was used certain procedures. First of all, the data collected using survey questionnaire was coded according to their compatibility in the assessment methods. The next procedure was that the arrangements of quantitative data that is gathered from higher education Amharic instructors and analyzed accordingly. The data collected from semi-structured interview were review and reflected on their quality. After all, the data transcribed and generate in certain themes. In each of the generated themes, the collected and transcribed data were analyzed.

Results

As explained in the method part this study was obtained data through quantitative and qualitative types; those are questionnaire and interview. The quantitative measurement type that obtained data through questionnaire was helped to assessing the first and the second research questions regarding the Ethiopian higher education institutions of Amharic language instructors' practices of Alternative assessment and its practicality level. The qualitative measurement type, which was interview based data, was used to the issue of third question that posed in this research.

In order to gain the result of quantitative data that collected through Assessment practices questionnaire was statistically run in descriptive way. The data were collected from Amharic Language instructors' Assessment practices questionnaire and interview of Higher Education instructors using different assessment techniques; the study focused only on the practicality of Alternative Assessment.

Extent of Amharic Instructors' Implementation of Alternative Assessment

For the first research question, the descriptive statistics result was applied to gain information and level of Alternative assessment practicality in Ethiopian higher education institutions; especially Amharic language context. Based on this, the result of the questionnaire Table 1 shows the summary of the practicality of Alternative assessment techniques by Amharic language instructors were incorporated.

Table 1: The Practicality of Alternative assessment by Amharic Instructors

Scale	N	Mean	Level	Std	Std. Error
Alternative assessment	35	2.232	Low	.381	.064

Note: levels (5-1=4)/3 = 1.33; "1(low) + 1.33 (average) = 2.33 (Low)";
"2.33+1.33 = 3.66 (Medium)"; "3.67+1.33 = 5.00 (high)".

From the point of Amharic language instructors' Assessment practices questionnaire results, the average responses that coded from one to five were calculated to consider the practicality level of Alternative assessment technique in Amharic language context. Based on this the average result of each items of Assessment techniques (M=2.232; SD=.381) were shown as the mean score of Alternative assessment practicality is low level. This shows, the level of practicing alternative assessment by Amharic Language instructors is "Low".

Implementation of Alternative Assessment on the bases of Amharic Instructors' Gender and Academic Rank

Table 2: Mean summary of practicing Alternative assessment by Educational level of Amharic language Instructors

Amharic instructors		N	Mean	Std	T value	df	sig
Alternative Assessment	Lecturer	26	2.274	.377	.342	33	.793
	Assist. Prof.	7	2.143	.434			
	Assoc. Prof. and above	2	2.000	.157			

The data analysis in table 2 provides the practicality level of Alternative assessment techniques in higher education institutions in the context of Amharic language classrooms. The results calculated based on Amharic language instructors' educational levels (Lecturer, Assistant professor and Associate professor and above). As Table 2 shows that, from the participants' educational level, lecturers better practice (in contrasting Lecturer M=2.274, SD=.377; Assistant professor M=2.143, SD=.434; Associate professor M=2.000, SD=.157) Alternative assessment. But, all of them are practicing Alternative assessment relatively in the same condition. Because there is no significant difference (t(33) = .342; p = .793) among Instructors Alternative assessment implementations.

Table 3: Mean summary of Alternative assessment by sex

Sex of instructors		N	Mean	Std	T value	df	sig
Alternative Assessment	Male	24	2.264	.385	-.216	33	.623
	Female	11	2.162	.380			

The data analysis in table 3 provides Amharic Language teachers' practices of Assessment methods by sex (male and female). As table 3 shows that, from the participants selected from higher education institutions even the results level is low; male (M=2.264, SD=.385) participants more practice alternative assessment than females (M=2.162, SD=.380). But, the difference (t(33) = -.216; p = .623) shows as not significant.

Amharic Instructors' motives or Challenges to the Implementation of Alternative Assessment

The third issue of this research is investigating the barriers on the practicality of Alternative assessments from Amharic language instructors' view points. For this issue the data was obtained through in depth interview from Amharic instructors of Ethiopian higher education institutions. Based on this, the data show, the practices of Amharic language instructors depend on their time and suitability to administration and correction. Based on the principles and practices of Alternative assessments in language educational contexts, even though the interviewed Amharic language instructors averagely favored Alternative assessment in Ethiopian higher education institutions of Amharic language contexts their views were differed. The most barriers posed by participants are analyzed according to their themes as follows:

Instructors' and Students' preference of Assessment methods:- The responses of most of the participants posed barriers or challenges related to the less practicality of Alternative assessments. As the participants claimed in the interview time, most of Amharic language instructors practiced Traditional assessments (standardized tests) than Alternative assessments (Authentic, Diagnostic, formative, etc). The interviewed participants answered for their choice of Traditional assessments (standardized tests), they are suitable for correction and grading. Traditional assessment also, advantageous for time saving..

The data obtained from interviewed participants shows most of Amharic language instructors are practiced Traditional assessments (standardized tests) than Alternative assessments in Amharic language context. Most of their preferences of traditional assessment (standardized tests) types are related to objective questions. In addition to this, the interviewed participants were posed that why practiced Traditional assessments than Alternative assessments are most students are familiar with Traditional than Alternative Assessment methods. Students can not realize Alternative assessments in the context of Amharic language learning. Their experience and knowledge is related with Traditional assessment method that they know before as examination type.

Some of the interviewed participants were mentioned for their practices of Alternative assessment they influenced by the language educational contexts. The matters of the objectives and/or the outcomes of the courses they taken and the activities they are going to be assess. for example, some participants preferred short answers and multiple choice items as suitable to assess language skills.

On the other hand, one instructor agreed with the preference of essay writing to assess language skills and knowledge genres. As the respondent essay writing collects the creativity of students in individually and cooperatively assignments.

Time-based assessment application of Instructors:- From the point of view of interviewed Amharic instructors' response, the other barrier that influenced on the practicality of Alternative assessment in Amharic language context is time. The most of interviewed participants responded mostly apply Traditional Assessments that suitable to manage the correction and grade. Traditional assessments are refers to objective items, because of this they save time to correcting to the students' answers.

On the other way, they are not time consuming to administer in classrooms and give correction to students' answers. Based on this, Amharic instructors' practices of Alternative assessment are related to the convenience of assessment types that suitable to time management and shorten for correction and grading.

Students' choice of assessment formats: Most the interviewed participants responded to the given questions related to the identifying the barriers of Alternative assessment practicality in Amharic language classrooms in higher education institutions, Traditional assessment formats are valid to the average and weaker students. Almost the entire Traditional assessment format is the same with national examinations. Because of this reason students are prefer to objective types that refer to Traditional assessments. But, according to Wubshet and Menuta (2015) and Hailay (2017)'s views, objective types of assessments have many disadvantages for both instructors and learners. It does not help their cognitive development, such as critical reflections on language skills.

In the Amharic Language assessment principles and classroom activities that are given by instructors, Traditional way of objective tests(Multiple choice, Matching, True/False, Essays, Short answers and Fill in the blank) are used to assess language learning procedures and outcomes than Alternative way of authentic assessments (self and, peer assessments, portfolio assessment, journal writing, Interview, observation, project work, etc). On the other hand, portfolio, peer correction and conference, and journal writing are confirmed as practiced rarely. The participant raised Traditional assessment that they used in Amharic language context is depends on the national examination format that students are know before. In the Ethiopian higher education institutions the practicality of Alternative assessment is low and less than the standardized tests traditionally.

In addition, most instructors who participated in the in depth interview have misunderstanding of the practicality of Alternative assessment in language contexts. They did not also, clearly defined it. In relation to this study Doğan, Atmaca and yolcu (2012) and Hailay (2017) are carried out a studies to investigate some complexities of Amharic language teaching and assessment in higher education by focusing on the practical way of Alternative assessment in which both teachers and learners prefer their traditional experience, attitudes, and preferences and college reactions to create mutual understanding of language Learning, Teaching and Assessment.

Top-down based assessment of instructors:- The data collected from the qualitative type was shows that Amharic language instructors seem as unpracticed the Alternative assessment techniques as indicated in the curriculum. In the curriculum of Amharic language (harmonized modular) listed the principles and types of assessment methods that instructors should apply in their classrooms. But, most of instructors are not favor and apply the Alternative one as the expected ratio.

The results of the reflections of interviewed instructors referred as the participants noticed some challenges to apply Assessment methods; especially Alternative assessment according to the situations of context. The main barriers come from the top-down educational system, students choice of assessment methods, teacher burn-out, time consuming, misunderstanding of the practical application of continuous assessment and Alternative assessment on their classrooms, and instructors' insufficient information about their students attitude, achievement level and learning styles and strategies.

From the point of view of Amharic language instructors who participated in the interview raised about the assessment culture of higher education institutions in Ethiopia, in which decisions of educational activities are made in a top-down manner. Because of this the assessment methods that approached in the harmonized modular curriculum are not applicable by instructors. They expect top-down directions to guide the educational process, in the context of assessment the proclamation of administrators is "continuous assessment", but they don't understand the principles and its practicality in Amharic language educational context. They simply forwarded as a rule to instructors. The instructors also, can't ask why they should not take the responsibility of their profession. Even the language pedagogies and learning context are more authentic than in lower schools, the instructors are again deprived of the Assessment methods by institutional top-down directions that rose as rules and regulations in the context of education. The top-down system already state that the materials already determined by institutions

and instructors follow the contents of the materials in the assessment context (continuous assessment), techniques, and even steps dictated to them. The top-down rules and regulations are also consequences of instructors' misunderstanding of the concept of continuous assessment.

Discussion

Educational Assessment in Ethiopian higher education institutions Amharic Language Education genre, applying Alternative assessment is as partially mandatory. Based on the educational policy of Ethiopia, the modular curriculum is designed to apply learner-centered Teaching, learning and assessment approaches. With this approach cooperative learning, task-based and individual learning are considerable. From this point of view Amharic language instructors are involved, but their learners not involved in the practicality of Alternative Assessment techniques. In the circumstances of learner centered learners alternative assessment techniques are involved. In principle Alternative assessments are targetable and authentic based of evaluating learning, teaching and assessment through Alternative assessment techniques.

Most of Amharic language instructors used the Traditional way of assessment methods. Unfortunately, sometimes through cooperative learning tradition they made their students learn from their peers. This kind of assessment techniques, unless the practicality of Alternative assessment is low, as in the curriculum goals and course syllabuses outcomes, that expected and its low practicality depends on some different cases.

In relation to the similarity and difference of research outputs, the finding of this study is similar with the study of Hailay (2017), who investigated the extent practices of Assessment methods in higher education institutions. Although Amharic language instructors aware in the positive consequences of Alternative assessment methods in language educational context, his study found in the Amharic language writing skill context instructors practiced Traditional assessment techniques. As incorporated to apply in the curriculum and course syllabuses, their Traditional way of practice is over than the ratio of the mandatory. The research output also, appeared with the traditional assessment preferences of higher education institutions.

The majority participants of this study agree with the positive impact of Alternative assessment, but they can't practice as the curriculum model. The agreement of Amharic language instructors differed based on their educational level

and sex, the educational level in which they teach; the instructors who are assistant professors practice more than lecturers and associate professors. In the case of sex, male instructors practice more than female instructors.

Wubshet and Menuta (2015) carried out a similar study to investigate the awareness and practices of high school EFL teachers. The result shows EFL teachers can't describe Alternative assessment strategies as indicated in the syllabus of high schools. They conducted a research using survey design among high school EFL teachers practiced standardized tests than authentic assessments. They came to know that high school teachers practiced Traditional assessment than Alternative assessment. The study also investigates EFL Teachers' perception of Alternative assessment and the view points of those teachers. The study reveals that most of Amharic language instructors are generally aware of the Alternative assessment practices, but not well defined its practicality in learning process. In addition, they were not able to apply Alternative assessment tools in lesson plan packages.

Furthermore, Lopes (2015), who conducted a research on Instructors' attitude towards Alternative assessment practices, found out that medium level agreement of participants on Alternative assessment practices. However, the attitude of teachers toward Alternative assessment was significantly different based on their demographic settings (educational background, professional experience, and environment of the school where they worked). This result can be referred the instructors' awareness of the practicality of Alternative assessment, thus, providing teachers with some higher education Amharic courses and appropriate Assessment practices. The educational context also, affected the views of the teachers about Alternative assessment. As a result of lopes (2015) study, the most appropriate Assessment tools are helped teachers to apply in authentic context. From this research results, Amharic language instructors are out of the Assessment practices indicated in the harmonized modular curriculum model. Amharic language instructors not applied Alternative assessments in their classrooms. The reason behind is the instructors influenced by different barriers; such as simplest to preparing, correction, administering, grading and time saving. In addition to this, the top-down system of administrators also influenced on the assessment practices. From this research result point of view, Amharic language instructors believe that students are not preferred Alternative assessment techniques, because their prior experience is related with national exam forms. The result of qualitative type in this research indicates with the barriers that hinder in the practicality of Alternative assessment. There is misunderstanding of instructors of Amharic language in higher education to the practicality of Alternative assessment techniques.

The instructors also, have insufficient information of learners' background and their assessment strategies preferences. As most practices of Alternative assessment require enough time, most of the instructors of Amharic language are not interested with the practicality of Alternative assessment; they complained about having to deal with crowded time, which makes it difficult to encourage efficient Alternative assessment tools; negotiate with many students with different strategies, interest about the course curriculum.

As Hailay (2017)'s study the Amharic Language modular curricula is indicated Traditional and Alternative assessment methods in continuous manner. But, at this time the modern assessment method of language education is related to Alternative assessment tools. Those are used to evaluate the learning process by involving in the learning context as well as learners achievement. The curriculum also shows assessment is practiced for the improvement of students' learning. But, in the Ethiopian higher education institutions, the implementation of Assessment methods is quite different from the curriculum framework. The assessment methods are employed to grade students, not to involve students in learning context and to assess the learning progress.

Conclusion

This study investigated the Ethiopian higher education Amharic language instructors' practicality of Alternative assessment in their classrooms. As the result of the study it shows very low as in the curriculum goals expected. Its practicality also depends on some different cases. On the other hand, most of the participants were agreed with the barriers that hinder to apply Alternative assessment techniques in Amharic language classrooms. Their agreement also differed due to their educational levels and sex in which they teach. In the learner centered educational system there are requirements that considering the individual difference and cooperative learning approaches. In the learner centered approach the focus of learning, teaching and assessment are on the context of learner while planning the educational content; Especially in the assessment culture of language education such as task based activities, self and peer assessments, writing journals. So far, Alternative assessment of language education has been ignored. In the implementation of Alternative assessment for students' learning progress, planning in the language learning environment should be also taken as mandatory. In the modern education Alternative assessment implemented to measure higher order of thinking skills. This trend should be practiced in higher levels of educational settings. Based on this the authentic features of alternative assessment techniques comes to in front of the implementation. Unfortunately almost of all Amharic

language instructors do not have enough practicality level in the case of less experience and understanding to use in educational context.

Generally, from the findings the following recommendations are drawn: (1) based on this research topic, In order to develop the culture Alternative assessment practices in any language education system Assessment professionals and concerned bodies should be given attention in different angles; May give training to language instructors to give feed back to their shortage of concepts and understands. (2) The Alternative assessment culture is seen as guest (for some of as ghost) for most Amharic instructors. it should get support from supervisors and should be given   chance to reflect their confusion regarding assessment practices (3) Concerned bodies of higher education institutions and Assessment based experts should consider to Alternative assessment techniques.

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