

MARIA MAKRA*

METROPOLITAN COLLEGE, FACULTY OF HUMANITIES

GREECE

 <https://orcid.org/0009-0002-1837-1742>

RESPONSIVE ASSESSMENT IN ENGLISH FOR ACADEMIC PURPOSES (EAP)

Abstract: Responsive assessment is a learner-centered approach that aims to address students' differentiated needs during assessment, a basic element in EAP; students, quite often, especially when studying abroad, are faced with the double task of balancing language acquisition and mastering academic discourse. By potentially addressing the diverse educational demands associated with the plethora of their linguistic and cultural backgrounds, responsive assessment fosters and promotes motivation, engagement, and potential academic success. This paper explores its application specifically within EAP contexts by integrating theoretical foundations with examples such as formative feedback on academic writing drafts, peer reviews in oral presentations, and scaffolded tasks in research reading. It also discusses the ways in which responsive assessment can foster equity, student agency, and language development by aligning assessment methods with the linguistic and cultural diversity present in EAP classrooms. The paper also examines the use of technology-assisted tools for real-time feedback and the incorporation of student self-assessment in academic writing portfolios. Through practical illustrations and pedagogical reflections, it aims to support EAP practitioners in designing inclusive, adaptive, and effective assessment practices.

Keywords: Responsive Assessment, EAP, Formative Assessment, Self-Regulated Learning, Digital Tools

1. INTRODUCTION

Assessment is an integral part of language learning, especially in EAP contexts where the need for specific forms of assessment directly relates to the diverse and weighty requirements of the academic world. Conventional

* mmakra@metropolitan.edu.gr

assessment methods might neither fully promote linguistic proficiency nor account for varying learning styles and cultural diversity among students. Therefore, an assessment approach that is more flexible and corresponding to the students' individual needs seems now more pertinent than ever.

Drawing on formative assessment principles (Black & Wiliam, 1998), responsive assessment offers a fluid and adaptable lens through which student progress can be assessed. In contrast to static, summative assessment that measures learning outcomes at just a moment in time, responsive assessment is an opportunity to actively engage students in their own learning process by providing ongoing, constructive feedback, scaffolding, and opportunities to self-reflect. By linking curriculum demands to personalised learning pathways, this form of assessment promotes student agency and a more profound comprehension of academic material.

Also, being constantly adjusted to educational needs, responsive assessment can utilise technological tools, thus allowing students to receive real-time feedback and learn through "self-tailored" pathways, enhancing the learning experience in a digital age. AI-driven assessment platforms and learning analytics can also help educators finally customise instructional schemas to fit the needs of students. Responsive assessment strengthens the process by creating various means of assessment modalities (e.g., peer assessment, self-evaluation, project-based evaluation), thus accounting for diverse learner profiles, and, in effect, promoting equity and inclusivity in EAP settings. In effect, responsive assessment enhances learning outcomes, supports student autonomy, and provides educators with valuable insights for instructional planning.

This paper investigates responsive assessment's application in English for Academic Purposes (EAP), examining theoretical foundations, implementation tactics, and benefits for both learners and educators/facilitators, while, also, referring to the feasibility of its implementation with regard to standardised assessment, potential barriers to its usage, as well as recommendations on how to overcome them. It also discusses how it may be used as a springboard for rethinking academic evaluation in order to promote equity and support language development while removing any impediments to learning that standardised examinations may introduce. Finally, it emphasises the need of formative assessment, self-regulated learning, and technology-assisted evaluation for boosting student accomplishment.

2. LITERATURE REVIEW

Having its roots in the constructivist learning theories which emphasize active engagement and personalized feedback (Nicol & Macfarlane-Dick, 2006), responsive assessment, according to Wiliam and Thompson (2007), is an approach where assessment is integrated within the learning process in such a way that ensures students get feedback at the right time. Mary Henning-Stout (1994) asserts

that responsive assessment offers a way of rethinking academic assessment to remove the barriers to learning – including those that block a learner's sense of dignity as a person who has knowledge and is capable of learning. Furthermore, responsive assessment also assists teachers in their professional and personal development (Stiggins et al., 2007), while simultaneously offering a solution to the problem of the students' uniqueness and the need to alter the assessment process (Guskey, 2009). "Responsive assessment is a learner-centered approach to assessment that recognizes and respects the individuality of each student" as Wiliam & Thompson (2007) ascertain.

Through personalized learning, higher order thinking, identifying learning needs and real life application, effective education can be validated via responsive assessment. In this way, responsive assessment ensures that students are given the opportunity to take control of the evaluation process of their learning. It aims to match the assessment with the interests, culture and ability of learners, thus increasing their motivation and participation' (Black and Wiliam 1998), whereas Su and Reeve (2011) add that it offers unique learning experiences, which increase understanding and the retention of the information.

In the process, through ways like self-assessment and goal setting activities, the learners are able to become more self-directed in their learning (Zimmerman, 2002). Zimmerman (2002) explained and linked this method well with Vygotsky's (1978) social constructivist theory where learning is seen as a process of interaction and scaffolding. When teachers use responsive assessment, they help students move from the teacher guiding learning to independent learning. Also, responsive assessment can help reduce test anxiety and promote a positive learning environment (Brookhart, 2013).

By incorporating various forms of assessment that offer students multiple ways to learn, teachers foster an environment that encourages students to feel free to show what they know. This lessens the weight of traditional high-stakes testing and encourages the growth of a more inclusive classroom culture.

Three key theoretical components transcend the notion of responsive assessment, as well. To begin with, formative assessment is an ongoing form of assessment that enables teachers to see how students are doing in real time. It includes techniques like quizzes, peer and self-assessment, and reflective tasks to ensure continuous engagement and improvement (Hattie & Timperley, 2007). While summative assessment measures final results, and may have little to no effect with regard to helping students identify their positive as well as their weak aspects, formative assessment guides students on a path of continuous improvement. Such process encourages them to comprehend better, in more depth and take up ownership of their own learning cycle. Another key aspect is self-regulated learning. It refers to students actively self-regulating their learning by reviewing their progress, evaluating the effectiveness of their current methods for achieving their goals, and adjusting their approach based on

feedback and self-examination (Su & Reeve, 2011). This model gives students the ability to create learning goals, create effective study habits, and take ownership of their study; the approach promotes goal setting and accountability for academic growth. It allows for differentiation of feedback and tailoring of learning experiences around various learning stimuli, with varying degrees of autonomy as desired for diverse learners. Such adaptability is what allows learners to thrive academically and professionally; this is what builds resilience and learning agility. Finally, it also embraces culturally responsive pedagogy, recognising that students bring diverse linguistic, cultural, and educational backgrounds as assets to the assessment process (Ladson-Billings, 1995). If teachers adjust their assessment practices to align with the experiences of students, they can create a more motivational and engaging learning environment where students from different backgrounds can benefit from fair and meaningful assessment, consequently, allowing for equity and accessibility in the academic environment.

3. IMPLEMENTATION STRATEGIES IN THE EAP CONTEXT

Implementing responsive assessment in EAP requires an organised approach that takes into account student diversity, appropriate assessment tools, and well-planned strategies. These ideas must be incorporated into our strategies and tactics if we are to establish a student-centered learning environment that meets the various needs of students. Teachers can encourage a varied and flexible learning environment by shifting the focus on formative assessment, embracing performance-based assignments, encouraging self-assessment, and utilising technology. Culturally appropriate assessment, differentiated instruction, and student involvement in the assessment design process, all contribute to the efficacy of responsive assessment. This section focuses and analyses practical methods for integrating responsive assessment into EAP courses so that learning objectives can align with student needs while academic rigour and fairness can be sustained.

3.1. Catering for Diverse Learners

Effective responsive assessment in EAP requires consideration of individual student differences, which refers to the following. Learning Styles: Responsive assessment of students and their needs in EAP requires identifying the diversity of EAP students and analysing their differences beforehand. Students have different cognitive preferences and learning styles (Kolb, 1984); therefore, it is critical to use a combination of written, oral, and visual assessment to accommodate such diverse preferences as the application of different forms of assessment ensures that all students have equal chances to show their understanding. For example, a listening comprehension task could be paired

with a follow-up written summary for auditory learners and a graphic organizer task for visual learners to show their understanding of the academic lecture content.

Another aspect involves Language Proficiency which is also an important factor in creating the assessment design. Differentiated assessment task accuracy accommodates students at different levels of proficiency (Hyland, 2006) whereas scaffolded feedback—using guided support and then phasing out that support—allows learners to develop their skills at their own pace while keeping academic expectations in place. A beginner-level student may be asked to summarize a paragraph from a research article, with feedback, support, and advice till the completion of the task, whereas an advanced student can be asked to synthesize multiple sources in a short academic essay, receiving feedback, support and advice as well.

Cultural Backgrounds need to be taken into consideration, as well, should we aim to cater for diverse students' needs and expectations. Students from different cultures may regard learning and assessment differently. Research shows that responsive assessment leads to higher engagement and increased confidence on the part of the students (Gay, 2010). EAP instructors can include culturally relevant texts and case studies that connect with students' backgrounds. For instance, academic debate tasks might be based on global issues relevant to students' home countries, fostering inclusivity and relevance.

One final consideration with regard to effective implementation of responsive assessment is Accessibility or its absence. Numerous students with disabilities may encounter certain barriers that prevent them from interacting with traditional forms of assessment (Ainscow, 2005). In an EAP writing course, students with dyslexia may be offered the option to submit audio-recorded responses or use text-to-speech software to edit their academic essays. Providing extra time, alternative formats, and accessible digital tools ensures a fair assessment environment. Also, giving students with processing difficulties extra time, providing scribes or dictating to accommodate blind students can indicate individualised assessment which, in turn, would foster an inclusive learning environment.

There can be multiple benefits for the EAP students should such considerations permeate assessment:

Personalized Learning; tailoring assessment to individual needs allows for personalized learning experiences, enhancing understanding and knowledge retention.

Enhanced Engagement; by aligning assessment with learners' interests and experiences, responsive assessment promotes motivation and active participation.

Targeted Support; identifying specific needs and challenges enables teachers to provide targeted support and interventions, fostering a conducive learning environment.

Enhanced Self-awareness & self-reflection; encouragement of introspection and self-evaluation gives students the confidence to take responsibility of their education and growth (Hattie, 2009). Students learn more about their unique learning needs when they routinely assess their development, areas of strength, and areas for growth. In EAP, this could include reflection logs after writing tasks or reading journals where students evaluate their comprehension strategies.

Lastly, responsive assessment mirrors real-life scenarios, preparing learners for practical problem-solving using their critical ability skills. The objective is to illustrate the forms of communication and types of problems a learner is likely to deal with outside the classroom. In the case of EAP, this encompasses the processes of essay writing, taking part in academic conversations, translating complicated materials, and giving talks – all of which are inherently iterative and reflexive in nature. As it is the case with real-life academic and professional settings, there is no single assessment to denote success, only the capacity to self-improve over time. This, in effect, fosters understanding and promotes the acquisition of complex skills and enables learners to deal with genuine academic challenges effortlessly.

3.2. Assessment Tools and Techniques

Effective evaluation in EAP necessitates the use of a variety of tools and procedures that correspond to the students' learning requirements, provide relevant feedback, and promote academic improvement. These tools must be flexible to cater for various competence levels and learning styles, ensuring that assessment is fair. Teachers/facilitators must choose appropriate assessment procedures that balance formative and summative evaluation while also utilising digital resources to improve accessibility and participation. By incorporating a variety of evaluation methodologies, educators can create a more inclusive and responsive learning environment. Some of these tools/techniques are described hereon.

Formative Assessment: responsive assessment is associated with formative assessment. Quizzes, discussions, reflective journals and other formative assessment tools allow teachers to adjust their lessons accordingly. This creates a lively and adaptable learning environment.

Performance-Based Assessment: Project-based tasks in EAP often involve preparing academic posters, writing literature reviews, or conducting small-scale research presentations. EAP students can often be assigned to write summaries of articles or essays and reports. They can receive scaffolded feedback on structure, cohesion, and use of academic language. The teacher can use rubrics co-constructed with the class prior to the task, emphasizing clarity, referencing, and lexical precision. Tasks such as these align with the key ideas and methods of responsive assessment. Students demonstrate their knowledge and skills through such practical applications (Emdin, 2016). By following the

scaffolded feedback they may overcome performance challenges, thus becoming more confident and gradually improve.

Peer and Self-Assessment for Oral Academic Presentations: EAP students usually prepare presentations, whether to support their written assignments or as an assignment per se; to allow for the application of responsive assessment, they can be engaged in a peer-review activity where each student evaluates another's 5-minute seminar talk using a checklist aligned with presentation rubrics (clarity, fluency, argument structure), which can be either provided by the teacher or devised by the students with the teacher's assistance. This can be followed by guided self-assessment and reflective journaling, helping students recognize areas of strength and needed improvement, thus, enabling them to be accountable for their education and personal growth (Hattie, 2009).

Technology-Enhanced Writing Feedback: Educational technology can provide teachers with useful resources. Adopting online platforms, learning management systems, and digital tools as well as automated feedback, and data analytics can facilitate teachers who can track students' progress, acknowledge areas of concern, and provide individualised support more efficiently. In academic writing courses, for instance, students can submit draft introductions of their essays or any other part of their assignments through an LMS. Teachers may provide audio-recorded feedback, or may help students in navigating AI-supported platforms like Grammarly or Quillbot to check lexical range and citation accuracy. This immediate and personalized feedback allows for iterative writing improvement.

Real-Time Formative Feedback in Reading Tasks: In a reading-to-write task, students can complete online quizzes based on academic texts. Results can be immediately analyzed, and individual learning plans can be designed. For example, if a student consistently struggles with inferencing questions, additional scaffolded practice can be provided along with tutor support.

Student Involvement in Assessment Design; Wiliam and Thompson (2007) argue that letting students help design assessment can work well. This happens because students feel that they can control their learning. Allowing students to co-design assessment tasks or rubrics in EAP enables them to comprehend the criteria used for their assessment. For example, in an academic writing module, students can co-create the rubric used for evaluating reports on a specific topic. This can enhance their metacognitive awareness and ownership over learning, because they will better internalize what constitutes strong academic performance.

Employing a variety of assessment methods; Popham (2008) points out that using many types of tests helps teachers see a fuller picture of what students know. Adding to that, having multiple ways to test reduces the stress of one major significant exam. For instance, combining a reflective journal with a group research presentation allows students to showcase both individual voice

and teamwork skills. This multiplicity supports inclusivity and mitigates the pressure of one high-stakes assessment determining performance.

Last but not least, feedback plays a key role in responsive assessment. When students get swift and useful comments, they can see more clearly where they excel and where they need to improve (Hattie 2009). Students who receive regular feedback are able to improve their learning and build on their successes while developing a growth mindset.

3.3. Planning and Implementation

The implementation of responsive assessment in EAP should ideally follow a solidly planned and research-informed approach. As professionals in the field of education, we have a responsibility to make sure assessment aligns with learning objectives, provides opportunities for ongoing growth and offers meaningful feedback by utilising innovative technology. Through responsive assessment in instructional design, institutions can better support a student-centered and responsive learning context (Boud & Falchikov, 2006). Certain pre-requisites are to be incorporated should educators wish to implement responsive assessment.

Needs Analysis: Conducting a thorough needs analysis is essential to designing effective assessment. This involves gathering data on students' language proficiency, learning styles, and academic goals to create targeted and meaningful evaluation methods (Brown, 2017). Responsive assessment in EAP requires that tasks reflect real academic practices. For example, let us make a hypothesis; in a pre-sessional course, needs analysis shows students are unfamiliar with writing literature reviews. The assessment strategy should be, therefore, adapted: students first analyze example reviews, then, they can collaboratively build an annotated bibliography, before finally drafting their own literature review, receiving formative feedback throughout.

Curriculum Integration: assessment tasks must align with course objectives as a means to maintain the equilibrium between instructional content and evaluation. According to Nicol and Macfarlane-Dick (2006), "well-integrated assessment provides students with clear expectations and meaningful opportunities to demonstrate their understanding. This alignment fosters an iterative learning process, where assessment serves as both a learning and an evaluative tool".

Feedback Mechanisms: Timely, constructive and specific feedback is one of the most powerful approaches to engaging students (Hattie & Timperley, 2007). Real feedback does not only reveal potential weaknesses but, it also informs the students what they need to do to get better. Research indicates that feedback associated with self-assessment and peer review will more effectively enhance students' metacognition and foster self-regulated learning (Nicol, 2010).

Use of Technology: Incorporating digital tools like AI-powered assessment platforms and learning analytics significantly increases the efficiency and accessibility of responsive assessment. These technological tools enable personalised feedback, adaptive testing, and real-time tracking of student progress (Popham, 2008). Digital platforms also support collaborative learning by facilitating peer assessment and interactive discussions, making assessment a dynamic, ongoing and inclusive process.

On the whole, implementing responsive assessment necessitates ongoing adjustment based on student performance information and feedback. Educators can design an assessment framework that encourages student achievement while also meeting the changing demands of academic and professional English communication. By taking a flexible approach and embracing technology advancements they can foster a student friendly environment assisting with the omnipresent stress which quite often impedes the learning process.

Also, they should set clear objectives to ensure that each assessment aligns with specific learning aims and outcomes and these need to be communicated to the students clearly. Teachers/facilitators ought to be flexible and adaptable, prepared to modify tasks and assessment based on student performance and feedback, while, at the same time, use student data to inform instructional decisions and adjustments. They could, also, encourage active participation to involve students in the assessment process through self-assessment and peer review activities, as suggested before.

In doing so, they will transform the classroom environment where feedback will be viewed as a tool for growth; it will be consistently provided and it will be specific as well as constructive to solidify student progress.

4. CHALLENGES AND RESOLUTIONS

While responsive assessment offers significant benefits, its implementation in EAP contexts presents various challenges. Factors such as time constraints, resource availability, and student resistance impede effective implementation (Boud & Falchikov, 2006). Furthermore, maintaining consistency in assessment practices while addressing diverse learning needs is a significant concern for educators (Nicol & Macfarlane-Dick, 2006). This section analyses challenges related to responsive assessment and investigates potential solutions to address them.

Firstly, time management poses a persistent challenge for educators; designing responsive assessment and integrating it into an existing, often inflexible, curriculum can be labour-intensive. Nevertheless, the implementation of efficient tools and effective methods, such as online quizzes and automated feedback systems, can mitigate some of these difficulties.

Moreover, resource availability can be a recurring problem for educators in many parts of the world where there is limited access to either technological

and/or material resources. A potential resolution can be the use of free or low-cost online resources and platforms or the collaboration with colleagues to share materials and strategies.

Student resistance cannot be overlooked; some students may be resistant to frequent assessment and feedback or reflective assessment, so, they should be educated on the benefits of responsive assessment, be gradually introduced to new methods and be offered support to adapt. Moreover, since summative assessment is regarded as a mandatory form of evaluation in the vast majority of the educational systems, a balance between formative and summative assessment is deemed necessary to ensure that students are not overburdened. Whichever the case might be, educators could develop a clear assessment schedule that spaces out methods of assessment and they could, additionally, combine formative assessment with meaningful summative tasks.

Lastly, maintaining consistency can be quite a challenge as responsive assessment practices need to diligently meet the standards of reliability and validity throughout their implementation. Thus, it is advisable that teachers/facilitators develop and follow a set of guidelines for responsive assessment, while regularly reviewing and adjusting practices based on outcomes and feedback.

This last constraint can mainly be associated with standardised testing which seems to be currently the norm for evaluation purposes in many parts of the world, assessing progress in many subjects, inclusive of EAP.

4.1. Responsive Assessment in Standardised Tests

Responsive assessment in standardised tests is an important but challenging task. Standardised tests become better measures of student achievement when they incorporate elements that not only acknowledge student diversity but also have inclusive features. Assessment can remain valid and reliable as it balances standardisation with responsiveness to cater to each student's unique background and learning needs. Responsive assessment allows for more equitable educational systems which can support every student's academic development when consistent actions are taken against biases and stereotypes and while respecting linguistic diversity.

Standardised tests do, indeed, have certain advantages, especially in terms of validity and reliability, nevertheless, they are, more often than not, associated with negative perceptions of inclusion and fairness (Darling-Hammond, 2007). Students' multiple and different cultural backgrounds, language proficiency, and individual learning styles may not be acknowledged by the rigid structure and one-size-fits-all method. Because of this, standardised testing might not accurately reflect the range of students' abilities, which, in turn, would maintain educational disparities. There are several reasons why responsive assessment could help bridge this gap.

Firstly, it can be associated with and incorporate culturally relevant content. Standardised tests can become more approachable and relatable for students from diverse cultural backgrounds by introducing culturally relevant content (Gay, 2010). Including tasks, scenarios, and examples that represent students' cultural experiences can increase engagement while reducing cultural bias. Standardised tests could also be provided with flexibility to accommodate students' varying needs and preferences (Wiliam and Thompson, 2007). All students should feel that they have equal opportunities when being evaluated, which can be achieved by offering multiple testing dates, extra time, or the option to take the test in different formats. It is crucial for standardised assessment to deal with linguistic variations, particularly in language tests. Bilingual dictionaries or linguistic support for English language learners may be able to ensure that language proficiency does not become a barrier to students' skills and abilities (Darling-Hammond, 2007). Finally, standardised tests reinforce bias and prejudice, particularly in relation to socioeconomic and cultural factors, according to some scholars (Lee, 2007). By using responsive assessment to check test items for potential bias, test designers can address these problems while also ensuring the test's fairness.

However, there are a number of practical difficulties in integrating responsive assessment into standardised tests. One such is keeping tests standardised while taking individual differences into account (Wiliam and Thompson, 2007). Finding this balance between being considerate of students' varied backgrounds and learning requirements and ensuring that standardised tests continue to be a valid indicator of student accomplishment is crucial. Careful consideration of the adaptation process is necessary to preserve the validity and reliability of standardised tests. According to Darling-Hammond (2007), the consistency and comparability of scores across various administrations and populations should not be jeopardised by the inclusion of responsive assessment elements. Conducting thorough pilot testing and establishing precise guidelines for the inclusion of responsive elements can help guarantee that the assessment is still valid and reliable. Additionally, teachers involved in the test development process need professional development and training in order to incorporate responsive assessment into standardised tests (Ladson-Billings, 1995). Teachers must first comprehend the concepts of inclusivity and cultural responsiveness before developing corresponding assessment tasks. Refinement of responsive assessment components in standardised tests requires input from stakeholders, educators, and students.

5. BENEFITS FOR EDUCATORS

Implementing responsive assessment in EAP brings numerous advantages to both students and educators. According to previous sections, engagement, in combination with both increasing the level of learning outcomes and the

promotion of self-regulation means students are more likely to survive in the academia (Nicol & Macfarlane-Dick 2006). Educators also get the benefit of more effective and efficient instruction, an inside understanding of every student and, therefore, better teaching strategies (Boud & Falchikov, 2006).

According to Wiliam and Thompson (2007), responsive assessment helps educators and assessors better understand the learning requirements, strengths, and difficulties of every student. Teachers can provide tailored support and interventions to foster academic growth as they become more aware of each student's distinct traits (Guskey, 2009). Improved communication and respect between teachers and students are the results of this individualised approach.

Additionally, teachers feel a sense of increased productivity and job satisfaction when results of their instruction can be observed by students' development (Stiggins et al., 2007). Responsive assessment helps the teacher to see immediately the results of their teaching strategies because of the results they receive by assessment when they adjust their methodology.

Lastly, applying instructional decision making may empower teachers to be reflective in their teaching and alter their ideas about creativity (pedagogical innovation) making them grow into better professionals and motivating them to hone and improve their teaching strategies.

6. CONCLUSION

Responsive assessment is a formative assessment approach that makes EAP instruction more effective and teachers able to meet the demands of institutions and learners. Educators can incubate a learning environment that is lively and supportive by embedding digital tools in self-directed learning along with the use of formative assessment; thus, their teaching can be more flexible, effective and inclusive.

Improved academic performance and student motivation becomes evident and education moves towards a learning space that is student centered. Matching assessment needs, cultural backgrounds and preferences to the types of information teachers receive can also lead to making students' academic performance and motivation better (Black and Wiliam 1998).

Additionally, through formative assessment, students are guaranteed ongoing, helpful feedback that aids in the improvement of their knowledge and abilities throughout the learning process (Hattie & Timperley, 2007). The ability of responsive assessment to lessen test anxiety and encourage self-regulated learning is another important benefit. By giving students numerous chances to reflect on themselves and their set goals, teachers empower students to take responsibility of their education (Zimmerman, 2002). Technology integration facilitates this process even more by providing adaptive assessment techniques and real-time feedback that accommodate a range of learning requirements (Popham, 2008).

Notwithstanding the many advantages, responsive assessment implementation calls for thorough preparation and continual improvement. Teachers have to deal with issues like student resistance, resource availability, and time constraints while maintaining the validity and reliability of assessment techniques (Boud and Falchikov, 2006). Responsive assessment's impact on students' confidence and academic performance might be a valid issue to be researched in the years to come as academic education is a dynamic environment constantly adapting and evolving.

Future studies should research creative approaches to overcoming these obstacles, especially with data analytics and AI-driven assessment tools. In all, responsive assessment is a step in the direction of a more equal and inclusive educational system. By giving learners' diversity and engagement top priority, teachers can foster a positive learning environment where all students can thrive. Responsive assessment will continue to be an essential part of successful EAP instruction as research advances, influencing both student learning outcomes and academic assessment in the future, as well as teacher development.

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RESPONZIVNO OCENJIVANJE U NASTAVI ENGLESKOG ZA AKADEMSKE SVRHE (EAP)

Rezime

Rad istražuje pristup ocenjivanju koji nastoji da se prilagodi različitim potrebama učenika u okviru programa akademskog engleskog jezika. Počinje predstavljanjem konceptualnih osnova ovog pristupa, koje se oslanjaju na dobro utemeljene pedagoške teorije koje zagovaraju potrebu za kontinuiranom povratnom informacijom, autonomijom učenika i senzibilnošću za kulturnu i jezičku raznolikost. Zatim se prelazi sa teorije na praksu, uz predloge kako konstruisati ocenjivanje koje odražava akademske potrebe studenata u EAP okruženju.

Rad se takođe bavi praktičnim pitanjima, uključujući institucionalne faktore, vremenske okvire i pravičnost među različitim grupama studenata. Ukazuje na moguće prednosti za nastavnike i učenike, posebno u pogledu povećanog učešća, boljeg usklađivanja između učenja i ocenjivanja, kao i unapređenog planiranja nastave.

Zaključuje se osvrtnom na potencijalne izazove i predlozima za dalje istraživanje efikasnosti ovakve prakse tokom vremena i u različitim obrazovnim kontekstima.

Ključne reči: responzivno ocenjivanje, EAP, formativno ocenjivanje, samoregulativno učenje, digitalni alati