

Bridging the Gap Between Classroom Learning and Real-World Communication in ESL: Curricula and Authentic Assessments

English is one of the most used languages in the world; however, in ESL classes, more time is given to grammar than to communication. This has led to a situation where ESL students know how to speak and write in English grammatically but cannot apply their knowledge in real-life situations. This study was conducted to solve this problem by designing a new ESL curriculum that emphasizes communication.

The research was conducted using a mixed-methods design. The data was collected over a period of twelve weeks from 52 undergraduate students. The new curriculum included task-based activities such as role-plays, professional writing tasks, and group presentations based on real-life situations.

The results indicated an improvement in the speaking ability and participation of the students in English. Moreover, it can be inferred that authentic assessment is more effective in assessing language usage than traditional standardized language tests.

The study demonstrates that in ESL education, there is a need to transform from a test-based approach to a more student-centered approach in which learning is emphasized. This can be helpful in improving student learning in English and preparing them for an international environment.

Keywords: ESL curriculum design; authentic assessment; communicative competence; real-world communication.

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