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**Investigating the Effectiveness & Challenges of Online
Assessment during the Era of CoViD-19 Pandemic:
Case of Second-Year Master EFL Students at Ibn Khaldoun
University of Tiaret**

This Dissertation is submitted in Partial Fulfilment of the Requirement for the
Master's Degree in Didactics

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Dedication

This thesis is dedicated to:

My parents, who have always loved me wholeheartedly. I
wish them a longer life.

My brothers, my sisters and their husbands, as well as my
nephews and nieces.

All those who have worked diligently to assist me in
accomplishing this work.

Bira SAADI

Dedication

This thesis is dedicated to:

My beloved mother and my beloved departed father who
always prayed and supported me in every step of my life.

My dear husband and children.

My sister, my brothers, my nieces, and my nephew.

All my husband's family members.

All the people who have offered me moral support and
encouragement during stressful moments to complete this
research.

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Abstract

The current investigation revolves around the effectiveness and the challenges faced by online assessment implementation. Therefore, the main question that raised in this research is to what extent online assessment can be (dis)advantageous for EFL learners and teachers. In order to embark on such endeavour, a mixed methods design is used encompassing three research instruments ,viz., a questionnaire directed to 50 second year master students , didactics, at Ibn Khaldoun university of Tiaret ; an interview , conducted with 5 EFL teachers; and a test corpus analysis allowing for a comparative study of face-to-face and online exams' results. The triangulation of the gleaned data reveals that the majority of the respondents and the interviewees recognize the importance and efficiency of the new mode of assessment. In addition, the comparative study displays that online assessment' results were much better than paper-based exam. Yet, the unavailability of hardware, software and training courses made the implementation impossible.

Keywords: Face-to-face assessment, hardware, online assessment, software, technological divide, training

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List of Abbreviations and Acronyms

- APA:** American Psychological Association
- WWW:** World Wide Web
- CERT:** Centre for Education Research and Innovation
- URL:** Uniform Resource Locator
- CoViD-19:** Coronavirus disease of 2019
- EFL:** English as a foreign language
- FIB:** Fill in-the-blanks
- GRE:** Graduate Record Examination
- ICTs:** Information and Communications Technology
- IP:** Internet Protocol
- iPad:** Interactive Personal Application Device
- BMD:** Bachelor Master Doctorate
- M2:** Master two
- MCQ:** Multiple Choice Questions
- MMR:** Mixed methods research
- MOOC:** Massive Open Online Course
- MOODLE:** Modular Object-Oriented Dynamic Learning Environment
- MROs:** Multiple Response Questions
- SARs-Cov-2:** severe acute respiratory syndrome coronavirus 2
- T/F:** true/false
- TAs:** Teaching assistants
- TOEFL:** Test of English as of Foreign Language
- WHO:** World Health Organization

General Introduction

Various sectors are affected by Internet technology. Higher education is regarded as one of the primary sectors that is undergoing a massive change as it integrates information and communication technology (ICT) to improve the teaching and learning environment and process. ICTs have long been viewed as an assistant tool for teachers and students to share and distribute knowledge. Currently, they exploit education at an astonishing rate. Within these change, educators have recognized the need for new learning and teaching approaches. Therefore, online learning has been introduced in addition to online assessment. Online assessment allows students and teachers to interact on a daily basis. Moreover, it allows students to perform assignments from their homes rather than traveling long distances to their universities. Furthermore, online assessment allows instructors to correct and score exam papers in a short amount of time. More interestingly, some teachers employ automatic scoring, which allows for large-scale testing via computer applications.

The novel coronavirus Disease-19 (CoViD-19) emerged in late December 2019. It first debuted at a seafood and live animal market in Wuhan city in China. Then, in the first months of 2020, it spreads around the world remarkably fast. The number of victims is increasing, causing alarm around the world. Worse, numerous laboratories and research centers have been unable to find a viable remedy for that disease for a significant period of time. The World Health Organization (WHO) has stated multiple times that there is no definite cure for this disease.

It is worth noting that CoViD-19 has shaken the educational sector worldwide. To slow the virus's rapid expansion, all institutes closed their doors for a significant portion of 2020 and 2021 as an immediate response to the crisis. During this time of crisis, universities, colleges, and institutions, all across the world, are being urged to shift from traditional to online education. As a result, the outbreak of CoViD-19 was a major element in the transition to online learning, which demanded online assessment.

Similar to many other countries throughout the world, Algeria was hit by the CoViD-19 pandemic. As a result, all colleges and universities have shut down their doors as a precautionary measure to prevent the virus from spreading across the country. The Algerian Ministry of Higher Education and Scientific Research has advocated for the creation of a platform that will allow students to learn online while maintaining contact with their instructors. Therefore, Algerian universities set up MOODLE as a learning platform for students to complete their courses online. In addition, instructors utilize other platforms and

software programs such as Google Classroom, Google Meet, Padlet, and Flipgrid so as to facilitate and clarify instructing and assessing their students. Therefore, the current research is an attempt to explore the effectiveness and the barriers of online assessment.

In order to avoid academic lateness, various educational institutions have embraced a new mode of learning. Furthermore, some instructors have encountered a new mode of assessment due to the pandemic, which is online assessment. In the academic year 2020–2021, as master students, we were subjected to such an online assessment. This begs the question of whether it is efficient or challenging, and this is our primary motivation for undertaking the current study.

The current study's main aim is to explore the usefulness and obstacles of online assessment in the era of the CoViD-19 pandemic. This research also aims to suggest recommendations for the issue under investigation.

The present study investigates the online assessment practices of EFL teachers at Ibn Khaldoun University during the pandemic. This study has the potential to benefit both teachers and students in the field of education. It contributes significantly to the debate of incorporating assessment in online learning. Additionally, the goal of this study is to improve the e-learning environment and process.

Aligned with the study's objectives, this research seeks to answer three major questions:

- 1.** To what extent can online assessment be (dis)advantageous for EFL learners and teachers?
 - A.** Do teachers deliver online assessments to their students during the coronavirus pandemic?
 - B.** How do students respond to online assessment?
 - C.** During the era of the COVID-19 pandemic, is online assessment (in) effective?

The following hypotheses have been proposed in an attempt to respond to the research questions:

- a.** Teachers find themselves compelled to assess their students on an online form during COVID-19.
- b.** Students respond to an online assessment.
- c.** Online assessment is more effective in the era of corona virus pandemic.

To achieve the research objectives, mixed methods research has been chosen, which blends qualitative and quantitative approaches. This study uses a questionnaire prepared for a random sample of fifty second-year master students in Didactics at Ibn Khaldoun university. In addition, a test corpus analysis which encompasses a comparative study of the results of both online and face-to-face test. Moreover, a semi-structured interview is conducted with five teachers in the same research setting for a qualitative approach.

Because of its small size, this study is restricted. We only investigated online assessment perceptions and practices of five EFL teachers and fifty students at one university. Thus, the study findings could not be generalized and representative, and should be interpreted cautiously. Moreover, the data collection methods were limited. Other methods, such as observation, could not be used to verify the findings of this study owing to the sanitary restrictions imposed by the pandemic.

This scientific work is detailed into three interrelated chapters. The first chapter entails a review of related literature as well as the conceptual framework for this research. They critically review prior and recent studies about face-to-face and online assessment, the process of online assessment, online assessment tools, and a range of advantages of using online assessment, as well as challenges and barriers experienced by teachers and learners. As for the second chapter which is concerned with the field of investigation, the researchers describe the methodology they follow to conduct their research, the target population, and the data collection tools. The third and final chapter is dedicated to the analysis of the data gathered and the discussion of the findings. It also recommends some pedagogical implications, stresses the limitations of the study, and further research suggestions.

This dissertation concludes with a general conclusion that synthesizes the various procedures used to complete this research. A list of references and appendices are also included. Last but not least, the entire work is written in accordance with the APA 7th edition.

Chapter One
Literature Review

Introduction

Active Learning is the ultimate goal of education, and teaching is the vehicle for achieving that goal. In the teaching-learning process, the key component which determines the degree of learner outcomes' achievement is assessment. Therefore, assessment can play a crucial role in teaching and learning language. Certainly, researches, in this domain, devoted to diversify assessment according to functions, time, purposes, tools, and other issues.

As it has been always a constant issue for instructors and learners, there has been an apparent development as well as a massive movement in assessment from face-to-face assessment to online assessment.

Hence, this chapter is devoted to offer profoundly the relevant literature related to the concept of assessment and how it transformed in terms of notions and functions from traditional assessment to distance assessment. The literature will be designed according to the chronological order of originating the concept of assessment in the domain of education, its theoretical framework and finally the previous studies and the results on the topic. Accordingly, this chapter will shed light on the diverse kinds of assessment, the purposes, the functions, and what principles assessment ought to be based on. Moreover, this section will provide a complementary shift in the educational landscape. Furthermore, how educators need to reconceptualize fundamental issues of teaching, learning, and assessment in blended and online space and how they integrate assessment during the CoViD-19 Pandemic.

I. 1. Conceptualization and Reframing

Before we look at assessment in foreign language education, we need to understand three basic interrelated concepts: testing, assessment, and evaluation. There are important differences between the three constructs.

I. 1.1. Testing: Multifarious Definitions

The concept of testing is defined by various researchers. Among them, Miller et al. (2009) define a test as a tool or a method for measuring a group of people's behavior by asking them a number of questions in a systematic way. Because a test is a type of assessment, it can also address the following questions: "How well does the individual perform in contrast to others, or in relation to a domain of performance tasks?". According to Saragih (2016), it is a technique of measuring a person's skill, knowledge, or performance in a specific subject. The technique must be explicit and systematic, such as multiple-choice questions, writing prompt, an oral interview, or a checklist. In the same respect, Sultana (2016) points out that a test is a mean or a method which determines the measurements of a specific attribute. In mathematics

test, for example, the learners’ knowledge will be measured in this subject. Furthermore, Miller et al. (2009) state that test is a sort of evaluation that typically includes a series of questions presented to all learners over a predetermined amount of time under reasonably similar settings. Similarly, whether it is a written exam, an observation, an oral question, or an evaluation designed to gauge the respondents' knowledge or other abilities, a test will be used to observe a trait. The test score, if the test is a vehicle, is an indication of what was noticed during the test and can be both quantitative and qualitative in origin (Yambi, 2018).

Referring to the above definitions, it can be deduced that testing evaluates students horizontally i.e., judging their achievements for the purpose of scoring and grading and accountability purposes. However, it does not assess them vertically.

I. 1.2. Assessment: Multifarious Definitions

Many researchers, in educational context, have proposed their own definitions and concepts of the term “assessment”. Table 1 recaps some definitions and thoughts about "assessment" offered by various educators and academics in the literature over the years.

Table I.1: A Glimpse of Various Researchers' Assessment Definitions

Researchers	Year	Definition
Miller et al.	2009	Assessment is a broad phrase that refers to a variety of processes for gathering information about students' learning (observations, ratings of performances or projects, paper-and-pencil tests) and making value judgments about their development.
Miller et al.	2009	Any of a number of processes used to acquire information about a student's performance is referred to as assessment. Traditional paper-and-pencil evaluations are included, as well as extended replies (e.g., essays), genuine task performances (e.g., laboratory experiments), teacher observations, and student self-report. The question of assessment is "How well does the individual perform?"
Gipps	1994	Formal testing and examinations, practical and oral assessment, classroom based assessment carried out by instructors, and portfolios are all examples of assessment.
Black and William	2010	We use the term "assessment" broadly to refer to all of the instructor and student-led activities that generate information that can be used to inform adjustments to teaching and learning activities.
Sahli	2014	The practise of assessment for learning fundamentally emphasizes the significance of employing constructive feedback to promote deep learning. Given the importance

		placed on learning in this situation, it follows that giving students active roles in developing their own knowledge, skills, and competencies must be part of the teaching process.
Banta and Palomba	2015	The process of producing reliable evidence of resources, implementation actions, and outcomes conducted for the purpose of enhancing the effectiveness of instruction, programmes, and services is known as assessment.
Banta and Palomba	2015	In common usage, assessment in education refers to the measurement of what a person knows and can do. In higher education, the word outcomes assessment has come to mean collecting individual assessments with the goal of uncovering group strengths and weaknesses that can direct improvement actions throughout the last three decades.
Saragih	2016	Assessment is one of the most challenging and vital aspects of a teacher's work. It should ideally be viewed as a way to help students on their path to learning, to monitor their progress, and to gauge the efficiency of their own methods and materials.
Sultana	2016	The term 'assessment' is derived from the Latin word ' <i>assidere</i> ' which means 'to sit beside'. In contrast to testing, the tone of the term assessment is non-threatening indicating a partnership based on mutual trust and understanding. This emphasizes that there should be a positive rather than a negative association between assessment and the process of teaching and learning in schools. In the broadest sense assessment is concerned with children's progress and achievement. (p. 04)
Archer et al.	2016	The only technique of knowing if those you have trained have acquired the necessary skills and knowledge is to assess them. It is also the only way to figure out who isn't quite ready and needs extra help, as well as where your training programme may improve. An observation system without assessment misses a vital monitoring. You have no notion how much you can trust the information that observers provide unless you assess it.
Yambi	2018	Assessments are used to identify particular student problems and strengths, allowing educators to provide specialized academic support, educational programs, or social services to students. Furthermore, assessments are created by a diverse range of organizations and individuals, including teachers, district administrators, colleges, private corporations, state education departments, and groups that

		contain a mix of these persons and institutions.
Yambi	2018	Assessment is a four-step procedure that comprises the following elements: <ol style="list-style-type: none">1. Tracking progress over time.2. Getting students to push to learn.3. Assessing instructional strategies.4. Rating the learners' abilities in respect to the overall group assessment.

Broadly speaking, classroom assessment is a method for instructors to determine what learners are acquiring and how effectively they are learning it in the classroom. This strategy is learner-centered, teacher-directed, mutually beneficial, formative, context-specific, continuous, and grounded in best practices.

I.1.2.1. Assessment strategy: Learner- Centered

Instructors and learners focus their attention on monitoring and enhancing learning rather than observing and improving instruction in classroom assessment. Helping students optimize their study habits or enhance their metacognitive skills (skills in thinking about their own thinking and learning) may be more successful than changing the teacher's instructional behaviour in improving learning. Finally, students must learn to handle complete part in classroom if they are to become autonomous, critical thinkers. Instructors and learners will need to make amendments to strengthen learning in order to reach this goal. Classroom assessment can help them make those improvements by providing information. Teachers and students need to take more responsibility for their own learning (autonomous). Classroom Assessment can help guide them in making adjustments to improve learning. To improve learning, it may often be more effective to help students change their study habits or develop metacognitive skills. Instructors and learners both need to take more ownership of their own education. Classroom assessments can assist them in making reforms to support their learning. (Angelo and Cross, 1993).

I.1.2.2. Assessment strategy: Teacher-Directed

Any profession relies on the sensible and effective application of judgment and knowledge as a defining feature. In the intricate and fluid realities of a college classroom, no one can provide teachers guidelines that will tell them what to do from moment to moment. The ability, experience, professional expertise, and insight of faculty determine what they do. The autonomy, academic independence, and professional judgment of college instructors are respected through classroom assessment. As a result, with this approach, each teacher

determines what to assess, how to assess, and how to respond to the information gleaned from the assessment. Additionally, the instructor is under no obligation to discuss the results of the classroom assessment with anybody outside the classroom (Angelo and Cross, 1993).

I.1.2.3. Learner and Teacher: Mutually Beneficial

Classroom Assessment necessitates active participation from students because it is centred on learning. Students increase their understanding of course content and self-evaluation abilities by cooperating in assessment. When students see that professors are invested in their success as students, they become more motivated. Students are more likely to do better in class when they focus more clearly, participate more actively, and feel more secure in their ability to achieve (Angelo and Cross, 1993).

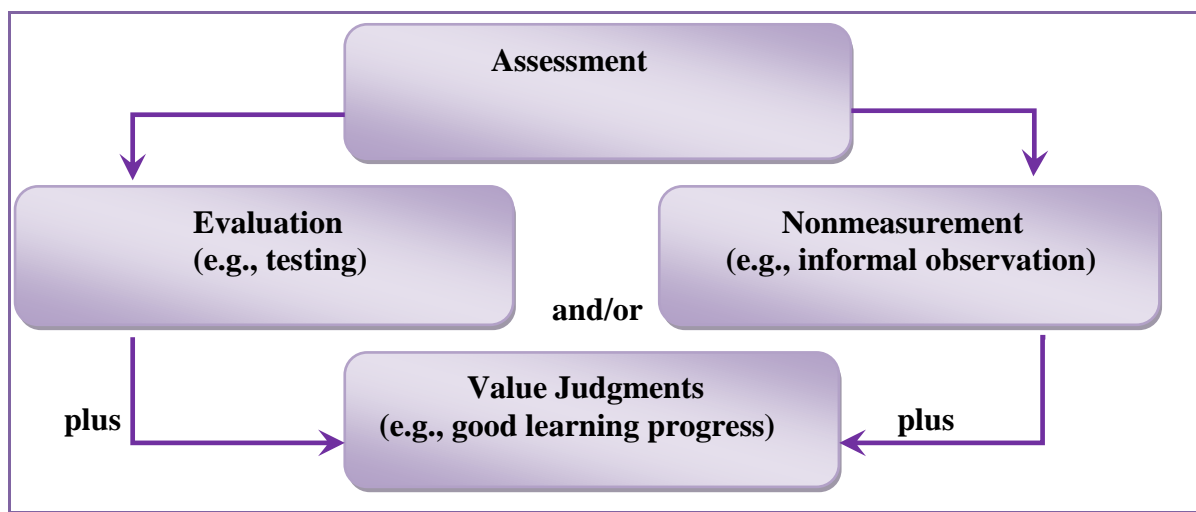


Figure I.1: The Assessment Process (Angelo and Cross, 1993)

In short, assessment can be seen as diagnostic, formative, and summative. These three components work together to guide both teachers and learners to know what has been accomplished and to determine what still to be done. It is, after all, a dynamic process that assists instructors in aligning lessons, detecting specific requirements, developing differentiated instruction's methods, and providing greater opportunities to learn by fostering student motivation and reaffirming their adherence to learning.

I. 1.3. Assessment VS Testing

Several researchers use the terms testing and assessment interchangeably, yet they do mean something different. Assessment requires a lot more than testing (Sultana, 2016; Saragih, 2016). It is a continuous process that encompasses a variety of formal and informal activities aimed at improving teaching and learning (Sultana. 2016). Although the terms testing and assessment are frequently used mutually, assessment refers to a variety of methods for gathering information on teachers' language ability or fulfillment. Hence, all types of

measurements are under the umbrella term of assessment which used to evaluate students' progress while testing is a subcategory of assessment. She confirms that tests can come in a range of formats, lengths, item types, scoring criteria, and media whereas language assessment is the act of employing language tests to accomplish certain tasks in language classrooms and programs. Finally, the ultimate purpose of language assessment is to use tests to better inform us about our language education decisions and tasks (Saragih, 2016). In the same vein, Miller et al. (2009) point out that though tests are a specialized sort of evaluation, we sometimes use the terms testing and assessment interchangeably. When used in this way, assessment asserts a larger range of achievements and projects that the word testing might not evoke.

I. 1.4. Assessment and Teaching

For optimal learning to occur, Brown (2004) indicates that students in the classroom must be able to experiment and to test their own assumptions about language without feeling as though their overall competency is being graded on the basis of those trials and errors. In the same manner in which the tournament was held tennis players must have the ability to practice their abilities before to a tournament with no ramifications for their eventual placement on that day or days. Students must also have abundant opportunities in the classroom to "act" with language without being formally graded. The practice games of language learning are set up by teaching: opportunities for learners to listen, think, take risks, set goals, and process feedback from the "coach" before recycling through the abilities they are attempting to master. The relationship between testing, assessment, and teaching is depicted in Figure 2 below:

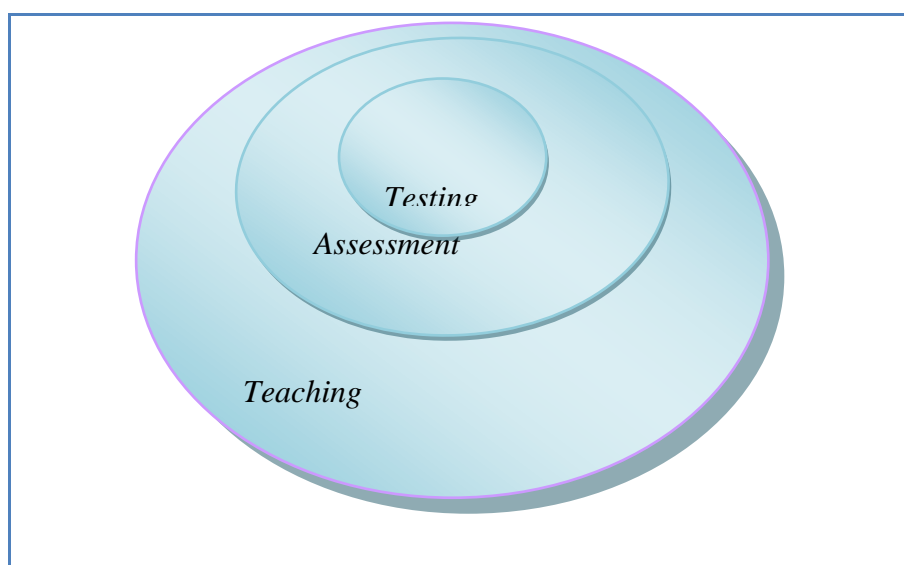


Figure I.2: Testing, Assessment, and Teaching (Brown, 2004)

Briefly speaking, the three concepts of testing, assessment, and teaching become involved and interrelated to serve the learning process. Test is one mode of assessment. It is a method of assessing someone's skill, knowledge, or performance. Assessment is a part of teaching process. It is embedded in classroom tasks designed to elicit performance without documenting results and making fixed judgements about a student's competence.

I. 1.5. Evaluation: Multifarious Definitions

Different authors have proposed some definitions of the term evaluation. As Brown et al. (2015) states, evaluation is a critical management function that involves gathering information and providing feedback in order to improve processes and achieve goals more effectively. Besides, Hopkins and Antes (1990, as cited in Sultana, 2016) define evaluation as a continual examination of all available data in order to make an accurate judgment of students' learning and/or the efficacy of a particular educational program. "*Value*" is the central concept in evaluation. When we evaluate a variable, we are essentially deciding on its worth, appropriateness, and goodness. A standard, objective, or criterion is constantly used to evaluate something. Teachers made student assessments during the teaching learning process, which are frequently done in the context of comparisons between what was expected (learning, progress, and behavior) and what was achieved.

In a nutshell, evaluation is generally used to determine what students have learned during the course of their studies. It is done at or towards the end of the course to see if the learners have acquired the target skill and to get an overall picture of their performance.

I. 1.6. Assessment Vs Evaluation

The fundamental components of teaching and learning activities are assessment and evaluation. They have fairly similar definitions and they are very often used interchangeably. They do, however, differ from one another to some extent. According to Sultana (2016), evaluation seems to be more overarching term than measurement and assessment. It encompasses both quantitative and qualitative depictions of learners' achievement. It often offers a significant decision about the performance's rightness, such as very good, good, and so on. Perfectly, evidence through assessments and evaluations can be used to form improvement methods at every level of the educational system. Educators compile evidence of learner grasp in the classroom and amend instruction to suit specific students' needs. At the school level, information is used to determine strong and weak points throughout the school and to design improvement techniques. Officials utilize data from national or regional assessments, as well as data from school performance monitoring, to steer investments in

practice and backup for educators, and to determine broad educational primacy. Summative data is formatively utilized at each level of the system in this way (see Figure 3). As assessments are well-coordinated and it is apparent why and how the information is related to their role, instructors, school administrators, and policymakers are more apt to use assessment information (Organisation for Economic Cooperation and Development/ Centre for Educational Research and Innovation [OECD/CERI], 2011).

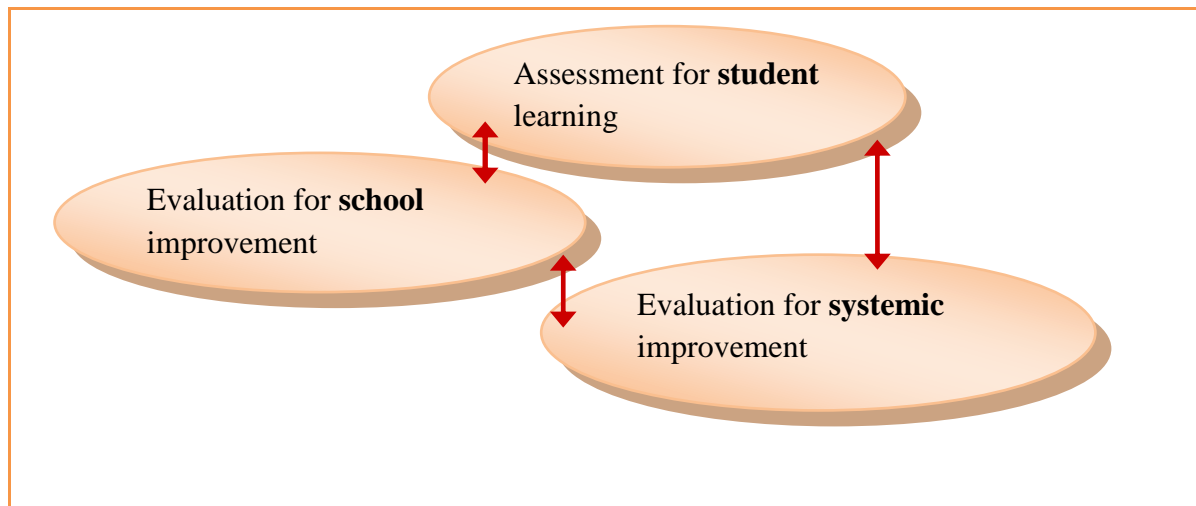


Figure I.3: Coordinating Assessment and Evaluation (OECD/CERI, 2011)

In order to adapt and improve instruction, assessment is the process of collecting, analyzing, and interpreting data about students' requirements, strengths, and weaknesses. It is described as the observation of the learning process and the gathering of frequent data about learners. Evaluation, on the other hand, is defined as the process of judging the achievements of students using procedures and measures for the goal of grading and reporting.

The design of classroom procedures and methods that provide information on how learners respond to specific teaching approaches is known as assessment. It is a never-ending process that can happen at any time. Evaluation, on the other hand, is a summative outcome that is utilized for judging and appraising. It occurs at the end of a session, semester, or year through quizzes, examinations, or tests. In a nutshell, assessment is a tool for learning, whereas evaluation is a tool of learning.

I. 2. Purpose of Assessment

Assessment has a critical role in education and it has a vital objective in the learning and teaching process. As several educators point out, assessment serves a variety of purposes

(Gipps, 1994; Woods, 2017; Yambi, 2018). It offers greater information on learner, teachers, and schools (Gipps, 1994; Woods, 2017; Diaz de la Garza et al., 2011). In addition, Parents, districts, and state leaders are all possible users of the data generated by various assessments (Woods, 2017). Assessment includes encouraging and directing learning. At the lesson, course, and/or curriculum level, well-designed assessment procedures play a crucial role in educational decision-making and are an essential component of continuing quality improvement activities (Yambi, 2018). Likewise, Diaz de la Garza et al. (2011) claim that assessment is done for the purpose of placement, promotion, graduation, or retention. In addition, they state that assessment is a fundamental element in educational settings for stakeholders. Nevertheless, each one has its own set of reasons, which are detailed below:

“Teachers need to provide diagnostic and formative feedback to learners, in order to gather information for reporting purposes (grades), and also identify the appropriate level for a new student (placement), and to determine whether or not a student meets program requirements (certification), and finally to motivate learners to study and make steady progress as well as students need to know what is expected from them, and what they can do to improve their performance, and to understand what will comprise their course grade, and, finally, to judge evaluation as fair and meaningful”. Similarly, Gipps (1994) states that assessment has acquired significance, which include promoting the teaching-learning process, serving as a collection and certification advice, serving as a responsibility procedure, and driving curriculum and instruction. On the other hand, Angelo and Cross (1993) claim that classroom assessments are almost never scored and are almost always anonymized. Their purpose is to provide educators with data on what, how much, and how well students are taught so that they may properly prepare them for success in the classroom and beyond.

The fundamental goal of classroom assessment is to collect valid, reliable, and useful data about learners' advance. This entails choosing what should be measured and then defining it precisely so that assignments may be constructed to necessitate the intended knowledge, abilities, and comprehension whilst reducing the effect of unnecessary or extra skills and abilities. It also demands establishing the achievement realm in such a way that the sample of elements and assessment tasks appropriately reflect the entire domain of accomplishment tasks, with high-priority goals receiving sufficient attention. Meeting these requirements is required to obtain findings that are valid for the intended educational purposes (Miller et al., 2009). In other words, classroom assessment is designed to obtain information about a student performance to help the teacher and/or stakeholders identify the scope to which a learner has

obtained certain knowledge, assimilated particular ideas, or accomplished a particular skill and abilities (Sultana, 2016).

Briefly speaking, assessment is used to collect relevant information about a student's performance or progress, or to establish a student's interests in order to make judgments regarding their process.

I.2.1. Classroom Assessment: What, Who, How, and When

To answer the questions of what to assess, how to assess, and when to assess, Hamidi (2010, as cited in Masrur, 2016) devised a framework to help in comprehending essence of this concept.

I.2.1.1. What to Assess

Instructors are not allowed to grade whatever they choose. They have to assess learners' actual abilities in a given skill or task during classroom assessment. A teacher can evaluate a student's knowledge, abilities, or behavior in relation to a specific field.

I.2.1.2. Who to Assess

It may seem unusual to inquire about whom a teacher should evaluate in the classroom, yet this is a serious issue. Students should be treated as real learners, not as course or unit coverers, by teachers. They should also anticipate that certain pupils will be more active than others, and that some will be slower to learn. As a result, classroom evaluation necessitates a realistic assessment of the students who will be evaluated.

I.2.1.3. How to Assess

Teachers assess their pupils using a variety of formal and informal instruments. Teachers utilize three types of assessment procedures, according to Brown and Hudson (1998): selected-response assessments, constructed-response assessments, and personal-response assessments. They can change the assessment types to fit what they are evaluating.

I.2.1.4. When to Assess

Educators unanimously agree that assessment should be weaved into instruction. Throughout the teaching process, teachers continue to examine their students' progress. They use formal assessments in particular when making instructional decisions at the formative and summative levels, even if the decisions are minor. They assess, for example, when there is a change in content, a movement in pedagogy, or when the impact of given materials or curriculum on the learning process is examined.

As previously stated, instructors can use a range of formal and informal tools to assess students' knowledge, abilities, and behaviour in respect to a certain topic. Instructors assess

their students' progress throughout the teaching process, especially when the material or pedagogy changes.

I.3. Principles of Assessment

Information about a student's awareness, comprehension, perception, and attitude toward learning is collected as part of the assessment process. Assessment is crucial to teacher planning because it responds to the needs of the students. In this vein, the rationale for using assessment is to measure, motivate and encourage learning. However some principles must be taken into account in order to carry out an assessment appropriately. Furthermore, it can be an effective part of a teaching cycle because teachers may also obtain feedback from their learners (Diaz de la Graza et al. (2011). On the other hand, Hamidi (2010, as cited in Sultana, 2016) described the following principles of classroom assessment.

- **Assessment should be formative.**

Regular classroom assessments should be conducted to inform continuous teaching and learning. Because it pertains to the formation of a notion or process, it should be formative. Assessment which is formative is concerned with how a learner progresses as well as forms. As such, it should be used for education. In other words, it is critical in "informing the instructor about how much the students as a team, and members of that team, have comprehended about what has been studied or still needs to be taught, as well as the appropriateness of their activities in the classroom, thereby giving feedback on their teaching and informing planning." It is used by teachers to assess how well students have grasped what they should have learned. As a result, classroom evaluation is required.

- **It should be used to set planning.**

Instructors need to use classroom assessment to assist them plan for the future work. Firstly, instructors may define the assessment purposes, or the kind of judgments they intend to make as a result of the assessment. Secondly, they can collect data linked to the decisions they have done. Then, the gathered data is then interpreted—that is, it must be taken in context before it is useful. They should finally make the final, or professional, decisions. The plans provide a method for achieving educational goals which are used in the classroom as a form of assessment to obtain the desired results.

- **Assessment should be used to support instruction.**

Classroom evaluation supports teaching by providing feedback on students' learning that will improve the effectiveness of the next teaching event in a positive, rising direction. As a result, assessment must be an intrinsic element of the learning process. Assessment tends to

lead instruction by obliging teachers to teach what will be evaluated. When students respond to a question, make a comment, or try out a new term or structure, teachers make a subconscious judgment of learners' performance. That is to say, while they instruct, they are also assessing. A qualified teacher never stops assessing students, whether it is intentionally or unintentionally.

- **Assessment should be used to support learning.**

Classroom assessment is also a crucial component of the learning process. The manner in which students are graded and evaluated has a significant impact on how they study and learn. It is the task of determining who the students are, their talents, what they require, and how they believe the learning will impact them. Learners are simply told how well or poorly they performed throughout assessment. It can encourage students to develop personal goals for themselves. Because of their mutually influencing characteristics, assessment and learning are considered as intricately intertwined rather than independent activities. Without assessment, learning has no significance, and vice versa.

- **Assessment needs to be based on the curriculum.**

The position of classroom assessment in the curriculum would be that of a servant, not a master. Assessment experts consider it to be an essential component of the overall curriculum cycle. As a result, decisions about how to assess learners would be made early in the curriculum design or course planning process.

- **The assessment process should be interactive.**

Learners need to choose the subject for assessment on their own initiative. It gives meaning and aim to learning and engages learners in social engagement to help them improve oral and written language as well as social skills. Effective assessment is considered as a two-way process requiring interaction between the two sides, rather than a process carried out by one person, such as an instructor, on yet another, a student. As a result, assessment would be considered as a collaborative process that involves both the educators and students in observing the student's progress.

- **Assessment should be student-centered.**

Students are encouraged to take more responsibility for their own learning and to set their own learning goals and projects since learner-centered approaches to teaching are primarily focused with learner needs. As a result, they are actively engaged in the assessment process in learner-centered assessment. Learning anxiety is reduced and student motivation is increased when students are involved in components of classroom assessment.

- **Assessment should be diagnostic.**

Classroom evaluation is diagnostic because it allows teachers to identify learners' strong and weak points while the course is still in progress. They can also spot learning problems. If the goal of the assessment is to provide diagnostic feedback, it must be given in a manner that students can comprehend and apply, whether it is spoken or written.

- **Assessment needs to be exposed to learners.**

Teachers are responsible for providing accurate assessment knowledge to students. To put it another way, it would be clear to students. They are aware of when the tests will take place, what abilities and materials will be addressed, how much the assessments are valued, when they will receive their results, and how the results will be used. They can also understand why they are being evaluated as they are a component of the process. Because assessment is an important element of the learning process, it should be done in collaboration with students rather than in front of them. It is also critical to present an assessment schedule prior to the start of the lesson.

- **Assessment should be non-judgmental.**

Everything in the classroom evaluation puts more emphasis on learning, which is influenced by a variety of reasons such as student needs, motivation, teaching method, task time, study volume, historical knowledge, instructional aims, and so on. As a result, there is no compliment or condemnation for a specific learning result. Instructors do not take sides in assessing who has performed better and who has not. Assessment may enable learners to exhibit their skills in a reasonable amount of time without encountering obstacles.

- **Assessment needs to establish mutual understanding.**

When two people share a similar perception of reality, they are said to mutually understand. This understanding necessitates a linguistic context in which the teacher and students engage with one another depending on the assessment aims in second language learning. As a result, evaluation has the potential to generate a new world picture by allowing individuals to share their opinions that are beneficial to the learning process. When learning takes place, it is almost always due to a shared understanding between the instructor and the learners.

- **Assessment should drive to autonomous learning.**

In language learning, autonomy is a notion that allows learners to build their own judgments. They take full responsibility for both what they are taught and how they are taught it. When learners have accomplished the shift from instructor to self-assessment, they have achieved autonomy. Instructors must foster learners to reflect on their own learning, evaluate their own strengths and shortcomings, and set their own learning objectives. Instructors should also assist learners in developing self-control and met cognitive tools. Autonomy is a construct that should be developed in learners rather than taught by professors.

- **Assessment should encompass reflective teaching.**

Teachers are expected to increase their understanding and quality of teaching based on evidence gained through critical reflection on their classroom instruction in reflective teaching. The gathered evidence can be done through formative assessment, (that is to say, using a variety of methods and tools such as class quizzes, questionnaires, surveys, observation notes, peer assessment, classroom ethnographies, observation notes, etc), and summative assessment (that is to say, using various types of achievement tests taken at the end of the term).

For effective learning, instruction, assessment, and outcomes must all be consistent. Effective classroom assessment requires authenticity, opportunity for feedback, validity, efficiency, feasibility, and the use of diverse methods.

I.4. Assessment Shift from Face-to-Face to Online Assessment

In the 21st century, ICTs and the fast changing society have had an impact on higher education. The use of Internet technology to enhance learning and teaching has recently become far more simple and viable than it ever was. As a result of the widespread use of ICTs in higher education, institutions have begun to shift from face- to- face to online learning. As the Internet has changed practically every part of our lives, it has made online learning feasible, and many researchers and educators are concerned in using it to progress and foster students' learning results. Moreover, need for online learning has risen quickly among students from all walks of life around the world. Educators have recognised the necessity for innovative ways to learning and teaching as a result of the changes that have impacted the educational environment (Ghemide and Maouche, 2021).

According to the English Merriam-Webster Dictionary, (2022), the term 'CoViD-19' is a mild to severe respiratory illness that is caused by a corovavirus (*Severe acute respiratory syndrome coronavirus 2* of the genus *Betacoronavirus*), is transmitted chiefly by contact with

infectious material (such as respiratory droplets) or with objects or surfaces contaminated by the causative virus, and is characterized especially by fever, cough, and shortness of breath and may progress to pneumonia and respiratory failure. While fever, cough, and shortness of breath are common symptoms may include fatigue, chills, body aches, headache, loss of taste or smell, sore throat, runny nose, nausea, vomiting, or diarrhea. CoViD-19 was first identified in Wuhan, China in December 2019.

Ali and Al Dmour (2021), view CoViD-19 as a worldwide pandemic caused by the SARS-Cov-2, a newly discovered coronavirus which causes respiratory illness. First noticed in Wuhan, China, the coronavirus has impacted the world physically as well as financially, bringing down businesses and hitting the economy. As of June 2020, there have been a total of 9.1 million cases resulting in the deaths of more than 470,000. As the virus has impacted 216 countries, many facilities such as schools, leisure centres, barbers and more, have had to temporarily shut down.

The widespread of the Corona virus across the world has forced many countries to quarantine and stay at home without performing their duties, travelling, or even enjoying their time outside their homes. The purpose for doing that is to limit the spread of the pandemic which has killed millions around the world. Hence, this shut down closure has lead to the cessation of education for a certain period of time. For this reason, educational system has forced to shift from traditional learning to distance learning as well as from traditional paper-based assessment to web-based assessment system. In this respect, Ali and Al Dmour (2021) confirm that for the safety of learners, educators, and other staff members, the advent of CoViD-19 has compelled educational institutions to shift their efforts from physical to online platforms. The surprising adoption of online education over physical education on college has had a significant impact on the processes of assessing students and their evaluation strategies.

While the majority of studies focus on assessment techniques in traditional courses, just a few studies have looked at teachers' assessment practises when they are working online. Because of the CoViD-19 pandemic, there has been a change in teaching and assessment from face-to-face to online. Even after the pandemic, this shift could have a long-term impact on classroom-based assessment (Zhang et al., 2021).

1.4.1. Online Assessment: Multifarious Definitions

Learning is conceptually linked to assessment, where the amount and quality of learning is measured for reasons of safety, grading or feedback. Therefore, one aspect of e-learning is online assessment.

Weleschuk et al. (2019) define online assessment as any way used to evaluate students' accomplishments, giving feedback, or moving the students forward in their learning process in fully online credit courses. These assessments can be completely online (such as online exams) or just require online submission (such as essays). Assessment is normally identified as formative, outlined for information only, or summative designed for a score to indicate a result.

In the same vein of thought, Kundu (2021) states that e-assessment is "The use of digital technologies to create dispense, evaluate and deliver feedback for formative, summative, diagnostic or self-assessment. It is a new assessment paradigm and methodology that has been playing a progressively important role in the transformation of higher education".

According to Crisp (2011), online assessment is to elaborate, conduct, post, correct, evaluate and stored students' tasks, answers, outcomes and feedback via technological devices such as :computers, laptops, mobile phones, iPads, and electronic gaming devices. Online assessment can take various formats; a text, document, sound, picture, video or games. It can be individual or in groups and synchronous or asynchronous.

In short, online assessment is a method to assess students' learning using any technological devices through online environment (internet) opposed to paper-pen exams. As regards feedback, it is either instantly available or is given later by the course administrator.

1.4.2. Emergence of Online Assessment

As mentioned by Ghouali (2021), online assessment is not a new idea. In fact, it has been around in some forms since 1960 when the very first computer programmes, such as automatic grader, started to be developed in education. The 1980's, witnessed an increasing interest of using computers in tutoring as well as for designing online tasks. Later on, the period of 1990's, was characterised by the most essential impact of the World Wide Web (www). Since then, web-based assessment systems were started for the automatic grading of multiple choice, matching activities and true / false questions, and the evaluation of free responses (no predictable and non-predetermined answer in essay writing).

Ghouali (2021) further continues by highlighting the difficulties which online assessment witnessed in the past. According to the researcher, those difficulties are related to the low

processing of computers and their high costs. Nevertheless, the enhancement of technology has changed the situation . Besides, it enabled psychological tests, certifications like TOEFL (Test of English as a Foreign Language), and licences to be computer-based in several part of the world. In addition, Crisp (2011) states that a wide range of tools permits online assessment to be more broaden. The following section represents some digital tools that can be efficiently utilized for online assessment.

1.4.3. Tools of Online Assessment

The digitalisation of the world today provides one with a plethora of opportunities to display innovation and creativity in the arena of pedagogical assessment. Among the digital tools that can help teachers in the designing, administration, collection, and correction of either formative or summative assessment, Weleschuk et al. (2019) indicate the *e-portfolios*. For them, e-portfolios are electronic compilations of academic, personal and professional growth. They can be used to depict the development of students' learning competencies during a learning process. Besides, Ragupathi (2020) mentions *the online quizzes*. He claims that quizzes are utilised as a diagnostic tool to identify students misconception/misunderstanding at the beginning of the subsequent lectures. In addition, Bukie (2014) regards *the blog* as an online journal in which students regularly record their thoughts. Moreover, Ghouali (2021) cites the *Moodle platform*. She reports that Moodle is a learning platform which is accessible to teachers and learners whenever and wherever they want. Such platform has benefits for both instructors and students. Regarding the former, it provides information concerning the behaviour of learners within the platform, for instance : time interval that students have spent doing the task; the active, passive, online , or no-shows participants and the extent of their advance. As for latter, Wogu et al. (2014) states: “one of the platforms which has efficient apps designed to aid students with assignments and tests of all kinds”. Joshi et al. (2020) demonstrate in details the advantages, uses and applications of some commonly used online assessment tools in Table I.2 :

Table1.2: Advantages and Applications of some Commonly Used Online Assessment Tools

(Joshi et al., 2020, p. 85)

Tools	Type of assessment	Advantages	Use and application
e-portfolio	F or S	<ul style="list-style-type: none"> * Aims for metacognition, authentic tasks, contextual feedback, learner responsibility and depict learner abilities developed during a learning process. *Presents a snapshot of achievements and skills, captures performance data and promotes critical self-assessment. * By keeping track of early efforts, learners and teachers can monitor progress in knowledge, skills, ability or other outcomes. 	<ul style="list-style-type: none"> *E-Portfolios are electronic compilations of academic, personal, and professional growth and are developed using a variety of online tools or computer software products. LMS often have portfolio facilities where learners can gather a range of materials appropriate to the course. *Facilitators have easy access to learner products and performances, and other learners can also access class portfolios to provide feedback and reviews.
Online discussion	F	<ul style="list-style-type: none"> *Promote thoughtful conceptualisation and presentation of ideas * Encourage learners intimidated by face-to-face discussion *Enables teacher monitoring discussions to identify problems early 	<ul style="list-style-type: none"> *Include discussion or participation online through chat rooms, forums and threaded discussion. * Teachers can monitor contributions by learners as a component of the class assessment. * Encourage learner contributions, with the incentive of credit for participation example; case-based clinical discussion.
Online quizzes	F	<ul style="list-style-type: none"> *Can be used as a diagnostic tool to assess the level of learner knowledge at the beginning of the topic * Instant online feedback can be given to learners through questionnaires and MCQs 	<ul style="list-style-type: none"> *Can be used for a small component of final assessment, as formative assessment during the course, ensuring sufficient skills and knowledge have been attained before attempting a final assessment.
Simulations/ Simulated OSCE/ Virtual laboratories	F or S	<ul style="list-style-type: none"> *Create a realistic and immersive learning and assessment environment replicating aspects of actual clinical practice. * Learners are required to construct knowledge and use metacognitive strategies * Simulation-based OSCE stations can assess practical skills or passive stations such as written or video analysis, commonly used to assess theoretical knowledge. 	<ul style="list-style-type: none"> *Viable educational method to teach and practice a diverse range of clinical and nonclinical skills. *Simulated tasks are reproducible and can be standardised for training and assessment purposes. * Allows performance and skill-based assessment

1.4.4. Process-Oriented Mode of Online Assessment

Simply put, online assessment is the process of gathering data on students' learning progress and mastery over a particular subject. Alruwais et al. (2018) interpret whitelock et al. (2006) cycle that describes the process of online assessment. They indicate that motivation is the first step and essential stage in assessment. The following stage is the design and then

the creation of online assessment. The upcoming stage is the students' test and the delivery of their submission. After that, the data is processed and feedback is provided to the student later. In the end of the cycle is the evaluation of outcomes by the students as shown in Figure I.4.

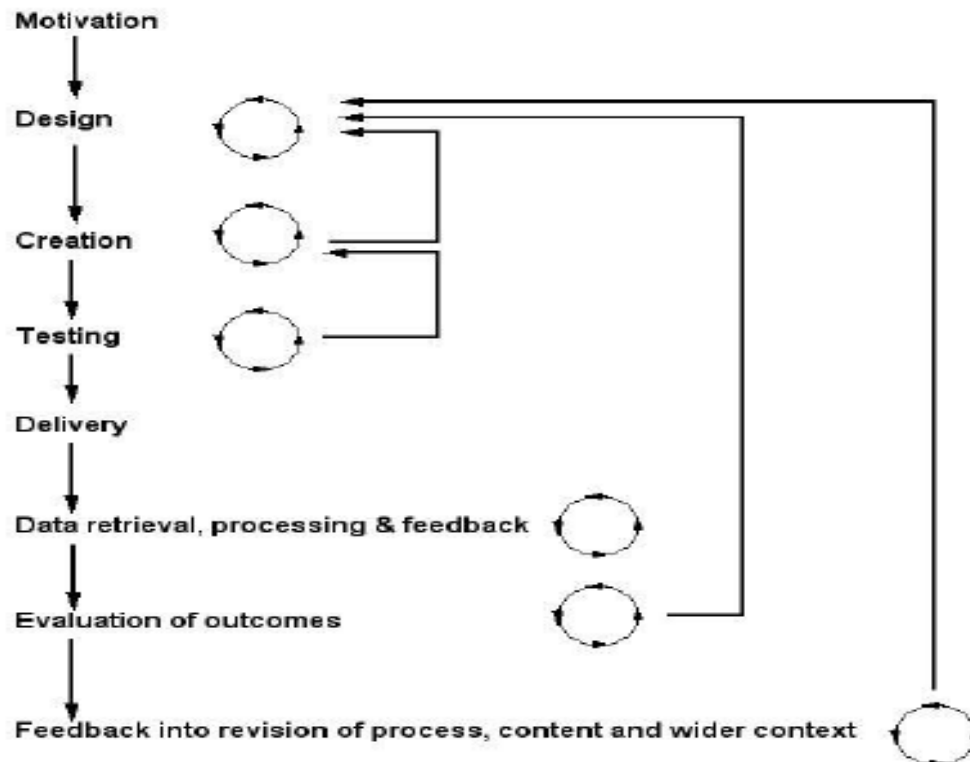


Figure1.4. Online Assessment Cycle (Alruwais et al., 2018)

To design the online assessment tasks' effectively, Weleschuk et al.(2019) claim that some elements should be taken in to consideration such as: the context of the course, the workload for students, the availability of teaching assistants (TAs) and instructors, the technological requirements, and the alignment with learning outcomes. The researchers continue further by suggesting the following general recommendation for online assessments:

- Start planning and designing assessments early. Ensure that all materials are available by the first day of class.
- Instructions, rubrics, and expectations need to be clear and complete.
- Provide a space for students to ask questions, such as a discussion board, so that all students have equal access to information.
- Use a variety of assessment types to allow students the opportunity to demonstrate their understanding in different ways.

- Interactive and higher order learning opportunities can increase engagement with assessments. Provide videos, simulations, case studies or other resources to get deeper engagement from students.
- When providing formative feedback, use action-focused statements that give students suggestions for future work. Non-specific feedback is less helpful to students than specific, detailed comments.
- Have a contingency plan for submitting or completing assignments in case of technology issues.

This type of assessment can be dispensed via multifarious types.

I.4.5. Online Assessment Types

There is a plethora of assessment types available for use to assess students remotely. Choosing the right assessment type depends on what needs to be demonstrated by the students as evidence that they have achieved the intended learning outcomes of the course. Donnan (2007) divides online assessment in to seven types as demonstrated in the Figure 1.5:

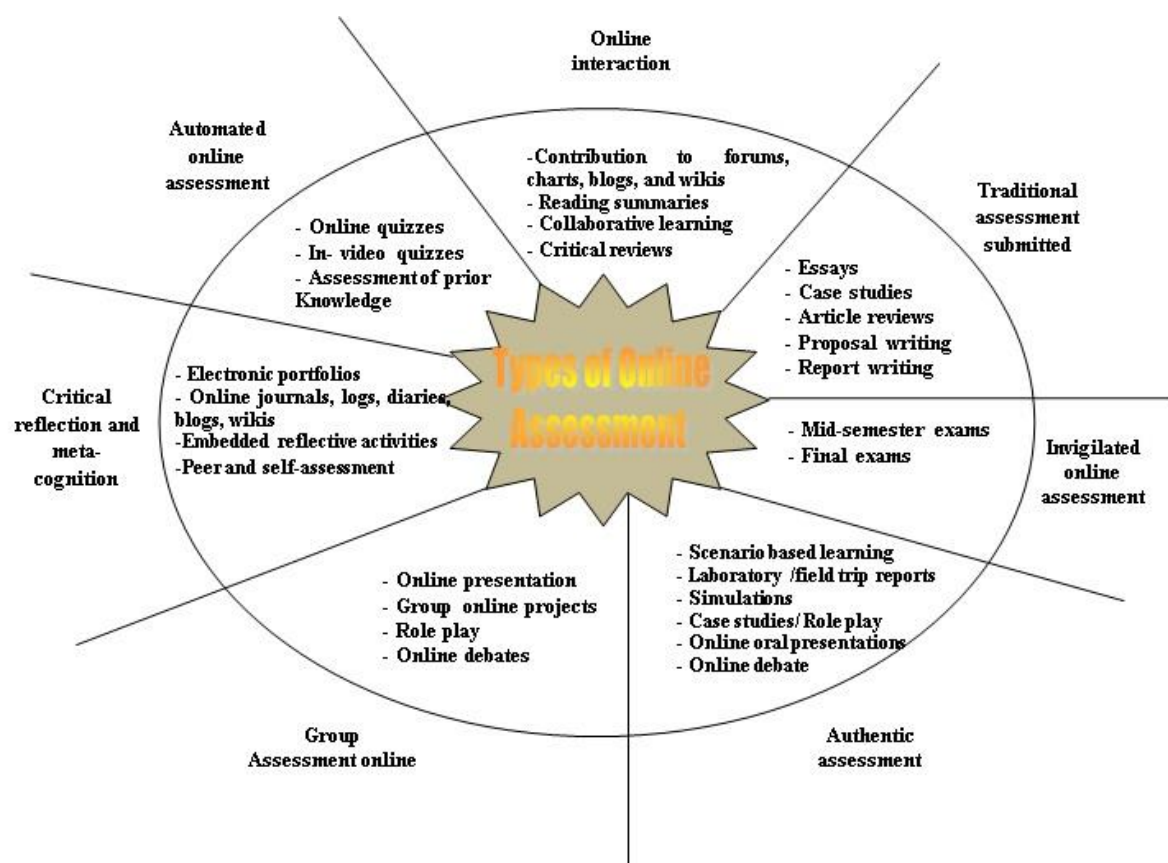


Figure 1.5. Online Assessment Types (Donnan, 2007)

I.4.6. Question Types in Online Assessment

Due to the nature of online assessment, there is a wider variety of question types available compared to paper-based exams. Ragupathi (2020) lists the following question types that are offered in online assessment platforms.

I.4.6.1. Multiple Choice Questions(MCQs)

Multiple Choice Question is a question type where the students are asked to choose the correct answer from a list of possible options. A Multiple Choice Item consists of a problem, known as the stem, and a list of suggested solutions, known as alternatives. The alternatives consist of one correct answer or best answer, which is the answer and incorrect or inferior answers, known as distractors. Some simple rules for writing more effective questions:

- The phrase that introduces the item (stem) should clearly state the problem.
- Be sure wrong answers choices (distractors) should be plausible.
- Use “ all of the above” and “none of the above” with caution.

Advantages	Disadvantages
MCQs are the most versatile of the closed-ended question type. This versatility stems from the fact that the questions can contain more elaborate scenarios that require careful consideration on the part of the student. The probability of student guessing is also relatively low.	When compared to true/false and matching, multiple-choice items can be more challenging to write. They also require the creation of plausible “distractors” or incorrect answer options. As with other closed-ended questions, multiple-choice assesses recognition over recall.

I.4.6.2. Multiple Response Questions (MRQs)

Multiple Response Questions are the type of questions that provide a list of possible options/answers, and the respondents can select all options that are true of them.

I.4.6.3. Fill- in- the Blanks (close test)

Fill-in-the-blank questions are “ constructed-response” that require students to create an answer and typically one word answers. This type of questions test the recall power of learners and not their ability to recognise or synthesize.

Advantages	Disadvantages
Fill-in-the blank questions assess unassisted recall of information, rather than recognition . They are relatively easy to write.	FIB questions are only suitable for questions that can be answered with short responses. Additionally, because students are free to answer any way they choose, FIB can lead to difficulties in scoring if the question is not worded carefully.

I.4.6.4. True/ False Questions

True / False questions present a statement that require the students to judge whether the statement is either true or false. T/F questions are most appropriate for factual information and naturally dichotomous information.(information with only two plausible possibilities).

Advantages	Disadvantages
True /false questions are among the easiest to write.	True/false questions are limited in what kinds of students mastery they can assess. They have a relativity high probability of student guessing the correct answer(50%).True/false also assesses recognition of information, as opposed to recall.

I.4.6.5. Matching Questions

Matching questions consist of two lists of related items that require students to correctly identify, or “match” depending on the relationship between the items. These are most appropriate for assessing student understanding of related information. Examples of related item involve; states and capitals, terms and definitions, tools and uses, and events and dates.

Advantages	Disadvantages
Matching items can assess a large amount of information relative to multiple-choice questions. If developed carefully, the probability of guessing is low.	Matching assesses recognition rather than recall of information.

I.4.6.6. Essays

Essays and short answer types require any answer in a sentence, paragraph, or short composition that present the writers' ideas. However, essay answers are typically much longer than those of short-answer, ranging from a few paragraphs to several pages. Most appropriate for assessments that cannot be accomplished with other question types Since essays are the only question types that can effectively assess the highest levels of student mastery, they are the only option if the goal of testing is the assessment of synthesis and evaluation levels.

Advantages	Disadvantages
Essay questions are the only question type that can effectively assess all six levels of Bloom's Taxonomy. They allow students to express their thoughts and opinions in writing, granting a clearer picture of the level of student understanding. Finally, as open-ended questions, they assess recall over recognition.	There are two major drawbacks to essay questions—time requirement and grading consistency. Essays are time-consuming for student to complete. Scoring can be difficult because of the variety of answers, as well as the “halo effect” (students rewarded for strong writing) skills as opposed to demonstrated mastery of the content.

All the above question types can be automatically graded. Regarding essay answers, they can be scored automatically according to the presence or absence of keywords and key phrases , but they can also manually graded. The software provides instant feedback and responses to the user.

I.4.7. Advantages of Online Assessment

Several studies report that the use of online assessment has benefits for students, teachers, institution and in education aims .As regards the *students*, Dennick et al.(2010) state that online assessment helps students monitor their academic progress by means of formative papers with feedback available 24/7. Besides, it is more appropriate for those who live in remote areas to be assessed in their location. Alruwais el al. (2018) declare that students tend to choose online assessment since they have higher control, friendly interface and it provides immediate feedback. As for *teachers*, Ridgway et al. (2004); Crews & Curtis (2010); and Alruwais et al.(2018) argue that online assessment saves teachers' time and efforts . Alruwais et al. (2018) claim that ” Using E-assessment can reduce the teachers' burden to assess large

student number” (p. 35). Concerning the *institution*, the use of online assessment helps to reduce its costs, and it prevents students from cheating by providing different question in different order. This may lead learners to think that the test is different and will stop them to copy from their peers. With regard to *educational aims*, Ridgway et al. (2004) maintain that online assessment assists learning goals by supporting higher order- thinking skills as critiquing, reflection on cognitive processes and facilitate group work projects.

In sum, online assessment advantages can be summarized by what Al-Smadi and Guetl’s (2008) perceive it to be:

Fair: offer fair opportunity for success

Equitable: be indiscriminating between students

Formative: give many opportunities to learn through feedback

Well timed: provide learning stimulus

Redeemable: allow a series of opportunities

Efficient: be manageable within the constraints of resources

Valid: accurately assess the delivered material

Reliable: promote consistency between assessment tasks

Incremental: increase reliability and consistency over time

Demanding: challenge students and ensure high standards depend on the experience of the assessment designer or the system designer. (p. 3)

However, the implementation of online assessment in higher education may face some challenges as depicted in the following section.

1.4.8. Challenges of Online Assessment

Despite the advantages which online assessment offer, It will always have some challenges that can never be ignored. Alruwais et al. (2018) have investigated about these challenges and suggest solutions:

- Inexperienced students and teachers with ICTs; an unfamiliarity with computers or with online assessment process that cause lack of confidence between them and anxiety problems. As a solution to this problem, both students and teachers need a training at the beginning to adopt the features and benefits of an online examination system.
- Inability to provide individual computer for each student and lack of internet is a major challenge of E-assessment . Therefore, the universities should provide labs with fully equipment and internet access for those students.

- Poor technical infrastructure development, especially in poor countries is another significant weaknesses of the online assessment .So, while shifting to the online mode, the governments should consider whether everything understudies can show up for the test and what arrangement can be made to guarantee the same.
- Even though online assessment have eased the invigilators' job, the problem arises mostly with scoring and correcting long answer- type questions. Alruwais et al.(2018) illustrates some solutions such as; comparing the correlation between computer and human judges, and the correlation between the scores of two human judges. Moreover, the computer will be appropriate for questions that well defined answers such as short answer question.

In addition to that, Wogu et al. (2014) state another common problem concerns online assessment which is cheating and plagiarism among learners during the examination i.e. student may get external help via smartphones or smartwatches. The systems used by candidates also offer multiple cheating opportunities, for instance connecting external storage devices, screen sharing, keeping notes on smartphones and using mobile apps, etc.

To prevent cheaters from such malpractices, instructors should use measures while conducting their online exams. In this respect Cluskey et al. (2011) indicate the following tips:

- Schedule the exam to be taken at a set time. In such manner, it will prevent students from negative collaboration and sequentially take the exam.
- Set time limit (Synchronous); allow the exam to be accessible for very brief period of time (e.g. 15-30mn). This way students will have a very small amount of time to accomplish the exam.
- Randomise exam's questions and answer's choices. As a result, students are not likely to get the same questions in the same sequence when taking an exam.
- Display questions one at a time. Thus, students will have to work on one question until it is finished without being able to pass over and come back to it.
- Change objective and subjective questions every term on each exam. This decreases the value of previous test banks that give some students who have access an unfair advantages.

- Instruct students to utilise a lock down browser to access the online exam. These may create a more stable connection that is not as likely to freeze or lock students out when they submit their exam, and may also make them unable to exit/ return, cut/ paste, or electronically manipulate the system.

In the same line of thought Appiah and Tonder (2018) advocate that security issue is another pitfall when using e-assessment. It is considered as one of the reasons that prevent universities to use such evaluation especially in high stake exams. The following section discusses security issue in online assessment.

1.4.9. Security Issue in Connection with Online Assessment

Although online assessment have become an established practice with distance learning in many educational institutions, there exist some challenges which limit their potential. Among these drawbacks is security issues in online assessment. Security in online assessment is defined by Bearman et al. (2020) as “Hardening assessment against attempts of cheat, and on detecting any cheating that has occurred. These different missions are both necessary to ensure that students who complete university degrees have met the required outcomes” (p. 4).

It has been observed that with the advance in ICTs, several studies attempt to find solutions to security problem in online assessment. Among these studies in terms of authentication. Karim and Shukur (2016) propose a new model for authentication called Preferences Based Authentication, and they classify the existing authentication techniques into four categories: Knowledge-based authentication, possession-based authentication, biometric- based authentication, and other authentication mechanisms such as: IP address (Internet Protocol address), location, etc. In the same line of thought, Ryu et al. (2020) state that memory-based system access authentication is becoming outdated and less preferred for live application. Therefore, it is substituted by multimodal biometric system, and the authors propose the multibiometric system which is a method of identification and verification of a person based on his or her physical traits such as: face, finger print, iris , voice recognition and palm print ,or behavioural traits.

Conclusion

In the foregoing chapter, the endeavour has been to clarify the multifarious and frequently elusive key concepts which would constitute the pivotal elements of the issue under investigation. This section has debuted by different definitions, principles, and purposes underpinning traditional assessment. Then, it has shifted to online assessment by defining it, explaining its emergence, tools, and process. Besides, it has advocated the advantages and the

challenges of e-assessment. Finally, the chapter has been enclosed by discussing security issues in connection with online assessment.

The subsequent chapter is devoted to highlight the research methodology and design in which the researchers adopt to carry out the investigation of the study.

Chapter Two
Research Methodology & Design

Introduction

The prior chapter stretched the theoretical basis for this study, which encompassed the fundamental concepts and the core ideas of both traditional and online assessment, in which the latter was adopted in this research. The current chapter, on the other hand, is devoted to describing in detail the research methodology and design and the different procedures taken by this study to explore the usefulness and limitations of online assessment in the CoViD-19 era. In this account, the researchers presented in-depth the research tools they used to address the study questions, the target population, techniques of collecting data and the fieldwork where the investigators conduct their study.

II.1. Research Design

A mapping procedure based on sampling method is known as research design. It primarily consists of the investigation's goal as well as the techniques for gathering evidence, analyzing evidence, and reporting results (Singh, 2006). In essence, the structure of research can be thought of as research design. It is the glue that holds a research project's various components together. In a nutshell, it is a blueprint for the proposed research project (Akhtar, 2016). Similarly, Verschuren & Doorewaard (2010) regard that designing research entails two distinct sets of tasks. The first step is to figure out what you want to accomplish with your research project. This is where we model the investigation's content; we call this the conceptual design of a research project. The second set of activities focuses on how to put all of this into practice during the project's implementation phase. The technical research design is what it is called.

Singh (2006) states that the components of an investigator's project and the development of particular elements of the designing are known as research design. A study design is not a step-by-step technique that must be followed in order. It is a step of research planning in which the feasibility of the research is usually visualized rationally. The research components are chosen in light of the research's aims. Research hypotheses also serve as the foundation for planning a study. The following elements comprise to a research design:

- a. The research method or strategy.
- b. The sampling strategy.
- c. Research tool selection.
- d. Statistical technique selection

Broadly speaking, the conceptual design determines what, why, and how much we will study, and it is made up of four components: the research project, the research framework,

defining and operationalising, and the conceptual model, whilst the technical research design is made up of decisions about how, where, and when we will conduct our research to answer the research questions. It includes elements such as a research strategy, research materials, and a research plan (Verschuren & Doorewaard, 2010).

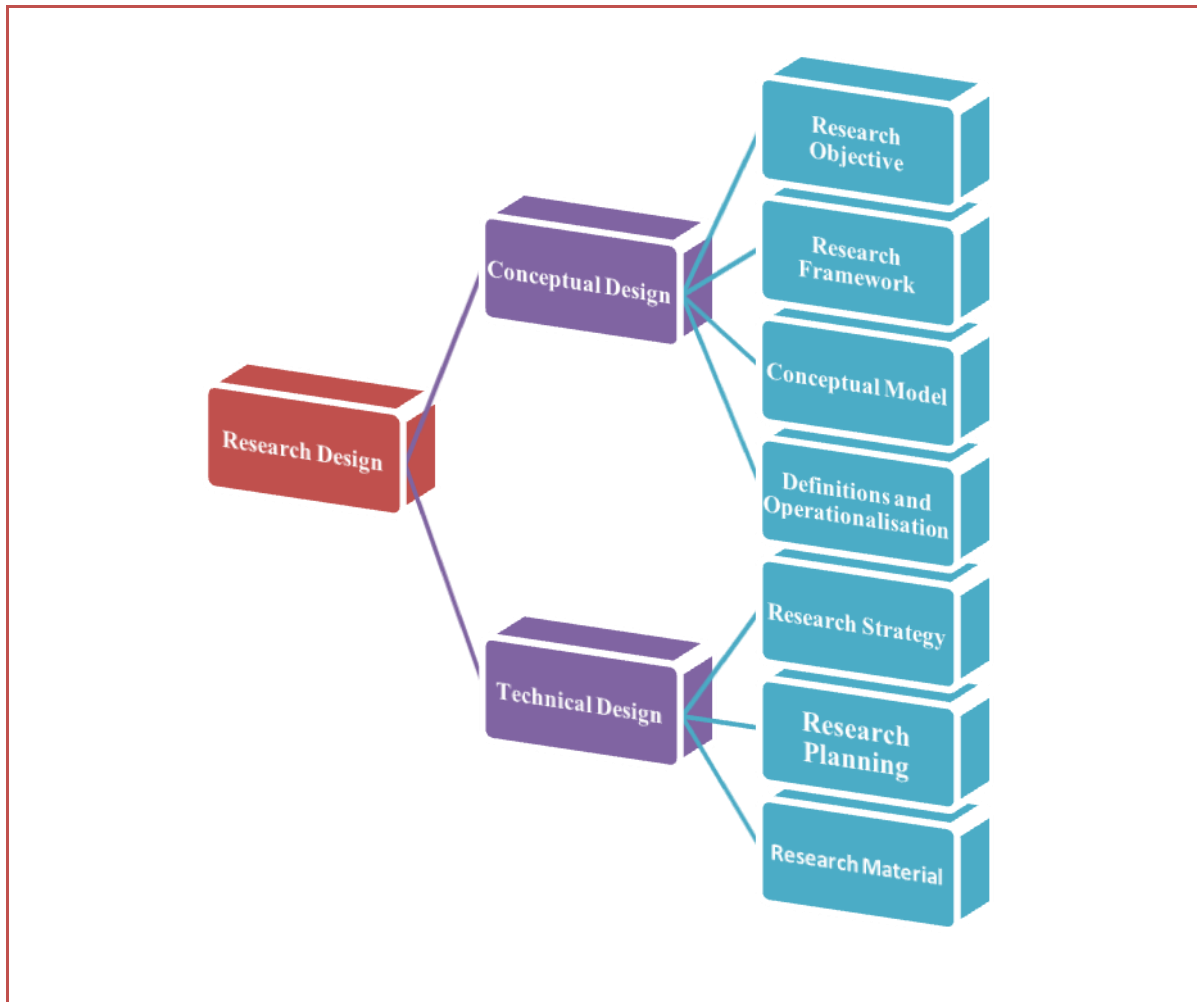


Figure II. 1: Overall Picture of the Research Design (Verschuren & Doorewaard, 2010).

In brief, this chapter outlines the research methodology. The study's method, population, sample, and fieldwork have been sketched in three sections, while the instruments and techniques used in the research have been sketched in the next. It also explains how the study was conducted. This chapter goes through the entire study plan in great depth.

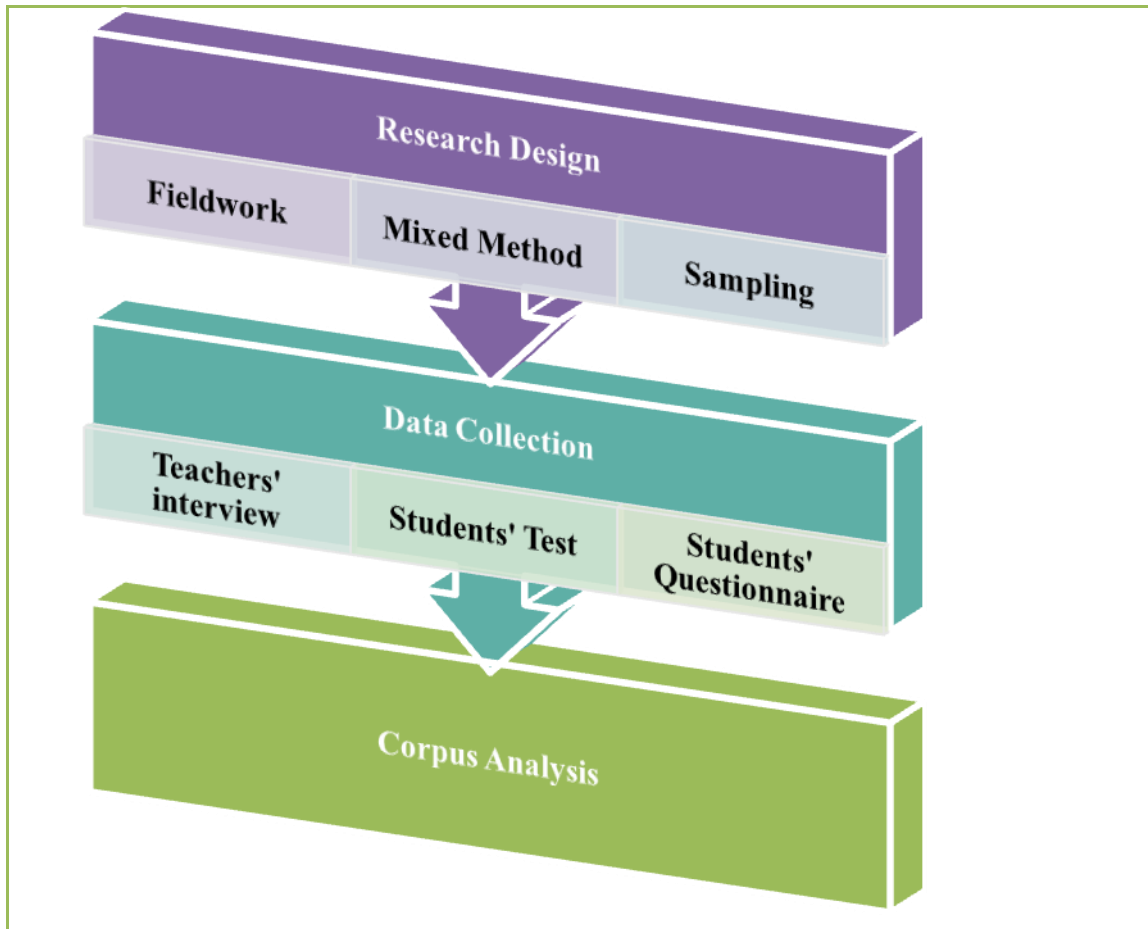


Figure II.2: The Current Research Design

II.1.1. Research Method (Mixed Methods)

To answer the research questions, this study adopts mixed-method approach, which combines and integrates elements of quantitative and qualitative research. As neutrality, objectivity, and the gathering of a broad range of knowledge are among the values that underpin quantitative research (e.g., a statistical overview from a large sample). When your main goal is to explain or assess, this approach is usually appropriate (Leavy, 2017). On the other hand, when your ultimate focus would be to examine, describe, or explain anything, qualitative research is usually the best option. The relevance of people's subjective experiences and meaning-making processes, as well as gaining a deep understanding, is values that constitute qualitative research (i.e., detailed information from a small sample) (Leavy, 2017). Additionally, Abuhamda et al. (2021) declare that evidence-based results are driven by both quantitative and qualitative methods. For years, one of the most common issues which researchers have faced is determining the best research approach to use in their studies. In research methodology, quantitative and qualitative approaches have been

examined, particularly in the subject of education. These approaches are regarded as practical and essential procedures in most areas. As John W. Creswell (2014) indicates that quantitative research is a process which conducts the relevance between variables for the purpose of checking objective assumptions. These variables can then be evaluated using tools, resulting in numerical data that can be examined using statistical processes. Introduction, the review of related literature and theory, research tools, results, and discussion are all encompassed in the final written report. Those who engage in this type of inquiry, like qualitative investigators may presume testing theories deductively, building in bias safeguards, commanding for potential explanations, and being capable to generalize and replicate the findings.

Assuredly, the use of mixed methods research in educational studies may play a significant role in the development of our field. The findings gained from various methods have the potential to enrich our understanding of educational issues and questions. In this respect, mixed methods research has the prospect to raise value and subscribe to ameliorate our research (Leavy, 2017). Mixed two methods may be higher than single methods research because it is more likely to yield deep insights into study phenomena that are difficult to completely comprehend using only qualitative or quantitative methods. Multiple data sources can be integrated and synergized in a mixed-methods research, which can help in complicated problems' research (Poth and Munce, 2020, as cited in Dawadi et al., 2021). As Leavy (2017) states that:

Mixed methods designs value both quantitative and qualitative approaches to research. Methodologically, MMR approaches rely on (1) combining deductive and inductive designs to generate both quantitative and qualitative data, and (2) integrating the datasets in some way. These approaches are appropriate when your purpose is to describe, explain, or evaluate, and are particularly useful for studying complex problems or issues (p. 164).

No doubt that any research may be characterized by important principles that enrich its value. Therefore, Pandey & Pandey (2015) confirm that the reliability and validity of the findings obtained is highly influenced by the research design. Subsequently, it serves as a strong basis for the entire study. This makes the study as efficient as possible by offering a high rate of information with the least amount of effort, budget, and time invested by planning everything about the research ahead of schedule.

II.1.2. Research Instruments

The instruments for this research include a questionnaire handed to students to investigate the potentiality and challenges of online assessment, and a semi-structured interview handed to teachers to investigate teachers' experience with the teaching platforms and provide them with the opportunity to voice out their attitudes towards online assessment, and a corpus analysis in which two modes of test were compared to check the usefulness of online assessment.

After you have developed research questions and hypotheses, you may need to determine exactly what sort of data you can gather to effectively resolve your subject under study (Driscoll, 2011). There are many different types of research instruments, each with its own style of describing and classifying data. Each instrument is best suited to specific data sources that produce information of the type and in the format that would be most useful. Some of these tools only detect the presence or absence of specific elements in a circumstance. Others involve gathering descriptions that may include comparisons or agreements between the various parts in the event. Other instruments provide quantitative data in the form of scale measures or ratings. The measuring of what is recognized provides a crucial dimension to explanation, revealing not only what but also how much (Singh, 2006).

Selecting the appropriate research methods is one of the most critical factors that can successfully carry out your research project. Mathers et al. (2007) shared this fact by stating that a variety of factors largely determine the most suitable method, which would include:

- Opportunity and access to possible sample population
- The nature of the topic to be studied
- The participants' literacy level
- The participants' willingness
- Availability of resources

From this discussion, it becomes clear for researchers to opt the main appropriate tools to collect the required data. They thought that these tools are more relevant to the study and these are the students' questionnaire, the teachers' interview and the test corpus analysis.

II.1.2.1. Questionnaire Design

The questionnaire is the second instrument that the researchers employ. It can be considered as a written interview. Process can be seen as a sort of paper interview. The process of creating a questionnaire is similar to that of conducting an interview.

Nevertheless, since the questionnaire is impersonal, it is even more essential to design it carefully. Because there is no interviewer to clarify ambiguities or check for misunderstandings, the questionnaire's operation must be very explicit. In comparison to an interview, the diversity of possible replies to each question must be addressed more thoroughly. The questionnaire is undoubtedly the most widely used and abused data collection tool (Singh, 2006).

Questionnaires, through a wide range of responders, may be used to collect large amounts of data. Several advantages can be offered over other data collection methods. Questionnaires are usually inexpensive to administer. They require minimal training to produce, and can be rapidly and swiftly analyzed once finished (Wilkinson and Birmingham, 2003). Certainly, an effective questionnaire is one that allows the respondent to provide the researcher with useful and accurate information or data. This is a complicated process that entails presenting questions in a clear and unambiguous manner so that respondents can interpret them, articulate their responses, and effectively communicate their responses to the researcher. Once received, the responses must be carefully recorded, categorized, and analyzed so that they accurately reflect the respondents' opinions (Wilkinson and Birmingham, 2003).

For compiling data from samples, five points Likert- type scale questionnaire was used. The items in the questionnaire were classified as (strongly agree, agree, average, disagree and strongly disagree,). Mathers et al. (2007) pointed out that one of the most prevalent applied scales is the Likert scale. Participants provided one or more judgmental propositions to rate on a multi-point scale. This fact was also favored by Wilkinson and Birmingham (2003) stating that questions demand the respondent to opt answers from a predetermined list or scale, which often ranges from highly positive to very negative. Scaling responses to questions can be done in a variety of ways. The Likert scale is one of the most widely used methods which (published in 1932). This scale, like many others, assesses respondents' views and opinions to questionnaire statements. The respondent is given a range of possible responses to the question (typically five), ranging from the attitude measure 'strongly agree' to the exact opposite measure 'strongly disagree.'

Additionally, the questionnaire' other items were classified as multiple choice questions (MCQ) and closed questions. The latter are questions to which every conceivable response is given. The dichotomous question, which requires a 'yes' or 'no' answer, is the most common type of closed question (Wilkinson and Birmingham, 2003). Mathers et al. (2007) added that

a closed - ended question is one in which the potential answers are pre-defined. The reply is restricted to one of the pre-coded options. Furthermore, Singh (2006) defines closed - ended questions as:

The closed form item sometimes is referred to as the “restricted” or “structured” type. It consists of a question or a statement to which a person responds by selecting one or more choices, such as “Yes” or “No”. In one variation of this type the respondent may be asked to underline award from the two or more alternatives. Another variation requires the ranking of choices.

(p. 193)

The questionnaire was directed to second year master students to have information and ideas about their knowledge about online assessment. It was made up of three important sections, the informants’ personal and professional data, their technological knowledge and use, and their opinions about online assessment. The questionnaire was conducted online using Google Form in which the link was distributed to the participants via students’ e-mails.

In designing the survey questions, the researchers were guided by the research questions. The questionnaire consists of eleven questions divided as follow, the first two questions are about whether the student is a working one or not and the nature of the student, whether s/he is boarding or day student. The second eight questions consist of the type of technological device(s) students own, computer familiarity, platforms familiarity, which online practices students experienced before, how students perceive their online assessment, what impact online assessment has on students’ learning, how they progressed the different instructions in processing the system, and finally what precludes the use of online assessment on net. Besides, the last section is devoted to have two questions which were about the informants’ opinion about both face-to-face assessment and distance assessment, and the attitudes of them towards online assessment. As the researchers of this study mention that the last question structured as an open ended question. They intended to submit only one open-ended question. Singh (2006) states that:

The open formed item is also referred to as the “Open end”, “Short-answer”, or “Free-response” item because offer the question there is a space provided in which the respondent is asked to write his answer. This type of item permits explanation, but responses can be difficult to summarize and tabulate. The responses also may be too brief, or the respondent may have omitted important information. (p. 193)

Moreover, designing too few open ended questions was an intentional intent since asking a group of individuals an open-ended question may yield a variety of answers, which can be costly to implement (Mathers et al., 2007).

In short, the questionnaire was distributed among (50) second year master students' .Its purpose is to find out their attitudes toward online assessment and whether it is effective or challenging. The students answered the questionnaire depending on their knowledge and experience in doing such online assessments. Finally, all students who took part in the questionnaire were acknowledged by the researchers for their patience and contribution because they made the questionnaire more effective and vivid.

II.1.2.1.1. Pilot Study

The important point to remember is that the researchers perform reflecting all the procedures of the main study and validates the feasibility of the research with view to guide and instruct the methodology of the large-scale investigation. Indeed, five students who were not engaged in the main study participated in a pilot testing. It assists researchers in ensuring the quality and flow of materials, as well as identifying those that do not fulfill the study's aim. Driscoll (2011) supports this step by saying that you can pilot your questionnaire to ensure that it has the suitable size and that the questions are understandable. Before distributing your survey to a larger participants, have some colleagues or acquaintances answer it out and provide feedback. Make note of how long it would take you to finish the survey. Check if the statements are clear and understandable. Examine their responses to determine whether they fit what you were looking to learn. You can make a review to the questionnaire items and length. Mathers et al. (2007) shared these facts, too. It is critical to pilot the draft questionnaire before you may move on to the essential part of fieldwork. The questionnaire which is not piloted, you should never employ it, particularly if its purpose may be self-completion and there will be no one to clarify any misconceptions. Using a pilot stage, you may determine that:

- Including all pertinent issues
- The ordering is accurate
- Recognizing vague or leading questions
- Your pre-codes are accurate, and
- Not missing or omitting some issue that is particularly essential to the participant.

II.1.2.2. Interview Design

The interview is the final instruments carried out with five English teachers at Ibn Khaldoun University in Tiaret. A semi-structured interview was delivered to teachers so as to:

1. Benefit from the English teachers' experience at university stage.
2. Get much more information about the teachers' attitudes towards implementing online assessment.
3. Know about the teachers' viewpoints on online assessment.

When it comes to interviewing people from afar, the Internet opens us a slew of new opportunities. You may conduct an email interview in which you submit questions and wait for a response (Driscoll, 2011). As an important step, stages in developing and using interviews are elegantly summed up by Wilkinson and Birmingham (2003):

- Prepare for the interview by rehearsing your questions.
- Choose your interviewees carefully.
- Organize the interviews
- Analyze the information gathered during the interview.

In order to gather trustworthy data for your research, you need to consider various factors while designing an effective interview. In an interesting way, Wilkinson and Birmingham (2003) make a checklist to follow when conducting the interview.

- Have you made up your mind about the questions you will ask?
- How will you arrange the questions (will you save the contextual questions for the end)?
- Will the interview have a set format or will you be able to deviate from your notes?
- How will you document the interview (would you write down notes or will you tape-record the conversation)?
- Have you rehearsed your interview and taken into account any helpful feedback or suggestions?
- Are there any questions that are difficult or ambiguous (have you practiced how you will answer them, or will you supply examples)?
- Is your interview group representative?
- Have you selected your interview group?
- Have you scheduled a good meeting location (and are you convinced that you will not be interrupted)?

- Have you informed the appropriate people about the interview's timing (obviously, this includes the respondent, but it could also include their coworkers)?
- Have you prepared an interview briefing (will you read it or give it to the interviewee to read)?
- How will you situate yourself in the interview (face-to-face or side-by-side)?
- Can you guarantee the interviewee's anonymity?
- Have you said how the information will be used?
- How will you express your gratitude to the interviewee (would you offer to submit research feedback)?

The following were the interview questions: The first question concerns distance learning and the platforms that are used in teaching. The second question entails which of the tools the teachers utilized most frequently while teaching on the specified platform (s). The third question is whether or not digital platforms help in distant assessment. The fourth question is meant to gauge if the interviewees have ever been subjected to E-assessment, and if so, was it only during the pandemic? The fifth question demands to know about the respondents' impressions of the experience. The sixth question concerns initial impressions of the experience. The seventh question is asked to see whether the institution requires such assessment. The eighth question entails whether the administration has authorized the results of the remote assessment. The ninth question is about whether online assessment is more successful than face-to-face assessment, with reasons for the answer. The tenth question asks for thoughts on how to make this kind of assessment more efficient and accepted by teachers and students.

After you have finished interviewing your participants, you will need to proceed forward to data analysis. Interviewing participant is a good technique to get extensive information for the major topic of interest (Driscoll, 2011). Finally, all of the teachers who took part in answering the interview were acknowledged for their contributions by providing essential responses, which made this work of scientific value.

II.1.2.3. Corpus Analysis

For the scientific validity and reliability, such instrument, viz., corpus analysis is needed to be implemented in the current study. In this regard, Vaughan and O'Keeffe (2015) indicate that Corpora is the plural version of the Latin word Corpus. Computers are used in corpus linguistics to quickly search and analyze databases of real language. Hence, Corpora

are a type of database which may include any structured set of textual or transcribed verbal speech.

In the late 1950s, computers began to store and analyze real language. The time it takes to process 60000 words utilizing the new punch card technology is 24 hours. The importance of corpora in the scientific study of language has increased in line with rapid development of computer storage space and processing speed. Even storage capacity is no longer a problem with cloud computing (Vaughan and O’Keeffe, 2015).

The present research makes extensive use of corpus analysis as a data analysis method in which two modes of test; paper pen and online test are compared to determine the usefulness of online test.

II.1.2.3.1. Test Design

Concerning the exam, it took two forms, vis., an online exam delivered to second year master students for their academic year 2020-2021 and a paper-pen exam handed to first year master students during the current academic year 2021-2022. It is worth noting that the students who underwent the two modes of exam are of Didactics’ speciality and they were examined in the same module. The researchers took the scores of each group to make a corpus study. The purpose was to compare between both paper-pen exam’s results and online exam’s results then to explore the effectiveness and challenges of online assessment. The students were allowed only one hour to answer the exam due to the protocol which was applied during the era of CoViD-19 pandemic. At first, the teacher provided the results of both exams to the researchers. The researchers, then, compared the results for both the paper-pen test and the distance test whereby they conclude through the results, whichever produced better results than the other. Through it, we can infer the effectiveness as well as the challenges of the online exam.

II.1.3. Sampling

Sampling is an essential strategy in behavioral research; without it, the research task would be impossible to complete. A study of the entire population is both unattainable and impractical. Cost, time, and other variables are considered as practical constraints which typically limit the entire population under study. The notion of sampling was created in order to make research findings more cost-effective and reliable (Singh, 2006).

In order to explore the subject under study. This research is directed to a particular population for the purpose of getting specific data. Therefore, random selection technique was used. As Pandey and Pandey (2015) state that simple random sample means any

member of the population has a similar and autonomous opportunity of being used in the sampling. That is to say the process of generating a sample requires the randomization technique. Hence, this process is known as simple randomizing.

In the same line, Singh (2006) proclaims that randomization is a process that involves employing a variety of procedures, such as:

- a) Tossing a coin.
- b) Rolling the dice.
- c) Using a lottery system.
- d) Method of blindfolding.
- e) Using the 'Tippett's Table' random table

The respondents, on the other hand, are selected in a certain manner. Leavy (2017) describes it in saying that as you work with the participants, ethics plays a part during data collection or generation. The quantity of contact you have with research participants, as well as the nature of that contact, is primarily determined by the research design technique you are using and the study's specifics.

Simple random-sampling is characterized by several positive factors that Singh (2006) summed up as follow:

1. It is a way of sampling that is objective.
2. It is a cost-effective solution in terms of both money and energy.
3. It is a convenient process in the fieldwork
4. It allows the use of statistical apparatus and information processing. The sampling error can be determined.
5. It is reliable for analyzing the results.
6. It is a suitable technique when sampling.
7. It may be utilized to select a representative sampling.

Hence, the researchers selected two categories of participants who were involved in online assessment and these categories are displayed as follows:

II.1.3.1. Students

The first sample of population under study is university EFL students. In particular, second year Master, Didactics, during the academic year 2021 – 2022. They were assessed online during the era of CoViD-19 pandemic at Ibn Khaldoun university, Tiaret. So, the sample of the research is based on (50) students of different ages and gender selected from the whole population randomly which consists of (80) students. Assuredly, ethics are key

elements in conducting any research, especially when it comes to participants. Leavy (2017), in this respect, clarifies that as you work with the respondents, ethics comes into play during data collection or generation. The amount of contact you have with research participants, as well as the form of that contact, is primarily determined by the research design technique you are using, including the study's characteristics.

II.1.3.2. Teachers

The second group under the investigation was a population of five teachers who were selected randomly from Ibn Khaldoun University. They have sufficient experience in teaching English at the university level. They experienced normal conditions in teaching as well as unusual conditions of the pandemic which obliged them to adapt with the ramifications CoViD-19. All of those teachers were delivered an online interview consisting of a number of questions. All the questions asked were related to both face to face and online assessment experience and their views about the effectiveness of online assessment and its challenges. Indeed, all of the teachers answered the interview based on their professional experience in assessing their students in different conditions.

II.1.4. Fieldwork

Research setting is the physical social context within which research is conducted. In this regard, selecting the appropriate fieldwork carefully is essential to get the significant results. According to Creswell (2014), the greatest advice is to get your feet wet by entering the field, learning one setting, and then deciding which other settings to study. Any research project generates an almost infinite number of new areas of inquiry. You will not know which of these paths will be the most fruitful until you are actually doing the research. In addition, the researcher argues that the ideal fieldwork is when the researcher has successful access. The observer may easily establish connection with participants, and may assemble data immediately attached to the research goals. Such fieldwork is uncommon. It can be difficult to get into a location. It may necessitate persistence and patience. The researcher must negotiate access, earn trust over time, and slowly collect data that only occasionally aligns with his or her goals. It is not uncommon for researchers to struggle for weeks, if not months, to break into a setting or get acceptance from others (Creswell, 2014).

This study was carried out at Ibn-khaldoun University of Tiaret city, Algeria. More precisely, the research at hand takes place in the Department of English Language. Ibn Khaldoun University is a coeducational Algerian higher education institution in the small town of Tiaret. The latter is a major city in the west of Algeria. It is located approximately

150 kilometers (93 miles) centre of Algiers' city, in the western section of the Hautes Plains, in the Tell Atlas, and about 150 kilometers (93 miles) from the Mediterranean shore.

Conclusion

The current chapter set details for the methodology which is followed by the researchers to conduct their study. It, then, presents the research framework and design including a detailed description of the investigating tools. On doing so, this chapter highlights the mixed methods that combine both quantitative and qualitative approaches for collecting data and information about the effectiveness and challenges of online assessment. Through this chapter, the researchers describe the target population, how they are selected, how data are collected, and where the participants are selected.

The purpose of this chapter is to further provide an appropriate data base for the research. These data are, then, analyzed and interpreted in the following chapter.

In this account, make sure to avoid bias during evaluating and reporting your results. This may happen only when you are honest and precise about what you discovered, although it varies from what you actually found. Your data should be viewed as sources of evidence, similar to those found in libraries, and you should strive to appropriately represent them (Driscoll, 2011). As we note that the analysis of data encompasses a considerable space within this stage. It is the backbone of any research. It is the basis on which the entire study will rely upon. Data analysis refers to the process of examining tabulated information in order to uncover hidden facts or meanings. It entails breaking down current complicated factors into simpler components and reassembling them in new configurations for the goal of interpretation (Singh, 2006). Therefore, the data collection, data analysis, and the discussion of the results will be detailed in the upcoming chapter.

Chapter Three
Data Collection & Analysis

Introduction

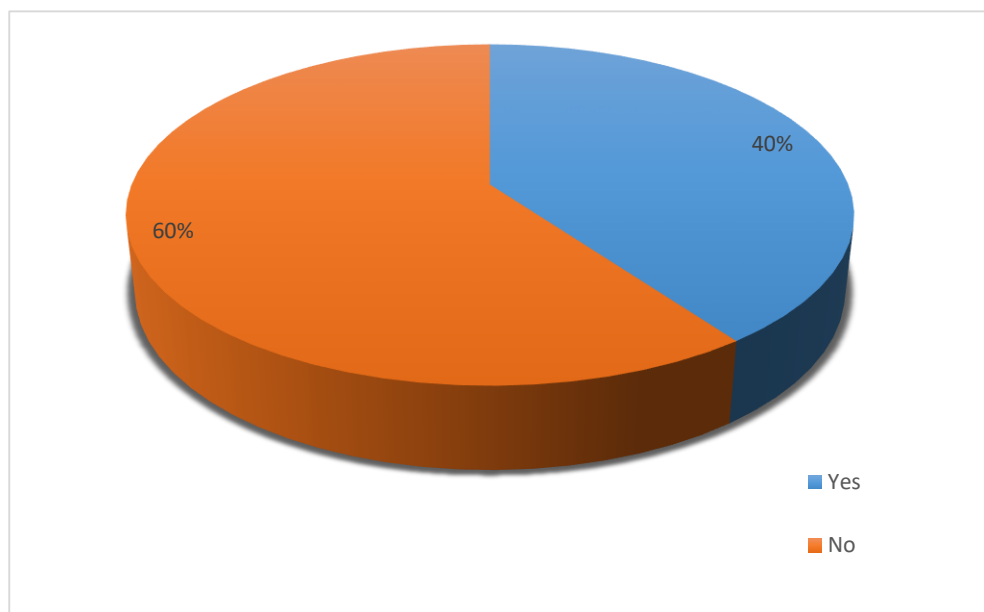
The upcoming chapter is consecrated/ dedicated to collect the necessary data via a questionnaire directed to 50 M2 Didactic students, a semi- structured interview conducted with five teachers, and a test corpus analysis in connection with both face-to-face and online assessment.

III.1. Questionnaire to students: Results

It should be reminded that the questionnaire consisted of three sections that provide the researcher with wide range of insightful data in a short period of time. These results are analysed accurately with the intent to shed light on an opaque facets of the issue under investigation.

Section I: Informants' Personal and Professional Data

- **Item01:** Are you a working student?

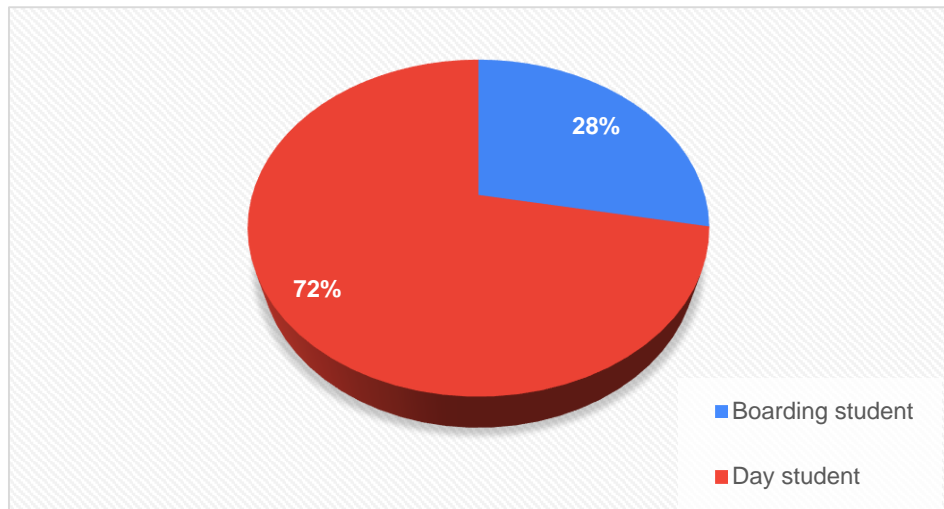


Graph III.1.1 Informants' Professional Status

The numerical data above show that 40% (N=20) of the target population are working students, whereas 60% (N=30) are only students.

Referring to these responses, we can notice that the new form of learning and assessing is quite convenient to those who answered yes.

- **Item02:** Are you boarding a student or day student?



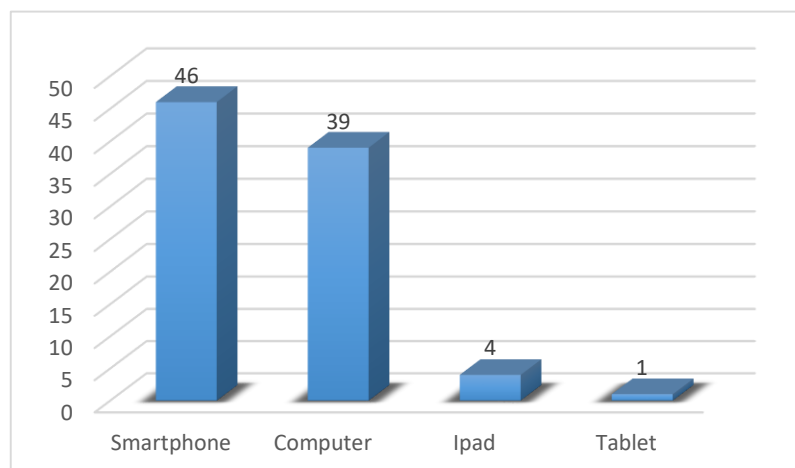
Graph III.1.2 Informants' Study Status

Question 2 is used to check which status the respondents opted for. The gleaned data demonstrate that the majority, i.e., 72% (N=36) are day students. The rest 28% (N=14) are boarding students.

This choice (Day student status) denotes that there is a tendency towards such status for many reasons such as: condition in campus or due to their professional and personal status.

Section II: Informants' Technological knowledge and Use

- **Item03:** What type of technological device(s) do you have?

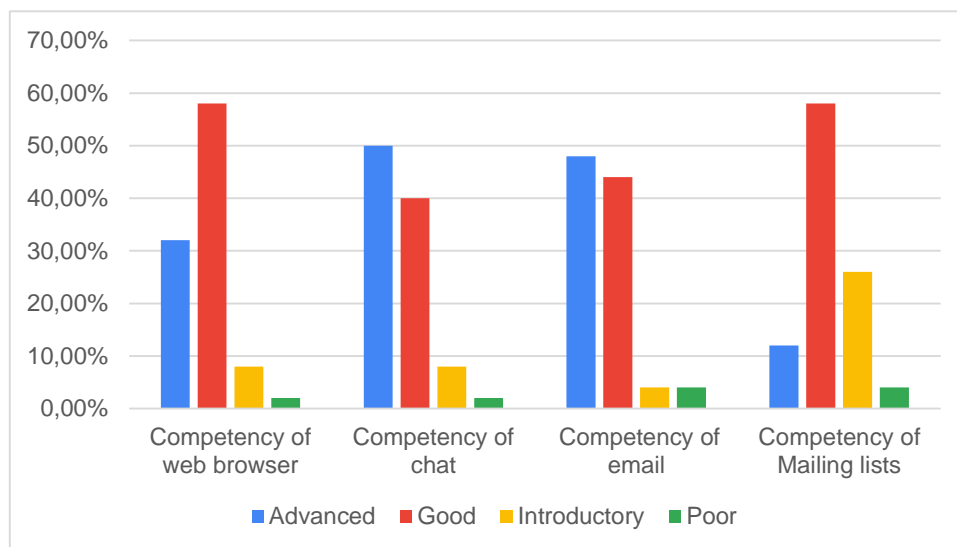


Graph III.1.3 Informants' Technological Knowledge and Use

The answers to this item reveal that 46 students out of 50 have smartphones, whereas 39 respondents use computers. The rest of the informants are shared between iPad and tablet, 4 and 1 respectively.

It should be noted that the majority of the surveyed population use technological devices which are the most important means of embodying the exams remotely.

- **Item04:** What are the participants' familiarity with computers?

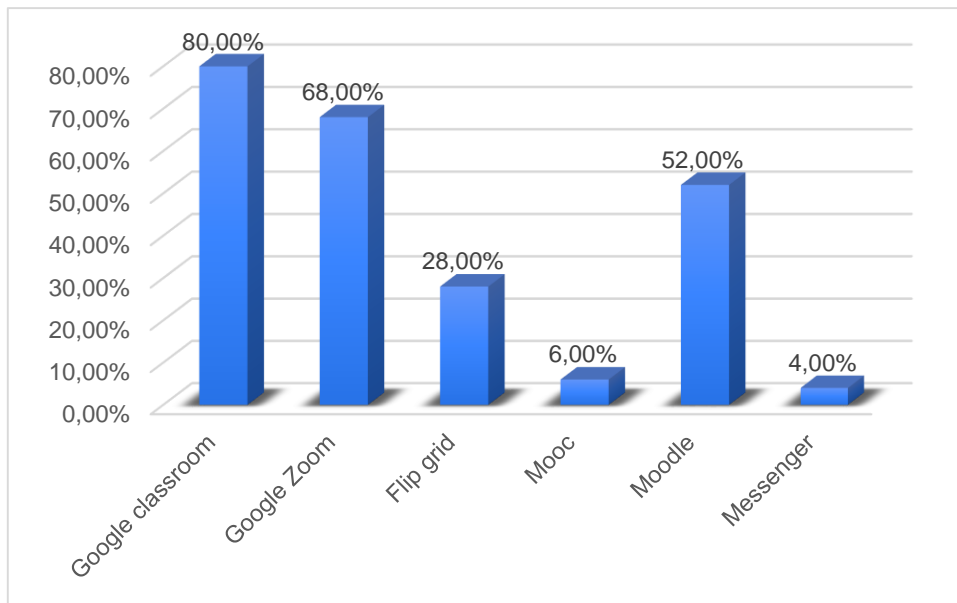


Graph III.1.4 Informants' Computer Familiarity

Question- item 4 is mainly asked to gauge the informants' familiarity and insightfulness as regards computing. The collected results reveal that 58% (N=29) of the target population confirm that they are good at competency of web browser and competency of mailing lists, whereas the others are good at emailing and chatting, 44% (N=22) and 40% (N=20) respectively. 50% (N=25) of the respondents attest that they are advanced in chatting, and 48% (N=24) are advanced too in emailing. The rest are shared between competency of web browser and competency of mailing list, viz., 32% (N=16) for the former and 12% (N=6) for the latter. The rest of the respondents confess that they are at the level of introductory or poor, 26% (N=13) and 4% (N=2) respectively.

It is worthy to highlight that the introductory competency for students can allow them follow and interact via internet and the used platforms. Besides, students are generally familiar with all types of manipulation as regards ICTs.

- **Item05:** which of the following, are you familiar with ?

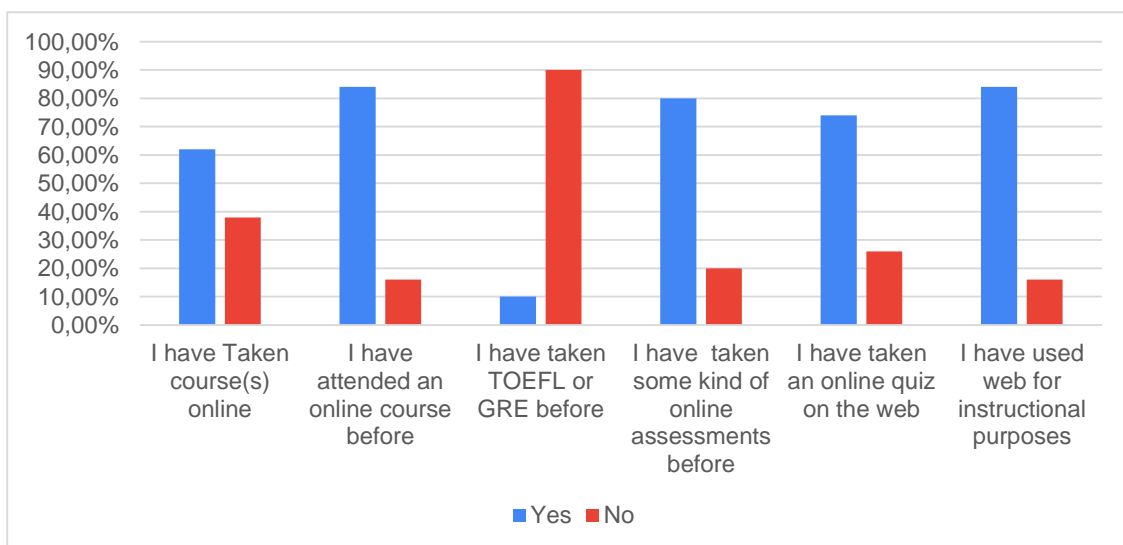


Graph III.1.5 Students' Platforms Familiarity

The statistics in the graph show that the heavy majority, viz., 80% of the informants utilize Google classroom, whereas 68% of them use Google zoom. 52 % of the surveyed population make use of Moodle platform, while 28% are familiar with Flipgrid. The rest are shared between MOOC and Messenger: 6% and 4% respectively.

With reference to the above answers, we can say that all students are familiar with different platforms used by teachers to evaluate, deliver feedback for diagnostic, formative, summative or self-assessment.

- **Item06:** Which of the following have you experienced before?

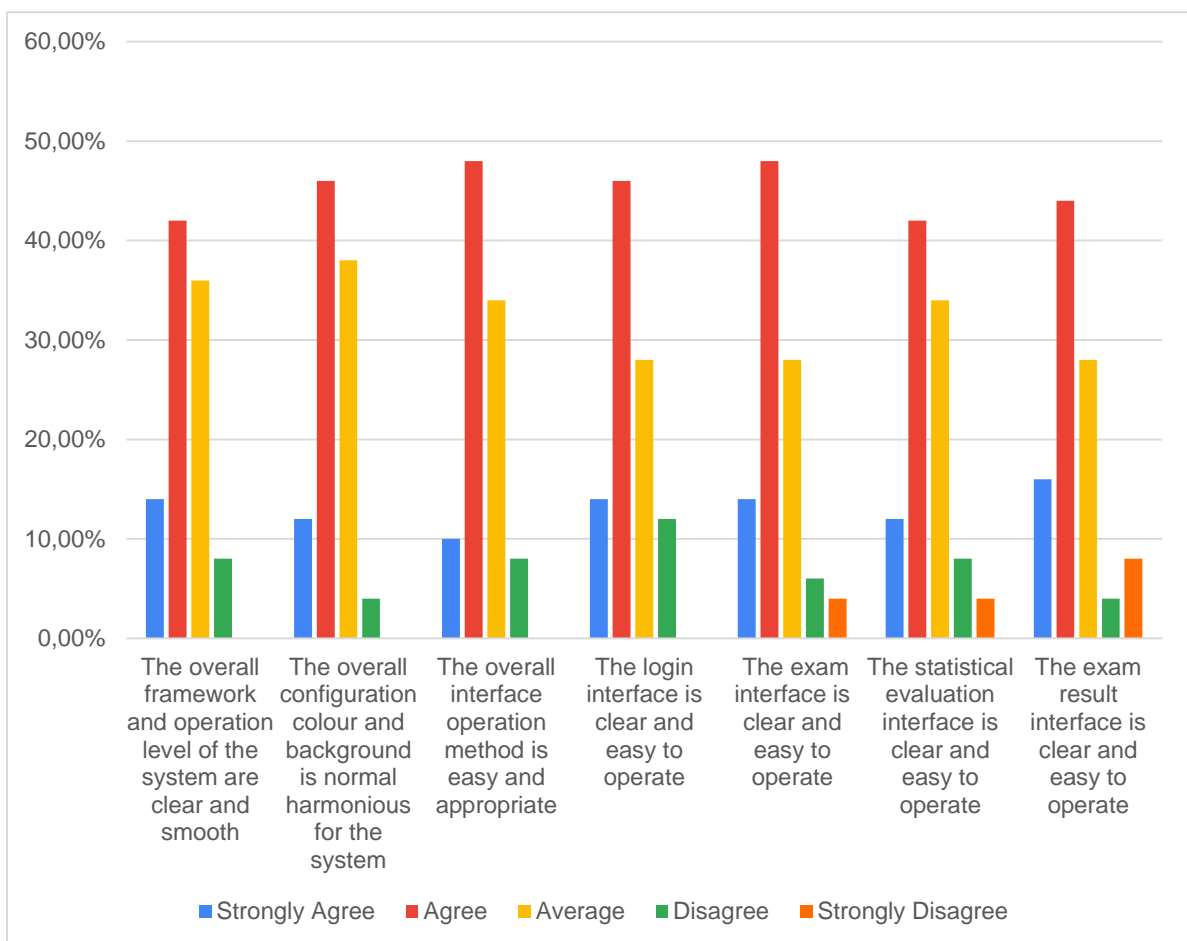


Graph III.1.6 Informants' Prior Experience of Online Assessment

The statistical data to question 6 reveal that 84% experience both an online course and the use of web for instructional purposes. 80% affirm that they took some kind of Online assessment before, whereas 74% say that they took an online quiz on the web. The rest of informants are shared between taking courses(s) online and took TOEFL or GRE before; 62%, 10% respectively. On the other side, 90% of the respondents affirm that they did not take TOEFL or GRE exam before. Besides 38% state that they did not take any course online. 26% confirm that they have not taken an online quiz on the web. The rest of the respondents are shared among having no an online assessment (20%), no attendance of online course (16%) and having never used web for instructional purposes (16%).

The responses collected demonstrate that the majority of the informants have experienced a variety of activities via platforms and internet.

- **Item07:** How would you perceive your Online Assessment?

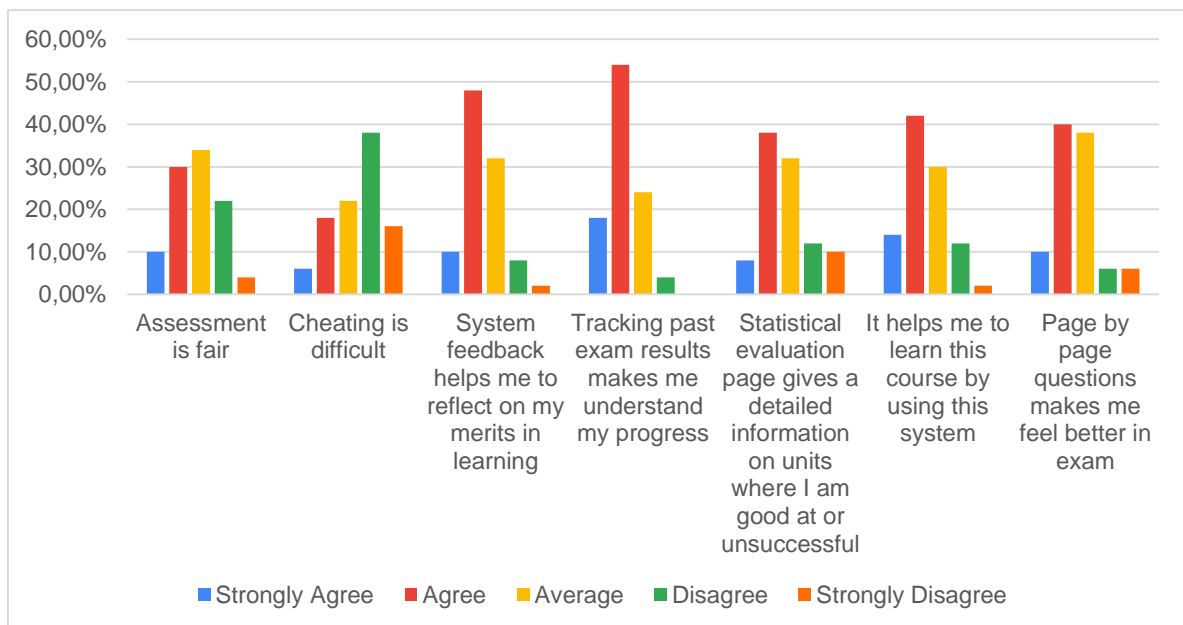


Graph III.1.7 Informants' Self assessment of Their Online Assessment

Drawing on the gleaned data (cf. graph III.1.7) from question- item 7, one can notice that the respondents agree on what follows: 48% of the informants’ self evaluate the overall interface operation method as easy and appropriate , and the register interface as clear and easy to operate . In addition, 46% of the target sample perceive that the overall configuration colour and back ground is normal harmonious for the system and the login interface is clear and easy to operate, and 42% of them assess the overall framework and operation level of the system as clear and smooth, and the exam interface as clear and easy to operate. The rest 44% view that the statistical evaluation interface is clear and easy to operate. On the other hand, 28% of the informants assess the login interface as clear and easy to operate, the register interface as clear and easy to operate, and the statistical evaluation interface as clear and easy to operate. Besides, others 34% attest that the overall interface operation method is easy and appropriate and the exam interface is clear and easy to operate. 38% of them affirm that the overall configuration colour and background is normal harmonious for the system, and 36%, perceive that the overall framework and operation level of the system are clear and smooth. Only few of them 4% strongly disagree as all the options provided. As regard the strong agreements, they are shared among different options.

It is worth noting that almost all students have common thoughts in terms of the user interface.

- **Item08:** What impact does Online Assessment have on students’ learning?

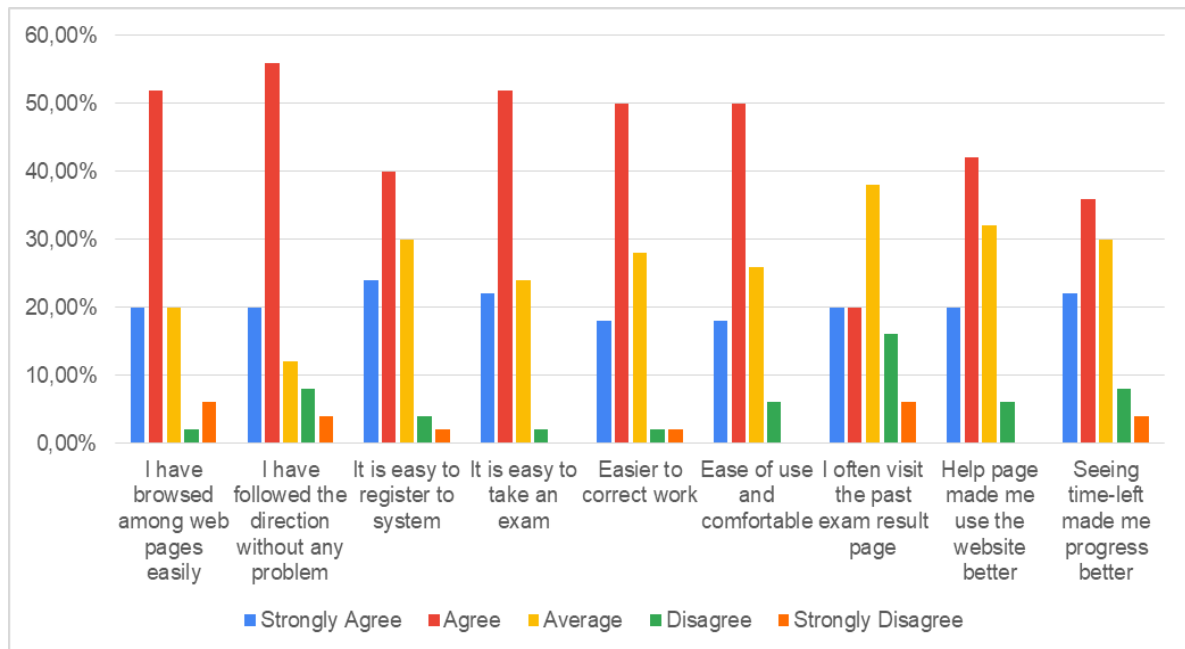


Graph III.1.8 Informants’ Perception about the Impact of Online Assessment on Students’ Learning Process

With regard to the first item “Assessment is fair”, the statistical data show that 30% of the targeted sample agree that assessment is fair, 34% of them see that notion as average, 22% of the informants attest that they disagree with that. The rest are shared between strongly agree and strongly disagree; 10% and 4% respectively. Concerning the second item “Cheating is difficult”, the gleaned data show that 38% of the respondents disagree with the claim that cheating is difficult, 22% of them perceive it as average, only 18% agree with that item, 16% are strongly disagree, and only few of them (6%) are strongly agree. Relating to the third item, “ System feedback helps me to reflect on my merits in learning”, the numerical data demonstrate that about half of the targeted population (48%) agree that the system feedback helps them to reflect on their merits in learning, 32% of the informants consider it as average, only 10% are strongly agree . As regard the fourth notion “ Tracking past exam results makes me understand my progress”, more than the half of the targeted sample (54%) agree with the importance of tracking past exam results to understand their progress, 24% of the informants regard this item as average, 18% of them are strongly agree. Only few of the respondents (4%) disagree and none (0%) strongly disagree. With respect to the fifth statement “Statistical evaluation page gives a detailed information on units where I am good at or unsuccessful”, the collected data show that 38% of the surveyed students agree with that item, 32% of them view it as average, 12% are disagree. The rest are shared among strongly agree and strongly disagree; 8% and 10% respectively. As for the sixth item “It helps me to learn this course by using this system”, 42% of the same population agree that online assessment helps them learn the course using this system, 30% see the statement as average, and 14% of the respondents are strongly disagree. Finally, for the last item “Page by page questions makes me feel better in exam”, the numerical data reveal that 40% of the targeted population agree with that statement, 38% consider it as average , only 10% of the informants strongly disagree, and few of them (6%) are disagree and strongly disagree.

Based on the results above, it is interesting to note that the exam’s fairness and cheating inaccessibility are among the attracting options. Here, most of the students think that cheating is not difficult. Hence, it can be said that students had similar thoughts on system use of the online assessment tools. Besides, system feedback, tracking past exam results and questions appeared page by page had a positive impact on the learning process. Thus, students have positive thoughts regarding online assessment.

- **Item09:** How have you progressed the different instructions in processing the system?



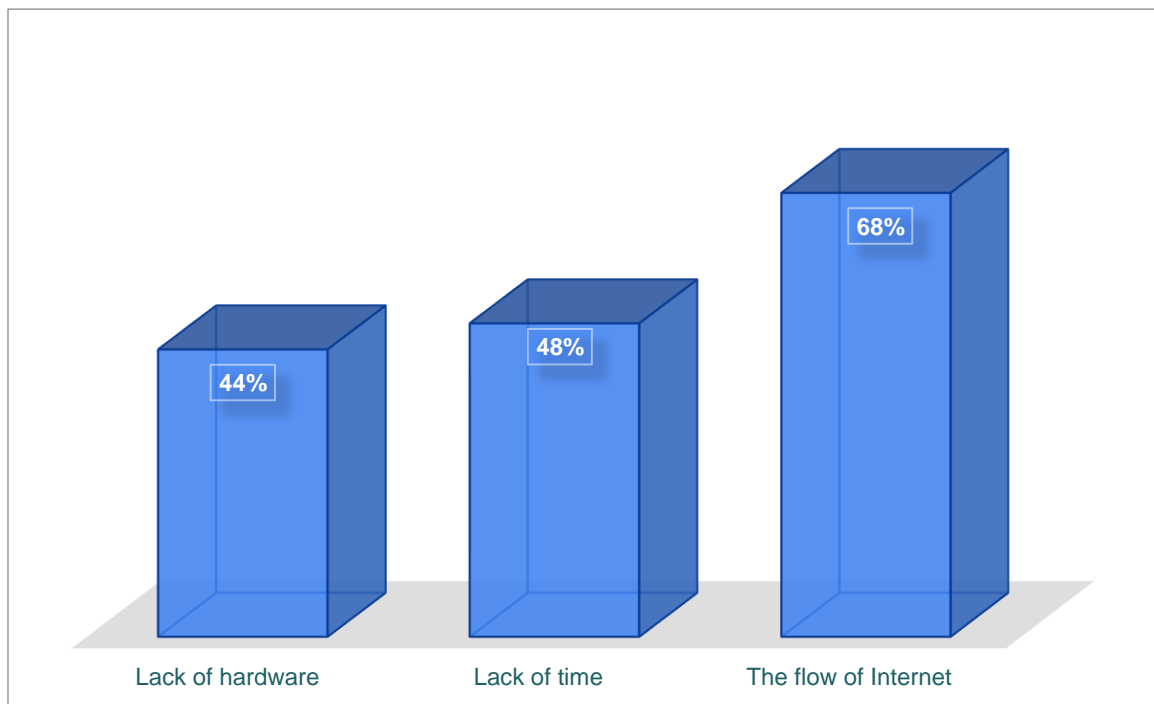
Graph III.1.9 Informants' Assessment of the System

With references to the collected answers (cf. graph III.1.9), it is worthy to notice that most of the targeted sample agree on what follows: more than half of participants (56% n=28) have followed the direction without any problem, 52% (N=26) have browsed among web pages easily and it is easy for them to take an exam. Besides, half of the informants (50% n=25) affirm that it is easy to correct a work, easy for use, and comfortable. In addition, 42% (N=21) state that the help page made them use website better, and 40% (N=20) declare that it is easy to register to system. The rest 36% (N=18) assert that left time made them progress better and only 20% (N=10) state that they often visit the past exam result page. As regards, strongly agree: 24% (N=12) of the respondents view that it is easy to register to the system, 22% (N=11) of them see that it is easy to take an exam and left time made them progress better. Besides, 20% (N=10) perceive that they have browsed among web pages easily, they have followed the direction without any problem, they often visit the past exam result page, and help page made them use the website better. The rest 18% (N=9) regard that it is easy to correct a work, easy for use, and comfortable. As for the participants who perceive that item as average, 38% (N=19) state that they often visit the past exam result page, 32% (N=16) of the surveyed sample assert that the help page made them use the web site better. In addition, 30% (N=15) declare that it is easy to register to the system, and see the left time made them progress better, 28% (N=14) attest that it is easy to correct work. Moreover, 26% (N=13)

regard that it is easy to use and comfortable. The rest view that it is easy to take an exam (24% n=12), they have browsed among the web pages easily (20% n=10), and they have followed the direction without any problem (12% n=6). Only few of the targeted population are shared among disagree and strongly disagree.

It is interesting to note that for item 9, the collected answers are approximately the same. Hence, it can be said almost of the targeted sample have the same thought about the system use.

- **Item10:** What precludes the use of Online Assessment on net?



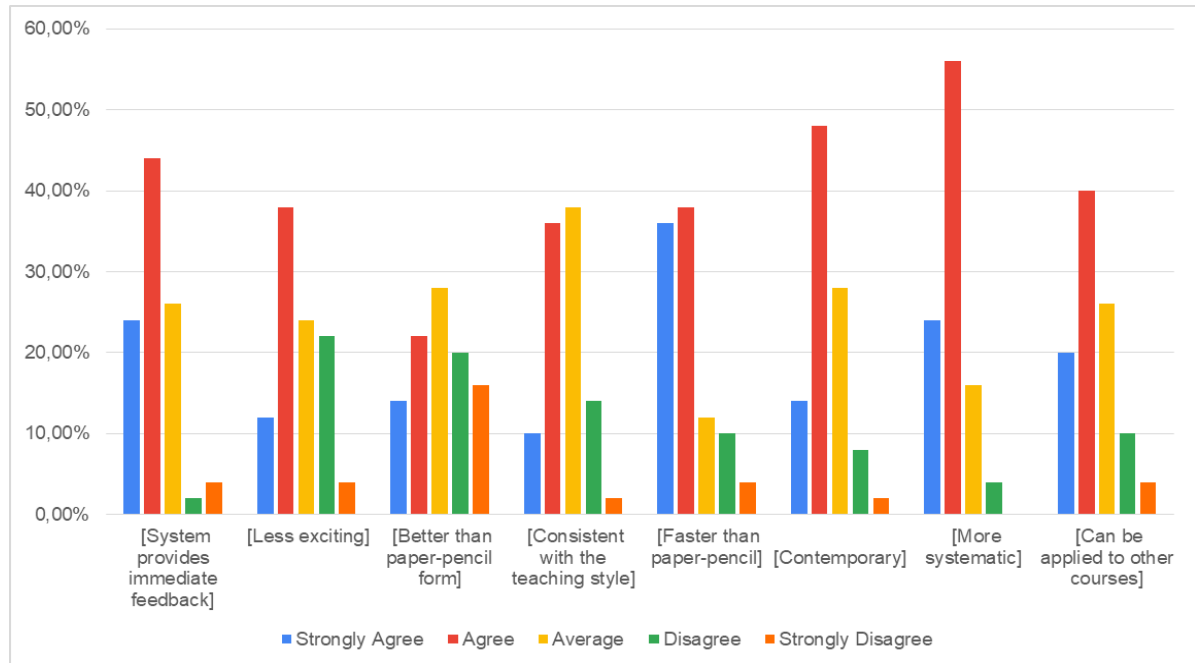
Graph III.1.10 Online Assessment Obstacles

Question-item 10 is mainly used to deter respondents' obstacles as regards the implementation of online assessment. The collected answers are shared among three different views, i.e., lack of hardware (44% N=22), lack of time (48% N=24), and the low flow of Internet (68% N=34).

It is quite clear that unavailability of the means that ease respondents' use of E-assessment is the main hurdle for such assessment. Besides, the surveyed sample complain about time lack.

Section III: Informants' Opinions about Online Assessment

- **Item 11:** What are the participants' opinion about the online assessment?



Graph III.1.11 Informants' Reflection on Online Assessment

The statistical data inserted in the graph above demonstrate that the agreement option has high percentage as regard all the items: 56% (N=28) of the respondents view online assessment as more systematic, 48% (N=24) of them perceive it as contemporary. Besides, 44% (N=22) of the targeted sample see the system provides immediate feedback, 40% (N=20) regard that it can be applied to other courses, and 28% (N=14) view it less exciting and faster than paper –pencil. In addition, 36% (N=18) think that it is consistent with the teaching style. Yet, 22 % (N=11) perceive it as better than paper-pencil form.

The responses reveal that the targeted sample is aware of the importance of the new form of assessment. All options are selected but in different percentages.

- **Item12:** What is your attitude towards online assessment?

The data revolving around item 12 reveal that among the targeted sample 27 respondents have positive attitudes towards online assessment. These students considered that online assessment is quicker, good, more systematic, useful, understandable, beneficial and interesting. Some state that since technology had become part of their everyday life, higher education should adopt this new way of learning and assessing.

On the contrary, 13 informants show their negative attitudes regarding online assessment. They prefer to be assessed traditionally. For them, face to face assessment is more valid, reliable, exiting and motivating. They state that the paper had a special charm that could not be found on the computer. They declare that pen correction is more analytical, i.e., it allowed them to have a clear idea of the type of mistake and learn from them.

It is worthy to mention that 6 informants, representing (12 %), did not provide an answer for such open- ended question. Besides, 4 others (8 %) provided unclear answers for:

S1 “Online assessment is a new way adopted recently with the appearance of new technological devices and the internet”

S2 “The purpose of the study online is to develop attitudes towards online assessment”

S3 “I often have some online assessment”

S4 “I do not know”

III.2.Interview with teachers: Results

The main purpose behind this interview is to investigate teachers’ experience with the teaching platforms and provide them with the opportunity to voice out their attitudes towards online assessment.

Question-item 1: *Do you use distance-learning platforms while teaching?*

Four of the surveyed teachers (4/5) use learning platforms while teaching. However, only one teacher (1/5) declares that he do not utilize such type of learning.

Question-item 2: *If yes, is there any positive disposition on the part of student?*

Almost all the interviewees (4/5) asserts that the majority of the students cooperate since they find distance learning more convenient.

Question-item 3: *If no, what prevent your students from responding to such type of learning?*

Only one teacher(1/5) states that the majority of the students complain that they lack both hard and soft ware which is the main reason that obstructs the use of e- learning.

Question-item 4: *While teaching via the suggested platform(s), which among these tools do you usually use?*

All of the surveyed teachers claim that Moodle and Google classroom are the most frequent tools in distance learning. One teacher adds Google zoom.

Question- item 5: *Do digital floors help in conducting remote assessment?*

As regards this question, four of the interviewees agree that these digital floors aid conducting E-assessment since they help teachers gain time and students avoid the burden of displacement. However, only one teacher responses negatively. To justify his claim, he point out what follow "No, because some students may opt for plagiarism or ask others to do their assignments".

Question-item 6: *Have you ever experienced e-assessment? Is it only in the pandemic period?*

Three of the surveyed teachers declare that the starting point of such experience is due to Covid-19 Pandemic. One teacher states that he used online assessment before the pandemic, whereas, only one teacher confesses that he never try remote assessment before.

Question-item 7: *How would you assess this experience?*

Regarding this question, the surveyed teachers give a variety of answers as follow:

T1 states that the experience is good and helpful, through there still exist some obstacles that hamper online assessment activity.

T2 asserts that this experience is built upon a lot of reading and practises. However, it requires a lot of time.

T3 regards the experience is successful with some students while others prefer to present their work on papers.

T4 declares that it is generally an effective experience reflecting students' skills about the subject taught.

T5 indicates that it could have very profitable for teachers and students if the necessary means had been put at the hand of both teachers and students.

Question-item 8: *Does the institution support such assessment?*

All of the interviewees confirm that the institution asserts on assessing student remotely. One teacher points out that Distance Learning Cell scheduled training for all teachers at Ibn

Khaldoun University, however the rate of participants was low (35%), most teachers did not give a vital importance to such assessment.

Question-item 9: *Have the results of remote assessment been approved by the administration?*

One of the surveyed teachers has no idea about the administration vis-a-vis such online assessment. The rest answers positively.

Question-item 10: *Do you think that online assessment is more effective than face-to-face assessment?*

Answers to question-item 10 show that the targeted teachers have two different attitudes towards the effectiveness of online assessment. Three teachers (3/5) state that it is more effective than paper-pencil assessment since it facilitates the correction, saves their time, and reduces distance. They assert its reliability and validity because there is rigor and traceability, i.e., the administration “webmaster” can verify any work and its assessment. On the contrary, the rest (2/5) are sceptical about its efficiency. They maintained that traditional assessment is much more safe, reliable, and valid. It provides chances for scaffolding students and clarify any ambiguity. They assert that it is useful for them and their students, whereas, the other way of assessing would render both teachers and student to be passive. In addition, they maintain that the department is neither ready nor adequately equipped for such assessment.

Question-item11: *What do you suggest to render such type of assessment efficient and embarrassed by teachers and learners?*

The totality of teachers provide different suggestions to this item as follow:

- Teachers and students should be motivated to use such type of assessment which is an integral part of online teaching.
- Educators and learners alike need some training about how these online platforms can be used for assessment; a sort of digital literacy.
- The necessary and appropriate tools such as: laptops and internet, should be available and at the disposal of all students and teachers.
- The administration should insist on such assessment and make it a condition of promotion.

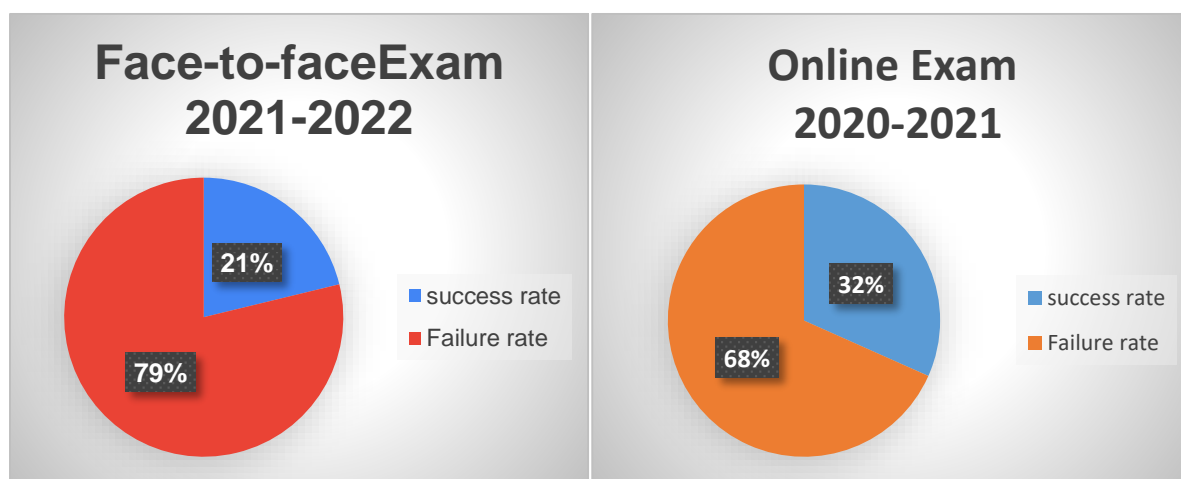
Referring to the interviewees' responses, it can be deduced that attitudes towards online assessment are shared between favourable and unfavourable. Most of them have acknowledged the vitality of this type of assessment not only because of the current sanitary restrictions, but for many benefits it provide.

III.3. Corpus Analysis: Tests' Results

For the sake of scientific validity, it is necessarily viewed to use a third research instrument ,viz., a corpus analysis to enrich the understanding of educational issues and questions. The findings were collected during both academic years 2020/2021 and 2021/ 2022.

The analysis of the results indicates that the success' rate of students (32% N=19) (Cfr to Appendix C) who underwent online assessment was better than the one of students who were examined face-to-face (21% N=28) (Cfr to Appendix D).

To support what has been said previously, we exhibit the following graphs.



Graph III.3.1 *Online and Face-to-Face Exams' Results*

Based on the above graphs, we can say that the new mode of assessment is more effective, beneficial, interesting , and motivating.

III.4.Data discussion and Interpretation

The current study investigates the effectiveness and challenges of online assessment at the department of English at Ibn Khaldoun university during CoViD-19 pandemic. This section aims at discussing the results of the collected data. The interpretation of the findings will enable to answer the research questions as well as to confirm or disconfirm the hypotheses.

The gleaned data from the students' questionnaire show that there are two divergent opinions, one being more dominant than the other. Indeed, the majority of students were in favour of online assessment. Whereas, the others were against it. The portion of students who were fervent for E-assessment claimed that having recourse to such mode of evaluation become necessary as they live in an era surrounded by technology.

The results revealed that the heavy majority of respondents are familiar with computer and assessment's tools that are the most fundamental key factors in online assessment. Besides, they argued that features of obtaining immediate score and feedback motivated them and contributed positively to their achievement in exam. In fact, those features are the main advantages of the computer-based assessment relative to the paper-pen exam.

Although one may generally see that today students as a digital-addicted generation, who may automatically like the introduction of technology into their learning process and be in favour of change, reality demonstrated the contrary. In effect, a considerable percentage of students argued that online assessment is less exiting, less motivating, and the exam is not fair. This portion of learners liked the way things were proceeding. Such a reaction might be linked to the non-mastering of technological devices. This is what Alruwais et al. (2018) refer to as inexperienced students with computers.

Regarding the findings of the interview, the collected data show that the majority of EFL teachers at the university were conscious of the importance and benefits that online assessment could provide for their teaching practices with reference to organisation as well as time and effort gain, and this is the main advantage of e-assessment. As related to literature ,using E-assessment can reduce the teachers' burden to assess large student number (Alruwais et al.,2018). However, the very minority were against the implementation in the teaching process. In fact, they have negative attitude towards it. They maintain that online assessment is inappropriate, useless, and ineffective. Besides, they associate it with cheating. This negative reaction might be related to a lack of sufficient knowledge about how online assessment function or teachers do not master the use of digital tools. This may also resulted to lack of confidence between the students and their teachers.

Throughout the browsing of gleaned data, both teachers and learners argued that the non-readiness of the current environment at the Department of English at Ibn Khaldoun university to technology, lack of adequate materials (technological divide), and lack of internet render them unable to depict themselves using such type of evaluation. These findings support

Alruwais et al. (2018) claim that unequipped labs and infrastructure barriers are the major drawbacks that obstruct the implementation of online assessment in the teaching- learning process.

The collected data from the corpus analysis reveal that students underwent online assessment do much better than those who sat for paper pen- exam. Therefore, online assessment helps students to fully engaged with the task at hand. However, pen-and -paper exam feels uncomfortable to those who were less succeeded.

The triangulation of data gleaned from the students' questionnaire, the teachers' interview and the corpus analysis are reported, discussed, and then interpreted in accordance with previous findings. The scrutinizing of EFL teachers' and learners' awareness of the importance of online assessment as well as the deep analysis of questions revealed that EFL teachers and learners in higher education are not ready to implement online assessment because they face great difficulties in implementing it in the current situation. Thus, the hypothesis are confirmed.

III.5. Limitations of the study

This present research, like any other survey, has a number of limitations. The first one might be related to the total lack of resources which led to relying on URL as almost only the available source.

In addition, the students involved in the investigation, whose characteristics in terms of personal, professional and technological use may have an impact on the findings.

Moreover, owing to the CoViD -19 pandemic, the students' questionnaire and the teachers' interview were delivered online. However, gathering data took longer than expected, prompting the researchers to go to the university to collect data. Unfortunately, this delay in answering is a waste of time for the researchers.

Conclusion

As the researchers main concern was to find out if EFL teachers and learners are aware of the effectiveness and challenges of online assessment, chapter three has provided a detailed description of the practical side and the findings of this study. The results indicated that the majority of teachers and learners view such type of assessment positively and praise it. Yet

some of them expressed their scepticism. They had biased assumptions about its efficiency and a preference for conventional method.

To conclude with, longitudinal study is needed in order to see the impact of the new mode of assessing students on students' academic achievements.

General Conclusion

The present research was conducted to investigate the efficiency and drawbacks of online assessment at the department of English at Ibn Khaldoun university during the era of CoViD-19 pandemic. Indeed, online assessment is never used at the department before the current crisis, while living in an era surrounded by technology. Therefore, having recourse to such type of evaluation has become necessary to cope with the needs of the massive change.

It is worthy to highlight that these types of teaching and assessing are imposed by the sanitary restriction forced by CoViD 19. With reference to the collected data, all institutions are obliged to shift from the traditional way of teaching and assessing to online.

The analysis of different gleaned data drawn from the three investigative instruments (students' questionnaire, teachers' interview, and test corpus analysis) reveal that the majority of students and teachers are fully aware of the importance and benefits that online assessment could provide for their teaching- learning practices for many reasons; time and effort gaining, shorting distances, reducing expenses, organisation, etc. Besides, it is compatible with the BMD system that encourages learners' autonomy.

Even though the importance of online assessment is not denied, they were still sceptical and unwilling to apply it by few teachers and students. They associate their attitude towards such assessment with the main reason which is cheating. They prefer to be stucked to old habits of assessing as it is the most effective way, rather than introducing some changes.

Yet, in order to make all students and teachers draw advantages from these new technologies and the benefits they provide, the government should provide all educational institutions with necessary tools and also train to equip the students and teachers with vital software. Without this all instruction remains a dead letter.

Glossary

Glossary

Asynchronous Assessment : A long- term assessment done over time can give you a variety of data to determine student learning.

E-portfolio: An electronic portfolio is purposeful collection of sample student work, demonstrations, and artifacts that showcase student’s learning progression, achievement, and evidence of what students can do. The collection can include essays , papers, blog, multimedia (recordingof demonstrations, interviews, presentations, etc.

Internet: A global network system facilitating worldwide communication and access to dataresources through a vast collection of private, public, business, academic, and government networks. It is governed by agencies like the Internet Assigned Numbers Authority(IANA) that establish universal protocols.

Moodle: (Module Object-Oriented Dynamic Learning Environment) An open source, online courseware platform that runs under all major operating systems. It is developed by Martin Dougiamas at Curtin University in Australia, Moodle provides all the necessary tools for educators to create a virtual classroom via the internet.

Paper-and-pencil assessment: Refers to traditional student assessment formats such as written test and standardized tests that ask students to use pencils and answer sheet.

Synchronous Assessment : Giving a whole group assessment at the same time.

Blended Learning: Combination of face- to –face classroom methods with computer-mediated activities.

Outcomes: results of the learning process (what students have actually learned), which may differ from the objectives planned.

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Appendices

Appendix A :
Students' Questionnaire

Online Assessment Participants Questionnaire

Dear students,

You are kindly invited to fill in the following questionnaire. This questionnaire aims at gathering data about the potentiality and challenges of online assessment. Please, tick (✓) the relevant boxes and be as accurate and comprehensive as possible with your other answers.

We extremely appreciate your collaboration

Thank you

Section one: Informants' Personal and Professional Data

1. Are you a working student? Yes No
 2. Are you.....? Boarding student Day student

Section two: Informants' Technological knowledge and Use

3. What type of technological device(s) do you have?
 Computer Smartphone Tablet iPad

4. Computer familiarity

		Advanced	Good	Introductory	Poor
1	Competency of web browser				
2	Competency of chat				
3	Competency of email				
4	Competency of Mailing lists				

5. A/ which of the following, are you familiar with?

- Moodle Google classroom MOOC Google Zoom Flipgrid

B/ Others.....

6. Which of the following, have you experienced before?

		Yes	No
1	I am Taking course(s) online		
2	I have attended an online course before		
3	I have taken TOEFL or GRE before		
4	I have taken some kind of online assessments before		
5	I have taken an online quiz on the web		
6	I have used web for instructional purposes		

7. How would you perceive your Online Assessment?

	User Interface evaluation	Strongly Agree	Agree	Average	Disagree	Strongly Disagree
1	The overall framework and operation level of the system are clear and smooth					
2	The overall configuration colour and background is normal harmonious for the system					
3	The overall interface operation method is easy and appropriate					
4	The login interface is clear and easy to operate					
5	The register interface is clear and easy to operate					
6	The exam interface is clear and easy to operate					
7	The statistical evaluation interface is clear and easy to operate					
	The exam result interface is clear and easy to operate					

8. What impact does Online Assessment have on students' learning?

		Strongly Agree	Agree	Average	Disagree	Strongly Disagree
1	Assessment is fair					
2	Cheating is difficult					
3	System feedback helps me to reflect on my merits in learning					
4	Tracking past exam results makes me understand my progress					
5	Statistical evaluation page gives a detailed information on units where I am good at or unsuccessful					
6	It helps me to learn this course by using this system					
7	Page by page questions makes me feel better in exam					

9. How have you progressed the different instructions in processing the system?

		Strongly Agree	Agree	Average	Disagree	Strongly disagree
1	I have browsed among web pages easily					
2	I have followed the direction without any problem					
3	It is easy to register to system					
4	It is easy to take an exam					
5	Easier to correct work					
6	Ease of use and comfortable					
7	I often visit the past exam result page					
8	Help page made me use the website better					
9	Seeing left time made me progress better					

10. What precludes the use of Online Assessment on net?

Lack of hardware The low flow of Internet Lack of time

Section three: Informants' Opinions about Online Assessment

		Strongly Agree	Agree	Average	Disagree	Strongly disagree
1	System provides immediate feedback					
2	Less exciting					
3	Better than paper-pencil form					
4	Consistent with the teaching style					
5	Faster than paper-pencil					
6	Contemporary					
7	More systematic					
8	Can be applied to other courses					

11. What is your attitude towards Online Assessment?

.....

Appendix B :
Teachers' Interview

Teachers' Interview

Dear teacher,

You are kindly requested to answer this interview, which aims at investigating the potentialities and challenges of Online Assessment.

We extremely appreciate your collaboration.

Thank you

1. Do you use distance learning platforms while teaching?
.....
2. If yes, is there any positive disposition on the part of students?
.....
3. If no, what prevents your students from responding to such type of learning?
.....
.....
.....
.....
.....
.....
4. While teaching via the suggested platform(s), which among these tools do you usually use?
.....
.....
5. Do digital floors help in conducting remote assessment?
.....
6. Have you ever experienced online assessment? Is it only in the pandemic period?
.....
.....
7. How would you assess this experience?
.....
.....
.....

8. If yes, what is your first impression about this experience?

.....
.....
.....

9. Does the institution insist on such assessment?

.....
.....
.....

10. Have the results of remote assessment been approved by the administration?

.....
.....

11. Do you think that online assessment is more effective than face to face assessment?

.....

12. If yes, why?

.....
.....
.....

13. If no, why?

.....
.....
.....

14. What do you suggest to render such type of assessment efficient and embraced by teachers and learners?

.....
.....
.....
.....

Appendix C :
Online Students' Test Results

Appendix C : Online Students' test Results

Students' Number	Score	Students' Number	Score
1	10,3 / 18	31	11 / 18
2	10,3 / 18	32	9,7 / 18
3	9,7 / 18	33	7,7 / 18
4	7,8 / 18	34	9,7 / 18
5	14,3 / 18	35	9,3 / 18
6	12,2 / 18	36	9,7 / 18
7	7,8 / 18	37	10,3 / 18
8	5,7 / 18	38	10,2 / 18
9	9,3 / 18	39	9,3 / 18
10	7,3 / 18	40	12,5 / 18
11	10,3 / 18	41	7,7 / 18
12	10,3 / 18	42	9,2 / 18
13	6 / 18	43	8,2 / 18
14	7 / 18	44	12 / 18
15	5,8 / 18	45	9,8 / 18
16	9,7 / 18	46	9,2 / 18
17	7,3 / 18	47	10,3 / 18
18	9,7 / 18	48	9,2 / 18
19	9,8 / 18	49	8,8 / 18
20	9,8 / 18	50	10,8 / 18
21	7,8 / 18	51	7 / 18
22	6,3 / 18	52	8,7 / 18
23	10,7 / 18	53	10,3 / 18
24	9,2 / 18	54	8,7 / 18
25	5,3 / 18	55	9,7 / 18
26	8,7 / 18	56	11,3 / 18
27	9,7 / 18	57	12,2 / 18
28	7,7 / 18	58	9,2 / 18
29	10,7 / 18	59	12,5 / 18
30	9,3 / 18		

Appendix D :
Face-to-Face Students' Test Results

Appendix D : Face-to-Face Students' Test results

Students' Number	Score EMD1 Without distance work	Students' Number	Score EMD1 Without distance work
1	6	48	12
2	8,5	49	13
3		50	9
4		51	
5	12,5	52	8
6		53	11
7	4,5	54	
8	4	55	10,5
9		56	9
10	5	57	
11	5	58	3,5
12		59	6,5
13	14,5	60	
14		61	5,5
15	7,5	62	12
16	6	63	6
17		64	
18	4,5	65	9
19	4,5	66	7,5
20	7	67	3,5
21	5	68	
22	2,5	69	8
23	4,5	70	5,5
24		71	10,5
25	5	72	
26	4	73	4
27	5,5	74	
28	4	75	
29	8,5	76	3
30		77	5
31	8,5	78	5,5
32	3	79	2,5
33		80	7
34	5,5	81	8
35		82	11
36		83	4,5
37	4	84	5
38	7	85	9
39		86	5
40		87	
41		88	10
42	10	89	12
43		90	
44		91	5
45		92	7
46	10	93	13
47	10,5	94	8

Students' Number	Score EMD1 Without distance work	Students' Number	Score EMD1 Without distance work
95	7	143	6,5
96	13,5	144	6,5
97		145	4,5
98	4,5	146	3,5
99		147	6
100	6,5	148	9
101	8	149	11
102	6,5	150	5,5
103	5,5	151	
104	4,5	152	
105	6	153	5
106		154	
107	6,5	155	
108		156	5,5
109	11,5	157	7,5
110	11,5	158	5
111	7	159	8,5
112	4	160	4
113		161	8
114	13	162	4
115		163	3,5
116	6,5	164	8,5
117		165	6,5
118	6	166	
119	5,5	167	5
120		168	12
121	3,5	169	7
122		170	
123	8	171	5,5
124	4	172	5,5
125	6,5	173	9
126	6	174	
127	9	175	
128		176	
129	5	177	
130	4,5	178	
131		179	7,5
132	8,5	180	6
133		181	5,5
134		182	6
135	4,5	183	3
136	5	184	5,5
137	8	185	4,5
138		186	7,5
139	2,5	187	3
140		188	
141	2,5		
142	7		

الملخص:

أدى الوباء غير المتوقع لكوفيد 19 تغييرات عدة في شتى المجالات والقطاعات، بما في ذلك التعليم بشكل عام والتعليم الجزائري على وجه الخصوص ليفرض هذا الوضع منهجا جديدا في طريقة التعليم، أين أصبح التعلم عبر الإنترنت هو البديل الوحيد لنقل المعرفة في واقح الحجر الصحي الذي عرفته البلاد لمدة وصلت إلى السنة، ليصبح بذلك التقييم والامتحان عبر الإنترنت له دور فعال في الدفع بالعملية التعليمية وتزداد أهمية أكثر فأكثر في خضم هذا التحول الرقمي للتعليم. وفقاً لذلك كان عملنا يدور حول الفعالية والتحديات التي تواجهنا في ممارسة التقييم عبر الإنترنت في جامعاتنا، وهو ما أثبتته التحليل الكمي والنوعي الذي اعتمدهنا في الدراسة مؤكدا على كفاءة التقييم الجديد بتأكيد من قبل المعلمين والطلبة. لكن في المقابل كان عدم توفر الأجهزة والبرامج والدورات التدريبية حائلا دون تنفيذ الأهداف المرجوة في مجال التقييم والامتحانات عبر الانترنت

Résumé

L'épidémie imprévue du CoViD-19, a entraîné de nombreux changements dans tous les secteurs, y compris l'éducation en général et celle algérienne en particulier. Ainsi, l'apprentissage en ligne est devenu la seule alternative de transmission des connaissances, dont l'évaluation en ligne joue un rôle de plus en plus important dans cette transformation numérique de l'éducation. En conséquence, notre travail s'articule autour de l'efficacité et défis rencontrés dans la mise en oeuvre pratique de ce mode d'évaluation en ligne dans nos universités. Après une analyse quantitative et qualitative, la nouvelle typologie d'évaluation a été confirmée par une importante reconnaissance par les enseignants et les étudiant. Pourtant, l'indisponibilité du matériel, des logiciels et des cours de formation a rendu la mise en oeuvre de cet outil impossible.

Summary

The unprecedented outbreak of the CoViD-19 has brought about many changes in all sectors including education, in general, and the Algerian one, in particular. Hence,, E-learning has evolved as the only alternative of knowledge transmission and online assessment has been playing an increasingly important role in this digital transformation of education. Accordingly, the undertaken work revolves around the effectiveness and the challenges faced by online assessment implementation at higher education. After a quantitative and qualitative analysis, the new typology of assessment has an important recognition on the part of the two partners ,viz., teachers and learners. Yet, the unavailability of hardware, software and training courses made the implementation impossible.