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The Effectiveness of Online Assessment on Learners' Attitude during Covid-19: the Case Study of Master 02 Students of Didactics and Applied Languages at The Department of English, Belhadj Bouchaib Ain Temouchent University.

An Extended Essay Submitted in Partial Fulfilment of the Requirement for a Master's Degree of Didactics and Applied Languages

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Dedication

This work is dedicated to everyone who is reading it.

My selfless and gallant father Said, and the supportive, caring mother ever Amina, to my loving parents who provided me with moral and physical support during my academic career.

To my beloved and only sister Kawtar, who assisted and supported me at every stage of this work.

To my dearest twin Imad

To all of my EFL professors.

My admiration to all of my friends, Fatima, Abderahman, Maroua, Noah
and Ali.

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Abstract

Teachers use assessment to evaluate students and measure their learning process and skills acquisition and competencies. In the era of technology and the development of ICT tools, online assessment has become an addition to teachers to facilitate assessment. Online assessment already existed. However, it was not commonly used in Algeria. Due to the pandemic of Covid 19, online assessment has become a necessary tool for the evaluation of learners in Algerian Universities. This present study investigated students' attitudes and the factors influencing their attitude towards online assessment and how students view it according to their experience. Therefore, a quantitative and qualitative model was used by employing two research tools to conduct this research. An online questionnaire was addressed to Master 2 Students of Didactics and Applied Languages at the department of letters and English language at Belhadj Bouchaib Ain Temouchent University and an interview addressed to their teachers who taught online. This study revealed that students had a negative attitude towards online assessment while gender appeared to be a factor influencing their attitudes. The research study suggested some recommendations to help students improve their skills for online testing and overcome the factors and problems that influence their attitudes. The research study also offered some relevant suggestions to prepare teachers for adjusting and embracing online assessment tools.

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List of abbreviations and acronyms

CAA: Computer-Assisted Assessment.

CBA: Computer-Based Assessment.

CMS: Course Management Systems.

Dr: Doctor

E- Assessment: Electronic Assessment

E-examinations: Electronic Examinations

EFL: English as a Foreign Language

E-learning: Electronic Learning.

GPL: General Public License.

ICT: Information Communication Technology.

IT: Information Technology.

LMS: Learning Management System.

UK: United Kingdom.

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General Introduction

General Introduction

Technological advancements have allowed technology tools to infiltrate practically every sector, including education. The use of Internet technology to enhance learning and teaching has recently become far simpler and more viable than it ever was. One of the ICT tools that is commonly used in teachers' classroom activities is online assessment tools. When combined with well-designed learning goals, online assessment gives a significant opportunity to monitor students' academic achievements, particularly in teaching and education. As a result of the widespread use of ICT in higher education, universities and colleges have begun to shift from traditional to online learning. Since the Internet has changed practically every part of our lives, it has made online learning possible, and many researchers and teaching staff are interested in using it to improve and enhance students' learning results.

Although online assessment exists, it was not widely used in Algeria. However, with the epidemic and the spread of COVID 19, online assessment has become an essential tool for assessing students at Algerian universities. Many factors can lead to the success or the failure of online assessment whether for teachers or students and even for the administration. Yet, this study focuses on students as a key element in this triangle. Hence, this research addresses the following research questions:

a-What is students' attitude towards online assessment?

b- How can gender influence this attitude?

To answer the research questions, two hypotheses are formulated

1. Students have a negative attitude towards online assessment.
2. males have a more positive attitude than females

General Introduction

This study aims to investigate students' attitudes and the factors influencing their attitude towards online assessment in addition to how students view online assessment according to their experience.

This dissertation is made up of three chapters: chapter one focus on the literature review and intends to outline assessment, Types of assessment, ICT and online assessment, Moodle, Google forms, attitude towards online assessment, factors influencing students' attitudes towards online assessment and the same time, it also reports the use of online assessment in Belhadj Bouchaib Ain Temouchent University. The most useful tools of this study are questionnaire and interview, questionnaire addressed to students and interview addressed to teachers in order to obtain data.

The second chapter presents the methodology used to conduct the study, which is a mixed model: quantitative and qualitative model. An online questionnaire was used to explore the attitude of master two students of English didactics and applied languages at Belhadj Bouchaib University towards online assessment. During the pandemic of COVID-19, an interview was addressed with teachers to test the reliability of the hypotheses in addition to how students view online assessment according to their experience. Therefore, this chapter focuses on research design, the sample and tools used to conduct the research, along with the data collection procedure and its analysis.

The third and final chapter is regarded as the most significant in this study activity, as data were examined quantitatively and qualitatively, beginning with the students' questionnaire and progressing through teachers' interviews, in order to defend the hypotheses established, which are tied to students' attitudes towards online assessment along with the factors influencing their attitude. Furthermore, the discussion and interpretation of the main results in this chapter provide recommendations and suggestions for both teachers and students.

Chapter One:

The Effectiveness of Online Assessment on Learners' Attitude during Covid-19

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1.1 Introduction

The present chapter seeks to explore the attitude of master two students of English didactics and applied languages at Belhadj Bouchaib University towards online assessment During the Pandemic of COVID 19. The purpose of this paper is to gain insight into students' attitudes and the factors influencing their attitude towards online assessment in addition to how students view online assessment according to their experience. Therefore, this chapter intends to outline assessment, Types of assessment, ICT and online assessment, Moodle, Google forms, attitude towards online assessment, factors influencing students' attitudes towards online assessment and the same time, it also reports the use of online assessment in Belhadj Bouchaib Ain Temouchent University. The most useful tools of this study are questionnaire and interview, questionnaire addressed to students and interview addressed to teachers in order to obtain data.

1.2 Definition of Assessment

Probably assessment is the most suitable method that services the needs of the students to enhance the learning process. Assessment is essential to the learning, teaching process. Assessment is defined as a way of connecting with social function determined by certain norms .and as Mc Alpine (2002) added, assessment is an entangled method.

Thus, Huba and Freed (2000) defined assessment as an approach of compiling several and various information according to what students hold as an input that depends on their previous knowledge. In other words, assessment in education is defined as an approach to gathering data. And checking the educational operation assessment adopts different ways which it main aims to enhance and develop the learning process, in addition, to affirm if the

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goals have been achieved for further improvement. Moreover, the assessment process is done to upgrade learning for the upcoming generation.

Likewise, assessment is a method of determining, gathering, and studying student progress. In different words, it is an important approach for making inferences that help students in expanding their learning (Erwin, 1991). Kirmizi & Kömeç (2016) stated that assessment allows teachers to get to know better the obstacles that student face with their studies as result it help teachers to target specifically students' needs during the learning process and to accomplish the assessment task teacher use various tools of testing to measure student progress. Assessment is vital systematic that takes an important place in the teaching and learning process, it offers useful feedback for students. According to Allen (2004), the role of assessment is to enhance student learning throughout programs based on their experimental knowledge whereas Cowie & Bell, (1999) agree that assessment plays an important role in the learning process indeed it has curtailed effectiveness on the continuous learning.

The purpose behind using assessment is to improve students' learning thanks to the feedback that the teachers offer to the students which motivates them more however the frequency of assessment requires to be used appropriately to obtain the advantages (Oliver, 1988). According to Middleton & Spanias (2006) “assessment provided on the web-based medium allows students to have more control over their practice and to receive immediate reinforcement that can help build their intrinsic motivation and improve their confidence” (p.254)

Furthermore, Cronbach (1970/1971); Schlegel & Gilliland (2007) include the purpose of assessment is to check students' understanding, information, and abilities. Kuliekeet al. (1990) also agree that assessment is a form of collecting data where student' knowledge is the main concern, the process of assessment is accomplished through different methods.

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Assessment has a significant role in education. Boud, (2010) states the fundamental role of assessments is to determine the output that students end up receiving it. Another similar definition of assessment stated by Black & William (1998) Assessment is a constructive instrument that contributes to regulating and changing the methods of the teaching-learning process. Black and Williams (1998) added another function of assessment which is an effective tool that contributes to regulating and modifying the methods of teaching-learning.

1.3 Types of Assessment

The common debate among researchers is the difference made between formative and summative assessment, although a large number of assessment exercises done by students are both summative and formative. Therefore, the formative-summative distinction depends on the inferences that are extracted from the assessment outcome nevertheless an assessment is designed to serve both objectives however if the focus is on one objective, then it will affect the design of the assessment.

The first type of assessment is an assessment of learning. It is the additional method that helps learners to upgrade their performance. formative assessment has no fixed competence it happened to be a way to enhance learning.

1.3.1 Formative Assessment

Scholars such as Dixon & Worrell, (2016) define formative assessment or as it is known the informal form of assessment that offers to both the tutors and the learners' general idea of the students' present comprehension of the lecture and their progress inside the classroom. usually, formative assessment has a special feature which is the feedback. McMillan (2014) also agrees formative assessment contributes to enhancing methods of education by providing feedback to learners. according to him this kind of assessment also gives an overview of the students learning process in association with alternative assessment

means. In other words, formative assessment formats education. this kind of assessment pays attention to students, where students are directed throughout the educational life (Rodriguez & Oliveira, 2014).

Wiggins (1998) affirms “The aim of the [formative] assessment is primarily to educate and improve student performance, not merely to audit it”. Formative assessment has been defined as “activities undertaken by teachers— and by their students in assessing themselves— that provide information to be used as feedback to modify teaching and learning activities” (p.7). As a result of formative assessment, learners should feel comfortable in sharing their weaknesses and their mistakes, and if the results of formative assessment are used to grade students will try to hide them (Biggs, 1999).

1.3.2 Summative Assessment

Whereas summative assessment is defined as an approach that teachers use in order to inform students about their educational level this sort of assessment is also known as assessment of learning which helps parents recognize the educational situation of their children compared to other learners (Earl, 2004). Perera-Diltz (2009) states summative assessment measure the final output of the students, While Dixon & Worrell (2016) define summative assessment as a method that marks down students' knowledge according to strict principles to grant student with a final grade that is a failure or the success of the learner.

According to research conducted by National Research Council (2001), a summative assessment is a cumulative assessment that follows some standards that measure learners' input, and determent their performance. In a different word summative assessment is necessary to determent the final grade of the learners, it generally reinforces their skills. This method of assessment is also called the assessment of learning.

Moreover, both Baird and Black (2013) agree that summative assessments are organized at the national level, and have serious consequences, also what makes this type of

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assessment so important is, its validity and authenticity. Knight (2002) describes summative assessment as serving to “feed out” knowledge of student accomplishment. In addition to Gardner (2010) definition, He states summative assessments are meant to investigate the knowledge of learners what they have learned.

Nevertheless, many scholars relate both types to each other. In fact, In the late 1960s and early 1970s, Bloom introduced the terms “summative” and “formative” into the lexicon of the assessment of student learning, Where Black et al. (2002) made the distinction between the two types of assessments. Assessment for learning is meant to serve students; its main task is to enhance their learning while the opposite of this type of assessment is that made for the sake of grading or certifying competence. Assessment is counted a formative when it is used to meet the needs of students, assessment activity lies on the fact if teachers with their knowledge are using feedback to back up students' performances. Also, the terms of summative and formative assessment return back to the work of Screven Tyler et al. (1967) in educational-program evaluation where he related both of the terms as a process judging learners' abilities and their continuous progress.

Gardner (2010) states assessment for learning is that type of assessment that supports the feedback (formative assessment) where the assessment of learning judges the student's knowledge (summative assessment). Black (2016) also agree that summative and formative assessment go hand in hand in the learning process the first one provides a general idea of the learning process that has been realized in a particular period of time although assessment of learning aid the daily learning of learners.

1.4 ICT and Online Assessment

The 21 century witnessed the appearance of lethal virus spread in the entire world the majority of the countries were affected, Algeria among them. COVID 19 had an impact on the sector of education and in order to contain the spread, education institutions were obliged to close. therefore, the government called upon act to change the traditional learning with online learning with the use of ICT tools that made the teaching-learning process more flexible.

With the progress of technology that the world is witnessing. The ICT has contributed much to improving general conditions of the academic environment as a result, the ICT occupying the majority of the domains among which education. Similar to it, Nicol (2006) states, with the advance of ICT, the sector of education was affected by it, specifically higher education which was featured by the electronic assessment that offered automated feedback for the learners as Galloway (2007) suggests this help student enhance their performance right away. Bostock, (2004) also agrees that Information and communication technology, led to the innovation of electronic assessment which in turn, is having a vital impact on the higher education sector, and its academic activities. Furthermore, both researchers (VLEs) Warburton & Conole, (2003) state, due to the use of teaching-learning technologies in virtual learning environments, the computer-assisted assessment become a well-known tool.

According to Mandal & Mete (2012), information and communication technologies are existing in most domains, it is used daily for academic research, the enrolment of learners also for the sake of communication and connection with students and tutors in addition it is used to create and convey both lectures and presentation. In addition, Information and communication technology (ICT) is having a significant effect on the academic activities of university faculty. 'Much innovative assessment is electronic' (Bostock, 2004). Where agree Mikropoulos (2018) regarded the traditional teaching and information communication technology as an element that supports the development of the learning process, she added that

in order to enrich higher education technological instruments are the key to guarantee that and with the aid of information and communication technologies progress the methods of assessment have been impacted where it opened many doors for the use of electronic assessment on student learning throughout various electronic devices (Khlifi & El-Sabagh, 2017).

1.5 Online Assessment Definition

The educational institutions (schools, universities...) were not prepared for the transition from face-to-face learning, to online education; the majority of instructors lacked the methods and strategies of using ICT. An online assessment method is a beneficial tool that is adopted by teachers to enhance the educational sector and to facilitate the student's access to lectures regardless of their place and the time. As a group of scholars and researchers predicted that online assessment in higher education is taking the place of the traditional assessment activity. that is, there will be the need to create convenient electronic testing environments and methods with the aid of teachers (Chang et al.,2010; Hristova, 2008; Sokolova & Totkov ,2005).

According to Collins (1998) and Muir-Herzig (2004). online assessment tools are known as one of the ICT tools that teachers rely on to assess learners not only that, online assessment have many options, that help both the tutors and the students for example it provides learners with immediate feedback, and give them the chance to participate during the activities which help teachers to recognize his students.

Furthermore, Nguyen et al. (2006) state online assessment facilitates the interaction between the tutors and their students. that is teachers provide feedback to their learners which give them an idea to recognize their student's weaknesses and strengths for the sake of enhancing their performance. Similar advantages that online assessment offers are listed by Ambrose et al. (2010); Nicol and MacFarlane-Dick (2006) state with the use of online

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assessment in the learning process learners became active rather than been passive .online assessment focused on students receiving constructive feedback within a short amount of time.

Moreover, according to Betlej (2013) and Spivey and Mcmillan (2014) one of the many advantages of online assessment is the ability of students to repeat the test multiple times. Online testing provides automatic feedback in addition to the option of logging in anywhere at any convenient time. McPherson (2005) mentions more potentials of an online assessment. He states online assessment procedures can upgrade learners' self-discipline, along with autonomy and responsibility qualities. McCormack & Jones (1997); Hammond et al. (2011); Sang et al. (2011) state online assessment has many advantages among which anyone, it does not matter the time or the place they can easily get involved within the activity, in addition to the instant feedback. online assessment is the innovative source that serves both teachers and students effectively. Jordan & Mitchell (2009) also agree on the point of feedback in the learning process is essential, so online assessment is activated to provide students with immediate and effective feedback.

According to Bennet, (2001); Linn, (2002) online assessment can cover multiple elements with instant scoring of tests, survey results; and feedback, in addition to an automatic identification system of assessment performance (Nguyen & Kulm, 2005).

Lv (2019) states, generally online assessment is used to enhance learning, it is adopted by education institutes. online assessment helps in forming tests and exams even homework, however, precautions must be present to prevent the act of plagiarism by students; Bennet (2001) further describes online assessment as an “interactive, broadband, networked, and standard-based” (p.3). meanwhile, some scholars define online assessment or e-assessment as a means used to evaluate students learning and it can be associated with both summative and formative assessment Bull & McKenna (2004) by the use of these assessment forms,

that provides immediate feedback to enable learners to recognize their mistakes and correct them while performing (Aisbitt & Sangster, 2005); (Lewis & Sewel, 2007).

1.5.1 Computer Assisted Assessment

According to Whitelock & Brasher (2006), E-assessment is defined as both computer-based assessment and computer-assisted assessment that increases what is being tested. Thanks to the development of technology that enhanced the assessment activity.

Therefore computer-based assessment (CBA) and computer-assisted assessment (CAA) were introduced into learning. Bull and McKenna (2004) defined computer-assisted assessment as a means where learners are assessed by computers; CAA is not, however, restricted to objective testing. It is increasingly being used in more creative ways to extend assessment methods, particularly using the Internet and virtual learning environments (VLEs) (Bull & Danson, 2004). A similar definition stated by Boyle & O'Hare (2003) according to them, In UK higher education the usage of computer-assisted assessment was considered great progress and was increasing constantly the term (CAA) refers to the use of computers in assessment which means the computer is responsible for calculating a marking and providing feedback as well. Brown et al., (1997); Bull & McKenna, (2004) state the potential of computer-assisted assessment can easily be detected, whereas (CAA) is considered as a tool used to assist assessment.

Moreover, JISC (2010) states computer-assisted assessment is the use of computer devices in the assessment process comprising the capture of answers besides the submission of exams and making final grades this mission can be done by human or computer.

Bull and McKenna, (2004) suggested the use of computer-assisted assessment should be done because:

- It inspires and motivates learners to perform by practicing their skills with the aid of formative assessment.

- It offers different sources of knowledge assessed in addition to the variety of methods that were used to be assisted with
- It gives chances for instant constructive feedback

1.5.2 Computer-Based Assessment

However, some scholars and researchers find both terms (CBA), (CAA) interconnected. Computer-based assessment (CBA) refers to any type of assessment conveyed and noted by computer where computer cover all the part whereas, computer-assisted assessment (CAA) refers to the act that partly count on computers. Whitelock & Brasher (2006) regarded technology as a tool that enhanced the task of assessment in different ways . where electronic assessment refers to both computer-based assessment and computer-assisted assessment.

Computer-based assessment can be associated with the assessment of learning and assessment for learning. usually computer-based assessment depends on objective question types (multiple choices, writing an essay, short response). Therefore, Bull and McKenna (2004) listed down why the computer-based assessment should be used in the assessment process:

- To motivate learners.
- To engage students to better their performance.
- To support feedback to learners.
- To lower the pressure of marking grades.
- To diversify in assessment methods
- To assist the effectiveness of administration

Eventually, both terms computer-assisted assessment and computer-based assessment share two common words "computer" and "assessment" which means they are frequently used interchangeably. However the difference between the two is that computer-assisted

assessment is limited to the delivery of grades whereas computer-based assessment method depends on the use of computers in the whole assessment process (King, 1994).

1.6 Web-Based Assessment

Online technologies are counted as one of the valuable approaches that helped invent different methods of assessments it changed the typical traditional assessment to online assessment (Morgan and O'Reilly, 2001).

Researchers such as Allen (2001); Heift, & Schulze (2003); Hemard, & Cushion, (2003) state the progress of technology led to the innovation of web-based assessment that is responsible for the assessment procedure in the learning process which means web-based assessment is considered an effective unit in the curriculum. In addition, Allen (2001); Liang & Creasy, (2004) add that web applications are devoted to instruction and evaluation. they are tools that create a suitable environment for the teaching-learning process.

The term "web-based assessment" refers to the use of the internet and computer program. According to Allen (2001), web-based assessment is an important aspect of the curriculum and educational experience. King (1997) considered web-based assessment as one of the significant web-based technology innovations, specifically when the web-based as assessment engine is well designed and appropriately and timely used in the assessment process. Moreover, web-based assessment can accomplish the task of the authentic assessment (those that are adjustable to assessment in an observable and measurable way) (Kulm, 1994).

Web-based testing is the most effective technique to detect students' needs and motivate them to progress, as long as the instructor can connect them to appropriate learning resources. Morgan & O'Reilly, (2001) state web-based assessment method; provides the tutors with the ability to combine various content domains that the learners need in order to ameliorate their motivation and attitude toward learning modules in addition students have the

privilege, of using technological devices for learning. According to Fulcher (2010), one of the many advantages of adapting web-based tests is the validity of transferring grades into the database without mistakes along with the automatic grading process. On the opposite hand if this act is done by humans it may fail. Where Carr, (2011); Hamilton et al. (2000) also agree, one of the many benefits of web-based tests are captured in how affordable tests are and how easy tests are delivered. Bennett (2001), points out "web-based assessment can be considered as "interactive, broadband, networked, and standard-based" instrument". Fleischman & Lockwood (2001), mention web-based assessment supplies both teachers and students with flexibility. Teachers are provided with students' feedback in which teachers recognize more their students. Whereas students' benefit from a web-based assessment to practice performance in evaluation, testing, and regulation. A similar description is stated by Bransford et al. (1999), Thorndike (1913). Web-based assessment not only measures and evaluates students' performance but has a vital function of instant feedback. web based assessment also guides and motivates learners.

To conclude Kulm (1994) states Web-based assessment is meant to serve the credibility of assessment norms.

1.6.1 Moodle

Dr Martin Dougiamas, a professor at Curtin University from Australia created the Moodle platform in 2002; it grew quickly because of the accompanying exposure. There are already over 200,000 Moodle registration sites in 175 countries worldwide (Schultz, 2012). Moodle has been utilized as a learning management system (LMS) platform for exchanging useful data, documents, and knowledge in research projects, resulting in significant benefits for scholars (Uribe et al., 2007). Similar to this definition was presented by a couple of researchers Sabharwal et al., (2018); Putri & Sari (2020) where they stated with the

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significant technological advancements Moodle platform is now an accurate instrument to upload and deliver online educational content.

According to Berggren et al (2005), one of the most remarkable qualities of Moodle's design approach is the flexibility with which the course materials can be improved and produced in an iterative method. Moreover, Saw et al (2019) assert Moodle software can be a useful tool to improve the interaction for both the instructor and learner; it promotes student independence and allows learners to be more flexible in their learning.

Zenha-Rela and Carvalho (2006) defined moodle as a course management system that is often known as a web-based Learning Content Management System developed on pedagogical concepts hence a social constructivist philosophy with the use of the internet. Likewise, Cole, and Foster (2007); Williams and Dougiamagree moodle is considered an essential platform according to different sources; it has a high level of acceptability in the society and in a wide range of institutions since it contains several active courses in various languages. To emphasize the benefits of moodle Zenha-Rela and Carvalho (2006); Chavan and Pavri (2004) Itmazi state moodle greatest attribute is sharing knowledge where both developers and users contribute in aiding the new users of the platform by providing suggestions, uploading code snippets, sharing resources, and discussing new ideas. Moodle platform offers easily accessible features which enable the establishment of assessment procedures for learners through (surveys online tests and quizzes), Moodle platform propose more options such as the exchange of information amid users geographically dispersed using synchronous (chats) and asynchronous (discussion forums) communication modes (Mahmoud, 2008) ;(Itmazi, et al., 2005); (Legoinha et al.,2006).

Furthermore, the platform of moodle works side by side with the instructor's practical teaching Maciel et al., (2009). Brandl (2005) defines Moodle as a Free Software project that is accessible free under the guideline of the GNU General Public License (GPL) and does not

need any licensing fees. The Moodle platform is distinguished by a collection of features divided into two categories resources and modules:

"resources" refers to educational materials that are often prepared in digital formats so that can be uploaded to the platform for example word documents, videos and audio files, Web pages ...etc modules are elements made by Moodle, which allow students and teachers to interact with each other for manipulation and content transformation (Blin and Munro, 2008).

Cole and Foster (2008) describe Moodle as one of the most frequently used electronic learning platforms that allow instructors to create course websites that are exclusively accessible to registered learners only. Likewise, Advanced Learning Technologies (2005) reported that this platform has provided an endless number of features such as easy setup, adjustment of choices, good assistance, and excellent learning materials in addition to great documentation and solid administration security. Moodle platform is now one of the most popular course management systems (CMS), with several reports of successful implementations in production systems (Kalochristianakis et al. 2008).

1.6.2 Google Form

Haddad and Kalaani (2014) define Google Forms as an interactive web-based platform with an easy use application programming interface for creating online surveys, questionnaires, and quizzes. According to Pham (2018) Google Forms, like Docs, Sheets, and Slides in G Suite, is geared for educators. Google forms are considered one of the items that are created by Google. Its purpose is to produce a variety of forms that can be used to create language quizzes or activities. He also added that Google forms are used by teachers to design homework or exercises that learner have to complete both inside and outside of the classroom. Furthermore, due to Google, tutors can set a deadline for projects or homework, as well as provide feedback and evaluate students' performance.

Chapter one: The Effectiveness of Online Assessment on Learners' Attitude during COVID-19

Some professors have emphasized the benefits of Google Forms, such as Blackboard, Plickers, Socrative, and Kahoot!, which are all online formative assessment platforms Alharbi and Meccawy, (2020) Dobson, (2008) Elbasyouny,(2021) Fageeh, (2015) Jazil et al. (2020) These platforms are tools that help learners in ameliorating their achievement. By giving them useful information, also interesting and interactive tasks to help learners enhance their answers (Elbasyouny, 2021).

Furthermore, Google forms are defined as free software that is used to gather information electronically in form of surveys. Google also produced Google Docs, Sheets, Slides...etc. Similarly, Zaenal (2011) defines Google forms as a template that is usually used to gather information from users, also may be used collectively and individually to collect data. Google Form is considered to be the greatest online survey tool because of its flexibility for example the form can be simply published on the web and incorporated in blogs by Google (Agarwel, 2009). According to Tamba (2012), Google Form is indeed one of the most inventive and effective learning tools available.

One of the features of Google Forms allows users to put up logic conditions in a simple method, giving you the ability to customize, distinguish, or directly allow for choice (Haddad, and Kalaani, 2014). Yuwono et al. (2020) agree that Google Form is a functional, simple, quick, and straightforward application for learning in the era of technology and development. Likewise, Retnoningsih et al. (2021) state one of the tools that E-learning uses is Google form which enhances the educational process during distance learning.

Furthermore, Google Form is a learning platform that focuses on continual engagement and communication in order to obtain the best possible learning outcomes Iqbal et al., 2018). It has many options for instance automatic grading, the diversity in questions, and the methods of examinations chosen by the administration, all these features are packed in Google forms used by instructors to assess learners Love (2014). Kato and Kambayashi

(2016) state with the use of Google forms encourages learners' self-regulatory in the learning process.

1.7 Attitude toward Online Assessment

Attitude is referred back to the psychological judgments that individual makes of events, people, objects. (Gagneet al.,1992). In general, attitudes can be described as evaluated beliefs that potentially contribute to a person to respond in a preferred manner (Burns, 1997). And in order for E-learning to be successful, the attitude of humans as perception is critical (Aviram& Tami, 2004). Hills (1982) also claims that attitudes play a significant role in the education learning process.

Recently all educational institutions are concerned about online –assessments (Bennett and Barker, 2012). Universities have implemented online assessment in replacement of traditional paper-based assessments in order to acquire a more accurate and rapid method of assessing pupils (Alruwais et al., 2018). Moreover, higher education institutions are increasingly using online tests stated by (Shraim, 2019). Wuisan and Wibawa (2019) stated that the assessment system has improved, as technology has progressed. And when doing a comparison to in-house assessment methods, online assessments have a variety of features (Fontanillas et al., 2016).

Group of researchers Petrisor, et al. (2016) investigated how students felt about using an online assessment system, students preferred the online assessment approach over the paper and pencil exam, according to the researchers, people surveyed felt that online assessments could determine a student's level of learning and scoring objectives. Moreover, Chia (2016) examined the attitudes of students and teachers on the use of information technology to help with summative assessment. According to the data, both students and teachers have a good attitude toward the use of technology in the evaluation and prefer it over the traditional method.

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In addition, similar to this research, students' perspectives of computer-based evaluation were also investigated by (Jawaid et al., 2014), and according to the research, students have a positive attitude toward the computer-based assessment and enjoy characteristics such as multimedia, automatic grading, and personalized feedback. Bandele et al. (2015) examined the perspectives of university undergraduates on the use of online examinations according to the researchers, students preferred the usage of E-examinations, researchers also discovered significant gender differences in favor of females.

On the other hand, in online learning, Coelho Junior et al. (2018) argued for the importance of recognizing students' attitudes in enhancing management course systems and, as a result, students' performance. Baysal & Tekarslan (1998); Öner (1997) also emphasize the importance of determining students' attitudes in educational environments, for predicting students' future behaviors, changing negative attitudes, and forming positive new attitudes. Nevertheless, Sorensen (2013) performed research to find out how students felt about online - assessment. Researchers found students are involved in the E-assessment process, and they felt it contributed to their learning.

Wang et al. (2001) and An and Frick (2006) claimed that students' attitudes regarding ICT usage may influence their attitudes toward online learning. According to several studies, students' earlier ICT experiences may influence their attitudes toward online learning (Stephens & Creaser, 2004); (Spiceland & Hawkins, 2002). On the other hand, several researchers found that earlier ICT experiences had no major impact on students' views about online learning (e.g., Buzzetto-More & Sweat-Guy, 2006).

The factor that influences students' attitudes toward online learning can be categorized into two parts, according to Rhema & Miliszewska's (2014) meta-analysis study: demographic (age and gender) and computer skills (ICT training background, experience in working with ICT, possession of personal computer, access to ICT, recurrence of using computer). What

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students perceive and feel about any learning instrument might influence their learning behavior. In web-based environments, these learner features have not been extensively studied. Interactions between learners and teachers were considered to be one of the most important elements of web-based learning environments (Yang, and Tsai, 2008).

According to Selim (2007) students who were familiar with web technologies and who possessed the skills needed to effectively use a computer and mobile devices to use in instruction shaped positive attitudes about multimedia use in education, on the other hand, Those learners who had little experience with ICT, showed anxiety in front of computers and had low expectations of this advanced educational tools. Sun, Ray, et al. (2008) also emphasize the importance of students' computer confidence as a key aspect in ensuring that they enjoy their e-learning experience. According to Woodrow (1991) awareness of computers among students is an important element in evaluating computer courses and evolving computer-based curricula. Massuod (1991) states computer anxiety is typically centered on computer attitudes.

Prior knowledge, student motivation, computer literacy, perceived utility and ease of use perceptions, the sensation of isolation owing to less face-to-face/social interaction, clashing priorities, student's economy, and self-efficacy were among the 26 elements identified by Ali et al. (2018) were factors influencing student attitude towards e-learning. Willging and Johnson (2009) also agree that technology-related issues, such as a de-personalized learning environment or a lack of technical support from the staff, are among the reasons for online course dropouts

Moving on to another factor that influences students' attitude towards online assessment recent studies Cheung, Lee, & Chen, (2002); Joosten-ten Brinkeet et al., (2007); Kaklauskas et al., (2010); Kesici, Sahin, & Akturk, (2009); Smith & Caputi, (2007); Terzis and Economides, (2011); Wang et al., (2008); Yuen & Ma, (2002) demonstrate that they

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focus on gender differences, e-learning acceptance, and equivalency of computer-generated and paper-pencil scores, computer anxiety. According to Terzis and Economides (2011) researchers discovered that males and females have different perceptions and impacts on the links between the components that influence behavioral intention to use computers and electronic learning.

Shashaani (1997) in his research showed that females were less interested in computers and less confident than men. In addition, females' lack of interest and low self-confidence is tied, to their parents' behavior and expectations about computers. In contrast, Katz et al. (1995) found in their study no great difference in the (attitude) scores of males and females. Furthermore, Malik (2010) states the quality of ICT tools and the efficiency of infrastructure not only inspires students and teachers to interact with instructional media in E-learning environments but also enhance their satisfaction with the E-learning environment.

1.8 The Use of Online Assessment at Belhadj Bouchaib Ain Temouchent University

Assessments serve as a key role in students' experiences in a curriculum because its primary goal is to reflect students' level of comprehension Boud (2010).

Middleton & Spanias (1999) stated that assessment delivered on the web-based medium enables learners to have better flexibility over their practice and to receive direct reinforcement that can assist strengthen their self-motivation and enhance their performance. For those who are unable to be present in one location, online testing can help overcome the problems of time and space. It can save time and provide instant feedback (McCormack & Jones,1997); (Hammond et al., 2011) ;(Sang et al, 2011).

The COVID-19 outbreak has tipped the scales, pushing Algerian universities to adopt e-learning strategies in addition to ICTs. Ain Temouchent University adopts an asynchronous form of e-learning at the start of the term, allowing teachers and students to communicate via

Chapter one: The Effectiveness of Online Assessment on Learners' Attitude during COVID-19

video chats in Google Classroom or zoom to finish previous year's curriculums. At the start of each new university year, the administration employs a hybrid/blended learning model, which combines non-traditional (electronic) and traditional (face-to-face) sessions (physical presence). Despite this, the university continues to struggle with e-learning and faces challenges as a result of a set of issues.

According to Mers (2019) decision No. 633 of August 26, 2020, set out the exceptional provisions authorized in the field of organization, pedagogical management, evaluation, and student mobility under the COVID-19 under the title of the academic year 2019/2020 accreditation the hybrid or mixed education pattern that combines the two patterns of distance education and face-to-face education. Article "07" continuous evaluation and final evaluation support as much as possible the continuous evaluation from a distance, except for the basic education units. According to Mers (2021) decision No. 915 of August 11, 2021, specifying the exceptional provisions authorized in the field of organization, pedagogical management, evaluation, and student mobility under the COVID 19 under the title of the academic year 2021 /2022. Based on Article "02", distance or online education is an approved pedagogical teaching method within the higher training system.

Based on the fourth Article from that decision, it is possible to guarantee the teaching of discovery and transversal educational units from a distance (Mers, 2021). Moving on to Article "8", students are evaluated according to one of the following forms: after taking the opinion of the pedagogical teams 1. Attending the basic and curricular units of education 2. From distance for discovery and transversal units 3. Based on personal work done remotely by students.

According to Mers (2021) decision No. 055 of January 21, 2021, specifies the exceptional provisions authorized in the field of organization, pedagogical management, evaluation, and student mobility under the COVID-19 under the title of the academic year

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2020/2021. According to Article "8", continuous distance evaluation should be supported as much as possible, except for basic and curricular educational units.

Benghalem & Melouk (2021) examined students' attitudes on E-learning among Belhadj Bouchaib University's third-year English students. The results of the research indicated that, although Belhadj Bouchaib University has adopted Moodle as a platform for students to continue learning during the outbreak, learners had a negative attitude towards e-learning. Various reasons attributed to this negative attitude, as Belhadj Bouchaib third-year English students reported that a lack of equipment, along with the poor quality of the internet, platform challenges, and students who did not even have a laptop or even a smart device, were among the main factors impeding e-learning success. In Algerian institutions, blended learning is now in the stage of improvement with students preferring face-to-face learning (synchronous communication) over e-learning. This necessitates a thorough consideration of how to secure the future success of E-learning.

1.9 Conclusion

This chapter contained a review of students' attitudes and the factors that influenced their attitude towards online assessment in addition to how students viewed online assessment according to their experience. This chapter shed light on some definitions of assessment along with the types of assessment besides the description of ICT and online assessment and features of both Moodle, Google forms in addition to factors influencing students' attitude towards online assessment the chapter concluded the use of online assessment in Belhadj Bouchaib Ain Temouchent University.

Chapter Two:

Methodology

Chapter two: Methodology

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2.1 Introduction

This chapter presents the methodology used to conduct the study, which is a survey on the attitude of master two students of English didactics and applied languages at Belhadj Bouchaib University towards online assessment. During the pandemic of COVID-19, an interview was addressed with teachers to test the reliability of the hypotheses. This study aims to find out if students have a positive or negative attitude towards an online assessment and the factors influencing their attitude towards online assessment. In addition to how students view online assessment according to their experience. Therefore, this chapter focuses on research design, the sample and tools used to conduct the research, along with the data collection procedure and its analysis.

2.2 Research Design

Parahoo (1997) states a strategy that specifies how, when, and where data will be gathered and analysed. After drafting a suitable research design, every researcher follows the necessary procedures to achieve the intended results. In this study, data was gathered from two sources to confirm the validity of the hypotheses. In which one, a questionnaire addressed to students and an interview addressed to teachers are used to collect data, which will be analysed quantitatively and qualitatively afterwards. Hence, this study is based on a mixed model research paradigm in order to allow us to investigate the attitude of master two students of English didactics and applied languages at Belhadj Bouchaib University towards online assessment during the pandemic of COVID 19. The objectives of the present study, as well as the sort of data to be analysed and discussed, guide the selection of this research design.

Nau (1995) states that by combining qualitative and quantitative research methodologies; the final content that is obtained may show the major contributions of both methods. Combining the various viewpoints produced by qualitative and quantitative

methodologies may result in a clearer image of the subject in research. In a broad sense, mixed methods research is the blending of quantitative and qualitative research methods Greene et al., (1989). Based on these benefits, quantitative and qualitative methods were observed to be the greatest and most advantageous for obtaining a good result in collecting data.

2.3 Sample Population

Easton and McColl (2014) describe a sample as a subset of the overall population that is relevant to the research subject. This "whole" population is referred to as the target population, to which the study's outcomes can be generalized. Trochim (2008) states that the sample chosen is from a subset of the target population that is accessible to the researcher, known as the study population

2.3.1 The Students' Profile

This study's research participants are master two students of English didactics and applied languages at Belhadj Bouchaib University, Ain Temouchent, in the academic year (2021/2022).

The reasons behind choosing master two students of didactics and Applied Languages are mainly because they have witnessed the blended learning (traditional assessment and the online assessment). Second, they are mature and wise to provide coherent answers. In addition, they have a high level of knowledge when it comes to the use of ICT as they are more exposed to it daily. Females dominated the sample over males and the mix of ages aided in gathering diverse and varied points of view.

2.3.2 The Teachers' Profile

For the interview, teachers were chosen due to their long-term careers and the experience that they have attained over years of teaching which can provide more feedback on their students' academic performance in general. The majority of them possess magister and master's degrees, while the other half possess doctorates and have extensive experience teaching English at the university level.

2.4 The Research Tools

In order to clearly define and conceptualize our dissertation, the instruments used are a questionnaire and an interview. The data is gathered within the validity and reliability dimensions due to the particularities of each of them.

2.4.1 Questionnaire

Questionnaires are certainly one of the most essential sources of data in any research study. The key aspect, however, is that when constructing a questionnaire, the researcher must guarantee that it is "valid, trustworthy, and clear." Richards & Schmidt (2002). Moreover, Brown (2001) describes questionnaires as any written statement that provides participants with a sequence of questions or propositions to which they are to respond by either writing their replies or picking from among existing answers.

The questionnaire is organized into nine (9) sections that include direct questions, "WH" questions, as well as questions that are divided into multi-choice and checkboxes. The students' questionnaire primarily focuses on the attitudes of master two students' English didactics and applied languages toward online assessment testing. The below table will show the goals of each set of questions:

Table 2.1 Student's Questionnaire Objectives

Questions	Objectives
Q1	It is set to know the participants' gender distribution.
Q2	It is set to know the participants' most used device to study online.
Q3	Aims at knowing whether the participants have received formal training on how to be evaluated using online assessment tools.
Q4	Is set to find out the different platforms that participants use for the sake of online learning.
Q5	Aims to gather opinions of the participants about online assessment as a tool to evaluate students' whether the online assessment is fair or unfair.
Q6	Aims to gather opinions of the participants about online assessment as a tool to evaluate students; whether the online assessment is easy or complicated.
Q7	Aims to gather opinions from the participants about online assessment as a tool to evaluate students; whether the online assessment is better than the traditional assessment or worse than the traditional assessment.
Q8	Seeks to know the factors influencing the participants' attitude towards online assessment.

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Q9	Tries to recognize the difficulties faced by the participants while having online testing.
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2.4.2 Interview

According to Burns (1999), interviews are a popular and commonly utilized method to obtain qualitative data. Flick (2006) states that the objective of an interview is to uncover existing information in a manner that may be conveyed in the form of replies and therefore become available for interpretation.

The teachers' interview was directed towards EFL teachers with substantial experience in traditional English teaching at the university level, as well as online teaching. The interview' question is made up of six (6) key questions. The below table will show the goals of each set of questions:

Table 2.2 Teachers' Interview Objectives

Questions	Objective s
Q1	It tends to know whether teachers have previous in-service training using online assessment.
Q2	It aims at gathering teachers' points of view towards online assessment.
Q3	It tends to find the main problems that teachers face while preparing for e-testing.
Q4	It looks to know the major complaints teachers receive from students

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	after completing an exam or online test.
Q5	It attempts to know whether the teacher's lack of IT skills can influence negatively the experience of online learning and assessment of the students or not.
Q6	It strives to know what suggestions teachers can provide to help students improve their online testing skills.

2.5 Data Collection Procedure

After choosing and applying the right research instruments, it follows the step of analyzing the obtained answers. The data analysis procedure enables the researcher to find answers to questions through two different methods, whether quantitatively or qualitatively.

Before beginning data, collection and based on a literature review, the questionnaire was designed according to the needs of the research. It was designed by the researcher and then sent to the supervisor for correction. After the correction, a pilot study was performed to determine the efficiency and usefulness of the research tools, as well as to determine if the respondents were also interested in the subject that the investigators were attempting to investigate. The pilot study was done with two random students in order to check for clarity, and after their feedback, the questionnaire was corrected again and sent to the general population. It took a period of two weeks to complete. It was sent to 69 students of master two of English didactics and applied languages, but only 53 answered it.

The interview was also constructed by the researcher and forwarded to the supervisor for correction. After clearance, we chose five teachers from a pool of 24 who taught us online. Two teachers among five were interviewed face-to-face for two days. A formal interview was

held at Belhadj Bouchab University. One teacher was interviewed online using the Zoom meeting platform. The interview lasted 15 minutes, and the rest of the teachers received an email with the questions from the interview and it took 2 days to receive their emails back.

2.6 Data Analysis

Following the selection and administration of the research instrument, the role of the researcher is to analyse the data in order to achieve the research objective and answer the research question. The questionnaire was administered online and designed using Google Forms, the data is automatically stored and the results are generated automatically by the web-based. On the other hand, the interview analysis as quantitative data went through several steps as it was conducted orally, and the responses were transcribed in the form of quotations.

2.7 Conclusion

This chapter describes the measures that were taken in order to collect data. An overview of the research design, sample population, research instrument, data collection procedure, and data analysis. Along with the method of data analysis that will be used in analyzing the data and joining the conclusion and results of the work, which will be seen in the following chapter.

Chapter Three:

Data Analysis, Suggestions and Recommendations

Chapter three: Data analysis, Suggestions and recommendations

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Chapter three: Data analysis, suggestions and recommendations

3.1 Introduction

This section of data analysis is regarded as the most significant in this study activity, as data will be examined quantitatively and qualitatively, beginning with the students' questionnaire and progressing through teachers' interviews, in order to defend the hypotheses established, which are tied to students' attitudes towards online assessment along with the factors influencing their attitude. Furthermore, the discussion and interpretation of the main results in this chapter provide recommendations and suggestions for both teachers and students.

3.2 Results of the Questionnaire

The questionnaire employed in this research was distributed to 69 students of master two in English didactics and applied languages. The overall numbers of males and females in this study are as follows:

Table 3.1 Gender of the Participants

	Female	Male
Number:	38	15
Total:	71,7(%)	28,3(%)

Table 3.1 indicated that nearly 71,7% of the participants were females and 28,3% were males. This showed that females were far more engaged and cooperative in participating in this investigation than males. Gender is a variable in this study. Hence, the results of the questionnaire would be treated based on males and females.

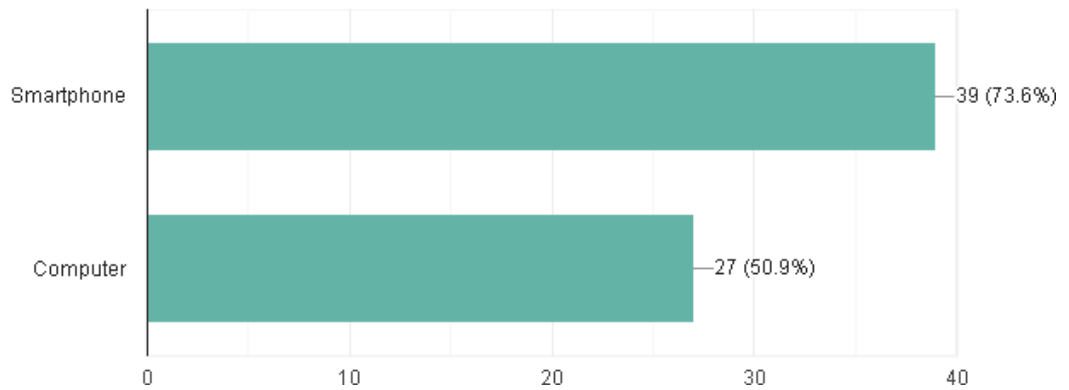
The second question was set to know the participants' most used device to study online. Results are shown in the following figure:

Chapter three: Data analysis, suggestions and recommendations

Figure 3.1 Students' Most Used Device at Home for Online Study.

Which tool do you use at home to study online ?

53 responses



According to Figure 3.1 above, as the results revealed, the majority of students use smartphones, with 73,6%, whereas the rest of the students use computers, with 50,9%. This demonstrated that a large number of the participants in this study preferred using smartphones as devices for online study.

The third statement was about whether students received formal training on how to be evaluated using online assessment tools. Results are shown in the following figure:

Figure 3.2 Students Who Received Formal Training on Using Online Assessment Tools.

Chapter three: Data analysis, suggestions and recommendations

Did you receive formal training on how to sit for an exam online?

53 responses

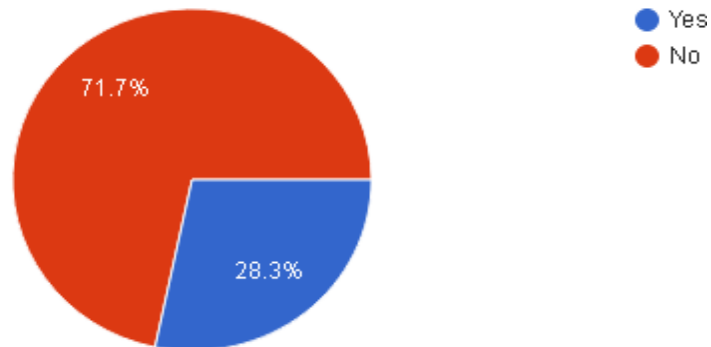


Figure 3.2 shows that 71,7% represented students who did not receive formal training on how to be evaluated using online assessment tools. On the other hand, only 28,3% answered positively to the statement. This illustrates that the vast number of the participants were not prepared to be evaluated using online assessment tools instead of the traditional methods.

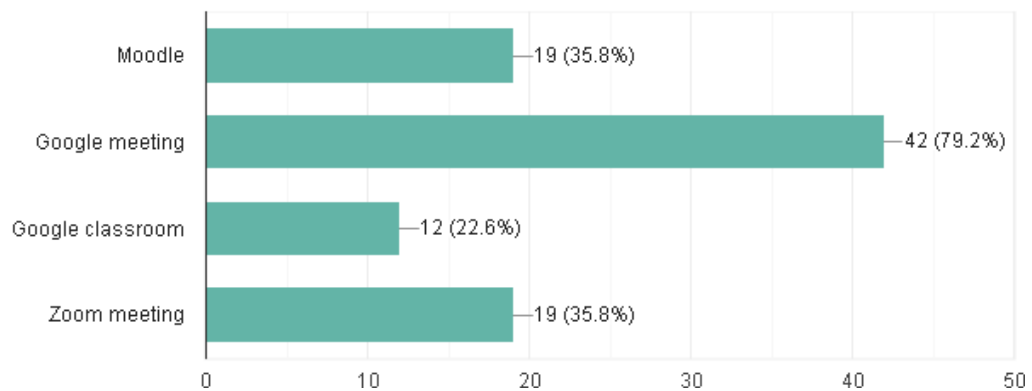
The following question was set to find out the different platforms that participants used for the sake of online learning. Results are shown in the following figure:

Figure 3.3 Students' Most Used Platforms for The Online Learning.

Chapter three: Data analysis, suggestions and recommendations

Which platforms are you using for online learning?

53 responses



The results of Figure 3.3 revealed that 79,2 % of the students used Google Meet as the most commonly used platform among Zoom Meetings, with 35.8%, similar to the use of the Moodle platform, which has the same percentage of 35.8%. Moving on to the least used platform, which is Google Classroom, with 22,6%. This indicates that although there are different platforms that students can benefit from, the majority of the participants prefer the use of Google Meet for online learning.

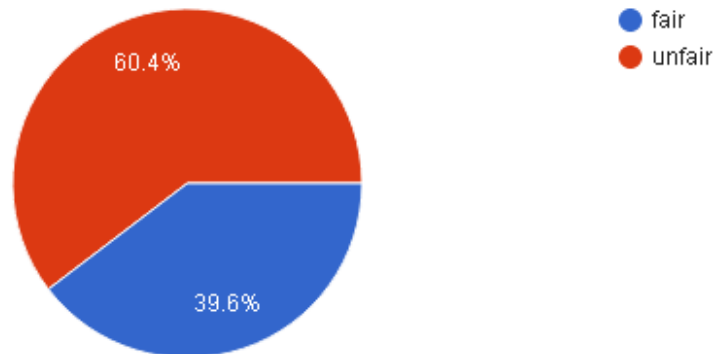
The next question aimed to gather students' opinions on whether the online assessment was fair or unfair. Results are shown in the following figure:

Figure 3.4 Students' Opinions on Online Assessment

Chapter three: Data analysis, suggestions and recommendations

What do you think about online assessment as a tool to evaluate students?

53 responses



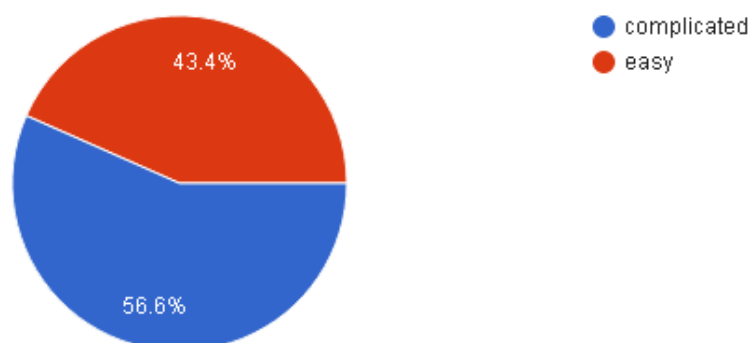
According to figure 3.4, the answers of 60.4% were unfair, while the remaining students expressed a positive attitude with 39.6% stating that it was fair. This indicates that the overwhelming majority were not satisfied with the use of online assessments and found them to be unauthentic tools to evaluate students.

In the following question, the participants were asked about online assessment as a tool to evaluate students, whether the online assessment was easy or complicated. Results are shown in the following figure:

Figure 3.5 Students' Opinions on Online Assessment

What do you think about online assessment as a tool to evaluate students?

53 responses



Chapter three: Data analysis, suggestions and recommendations

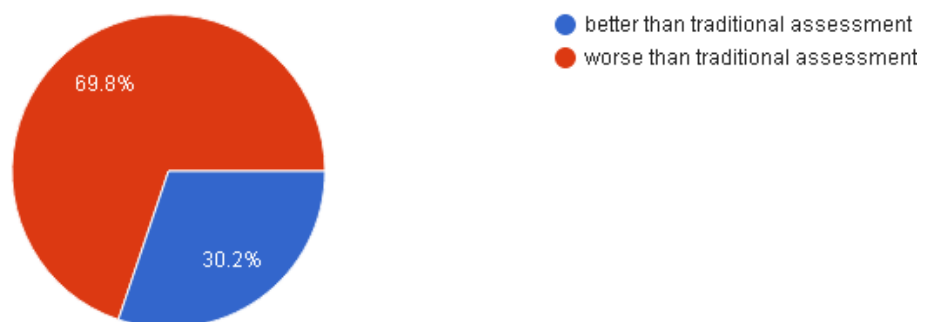
According to the results of Figure 3.5, 56.6% of the participants claimed online assessment tool was complicated to use, whereas 43.4% of the students disagreed and found the use of online assessment was easy. This indicates that the majority of students lack the ICT skills to understand how the online assessment tool works.

Following the same line of thought, this statement was set to discover what students think about online assessment as a tool to evaluate students whether it was worse than traditional assessment or better than the traditional assessment. Results are shown in the following figure:

Figure 3.6 Students' Opinions on Online Assessment

What do you think about online assessment as a tool to evaluate students?

53 responses



According to figure 3.6. Results revealed that 69,8% of the participants claimed that online assessment was worse than the traditional one, while 30,2% of students stated working with online assessment was better than the traditional method. This indicates that the vast majorities were against it and expressed a negative attitude towards online assessment, preferring the traditional one.

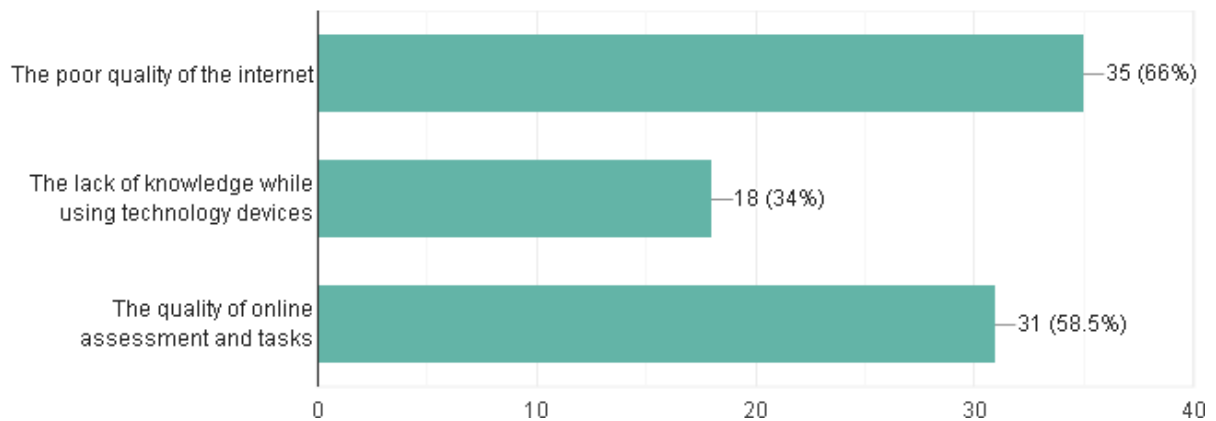
This question was posed to question the participants about factors influencing students' attitudes towards online assessment. Results are shown in the following figure:

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Figure 3.7 Factors Influencing Students' Attitude towards Online Assessment

What are the factors influencing your attitude towards online assessment?

53 responses



The replies of participants to the statement according to Figure 3.7 results showed that 66% of the students agreed with the poor quality of the internet, while close to it in percentage. 58,5% of the participants responded positively to the quality of the online assessment and tasks. Furthermore, a minimum of 34% of the students expressed that the main factor influencing their attitude was their lack of knowledge while using technology devices. This indicates that the participants' perspective was tightly related to internet problems, as they were struggling with the quality of the online assessment and tasks along with a lack of knowledge while using technology devices.

This question aimed to recognize the difficulties faced by students while having online testing. Results are shown in the following figure:

Chapter three: Data analysis, suggestions and recommendations

Figure 3.8 The Difficulties Students Faced While Having Online Testing

What are the problems you faced while having online testing ?

53 responses



According to the results shown in Figure 8, a large majority of the participants, 69.8%, declared that the major problem they faced was the time allotted for the online test, whereas 56.6% of the students faced internet connection problems, and the remaining participants, 45.3 had technical problems. This indicates that most of the participants were suffering from problems related to the short time set for the online test, besides the internet connection problems.

3.3 Results of the Questionnaire Based on Gender

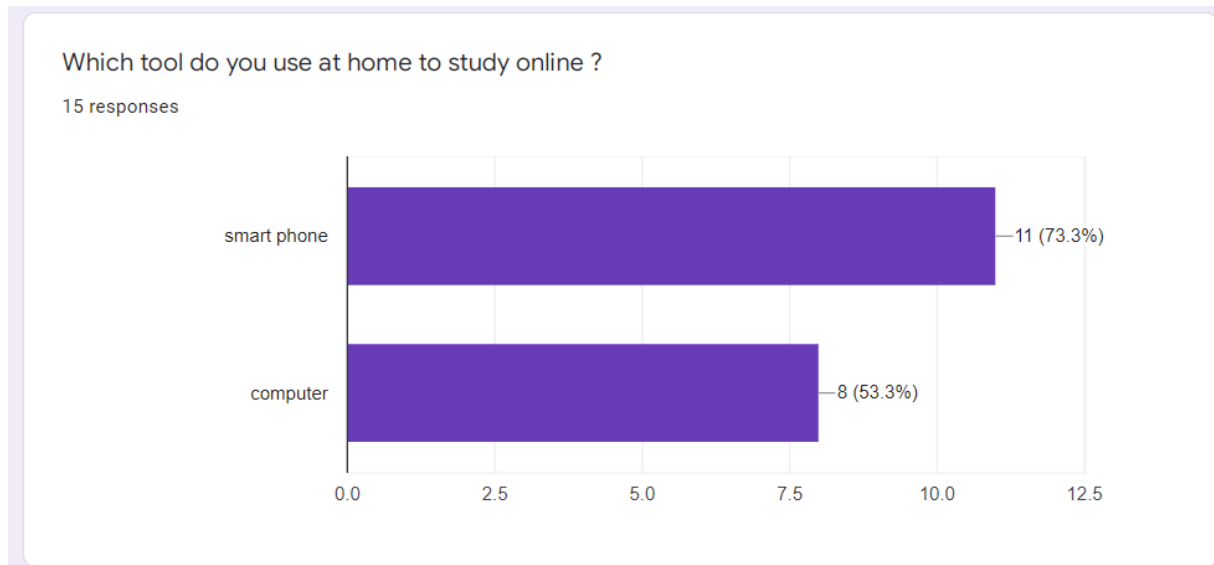
As it was previously shown in table 3.1, the first section of the questionnaire dealt with the gender of participants. Hence, gender was a variable in terms of dealing with the results, which are presented as follows:

Chapter three: Data analysis, suggestions and recommendations

3.3.1 Male Results

In this question, students were asked which tool they used to study online. Results are shown in the following figure:

Figure 3.9 Tools Used to Study Online



As it is seen, results showed that 73.3% of male participants used smart phones, while 53.3% used computers to study online.

The following statement was about whether students received formal training on how to be evaluated using online assessment tools. The results are shown in the following figure:

Figure 3.10 Students Who Received Formal IT Training

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Did you receive formal training on how to sit for an exam online?

15 responses

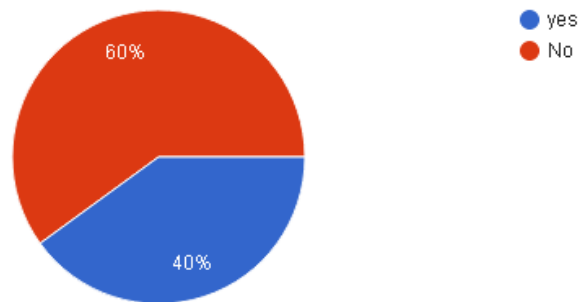


Figure 3.10 revealed that 60% of males have received formal training on how to be evaluated using online assessment tools, while 40% of the males' students did not.

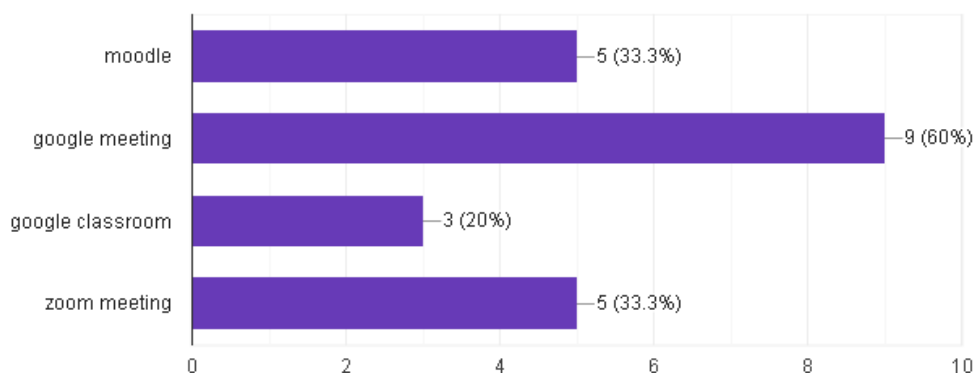
This question was set to find out the different platforms that participants used for the sake of online learning. The results are shown in the following figure:

Figure 3.11 Students' Most Used Platforms for the Online Learning.

Which platforms are you using for online learning?

 Copy

15 responses

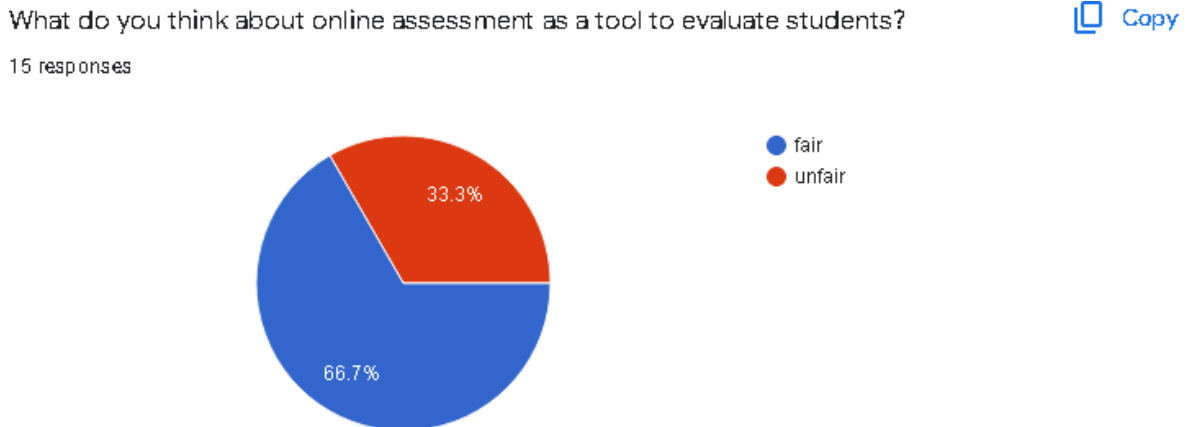


According to Figure 3.11, the results showed that the majority of male participants used Google Meeting with 60% among the other platforms to study online, whereas 33,3% used both Moodle and Zoom Meeting. The remaining 20% of males used Google Classroom.

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This question aimed to gather students' opinions on whether the online assessment was fair or unfair. The results are shown in the following figure:

Figure 3.12 Students' Opinions on Online Assessment



The replies of participants to the statement according to Figure 3.12 results showed that 66,7% of males expressed a positive attitude towards online assessment as a fair tool to evaluate students. On the other hand, only 33,3% of the male participants expressed a negative attitude towards online assessment as an unfair tool of evaluation.

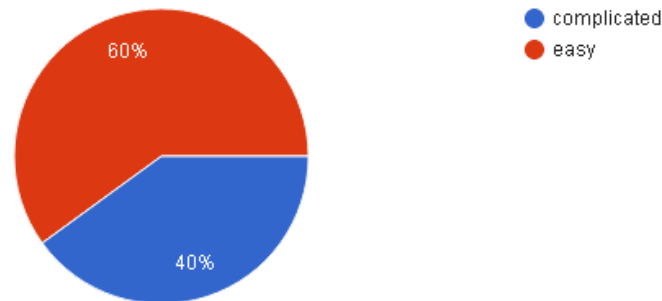
The participants were questioned about online assessment as a tool to evaluate students, and whether the online assessment was easy or complicated. The results are shown in the following figure:

Figure 3.13 Students' Opinions on Online Assessment

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What do you think about online assessment as a tool to evaluate students?

15 responses



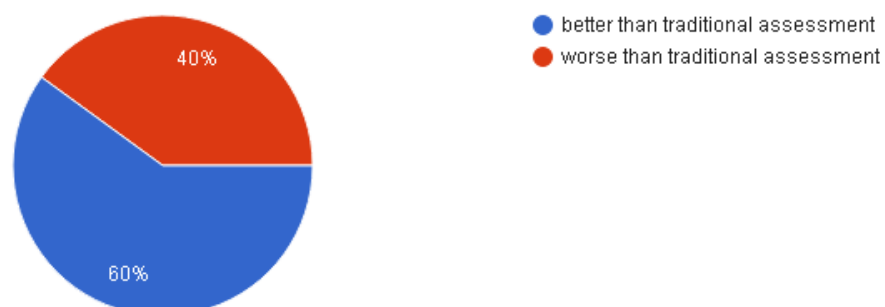
According to Figure 3.13 revealed 60% which was the great majority of the males, found online assessment as an easy tool to be evaluated with, while 40% of the male students found online assessment a complicated tool to be evaluated with.

This statement was set to discover what students think about online assessment as a tool to evaluate whether it was worse than traditional assessment or better than traditional assessment. The results are shown in the following figure:

Figure 3.14 Students' Opinions on Online Assessment

What do you think about online assessment as a tool to evaluate students?

15 responses



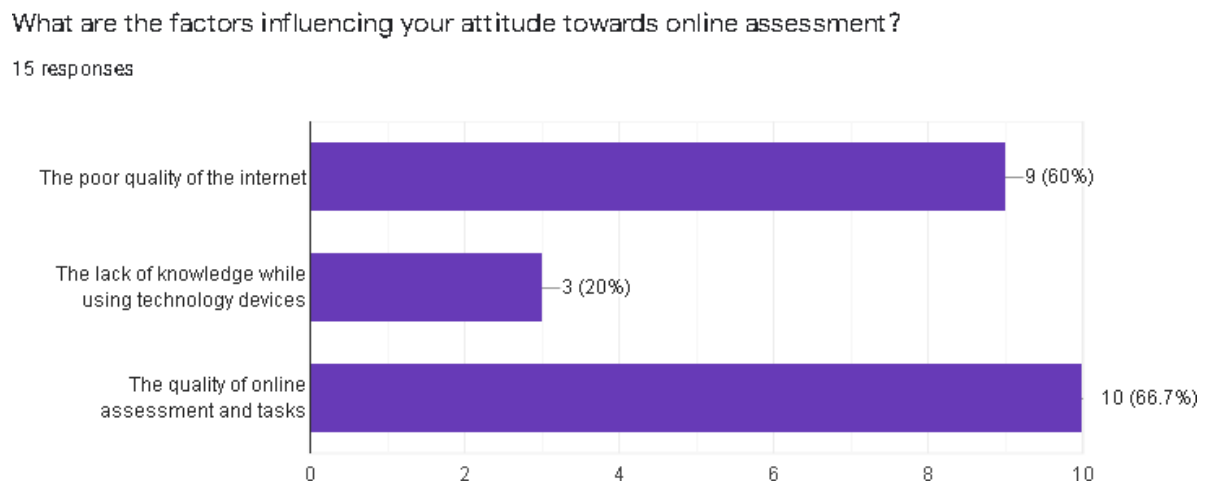
Results of figure 3.14 demonstrated that 60% of male participants found online assessment a better tool used to evaluate students than the traditional one. However, 40% of

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the male students disagree, finding online assessment a much worse tool of evaluation than the traditional one.

This question was posed to ask the participants about factors influencing students' attitudes towards online assessment. The results are shown in the following figure:

Figure 3.15 Factors Influencing Students' Attitude towards OnlineAssessment



According to the results of Figure 3.15, the researcher observed that 66,7% of the male participants agreed that the quality of online assessment and tasks were the main factors that impacted their attitude. Meanwhile, 60% of the male students found that the poor quality of the internet negatively influenced their attitude, while the remaining 20% claimed that the lack of knowledge while using technology devices negatively affected their attitude.

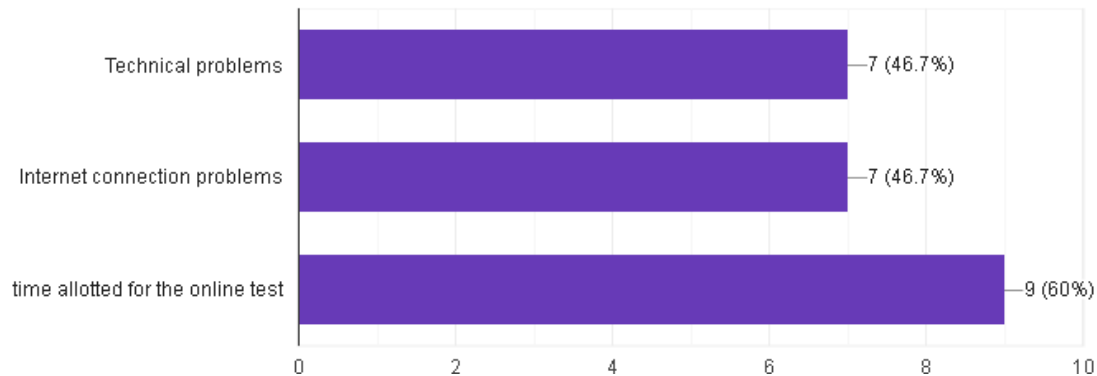
This question aimed to recognize the difficulties faced by students while taking online testing. The results are shown in the following figure:

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Figure 3.16 The Difficulties Students Faced While Having Online Testing

What are the problems you faced while having online testing ?

15 responses



According to Figure 3.16 revealed that the majority of male participants, 60%, have faced problems related to time allotted for the online test. On the other hand, the rest of the male students, with an exact percentage of 46,7% have faced technical and internet problems while doing online testing.

3.3.2 Females Results

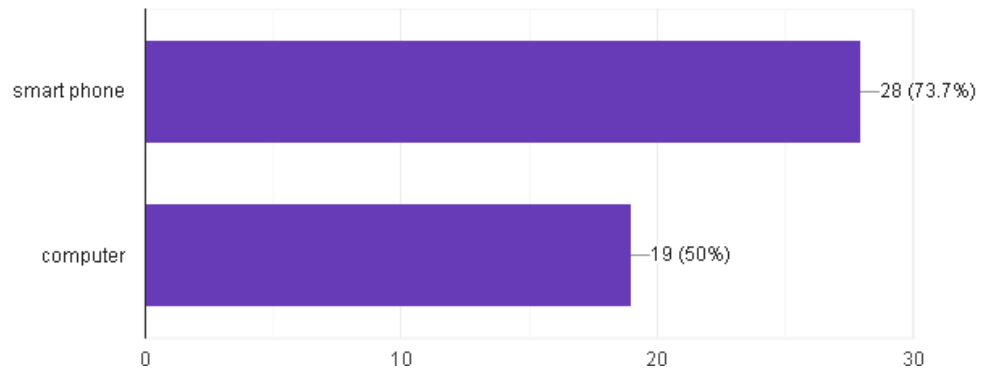
In this question, participants were asked which tool they used to study online. The results are shown in the following figure:

Figure 3.17 Tools Used to Study Online

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Which tool do you use at home to study online ?

38 responses



As it is seen, results showed that 73.7% of female participants used smartphones and 50% used computers to study online.

This statement was about whether students received formal training on how to be evaluated using online assessment tools. The results are shown in the following figure:

Figure 3.18 Students Who Received Formal Training on Using Online

Did you receive formal training on how to sit for an exam online?

 Copy

38 responses

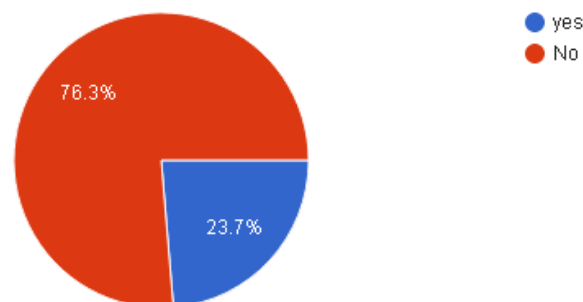
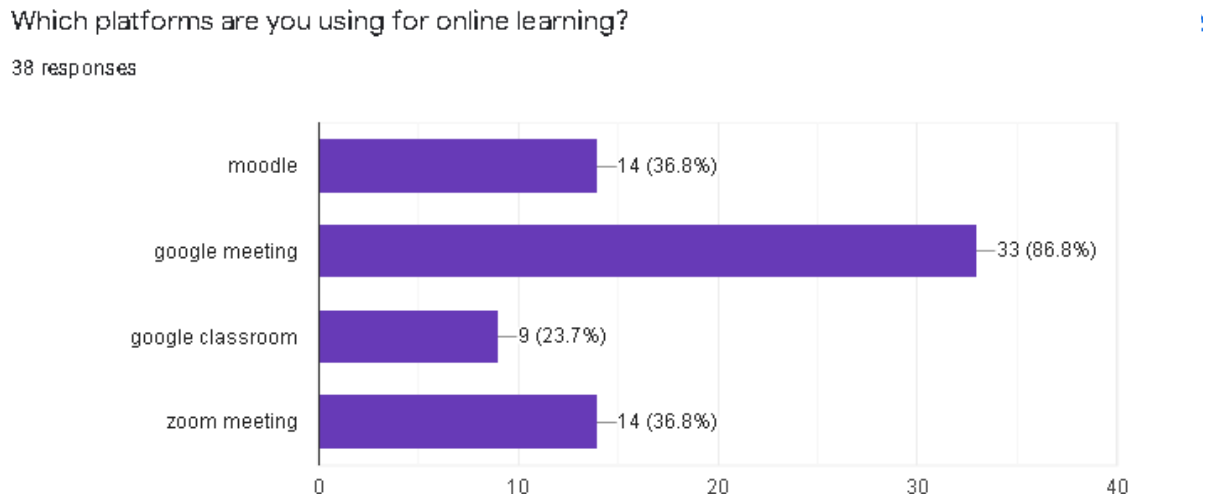


Figure 3.18, revealed that 76,3 % of females did not receive formal training on how to be evaluated using online assessment tools, while only 23,7% of the females students had received formal training.

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This question was set to find out the different platforms that participants used for the sake of online learning. The results are shown in the following figure:

Figure 3.19 Students' Most Used Platforms for The Online Learning.



According to Figure 3.19, the results showed that the majority of female participants used Google Meeting with 89,6% among the other platforms to study online, whereas 36,8% used both moodle and Zoom Meeting. The remaining 23% of females used Google Classroom.

This question aimed to gather students' opinions on whether the online assessment was fair or unfair. The results are shown in the following figure:

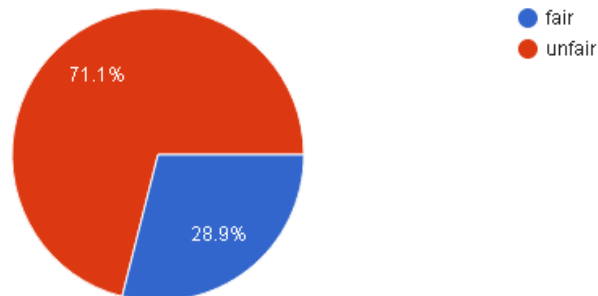
Figure 3.20 Students' Opinions on Online Assessment

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What do you think about online assessment as a tool to evaluate students?

 Copy

38 responses



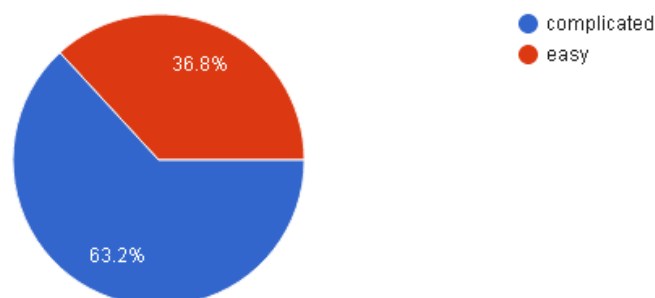
The replies of participants to the statement according to Figure 3.20 results showed that 71,1% of females expressed negative attitudes towards online assessment as an unfair tool to evaluate students. On the other hand, 28,9% of the female participants expressed positive attitudes towards online assessment as a fair tool of evaluation.

The participants were questioned about online assessment as a tool to evaluate students, and whether the online assessment was easy or complicated. The results are shown in the following figure:

Figure 3.21 Students' Opinions on Online Assessment

What do you think about online assessment as a tool to evaluate students?

38 responses



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Figure 3.21 revealed 63,2% which was the great majority of the females, found online assessment as a complicated tool to be evaluated with, while 36,8% % of the female students found online assessment an easy tool to be evaluated with.

This statement was set to discover what students think about online assessment as a tool to evaluate whether it was worse than traditional assessment or better than traditional assessment. The results are shown in the following figure:

Figure 3.22 Students' Opinions on Online Assessment

What do you think about online assessment as a tool to evaluate students?

38 responses

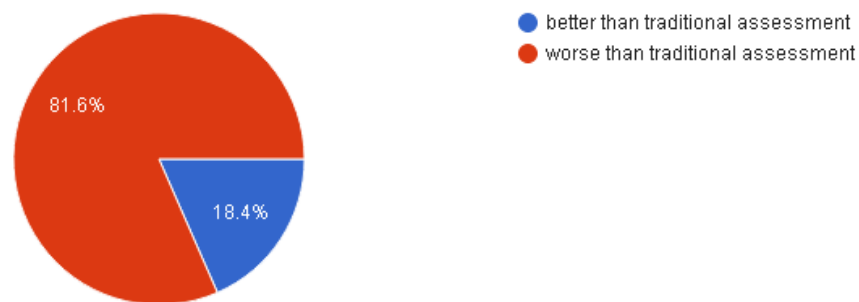


Figure 3.22 showed that 81,6% of female participants thought the online assessment was a worse tool for evaluating students than traditional assessment, whereas only 18,4% of female students disagreed, believing online assessment was a much better tool for evaluating students than traditional assessment.

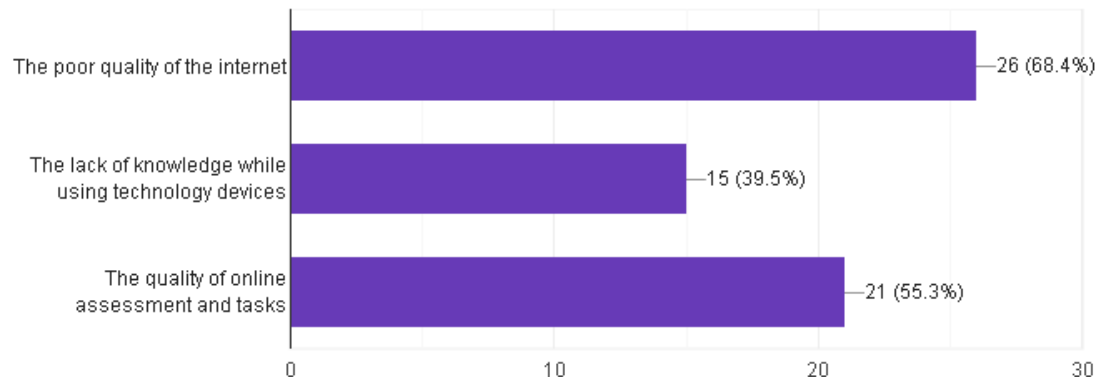
This question was posed to question the participants about factors influencing students' attitudes towards online assessment. Results are shown in the following figure:

Figure 3.23 Factors Influencing Students' Attitude towards Online Assessment

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What are the factors influencing your attitude towards online assessment?

38 responses



According to the results of Figure 3.23, the researcher observed that 68,4% of the female participants agreed that the poor quality of the internet influenced negatively their attitude. Meanwhile, 55,3% of the female students found that the quality of online assessment and tasks were the main factors that impacted their attitude, while the rest, 39,5% claimed that the lack of knowledge while using technological devices negatively affected their attitude.

This question aimed to recognize the difficulties faced by students while having online testing. Results are shown in the following figure:

Figure 3.24 The Difficulties Students Faced While Having Online Testing

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What are the problems you faced while having online testing ?

38 responses

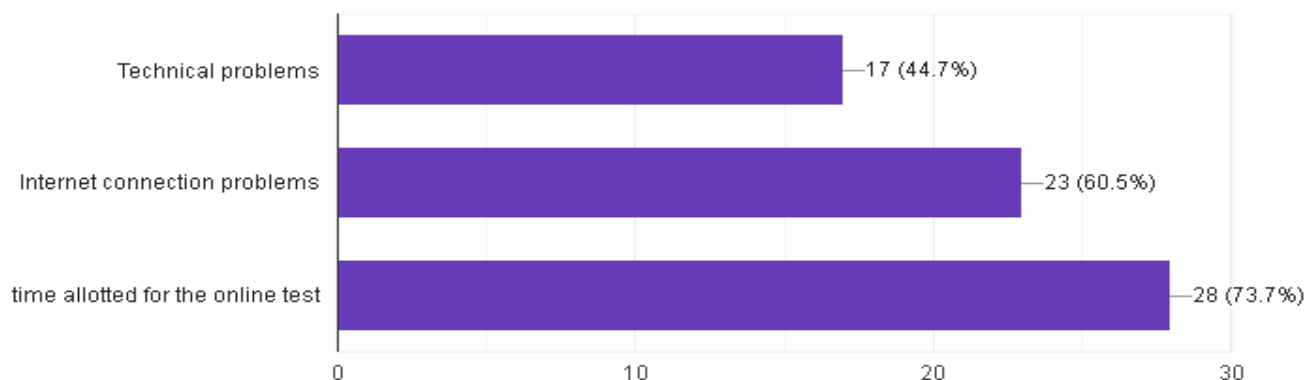


Figure 3.24 revealed that the majority of female participants, with 73,7%, have faced problems related to the time allotted for the online test. On the other hand, 60,5% have experienced internet problems while doing online testing while the rest of the female students, with 44,7%, have faced technical problems.

3.4 Teachers' Interview Results

To reinforce the collected data from the questionnaire, an interview composed of six questions was conducted with five EFL teachers from Ain Temouchent University who have substantial experience in both traditional English teaching and online teaching. The interview questions are designed to provide teachers' points of view towards online assessment and the difficulties teachers face while preparing for e-testing, in addition to suggestions provided by teachers to help students enhance their online testing skills.

Item one: Did you receive in-service training before using online assessment?

Table 3.2 Teachers' Responses Concerning In-Service Training

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Teachers	Responses
Teacher one	“No, never.”
Teacher two	“Yes, I did, I was using online assessment or teaching online before I got the training, I used to have my own personal methods with the online teaching.”
Teacher three	“Well, in fact, the majority of Algerian universities don’t provide such an in-service training for the use of any technology during teaching, and yes, I did it is a personal effort for the proficiency.”
Teacher four	“Yes, I have taken training regarding the teaching technique of online teaching hence automatically had the same experience with assessment used some new techniques used via instrument or technological tools so some of the techniques came by previous teachers or the new generation teachers allowed them to advanced better in their assessment.”
Teacher five	“Yes, during my first year, I had two types of in-service training (face to face and online).”

According to these responses, the researcher can conclude that the majority of teachers did not receive in-service training from the part of the university administration; in fact, it was a personal effort.

Item two: As a teacher, what is your perspective towards online assessment?

Table 3.3 Teachers’ Perspectives Concerning Online Assessment

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Teachers	Responses
Teacher one	“According to me, online assessment is difficult, especially in regard to issues of validity, reliability, and practicality. In fact, giving quizzes and exams online is not always feasible. One time I gave a ten-minute online quiz, the whole class time was wasted because the students were not familiar with the method.”
Teacher two	“I think online learning will not succeed at any rate sooner or later unless we make students aware of plagiarism, as a teacher we also don’t have programs that allow us to detect plagiarism this is why it is hard for us to know if they are plagiarizing or not so we do the double job and it is hard, especially with the huge number of students. I’m against assessing students online meanwhile I’m with teaching them online.”
Teacher three	“It is working towards a positive way; it is in its way to succeed both teachers and students need to know how to use technology effectively and to understand how to use them.”
Teacher four	“To gain some objectivity it is better to use online assessment, you also gain time so I think it is better for the new generation teachers to make farther techniques or to implement some new techniques of assessment in order to gain time and authenticity fairness.”
Teacher five	“It is an important step towards the integration of technology in education.”

The purpose of this question was to elicit teachers' perspectives on online assessment.

The researcher observed that three teachers expressed a positive attitude towards online

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assessment and supported its implementation. Whereas the two remaining teachers expressed dissatisfaction, arguing that online assessment is not effective.

Item three: What were the problems you faced while preparing for e-testing?

Table 3.4 The Problems Teachers Faced while Preparing for E-Testing

Teachers	Responses
Teacher one	“In fact, giving quizzes and exams online is not always feasible. One time I gave a ten-minute online quiz, the whole class time was wasted because the students were not familiar with the method.”
Teacher two	“Correcting online assessment when you give them something you need to expect they are plagiarizing, therefore, you need to know the type of the questions that you are asking, the process of assessing is very hard because you are going to send them online and they don’t have all the platforms (Email, Moodle, Google classroom). Are they subscribed to these platforms, will they receive your email or your post on time and then they respond that is the issue we face when thinking about e-testing.”
Teacher three	“If you used a program, instrument or new way of working you need to make sure that the students have the same document the same program to receive the same structure of the lecture to return back the work you ask them to do, also the bad connection.”
Teacher four	“The first experience was so difficult although you had your in-service training, however, the on the second time by using online testing more than one means you have gain experience on the other hand students

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	faced problems.”
Teacher five	“Students’ unreadiness and resistance to being tested online.”

The researcher asked this question in order to identify the primary problems and difficulties that teachers encountered while preparing for e-testing. The vast majority of teachers shared common problems, most of which were related to students’ unpreparedness and unfamiliarity with the new method of testing, along with internet connection problems and the misuse of the internet by students, leading them to plagiarism.

Item four: What were the major complaints you received from students after completing an exam or online test?

Table 3.5 The Major Complaints Teachers Received from Students

Teachers	Responses
Teacher one	“They argued that they had a very bad network and didn’t have time to answer all the questions.”
Teacher two	“So the major complaints is about the mark is the common one because plagiarism, they think they worked hard because they took a lot of time. When they don’t send the work on time because they say I did not see the email I did not see the deadline.”
Teacher three	“They have no internet thou you can see them connecting and active online all the day, they don’t rely on themselves they just want marks.”
Teacher four	“Generally, they are satisfied by such experience of online exams because they belong to the generation of technology, they are used to use mobile devices that is why they are satisfied.”

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Teacher five	“Short time to do the test, technical problems (internet and lack of It skills).”
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The researcher asked this question in order to learn about the major complaints’ teachers receive from students after completing an exam or online test. According to three teachers, who had similar answers, students complained about the short time allotted to complete the online test, in addition to the poor quality of the internet, or some of them did not have a network at home. Only one teacher received positive feedback from students expressing their satisfaction with the online examination experience.

Item five: Do you think that the teacher’s lack of IT skills can influence negatively the experience of online learning/assessment of the students?

Table 3.6 Teachers’ Literacy of IT Skills

Teachers	Responses
Teacher one	“Of course, yes. We need to improve these kinds of skills in order to perform better.”
Teacher two	“That is a good question for example as an IT expert I grow up in an IT environment and did training. So, for me, it is the students who push us to work. if another teacher who was not good in IT and he/she will learn I’m sure about it because the platforms we are using are very simple however if they don’t have feedback from the students, they will feel demotivated to teach, for example there as students who are good at IT they can help the teacher.”
Teacher three	“Of course, yes, I think that even the teacher has to be instructed with the new ways of technology that students can have access to it for example as

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	a teacher if I use any new devices or new way program that the students are not aware of it or don t know how to use it or can't afford having it so in this environment, I prefer a training for both students and teachers because teachers are going to also structure those students first of all to learn how to use them then give them information teachers are obliged to use them and to cope with new methods .”
Teacher four	“Yes, of course, I agree it is clear, most of the teachers will agree on this point.”
Teacher five	“Of course, teachers’ lack of online assessment literacy is linked to students’ negative attitude.”

The objective of asking this question was for the researcher to determine whether or not the teacher's lack of IT abilities could negatively impact the students' experience of online learning and assessment. In general, all five teachers come to an agreement that teachers’ lack of online assessment literacy is linked to students’ negative attitudes.

Item six: Which suggestions can you provide to help students improve their online testing skills?

Table 3.7 Teachers’ Suggestions for Students

Teachers	Responses
Teacher one	“To be patient and interact more with their teachers, practice with peers.....”
Teacher two	“What I suggest from their first year students from the very beginning they teach them information technology and practice with them how to go

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	to Moodle how to answer online assessment and they do need to understand the concept of plagiarism.”
Teacher three	“I say follow the teacher in order to understand, assimilate, gain marks, noticing; analyzing; try to cope with the teachers’ new methods. Government and the administration need to provide a good access to technology and financial capacity teachers much be instructed must be trained of course there is a personal effort within that.”
Teacher four	“I focus on the teachers training because those teachers who don’t have capabilities in using IT will influence automatically students experience also, good internet, students’ readiness, adequate materials, good devices.”
Teacher five	“Many teachers did not have in-service training so, it is important to provide them with the proper training that can help them.”

This question was posed by the researcher in order to collect various suggestions made by teachers to help students enhance their online testing skills. Each teacher provided a unique response to the question. However, the five teachers agreed that both teachers and students need to receive in-service training to improve their IT skills and to follow the instructions of the teachers.

3.5 Discussion and analysis

The researcher had proposed a series of hypotheses in order to design this research work. Where the researcher suggested that students have a negative attitude towards online assessment, based on the obtained data gathered from the students' questionnaires and teachers' interviews, the current study revealed that this hypothesis is correct because both teachers and students confirmed that they have a negative attitude towards online testing. The results of this research work are compatible with the study of Benghalem (2021) "Investigating Students’ Attitude Toward Online Assessment during the Pandemic of Corona

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Virus Disease 19". He found that students had a negative attitude towards online assessment as it was their first experience with online assessment.

The researcher proposed the second hypothesis that gender is a factor that influences attitude based on several studies, such as Terzis and Economides (2011) who discovered that males and females have different perceptions. Another study by Bandele, Oluwatayo, and Omodara (2015) examined the perspectives of university undergraduates on the use of online examinations. according to the researchers, students preferred the usage of E-examinations. researchers also discovered significant gender differences in favour of females.

Shashaani (1997) in his research showed that females were less interested in computers and less confident than men. In addition, females' lack of interest and low self-confidence is tied, to their parents' behaviour and expectations about computers.

The results of this study are compatible with the above-mentioned studies since it was revealed that males had a positive attitude while females had a negative one. Therefore, based on the obtained data gathered from the students' questionnaires and teachers' interviews, this hypothesis is valid according to the result of this study. Gender is a factor that has an impact on students' attitudes.

3.6 Recommendations and Suggestions

The section that follows will present some of the recommendations and suggestions addressed to both teachers and students in order to enhance and improve the use of online assessment as a tool to evaluate students.

3.6.1 Recommendations for Students

Based on the findings of this study, the researcher has made some valuable recommendations and suggestions to help students improve their skills for online testing and overcome the factors and problems that influence their attitudes.

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- Students must be taught information technology and computing skills as a compulsory module starting in their first year of college.
- The government and administration must provide easy access to technology as well as a good, reliable network connection service.
- Students need to have adequate materials and good devices in order to be able to study online.
- Students should be motivated and eager to study new educational approaches introduced by the educator.

3.6.2 Recommendations for Teachers:

The researcher has offered some relevant recommendations and suggestions based on the results of this study to prepare teachers for adjusting to and embracing online assessment tools.

- Teachers must collaborate and cooperate with the daily changes that occur in the educational environment.
- Teachers need to receive in-service training, and the administration must provide adequate programs to improve the skills of the instructors.
- Teachers need to facilitate the online learning approach so that students embrace new online assessment methods. Thus, teachers influence students' experiences both positively negatively.

3.7 Limitations of the Study

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Any research study entails limitations, and this extensive essay does just that. Despite the advancements and progress that humanity has made, many teachers still do not believe in online assessment as a tool to evaluate students, as the researcher found difficulties in reaching out to teachers who taught online learning. In addition, students' lack of IT literacy has had a detrimental impact on their perception of the concept of the online assessment. Along with the COVID-19 pandemic, the researcher chose to use an online questionnaire with the participants. Nevertheless, the researcher had difficulty contacting the students online since some of them had no access to the internet in order to receive the questionnaire. Furthermore, researchers had some trouble finding Algerian research studies or articles that included gender as a factor affecting students' attitudes towards online assessment.

3.8 Conclusion

This chapter focuses on reporting the data from the research tools, which were a questionnaire and an interview. Furthermore, this part presents a detailed discussion and interpretation of the research hypotheses. It also makes some beneficial suggestions for both teachers and students, by improving their IT skills for online assessment and helping overcome the factors and problems that affect their attitude.

General Conclusion

General Conclusion

An online assessment tool is just one sample of a technological product that educators can utilize in order to enhance the evaluation process. The researcher intended to discover the perspectives of students towards online assessment in order to improve and enhance the education sector of Algeria, and to keep pace with global development. Furthermore, to help students improve their skills for online testing and overcome the factors and problems that influence their attitudes, along with preparing teachers to adjust to and embrace online assessment tools. This study aimed to investigate students' attitudes and the factors influencing their attitudes towards online assessment, in addition to how students viewed online assessment according to their experience.

Two research tools were used to collect data and the results obtained from this study provided a clear answer to the questions stated in the study. Research work has proposed two hypotheses. Where it suggests that students had a negative attitude towards online assessment and that gender was the main factor influencing this negative attitude. It revealed that this hypothesis is correct because both teachers and students confirmed that they had a negative attitude towards online Assessment. According to Benghalem & Melouk (2021), "Investigating Students' Attitude toward Online Assessment during the Pandemic of Corona Virus Disease 19". They found that students had a negative attitude towards online assessment, as it was their first experience with online assessment. Furthermore, according to the result of this study, Gender is a factor that had an impact on students' attitudes. Shashaani (1997) in his research showed that females were less interested in computers and less confident than males. In addition, females' lack of interest and low self-confidence is tied to their parent's behaviour and expectations about computers.

This paper builds on the findings of several studies that have examined student online assessment experiences, their perceptions, the study results can be used to improve the quality of e-learning and online assessment although students' negative attitudes can be a barrier to

General Conclusion

the Algerian Ministry of Higher Education's efforts to use e-learning as a measurement during the epidemic. In Algeria, the use of technology is still in its early stages. However, in order to assure the future success of online assessment, students' opinions and attitudes must be acknowledged and positively improved.

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Appendices

Appendix 01

Students' Questionnaire.

Students' attitude towards online assessment

This questionnaire is a part of the study investigating the attitude of master two students of English, didactics and applied languages at Belhadj Bouchaib University towards online assessment During the Pandemic of Covid 19.

You are kindly requested to read carefully the questions and answer them

State your gender ?

Male

Female

Add option or [Add "Other"](#)

Multiple choice

Required

Which tool do you use at home to study online ?

Smartphone

Computer

Did you receive formal training on how to sit for an exam online?

Yes

No

Appendices

Which platforms are you using for online learning?

- Moodle
- Google meeting
- Google classroom
- Zoom meeting

What do you think about online assessment as a tool to evaluate students?

- fair
- unfair

What do you think about online assessment as a tool to evaluate students?

- complicated
- easy

What do you think about online assessment as a tool to evaluate students?

- better than traditional assessment
- worse than traditional assessment

Appendices

What are the factors influencing your attitude towards online assessment?

- The poor quality of the internet
- The lack of knowledge while using technology devices
- The quality of online assessment and tasks

What are the problems you faced while having online testing ?

- Technical problems
- Internet connection problems
- time allotted for the online test

Appendix 02

Teachers' Interview

Questions :

1) Did you receive in-service training before using online assessment?

.....
.....

2) As a teacher, what is your perspective towards online assessment?

.....
.....

3) What were the problems you faced while preparing for e-testing?

.....
.....

Appendices

- 4) What were the major complaints you received from students after completing an exam or online test?

.....
.....

- 5) Do you think that the teacher's lack of IT skills can influence negatively the experience of online learning/assessment of the students?

.....
.....

- 6) Which suggestions can you provide to help students improve their online testing skills?

.....
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Résumé :

Depuis qu'Internet a envahi chaque aspect de nos vies, il a rendu possible l'apprentissage en ligne, et de nombreux chercheurs et professeurs sont intéressés souhaitent l'utiliser pour améliorer et améliorer les résultats d'apprentissage des étudiants. Bien que l'évaluation existe en ligne, elle n'a pas été largement utilisée en Algérie. Cependant, avec la propagation de la pandémie et la propagation du COVID 19, l'évaluation en ligne est devenue un outil essentiel pour évaluer les étudiants dans les universités algériennes. Cette étude vise à étudier les attitudes des étudiants et les facteurs qui influencent leur attitude envers l'évaluation en ligne ainsi que la façon dont les étudiants perçoivent l'évaluation en ligne en fonction de leur expérience. Les outils les plus utiles utilisés dans cette étude sont le questionnaire, l'entretien, le questionnaire des élèves et l'entretien avec les enseignants afin d'obtenir des données. L'analyse des outils de recherche et basée sur les données obtenues à partir des questionnaires des étudiants et des entretiens avec les enseignants a montré que les enseignants et les étudiants avaient une attitude négative envers le test en ligne. , En plus de. Le genre est le facteur qui influence les attitudes des élèves.

ملخص:

نظراً لأن الإنترنت قد غزا كل جانب من جوانب حياتنا ، نود جعل التعلم عبر الإنترنت ممكناً ، وبهذه الغاية من الباحثين والأساتذة باستخدامه لتحصين نتائج تعلم الطالب وتعزيزها. على الرغم من وجود التقييم عبر الإنترنت ، إلا أنه لم يتم استخدامه على نطاق واسع في الجزائر. ومع ذلك ، مع انتشار الوباء وانتشار COVID 19 أصبح التقييم عبر الإنترنت أداة أساسية لتقييم الطالب في الجامعات الجزائرية. تهدف هذه الدراسة إلى التحقيق في مواقف الطالب والعوامل التي تؤثر على مؤيدهم نجاح التقييم عبر الإنترنت وكذلك كيفية إدراك الطالب للتقييم عبر الإنترنت بما في ذلك الأدوات المستخدمة لتقديم خدمة في هذه الدراسة هي الاستبيان والمقابلة والطلاب والمعلمين للحصول على البيانات. أظهر تحليل أدوات البحث و بما في ذلك على البيانات التي تم الحصول عليها من استبيانات الطلاب والمقابلات مع المعلمين أن كل من المعلمين والطلاب لديهم موقف سلبي تجاه الاختبار عبر الإنترنت. ، بالضمان إلى. الجنس هو العامل الذي يؤثر على مواقف الطالب.