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Investigating Teachers' Practices and Challenges of Online Assessment during COVID-19 Pandemic: The Case Study of EFL Teachers at the Department of Letters and English Language at Belhadj Bouchaib University

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

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Declaration of Originality

I hereby declare that this dissertation, which I submit for evaluation in a study programme leading to a Master's Degree in Didactics and Applied Languages, is entirely performed by the researcher under the supervisor's guidance and assistance. It is the fruit of the researcher's effort and investigation and contains neither plagiarism nor materials previously published by another person except where due references are made. I certify that Online Language Assessment Literacy (OLAL) was not used previously in any research or investigation. The term is exclusively used in the study after the approval of pioneers in the field of Language Assessment, Prof. Frank Giraldo and Prof. Christine Coombe.

Signed: Bochra Benaicha

Date: 17/05/2022

Dedications

To my beloved parents

Dear Mom and Dad

Thank you so much for your love, sacrifices, and unlimited support.

Thank you so much for your positive feedback and encouragement

Thank you for being always by my side in ups and downs

Thank you for helping me grow my wings

I could not make it so far without your support

Thank you! Seems small for all what you have done for me

To my dear sister Mamiya and my brother Mohamed for their love, care, patience, and support.

To both my grandmothers, you are the blessing of my life. May Allah grant you long life.

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Abstract

Language assessment is one of the key pillars of the educational triangle and the pedagogical activity that was affected by the shift to e-teaching- learning and blended teaching-learning posed by the COVID-19 pandemic. This sudden shift urges teachers to use online assessment. However, teachers faced various psychological, social, technical, and pedagogical challenges while conducting the online assessment. Thus, this study aims to investigate teachers' practices and main challenges of online assessment during the pandemic in an Algerian EFL context. It also seeks to explore the influence of in-service ICT training on teachers' online assessment practices. In order to achieve these objectives and answer the research questions, this study is based on a mixed-method research design manifested through an online questionnaire addressed to thirty (30) EFL teachers at the Department of Letters and English Language at Belhadj Bouchaib University. In addition, an online interview was dedicated to an expert trainer responsible for teachers' in-service ICT training; four (4) EFL teachers from the same department were also interviewed to enrich the findings besides conducting observation of online assessment. The results indicated that students' academic misconduct (cheating and plagiarism) is the major challenge in online assessment. Moreover, results revealed that in-service ICT training improves and positively influences teachers' online assessment practices.

Keywords: Online assessment, Online Language Assessment Literacy, OLAL, in-service ICT training, practices, challenges.

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List of abbreviations and acronyms

AL: Assessment Literacy

CAA: Computer Assisted Assessment

CBA: Computer Based Assessment

CDEA: Curriculum Design, Evaluation and Assessment

COVID19: Corona Virus Disease 2019

E-Assessment: Electronic Assessment

EA: Electronic Assessment

EFL: English as a Foreign Language

E-learning: Electronic Learning

ELT: English Language Teaching

ET: Educational Technology

E-teaching: Electronic Teaching

HEI: Higher Education Institution

ICLTA: International Conference on Language Testing and Assessment

ICT: Information and Communication Technology

ID: Identity

ILTA: International Language Testing Association

IT: Information Technology

List of abbreviations and acronyms

JISC: Joint Information System Committee

L1: License one

LAL: Language Assessment Literacy

LARC: Language Assessment Research Conference

LMS: Learning Management System

LOAL: Language Online Assessment Literacy

LTRC: Language Testing Research Colloquium

M1: Master one

M2: Master two

MCQ: Multiple Choice Question

MERS: Ministry of Higher Education and Scientific Research

MMR: Mixed Methods Research

MOODLE: Modular Object-Oriented Dynamic Learning Environment

NA: Needs Analysis

No: Number

OLAL: Online Language Assessment Literacy

PC: Personal Computer

Prof : Professor

Qual: Qualitative

List of abbreviations and acronyms

Quan: Quantitative

UK: United Kingdom

UKLATA: United Kingdom Association for Language Testing and Assessment

US: United States

SDG: Sustainable Development Goals

SPSS: Statistical Package for the Social Sciences

TESOL: Teaching English to Speakers of Other Languages

WBA: Web Based Assessment

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General Introduction

General Introduction

The research work falls within the field of Applied Linguistics, particularly language assessment. Assessment is a crucial part and fundamental aspect of language teaching and learning. Teachers use various tools and methods to measure and evaluate learners' learning progress and proficiency in the language. Tools and assessment methods develop through time due to advances in Information and Communication Technology. Since its integration into Algerian higher education programs in the 2000s, ICT changed the landscape of educational assessment in the Algerian Higher Education sector leading to the emergence and implementation of e-assessment. Nevertheless, the use of e-assessment was low until the last two years.

With the shutdown of universities due to the spread of the COVID-19 pandemic, there has been a switch from face-to-face learning to e-learning. This shift from face-to-face teaching-learning to e-teaching-learning and hybrid teaching is faced with many challenges; One of these challenges is online assessment. Teachers were led to use online assessment as an alternative and/or support for traditional assessment methods without prior preparation or practice. Although online assessment provides several advantages, various pedagogical, technical, social and psychological challenges were encountered by teachers while integrating online assessment. Many research works were conducted regarding online assessment. However, there is a lack of scholarly attention given to Algerian EFL teachers' challenges with online assessment and the influence of in-service ICT training on enhancing teachers' online assessment practices and developing their online language assessment literacy.

Investigating online assessment is a new research area that has attracted a significant academic consideration, especially during the COVID-19 pandemic, both at the national and international levels. Generally speaking, recent research works focused on investigating

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students' and teachers' perceptions and attitudes toward online assessment during COVID-19 pandemic (Yulianto & Mujtahid, 2021; Abduh, 2021; Benghalem & Melouk, 2021; Abd Elgalil et al., 2022; Hichour, 2022). Other research works dealt with the challenges of online assessment in Business and Medical Departments and the advantages of e-learning and online assessment (Alruwais et al., 2018; Appiah & Van Tonder, 2019; Elzainy et al., 2020; Hosseini et al., 2022). Few scientific investigations provide a comprehensive view of EFL teachers' practices and the challenges of online assessment, especially in the Algerian context.

Therefore, this research investigates EFL teachers' online assessment practices in the Algerian context. The main goal of this study is to discuss the challenges EFL teachers encounter in assessing their students online, specifically during the COVID-19 pandemic; the case of EFL teachers at the Department of Letters and English Language at Belhadj Bouchaib University is studied. Furthermore, this research offers some suggestions and recommendations for overcoming EFL teachers' online assessment challenges and enhancing their online assessment practices to achieve long-term mandatory online assessment. Finally, this study aims to highlight the role of in-service ICT training in fostering EFL teachers' OLAL and enhancing their online assessment practices. Taking into account the objectives of this investigation, the following research questions are raised:

1. What is the major challenge that EFL teachers face in online assessment?
2. How does in-Service ICT Training influence teachers' practices of online assessment?

In response to the research questions, the following hypotheses are put forward.

1. The major challenge that EFL teachers face in conducting online assessment is their lack of online language assessment literacy (OLAL).
2. In-service ICT training improves teachers' practises of online assessment.

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In this study, the researcher hypothesised the lack of OLAL as the major challenge teachers faced in assessing their students online. However, OLAL is not the first acronym proposed by the researcher. During the whole research process, the acronym LOAL which stands for language online assessment literacy was used to refer to teachers' knowledge, skills and principles of online assessment. The acronym LOAL proposed and used by the researcher in the study was altered by the acronym OLAL after the suggestion and the approval of the well-known scholars in the field of Language Assessment Literacy (LAL), Prof. Frank Giraldo and Prof. Christine Coombe.

During her participation in the *First Online International Conference on Fostering Language Assessment Literacy for University Teachers: Facts and Future Perspectives*, the researcher contacted and discussed the concept of LOAL that she used with Prof. Frank Giraldo, a professor at the Foreign Languages Department of Universidad de Caldas in Columbia and pioneer researcher of the interface between LAL and Teachers' Professional Development. Prof. F. Giraldo (personal communication, May 10th, 2022) suggested, "I think it might be better to call it OLAL: Online Language Assessment Literacy? That's because LAL is the fixed acronym so another characteristic would serve as an adjective, thus *Online LAL*". Furthermore, Giraldo maintained that "it is not conceptual issue... [it] is more of a language issue" and advised the researcher to check and confirm the term with a native English speaker knowledgeable about LAL. Giraldo reminded the researcher that the acronym is hers stating, "whatever you choose, remember it's your acronym".

Considering Prof. Frank Giraldo's advice and for the verification and approval of the acronym, the researcher contacted Prof. Christine Coombe, a professor of General Studies at Dubai Men's College. Prof. Christine Coombe is a pioneer in ELT and TESOL with over fifty (50) books on various ELT aspects. She was awarded many awards; she received the Outstanding Young Scholar Award in 2002/2003 and British Council's International

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Assessment Award in 2013. In 2021, she was named to the US Department of State's English language specialists. Prof. Coombe agreed with the suggestion of Prof. Frank Giraldo. Thus, the researcher decided to change the acronym from LOAL to OLAL based on the recommendation of LAL experts and pioneers. It is worth mentioning that this change does not reflect any conceptual issue; it was just a language matter, as professor Giraldo highlighted. Hence, it has no negative effect on the validity and reliability of the research findings. On the contrary, it contributes to the research work's trustworthiness and academic honesty.

In order to confirm or reject the previously mentioned hypotheses and investigate EFL teachers' practices and challenges of online assessment, a case study is conducted at the Department of Letters and English Language, Belhadj Bouchaib University Ain Temouchent. This research opts for a mixed-method design in which the investigator relies on instrumental triangulation to improve the validity and reliability of the research. Three different data collection instruments were used in this study: the online questionnaire, online interview, and online observation. Accordingly, the participants of this study are EFL teachers at the Department of Letters and English Language, Belhadj Bouchaib University, Ain Temouchent. This case study aims to provide new insights and data about Algerian EFL teachers' challenges with online assessment and the influence of in-service ICT on their online assessment practices. The results of this case study can help provide a better understanding that would improve the validity and reliability of online assessment and enhance EFL teachers' online assessment practices.

This research work is addressed to EFL teachers, especially those at the beginning of their careers or those who do not know about online assessment and do not have much experience assessing their students online and overcoming online assessment challenges. The aim is to provide them with background and insights about online assessment practices and suggestions to enhance their online assessment practices. Another important audience for this research work

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is EFL students, researchers, and anyone interested in Applied Linguistics and Language Assessment. This study will provide them with a better understanding of online assessment and its practice; It may also inspire Master Didactics and Applied Languages students interested in conducting research and investigating topics related to online assessment.

Concerning the study's structure and organisation, the current research work is divided into three major chapters. The first chapter concerns the theoretical part of the research work. It is devoted to the literature review related to teachers' different challenges in assessing their students online. It also reviews the main concepts related to assessment, e-assessment, online assessment and online language assessment literacy to give the reader a general overview of the research topic. The second chapter concerns the practical side of the research work. First, it presents the current study's methodology and research design. Second, it describes the target population and data collection instruments. Third, it elaborates and explains the administration and the analysis procedures of the research instruments. The last chapter involves presenting, analysing, discussing, and interpreting obtained data and research findings. It also provides some suggestions and recommendations about enhancing teachers' online assessment practices and reducing the challenges. The chapter ends by discussing the limitations of the research work.

Chapter One:

Assessment, Online Assessment Concepts and Challenges

Chapter One: Assessment, Online Assessment Conceptions and Challenges

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1.1 Introduction

This chapter reviews the theoretical framework and provides background about assessment, e-assessment and teachers' challenges of online assessment. It aims to introduce the research topic by defining the key concepts in this research work. The chapter starts with a definition of assessment and highlights its major types. Then, the second part of the chapter revolves around e-assessment. It describes its emergence and the different types of e-assessment. Then, it defines the concept of online assessment and explains the distinction and the relationship between e-assessment and online assessment. Afterwards, two different tools of online assessment are presented. The third part of this chapter is devoted to teachers' challenges with online assessment. It explains the different psychological, social, technical, and pedagogical challenges. Furthermore, this chapter introduces the concept of online language assessment literacy. Finally, the chapter ends with a description of online assessment in the EFL context at Belhadj Bouchaib University.

1.2 Definition of Assessment

In all educational programs, assessment is regarded as one of the essential components of the curriculum. It is an integral part of the teaching and learning process. It enables teachers to check students' academic progress and the attainment of educational objectives (Benguerfi, 2017; Boumediene, 2018). In this vein, Mohammadi & Savani (2021) argue that teaching, learning, and assessment are no longer seen as "three stranded islands in the ocean of education in general nor...in that of language education, in particular. They are parts of trilogy" (p.62). In other words, teaching, learning, and assessment are interrelated under the umbrella of education. Eventually, one of the major roles of a teacher is being an assessor of learners' knowledge, performance, and skills. In this regard, Benghalem & Melouk (2021) maintain that teachers assess students and use the obtained data to adjust students' learning

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and inform teaching. Therefore, both teaching and assessment serve learning; both aim at enhancing students' learning and academic performance. Hence, it could be said that assessment is crucial for education and "to the educational process" (JISC, 2020, p.6). Good, reliable, and sound assessment practices can improve education and enhance learners' growth.

Various definitions are put forward by researchers and educational assessment specialists for the term "assessment". In the field of education, scholars agree that assessment is a systematic process that involves the selection, design, collection, analysis, and interpretation of learners' performance, knowledge, skills, and learning through the use of different methods (Richards & Schemdit, 2002; Brown, 2017; Benmoussat et al., 2020; Hidri, 2021). Distinctively, other researchers maintain that assessment refers to a wide range of related activities teachers use to assess and interpret students' performance and improve teaching and learning (Astin & Antonio, 2012; Green, 2014). Bakerson et al. (2015) define assessment as "the systematic process of documenting learning through measurable evidence. It is used to measure knowledge, skills, dispositions, or beliefs gleaned through instructional sequences, intending to improve all aspects of student learning" (p. 4). In their definition, Bakerson et al. combine both views about assessment claiming that assessment is a systematic process that encompasses various activities and methods.

As mentioned above, assessment is one of the crucial aspects of education in general and language education in particular. In Green's words, assessment and particularly "language assessment is inseparable from teaching and learning of languages" (Green, 2014, p.6). Furthermore, language assessment is a systematic process that makes inferences about learners' "language-related knowledge, skills"; These inferences are based on interpreting the evidence gained from activities and tasks performance (Green, 2014). In language teaching and learning, assessment is "the ongoing process of gathering and analysing and reflection on evidence to make informed and consistent judgments to improve future student learning"

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(Casey, 2015). Thus, valid and reliable assessment can measure and provide judgments about learners' performance. Besides, the data obtained from the assessment can be used to improve students' learning. Improving learners' learning requires a deep understanding of assessment practices and purposes. Relatively, Casey (2015) distinguishes between two types of assessment: assessment for learning and of learning.

1.3 Types of Assessment

In assessing students' learning and academic performance, educators often distinguish between two major types of assessment: summative and formative; each type serves specific purposes; yet, "both inform decisions regarding student learning" (Bakerson et al., 2015, p.9). Green (2014) draws the distinction between formative and summative assessment in terms of uses: assessment for learning and of learning. Assessment for learning refers to "formative uses of assessment that immediately guide what teachers and learners will do next". In contrast, assessment of learning is associated with "summative uses, which focus on a retrospective picture of what has been learnt" (p.14). In other terms, formative assessment informs learning while summative assessment guides learning. Therefore, it could be deduced that the purpose of assessment determines its type. In this sense, formative and summative assessments can be viewed both as types and purposes of assessment.

1.3.1 Formative Assessment

According to Brown & Abeywickrama (2019), formative assessment, which is also known as assessment for learning, involves "evaluating students in the process of "forming" their competencies and skills to help them to continue that growth process" (p.8). In other words, formative assessment refers to the process of measuring students' performance and abilities. The major aim of this type of assessment is to enhance students' learning and guide the teaching-learning process (De Villiers et al., 2016; Benguerfi, 2017). Therefore, formative

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assessment is conducted during the learning process “to provide feedback that can be used to modify, shape, and improve the program (or performance).” (Palomba & Banta, 2015, p.19). The data obtained from the formative assessment can be significant in various ways. First, it can be used to adjust the course and its contents, considering learners’ performance (Green, 2014). Second, it helps shape the teaching-learning process. Finally, it offers a chance for learning, improvement, and growth for both learners and teachers.

One of the essential key elements of formative assessment is feedback. Several researchers argue that formative assessment provides ongoing feedback to teachers and learners. (Gikandi et al.,2011; Gamage et al., 2020; Rahman & Khan, 2021; Abduh, 2021). In other words, it is a source of information about teaching-learning practice and process throughout the course. According to the American National Academy of Education (2021), this type of assessment informs both teaching and learning. It enables teachers to use the gathered information to monitor and improve students’ learning. Likewise, Boumdiene (2018) maintains that formative assessment is “improvement-based” since it provides teachers and students with constructive feedback to enhance learning. It is also used to assess learners’ understanding to adjust instruction to meet the learning objectives.

In a similar line of thought, Gamage et al. (2020) advocate that formative assessment provides instructors and teachers with a better understanding of students’ strengths and weaknesses. It also permits them to get further insights into the suitable pedagogical interventions that need to be done to ensure students’ growth and development of their learning abilities. He adds that this type of assessment is non-gradable; it does not contribute to students’ final grades. Besides, it emphasises learning quality rather than quantity (Crisp, 2011). Formative assessment includes activities but is not limited to quizzes, exercises, presentations, discussions, homework, and group work; these activities are non-evaluative. In short, it could be said that formative assessment is a goal-oriented process (Greenstein, 2010).

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Teachers often compare the learners' performance and goal attainment to adjust their content and instruction to enable learners to meet the course objectives.

1.3.2 Summative Assessment

In contrast, Brown & Abeywickrama (2019) elucidate that summative assessment or assessment of learning is the process of measuring and summarising “what a student grasped and typically occurred at the end of a course or unit of instruction” (p.8). In other terms, it is a summation of students' learning without necessarily pointing out ways for students' progress; it seeks to measure what students have learned from the course. Distinctively, Palomba & Banta (2015) posit that summative assessment is used at the end of the course “in order to make judgments about its quality... [and] to help form the program (or performance) for the future” (p.19). They argue that this type of assessment provides valuable data about the course and students' learning. The gathered data from formative assessment enable teachers to evaluate the course and the quality of its content besides evaluating students.

Summative assessment provides information about the extent of meeting the pre-defined learning objectives. One of the fundamental aspects of summative assessment is the measurement of learning. Researchers agree that this type of assessment measures students' learning at the end of the instructional unit. (Hargeaves, 2008; Gikandi et al., 2011; Gamage et al., 2020; Benmoussat, 2020). Furthermore, it evaluates both learning and the attainment of learning outcomes by systematically comparing students' performance and the “predetermined appropriate standard or benchmark” (De Villiers et al., 2016, p.68). This evidence supplied by summative assessment is grade-based (Boumediene, 2018) since students are graded according to their performance. Accordingly, the purposes of summative assessment vary; it is used for grading students, evaluating the achievement of desired learning objectives (Abduh, 2021), and for certification purposes (Crisp, 2011). Hence,

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summative assessment ensures that the learning objectives have been achieved and certifies that required competencies have been attained.

Put briefly, Green (2014) maintains that summative assessment audits learning; it provides evidence and data about what the students learned and whether they met the learning and the course objectives. In addition, it finds out how much learning has taken place. This type of assessment is gradable; it contributes to the student's final grade and score. Moreover, it is standardised, not individualised; it does not focus on individualised learning. Henceforth, summative assessment involves providing evidence and data to teachers and stakeholders, including teachers, instructors, parents, schools, universities, institutions, administrative staff, and policymakers (Ridgway et al., 2004). In the Algerian higher education context, final examinations are the main feature of summative assessment. It is manifested through two main graded exams at the end of each semester. These exams intend to make decisions about students' performance, allowing them to pass to the next level, earn a diploma, and be ranked based on their performance.

1.4 ICT and the Emergence of E-Assessment

In the 21st century, ICT's role in all sectors and life spheres is undeniable. ICT is an acronym that stands for Information Communications Technology. The concept encompasses all digital devices that can digitally process, store, retrieve, communicate, and handle data. These devices include but are not limited to computers, laptops, smartphones, and networks (Benghalem, 2018; Kerkeb, 2018). Furthermore, Krystalli et al. (2020) and Berrada et al. (2021) hold that the use of ICT in learning and particularly in language learning englobes a variety of tools, strategies, and activities that are used for a multiplicity of purposes among which presentation, practice, assessment, and testing. Therefore, ICT integration in education has influenced various aspects of the teaching-learning process, not least the assessment process. Eventually, the implementation of ICT in the language teaching process changed the

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landscape of educational assessment leading to the emergence of ICT-based assessment, known as e-assessment.

Traditionally, pen-paper assessment dominated education for many decades; it was the major way of evaluating and measuring students' performance. However, "the simultaneous penetration" of technological developments in the teaching-learning process during the 21st century paved the way for a novel alternative way of assessing students (Kundy & Beg, 2021). Consequently, higher education institutions worldwide encouraged the transition to e-assessment with its different formats (Crisp, 2011). However, Alruwais et al. (2018) advocate that e-assessment is not recent. The emergence of e-assessment dates to the 1920s with the first use of technology in assessment based on Sidney L. Presses' design of automatic testing machines. Decades later, e-assessment has witnessed a significant revolution with the introduction of the World Wide Web in the 1990s. Since then, various e-assessment systems have been developed for educational use.

Despite all the difficulties the e-assessment practice faced in its early beginning, it survived and is now enhanced thanks to technological advances. Miranda et al. (2022) stipulate that technology has a crucial role in broadening e-assessment possibilities, methods, and strategies. Accordingly, one of the reasons that triggered the emergence of e-assessment was widening the delivery of assessment. Moreover, since e-assessment is ICT-based, it constantly evolves, and new forms and practices emerge. In this regard, Benghalem (2018) posits that "there is no universal definition of ICT because of the constant evolving of ICT on daily basis on the concepts, methods and applications" (p.29). Thus, the term e-assessment is not an easy term to define. It does not lay on one exact stable definition.

1.5 Types of E-Assessment

The term e-assessment is often interpreted differently by using different terms in literature. Terms such as computer-based assessment, computer-assisted assessment, and web-based assessment are often used interchangeably by researchers to refer to e-assessment. The three labels CBA, CAA, WBA are associated with e-assessment. They may overlap in usage since they are closely related. However, it is worth mentioning that these three terms are not synonyms; they differ slightly. E-assessment is an umbrella under which comes CBA, CAA, WBA. In order to understand these types, each one of them will be addressed and defined based on scholars' definitions.

1.5.1 Computer-Based Assessment

According to Bull & McKenna (2004), computer-based assessment (CBA) refers to a type of assessment delivered to the student via computer. In other words, assignments, tests, and questions are delivered to learners and students through a computer. Accordingly, CBA can be used both for summative and formative purposes. Conole & Warburton (2005) categorised CBA into two categories depending on the nature of delivery networks: Private or public. The first category is "stand-alone applications"; they involve using one computer since they operate on private networks. The second category involves applications that operate across public networks. Moreover, several advantages can be highlighted with the use of CBA. In this regard, Benghalem & Melouk (2021) argue that CBA offers a variety of ways, methods, and tasks including MCQ, short essays, and short answer questions for assessing learners' performance and knowledge objectively. CBA also provides students with objective automatic feedback reducing biasness.

1.5.2 Computer Assisted Assessment

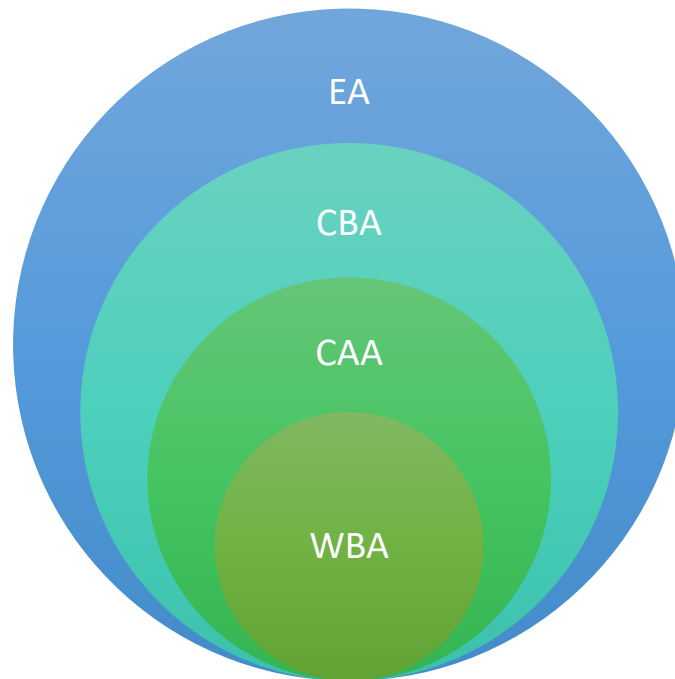
Researchers agree that computer-assisted assessment (CAA) is a term commonly used to describe the use of computers to assess students. It involves delivering assessments, analysing students' responses, and grading them accordingly (Bull & McKenna, 2004; Sim et al., 2004). Other labels such as computer-aided assessment, computer-enhanced assessment, computer-assisted testing are used as synonyms to CAA. Bull & McKenna (2004) refer to CAA as “screen-based assessment”. CAA is one form of e-assessment which can be used for both summative and formative purposes. In their turn, Milliner & Barr (2020) extend the definition of CAA to include the use of mobile devices and not just computers. They define CAA in relation to language; they maintain that computer-assisted language testing is “any testing delivered via the internet to be completed on a personal computer (PC) or mobile device (e.g., smartphones or tablets)” (p.116). Simply put, CAA is advantageous in several ways. It is highly accessible, diverse, and easily graded.

1.5.3 Web-Based Assessment

Dahlan & Hussain (2010) argue that web-based assessment (WBA) is a generic term that refers to using computer applications and the internet to conduct the assessment. In WBA, the process of assessment is conducted online. Therefore, WBA is a form of online assessment that comes under the umbrella of e-assessment. According to Bergstrom et al. (2006), WBA, also known as a browser-based assessment, is a method of online assessment delivery which encompasses the use of “Web interfaces such as Internet Explorer or Netscape to deliver test content to end-users via internet” (p.51). Henceforth, WBA can be seen as an alternative to pen-paper assessment since it enables teachers and instructors to design, deliver, record, and report assessments' results online. In addition, it simplifies and facilitates the entire assessment process due to its flexibility and portability (Nguyen et al., 2006; Kuleshov, 2008).

In short, WBA is a method of delivering online assessment, and it involves using digital devices, the internet, and the web.

Figure 1.1 Types of E-Assessment



Note: This figure is created by the researcher.

This diagram illustrates the e-assessment continuum. It demonstrates the different types of e-assessment. The first blue circle refers to the general type of ICT-based assessment which is e-assessment. Then, small circles represent the types of e-assessment starting from CBA, CAA to WBA or known as online assessment. This diagram shows the relationship between the different ICT-based assessment types.

1.6 Online Assessment Definition

Researchers often use the terms “online assessment” and “e-assessment” interchangeably. A close analysis of recent literature shows that researchers use online and e-assessment, which stands for electronic, as synonymous. Though the two concepts may overlap in usage, they differ slightly. Online assessment and e-assessment may sound similar, yet they are not

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identical. The source of this confusion resulting in usage overlap of the two terms is the misunderstanding of the meaning of the terms “online” and “electronic”. In the field of technology, these two terms are closely related, yet they are not synonymous. Therefore, before defining online assessment, it is important to explain what is meant by “online” and “electronic” to understand the distinction between online assessment and e-assessment. According to Oxford Learner’s Dictionaries, the term “online” refers to an activity or process “done using internet”. In contrast, electronic refers to something “done or produced by computer or other electronic device” without necessarily being connected to the internet.

Based on the distinction between “electronic” and “online”, online assessment can be defined as a type of assessment done via the internet. In contrast, electronic assessment involves using any electronic device for assessment purposes with or without being connected to the internet. Accordingly, e-assessment refers to the use of computers, laptops, smartphones, or any other electronic digital devices for the construction, delivery, storage, recording, grading of students’ responses, and delivering feedback to learners about their performance (Crisp, 2011; Howarth, 2015; Alruwais et al., 2018; Forsyth & Aleksieva, 2021). Furthermore, Kundy & Beg (2021) and Miranda et al. (2022) add that e-assessment can be used to achieve both formative and summative purposes.

On the other hand, an online assessment is an assessment that involves the use of ICT and the internet; this type of assessment requires access to the internet. In this regard, Wibowo & Sari (2021) maintain that it is “based on internet access”. Therefore, it is an alternative to assessing students via the internet. Similarly, Arif (2020) argues that online assessment measures students’ performance and learning progress via the internet. Furthermore, Husain (2021) points out that online assessment is different from pen-paper assessment since it ensures “easier access by moving on to the electronic version” (p.67). Accordingly, it could be stated that online assessment is a type of e-assessment. Finally, Bartley (2006) stresses “the

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online characteristic of the assessment tools” used in online assessment (p.6). He emphasises that online assessment is an internet-based measurement and evaluation of students’ performance and learning outcomes.

Put briefly, although the terms “online assessment” and “e-assessment” are slightly different, they are closely related. One way of understanding the relationship between the two terms is by viewing e-assessment as “an umbrella term that englobes all the steps of the assessment process which is made electronically.” (Ghouali, 2021, p.18). Thus, e-assessment is a generic term used to refer to using ICT for assessment purposes. In comparison, online assessment is a more specific term for using ICT to conduct assessment via the internet. Online assessment is one form of e-assessment (Crisp, 2011). To conclude, it is worth thinking of e-assessment as a continuum of using ICT in assessment. This continuum involves online assessment, which is technology and internet-mediated.

1.7 Tools of Online Assessment

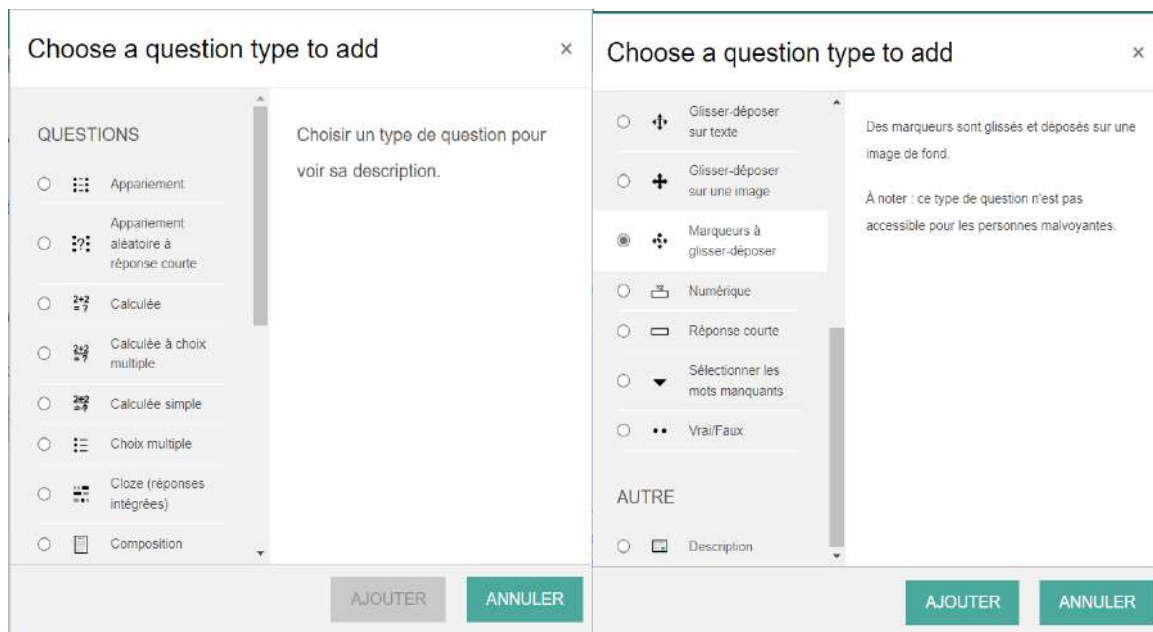
Among the various tools and platforms that can be used to conduct an online assessment, Benghalem & Melouk (2021) mention MOODLE and Google Forms. These two platforms enable teachers to design, deliver, record and interpret students’ results. They can also help teachers score and grade students’ performance, providing feedback. In HEI’s e-learning and blended learning contexts, teachers and instructors often assess their learners online via different platforms. For example, in Algerian universities, MOODLE is the official e-learning platform. Accordingly, teachers deliver their courses and assess students learning via this platform. However, some teachers prefer using Google Forms as an assessment tool due to its high accessibility, flexibility, and easiness. The following subtitles explore assessment functionalities of MOODLE and Google Forms.

1.7.1 MOODLE

MOODLE is an acronym that stands for Modular Object-Oriented Dynamic Learning Environment. It is a learning management system (LMS) in which instructors and learners need to have an account with a user name and password to access it. MOODLE is free, open-source software. It can be downloaded via the internet at any time without fees. Martin Dougiamas primarily developed this software in 2002. Later, the software was updated and continues to develop through the years. MOODLE as LMS can be used for online assessment purposes. MOODLE has plenty of features that can facilitate the online assessment process. Teachers can integrate rubrics, deliver and create quizzes. It also enables course instructors to assess students' learning online through discussions (Bakerson et al., 2015).

- **Design:** The “Add an activity or resource” feature enables teachers to create an online test by clicking on the “test” icon. A window will appear where the teacher can design the test, name the test, add a test description, set a date, and limit the test timing. In addition, MOODLE provides a variety of activities that can be used to assess students, as demonstrated in figure 1.2. Such activities include but are not restricted to multiple-choice questions, true/false questions, matching questions, short answers, and essays.

Figure 1.2 Types of Questions in MOODLE



Source: From MOODLE [screenshot], by the researcher, 2022, [Elearning - University of Ain Temouchent -BELHADJ BOUCHAIB \(univ-temouchent.edu.dz\)](#)

- **Delivery and Administration:** Students have to sign in to MOODLE with a username and password to take the online test. They have to be enrolled in the course as well. After the online test is created, students log in and access the course to take the online test.

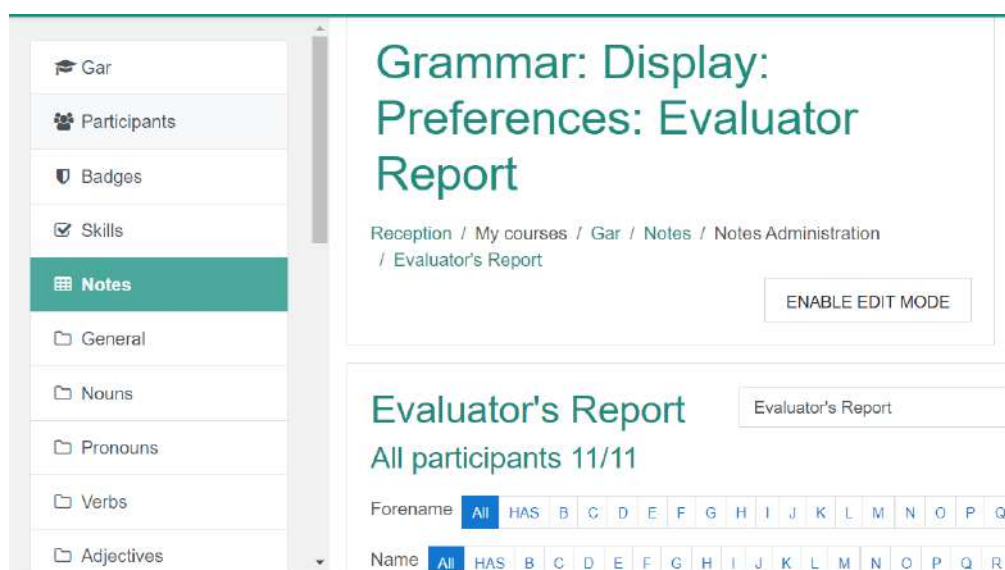
Figure 1.3 Administration of MOODLE Online Test



Source: From MOODLE [screenshot], by the researcher, 2022, [Elearning - University of Ain Temouchent -BELHADJ BOUCHAIB \(univ-temouchent.edu.dz\)](#)

- **Recording Responses:** Students' attempts, responses, and scores will be saved in "Notes". Teachers can view details about the performance and attempts of each student by consulting "Evaluator's report". All students' test attempts will be recorded automatically as long as the teacher allows students to make several attempts. Test attempts in MOODLE can be up to ten (10) attempts as they can be restricted to only one response.

Figure 1.4 Recording Online Test Results Features on MOODLE



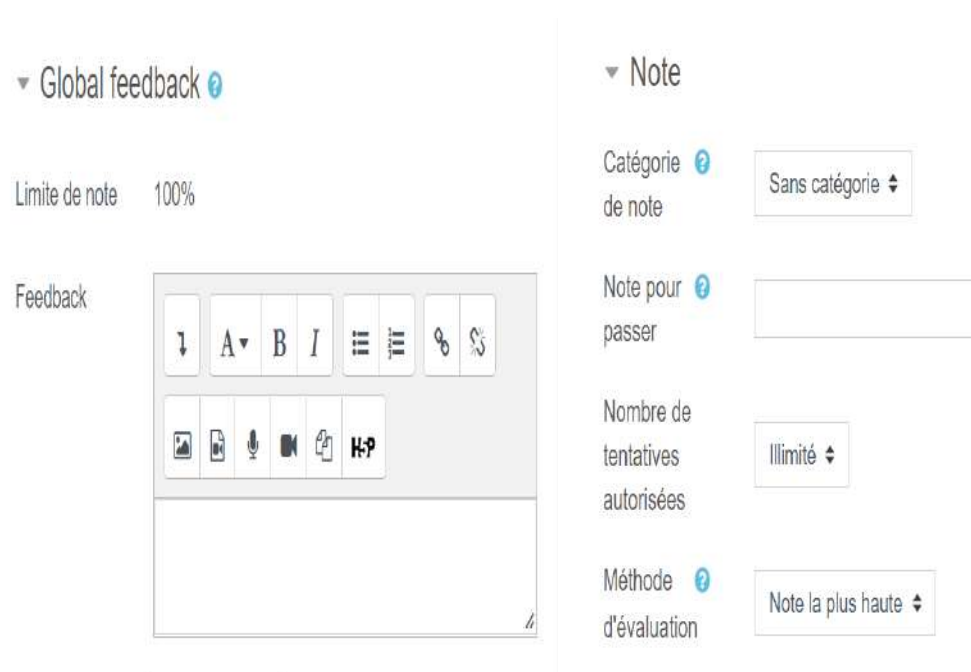
Source: From MOODLE [screenshot], by the researcher, 2022, [Elearning - University of Ain Temouchent -BELHADJ BOUCHAIB \(univ-temouchent.edu.dz\)](https://www.eldj.com/learning-university-of-ain-temouchent-belhadj-bouchaib-univ-temouchent-edu-dz/)

- **Grading and Feedback:** Course instructors and testers assign points for each question and set the correct answer, the partially correct and wrong answers. MOODLE also enables teachers to give global, general, or specific automatic feedback on students' performance depending on their scores. "Note" allows teachers to choose the notebook category to record students' responses and grades. Tests in MOODLE can be automatically graded (e.g., True/False, matching, multiple-choice, and filling the gap) or manually graded by the teacher (e.g., assignment, essays, and short answer questions). Teachers can also determine the minimum score to pass the test. In case of

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allowing multiple attempts, the teacher can choose to consider either the best score, the first one, or the last one, while the other attempts will be ignored. Students can see their scores instantly while taking the test, immediately after it, or later after it is closed.

1.5 Grading and Feedback Features on MOODLE



The screenshot displays the Moodle grading and feedback configuration interface. It is divided into two main sections: 'Global feedback' and 'Note'.

Global feedback:

- Limite de note:** Set to 100%.
- Feedback:** A rich text editor toolbar is visible, containing icons for text alignment (left, center, right), bold (B), italic (I), bulleted list, numbered list, link, unlink, image, video, audio, and help (H-P).

Note:

- Catégorie de note:** Set to 'Sans catégorie'.
- Note pour passer:** An empty text input field.
- Nombre de tentatives autorisées:** Set to 'Illimité'.
- Méthode d'évaluation:** Set to 'Note la plus haute'.

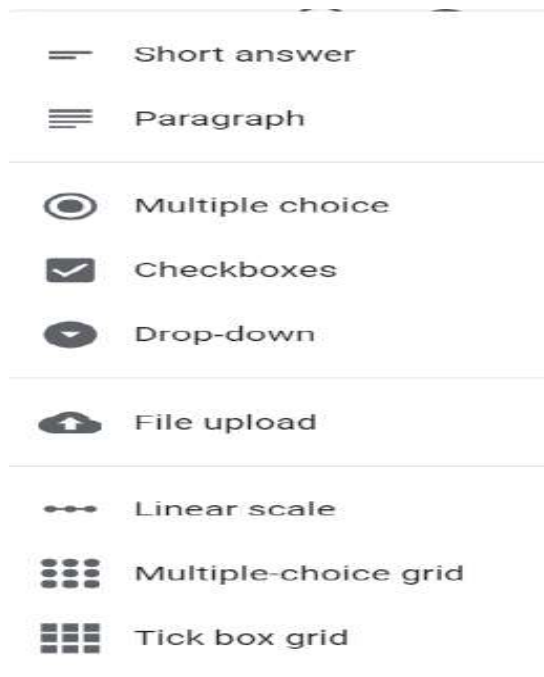
Source: From MOODLE [screenshot], by the researcher, 2022, [Elearning - University of Ain Temouchent -BELHADJ BOUCHAIB \(univ-temouchent.edu.dz\)](#)

1.7.2 Google Forms

Google Forms is a free web-based software used to conduct, administer surveys and run online quizzes (Milliner & Bar, 2020; Benghalem & Melouk, 2021). It is part of Google Docs Editors. Google Forms software operates on a web server connected to the internet. This application enables teachers and instructors to design, edit and deliver online assessments to students. It offers a multitude of options for conducting online assessment. It facilitates all the steps of the online assessment process, including design, delivery, administration, scoring, and feedback. Among the features that Google Form are the following:

- **Design:** Google Forms allows teachers and instructors to design various tasks and tests. It enables them to use both open-ended and close-ended questions. Open-ended questions include short answers, paragraphs, and file uploads in case of assignments and essays. Options for close-ended questions include multiple-choice, checkboxes, dropdown, linear scale, multiple choice grid, checkbox grid, date, and time.

Figure 1.6 Types of Questions in Google Forms

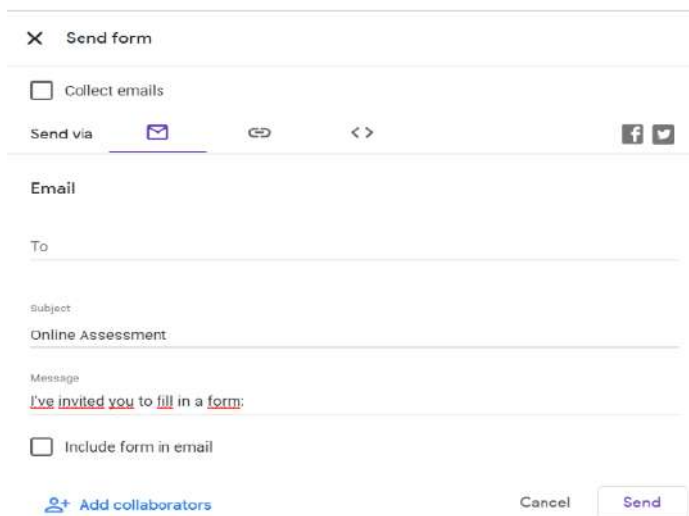


Source: From Google Forms [Screenshot] by the researcher, 2022,

<https://docs.google.com/forms>






- **Delivery and Administration:** The quiz created can be delivered in various ways as demonstrated in figure 1.7. It could be sent as a link via email. It could be embedded into Facebook and Twitter, and it can also be shared through other social media platforms by copying and pasting the link.

Figure 1.7 Online Quiz Administration Options



Send form

Collect emails

Send via     


Email

To

Subject
Online Assessment

Message
I've invited you to fill in a form:

Include form in email

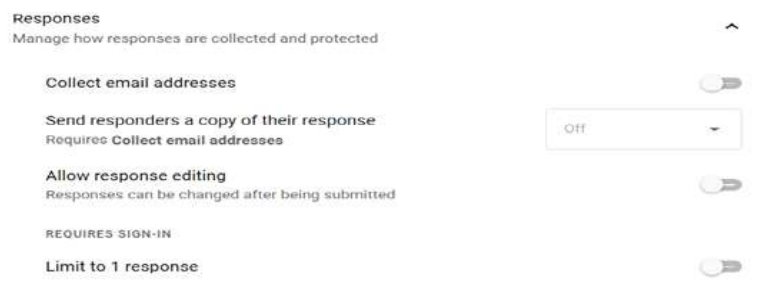
 Add collaborators Cancel Send

Source: From Google Forms [Screenshot] by the researcher, 2022,

<https://docs.google.com/forms>

- **Recording Responses:** “Responses” feature allows for managing, collecting, and recording responses. Students’ responses can be collected via email; these responses will be stored in a spreadsheet. Quiz respondents can also receive a copy of their answers—other options related to response submission. Google Form owner may/ may not allow students to edit their responses after submission. Responses can also be restricted to only one response for each quiz taker.


Figure 1.8 Recording Responses Options in Google Forms.



Responses

Manage how responses are collected and protected

Collect email addresses

Send responders a copy of their response 
Requires Collect email addresses

Allow response editing
Responses can be changed after being submitted

REQUIRES SIGN-IN

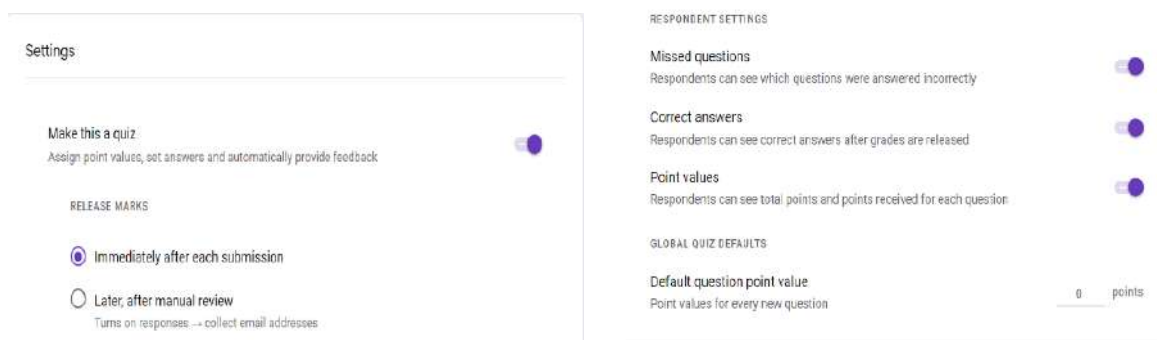
Limit to 1 response

Source: From Google Forms [Screenshot] by the researcher, 2022,

<https://docs.google.com/forms>

- **Scoring and Feedback:** Assessors assign point values for each question, set the correct answers, and provide automatic feedback. The quiz can be automatically graded where students can see their marks immediately after submitting their responses. The grading can also be semi-automatic or manually done by the teacher. In this case, grades will be released later to respondents after the manual review or correction by the teacher.

Figure 1.9 Grading and Feedback Options in Google Forms



Source: From Google Forms [Screenshot] by the researcher, 2022,

<https://docs.google.com/forms>

1.8 Teachers' Challenges of Online Assessment

Online assessments can be challenging despite their flexibility and practicality in certain circumstances. Due to the spread of COVID-19, there was a sudden shift from face-to-face learning to e-learning. Accordingly, this shift posed serious challenges for HEIs and teachers, including conducting an online assessment (Guangul et al., 2020). Teachers face different challenges along the process, from designing, delivering, and administering online assessments to grading and providing feedback about students' performance. These challenges may hinder the success of online assessments. It may also affect its efficiency and effectiveness. Researchers enumerate various challenges, including lack of technical knowledge, technical issues, infrastructure, academic dishonesty, and other challenges. Thus, this research highlight teachers' challenges with online assessment stressing pedagogical ones

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and the lack of online language assessment literacy. Following Denden et al. (2021), teachers' challenges with online assessment can be categorised into four (4) broad categories: Psychological and emotional, social, technical, and pedagogical challenges.

1.8.1 Psychological and Emotional Challenges

The COVID-19 pandemic has significant drawbacks not only to individuals' physical and mental health. According to the Europe Regional Office of the World Health Organization (2022), COVID-19 has negatively impacted public mental health, escalating stress and anxiety among individuals and workers. Relatively, teachers' mental health was also affected. Teachers experience anxiety, stress, and depression. These negative feelings were triggered by various motives (Lizana et al., 2021; Nilson et al., 2021; Denden et al., 2021, Hosseini et al., 2021). Denden et al. (2021) argue that these emotional and psychological challenges can seriously impact students since they are transmittable. Hence, they may affect teachers' online assessment practices similarly to students' learning. Thus, it is crucial to consider these challenges.

1.8.1.1 Anxiety

Stress and anxiety are two of the psychological and emotional challenges teachers struggle with during e-teaching-learning and online assessment. According to Oxford Learners' Dictionary, anxiety is "the state of feeling nervous or worried that something bad is going to happen". It is a normal feeling triggered by internal or external motives. It is a reactive responsive feeling to sudden changes, unknown and unfamiliar situations (Benghalem, 2018, p.53). Stress is another concept associated with anxiety. It is a feeling of an overwhelming sense of worry and mental tension. (Balata et al., 2016). It arises from problems or the inability to manage and deal with pressure. Moreover, Pressley and Learn (2021) point out that teacher's stress is a negative feeling of pressure, worry, frustration, and

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tension experienced by the teacher (p.368). The latter may significantly affect teachers' performance and pedagogical practices, including online assessment.

In the context of e-learning and online assessment, teachers' stress and anxiety can be attributed to a multitude of factors, including the lack of online teaching and assessment experience (Denden et al., 2021, Hosseini et al., 2021) and the lack of control over working hours (Lizana et al., 2021). Furthermore, Hosseini et al. (2021) list three other reasons for teachers' stress and anxiety. The first reason is forced participation in online ICT training "to learn many aspects of technology in a short time". The second reason is the increased number of emails received by teachers, especially during the COVID-19 pandemic. The third reason is the difficulty in handling and managing technical issues and new online assessment conditions and environments.

Challenges of E-learning and online assessment escalate the rates of another type of teachers' anxiety and stress. It raises teachers' "computer-anxiety," "techno-anxiety", "techno-stress" (Lizana et al., 2021). In the same line of thought, Hosseini et al. (2021) hold that "the sudden transition to online assessment has also raised the concerns and stress of instructors, regarding their capabilities to use existing technology. Weak computer competencies." In this definition, Hosseini et al. highlight teachers' techno anxiety and stress while conducting an online assessment. The concepts of teachers' techno anxiety and stress encompass their fear, worry, frustration, and apprehension resulting from computers and ICTs. Teachers' techno-stress and anxiety may result from difficulties in coping, handling, and effectively using educational technology tools.

1.8.1.2 Teachers' Adaptability to Online Assessment

Teaching is one of the careers that requires teachers to be flexible and adapt to change due to the dynamic nature and development of the teaching and learning environment. One of the psychological challenges that arise from the sudden shift from onsite classroom to online assessment during a crisis is teachers' adaptability to the new situation of an online assessment. Due to this sudden shift, teachers feel obligated to reconsider how they assess students. They have to adapt to online ways of assessing students. i.e., online assessment. Studies on teachers' responses to the online transition assessment have shown that most teachers hold a negative attitude toward online assessment due to various factors, among which is the lack of adaptability to the new situation. Moreover, it could be noticed that some teachers resist the transition to online assessment.

In contrast to adaptability, resistance to change means "the lack of adaptation". It occurs due to the rejection of changing habits or adapting to change. In this sense, teachers' resistance to change is rooted in their unfamiliarity with the online assessment environment. However, teachers may have background knowledge about conducting online assessments. In other terms, the online assessment was a new experience that they did not have enough practice. Furthermore, some teachers did not know how to deal with online assessment issues and challenges. Another factor that may stand behind the resistance of some teachers is that online assessment makes them out of their "comfort zone". For instance, before the pandemic, onsite classroom and pen-paper assessment were the dominant forms of assessment; teachers were accustomed to this type of assessment, unlike online assessment. In addition, they know how to deal with onsite classroom assessment challenges.

1.8.2 Social Challenges

The COVID-19 pandemic does not have only psychological effects; it also predominantly affects social life and human relations. Adapting to the mode of e-teaching and e-learning, teachers found themselves assessing their students online remotely. Accordingly, some social challenges emerged within the online assessment. In this context, Huang et al. (2020) and Denden et al. (2021) argue that online learning and assessment reduce chances for social interaction, especially during the COVID-19 pandemic. Thus, it increases the sense of social isolation and disconnectedness for teachers and students.

Furthermore, teachers are isolated from their students and their colleagues. Consequently, they may feel disconnected in online assessment since there is less interaction with their students, communication, and experiences with other teachers. Developing the idea of Ali and Smith (2015) about online learning, the feelings of social isolation and disconnectedness can result not only in attrition of online learning and teaching but also in online assessment attrition. In short, though social challenges exist, teachers are less likely to experience such types of challenges. Thus, there is a shortage in literature and research that associates social challenges and online assessment since these challenges do not significantly hinder or influence teachers' online assessment practices compared to the technical and pedagogical challenges.

1.8.3 Technical Challenges

Hosseini et al. (2021) argue that technical challenges are among the most significant issues in online learning in general and in online assessment in particular. Teachers and students may face technical challenges from technical issues such as PC freezing, platform glitches, and internet accessibility, besides lack of technical skills and infrastructure. These technical issues may raise teachers' anxiety in dealing with online assessment and may affect

online assessment accessibility, distribution and management. In assessing their students online, teachers may encounter different technical challenges that may hinder the success of the online assessment. The following subtitles discuss some common technical challenges teachers may face in conducting online assessment.

1.8.3.1 Technical Issues, Connectivity and Glitches

Studies found that technical issues are among the significant challenges teachers face in online assessment (Guangul et al., 2020; Abduh, 2021; Beluelmi, 2021; Hosseini et al., 2021; Hichour, 2022). Technical issues include PC freezing, platform and software glitches, system malfunction, connectivity, and poor, slow and unreliable internet. Abduh (2021) argues that these technical issues and internet disruptions negatively impacted online assessment reliability and validity. Similarly, Beluelmi (2021) and Hichour (2022) reported that poor internet challenges teachers to conduct online assessments. Furthermore, Hosseini (2021) and Abduh (2021) maintain that online platforms and software may malfunction, which may be a source of student stress and teacher exhaustion. They argue that such technical issues are problematic; some require IT technical support, which may be difficult and unavailable in some cases, such as limited time online assessment.

1.8.3.2 Lack of Technical ICT Skills and Materials

Researchers claim that one of the major issues of e-learning and online assessment is teachers' and students' lack or limited technical ICT skills (Gamage et al., 2020; Looi et al., 2021). ICT skills involve understanding and using a set of applications, computer programmes, and software. Before the pandemic, these skills were complementary since the traditional assessment was the dominant form. For instance, as Denden et al. (2021) mentioned, in the Algerian context and within the traditional assessment, many teachers' and students' technical skills were limited to using essential ICT tools such as Windows-based

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software, Word, and Email and for some Excel. However, with the shift to e-teaching-learning and online assessment, ICT skills have become compulsory and necessary. Teachers and students needed more developed ICT skills. They needed to learn how to use different e-learning platforms and online assessment tools.

Tlili et al. (2021) and Chen (2021) agree that teachers' lack of technical ICT skills is a serious problem in online assessment as it limits their choices of methods and tools. This lack of ICT skills can be attributed to the lack of ICT training and unfamiliarity with the online assessment environment, resulting in difficulties in designing and managing the online assessment. Moreover, students' lack of technical and ICT skills also poses an obstacle for teachers (Gamage et al., 2020). It was observed that many learners do not possess the ICT skills necessary for e-learning and online assessment, making the latter challenging for teachers (Tlili et al., 2021). Some students do not know how to log into their Gmail, Google or Moodle accounts. They do not know how to use ICT tools for learning and assessment purposes though they are considered digital natives. Furthermore, lack of materials can also be an obstacle that hinders online assessment. Some students do not have PC or smartphones or access to the internet. Accordingly, Tlili et al. (2021) reported that teachers maintained that online assessment tools and platforms are not accessible to all students. Thus, they are not granted a chance to be assessed online, making online assessments exclusive only to students who possess ICT tools.

1.8.4 Pedagogical Challenges

Pedagogical issues are among the critical challenges of online assessment that this study investigates. However, before diving into teachers' pedagogical challenges of the online assessment, it is worth understanding the meaning of "pedagogy". The concept "pedagogy" originates from the Greek word *paidagōgia*, meaning "education, attendance on boys". Therefore, the three elements of education, pedagogy, and teaching are interconnected. In this

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vein, researchers agree that pedagogy is the art, science, profession, and teaching practice (Collis & Moonen, 2009; Eberle & Childress, 2009; Coyle et al., 2014; Kaljo & Jacques, 2018; Yongo, 2020; Rust, 2020).

The broad concept of pedagogy covers instruction method, teaching styles, syllabus design, feedback, and assessment. Accordingly, Looi et al. (2021) argue that “the most crucial role of an online instructor is a pedagogical role followed” by the assessor role (p.139). Consequently, addressing the pedagogical challenges that may hinder teachers’ online assessment practices is critical. These challenges include but are not limited to teachers’ lack of OLAL, students’ academic integrity and misconduct, and grading and feedback issues.

1.8.2.1 Lack of Online Language Assessment Literacy

One of the major pedagogical challenges that can disturb teachers’ online assessment practices is the lack of Online Language Assessment Literacy (OLAL). Nevertheless, before defining the concept of online language assessment literacy, it is of paramount importance to dissect the concept to understand it. Thus, it is primordial to start by defining the concept of “assessment literacy”. The concept of assessment literacy (AL) was introduced in 1991 by Rick Stiggins, the founder and president of the Assessment Training Institute in Portland. Stiggins (1991) defines AL as the ability to distinguish between “sound and unsound assessment”. According to Stiggins (1991), an assessment literate teacher is the one who knows how to differentiate between adequate assessment and inadequate assessment; an assessment literate instructor knows how to conduct a sound assessment.

Later, Falsgraf (2005) proposes another definition for AL; he advocates that AL involves the ability to understand, analyse, and use the data obtained about students’ performance to enhance teaching and instruction. Likewise, Various definitions of AL were put forward by scholars and researchers. However, despite the existing disagreement about

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the conception of AL, researchers posit that AL encompasses knowledge, a range of skills, and principles that different assessment stakeholders (teachers, instructors, students, academic staff) need to prepare and handle assessment (Popham, 2009; Flucher, 2012, Husain, 2021; Rahman & Khan, 2021).

From the general concept of assessment literacy to language assessment literacy, the discussions on assessment literacy led to the flourishing of another new specific term: language assessment literacy (LAL). Giraldo (2021) defines LAL as a subfield of language testing that “refers to the different levels of knowledge, skills, and principles that stakeholders (teachers, students, administrators, language testers, teacher educators, and others) have or need to engage in the world of language testing” (p.80). In this definition, it could be noticed that Giraldo builds his definition of LAL on the general conception of AL. In other words, he contextualises AL in language teaching and learning. Nevertheless, Giraldo (2018) emphasises the importance of teachers’ LAL. He argues that teachers are the main stakeholders of language assessment. Consequently, most definitions of LAL are teacher-focused; some researchers refer to LAL as “language teacher assessment literacy” (Sahin, 2021, p.136).

Following the same line of thought, LAL is a recent term that emerged under the umbrella of Applied Linguistics. LAL is a new area of language assessment that encompasses language teachers’ knowledge and practice of educational assessment (Ölmezer-Öztürk et al., 2021). Though the conceptions of AL and LAL overlap, they differ slightly since LAL includes some skills that are exclusive to language assessment. Researchers agree with Davis’ (2008) conception of LAL; They view LAL as teachers’ knowledge, principles, skills, and abilities to design, develop, monitor, evaluate, grade, score tests, and analyse assessment data based on theoretical knowledge (Pill & Harding, 2013; Green 2014; Tsgari & Vogt, 2017; De Silva, 2021). A well-elaborated definition of teachers’ LAL was provided by Flucher (2012):

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The knowledge, skills, and abilities required to design, develop, maintain or evaluate, large-scale standardised and/or classroom-based tests, familiarity with test processes, and awareness of principles and concepts that guide and underpin practice, including ethics and codes of practice. The ability to place knowledge, skills, processes, principles, and concepts within wider historical, social, political, and philosophical frameworks in order to understand why practices have arisen as they have, and to evaluate the role and impact of testing on society, institutions, and individuals. (p. 125)

Observing Flucher’s conception of LAL, it is worth noticing that Flucher did not make any explicit reference to “language”. However, Flucher’s (2012) LAL model “expanded definition” as demonstrated in figure 1.10 explicitly references language assessment. Based on Flucher’s definition, teachers’ LAL is not limited to the combination of language assessment knowledge, skills, and abilities; it is also concerned with frameworks, ethical and contextual considerations.

Figure 1.10 Flucher’s Model of LAL



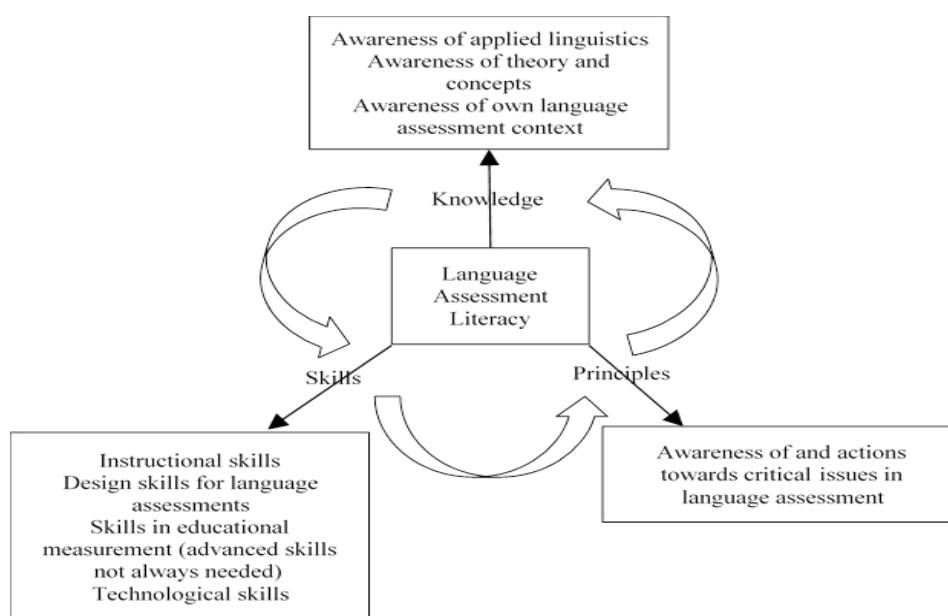
Source: adopted from Flucher (2012)

For the sake of conceptualising teachers’ LAL, various models were put forward by researchers (Taylor, 2013; Pill & Harding, 2013). The latest model of teacher’s LAL is that of

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Giraldo (2018). Giraldo based his model on the previous conception of LAL. He developed "A core list of LAL for language teachers", the list is the dimensional elaboration of the three components of teachers' LAL. The first component, "knowledge", reflects teachers' awareness of three elements: applied linguistics, theory and concepts, and the unique context of language assessment. The second component, "skills," involves five dimensions: teachers' instructional, design, educational measurement, and technological skills. The last component, "language assessment principals," refers to teachers' "awareness of and actions towards critical issues of language assessment" (p.187). Teachers have to be aware of language assessment and testing ethics and fairness. The following diagram illustrates Giraldo's (2018) model of teachers' LAL based on his "core list of language assessment literacy.

Figure 1.11 Giraldo's Model of Teachers' LAL



Source: Adopted from Giraldo (2018)

In an in-depth analysis of the existing conceptions of LAL provided above, it could be noticed that none of them emphasised assessment in the online environment. Instead, they were oriented in a way to the traditional approach of assessment. Thus, they associated

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teachers' LAL with onsite assessment practice. Hence, in the last few years, with the unprecedented growth of e-learning, electronic and online assessment, especially during the COVID-19 pandemic, there has been a need for a more developed kind of LAL that encompasses technological skills. Though Giraldo (2018) highlighted technological skills in his LAL model, he limited them to the use of statistical software, the ability to run operations on excel and the use of internet resources to tailor the contents according to his language assessment needs. Based on this premise, the term Online Language Assessment Literacy (OLAL) is preferred in the current research to emphasise the online assessment context.

OLAL is a term and an acronym that is used in this research exclusively to refer to a more updated version of LAL that is adapted and tailored to pedagogical concerns of the online assessment. However, it is worth mentioning that this term has not been introduced yet in the academic literature. The concept and the acronym OLAL used in this study was approved by prominent scholars of LAL Prof. Frank Giraldo and Prof. Christine Coombe. Based on scholars' conceptions of teachers' LAL, teachers' OLAL can be understood as knowledge, skills, and principles of online assessment rather than just assessment. Thus, online language assessment literate teachers are the ones who know what to assess, why to assess and how to assess online. They can distinguish between good online assessment practices and bad online assessment practices. Hence, they have the competence to conduct a sound online assessment.

Back to the pedagogical challenge of the lack or the limited OLAL of teachers after the detailed exploration of AL, LAL, and developing the concept of OLAL, teachers' OLAL is one of the crucial elements to ensure the success of online assessment, especially during this time of the COVID-19 crisis (Husain, 2021). Accordingly, the lack of teachers' OLAL, which can be understood as "online language assessment illiteracy," can have notable drawbacks on teachers' online assessment practices and the effectiveness of the online

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assessment. A synthesis that could be gained from the studies conducted about teachers' perspectives of online assessment during the crisis demonstrates the "inadequate ability of teachers to devise appropriate tests and score them accordingly" (Rahman & Khan, 2021, p.461).

Therefore, teachers may struggle to use the existing technology to design, administer the appropriate online assessment, and score students (Hosseini et al., 2021; Denden et al., 2021). The context of online assessment is different from onsite or classroom assessment. Hence, it requires a specific form of LAL, which is OLAL. However, during the pandemic crisis, it was noticeable that teachers may lack OLAL. Teachers who are language assessment literate are not necessarily online language assessment literate. Following the same line of thought, the lack or the limited OLAL background knowledge can be attributed to several factors: the lack of training, the lack of online teaching experience, and the limited practice. Thus, it could be beneficial to highlight teachers' lack of OLAL for enhancing their online assessment practices.

1.8.2.2 Students' Academic Integrity and Misconduct

One of the pedagogical challenges that online assessment poses for teachers is ensuring academic integrity. The concept of academic integrity was first introduced in the 1990s by the American professor the late Don McCabe, known as the grandfather of academic integrity. Academic integrity is not an easy concept to define. However, the term could be defined based on researchers' agreement. Scholars and researchers define academic integrity or educational integrity as the commitment of all higher education staff members, including teachers, students, and researchers, to six fundamental values: honesty, trust, fairness, respect, responsibility, and courage. The commitment to these values is crucial in academic and pedagogical practice to prevent academic dishonesty and misconduct (McCabe & Trevino,

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1993; Bretag, 2016; Harris et al., 2020, Gamage et al., 2021). Simply put, academic integrity is an “honour code” and a code of moral and ethical academic practices.

Most studies and research on academic integrity have extensively addressed academic dishonesty and misconduct. Academic dishonesty and misconduct refer to the violation of academic integrity principles. One of the issues teachers struggle with while conducting an online assessment is students’ academic dishonesty and misconduct. Students’ academic dishonesty can take different forms in online assessment, including cheating and plagiarism (Palloff & Pratt, 2009; Holden et al., 2021; Abduh, 2021; Denden et al., 2021). Traditional cheating includes using notes, opening the lesson or copybook to copy responses, or receiving what students call “help” from others. E-cheating involves using electronic devices, the internet, Google, and other search engines to solve online assessment questions (Hosseini et al., 2021). Another form of students’ academic dishonesty is contract cheating. For instance, students pay sophisticated contract websites cheating to get the assignment or the online assessment done quickly without plagiarism. In this case, it is difficult, if not impossible, for teachers to spot it (Harris et al., 2020; Gamage et al., 2020).

Therefore, maintaining academic integrity in online assessment is challenging in various ways for teachers due to students’ academically dishonest activities. First, some teachers may not have been accustomed to online assessment practices before the COVID-19 pandemic; some lack experience conducting an online assessment. For instance, in Algerian higher education, the online assessment was not implemented at high rates in HEIs. Thus, the sudden shift to online assessment poses real challenges for teachers dealing with students’ cheating and plagiarism. Second, some teachers may be unaware of strategies and approaches to minimise students’ academic misconduct (Hosseini et al., 2021). Third, students’ cheating, inappropriate and fraudulent identification keys do not provide teachers with learners’ level and progress (García-Peñalvo et al., 2021). For example, some students give access to their

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MOODLE accounts by sharing their username and password with others. It is difficult for teachers to verify students' identities in such cases, especially during the online assessment. Consequently, such dishonest activities can seriously threaten online assessment reliability and validity. In short, teachers' concerns about online assessment integrity can be traced back to students' academic misconduct.

1.8.2.3 Grading and Feedback

Feedback is one of the fundamental aspects of assessment in general and online assessment in particular. Looi et al. (2021) hold that feedback involves interaction between teachers and students. Feedback informs teachers and students about the teaching-learning process and progress. One of the teacher's roles of assessment, besides being assessor, is being scorer and feedback generator. In other words, the teacher grades students' performance and offers feedback for learners. However, the main pedagogical issues teachers face in adopting online assessment are grading students' performance and providing feedback. Starting with grading students, teachers may have difficulty grading the students and handling students' complaints about their grades due to multiple considerations. For instance, some students complain about the automatic "objective" grading of MOODLE and Google Form. In such a case, teachers find himself/ herself in a situation whether to maintain the automatic grading or review manually grading; this makes the grading "more subjective and humanistic".

Another issue associated with grading is students' academic misconduct; some students may plagiarise or use contract cheating or other forms of cheating. In these situations, the teacher may not detect cheaters; in the case of students' plagiarism in essays and assignments, the teacher may find it challenging to decide whether to give students zero (0) or reject the work and give them a chance to correct their mistake. Another challenge that

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can face teachers in grading is identity identification. For instance, some students give their MOODLE accounts to others or share the online tests with someone else to do them; Here, the teacher may not be able to verify if the student enrolled in the course is the one who is taking the online test. Some teachers may recognise that he/ she may not be the same student, primarily if they have taught the student previously. He/she knows the level of the students, yet the teacher may not have any proof of that. Thus, he/ she will have to grade the online assessment even if he/ she doubts the students' identity.

Moving to online assessment feedback, providing feedback is one of the central elements of the online assessment. The use of online assessment platforms allows instant feedback for learners. It enables the teacher to generate automatic feedback for learners. Nevertheless, some factors may hinder feedback generation. First, online assessment minimised teacher-instructor interaction. Therefore, "the absence of contact" and the "lack of effective interaction" reduce the chances for appropriate feedback provided to students by the teacher (Abduh, 2021, Meccawy et al., 2021).

Furthermore, learners are different; each has unique learning styles, strategies, and intellectual background knowledge. Therefore, they need personalised feedback based on their "needs" and "learning experiences". It can be challenging for teachers to give personalised feedback about each student's performance, especially in large online classes (Denden et al., 2021). Moreover, the feedback from online assessment sometimes may be faulty. For example, in the case of unspotted academic misconduct, the student may plagiarise and cheat to provide the correct answer. Teachers' feedback will be based on the response. Students' academic misconduct can make the feedback faulty since students' response does not reflect students' accurate level and learning progress.

1.9 Online Assessment at Belhadj Bouchaib University

The Algerian educational policy of integrating ICT significantly impacts teaching and learning. In the last two decades, the Algerian government has invested tremendous effort and time to foster the implementation and integration of ICT in all sectors and, most importantly, in higher education. Despite the formal integration of ICT in education and teaching-learning dates back to 2002, the functionalities of ICT tools were not fully explored, especially when it comes to using ICT for assessment purposes. By 2019, the sudden outbreak of the COVID-19 pandemic has a significant influence on education in general and language teaching and learning in particular. It shifted from traditional face-to-face instruction to e-learning and blended learning. As a result, a transition from face-to-face onsite assessment to online assessment occurred.

The Algerian Ministry of Higher Education and Scientific Research made a set of educational policies to accommodate pedagogical practices with teaching and learning needs in an online environment. Assessment is one of the fundamental pedagogical activities influenced by the Ministry of Higher Education policy. Algerian universities adapted distance assessment with all its types, including online assessment, following the three ministerial decrees issued by the MERS, which officialised online assessment. These ministerial decrees specify the special provisions authorised concerning the pedagogical organisation and management and students' evaluation and transition under the COVID-19 pandemic for three academic years (2019-2020/ 2020-2021/ 2021-2022). Articles 7 and 8 of MERS (2020) decree No. 633, dated 26th August 2020, precise continuous and final assessment and evaluation types for the second semester of 2019/2020. The articles state:

Article 6: Assessment Types

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After taking the opinion of the pedagogical committee, students' assessment can be done according to one of the following forms:

- In presence,
- Remotely, for transversal and discovery units.
- In regard to works done by students.

Article 7: Continuous and Final Assessment

Supporting continuous remote assessment except for fundamental education units.

A specific module can be validated through one of the following three mechanisms:

- Final and Continuous Assessment,
- Final Assessment,
- Continuous Assessment (translated by the researcher).

This ministerial decree urged teachers to use online assessment to assess students remotely. MERS (2020) encouraged them to enhance the use of online assessment for summative or formative purposes and all units except for fundamental units. Similarly, articles 7 and 8 of the ministerial decree (2021a) No. 055 dated 21st January 2021 came with the exact content of articles 6 and 7 of the previous decree. Furthermore, articles 8 and 9 of ministerial decree (2021b) No. 915 dated 11th August 2021 rely on onsite presence assessment for fundamental and methodological units while using online assessment for transversal and discovery units. Thus, based on the last ministerial decree, teachers during the academic year 2021/2022 assess their students online except in fundamental and methodological units.

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These three decrees dictate that distance and online assessments are compulsory for transversal and discovery units. Applying the decision of the ministry of higher education, Belhadj Bouchaib university integrated online assessment as an alternative and/or support to face-to-face classroom assessment. However, online assessment was adapted to assess students remotely from the second semester of the academic year 2019/2020 until 2021/2022. Though online assessment existed before the pandemic at university, it was not widely used by all teachers since it was not compulsory.

1.10 Conclusion

The first chapter presented a definition of assessment and its types: formative and summative. Then, it shifted to defining e-assessment, explaining its emergence and types. Afterwards, the chapter focused on online assessment and its tools. It also clarified the distinction and the relationship between online and e-assessment. Next, the chapter discussed teachers' different challenges in assessing their students online. The chapter concludes by describing online assessment at the Department of Letters and English Language at Belhadj Bouchaib University. The researcher introduced the concept of OLAL used exclusively in this research work.

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2.1 Introduction

This chapter is the backbone of the research as it presents the methodology, research design, and the procedures of data collection adopted in this study. It describes the different steps undertaken to investigate EFL teachers' practices and challenges of online assessment during the COVID-19 pandemic at the department of letters and English language at the University of Ain Temouchent, Belhadj Bouchaib. First, the research design and method are addressed in detail. Next, the context of the investigation and the sample is described. Then, the chapter explains the different data collection instruments and the procedures followed during the data collection phase. Finally, it highlights the data analysis methods used to analyse the different types of data gathered. It also provides a clear explanation and interpretation of the data's validity and reliability.

2.2 Research Design

Any scientific investigation requires a careful selection of the research design and methods that will guide the researcher in gathering, analysing, and interpreting data. In education, successful research is built on solid and effective research design. The research design refers to a descriptive plan of data collection and analysis (Parahoo, 1997). It is a framework that involves connecting in a logical sequence the empirical data, research question(s), and conclusions (Yin, 2002). In other words, the research design is a plan which identifies the framework of research and data collection, intending to provide answers to the research question(s).

The research design involves decision-making about what, where, when, and how data are collected, measured, and analysed. Decisions regarding the research design are influenced by many factors, including the nature of the research problem, the research aims and objectives, the type of data required, the sample, data collection techniques, and ways of data analysis

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(Kothari, 2019). Moreover, in designing educational research, the researcher has to consider the adequacy of methods and data collection instruments; the methods used should suit the research problem. Finally, they should answer the research question(s) by providing valid and accurate findings.

This research employs a mixed-methods research (MMR) model to investigate EFL teachers' practices and the challenges of online assessment. Mixed methods research design refers to collecting, analysing, and combining Quan and Qual methods and data in single research work and study (Dornyei, 2007; Creswell, 2020). It integrates qualitative and quantitative research methods to address a research problem using different data collection instruments (Leavy, 2017; Ngulube, 2020). The choice of this research method in this study is motivated by various motives. First, this model serves the objectives of this research work. Second, it goes with the different types of data collected and analysed in this study. Third, this model ensures the validity and credibility of the research findings; it minimises the researcher's biasness (Kothari, 2019). Furthermore, Researchers agree that using the MMR model brings several advantages to the research work. Some of the advantages listed by researchers (Dornyei, 2007; MacKey & Bryfonski, 2018; Kothari, 2019; Creswell, 2020; Ngulube, 2020) can be summarised in the following points:

1. It provides a better understanding of the research problem and phenomenon under study,
2. It builds on the strengths of both quantitative and qualitative data to overcome the weaknesses of each method.
3. It aims to maximise the advantages and minimise the disadvantages of the qualitative and quantitative methods.
4. It helps the researcher (s) develop a clearer picture of the phenomenon under study.
5. It improves the validity and reliability of the research outcomes thanks to the convergence of research results.

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6. It yields maximal information by providing opportunities of exploring different perspectives and aspects of the research problem.
7. It allows the researcher(s) to compare and contrast quantitative and qualitative findings;
8. It enables the researcher(s) to validate and/or explain quantitative findings through qualitative data.

In order to achieve the research objectives and answer the research questions, the researcher opts for using both quantitative and qualitative data collection methods to cross-check and validate research findings. On the one hand, the qualitative method and Qual data collection instruments enable the researcher to explore the different aspects of the research problem. It provides a better understanding of the research problem. Using the qualitative method in this study offers an opportunity for the researcher to approach the research problem from another perspective: the respondent's perspective. The direct interaction between the researcher and the participants in this study, namely EFL university teachers, helps the researcher endeavour the research problem from the teachers' eyes, especially since the researcher is not part of the sample studied.

On the other hand, the quantitative method allows the researcher to investigate the research problem objectively without any biases. It also generates numerical statistical data, which enable replication and findings generalisation. Nevertheless, it is worth mentioning that using the MMR model in this research requires a deep understanding of Qual and Quan methods, their characteristics, paradigms, advantages, and disadvantages. Table 2.1 summarises the distinction between quantitative and qualitative research methods.

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Table 2.1 The Distinction between Quantitative and Qualitative Research Methods

	Quantitative	Qualitative
Definition	is an approach for testing objective theories by examining the relationship among variables.	is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem.
Types of Reasoning	Deductive: from general to specific top-down process	Inductive: from specific to general bottom-up process
Research Paradigm	Positivist/ postpositivist	Interpretive
Data Collection and Analysis	Quantitative numerical data Statistical analysis (charts, tables, and diagrams)	Qualitative data: words, pictures, and objects Qualitative analysis: manual, a grouping of common themes...
Data Collection Instruments	Questionnaires, surveys,	Interview, focus group discussions, observations, documents
Sampling	Large Sample	Small Sample
Aim	Hypothesis testing and confirmation	Description and hypothesis generation
researcher role	Researcher is objective Researcher uses instrument to collect data Research is not involved in the study	Researcher is subjective: Researcher as data collection instrument Researcher is involved in the study
Results	Results can be generalised	Results cannot be generalised
Advantages	Replicable Controlled and precise Objective interpretation and analysis of findings. Results generalisability High level of reliability	Credible naturalistic Rich Findings High level of validity

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Disadvantages	Does not consider study context denigrates human individuality and the ability to think Limited findings Low level of validity	individuals subjective interpretation of events. Difficult to be replicable Results can not be generalised Low level of reliability
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Source: Adapted from Leavy, 2017; Creswell & Creswell, 2018

2.3 Case Study

Since this research will address EFL teachers' practices and challenges of online assessment and how in-service ICT training influences their online assessment practices, a case study will be conducted at the Department of Letters and English Language, Ain Temouchent University Belhadj Bouchaib. Researchers and methodologists define a case study as a research method and strategy that allows the researcher to conduct an in-depth study and investigate a contemporary phenomenon within its real-life context and from the participants' perspectives (Yin, 1993; Nunan, 1997; Anderson, 1998; Gall et al., 2003; Duff, 2008). The case study research method systematically gathers, analyses data, and reports results (Fehaima, 2018). The researcher used a case study in this research since the topic was not investigated before, especially in the Algerian context, due to its novelty. Besides, the sample chosen for the study was not studied enough in previous studies. Moreover, few studies focus on teachers' concerns and challenges, especially in the Algerian context.

Cohen et al. (2018) assert that a case study involves the description and the analysis of a particular entity; this entity can be but is not limited to an object, a person, a group, event, condition, or process. In other words, it is a detailed examination of an instance, a case, or a small sample. They argue that a case study is "a step to action". It generates new insights and data about a particular phenomenon or an observed practice. The case study results can be helpful in providing a better understanding of a particular issue and contribute to improving a

particular practice (Yin, 2009). Accordingly, the results of this research work can be used to enhance EFL teachers' online assessment practices. Despite the advantages of a case study, this research method is criticised for its limited reliability and lack of generalisability.

2.4 Target Population

One of the fundamental pillars of conducting any educational research is sampling. The quality of research does not depend only on selecting research methods or instruments; it also relies on the suitability of sampling (Cohen et al., 2018). Research methodologists agree that a sample refers to a small group of a large population (Dornyei, 2007; Cohen et al., 2018; Miyahara; 2020). In other words, the sample is the part of the population chosen for the study. In quantitative studies, the major questions are raised on sample criteria: representativeness, suitability, and generalizability (Dornyei, 2007; Miyahara, 2020). A good sample should be suitable and representative of the whole population to generalise findings.

To investigate EFL teachers' challenges and practices of online assessment, the researcher opted for a case study at the Department of Letters and English language at Belhadj Bouchaib University during the academic year 2021-2022. The department consists of forty-one (41) EFL teachers, divided between twenty-eight (28) full-time teachers and thirteen (13) part-time teachers. It includes one (1) professor, fifteen (15) teachers holding a PhD degree, and ten (10) teachers holding a Magister Degree. The choice of this sample in the study is based on several criteria. First, all teachers are Algerian EFL teachers. Second, the sample is easily accessible to the researcher. Third, the researcher was enrolled in a master's degree in this department. Hence, she was constantly interacting with teachers discussing the challenges of online assessment to get a broad understanding of the research problem.

The Department of English of Belhadj Bouchaib University is diverse. Its academic staff comprises teachers from different educational backgrounds, universities, and specialities. Teachers were graduated from various universities, mainly Sidi Bel Abbes, Oran, and Tlemcen

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Universities, in various fields: Didactics, Teaching of English as Foreign Language and Applied Linguistics, Comparative Literature, Literature and Civilisation, Sociolinguistics, and English for Specific Purposes. This diversity makes their participation fruitful to enrich the research since they have different perspectives. Moreover, the participants used or at least were exposed to online assessment. Therefore, they can identify the challenges they face. Most EFL teachers at the Department of Letters and English Language have the experience that qualifies them to propose solutions for some online assessment challenges. Besides, some of them received in-service ICT training while others did not; this will be useful for comparing and contrasting the responses of teachers who received the training and those who did not.

The sample population was randomly chosen; all EFL teachers at the Department of English Language at Belhadj Bouchaib University had equal opportunity to participate in the study. Students were not chosen to participate in this study because this research is concerned with EFL teachers' practices and the challenges of online assessment. It focuses on the role of online assessors for EFL teachers and the challenges they face. Furthermore, the teacher is one of the major stakeholders of assessment in general and online assessment in particular. He is responsible for the online assessment process, from designing and delivering the online assessment to grading students and providing feedback. However, the student is also an essential stakeholder in online assessment. Nevertheless, this research paper investigates teachers' challenges with online assessment, and in this case, students' responses may not be useful to answer the research questions.

For results generalisation, the sample should be representative of the whole population. Benghalem (2018) argue that half of the population is the sample size required in quantitative studies. Based on this principle, the number of EFL teachers was forty-one (41), and a sample size of twenty-one (21) EFL teachers is representative. The final number of participants in this study is thirty (30), more than half of the population (73%). Furthermore, an expert trainer

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responsible for national university teachers' in-service ICT training and four (4) EFL teachers were interviewed online. The four (4) interviewees were full-time, experienced teachers who used online assessment during the COVID-19 pandemic to assess students of different levels. They were from different specialities, including Teaching English as Foreign Language and Applied Linguistics and Literature and Civilization speciality. Two participants held a Doctorate degree, and the other two were assistant lecturers who held a Magister degree.

2.5 Data Collection Instruments

One of the essential steps in conducting any research is data collection. It is the process of gathering and measuring information about a phenomenon or particular variable(s) in scientific research (Creswell, 2015). Data collection involves using one or more instruments such as a questionnaire, interview, and observation. The selection of the data collection instrument(s) depends on the nature of the research problem and the objectives. In this research work, the researcher opted for using three data collection instruments: an online questionnaire, online interview, and online observation to investigate EFL teachers' practices and the challenges of online assessment.

Due to the lack of previous studies focusing on Algerian EFL teachers' challenges and practices of online assessment, especially during the COVID-19 pandemic, the researcher decided to use these three data collection instruments to get complete information and various perspectives about the research problem. The online questionnaire and online interview were addressed to Algerian EFL teachers at the Department of Letters and English language. The online interview was also directed to an expert teacher trainer responsible for the ICT training of Algerian university teachers. Finally, the online observation was conducted to observe Algerian EFL teachers' practices and the challenges of online assessment.

2.5.1 Online Questionnaire

One of the most widely used data collection instruments in Applied Linguistics is questionnaires, especially in quantitative and statistical research; questionnaires are a quantitative data collection method. According to Brown (2001) questionnaire is a written instrument with a set of questions or statements administered and delivered to respondents who are supposed to answer either by selecting option(s) from the existing options proposed by the researcher or by providing their answers. In this regard, researchers distinguish between two types of questionnaires: structured and unstructured. A structured questionnaire uses closed-ended questions such as multiple-choice, yes, or no questions. It employs a predetermined fixed alternative set by the researcher. Whereas an unstructured questionnaire consists of more open-ended questions; the respondents answer in their own words without being limited to pre-defined choices (Kothari, 2019). In this study, the researcher opted for a structured web-based questionnaire considering several factors. First, the structured web-based questionnaire is easy to administer and low cost. It helps gather quantitative data quickly compared to the unstructured questionnaire with open-ended questions.

Dornyei (2010) and Kothari (2019) acknowledge the merits of the web-based questionnaire in terms of the target population, time, and cost. These benefits are as follows:

- **Target Population:** Online questionnaires facilitate access to a large sample and population who may not be easily approachable using pen-paper traditional questionnaires.
- **Time:** Online questionnaires are a time-saving data collection instrument since it does not require in-person administration. Besides, an online questionnaire saves the “time-consuming data-entering stage” since responses are automatically recorded.

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- **Cost:** Online questionnaires reduce costs (e.g., printing, photocopying, and travelling) for researchers compared to the traditional pen-paper questionnaire, especially if the sample is large and distant geographically.

Cohen et al. (2018) list further advantages of an online web-based questionnaire. These merits include response checking, design, flexibility, exportability, and anonymity.

- **Responses Checking:** Online questionnaire software reminds respondents to answer the missed or the skipped items by preventing them from continuing or submitting their response until they complete the missed items marked by a star which indicates an obligatory response.
- **Design and flexibility:** web tools enable the design of attractive questionnaires; questionnaire designers can add graphics, pictures, videos, and audio and use different colours and fonts.
- **Exportability:** the results and participants' responses can be exported and imported into software (e.g., Excel, SPSS) for analysis.
- **Anonymity and honesty:** participants tend to be more honest in their responses when their identity is kept anonymous, and the researcher is not present face to face.

Based on the previously mentioned advantages, a Google Form online questionnaire with predetermined options and statements was used in the study to investigate EFL teachers' practices and challenges of online assessment during the COVID-19 pandemic at the Department of Letters and English language at Belhadj Bouchaib university. The questionnaire was administered online to guarantee anonymity for participants, so they feel comfortable responding to the questions and evaluating their online language assessment literacy. For this sake, participants were not asked to give personal information such as gender, email, or years of experience. Furthermore, gender and teaching experience is not an important variable in this

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study. The questionnaire comprises four sections; each section provides and/ or contributes to answering the research questions.

The first section aims to measure and evaluate participants' online language assessment literacy using a five-point Linkert scale (5=strongly agree,4= strongly agree,3=neutral, 2=disagree, 1= strongly disagree). It contains a JPEG picture designed by the researcher to introduce the concept of OLAL to the participants. The section consists of 21 statements adopted from Giraldo's (2018) *Descriptors for Knowledge, Skills, and Principles in Eight Dimensions of LAL for Language Teachers*. The researcher got the approval of Prof. Frank Giraldo to adjust and use his list for data collection. Accordingly, she modified, added, and eliminated items from the list; she made the necessary adjustments to Giraldo's list to serve research purposes and fit the context of online assessment in one of the Algerian universities. The statements in this section can be divided into three major subdivisions; skills, knowledge, and principles of OLAL. The first four statements highlight teachers' knowledge of theoretical concepts of the online assessment. The subsequent eleven statements tackle participants' different skills needed for online language assessment, including design, instructional and technological skills. Statements from five (5) to nine (9) were about online assessment instructional skills. Statements 10/ 11/ 12/ 13 were about design skills; the subsequent two statements were about technological skills. The last six statements were about OLAL principles; they are set to reflect participants' awareness of actions toward critical issues of online assessment.

The second section explores participants' practices and challenges of online assessment during the COVID-19 pandemic. It comprises four multiple-choice questions and a five-point Linkert scale (5=strongly agree,4= strongly agree,3=neutral, 2=disagree, 1= strongly disagree). The first two multiple-choice questions to determine the frequency of using online assessment before the COVID-19 pandemic and after its integration by MERS. The third and the fourth

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questions were about the methods and the tools participants used in conducting the online assessment. These two questions were in the form of checkboxes, and respondents could choose up to three answers from the suggested options; they could also add other options that were not suggested. The second section ends by exploring the different challenges of online assessment: pedagogical, technological, psychological, and social. These challenges were stated in thirteen (13) statements using a five-point Linkert scale.

The third section seeks to provide answers to the second research question. It aims to demonstrate how in-service ICT training influences teachers' online assessment practices. It is made of one obligatory question and two optional. The first question is a yes or no question to know whether participants received in-service ICT training or not. The second question was optional since it was addressed to the participants who received an ICT in-service training to say whether they received a course in online assessment during the training. This section ends with a five-point Linkert scale for four statements about the influence of ICT in-service training on teachers' online assessment practices. The fourth and the last section of the questionnaire is optional. It is the contribution of the participants to the solution. It was set to give teachers a space to share their ideas and suggestions about enhancing teachers' online assessment practices based on their experience. Finally, the researcher ends the questionnaire with a "thank you" flower picture to thank the participants for participating in the study.

Despite all the questionnaire's advantages, some disadvantages can be highlighted. The major demerits of the web-based questionnaire can be summarised in the following points:

1. The request to participate in the Google Forms questionnaire can be marked as spam or junk email. Recipients usually ignore and delete such emails.
2. The online questionnaire might be inaccessible, especially for participants who do not have access to the Internet.

3. Respondents may abandon or stop answering the questionnaire, especially if the questionnaire is long or if they can complete answering the questionnaire if they skip one question.
4. Responses may be irrelevant and unreliable if questions are ambiguous, complicated, and misunderstood by the participant (Cohen et al., 2018).

Moreover, some respondents may give fake, incorrect answers; they tend not to reveal the information (Benghalem, 2018). Consequently, the researcher implemented interviews due to the limitations of the structured web-based questionnaire options. The interview enables the researcher to understand the research problem better and paves the way to answer the posed research questions.

2.5.2 Online Interview

Due to the limitations of the structured web-based questionnaire and quantitative findings, the researcher decided to use interviews to overcome these shortcomings and increase the research findings' reliability and validity. The interview is a qualitative data collection method that "involves the presentation of oral-verbal stimuli and reply in terms of oral-verbal responses" (Kothari, 2019, p.97). The interview is an interchange of ideas, views, and experiences between the interviewee and the interviewer(s). It enables participants to discuss and share their experiences and thoughts regarding a situation (Cohen et al., 2018). The interview consists of asking a set of open-ended questions to elicit and collect qualitative data to meet the research objectives; the data is in the form of quotations which are interpreted and analysed qualitatively.

Cohen et al. (2018) distinguish three types of interviews: structured, semi-structured, and unstructured. Structured interviews consist of pre-defined and pre-prepared questions; the interviewer should adhere to the questions prepared before the interview, which means he/she

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is not allowed to make any changes or adjustments. The semi-structured interview is flexible since it enables the interviewer to modify and adjust the pre-set questions. Depending on the flow and the interviewee's answers (s), the researcher may add or omit some questions. Unstructured interviews are open where the interviewer does not adhere to any set of pre-established questions. The researcher can ask any question that may serve the research question(s) and objective(s).

Research interviews may take different forms, such as face-to-face personal interviews, telephone, and online interviews. In this study, the researcher used online interviews. Online interviews are interviews conducted using ICTs. They can be synchronous through text messaging apps, videoconferencing, and video and/or audio calls. Asynchronous interviews are conducted using email, blogs, forums, wikis, and websites (Salmons, 2012; Janghorban et al., 2014). A semi-structured online interview was used in this research due to its various merits, which are as follows:

- **Time and location:** online interviews eliminate the boundaries of time and location. The participants-the interviewer and the interviewee(s) do not have to move, travel or meet face to face to conduct the interview.
- **Responses:** responses are rich and more detailed, and from the participant's point of view, it offers another perspective of looking at the research problem through the interviewee's (s)' eyes.
- **Flexibility:** A semi-structured online interview allows flexibility in the time of the interview and the questions.

Taking into consideration these merits, the researcher used a semi-structured online interview. An expert university teachers' trainer responsible for teachers' in-service ICT training at the Ministry of Higher Education and Scientific Research was interviewed to explore ICT training and its influence on teachers' OLAL and online assessment practices. This online

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interview was conducted to answer the second research question and validate participants' responses in the third section of the online questionnaire. The online interview was conducted in the French language on the Skype platform; it lasted 30 minutes. The interview was conducted online because the interviewee and interviewer are in two distant geographical areas. Another motive is the researcher's willingness to make effective use of ICTs for research purposes.

The semi-structured online interview consists of three rubrics: personal information, in-service teachers' ICT training, in-service ICT training, and teachers' online assessment practices. Each rubric is made up of several questions and serves a specific purpose. In the two questions in the first rubric of personal information, the interviewee is asked to introduce himself, his position, and his years of teacher training experience. The second rubric seeks to explore aspects of teachers' in-service ICT training; It encompasses four questions. The first question is to identify when and why the training initiative was taken. The second question is posed to know whether the in-service training was first a personal initiative or suggested by MERS. The third question was about the duration of ICT training. The last question in the second rubric aims to determine the changes and the adjustments made on the axes and the aims of teachers' in-service ICT training.

The last rubric in the online interview revolves around the influence of ICT in-service training on teachers' practices of an online assessment. The first question in this section is whether assessment, specifically online assessment, is highlighted and tackled during the in-service ICT training. The second and the third questions are designed to find out more details about online assessment in the teachers' in-service training, including the time and the number of workshops devoted to online assessment during the training and the content of these workshops. Finally, the last three questions in this section explore how in-service ICT training influences teachers' knowledge and practices of online assessment.

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EFL teachers were interviewed online in this study; the researcher also interviewed four (4) EFL teachers from the Department of Letters and English Language at Belhadj Bouchaib University. Teachers' online interview was conducted for two main reasons. The first reason is to cross-check online questionnaire responses and validate research findings. The second reason is to overcome the limitations of the online structured questionnaire; through the interview, interviewees were given more space to express their ideas and share their experiences, practices, and challenges of online assessment during the COVID-19 pandemic. EFL teachers' online interview encompasses three rubrics. The two questions of the first rubric highlight EFL teachers' practices and the challenges of online assessment. The subsequent two questions of the second rubric aim to shed light on the influence of in-service ICT training on teachers' online assessment practices. The final rubric is optional; interviewees were allowed to skip answering this rubric which contains their recommendations and suggestions to enhance EFL teachers' online assessment practices and reduce its challenges. The interview with EFL teachers was conducted in the English language; each interview took from 15 to 30 minutes, depending on the interviewees' answers.

2.5.3 Online Observation

Observation is one of the essential scientific tools and instruments used to collect qualitative data. Observation systematically looks at and notes people, events, behaviours, and practices to serve a research question (Cohen et al., 2018). It is "systematically planned and recorded and is subjected to checks and controls on validity and reliability" (Kothari, 2019, p.97). Observation can be structured, semi-structured, and unstructured (Cohen et al., 2018). In structured observation, the observer carefully decides the units to be observed and the recording method of observational data. In semi-structured observation, the observer follows an agenda and gathers observational data without adhering strictly to pre-defined units or elements. In

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conducting unstructured observations, the observers do not know what they are looking for. They observe everything; then, they decide to select the elements they need for the research.

In this study, the researcher conducted five structured online observations to explore EFL teachers' practices and challenges of online assessment during the COVID-19 pandemic at the Department of Letters and English language at Belhadj Bouchaib university. The researcher opted for the online observation due to several strengths it can bring to this research work. Firstly, online observation offers the opportunity for the researcher to gather first-hand, valid, and authentic data from a natural setting (Cohen et al., 2018). The observational data relates to what is currently happening. Secondly, subjective biasness can be reduced since the researcher pre-set objectives and issues to be observed. Thirdly, unlike online questionnaires and interviews, online observation does not depend entirely on participants' active cooperation (Kothari, 2019). Finally, participants are less influenced by the researcher's virtual presence in online observation compared to the real in-person presence in traditional classroom observation (Biro et al., 2014).

The observer used a systematic online synchronous observation grid. The observational data were recorded by typing and filling the online observation grid Word document (see Appendix D). The researcher herself developed the grid of online observation, verified and approved by the supervisor, to observe how EFL teachers conduct online language assessments and explore the challenges they faced while assessing their students online. The grid consists of four sections. The first section presents all the necessary details to conduct the observation, including the observation's aim, recording instrument, date, timing, location, observer, module, level, and the number of students enrolled and assessed online. The second section reports online assessment details such as the type of assessment (summative or formative), method, and the tool used to conduct online assessment.

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The third section is dedicated to EFL teachers of online assessment, where the observer notes and describes the procedure of the online assessment being conducted. The last section is concerned with EFL teachers' challenges with online assessment. The researcher attempts to check some of the challenges that can be observable. This section consists of 3 columns; the first column cites six challenges. The researcher tick in the next column if the challenge is noticed during the observation; in the third column, the observer can add further details and notes about the challenge. In this section, the observer adds a row of other challenges to mention or note down any other missed challenges.

2.6 Data Collection Procedures

The researcher collects both quantitative and qualitative data at different times to investigate EFL teachers' practices and challenges of online assessment during the COVID-19 pandemic at the department of Letters and English Language at Belhadj Bouchaib Ain Temouchent University. The data collection process encompasses a set of procedures; it is a continuous cycle that starts from selecting the data collection instrument to the actual data collection phase. This study used three data collection instruments: online observation, online questionnaire, and online interview.

Firstly, the researcher developed an online observation grid and conducted two online observations during the academic year 2020/2021. Secondly, she conducted an online interview with an expert teacher trainer responsible for teachers' in-service ICT training for university teachers at the Ministry of higher education and scientific research. Thirdly, she runs three online observations during the academic year 2021/2022. Afterwards, she conducted a pilot study of the online questionnaire before the actual data collection to test the clarity and appropriateness of the online questionnaire in the Algerian context. Finally, to enrich the

quantitative findings, the researcher used online interviews addressed to EFL teachers of the same department.

2.6.1 Online Questionnaire Administration

The online questionnaire administration used in this study went through different stages: examination and correction, pilot study, and actual data collection. The online questionnaire was designed using Google Forms; the supervisor was added as a collaborator to examine the questionnaire. Simultaneously, the researcher had an online meeting with her supervisor to edit and eliminate some questions and details. The questionnaire was adjusted based on supervisor feedback. The supervisor himself adjusted some points since he was a collaborator in the questionnaire. Next, the researcher conducted a pilot study to examine the research instrument's adequacy, clarity, and reliability. Two experienced qualified teachers who used online assessment participated in the pilot study. They were requested to complete the questionnaire and provide feedback on the questions, order, format, and clarity. Based on their feedback, the researcher modified, added, and removed some items in the questionnaire. For example, statements 12/ 16/ 17/ 20 and 21 from the first section of the questionnaire and questions three and four in section two were reformulated to ensure more clarity. The supervisor verified and approved these adjustments.

Finally, the questionnaire was administered online to the participants. The Google form link of the questionnaire was sent to teachers via Messenger and collective email. The researcher shared the questionnaire via Messenger with some teachers. Due to time constraints, the supervisor also sent the questionnaire link to all EFL teachers at the Department of Letters and English Language at Belhadj Bouchaib University. Of forty-one (41) EFL teachers, thirty (30) teachers responded to the questionnaire in ten days. To reach this number of participants, the supervisor has to send for the second time to the participants. He even contacted some

teachers personally. All the necessary details regarding the nature of the study and the research problem raised were presented to the participants in the questionnaire's introduction. Some teachers participating in the study contacted the researcher to give their feedback about the questionnaire. Their feedback was positive, especially regarding the attractive design, structure, and questions order. One participant commented that the questionnaire was structured, which did not allow participants to write and share their responses. For this reason, the researcher used the interview as another data collection instrument to get more insights into the research problem. Responses to the online questionnaire were automatically recorded for analysis after their submission.

2.6.2 Online Interview Administration

For the online interview with the expert responsible for university teachers' in-service ICT training, the researcher emailed the interviewee two days before presenting herself, explaining the interview's aim and scheduling an online meeting for the interview. The expert agreed to participate in the interview via the Skype platform. The researcher prepared the online interview questions in English, and she sent them to the supervisor for correction and feedback. The supervisor approved the choice and the sequence of the questions with positive feedback. One day before the interview, the researcher translated the interview questions from English to the French language since the interviewee preferred the interview to be conducted in French. The interview began by greeting and thanking the expert for his approval to participate in the study. Next, the researcher confirmed the confidentiality of the interviewee's responses which were used for research purposes only. Finally, the interviewer reminded the interviewee of her research topic. The interview lasted 30 minutes; it was recorded using the laptop after taking the participant's permission. Later, the researcher transcribed the recording in French. Then, she translated it into the English language for analysis.

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For the online semi-structured interview with the four (4) EFL teachers at the Department of Letters and English Language at Ain Temouchent University during the Academic year 2021/2022. The researcher contacted the participants via Messenger and emailed to schedule an online meeting for the interview. The online interview was administered through different forms and tools: zoom meetings, google meet, Messenger, and Gmail. Due to time limitations, one online interview was text-based; one interviewee approved to participate in this study but requested the interviewer to send her the questions due to her busy schedule. Eventually, the interviewer sent the questions in a word document (see appendix C) to the teacher, who answered in the same Word document and sent her responses back to the interviewee.

The other three participants were interviewed using Zoom, Google Meet, and Messenger. The online interviews were conducted in clear English. First, the interviewee invited the participant and introduced the topic to the participant. Next, the interviewee confirmed to the interviewees that their identities would remain anonymous and that their responses would be used for research purposes only. Then, the three participants were interviewed individually for about 10 to 30 minutes, depending on the participant's answers. The responses of these three interviewees were tape-recorded after taking their permission. Later, their responses were transcribed using the otter app and the "tape by voice" option in Google Docs. The transcription of each interview was verified by the interviewee several times.

2.6.3 Online Observation Administration

Before conducting the actual observations, the researcher developed a systematic online observation grid (see appendix D). The supervisor verified and checked the online observation grid in an online meeting. The supervisor gave the researcher some tips and points to focus on for successful observation. The observer had a pre-observation online conversation with the

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teacher to get details about the method, the tool, and the date of the online assessment. This step and the accessibility to online assessment were easy for the researcher since she was one of the students concerned with the online assessment. The online observations were conducted in the final semester of the academic years 2020/2021 and the first semester of 2021/2022.

The observer passed the online assessment, and simultaneously she was observing and noting the observational data in a word document. After submitting her response, she continued writing down what she observed. After the end of the online assessment, the observer had an online conversation to confirm the number of students participating in the online assessment. During the post-observation online conversation, teachers were encouraged to share the challenges they faced while assessing their students online. After the end of the online observation and the conversation, the observer checked the online observation grid; she added the notes she forgot to mention and reformulated the sentences. The observational data will be analysed qualitatively.

2.7 Data Analysis Methods

After data collection comes the phase of data analysis. It is the process of explaining, evaluating, and analysing the obtained data to achieve the research objectives and answer the research questions. It involves interpreting the gathered data using analytical and logical reasoning. Accordingly, there are two effective methods of analysing data: quantitative and qualitative data. The decision regarding which method to use for data analysis is governed by the nature of the gathered data and “fitness for the purpose” (Cohen et al., 2018). In this investigation, the researcher used qualitative and quantitative data analysis methods to investigate EFL teachers’ practices and the challenges of online assessment during the COVID-19 pandemic. The data obtained from the online questionnaire were analysed quantitatively. In addition, the online interview and online observational data were analysed qualitatively.

2.7.1 Quantitative Analysis

Quantitative analysis involves mathematical and statistical measurement of quantitative data to explore and understand a specific issue or phenomenon. It is a powerful research form used in large- and small-scale investigations, case studies, action research, and correlational research (Cohen et al., 2018). Quantitative data analysis permits the researcher to present facts and reality statistically. In this investigation, the researcher followed quantitative analysis for the online questionnaire results except for the last question, which was analysed qualitatively. The online questionnaire results are done and stored automatically in a spreadsheet in the Google Forms questionnaire.

For numerical data analysis, Statistical Package for Social Sciences (SPSS) is used to calculate percentages and achieve correlation analysis regarding the variable of ICT training. The researcher attempts to compare the results of trained and untrained EFL teachers. The quantitative data and the online questionnaire results are presented in tables, figures, and pie charts. The spreadsheet was downloaded in excel format, and the results of trained and non-trained teachers are separated manually.

2.7.2 Qualitative Analysis

Qualitative data analysis implies the understanding, explaining, and interpreting of the qualitative data gathered regarding the studied issue. Qualitative data can be gathered from different sources using different data collection such as interviews and observation (Cohen et al., 2018). Qualitative data can be interpreted in different ways and forms. Methodologists agree that there is no single correct way of presenting and analysing qualitative data; the analysis method adheres to the aim behind collecting these data and the overall aim of the research (Patton, 2002; Gibbs, 2007; Cohen et al., 2018). Qualitative analysis is used in this research to describe, explain, analyse and interpret the data obtained from the online interview and

observation. Qualitative data of the online interview are transcribed and presented as utterances and sentences. In this study, online interview results are reported as direct quotations. The observational data gathered through online observation are described as notes that will be extended during the analysis and the interpretation.

2.8 Validity and Reliability

Validity and reliability are essential keys to any effective educational research. If a research paper and findings are invalid and unreliable, then the research paper is worthless. Validity refers to the extent to which a particular instrument measures what it is supposed and designed to measure (Winter, 2000; Benghalem, 2018). Cohen et al. (2018) distinguish various types of validity: content, internal and external. Content validity refers to the extent to which a measuring instrument covers the research topic adequately; a representative sample is considered a determiner of content validity. Internal validity is the ability of the research design and instrument to measure what it intends to measure. Onwuegbuzie and Leech (2006) associate internal validity with applicability, consistency, neutrality, and credibility of interpretation and conclusions. External validity refers to the degree of results generalisability to populations, cases, and settings. Reliability is concerned with the consistency and the accuracy of data and the measurement instrument. A reliable measuring instrument provides consistent results. (Cohen et al., 2018; Kothari, 2019).

According to Creswell and Creswell (2018), various strategies can increase the validity and reliability of research work and findings; one of these strategies is triangulation. Triangulation is a technique of measurement which encompasses collecting data from different sources or using different methods and data collection instruments (Patton, 2001; Creswell & Creswell, 2018; Cohen et al., 2018). The use of triangulation enables the researcher to bridge reliability and validity issues and approach the research problem from different perspectives. In

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this research work, the researcher used both methodological and instrument triangulation. Methodological triangulation is manifested through qualitative and quantitative research methods to investigate EFL teachers' practices and challenges of online assessment during the COVID-19 pandemic. Instrument triangulation to gather both qualitative and quantitative data about the issue studied. This study collected data through three data collection instruments: an online questionnaire, an online interview, and an online observation.

2.9 Conclusion

The methods of analysing the quantitative and qualitative data gathered were discussed. This chapter demonstrates the research design, context of the investigation, sample population, instruments, and data collection procedures used in this case study. It also tackles the validity and reliability of data and research findings. Finally, this chapter outlines the methodology used to explore the practices and the challenges EFL teachers face in conducting online assessments and how ICT in-service training influences their online assessment practices. The following chapter of this research is devoted to analysing, interpreting data, and discussing findings. It also makes suggestions and recommendations to enhance EFL teachers' online assessment practices and reduce its challenges.

Chapter Three:

Data Analysis, Suggestions and Recommendations

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3.1 Introduction

The third chapter discusses and interprets the gathered data from the three data collection instruments, namely the online questionnaire, the online interview, and the online observation. First, the quantitative data are analysed and presented in tables and figures. Then, the qualitative data are analysed qualitatively and transcribed verbatim. The first part presents and discusses the online questionnaire results addressed by thirty (30) EFL teachers at the Department of Letters and English Language at Belhadj Bouchaib University; the online questionnaire results are divided based on trained teachers and untrained teachers. In the second part, online interview findings are presented and discussed, followed by the presentation and the analysis of online observation findings. Then, the third part is devoted to the discussion and the interpretation of the main findings of the research. Afterwards, the researcher provides some suggestions and recommendations that may enhance EFL teachers' practices and the challenges of online assessment. Finally, the chapter ends up discussing the limitations of the research work.

3.2 Results of the Online Questionnaire

The main aim of the online questionnaire was to investigate EFL teachers' practices and challenges of online assessment during the COVID-19 pandemic. The online questionnaire of this study was distributed via collective email and Messenger to forty-one (41) EFL teachers at the Department of Letters and English Language at Belhadj Bouchaib University Ain Temouchent; thirty (30) responses were gathered. The online questionnaire consisted of four (4) sections: teachers' OLAL, teachers' practices and challenges of online assessment, teachers' in-service ICT training, and online assessment practices, and the last section was devoted to participants' suggestions and recommendations. The online questionnaire results will be divided

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based on EFL teachers' ICT training to compare teachers who received the training and those who did not receive the training. Thus, the responses of trained and untrained EFL teachers' will be analysed separately.

3.2.1 Results of the Trained Teachers

Participants' responses to the online questionnaire were separated based on whether they received an in-service ICT training or not. Results showed that only ten (10) participants received in-service ICT training, representing 33.3% of the total participants. Thus, the following four subtitles will present trained teachers' OLAL, practices, and challenges of online assessment, as well as the influence of in-service ICT training on their online assessment practices. Finally, the last subtitle will report trained teachers' suggestions to enhance online assessment practices and reduce the challenges.

3.2.1.1 Trained Teachers' Online Language Assessment Literacy

The first section of the online questionnaire seeks to measure and evaluate EFL teachers' OLAL through a five-point Likert scale (5=strongly agree, 4= strongly agree, 3=neutral, 2=disagree, 1= strongly disagree). Respondents are asked to evaluate their OLAL by ticking the relevant choice that suits their level of agreement or disagreement with the proposed statements. This section is made up of 21 statements. These statements can be divided into three major subdivisions: knowledge, skills, and principles of OLAL. The first four statements reflect EFL teachers' knowledge of theoretical concepts of the online assessment. The results of these statements are displayed in the following table 3.1

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Table 3.1 Descriptive Statistics on Trained Teachers' OLAL Knowledge

	N	Minimum	Maximum	Mean	Standard Deviation
1. I am aware of major qualities for language online assessment: validity, reliability, authenticity, practicality, interactiveness, fairness, ethics, and impact	10	2	5	4,10	,876
2. I differentiate traditional and alternative online assessment	10	2	5	4,00	1,054
3. I differentiate major purposes of online assessment: summative and formative	10	2	5	3,90	1,197
4. I know the major steps of developing online assessment	10	2	5	3,70	1,160
Total	10				

Note: 1 strongly disagree, 2 disagree, 3 neutral, 4 agree, 5 strongly agree

The five-point Likert scale is considered an interval scale. Hence, from 1 to 1.8, this means strongly disagree. From 1.81 to 2.60, this means to disagree. From 2.61 to 3.40, this means neutral. Moreover, from 3.41-4.20, this means to agree, and finally, from 4.21 to 5 means strongly agree.

The first statement of this section is about participants' knowledge and awareness of online assessment's major qualities, including validity, reliability, practicality, interactiveness, fairness, ethics, and impact; the mean (mean=4, 10) indicates that participants agreed with this statement. Participants also agreed with the second statement regarding their ability to differentiate between traditional and alternative online assessments, as demonstrated in the mean (mean=4). The mean of the third statement is (mean=3, 90), meaning that respondents agreed that they differentiate between summative and formative purposes of the online assessment. The last statement in the subdivision of Knowledge was about teachers' knowledge of the major steps of developing online assessments. Results and the mean (mean= 3,70) revealed that participants agreed with this statement.

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Table 3.2 Descriptive Statistics on Trained Teachers' OLAL Skills

	N	Minimum	Maximum	Mean	Standard Deviation
Instructional Skills					
5. I align curriculum objectives, instruction, and online assessment	10	2	5	3,70	1,160
6. I plan, implement, monitor, record, and report students' development	10	2	5	3,70	1,160
7. I use online assessment appropriately, and I improve instruction based on online assessment results and feedback	10	2	5	3,90	1,197
8. I provide motivating online assessment experiences and feedback	10	2	5	3,90	1,101
9. I use different online assessment tools in assessing students	10	1	5	3,10	1,524
Design Skills					
10. I know how to design online assessment	10	2	5	3,90	1,101
11. I clearly identify and state the purpose of the online assessment	10	2	5	4,00	,943
12. I design online assessments that are valid both for course contents and course tasks	10	2	5	3,70	1,059
13. I design online assessment that is reliable, authentic, fair, practical, and interactive	10	2	5	4,00	,943
Technological Skills					
14. I can use online assessment tools such as Moodle, Google Forms, Google Meet...	10	2	5	4,10	,876
15. I can run operations in excel	10	3	5	4,20	,789
Total	10				

Note: 1 strongly disagree, 2 disagree, 3 neutral, 4 agree, 5 strongly agree

The five-point Likert scale is considered an interval scale. Hence, from 1 to 1.8, this means strongly disagree. From 1.81 to 2.60, this means to disagree. From 2.61 to 3.40, this means neutral. Moreover, from 3.41-4.20, this means to agree, and finally, from 4.21 to 5 means strongly agree.

The subsequent statements of the first section address the different skills needed for online assessment: design, instructional and technological skills. Statements from five (5) to nine (9) were about online assessment instructional skills. Results showed that teachers agreed with four statements about their instructional skills in conducting an online assessment. The fifth statement was about teachers' ability to align curriculum objectives, instruction, and online

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assessment; the mean for this statement is (mean= 3,70) which means teachers strongly agreed with this statement. Participants also agreed with the sixth statement regarding their ability to plan, implement, monitor and record and report students' development as the mean is (mean=3,70). Finally, the mean of the seventh statement is (mean=3,90), which means that participants agreed and confirmed their ability to use online assessment appropriately and improve their instruction based on online assessment results and feedback. Similarly, teachers agreed with the eighth statement as the mean is (mean=3,90) which means that they provide motivating online assessment experiences and feedback. Participants were neutral about using different online assessment tools to assess their students, as the mean of the ninth statement is (mean=3.10).

The subsequent four statements from 10 to 13 in the skills subdivision tackle design skills; teachers agreed with all statements. Participants were asked if they knew how to design online assessments in the first statement about instructional skills. The mean of this statement is (mean= 3, 90), indicating respondents' agreement with this statement. The mean of the second design skills statement is mean (mean= 4) which demonstrated that teachers agreed that they identify and state the purpose of the online assessment. In the next statement, participants were asked about their design of online assessments that are valid for course contents and tasks; the results revealed that teachers agreed with this statement as the mean is (3,70). Findings of the last design skills statement and the mean of (mean= 4) showed that participants agreed that they design online assessments that are reliable, authentic, fair, practical, and interactive. The last two statements of the skills subdivision were about teachers' technological skills. Participants agreed that they could use online assessment tools such as Moodle, Google Forms, and Google Meet as the mean of statement 14 is (mean=4,10). Finally, participants agreed that they could run operations on excel as the mean of the last statement in the skills subdivision is (mean=4,20).

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Table 3.3 Descriptive Statistics on Trained Teachers' OLAL Principals

	N	Minimum	Maximum	Mean	Standard Deviation
16. I can detect plagiarism	10	3	5	4,30	,823
17. I clearly inform the inferences and decisions about students' knowledge, skills, and accomplishments that derive from scores in online assessment	10	2	5	3,90	1,197
18. I use online assessment results to give students feedback and to enhance their learning	10	2	5	4,10	,994
19. I know how to deal with students' academic dishonesty in online assessment	10	3	5	4,00	,667
20. I implement transparent language online assessment practices; I inform students of what, how, and why online assessment is conducted	10	3	5	4,20	,632
21. I implement democratic language online assessment practices by giving students opportunities to share their voices about the online assessment	10	2	5	4,00	1,054
Total	10				

Note: 1 strongly disagree, 2 disagree, 3 neutral, 4 agree, 5 strongly agree

The five-point Likert scale is considered an interval scale. Hence, from 1 to 1.8, this means strongly disagree. From 1.81 to 2.60, this means to disagree. From 2.61 to 3.40, this means neutral. Moreover, from 3.41-4.20, this means to agree, and finally, from 4.21 to 5 means strongly agree.

The last six statements in the first section of the online questionnaire seeks to measure teachers' principles of OLAL and their awareness of actions toward critical issues of online assessment. The first statement in the principals' subdivision showed trained teachers strongly agreed that they can detect plagiarism as the mean of this statement is (mean=4, 30). The next statement was to know if teachers inform the inferences and decisions about students' knowledge, skills, and accomplishments derived from online assessment scores. Results and the mean of statement 17 (mean=3, 90) revealed that teachers agreed with the statement. Statement 18 is about teachers' use of online assessment results to provide students feedback and enhance their learning. Results showed that teachers agreed with the statement as the mean

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is (mean= 4,10). In the next statement, teachers were asked whether they know how to deal with students' academic dishonesty in online assessments. The mean for this statement is (mean=4) which indicated that trained teachers agree with this statement. The mean of statement 20 is (mean=4,20) which demonstrated that trained teachers agreed that they implement transparent language online assessment practices and inform students of what, how, and why they will be assessed. The last statement of the first section of the online questionnaire is about teachers' implementation of democratic language online assessment practices by giving students opportunities to share their voices about online assessment. The mean is (mean=4) which means that trained teachers agree with this statement.

3.2.1.2 Trained Teachers' Practices and Challenges of Online Assessment

The second section of the online questionnaire explored EFL teachers' practices and the challenges of the online assessment. It consists of four multiple-choice questions and a five-point Likert scale (5=strongly agree, 4=agree, 3=neutral, 2=disagree, 1= strongly disagree). The results of the first two questions are gathered and demonstrated in one table 3.4.

Table 3.4 Descriptive Statistics on Trained Teachers' Use of Online Assessment before and during the COVID-19 Pandemic

	N	Minimum	Maximum	Mean	Standard Deviation
How often did you use online assessment before the pandemic?	10	1	5	2,20	1,229
Since the online assessment was integrated by the ministry, how often did you use it during the pandemic?	10	2	5	3,20	,789
Total	10				

Note: 1 never, 2 rarely, 3 sometimes, 4 often, 5 always

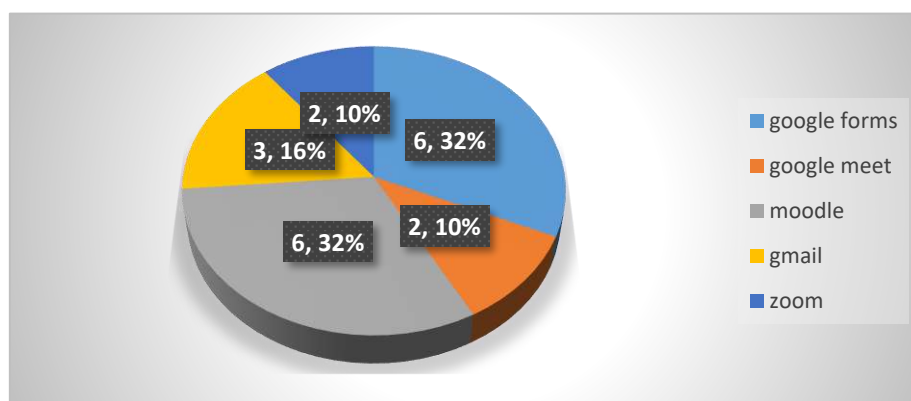
The five-point Likert scale is considered an interval scale. Hence, from 1 to 1.8, this means never. From 1.81 to 2.60, this means rarely. From 2.61 to 3.40, this means usually. Moreover, from 3.41-4.20, this means often, and finally, from 4.21 to 5 means always.

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Table 3.4 depicts the results of the first two multiple-choice questions about the frequency of using online assessment before the COVID-19 pandemic and after its integration by the ministry of higher education and scientific research during the COVID-19 pandemic. The responses to the first questions showed that participants rarely used online assessment before the COVID-19 pandemic as the mean is (mean=2,20). However, the results of the second question showed that participants usually used online assessment during the COVID-19 pandemic after its integration by the ministry of higher education.

Question 3: What tool(s) do you use to conduct online assessment?

Figure 3.1 Online Assessment Tools Used by Trained Participants

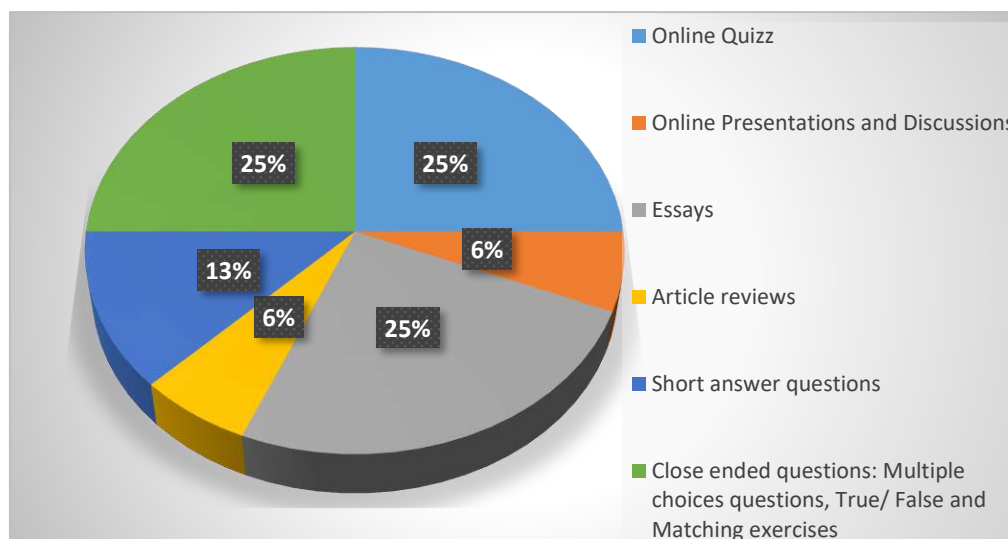


Participants were asked about the tool(s) they used to conduct the online assessment. Participants were allowed to choose up to three options. First, 6,32% of trained participants used Moodle. Other 6, 32% of participants used Google forms. Second, Gmail was used as an online assessment tool by 3,16% of trained teachers. Third, 2,10% of respondents used Zoom to assess their students online. Finally, the same rate of teachers (2,10%) used Google Meet to conduct the online assessment.

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Question 4: What method(s) do you use to conduct online assessment?

Figure 3.2 Online Assessment Methods Used by Untrained Participants



In the fourth question in this section, participants were asked about the method(s) they use to assess their students online. Participants were also allowed to choose up to three options. First, 25% of participants assessed their students using Online Quiz. Another 25% of trained teachers participating in this study relied on essays to assess their students online. Finally, 6% of respondents who received in-service ICT training assessed their students through online presentations and discussions. Similarly, 6% of them relied on article reviews to assess their students online.

Question 5: What are the main challenges you faced during the online assessment?

The last question of the second section aims to identify the major challenges EFL teachers face in conducting online assessments through five Linkert scale (5=strongly agree, 4=strongly agree, 3=neutral, 2=disagree, 1=strongly disagree). Respondents are asked to report their level of agreement and disagreement with each statement by ticking the adequate choice. Different pedagogical, technical, psychological, and social challenges were suggested in thirteen statements. The results of these challenges are illustrated in table 3.5

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Table 3.5 Descriptive Statistics on Trained Teachers' Main Challenges of Online Assessment

	N	Minimum	Maximum	Mean	Standard Deviation
1.Lack of online language assessment literacy	10	1	4	2,60	,966
2.Students' academic misconduct (plagiarism and cheating)	10	1	5	3,80	1,135
3.Difficulty to verify students' IDs	10	1	5	3,60	1,265
4.Difficulty to safeguard academic integrity	10	1	4	3,30	1,059
5.Difficulty in grading and providing feedback to students	10	1	5	2,50	1,354
6.Lack of effective instructor-learner interaction	10	1	5	2,90	1,449
7.Difficulty to use online assessment platforms and tools	10	1	4	2,10	1,101
8.Technical issues: slow net, platform glitches, and computer freezing	10	1	5	3,80	1,229
9.Lack of ICT skills	10	1	4	2,10	1,370
10. Students' inaccessibility to online assessment (lack of materials and digital skills)	10	2	5	4,00	1,054
11.Anxiety	10	1	5	2,20	1,398
12.Difficulty to adopt to online assessment	10	1	4	2,50	1,354
13.Social isolation (disconnectedness and lack of social interaction)	10	1	5	2,20	1,476
Total	10				

Note: 1 strongly disagree, 2 disagree, 3 neutral, 4 agree, 5 strongly agree

The five-point Likert scale is considered an interval scale. Hence, from 1 to 1.8, this means strongly disagree. From 1.81 to 2.60, this means to disagree. From 2.61 to 3.40, this means neutral. Moreover, from 3.41-4.20, this means to agree, and finally, from 4.21 to 5 means strongly agree.

The mean of the lack of OLAL challenge is (mean=2,60), reflecting trained teachers' neutrality toward this statement. Trained teachers participating in this study agreed on the challenge of students' academic misconduct, such as plagiarism and cheating, as the mean for this challenge is (mean=3, 80). They also agreed on the difficulty of verifying students' IDs with the mean of (mean=3,60). Participants were neutral about the challenge of the difficulty of safeguarding academic integrity as the mean for this challenge is (mean=3,30). Results and

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the mean (mean=2,50) of the fifth statement about the difficulty of grading and providing feedback to students showed that trained teachers disagreed with this statement. Participants were neutral regarding the challenge of the lack of effective instructor-learner interaction as the mean is (mean=2,90). Results of the seventh challenge and the mean (mean=2,10) revealed that teachers who received in-service ICT training disagreed with the challenge of difficulty in using online assessment platforms and tools.

Trained teachers agreed on the challenge of technical issues such as slow net, platform glitches, and computer freezing as the mean is (mean=3,80). Since they received ICT training, trained participants disagreed with the ninth statement about the lack of ICT skills challenge as the mean is (mean=2,10). The mean of statement 10 is (mean=4), which indicated that trained teachers agreed that students' inaccessibility to online assessment due to the lack of materials and digital skills is among the main challenges they faced in assessing their students online. Respondents disagreed with the statement about the psychological and social challenges as the mean for the statement about anxiety. The last statement about social isolation, disconnectedness, and lack of interaction is (mean=2,50). The mean of the statement about the difficulty of adapting to online assessment is (mean=2,50), which demonstrated teachers' disagreement with this statement.

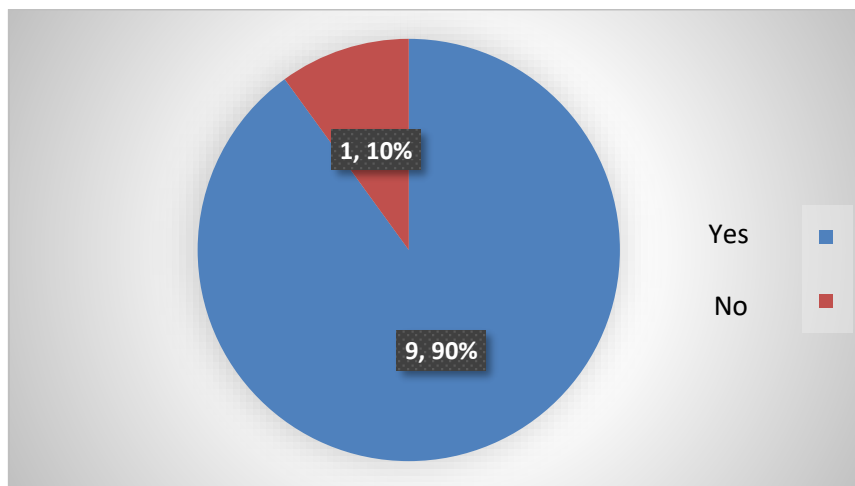
3.2.1.3 Influence of ICT Training on Trained Teachers' Practices of Online Assessment

The third section illustrates how in-service ICT training influences teachers' online assessment practices. First, participants were asked whether they received in-service ICT training or not. The second question in this section was addressed to teachers who received in-service ICT training to discover if the training covers online assessment or not. The majority of teachers (90%) who received in-service ICT revealed that they received a course in online

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assessment during the training, while only 10% maintained that they did not. The results of the second question are displayed in the following figure (figure 3.3)

Figure 3.3 Online Assessment Course during the ICT in-Service Training



Question 7: How does the ICT influence your online assessment practices?

Table 3.6 Descriptive Statistics on the Influence of ICT Training on Online Assessment Practices

	N	Minimum	Maximum	Mean	Standard Deviation
It improves my practices of online assessment	10	4	5	4,60	,516
It helps me monitor and manage online assessment challenges	10	4	5	4,70	,483
It helps me overcome and deal with online assessment challenges	10	4	5	4,60	,516
ICT training has no influence on my practices of online assessment	10	1	5	1,90	1,370
Total	10				

Note: 1 strongly disagree, 2 disagree, 3 neutral, 4 agree, 5 strongly agree

The five-point Likert scale is considered an interval scale. Hence, from 1 to 1.8, this means strongly disagree. From 1.81 to 2.60, this means to disagree. From 2.61 to 3.40, this means neutral. Moreover, from 3.41-4.20, this means to agree, and finally, from 4.21 to 5 means strongly agree.

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The third section ends with a five-point Likert scale for four statements about the influence of ICT in-service training on teachers' online assessment practices. The mean of the first statement is (mean=4,60), which revealed that trained teachers strongly agree that in-service ICT training improved their online assessment practices. The mean of the second statement is (mean=4,70), which indicated that teachers who received in-service ICT training strongly agreed that the training helped them monitor and manage online assessment challenges. The mean of the third statement is (mean=4,60), which illustrated that trained teachers participating in this study agreed that the in-service ICT training helped them overcome and deal with online assessment challenges. Finally, the results and the mean of the last statement (mean=1,90) indicated that respondents who received ICT in-service training disagreed with the last statement that holds that the ICT training does not influence their online assessment practices.

3.2.1.4 Trained Teachers' Suggestions and Recommendations

The fourth and the last section of the online questionnaire was optional. It consists of one open-ended question that was formulated to give teachers a chance to share their ideas and suggestions about enhancing teachers' online assessment practices based on their experience. In response to this question, the majority of trained teachers viewed in-service ICT training as the key to enhancing online assessment practices, as manifested in these responses "In-service training is key factor to improve the quality of education", "ICT training is very helpful", "ICT training is helpful", "in-service training was very helpful", "from my perspective and my own experience, I believe that training is the key. Teachers have to learn more and more about online assessment in order to design an appropriate one that matches the courses and has a specific purpose which serves students", "teacher in-service training is very beneficial and students should receive a training on how to use technology in education"; in the last response, the respondents maintained that training should not be addressed to teachers only but to students as

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well. Another participant suggested to “provide a continuous IT training for teachers on yearly basis to keep with the rapid changes in technology”. Another respondent suggested updating online assessment with technology stating that “teacher in service training is very beneficial and students should receive a training on how to use technology in education”. Two other trained teachers stressed the importance of practice as illustrated in this two suggestions “Regular practice”, “Simply by practice, Practice makes perfect”.

3.2.2 Results of Untrained Teachers

Based on the online questionnaire results, most EFL teachers participating in this study did not receive in-service ICT training. Results demonstrated that 20 participants were untrained, representing 66,7% of the total participants. Hence, the following four subtitles will discuss untrained teachers' OLAL, practices, challenges of online assessment, and the influence of in-service ICT training on their online assessment practices. The last subtitle will report trained teachers' suggestions to enhance online assessment practices and reduce the challenges.

3.2.2.1 Untrained Teachers Online Language Assessment Literacy

The first section of the online questionnaire seeks to measure and evaluate EFL teachers' OLAL through a five-point Linkert scale (5=strongly agree,4= strongly agree, 3=neutral, 2=disagree, 1= strongly disagree). In this section, untrained teachers evaluated their OLAL by ticking the relevant choice that suits their level of agreement or disagreement with the proposed statements. This section is made up of 21 statements. These statements can be divided into three major subdivisions: knowledge, skills, and principles of OLAL. The first four statements reflect EFL teachers' knowledge of theoretical concepts of the online assessment. The results of these statements are displayed in table 3.7

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Table 3.7 Descriptive Statistics on Untrained Teachers' OLAL Knowledge

	N	Minimum	Maximum	Mean	Standard Deviation
1. I am aware of major qualities for language online assessment: validity, reliability, authenticity, practicality, interactiveness, fairness, ethics, and impact	20	1	5	2,30	1,261
2. I differentiate traditional and alternative online assessment	20	1	4	2,40	1,188
3. I differentiate major purposes of online assessment: summative and formative	20	1	4	2,40	1,142
4. I know the major steps of developing online assessment	20	1	4	2,30	1,081
Total	20				

Note: 1 strongly disagree, 2 disagree, 3 neutral, 4 agree, 5 strongly agree

The five-point Likert scale is considered an interval scale. Hence, from 1 to 1.8, this means strongly disagree. From 1.81 to 2.60, this means to disagree. From 2.61 to 3.40, this means neutral. Moreover, from 3.41-4.20, this means to agree, and finally, from 4.21 to 5 means strongly agree.

Teachers who did not receive in-service ICT training disagreed with the first statement about their awareness of the major qualities of online assessment; they also disagreed with the last statement about their knowledge of the crucial steps of developing online assessment as the mean is (mean=2,30) for both statements. The second and third statements mean (mean=2, 40), indicating that untrained teachers disagreed with the statements that differentiate the traditional and alternative online assessment and the major purposes of online assessment: summative and formative.

Table 3.8 Descriptive statistics on Untrained Teachers' OLAL skills

	N	Minimum	Maximum	Mean	Standard Deviation
Instructional Skills					
5. I align curriculum objectives, instruction, and online assessment	20	1	4	2,20	1,105
6. I plan, implement, monitor, record, and report students' development	20	1	4	2,35	1,268

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7. I use online assessment appropriately, and I improve instruction based on online assessment results and feedback	20	1	4	2,15	1,040
8. I provide motivating online assessment experiences and feedback	20	1	4	2,05	,945
9. I use different online assessment tools in assessing students	20	1	5	2,25	1,209
Design Skills					
10. I know how to design online assessment	20	1	4	2,20	1,105
11. I clearly identify and state the purpose for the online assessment	20	1	4	2,25	1,118
12. I design online assessments that are valid both for course contents and course tasks	20	1	4	2,30	1,218
13. I design online assessments that are reliable, authentic, fair, practical, and interactive	20	1	5	2,25	1,251
Technological Skills					
14. I can use online assessment tools such as Moodle, Google Forms, Google Meet...	20	1	4	2,30	1,174
15. I can run operations in excel	20	1	5	2,25	1,333
Total	20				

Note: 1 strongly disagree, 2 disagree, 3 neutral, 4 agree, 5 strongly agree

The five-point Likert scale is considered an interval scale. Hence, from 1 to 1.8, this means strongly disagree. From 1.81 to 2.60, this means to disagree. From 2.61 to 3.40, this means neutral. Moreover, from 3.41-4.20, this means to agree, and finally, from 4.21 to 5 means strongly agree.

Untrained teachers disagreed with the four statements that highlight their instructional skills. The mean of the fifth statement is (mean=2,20) revealing that untrained participants disagreed with the statement that they align curriculum objectives, instruction, and online assessment. Respondents also disagreed with the sixth statement that they can plan, implement, monitor, record, and report students' development as the mean is (mean=2,35). Untrained teachers disagreed and refuted the seventh statement about their ability to use online assessment appropriately and improve their instruction based on online assessment results and feedback, as the mean for this statement is (mean=2,15). The mean for the eighth statement is

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(mean=2,05), which showed that teachers disagreed with this statement of providing motivating online assessment experiences and feedback. Teachers who did not receive in-service ICT training disagreed with the ninth statement about their ability to use online assessment tools to assess their students as the mean for this statement is (mean= 2,25).

Statements from 10 to 13 in this section addressed participants' design skills. The first statement about the design skills seeks to determine if untrained teachers know how to design online assessments. The mean of this statement is (mean=2,20) indicating that untrained teachers do know how to design online assessments since they disagreed with this statement. The mean of the second and last statement of design skills is (mean=2,25), demonstrating that untrained teachers disagreed with these two statements. The second statement was about their ability to identify and state the online assessment's purpose. The last statement was about their reliable, authentic fair, practical, and interactive online assessment design. Results of untrained respondents showed that they disagreed with statement 11 that they design valid online assessments to course contents and tasks as the mean for this statement is (mean=2,30). In addition, results revealed that participants who did not receive in-service ICT training disagreed with the statements about technological skills. The untrained participants disagreed that they can use online assessment tools such as Moodle, Google, Forms, and Google Meet as the mean for statement 14 is (mean=2,30). The untrained teachers disagreed that they could run operations on excel as the mean of statement 15 is (mean=3,25).

Table 3.9 Descriptive Statistics on Untrained Teachers' OLAL Principals

	N	Minimum	Maximum	Mean	Standard Deviation
16. I can detect plagiarism	20	1	4	2,30	1,261
17. I clearly inform the inferences and decisions about students' knowledge, skills, and accomplishments that derive from scores in online assessment	20	1	4	1,95	1,050

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18. I use online assessment results to give students feedback and to enhance their learning	20	1	4	2,05	1,191
19. I know how to deal with students' academic dishonesty in online assessment	20	1	4	1,90	1,021
20. I implement transparent language online assessment practices; I inform students of what, how, and why online assessment is conducted	20	1	4	1,95	1,050
21. I implement democratic language online assessment practices by giving students opportunities to share their voices about the online assessment	20	1	4	1,95	1,050
Total	20				

Note: 1 strongly disagree, 2 disagree, 3 neutral, 4 agree, 5 strongly agree

The five-point Likert scale is considered an interval scale. Hence, from 1 to 1.8, this means strongly disagree. From 1.81 to 2.60, this means to disagree. From 2.61 to 3.40, this means neutral. Moreover, from 3.41-4.20, this means to agree, and finally, from 4.21 to 5 means strongly agree.

In the last six statements of the first section, participants measure their awareness of OLAL principles and actions toward critical issues of the online assessment. Teachers who did not receive in-service ICT training disagreed with the statement that they can detect plagiarism as the mean is (mean=2,30) for this statement. They also disagreed that they inform the inferences and decisions about students' knowledge, skills, and accomplishments that derive from scores in online assessment as the mean for statement 17 is (mean=1,95). The following statement was about respondents' use of online assessment results to provide feedback to students that would enhance their learning; the mean for this statement is (mean=2,05) which demonstrated their disagreement with this statement. The mean for statement 19 is (mean=1,90) which indicated that untrained participants disagreed with the statement that they know how to deal with students' academic dishonesty. The last two statements in the first section revealed that untrained teachers disagreed with the statements that they implement transparent and democratic online assessment practices as the mean for the last two statements is (mean=1,95).

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3.2.2.2 Untrained Teachers' Practices and Challenges of Online Assessment

The second section of the online questionnaire sheds light on online assessment practices and the challenges of untrained teachers. The first two questions in this section were about the frequency of using online assessments before and during the COVID-19 pandemic.

The results of these two questions are displayed in the following table:

Table 3.10 Descriptive Statistics on Untrained Teachers' Use of Online Assessment before and during the COVID-19 Pandemic

	N	Minimum	Maximum	Mean	Standard Deviation
How often did you use online assessment before the pandemic?	20	1	4	1,25	,716
Since the online assessment was integrated by the ministry, how often did you use it during the pandemic?	20	1	4	1,60	1,095
Total	20				

Note: 1 never, 2 rarely, 3 sometimes, 4 often, 5 always

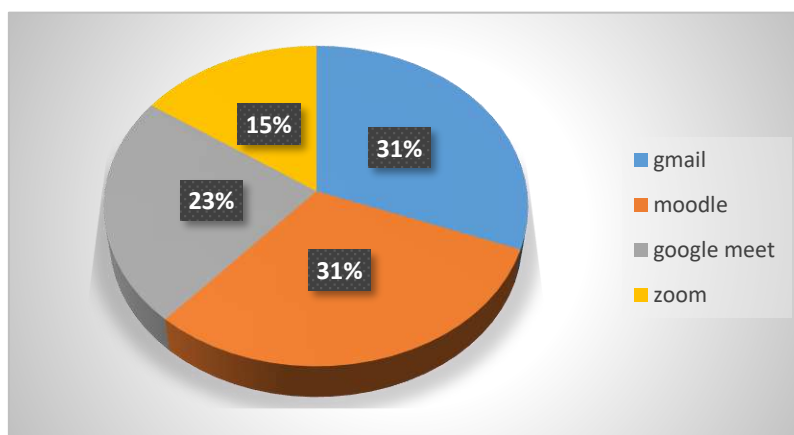
The five-point Likert scale is considered an interval scale. Hence, from 1 to 1.8, this means never. From 1.81 to 2.60, this means rarely. From 2.61 to 3.40, this means usually. Moreover, from 3.41-4.20, this means often, and finally, from 4.21 to 5 means always.

The mean for the first question in this section is (mean=1,25), which revealed that teachers with no in-service training never used online assessment before the pandemic. The mean for the second question is (mean=1,60), which indicated that they never used online assessment even after its integration by the ministry of higher education and scientific research.

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Question 3: What tool(s) do you use to conduct online assessment?

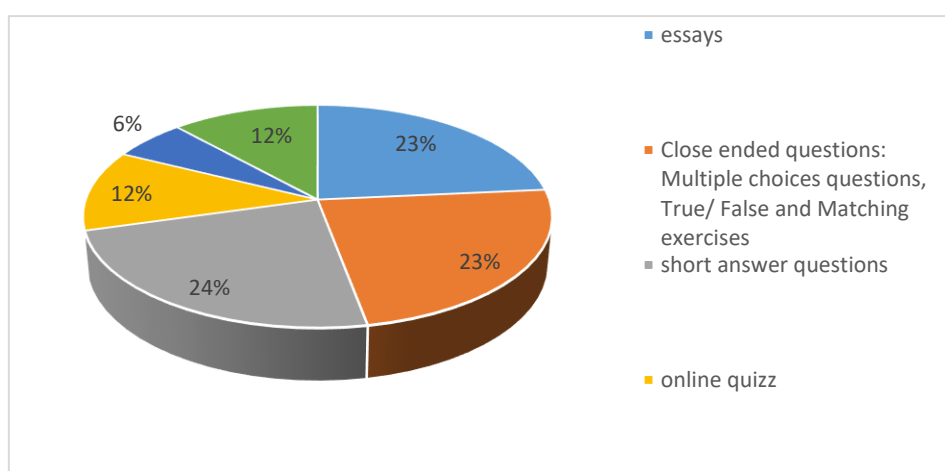
Figure 3.4 Online Assessment Tools Used by Untrained Participants



In the third question of this section, participants were asked which tool(s) they use to assess their students online. Participants were allowed to choose up to three options. The first place went to Moodle and Gmail, with a percentage of 35% for each tool. The second place was for Google Meet, as it is used by 23% of participants. The Third place went for the use of Zoom, as it is used by 15% of participants. However, these responses are from nine (9) participants only since 11 participants stated “none of the above”; Eleven (11) participants used none of the suggested tools in the online questionnaire.

Question 4: What method(s) do you use to conduct online assessment?

Figure 3.5 Online Assessment Methods Used by Untrained Participants



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Like the previous question, figure 3.5 illustrated the method(s) used by nine (9) untrained teachers to conduct online assessment since Eleven (11) participants responded with “none of the above”. In responding to this question, participants were allowed to choose three methods they use to assess their students online. 24% of participants used short answer questions. A rate of 23% was assigned for using each of the essays and close-ended questions. 12% of participants relied on the online quiz to assess their students online. Other 12 % of participants added the option of assessing students online depending on “personal work through mail”. Only 6% of participants claimed to use online presentations and discussions as online assessment methods.

Question 5: What are the main challenges you faced during online assessment?

In the last section of the online questionnaire, untrained teachers were asked to report the challenges they faced while conducting online assessments. Participants demonstrated their level of agreement or disagreement with each statement. The results of these challenges are illustrated in the table below:

Table 3.11 Descriptive Statistics on Untrained Teachers’ Main Challenges of Online Assessment

	N	Minimum	Maximum	Mean	Standard Deviation
1.Lack of online language assessment literacy	20	2	5	3,40	,940
2.Students' academic misconduct (plagiarism and cheating)	20	3	5	4,15	,875
3.Difficulty to verify students' IDs	20	3	5	3,90	,852
4.Difficulty to safeguard academic integrity	20	1	5	3,45	1,191
5.Difficulty of grading and providing feedback to students	20	1	5	3,30	1,380
6.Lack of effective instructor-learner interaction	20	1	5	3,40	1,353
7.Difficulty to use online assessment platforms and tools	20	1	5	3,30	1,302

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8. Technical issues: slow net, platform glitches, and computer freezing	20	2	5	4,05	,999
9. Lack of ICT skills	20	1	5	3,35	1,226
10. Students' inaccessibility to online assessment (lack of materials and digital skills)	20	1	5	4,00	1,124
11. Anxiety	20	1	5	3,30	1,261
12. Difficulty to adopt to online assessment	20	1	5	3,60	1,188
13. Social isolation (disconnectedness and lack of social interaction)	20	1	5	3,15	1,461
Total	20				

Note: 1 strongly disagree, 2 disagree, 3 neutral, 4 agree, 5 strongly agree

The five-point Likert scale is considered an interval scale. Hence, from 1 to 1.8, this means strongly disagree. From 1.81 to 2.60, this means to disagree. From 2.61 to 3.40, this means neutral. Moreover, from 3.41-4.20, this means to agree, and finally, from 4.21 to 5 means strongly agree.

Results of the first statement showed that untrained teachers were neutral about the lack of OLAL as the mean for the statement is (mean=3,40). However, untrained teachers agreed that students' academic misconduct is among the main challenges, as the mean for this statement is (mean=4,15). They also agreed on the difficulty of verifying students' IDs as the mean for the third statement is (mean=3,90). There was also agreement among respondents who did not receive in-service ICT training that it is difficult to safeguard academic integrity with online assessment, as the mean for the fourth statement is (mean=3,45). Results showed that respondents were neutral about the difficulty of grading, providing feedback to students, and using online assessment platforms and tools as the mean for the fifth and the seventh statement is (mean=3,30). Respondents were also neutral about the lack of effective instructor-learner interaction as the mean for the sixth statement is (mean=3,40).

The mean for statement 8 about the challenge of technical issues is (mean=4,04), which indicated that untrained teachers agreed with this statement. They also agreed on the lack of ICT skills as the mean for statement 9 is (mean=3,35). Like trained participants, untrained participants agreed on students' inaccessibility to online assessment as the mean of statement

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10 is (mean=4). Results showed that respondents were neutral regarding the psychological challenge “anxiety”, as the mean for this challenge is (mean=3,30). Nevertheless, Results revealed that teachers who did not receive in-service ICT training approved their difficulty adapting to online assessment as the mean for statement 12 is (mean=3,60). The last statement was about social challenges, including social isolation, disconnectedness, and lack of interaction. The mean for this statement is (mean=3,15), indicating respondents’ neutrality.

3.2.2.3 Influence of ICT Training on Teachers' Practices of Online Assessment

As previously mentioned, the third section was designed to illustrate the influence of in-service ICT training on EFL teachers' online assessment practices. The first question was about whether participants received in-service ICT training. This question showed that 20 participants in this study did not receive the training. The second question was, "During the ICT training, did you receive a course in online assessment?" Again, all untrained participants declined the answer to this question since they did not participate in the in-service ICT training.

Question 7: How does the ICT training influence your online assessment practices?

Table 3.12 Descriptive Statistics on the Influence of ICT Training on Online Assessment Practices

	N	Minimum	Maximum	Mean	Standard Deviation
It improves my practices of online assessment	7	3	4	3,29	,488
It helps me monitor and manage online assessment challenges	7	3	4	3,29	,488
It helps me overcome and deal with online assessment challenges	7	3	4	3,29	,488
ICT training has no influence on my practices of online assessment	7	2	3	2,71	,488
Total	7				

Note: 1 strongly disagree, 2 disagree, 3 neutral, 4 agree, 5 strongly agree

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The five-point Likert scale is considered an interval scale. Hence, from 1 to 1.8, this means strongly disagree. From 1.81 to 2.60, this means to disagree. From 2.61 to 3.40, this means neutral. Moreover, from 3.41-4.20, this means to agree, and finally, from 4.21 to 5 means strongly agree.

Since the statements in this section are devoted to the influence of ICT training, only 7 of the 20 participants answered, while 13 participants left this section unanswered. All seven (7) respondents were neutral about the influence of in-service ICT training on their online assessment practices since the mean for the first three statements is (mean=3,29). The mean of the last statement in this section is (mean=2,71), which demonstrated that respondents were neutral with the statement that ICT training does not influence their online assessment practices.

3.2.2.4 Untrained Teachers' Suggestions and Recommendations

The open-ended question in the last section of the online questionnaire is optional. The majority of teachers who did not receive the in-service ICT training responded to this section though it was optional. Participants were invited to share their suggestions and recommendations about enhancing teachers' online assessment practices and reducing the challenges. Of twenty (20) participants, thirteen (13) answered the question of how to enhance teachers' online assessment practices and reduce the challenges they face. Responses can be categorized into three categories based on the suggestions and recommendations provided by teachers.

The first category addressed the training and practice; five participants suggested that training can enhance teachers' practices and challenges of online assessment as manifested in the following responses: "More training and provide adequate tools", "To start by an ICT training", "training and providing materials", "Some tools can self-taught however training is helpful", "It is very crucial for all teachers to receive training on how to assess online practices

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prior to enhancing them”. Finally, one participant proposed that “It can be only enhanced through consultation and practice”.

The second category suggested dealing with the problems of traditional assessment. This point is illustrated in the responses of four participants: “it [online assessment] cannot work at the moment because we are still dealing with problems in the traditional way”, “We can barely handle the traditional way”, “we are still struggling with handling students in the traditional classroom”. One participant viewed that “the traditional way [of assessment] is enough given the circumstances”.

The other three responses cannot be categorized in either the first or the second category since they focus on different points. One participant said that “it is hard to achieve”. Another participant proposed using questions and activities to push the student to use their mind; the participant stated that it is “not easy to say. With students’ readiness to count on the net to replace their minds, it is not easy to choose the online assessment instead of the classical classroom assessment. However, speaking about some past experiences, I can say that the nature of the questions, the choice if the activities where students will find themselves compelled to rely on their minds and not on the net, can make assessment online possible”. One participant mentioned that “I ve no experience”.

3.3 Online Interview Results

To answer the research questions and back up the data obtained from the questionnaire, the researcher conducted semi-structured online interviews with four (4) EFL university teachers and an expert trainer responsible for the national in-service ICT training for Algerian university teachers. The semi-structured online interviews consist of a set of rubrics; each rubric is composed of several questions and serves a particular purpose.

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3.3.1 Teacher Trainer Online Interview Results

To answer the second research question, the researcher conducted a semi-structured online interview with an expert teachers' trainer responsible for Algerian university teachers' national in-service ICT training at the Ministry of Higher Education and Scientific Research. The semi-structured interview comprises three rubrics; each consists of a set of questions that explore aspects of teachers' in-service ICT training and its influence on teachers' online assessment practices. As mentioned in the second chapter, the interview was conducted in French on the Skype platform. The results of the online interview are reported in French as quotes and then translated into English by the researcher.

Rubric 1: Personal Information

The first rubric of the interview consists of two questions where the interviewee was asked to introduce himself and mention his years of experience.

Question 1: Qu'est Dr. Ahmed Belhani ?

« Merci beaucoup pour votre invitation. Bonjour, Je suis le docteur Ahmed Belhani. Je suis un maitre de conférence au Constantine, an automaticien de la formation et le responsable de la formation nationale de ses pratiques pédagogiques qui cerle au bout de développement de nos compétences en technologie éducative ».

Question 2 : Who is Dr. Ahmed Belhani?

“Thank you so much for the invitation. Good morning. I am Dr. Ahmed Belhani, I am an associate professor at Constantine, automation engineer of the training and responsible for the national training of pedagogical practices that focus on developing teachers' educational technology skills”.

Question 2 : Combien d'années d'expérience avez-vous dans la formation des enseignants ?

« La formation on peut dire que se divise en deux parties depuis le c'est à dire à partir de 2012 au 2016 on a commencé avec les enseignants de l'université de Constantine. Donc

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c'était une formation locale et puis à partir de 2016 jusqu'à maintenant on est en train de former l'ensemble des enseignants. Donc, vous pouvez compter pratiquement 9 ans c'est-à-dire c'est la 10 -ème année d'expérience ».

Question 2: How many years of experience do you have in teachers' training?

“We can say that the training is divided into two parts. From 2012 to 2016, we have started with teachers of Constantine University. Hence it was local training later starting from 2016 till now, we are training teachers. Thus, you can count practically 9 years., i.e., it is the tenth year of experience”.

Rubric 2: Teachers' in-service ICT Training

The second rubric of the questionnaire aims to find out more details about teachers' in-service ICT training. It consists of four questions; each question's responses will be demonstrated in the coming lines.

Question 3: Pourquoi avez-vous commencé la formation TIC des enseignants ?

« Donc la formation, bref, je peux vous dire que la formation apparue avant le 2012, on a assuré bon peut être deux formations au niveau d'Oum el Bouaghi, l'université d'Oum elBouaghi pour initier les enseignants à développer des compétences compte à l'utilisation de la plateforme Moodle. Et puis, puisque j'étais déjà formateur avec la AUF (Agence Universitaire Francophone) et le but de l'agence francophone c'était également commencer ...comment le mettre sur la plateforme Moodle. À partir de 2012 et en répondant, c'est-à-dire, je suis venu à l'université de Constantine et en répondant aux attentes de monsieur le recteur pour former l'ensemble des enseignants sur, enfin en général, sur le numérique et j'ai pris le défi. J'ai pris le défi d'aller directement à un dispositif de formation sur les technologies et les outils éducatifs seront pratique. C'est à dire, ça c'est l'innovation techno- pédagogique. Maintenant, c'est l'amélioration des pratiques pédagogiques en introduisant et en intégrant les technologies de l'information et de la communication, c'est à dire les moyens technologiques, et plus

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précisément vers l'internaute. Comment intégrer ça ? Il faut-il faut avoir. Ah, des compétences...Donc, ils ont dit sinon doivent changer de leurs pratiques pédagogiques en marchant ou bien en répondant aux attentes de la nouvelle génération des étudiants bien évidemment qui s'appelle une génération numérique ou bien « digital natives » voilà. »

Question 3: Why did you start teachers' in-service ICT training?

"So, the training, in short, I can tell you that the training appeared before 2012. Well, we provided two trainings at the level of Oum el Bouaghi, the university of Oum elBouaghi to initiate teachers to develop skills regarding the use of Moodle platform. And then, since I was already a trainer with the AUF (Agence Universitaire Francophone), the Francophone agency's goal was also to start...how to put it on the Moodle platform. In 2012 And responding, i.e., I came to the University of Constantine and meeting the expectations of the rector to train all teachers on, finally, in general, digital, and I took the challenge. I took the challenge to go directly to a training device on technologies and the practicality of educational tools. In other words, that is techno-pedagogical innovation. Now, it is the improvement of teaching practices by introducing and integrating Information and Communication Technologies, i.e., the technological tools, and more precisely towards the Internet user. How to integrate this? They must have. Oh, skills. We have...they said otherwise they have to change their pedagogical practices by walking or by meeting the expectations of the new generation of students, of course, who is called a digital generation or "digital natives". »

Since the interviewer adopted a semi-structured interview, she adjusted the question to focus only on why the in-service ICT training was launched as the interviewee already provided an answer to the question when teachers' in-service training started in his previous response. As demonstrated in the interviewee's response, the first objective of the training was to develop teachers' skills in using Moodle. After that, the main objective of this training is to train teachers

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digitally and on using and integrating ICTs to improve their pedagogical practices to meet the needs and expectations of "digital native" students.

Question 4 : Est-ce que c'était votre idée ou bien elle était proposée par le ministère de l'enseignement supérieur et la recherche scientifique ?

« Bon, l'idée de la formation. Bon, j'étais appelé par l'AE à former les enseignants quant à l'utilisation du numérique, mais l'idée principale donc pour continuer le dans ce sens, l'idée en 2012 jusqu'en 2016 c'est-à-dire le dispositif et l'idée de l'enchaînement des ateliers parce qu'il se compose d'un ensemble d'ateliers, c'était mon idée. Comment concevoir le dispositif, les ateliers, l'attribution entre les ateliers et les rapports finaux et ainsi de suite, c'était ma conception. Et puis., à partir de 2016, il y avait l'arrêté No.930, 2 juillet 2016.Par conséquent, c'est un Arrêté ministériel qu'a exigé et a oblige la formation on ne dit pas la formation mais c'est l'accompagnement de enseignants nouvellement recrutés. Et puis, il y avait une héberge qu'a était transmis par le ministère et nous on a envoyé notre programme de la formation.... Le programme du ministère a adopté traite trois volets de formation...trois volets qui répondre aux désirs et pour nous, on a proposé c'est à dire une formation approfondie même on a essayé d'approfondir les compétences visées par les trois volets, en installant ensemble d'ateliers. Donc, Jusqu'jusqu'en 2018 on a quatre ateliers ; et puis à partir de 2018, on a, on a injecté et on a introduit le 5eme atelier qui s'appelle conception des mots. Donc, jusqu'au 2018 c'était 6 mois de formation ; et puis à partir de 2018, puisqu'on a intégré le 5eme atelier, c'est 7 mois de formation enchaîné »

Question 4: Was it your idea or suggested by the Ministry of higher education and scientific research?

“Okay, the idea of training. Well, I was called by AE to train teachers on the use of digital technology, but the main idea to continue in this direction, the idea in 2012 that in 2016, that is to say, the initiative and the idea of workshops sequence as it consists of a set of workshops, it

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was my idea. How to design the device, the workshops, the attribution between the workshops and the final reports, and so on, that was my design. and then from 2016, there was the decree N 932, July 22, 2016. Therefore, a ministerial order called and obliged the training, we do not say the training, but it is the accompaniment of newly recruited teachers. And then there was a host that was transmitted by the Ministry, and we were sent our training program which....The program adopted by the Ministry treats three aspects of formation... three aspects which answer the desires and for us, we proposed, i.e., a thorough formation even one tried to enhance the skills targeted by the three components, by setting up a set of workshops. Until 2018 we had four workshops; then, from 2018, we have we injected and we introduced the fifth workshop called words conception. So, until 2018, it was six months of training; and then from 2018, since we integrated the fifth workshop, it is seven months of chained training."

The fourth question seeks to know whether the idea of the training was launched by the expert trainer. The response to this question indicated that the idea of the training, the workshops, their design, and their sequence were at first the idea of the expert trainer. In 2016, the Algerian Ministry of higher education and scientific research called for the assistance of the newly recruited teachers. This assistance is manifested through seven months of training; currently, the training consists of five workshops. During the online interview, the interviewer eliminated the fifth question since it was already answered within the answer of the fourth question. The fifth question was about the duration of the training.

Question 6 : A quel point la formation a-t-elle changé depuis la première fois ?

« Ohh, bon déjà depuis la première fois la formation au niveau de l'université. Le premier changement au niveau de l'université de Constantine cette formation. Je peux dire que ce sont trois volets, trois étapes de changement. Au démarrage de la formation a été en présentiel, c'est-à-dire, les enseignants viennent au lieu de la formation travaillent pendant une semaine et faites quelques activités à domicile. Puis, on a changé de la politique, on a, on a, on a fait une

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formation en hybride, des fallait laisser. Les enseignants viennent au lieu de la formation, travaille pour une journée, le reste, c'est à domicile. Le 3eme changement qu'est un changement très important, c'est que y'a deux changements. Le premier changement c'est que l'information a été adapté à une formation complètement à distance parce que tous les enseignants des établissements participent à la formation. Donc, ils ne peuvent pas se déplacer de Tamanrast, Ain Temouchent, d'ilizi, d'Oum elBoughi pour c'est à dire pour venir ici et faire la formation. Il y a également également un changement de programme parce que à chaque fois, on essaie d'arriver d'améliorer. Par exemple au démarrage, on a exigé un rapport de formation. Maintenant, on exige un portfolio de formation. Donc, ça c'est par rapport aux trois changements principaux ».

Question 6: How much has the training changed since the first time?

“Ohh, good already since the first time training at university. The first change at the university level from Constantine was this training. I can say that these are three aspects and three steps of change. At the beginning of the training, it was face-to-face. In other words, the teachers come to the training place, work for a week and do some activities at home. Then, we changed the policy; we have, we have, we did hybrid training, and some had to leave. Teachers come to the place of training, work for a day, and the rest is at home. The third change, which is a very important change, is that there are two changes. The first change is that the training has been adapted to completely remote training because all the teachers in the establishments participate in the training. So, they cannot move from Tamanrast, Ain Temouchent, from Ilizi, from Oum elBoughi,i.e., to come here and do the training. There is also a program change because each time, we try to improve. For example, at the start, a training report was required. Now, a training portfolio is required. So that's concerning to the three main changes”.

The last question in the second rubric aims to find out the changes and the adjustments made on the axes and the aims of teachers' in-service ICT training. The interviewee mentioned

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that the training changed a lot from the first time. There are three major changes regarding the training regarding the delivery method of the training. In the beginning, the training was completely face-to-face. Then, it becomes hybrid training: face-to-face and remote training. Now, the training is completely remote. Another change is the continuous improvement of training.

Rubric 3: In-service ICT Training and Teachers' Online Assessment Practices.

This rubric consists of six questions that seek to explore online assessment in in-service ICT training and the latter's influence on teachers' online assessment practices.

Question 7 : Est-ce que l'évaluation et notamment l'évaluation en ligne est un des axes de la formation TIC des enseignants ?

« Une Pertinente question. Je commence par répondre, est ce que l'évaluation existe ? je peux vous répondre que le 5eme atelier parce que la formation à s'intègre autour de 5 ateliers concerne ce qu'on appelle le suivi pédagogique, à travers lequel les enseignants font ou bien développent des compétences quant à l'évaluation elle-même. Il y a toute un thème sur l'évaluation, l'évaluation formative, diagnostique et sommative. Et puis par rapport à l'intégration des outils d'évaluation en ligne, oui. Donc, les enseignants conçoivent donc il y a deux volets principaux : comment concevoir leurs exercices ou bien leurs évaluations sur les plateformes ? un. Deux, c'est la chose la plus importante, c'est comment aligner les activités d'apprentissage ou bien les évaluations par rapport aux objectifs pour assurer un alignement pédagogique au sens au étudiants ».

Question 7: Is assessment and particularly online assessment one of the axes of teachers' ICT training? Is it highlighted during the training?

“A pertinent question. I start by answering, does the evaluation exist? I can answer you that the fifth workshop because the training integrates around the five workshops concerns what is called the pedagogical monitoring, through which the teachers do or, well, develop skills in the

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assessment itself. There is a whole theme on assessment, formative, diagnostic, and summative assessments. And then, concerning the integration of online assessment tools, yes. So, teachers design, so there are two main aspects: how to design their exercises or assessments on the platforms? One. Two, this is the most important thing. It is how to align the learning activities or the assessments with the objectives to ensure a pedagogical alignment in the meaning of the students".

The first question in this section aims to determine whether teachers' in-service ICT training covers assessment and online assessment. The interviewee confirmed that assessment, formative and summative, and online assessments are addressed in the fifth workshop. Trained teachers do not only learn how to integrate ICTs in assessing students online; they also learn how to design online assessments and align pedagogically online assessments with course objectives.

Question 8: Combien de temps et d'ateliers sont consacré à l'évaluation en ligne pendant la formation TIC?

« La conception des activités par les enseignants se trouve au niveau de deux ateliers. Dans le premier atelier, ils conçoivent des exercices ou bien des activités d'apprentissage à travers une application ou bien un Logiciel dédié à la conception des supports logiques.... Et puis ils entament, ils améliorent leurs activités à partir de 2eme Atelier. Donc, il y'a une amélioration. Mais, les activités elles-mêmes d'évaluation se trouvent assez importante à partir de l'atelier numéro trois à travers lequel ils diffusent leur cours.... Normalement au niveau de Ain Temouchent, vous avez la plateforme Moodle et en tant qu'étudiante vous avez travaillé dessus. Donc, à travers la plateforme Moodle, ils conçoivent leurs exercices, leurs activités d'apprentissage en essayant de tirer profit de tous les outils offert par la plateforme ».

« Bon, les outils d'évaluation en ligne se trouvent dans deux ateliers. Le 3eme atelier là où ils conçoivent leurs activités d'apprentissage et les mettre à la disposition de leurs étudiants. Par

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contre, le 2eme atelier c'est la conception des mots. Donc, comme la plateforme se trouve dans tous les établissements scolaires, comme les familiarisent avec la conception des idées de des activités d'apprentissage, mais ils ne seront pas mis en ligne, mais elle à leurs étudiants ».

Question 8: How much time is devoted to online assessment during the ICT training?

“The design of the activities by the teachers is found at the level of two workshops. In the first workshop, they design exercises or learning activities through an application or software dedicated to designing logical supports.... And then they start they improve their activities from the second workshop. So, there is an improvement. But, the evaluation activities themselves are emphasized from workshop number 3, through which they broadcast their courses.... Normally at Ain Temouchent, you have the Moodle platform, and as a student, you worked on it. So, through the Moodle platform, they design their exercises and their learning activities, trying to take advantage of all the tools offered by the platform.

This question is to know how much time is devoted to online assessment during the ICT training. In his response, the interviewee also answered the next question about the number of workshops that address online assessment. Thus, the interviewer skipped the ninth question. The results showed online assessment and the design of online assessment are highlighted in two workshops. In one workshop, the teachers design their activities using a platform or software. Then, teachers learn to improve their designed activities in the other workshop.

Question 10: Comment la formation TIC améliore-t-elle les connaissances des enseignants sur l'évaluation en ligne ?

« Voilà, c'est une question assez pertinente. Donc, à la fin de chaque promotion on lance un formulaire de l'évaluation de la formation. C'est à dire, on demande aux enseignants d'une façon anonyme à nous dire ou bien à nous faire part de leurs avis par rapport à la formation elle-même, à travers d'un ensemble des question mise ou bien inséré dans un ensemble de rubriques

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formulaire Evaluations en ligne, c'est la pédagogie elle-même. Les résultats de l'enquête montrent que les enseignants ont bien apprécié l'évaluation en ligne.

Le 2^{ème} point, c'est que à partir des enseignements exigent par le ministère durant la période de COVID, on a reçu pas mal de messages Disons que « vraiment on a trouvé que la formation nous a beaucoup aider » c'est-à-dire pendant ou bien durant cette période, en lançant des cours bien évidemment lancer les activités d'évaluation en ligne. Il y'a même des enseignants, normalement, vous connaissez ça et à mettre des enseignants qui ont assuré des examens finaux, c'est à dire des contrôles de fin de série pour les matières transversales. Donc, si je prends par exemple, en anglais Gestion de projet et..... Ce sont des matières transversales et comme le nombre. C'est affreux.... dans certains discipline donc, l'évaluation a été assurée en ligne, Voilà »

Question 10: How does In-service ICT training improve teachers' knowledge of online assessment?

"Well, that's a pretty good question. So, a training evaluation form is launched at the end of each promotion. That is to say, we anonymously ask the teachers to tell us or to give us their opinions about the training itself through a set of questions put or inserted in the form of rubrics Online assessments are the pedagogy itself. The results of the survey show that the teachers appreciated the online assessment.

The second point is that from. Lessons required by the Ministry during the COVID period, we received a lot of messages Let's say that " We really found that the training helped us a lot" that is to say during this period, by launching courses, of course launching online evaluation activities. There are even teachers, normally, you know that and to put teachers who have provided final exams, i.e., end-of-series checks for cross-curricular subjects. So, if I take, for example, English Project Management and..... These are cross-curricular subjects and like the number. , There "

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This question explores how in-service ICT training improves teachers' knowledge about online assessment. The interviewee declared that the trained teachers confirmed the advantages of the training. Moreover, the training evaluation survey revealed that teachers appreciated the online assessment and ICT training. The latter helped them launch their courses online and assess their students online, especially during COVID-19 pandemic. Moreover, it helped them conduct final examinations online, especially for transversal (cross-circular units).

Question 11: Selon vous, comment la formation TIC peut-elle influencer les pratiques d'évaluation en ligne des enseignants ?

« Il y a la fameuse expression, je ne sais pas si vous la connaissais, pour tout changement y a une résistance. Il y a des enseignants qui ont bien apprécié l'évaluation en ligne surtout pour faire des évaluations pour un grand nombre d'étudiants, pour certaines matières. Il y a des enseignants, alors je dis pour l'examen final. Mais bien évidemment, il y a des enseignants qui demandent jusqu'à l'heure actuelle aux étudiants de déposer des travaux et... à travers la plateforme et ainsi de suite. Il y'a des enseignants qui ne veulent pas ce changement sont en train de travailler avec les systèmes archaïques, envoyer ...des étudiants et ce n'est pas évident d'envoyer un PDF a un étudiant de lui demander... qui n'est pas expliqué par l'enseignant. Il y a des enseignants qui ont accepté ça et comme je vous ai dit et déclaré que c'est la 10eme promotion. Donc, quand même on a un pourcentage d'enseignants qui ont ces compétences d'utiliser donc les plateformes, mais la résistance existe toujours et des fois on se trouve devant des jeunes enseignants qui ne veulent pas faire ce qu'ils veulent, pas accepter, ce n'est pas accepter parce que à l'intérieur je sais que pour eux c'est un changement primordial et important et obligatoire, mais ils ne veulent pas s'imprégner dedans. Il y a des enseignants de l'ancienne génération qui veulent faire la formation et on a même assuré e-workshop. On est pour pratiquement 180 enseignants universitaire aussi ... à travers lequel on a alors trouver pas mal

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d'un ancien enseignant qui ont rejoint la formation pour apprendre de nouvelles compétences quant à l'évaluation ligne et quant à la mise en ligne des activités, voilà. »

Question 11: According to you, how can In-service ICT training influence teachers' online assessment practices?

"There is the famous expression; I don't know if you knew it, for any change, there is resistance. There are teachers who have appreciated the online assessment, especially for doing assessments for a large number of students, for certain subjects. There are teachers, so I say for the final exam. But of course, there are teachers who ask students to submit work and ... through the platform and so on. There are teachers who do not want this change and are working with archaic systems sending students, and it is not easy to send a PDF to a student to ask him..... which is not explained by the teacher. There are teachers who have accepted this and, as I told you and declared that this is the 10th promotion. So, all the same, we have a percentage of teachers who have the skills to use the platforms, but resistance still exists. Sometimes we find ourselves faced with young teachers who don't want to do what they want, don't accept, it's not accepting because inside, I know that it's a primordial and important and obligatory change for them. However, they don't want to immerse themselves in it. There are teachers from the older generation who want to do the training, and we have even provided an e-workshop. We are for almost 180 university teachers...through which we have find so a lot of a former teacher who joined the training to learn new skills in terms of online assessment and putting activities online, that's it.»

This question was about the influence of in-service ICT training on teachers' online assessment practices. In response to this question, the interviewee listed three types of teachers. The first type is teachers who accepted, welcomed, and eventually used online assessment. The second type is teachers who resisted and did not use online assessment; they resisted this change in the assessment. The third type is teachers who are willing to change and adopt online

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assessment but hesitate. The interviewee confirmed that this training in its 10th promotion produced competent, skilled teachers who know how to use different online assessment platforms and how to conduct online assessment.

Question 12: Est -ce que La formation TIC développe- « online assessment literacy » des enseignants ?

« Oui, C'est normal que ça développe lorsqu'on a déjà dit ça. Donc, les enseignants non seulement maîtrisent les outils d'évaluation parce que le problème ce n'est pas la maîtrise de l'outil, c'est comment l'intégrer et l'adopter avec la nouvelle pédagogie, c'est la pédagogie. Je vous donne à titre d'exemple, par exemple, je prends votre spécialité de la matière de la langue anglaise. Par exemple, vous êtes en train de.....nouveaux étudiants la prononciation anglais, la question qui se pose il y a beaucoup d'outils online ; est-ce que vous voyez que, par exemple l'évaluation de la prononciation peut se faire à travers un QCM? La réponse, évidemment c'est non, ce n'est pas évident si nous voulons faire un test d'évaluation, on essaie d'introduire l'outil par exemple d'évaluation interactive ce qu'on appelle le H5B, À travers la formation les enseignants, ce n'est pas uniquement de maîtriser, mais le sait comment utiliser bien quel outil pour quel objectif ? C'est ce qu'on appelle l'alignement pédagogique, quel outil pour quel objectif ? Et normalement, ce sont des choses ou bien des thèmes qui ont été traités lors de la formation. Donc, je peux affirmer que non seulement ils ont l'habilité ou bien la compétence d'utiliser l'outil mais quand est-ce qu'utiliser cet outil. »

Question 12: Does In-service ICT training develop teachers' online assessment literacy?

“Yes, it's normal for it to develop when you've already said that. So, teachers not only master the assessment tools because the problem is not mastering the tool; it's how to integrate it and adapt it with the new pedagogy, it's the pedagogy. I will give you an example; for example, I take your specialty in the English language subject. For example, if you are assessing new students in English pronunciation, the question there are many tools online; do you see that, for

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example, the evaluation of pronunciation can be done through an MCQ? The answer, of course, is no, it's not easy if we want to do an assessment test; we're trying to introduce the interactive assessment tool, for example, what we call the H5B, through the training teachers is not just about mastering, but knowing how to use which tool for which purpose? This is called pedagogical alignment; which tool for which objective? And normally, these are things or themes that were dealt with during the training. So, I can affirm that not only do they have the ability or the competence to use the tool, but when to use this tool. »

The interviewee confirmed that in-service ICT training develops teachers' online assessment literacy in response to the last question. Training helps teachers master the use of the tool to achieve a particular objective; this is known as pedagogical alignment; teachers will not only master the use of the tool, but they will also know which tool to use and for which objectives. Thus, it could be deduced that most trained teachers are online assessment literate.

3.3.2 Teachers' Online Interview Results

The researcher conducted a semi-structured online interview with four (4) EFL teachers at the Department of Letters and English language at Belhadj Bouchaib University; only four (4) teachers were interviewed due to time limitations. The semi-structured online interview allows teachers to share their experiences and the challenges they encountered in assessing their students online. As mentioned in the second chapter, the online interview with teachers was conducted in English using different tools and platforms, including Zoom, Google Meet, Messenger, and Gmail. The results of the online interview with teachers are reported in the form of quotes; the participants were coded into interviewee1, interviewee 2, interviewee 3, and interviewee 4 to ensure the confidentiality of their responses. The online interview with the four (4) EFL teachers consists of three (3) rubrics; each rubric involves a set of questions addressing a particular aspect of teachers' challenges and practices of online assessment during the COVID-19 pandemic. The interview questions are analyzed and presented below:

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Rubric 1: Teachers' Practices and Challenges of Online Assessment

The first rubric of EFL teachers' online interview is to understand teachers' practices and the challenges of online assessment. This rubric is made up of two questions; one Question explores teachers' online assessment practices, and the other question regards the challenges. The results of the two questions are as follows:

Question 1: How did you assess your learners online? What method(s) and tool(s) did you use for online assessment?

Interviewee 1: "Okay, actually, I started before the COVID assessing my students online, and that started with the email. I give them an assignment or a task with a question, and they are supposed to respond by an essay. So this question, because it is online, it is open so that they can use resources. Since I was teaching research methodology, I would send them a question related to a topic. For example, I was doing a collaboration with Mrs. H. So, the topic would be something from her lectures where they need to analyse, but I will assess how they used methodology. So it is 2IN1. So I usually send them emails, and I give them 15 days maximum and then the first deadline, second deadline, third deadline with a minus for each deadline".

Interviewee 2: "It was for both reasons to check the progress, and at the same time, it was included in their final assessment. I've used a very simple method. It was just about sending me their home works via email, so this is the method, a very simple one".

Interviewee 3: "I used a web-based tool, which is Google Form. Methods, I used multiple-choice questions, yes or no questions, that's it".

Interviewee 4: "The method I adopted was quite simple. I spread the questions in a Word document using students' emails. Students received guidance related to the work to be done within the email sent, and the questions were formulated in very simplistic and clear terms. For response reception, a date due was communicated, and precision about respecting it was clearly stated to make learners understand that disrespecting the date due could make their

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work rejected”.

The first question seeks to understand teachers' practices of online assessment better. It aims to identify the methods and the tools they used to assess their students online. It was observed that the majority of interviewees relied on emails as a way to assess their students. They sent the questions in a Word document to students via email; they set a deadline for response submission. One teacher used to set three deadlines with a minus for each; another teacher stated the works that exceeded the submission deadline might be rejected. Students are often asked to respond to the question (s) sent in an essay. It was noticed in the responses of these three teachers that they consider this a “simple” way to assess students online. Only one teacher assessed his students through multiple choice and yes/no questions using Google Forms.

Question 2: What are the main challenges you faced in online assessment during the COVID-19 pandemic?

Interviewee 1: “So because I had the experience before, I would tell you that. After the COVID-19, everything became like officially online. With saying that, I have done it unofficially online, but with the pandemic, it became official, and with things that are official, people or students feel obliged to do things....They are obliged to find the Internet, to look for the Internet, to learn how to use the Internet in order to do their tests and their tasks with their online assessment. So, it was more like notifications for them, and they did not cope with it very well. Most of them were blaming the Internet; we do not have Internet, we do not have ICT.... We do not have computers; we do not have mobilesyou can say a lot of excuses during the COVID-19 because these excuses were listened to....”.

Interviewee 2: “The main challenge I faced was plagiarism. Because most students started to copy and paste what they found on the Internet, sometimes even it was out of the context. Sometimes they send me answers which did not fit the questions and exercises I have sent them.

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So, this is the main challenge plagiarism, and I could not take them into account, so we cannot call this assessment”.

Interviewee 3: “alright, okay. The first thing is a problem with students; students lack technological skills. The first issue is the students who did not know how to log to their google account, email account. Then, they did not know where the link was sent even though it was shown several times. Students complained about lack of time. Questions were new to them because they were somehow a sort of a game, a game of quiz. So, the questions were tricky, and students are not used to this type of questions; it was necessary this a matter to avoid cheating instead of asking direct questions. So this caused them some problems. There is a very important problem; students complained about the fact that grades were automatically done through the app. So, the last online assessment, I used manual grading. So, it was semi-automatic”.

Interviewee 4: “The impossibility to have all learners connected at the time of spreading questions to have them respond to them in an hour or an hour and a half was a challenge. Creating questions that would make learners count entirely on their understanding and abilities to analyse was one more challenge encountered”.

The second question aims to identify the main challenges participants faced in assessing their students online during COVID-19 pandemic. Challenges varied from one participant to another. The first interviewee had an experience with online assessment before the pandemic. She argued that the main challenge was students’ lack of materials. The second interviewee claimed that the main challenge she faced was plagiarism. The third interviewee relied on Google forms assessment. Thus, the challenges he faced were different from other interviewees. The third interviewee mentioned a set of challenges including students’ lack of technical skills and students’ complaints about lack of time, types of questions, and automatic grading. The fourth interviewee highlighted the “impossibility” of gathering students’ responses in less than

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an hour and a half; this can be attributed to the teacher's method and tool and students' accessibility to the Internet at the time of the online test. The difficulty of designing and creating questions that would encourage students to rely fully on themselves and their understanding instead of cheating and plagiarising was also among the challenges highlighted by the last interviewee.

Rubric 2: In-Service ICT Training and Online Assessment

The second rubric seeks to highlight the influence of in-service ICT training on teachers' online assessment practices. This rubric is made of two questions; the results of the two questions are as follows:

Question 3: According to you, how can ICT in-service training influence teachers' online assessment practices? You can relate to your own experience.

Interviewee 1: “Look, what I have learned from Mr. Belhani's stuff, especially in Constantine... was very fruitful because it added a lot of knowledge to me because it is the ICT in teaching, in pedagogy. You can say pedagogical tool in using ICT, how we use technology in teaching, how we use technology in assessment, and everything. So that was the trick; I tried to combine the ideas I got from them, and the ideas I got from them were huge. I have learned how to use Moodle, how to play with Moodle, how to add things, and how to communicate with the students online. I learned other programs which were essential, for example, Mindmapping.... If all teachers seriously studied or took this training, that would be very beneficial ...because I know that there are some teachers who didn't take it seriously and they didn't benefit from it, and they start blaming everyone else. It was very hard for some who did not master ICT before or never had a computer before I took it seriously; it was one year full of hard work, but it paid at the end. I have really benefited from the training as a whole.... I think if other teachers who had already been recruited a long time ago go through this experience, I would believe they will benefit if they want. Because since it is optional, a lot of

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people prefer to stay in the safe zone.... ICT training is not a safety zone for a lot of people. So, doing that is getting out of the safe zone. I know it is not obligatory; everyone is avoiding it, and this is why for me, we are facing challenges, and students are facing challenges”.

Interviewee 2: “It is better to receive training. I think this is the main solution for both teachers and students. Yeah, there are also students who don't know how to use ICT and who don't have Internet at home. So, this is still problematic to us. I mean for both teachers and students. So, training is very important for both of us. Concerning my experience, as I have already mentioned, it was not a great experience. I even did not take these home works, I mean all these homeworks into account because most of them were not, I mean they did not answer the questions I have sent and also because of plagiarism”.

Interviewee 3: “It is very important to have an ICT training. It's very helpful, especially for those who are not acquainted with using technology in their daily life. It is very important; it is very helpful. However, it is not enough because it is all about practice. I remember I had a training I had a training about online assessment. However, because of a lack of practice, I forgot many things about it. So, it is about training and at the same time practice what you learn”.

Interviewee 4: “Not having received any ICT in-service training makes it difficult for me to answer this question the way it is desired. In fact, I found myself learning to use ICT facilities by trying, watching YouTube videos, asking friends and colleagues when necessary. Having trained myself to use ICTs and having enjoyed collaboration with one of my colleagues on that particular assessment way prior to the coming of the Pandemic did not really constitute a handicap for me”.

When asked about the influence of in-service ICT training on teachers' online assessment practices, all interviewees agreed on the importance of in-service ICT training. The first interviewee confirmed that in-service ICT training was fruitful and full of knowledge; the

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training helped her learn how to integrate ICT tools in teaching and assessment. She learned to use different programs and platforms, such as Moodle. The first interviewee advocated that the “avoiding” of training is the main source of online assessment challenges for teachers and students. Eventually, two interviewees stressed the importance of ICT training for both teachers and students; one of them maintained that the training alone is not enough highlighting the importance of practice. Teachers need to practice what they learn. The last interviewee stated that the lack of in-service ICT training pushed her to learn how to use ICT tools through “trying, watching YouTube videos, asking friends and colleagues” she was self-trained.

Question 4: How did you deal with the challenges you faced in online assessment?

Interviewee 1: “The main challenges I faced with the online assessment are the students' challenges because I didn't have challenges myself to be true. Like I had a good Internet, I paid for a good internet from my own pocket. I had a lot of programs like Zoom and Grammarly. I didn't have a problem because I wanted to make everything perfect for my students. The problem or the challenges I have are those of my students. For example, the Internet, most of them do not have Internet....They find the problem simply because they leave things to the last minute....The second thing is that there are there is the Internet with some people, but they do not master some programs, for example, Moodle, they do not know how to put the assignments or download assignments. They do not try before and keep it until the last minute, and then they don't know how to do it, and then they miss the deadline. Another category where they don't have Moodle, they send via email, and the email is not appropriate. They send the paper empty without names, for example. Sometimes, they just send with the wrong email, and they say all we sent, but I haven't received it. When I declare their names as not received, they start recognising there must be a problem.... Another other problem which is those who don't use the email...they use only Messenger or Facebook, and this is a huge issue for me because that was a no-no for me using especially Facebook or Social Media platforms for studying, but I

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make exceptions for some people who do not know how to use emails, they do not know anything. So I opened Messenger for them to receive their online presentations ...etc., and I had a lot of issues with that.... Among all these problems is the problem of plagiarism. They plagiarise, plagiarise and plagiarise.... A lot of students took a lot of nice cakes, a lot of zeros and then when they reclaim.... I show them this is the website you took it from; I am working, I am doing my work. They say like can you give us a second chance and I find myself losing a lot of time explaining... tracking their assignments and their tasks, where shall I find them and how can I get their assignments back, how can I receive them, and then nothing of my private life stays for me.... You find yourself losing privacy as a teacher. But these were their challenges mainly. So, for example, if I try to be like very strict and I will tell them to use the email only. They will have a lot of problems. This is why I opened so many windows, and since the beginning of the pandemic, it was like 100% online, and here lies the problem, we cannot meet them. But nowadays, even with the pandemic, we have got a hybrid learning. So, now like I can do okay, send me all through emails only. For those who cannot send by email, when I meet them, they can bring the work”.

Interviewee 2: “The main solution I found was the traditional method of assessment. It means assessment in class instead of online. That was the best way for me to at least assess their progress”.

Interviewee 3: “As I already mentioned, I used semi-automatic grading, and to avoid cheating, I used quiz questions instead of direct questions, and also I remember that at the beginning, I used to design several exams and online quizzes. What else? The time devoted was limited to 10 to 15 minutes maximum to avoid cheating; more time means more opportunities to cheat. The only problem was students' IDs; it the only problem that cannot be solved to know who is answering”.

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Interviewee 4: “Actually, that needed a lot of organisation. It also needed reminding learners of sending responses before the date due was over. Some students needed to be squeezed to send responses. The process of gathering responses sheets in special files was not pleasant at all. Laziness could not be tolerated, especially during this collection step. This required an automatic readiness to download the in-sent files. Any delays during that process made the task of correction very difficult.

There was also need to make lists of people who sent their work and those who did not. Those who respected time and those who were late. This was part of the organisation process”.

When teachers asked about how they dealt with the challenges they faced in assessing their students online, interviewees used various techniques and ways to deal with these challenges. The first interviewee listed several challenges she faced in assessing their students online; most of these were related to students. The first challenge was that some students do not have access to Moodle or do not know how to use Moodle; to solve this, the teacher relied on email for assignment submission and reception. Another challenge was related to those students who do not know how to use email for learning purposes, so the teacher made an “exception” for these students allowing them to submit their online presentations via Facebook and Messenger. However, with the hybrid teaching-learning mode, another solution appeared; students were asked to send their responses via email, and those who could not; they bring their works to the classroom. For plagiarism, the first interviewee did not tolerate plagiarism and gave a zero to students who committed plagiarism.

The second interviewee said that traditional classroom assessment was the best way to deal with online assessment challenges. To deal with cheating, the third interviewee relied on quiz questions instead of direct questions, designing several online quizzes and limiting the time of the online quiz to 10 or 15minutes maxim. He also used semi-automatic grading to manage students’ complaints about automatic grading. The fourth teacher admitted that

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organisation was essential to manage online assessment challenges along with other technics such as sending submission deadline reminders to students and making lists of students who sent their works and those who did not.

Rubric 3: Contribution to the Solution

The last rubric consists of one Question; this rubric was devoted to teachers' suggestions and recommendations to enhance online assessment practices and reduce the challenges. Teachers' suggestions and recommendations would be useful to improve the quality of online assessment.

Question 5: According to your experience, how can teachers enhance online assessment practices and reduce the challenges they face in online assessment?

Interviewee 1: "...Teachers need training because it is not the way I am using the ICT or if I know or not. It is not about the computers, it is not about the instruments, it is about how I use it to reach a goal, and my goal here is online assessment; how can I assess my students online with safety? When I say safety, it is more like I make sure that this is the student, this is the concerned....I need to train those students and make them aware that plagiarism is not something serious today to do. Another thing, The Ministry has to provide plagiarism checkers, not those who are on the Internet, but a whole program reserved for universities so that teachers can check plagiarism easily. Because what we are doing is playing the role of detectives, police officers. We are trying to get from where the student is cheating.... Teachers need to know how to ask questions because questions that are asked online they are not the same as classroom questions. So, they need to consider the types of questions, the way they asked questions, and they should be very smart in asking questions. On the other hand, students need to know how to deal with the program that they are assessing them on, or whether it is simply Google classroom or Moodle, any other platform that can count? They need to focus more on this hybrid learning and bring teachers who are experts in ICT. An expert is not just someone

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who masters Word, Excel, or PowerPoint; no, a teacher who is teaching whether in English or another language, it does not matter. The problem is that teaching, pedagogy and that teacher is an ICT expert, they can help without adding new trainings because they have already got one in their first year. They just need to ameliorate that to make it more accessible for them so that they can practice their online assessment. Em, I think that they need more study days and more conferences to know about plagiarism because I think that students are not aware of plagiarism because they have never been in a real-life situation with the consequences of plagiarism. For example, in Europe, they know because there are ministers and presidents who got in jail because they plagiarised. Here, in Algeria, we don't have a punishment system.... I come back to what I called systematic plagiarism; this is something I have just created. What is systematic plagiarism? since their primary school and then middle school, and then secondary school, they go to coffee shops, and then the teacher would ask them to bring me a project " projet" "machrou3" . And then, because they don't know, they go to the Internet coffee shop and they would pay the one who is manipulating everything and tell him, "okay. I need a project on that thing, make it look like I have done it, put a lot of pictures and lots of colours, a lot of flowers" and that's the project....twelve years of plagiarism without anyone telling them that this is plagiarism. So when it comes to university first day and then they do the same thing....This is why I think this system should change since primary school, not only from the university level....Reducing the challenges by, as I said, making people aware of what is assessment first of all? And what is online, and what is the difference between online assessment and classroom assessment?I hate this memorisation thing because I need to teach my students to think, and this is why I would say to my colleagues, I believe in my questions. If I would give a question to my students. They would use all Internet and then they don't find the answer. Not because Google doesn't have the answer, it has, but the way the question is asked will prevent them from using the Internet because you will know that I know they plagiarised. So, it depends on the

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Question, and it depends on the students as well.... The success of online assessment equals getting rid of plagiarism.... So, it is a whole educational system that needs to be reassessed again whether online or in the classroom”.

Interviewee 2: “The first thing they must be up to date, teachers must be trained first. When they are trained, they know what to do, and they master what they have. If they don't master it, they cannot contribute to anything, to any progress. So, we need first to be trained and to master the materials, the tools. Then, we can find solutions. So, most of the teachers are not trained, and they relied on traditional methods of not only of assessment but in their all experience in teaching. So, it's all about training teachers. Then, we can find solutions after being trained”.

Interviewee 3: “Like I said, it is about practice. The first time, there were a couple of mistakes allowing students to change the quiz, the type of questions also because many teachers complain that online assessment allows students to cheat, and that's the main issue. So, practice can help you find a way to reduce cheating; even in traditional assessment, students always find a way to cheat. We cannot easily get rid of those issues but track this helps reduce those challenges”.

Interviewee 4: “Not very easy to answer!

Teachers need to be armed with PATIENCE and ENDURANCE with regard to learners’ reluctance to such teaching and assessment modes. They carry the belief that online teaching and online assessment cannot work. Therefore, they behave in all the possible handicapping ways. They do communicate their emails with a certain hesitation. Some do not create mail accounts at all. If an email is sent, most do not confirm reception. Most of them accuse the network of being bad.

This is actually part of the challenge. Another part of it is related to teachers themselves. Amongst them, many believe online teaching or assessment are not effective and therefore do not really exploit them. When learners are in front of such a reality, they can fall into the trap of dooming online teaching or online assessment to failure.

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In other words, teachers have to carry on using such tools despite all the difficulties that might be encountered”.

The last question of the online interview provided some suggestions and recommendations that would enhance EFL teachers' practices and reduce the challenges of online assessment. Most participants said that training for both teachers and students is the key to enhancing teachers' online assessment practices. One interviewee argued that the success of online assessment depends on getting rid of plagiarism through different strategies. Firstly, Students need to be aware of plagiarism and its drawback; this awareness can be achieved through conferences. Secondly, the Ministry of higher education should provide plagiarism checkers and programs reserved for universities only. Thirdly, teachers should the type and the way they ask questions in online assessments because questions in the online assessment are not the same as in classroom assessments. Another suggestion was put by the fourth interviewee is patience and endurance. She suggested the teachers should be more patient regarding “learners’ reluctance” to online assessment and carry on using it despite the difficulties.

3.4 Online Observation Results

Since this research paper investigates EFL teachers' practices and challenges of online assessment during the COVID-19 pandemic, the researcher decided to conduct an online interview to observe EFL teachers' practices and challenges. Therefore, the researcher conducted five online observations of online assessment with EFL teachers at the Department of Letters of English language at Belhadj Bouchaib university. The observer relied on a systematic online observation grid (see appendix D) to record the observational data. The results of the online observation will be presented in the coming paragraphs.

Table 3.13 Details of the First Online Observation of Online Assessment

Section 1: Online Observation General Overview
Aim: To observe the procedure of online assessment To observe teacher’s practice and challenge(s) of online assessment
Recording Instrument: Word document

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Date: 13/ 03/2021	Timing: 1:09 min-2: 30 pm	Location: Online
Observer: Researcher	Level: M1 Didactics	Module: Communicational Practices
Students total number: 80		Online Assessed students: 55
Section 2: Online Assessment Details		
Type: Summative	Method: Short- answer Questions	Tool: Gmail, Word document.

The teacher sent a collective email to all students three days before conducting the online tests to inform them about the online test date. The online test was to determine students' TD marks for the transversal unit "Communicational Practices" since the MERS called teachers to use e-assessment with its different forms to assess transversal and discovery units. In the email, she clarified how the assessment would be conducted. She explained the procedure and gave students the necessary instructions. The instructions were as follows:

- 1-The test will be done on Saturday, 13th March, from 13h-14h,
- 2-The test will be sent at 13h and received at 14h; you have one hour. Please respect time
- 3-No test is accepted after 14h; please take the necessary measures and do not complain about the lack of connexion or something else.
- 4-When you send the answer **Nom de fichier** should be your name and group.

The teacher ended her email with a note, "I trust your honesty, " which reminded students not to plagiarise and cheat. Students were recommended to avoid plagiarism and to use their style. The teacher sent a test sheet as a word document in a collective email to all the students during the Day. The test sheet was supposed to be sent at 1 pm. However, due to some issues, it was sent at 1:9 pm. The assesseees, including the observer, downloaded the test document to answer the questions in one hour. The test consists of four open-ended questions with short answers. Students answered in the same document and renamed it with their names

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to send it back to the teacher before 2:10 pm. Due to students' complaints about the insufficient time allocated for the test, the teacher added half an hour to the test time. After answering the questions, the students sent the document containing their answers to the teacher. Some students find difficulty in sending the word document. Thus, they were obliged to answer or copy their answers from the document in the body of the email and send it back to the teacher. The assessor approved and confirmed the reception of students' responses by replying with a "received" email.

After the test, the observer had an online conversation with the teacher; the teacher complained about students' plagiarism and copy-pasting answers from the Internet and from each other. Since the test consisted of open-ended questions, the teacher graded it manually. Another challenge teachers face in using this assessment method and tool is students' absence. Twenty-five students did not submit their answers. The teacher could not recognise that until after correcting all sent papers. The teacher decided to give these students another chance to take the test following the same procedure. However, some of these students had technical issues (mistyped the teacher's email and sent empty emails); they forwarded and resent their work. The absent students set for the test another day. Even with the second chance, some of them were absent, and they were given a third and last chance to sit for the test. Students' Marks were shared days after the test.

Table 3.14 Details of the Second Online Observation of Online Assessment

Section 1: Online Observation General Overview		
Aim: To observe the procedure of online assessment To observe teacher's practice and challenge(s) of online assessment		
Recording Instrument: Word document		
Date: 03/04/2021	Timing: 11- 12:30	Location: Online
Observer: Researcher	Level: M1 Didactics	Module: Psycho-Pedagogy
Students' total number:		Online Assessed students:
Section 2: Online Assessment Details		
Type: Summative	Method: Online Quiz	Tool: Google Forms

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The teacher decided to conduct an online assessment of the Psycho-Pedagogy unit due to the strike and students' manifestation at the university, as the assessment could not be conducted face to face in the classroom. The teacher designed different online assessments using Google Forms Quiz; he chose two students from both groups (G1/G2) to pilot and test the efficiency of the online assessment before assessing all students. Three days before the assessment day, the teacher invited the two students to Google meet by emailing them the link. The two students joined the meeting; One of the students was the observer. Then, the teacher explained the procedure to them so they could explain it to their mates. After explaining the procedure, the teacher sent the quiz to students via email; it was a Google Forms link. The students clicked on the link; a google form window containing the quiz will be opened automatically.

The quiz contains a set of multiple-choice and yes/ no questions. The students had 10 minutes to answer and submit their answers. The students submitted their answers in less than 10 minutes. After submitting their answers, they could immediately see their scores by clicking on the "view score option" since the quiz was automatically graded. The two students were also asked to provide their feedback and comments regarding the online assessment and whether 10 minutes was enough or not. After the feedback and the end of the meeting, the teacher sent an email to the delegates of both groups to inform them about the day and the assessment duration. He also explained to them how the online assessment would be conducted. Finally, the teacher suggested that students who cannot or do not want to sit for the online test write a report about an article on Education Psychology Criticism and send it in a week. The delegates informed the students, posted the details and instructions sent by the teacher, and shared them on Facebook and Messenger Groups.

On the day of the online quiz, the teacher sent a Google Meet link to the delegates, who shared it with both groups. The link was sent and shared half an hour before the time of the

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online assessment. The students started joining the meeting around 11 pm. The first ten students who joined were asked to write their email addresses in the chatbox, so the teacher emailed the google form link. The first ten students who joined the link received the google form link and were given ten minutes to answer. The online test contains five questions: multiple choice and a yes/no. The students were asked to mention their full names and email addresses in the google form so they could submit their answers. After the ten minutes had passed, all the ten students submitted their answers and got their scores immediately by clicking on the option "view score". Then, another ten students wrote their email addresses and received the link to another google form quiz. The same previous procedure was followed with the rest of the students; they were given 10 minutes to submit their answers, and they received their scores immediately after submitting their responses. Every ten students received a different quiz, and online, one submission was allowed; they were not allowed to submit more than one answer. The students who took the test were allowed to leave the meeting.

A number of challenges and difficulties could be observed. Some students kept leaving and joining the meeting several times due to network issues.; others were leaving and joining because they got bored waiting for their turn to take the online quiz. Thus, they kept asking the teacher when it would be their turn; this was disturbing for their mates taking the test. There was also some noise, background sounds, and distractions coming from the students setting because they were putting their microphones on. To solve these two issues, the teacher asked the students to put their mics off, be patient, and wait for their turn. Moreover, some students complained about the automatic grading as they did not get good marks. Hence, they asked the teacher for another chance to retake the online quiz. These students were given a second chance, and they passed the online quiz with those who could not submit their answers because they exceeded 10 minutes. This process lasted for nearly one hour and a half, and students passed ten by ten.

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At the end of the online assessment, the observer had an online conversation with the teacher to confirm the number of participants. The majority of the students enrolled in the course passed the online quiz; however, twenty-four (24) students did not pass the online quiz. They chose to write the report and sent it to the teacher via email. Later, the teacher asked students for their feedback about the online assessment. He conducted an online survey where students reported their experiences and provided feedback about online assessment. He stated that "their feedback is very important to improve the quality of online tests for future use".

Table 3.15 Details of the Third, Fourth, and Fifth Online Observations of Online Assessment

Section 1: Online Observation General Overview			
Aim: To observe the procedure of online assessment To observe teacher's practice and challenge(s) of online assessment			
Recording Instrument: Word document			
Observation 3	Date: 10/01/2022	Timing: 2-2:30pm	Location: Online
	Observer: Researcher	Level: M2 Didactics	Module: Advanced Linguistics
	Students' total number: 57		Online Assessed students: 39
Observation 4	Date: 11/01/2022	Timing :11-11 :30 am	Location: Online
	Observer: Researcher	Level: M2 Didactics	Module: Curriculum Design, Evaluation, and Assessment
	Students' total number: 57		Online Assessed students :39
Observation 5	Date: 12/ 11/2022	Timing: 2-2 :30pm	Location : Online
	Observer : Researcher	Level : M2 Didactics	Module: Educational Technology
	Students' total number: 57		Online Assessed students:56
Section 2: Online Assessment Details			
Type: summative		Method: online quiz	Tool: Google Forms

Table 3.15 demonstrates the details of the last three online observations of the online assessment conducted by the researcher: the third, the fourth, and the fifth. The three online observations were conducted for three days consecutively. The third online observation was of

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Advanced Linguistics (AL) online test conducted on January 10th. The fourth online observation was of the online test Curriculum Design, Evaluation and Assessment (CDEA) unit conducted on January 11th. The last online observation was of Educational Technology (ET) online exam held on January 12th. The procedure, tool, and online assessment method were the same in the three last observations. However, the challenges faced by the teacher and observed by the observer varied within each online assessment.

The teacher informed the students earlier about the three units' online assessment dates. This assessment procedure was similar to the online assessment conducted in the Psycho-Pedagogy unit. The teacher sent two Google Meet links to the delegate; one link for group one and the other for group two. The links were sent and shared with the students of both groups on Facebook and Messenger. It is worth mentioning that not all students participated in the online quizzes of AL and CDEA units since they were addressed to the students who did not do the presentation in the classroom. The students who presented in the classroom and wanted to improve their TD marks in both units were allowed to take the online quizzes. Of fifty-seven (57) students, thirty-nine (39) from both group one (1) and group (2) participated in the online tests of AL and CDEA. However, all students except one took the online exam of ET. It was an online exam for transversal and cross-circular units, and there was no second chance to take the online exam.

Students started joining after the links were shared. The teacher and the observer joined both meetings simultaneously of the first and second groups. The teacher explained to the students the procedure and provided the instructions. The teacher sent google form links in the chatbox of each meeting. He sent two different links and quizzes for each group simultaneously. For the online test of AL, there were twenty (20) students in the first meeting and nineteen (19) students in the second meeting. For the online test of CDEA, there were seventeen (17) students in the first meeting and twenty-two (22) in the second meeting. For the online exam of ET, there

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were twenty-nine (29) in the first meeting and twenty-seven (27) in the second meeting. The observer used an online observation with the teacher at the end of each online assessment to confirm the number of participants for each online quiz and meeting.

Students in both meetings clicked on the shared links; a google form window will open automatically. The two quizzes consist of a set of multiple-choice questions and true/ false questions. Students had 10 to 15 minutes to answer the questions and submit their responses. They were allowed to submit only one response mentioning their full names and email addresses in the google form. Most students were putting their cameras off, muting themselves during the online assessments. When the time for the quiz was about to end, the teacher notified the students in both meetings; he started counting down, so students submitted their responses before the closing of the quiz. The online quizzes of AL and CDEA were automatically graded. However, ET exams were semi-automatically graded.

During the third online observation, the observer noted the different challenges faced by the teacher in conducting AL online assessment. For example, AL online quiz contained an error; three students from group one, after submitting their responses to the AL quiz and viewing their scores since the grading was automatic, noticed an error in scoring. The error was in the true/ false question; the statement in the online quiz was supposed to be true. However, when students answered "true", it was not graded by Google, and it was considered a wrong answer for which the student did not receive a mark. The three students interrupted the online assessment and notified the teacher about the error. The teacher asked them to keep quiet and wait until their mates finished the test.

After all students submitted their answers and viewed their scores immediately by clicking on the option "view score"; the teacher verified and corrected the error. Then, he asked the students to verify their scores. The marks of the students who stated that the statement is

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"true" improved as they were automatically adjusted. The student could view their new scores after correcting the error by reloading the page as the quiz was automatically graded. Another observed challenge that could not be prohibited was cheating. During the online assessment, the teacher heard a student seem to speak and share answers with another one. The teacher spotted warned the student as her microphone was on.

During the fourth online observation, students could not view their scores on CDEA online quiz immediately after submitting their responses; this was to avoid students' cheating and sharing the correct responses with their mates after submitting responses, as happened within AL online quiz. Another time, the challenge of students' cheating could not be prohibited. The teacher heard one student checking papers and lectures to answer the quiz during the online quiz since her microphone was off. Eventually, he warned the student to avoid cheating. Immediately after the online assessment and the meeting, the teacher sent the marks to the delegate to share them with students who complained about the automatic grading. In the multiple-choice questions, if the student did not pick up all the correct options and missed one option, s/he got a zero for that question. However, the teacher may give half the mark for the partially correct answer in the manual grading.

Another challenge noticed in the fourth online observation was the difficulty of verifying students' IDs. While the teacher was checking the results of CDEA online quizzes, he noticed that two students did not mention their real names; they used other names. The teacher contacted the delegate to verify the identity of the two students. Consequently, the two students contacted the teacher and revealed their identities so the teacher could know each student's mark. The absence of students was also among the observed challenges; seven (7) were absent due to various factors, among which net issues. The teacher organised another meeting the same day for the absent students. The students took the test and received their marks immediately after finishing the online test.

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In the fifth online observation of the ET online exam, the researcher observed that some students from group 2 got confused. They joined the meeting of group 1; the teacher asked these students to leave the meeting group and join the meeting of their group. After finishing the ET online exam, students left the meeting because they could not view their scores immediately after submitting their responses; this measure was to avoid students' cheating and sharing the correct responses with their mates after submitting responses, as happened in Advanced Linguistics online quiz. The grading of the ET online exam was semi-automatic. In other words, the answers to some questions were corrected automatically, while the answers to the open-ended and multiple-choice questions were corrected and adjusted manually by the teacher. The teacher verified all students' answers, and he assigned half of the mark instead of zero for students who did not select all the correct options for multiple-choice questions. After verifying all students' answers, the teacher shared the marks with the students.

3.5 Discussion and Interpretation of the Main Findings

The primary purpose of this research is to investigate EFL teachers' practises and challenges of online assessment and explore how the ICT training influences their practises of online assessments. Hence, in this study, the researchers used three research instruments: an online questionnaire, an online interview with the expert trainer of university teachers and with EFL teachers, and an online observation. These instruments were used to collect data confirming or refuting the previously stated hypothesis to the problematic research questions. The first research question was about the main challenge that EFL teachers face in online assessment. In response to this research question, the researcher hypothesised their lack of online language assessment literacy. For the second research question about the influence of teachers' in-service ICT training on EFL teachers' practises of online assessment, it was hypothesised that the ICT in-service training improves and develops EFL teachers' practises of the online assessment.

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The results of the first section of the online questionnaire demonstrated that trained EFL teachers at the Department of Letters and English language at Belhadj Bouchaib University are online language assessment literate since they agreed with most statements about OLAL as the mean for these statements varied from ($3.70 \leq \text{mean} \leq 4.20$). The responses of untrained EFL teachers indicated their lack of online assessment literacy since the mean for all statements varied from ($2.05 \leq \text{mean} \leq 2.40$), meaning that participants disagreed with all the statements in the first section about OLAL. Furthermore, the results of the three data collection instruments depicted that EFL teachers' online assessment practices varied. EFL teachers at the Department of Letters and English Language at Belhadj Bouchaib University used different tools and methods to assess their students online, as illustrated in the following table (table 3.16)

3.16 Different Online Assessment Methods and Tools Used at Belhadj Bouchaib

University

Types	Methods	Tools
Traditional assessment submitted online	Essays Short answer questions Article reviews	Gmail Email Moodle
Automated online assessment	Online quizzes Close-ended questions: Multiple-choice questions True and False	Google Forms Moodle
Online interaction	Online presentations Online discussions	Google Meet Zoom Moodle

In the analysis of the data gathered by the three research instruments, most EFL teachers participating in this study assessed their students online through the essays they submitted via email and Gmail. Teachers send the essay questions to the students in a word document with a pre-set deadline for response submission. Students, in their turn, download the word document and answer the question in the form of an essay. Then, they send their responses before the

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deadline. Participants also relied on other tools and methods such as close-ended questions, open-ended questions, online presentations and discussions, Moodle, and Google Meet. It is worth highlighting that EFL teachers' online assessment practices and variance in choice of online assessment tool(s) and method(s) are governed by various factors. These factors include but are not limited to teachers' OLAL, the context, online assessment experience, students' technological skills, and accessibility to online assessment.

The analysis of the results of the third question in the second section of the online questionnaire revealed various challenges faced by trained and untrained EFL teachers. Based on the online questionnaire results, trained EFL teachers agreed that the main challenge they faced in conducting online assessments was students' inaccessibility to online assessments due to the lack of materials and digital skills as the mean for the challenge is (mean=4.00). They also agreed that students' academic misconduct, cheating, and plagiarism, besides the technical issues are among the major challenges they faced in assessing their students online as the mean for these two challenges is (mean=3.80). Another challenge that trained teachers faced was the difficulty of verifying students' IDs as the mean for this challenge is (mean=3.60). The challenges that trained EFL teachers faced were mostly pedagogical and technical. The first section of the online questionnaire showed that trained teachers disagreed with the challenge of lack of OLAL since they received in-service ICT training.

In their turn, participants who did not receive in-service ICT training agreed that the major challenge they faced conducting online assessments was students' academic misconduct, including cheating and plagiarism, as the mean for this challenge is (mean=4.15). Untrained EFL teachers faced other challenges such as technical issues, students' inaccessibility to online assessment due to the lack of materials and digital difficulty to verify students' IDs, difficulty safeguarding academic integrity, and difficulty adapting to online assessment; untrained teachers agreed on the previously mentioned challenges as the mean for these challenges varied

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from ($3.45 \leq \text{mean} \leq 4.15$). Based on these results, the challenges that untrained respondents faced are not only pedagogical and technical but also psychological, manifested in their difficulty adapting to change and the difficulty of adopting online assessments. It was also noticed that untrained teachers faced more challenges than trained teachers. The latter can be justified by the lack of OLAL and lack of ICT training and practice. Though the results of the first section of the questionnaire revealed the lack of OLAL among the untrained teachers, it is not considered the major challenge since they were neutral regarding this challenge.

A thorough analysis of the online interviews and observational data stressed the challenge of students' academic misconduct in different forms, such as plagiarism and cheating. Thus, the first hypothesis was rejected since the findings of this research work revealed that the major challenges EFL teachers faced in conducting online assessments were students' cheating and plagiarism. Furthermore, the online interviews and observations confirmed other challenges suggested by the researcher in the online questionnaire, such as students' inaccessibility to online assessment, students' lack of materials and digital skills, and difficulty verifying students' IDs. Other challenges were also explored by analysing the gathered data; these challenges include students' difficulty adapting to online assessment, difficulty designing suitable questions for online assessment, and students' complaints about automatic grading, noise, and distraction. One interviewee highlighted the point that teachers are losing the privacy of their personal life with online assessments.

The results of this study were compatible with the results of Abduh (2021), Al-Bargi (2022), Hichour (2022) and Beleulmi (2022). They concluded that students' academic misconduct, cheating and plagiarism are the significant challenges EFL teachers face in assessing their students online. Abduh (2021) stated that the major obstacle that EFL teachers face in assessing their students online is the high risk of cheating and plagiarism in such a mode of assessment. Similarly, Al-Bargi (2022) agreed that teachers are highly suspicious about the

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occurrence of cheating and plagiarism in online assessment. Moreover, Beleulmi (2022) and Hichour (2022) found that EFL teachers consider students' academic dishonesty, cheating and plagiarism among the crucial challenges they face in assessing their students online. Hichour (2022) confirmed that EFL teachers affirmed that students cheat in classroom pen-paper assessment. Then, they will not miss the opportunity to cheat when assessed online. Accordingly, Beleulmi (2022) attributed the high risk of cheating and plagiarism to the lack of trust in online assessment.

The overall results of the third section of the online questions and online interviews indicated that in-service ICT training positively influenced teachers' online assessment practices. In the last section of the online questionnaire, trained teachers strongly agreed that online assessment improved their online assessment practices and helped them monitor, manage, overcome, and deal with online assessment challenges as the mean for these statements varied from ($4.60 \leq \text{mean} \leq 4.70$). Untrained teachers were neutral regarding the influence of ICT training on their online assessment practices since they did not receive it. The results of the online interviews consolidated the responses of trained teachers about the influence of in-service ICT training. The expert teachers' trainer maintained that online assessment is one of the axes of the training. He confirmed that in-service ICT training develops teachers' OLAL and online assessment skills. Thus, it improves their practices of online assessment. Trained teachers receive pedagogical support and learn to align learning activities and assessments with the course objectives, known as pedagogical alignment. The ICT training develops teachers' technical skills for using ICT tools and which tool to use for which objective.

The findings of teachers' online interviews confirmed the positive influence of in-service ICT training on their online assessment practices since they learned how to use ICT in teaching, pedagogy, and assessment. Interviewees emphasized the importance of in-service ICT training. One interviewee stressed the importance of practice besides the training to improve

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teachers' online assessment practices; the observational data validated this point. Thus, based on the overall findings of the three research instruments, the second hypothesis that in-service ICT training improves EFL teachers' online assessment practices was validated and confirmed.

The analysis of findings and gathered data showed that in-service ICT training does not influence teachers' online assessment practices or attitudes towards online assessment. Teachers who received in-service ICT training tend to have a positive attitude toward online assessment since they are online language assessment literate. Accordingly, the expert teachers' trainer noted that the survey results at the end of each training showed teachers' satisfaction and appreciation of both training and online assessment. Trained teachers accepted and used online assessment; some of them used it before the pandemic. However, teachers who did not receive in-service ICT training tend to have a negative attitude towards online assessment since they lack online language assessment literacy. Teachers who did not receive in-service ICT training tend to resist online assessment. Thus, they faced more challenges in comparison to the trained teachers.

3.6 Suggestions and Recommendations

The findings of this research work demonstrated the major challenges that EFL teachers faced in conducting online assessment during the COVID-19 pandemic. To come up with fruitful and effective recommendations and suggestions, the researcher devoted the last section of the questionnaire to teachers' suggestions and recommendations about enhancing EFL teachers' online assessment practices and reducing the challenges they faced. Relying on the research findings, the researcher proposes some suggestions and recommendations to enhance EFL teachers' practices at the Department of Letters and English language at Ain Temouchent University and reduce the challenges they face.

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3.6.1 Teachers' In-service ICT Training

Results of this research work showed that one of the best ways to enhance teachers' online assessment practices is in-service ICT training due to its advantages. Firstly, in-service ICT training develops teachers' OLAL. Secondly, it helps reduce the challenges they face in online assessment. Thirdly, it offers pedagogical support to teachers who will learn pedagogical alignment. The majority of participants in the study agreed that in-service ICT training is beneficial for teachers to learn how to design appropriate online assessments that meet the course contents and objectives and serve students simultaneously. It is beneficial for teachers to receive continuous ICT training on a yearly basis to cope with the rapid changes in educational technology. Finally, in-service ICT training helps EFL teachers develop a positive attitude towards online assessment. Thus, all EFL teachers need to be trained to assess their students online and conduct a sound online assessment.

3.6.2 Students' ICT Training

Based on the results of three data collection instruments, it was revealed that one of the challenges that EFL teachers faced in conducting online assessment during the COVID-19 pandemic was students' lack of technical skills. Therefore, students need to receive training to develop their technical skills and learn how to use technology to enhance their learning. Students need to be trained on accessing and using different online assessment tools such as Moodle, Google Forms, Google Meet, Zoom, and Gmail. The training will enable students to become online language assessment literate.

3.6.3 Practice Online Assessment

The analysis of the overall results of this study showed that ICT training alone is not enough. Both EFL teachers and students need to practice what they learn about online

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assessment. Teachers need to practice online assessment by conducting more formative online assessments. The regular practice of online assessment will allow teachers to use their knowledge of it and get familiar and acquainted with its challenges. Thus, they will be able to see the difficulties and learn how to manage and deal with online assessment challenges. EFL teachers participating in this study argued that practice effectively enhances teachers' online assessment practices and reduces their challenges. Through the practice of online assessment, students will learn how to adapt to this type of assessment and how to manage it easily, reducing some of the teachers' challenges with online assessment.

3.6.4 Study Days, Conferences, Workshops

The analysis of the suggestions offered by the untrained teachers in the last section of the online questionnaire reflected their negative attitude towards online assessment. They agreed that enhancing teachers' online assessment practices and reducing the challenges are "hard to achieve" objectives since they are still struggling with the challenges of traditional classroom assessment. The negative attitude of some participants towards online assessment can be attributed to their lack of OLAL, lack of practice and online assessment experience, and students' academic misconduct. The researcher and one of the interviewees suggest organizing study days, conferences, and workshops about what assessment is, what online assessment is, how to conduct a sound online assessment and how to deal with the challenges of both traditional classroom and online assessment. The major aim of these scientific gatherings would be to raise both teachers and students' awareness about sound assessment, sound online assessment, and its necessity to keep up with the "New Normal" pedagogy. It would also be a chance to change their negative attitude toward online assessment. Similarly, Davidson & Coombe (2022) maintain that attending these scientific gatherings would allow teachers to exchange expertise and ideas about online assessment. Davidson and Coombe (2022) listed

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numerous annual specialized language assessment testing conferences that English language teachers can attend, some of these conferences are:

- Language Testing Research Colloquium (LTRC)
- The Annual Conference of International Language Testing Association (ILTA)
- Language Assessment Research Conference (LARC)
- Language Testing Forum, organized by UK Association for language Testing and Assessment (UKLATA)
- The International Conference on Language Testing and Assessment (ICLTA)
- New Directions in English Language Assessment in East Asia, hosted by the British Council.

3.6.5 Raising Awareness Towards Students' Academic Misconduct

The overall findings of this research work revealed that the major challenge EFL teachers face in conducting an online assessment is students' academic misconduct; students' academic dishonesty is more than just a pedagogical challenge; it is a serious ethical issue. Students' academic misconduct in online assessment can take different forms: e-cheating, plagiarism, and inappropriate and fraudulent use of identification keys. Eventually, there is an urgent to develop students' awareness of these unethical acts through study days, webinars, and discussion sessions. Students need to be aware of the drawbacks of academic dishonesty and its negative consequences on them as individuals first before being students. Teachers should raise students' awareness about what is cheating and plagiarism. Thus, concrete practical sessions and workshops should be organized to train students and offer them tips and techniques on avoiding plagiarism and not committing academic misconduct. Furthermore, teachers should also inform students that they will be punished if they intentionally commit academic misconduct. For example, if they plagiarise or cheat for the first time, they may get a zero.

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Suppose it is proven that students plagiarize or cheat more than one time. In that case, they will get a zero and notation Disciplinary Notice placed in their academic record and official transcripts.

3.6.6 Overcoming Students' Academic Misconduct

Increasing students' awareness of cheating and plagiarism is not enough to eradicate or reduce academic misconduct. There are various strategies and tips that teachers can use to reduce students' academic misconduct. Firstly, the time of the online assessment could be limited to one hour or one hour and a half to reduce the chances of cheating. Secondly, teachers may ask students to join an online meeting and put their cameras on while taking the online assessment to observe any suspicious acts and verify students' IDs. Thirdly, as participants in the study suggested, the type of online assessment questions should differ from classroom assessment questions. Questions in online assessment should encourage students to rely on themselves and encourage them to think and find the answer. Teachers should avoid direct questions that their answers could be googled and found easily. It would also be beneficial to rely on different methods to assess students online to better understand their level and progress. Other practical tips to overcome students' academic misconduct include not realising scores and automatic feedback immediately after the online test or quiz, shuffling the order of questions,

3.6.7 Collaboration between Teachers and Departments

One way to improve EFL teachers' practices and reduce online assessment challenges is through collaborations between teachers within the same department or from different departments, such as the Science and Technology Department. In effect, teaching is one of the careers whose outcomes and practices can be enhanced through collaboration. Effective collaboration can take different forms. Teachers can communicate and discuss regularly the issues and the challenges they encounter in assessing their students online. These discussions

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and collaborations allow teachers to share their experiences and learn from each other experiences. They will also help them find solutions that would help them boost their online assessment practices and deal with its challenges.

Teachers can attend, observe, and assist each other in conducting online assessments; then, they provide feedback to their mates about their practice and the online assessment process. Teachers can also agree on a type of online assessment. For example, the Research Methodology teacher and Culture and Civilization teacher may collaborate and design one online assessment that meets the criteria of both units. However, in scoring and providing feedback, each focuses on the points associated with the unit he is teaching. Moreover, the collaboration between departments can also be fruitful. For instance, the collaboration between the Department of Letters and English Language and the Department of Science and Technology. Teachers from Technology Department can help and assist EFL teachers in using ICT to assess students online and deal with some technical issues.

3.6.8 Needs Analysis and Online Assessment Contextualization

Another challenge EFL teachers faced in conducting online assessment was students' inaccessibility to online assessment due to the lack of materials and digital skills. Interviewed EFL teachers stated that some students have neither computers nor access to the Internet. Consequently, the researcher suggests conducting a needs analysis (NA) before assessing students online and contextualizing online assessment at the Department of Letters and English Language at Belhadj Bouchaib University. The major aim of NA would be to identify students' needs (target and learning needs, online assessment psychological, sociological and methodological needs) to conduct a sound online assessment regarding skills and materials. Needs analysis would allow teachers to know their students' level and technological skills. It would also allow them to know their students' materials, whether a laptop, Smartphone, or

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Tablet, so they would be assessed online. The contextualisation of online assessment would allow teachers to adapt their online assessment practices to the current needs, students' needs, skills, levels, and educational and socio-economic backgrounds since assessing L1 and M1 or M2 online differs. Based on the previously mentioned parameters, EFL teachers would choose the suitable method(s) and tool (s) to assess their students online. Students who have technological skills and are equipped with the materials can be assessed online. While students who do not have technical skills and are not equipped with the materials need first to receive training and assistance to develop their technical skills and online access assessments through the Internet Room at university. Hence, students would be assessed online while they can receive more feedback, explanation, and discussions on the online assessment in the classroom.

3.6.9 Providing Materials and Tools

The participants in this study suggested providing materials to improve their online assessment practices and reduce the challenges, mainly cheating and plagiarism. Ministry of Higher Education and Scientific Research should equip universities and teachers with different materials, programs, and plagiarism checkers that would allow teachers to detect plagiarism easily. These programs should be dedicated to universities. Decision-makers and universities should also guarantee free access for EFL teachers to premium versions of plagiarism checkers programs and software such as Turnitin, Grammarly, PlagScan, Plagiarism Checker, and iThenticate. Furthermore, The Ministry of Higher Education and Scientific Research and the Ministry of Post and Communication should collaborate and make conventions to help provide students with Internet and different ICT tools by reducing the price and relying on impartial payment; this can increase the accessibility to online assessment.

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3.6.10 Patience, Endurance, and Flexibility

Teaching is one of the careers that require enormous patience and endurance from the teachers. One of the interviewees argued that "teachers need to be armed with PATIENCE and ENDURENCE with regard to learners' reluctance to such teaching and assessment modes". Online assessment is not an easy process that will occur day and night since it is challenged by both students and teachers' pre-judgmental ideas, apprehensions, and negative beliefs. The shift toward online assessment and its wide application requires a change in these beliefs and negative attitudes, which can be achieved only through readiness and willingness to accept and deal seriously with online assessment, raising awareness, training, and practice. The use of online assessment also requires teachers' patience and flexibility; teachers should be flexible and patient with online assessment. Teachers should use online assessment and online assessment tools despite the challenges and difficulties they might encounter on the way. Finally, it is worth mentioning that online assessment can be used as support and, in some cases, as an alternative to traditional classroom assessment. However, during these years, online assessment in Algerian universities cannot fully replace and eliminate traditional classroom assessment. Both assessment modes have merits and demerits; each is adequate and suitable for a particular situation and certain types of students and teachers.

3.7 Limitations

In any scientific investigation, the researcher will unavoidably encounter a set of limitations and challenges that would interrupt his/ her research and affect its progress. This research work is no exception; the researcher has encountered some issues and limitations that should be pointed out and discussed. Benghalem (2018) argued that addressing and discussing research limitations demonstrates the research work's strengths and trustworthiness to the audience. The first limitation is time restraint since time is crucial in any scientific investigation.

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Due to the multiple data collection methods and the lengthy online questionnaire, the researcher was pressured by time to collect all the necessary data to answer the research question.

For this reason, she started conducting online observations during the academic year 2020/2021. Then, the data collection phase was interrupted by the researcher's preparation for exams in the second semester of Master one and the first semester of Master two. Then, the data collection phase was resumed after the end of the exams of the first semester of the academic year 2021/2022. Time was also almost insufficient for the researcher to analyse and interpret all the collected data in a short period. Therefore, it is suggested to carry out this type of researcher for a longer period.

The second limitation is also attributed to the data collection phase. To collect participants' responses to the online questionnaire, the supervisor and the researcher had to send reminder emails and messages for teachers to respond to the online questionnaire. Thus, it took ten (10) days to reach a representative sample of thirty (30) participants. Moreover, some teachers might not be familiar with the concept of OLAL, which was hypothesised as the major challenge, so the researcher had to briefly explain the OLAL concept in the first section of the online questionnaire. To gather observational data systematically, the researcher had to develop an online observation grid since she could find any previous online observation grid about online assessment. During conducting the online observation, the researcher had to sit for the online test and at the same time observe, which was a bit challenging. Thus, she tried to manage to answer the online test and at the same time note the observational data; the online observational grid helped the researcher to a great extent not to get distracted from the major aim of the online observations. Furthermore, the number of online observations is only five due to time limitations and the lack of online assessment practice by EFL teachers; most assessments were conducted in traditional classroom settings.

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The third challenge can be linked to the restriction of the online questionnaire responses. The online questionnaire used in this study was structured where options were provided for teachers; they were just supposed to select the answer they agreed with most. Therefore, they were not limited in sharing their opinions and experiences about online assessment. Due to the limitations of the online questionnaire and considering the request of two teachers, the researcher decided to interview four (4) EFL teachers from the Department of Letters and English Language at Belhadj Bouchaib University. Though the researcher promised the participants that their identities would be kept confidential, participants might not present their objective responses. Another limitation is in reporting the results of the online interview with the expert teachers' trainer. The online interview results were reported in French language and translated into English. Thus, some issues might arise in translating the interviewee's responses from French to English, especially since the researcher is not an expert in French-English translation.

This research followed a mixed-method methodology combining both quantitative and qualitative approaches. One of the limitations that the researcher encountered was the complexity of planning and conducting this type of research. It requires concentration and careful preparation to select the study sample, decide the sequence of qualitative and quantitative data collection, and interpret and analyse the data. Moreover, the findings of this research work cannot be generalised since the study sample is not representative of the entire population of EFL university teachers in Algeria. However, the study findings are credible since multiple data collection instruments were used to collect data; the three data collection instruments came up with similar findings. Finally, the results of this research work are restricted to a particular point in time since it highlights EFL teachers' practices and challenges of online assessment during the COVID-19 pandemic. However, this research may inspire

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future studies about EFL teachers' practices and challenges of online assessment in particular and in Algerian universities in general.

3.8. Conclusion

The main aim of this chapter was to investigate EFL teachers' practices and the challenges of online assessment. The focus of this chapter was providing discussion and in-depth analysis of the data obtained from the three data collection instruments used in this study: online questionnaire, online interview and online observation. Moreover, this chapter highlighted EFL teachers' OLAL and the influence of in-service ICT on EFL teachers' online assessment practices. The research data were analysed both quantitatively and qualitatively to test the previously set research hypotheses' validity. Finally, the researcher provided some suggestions and recommendations that would enhance EFL teachers' online assessment practices and reduce the challenges based on the study's results.

General Conclusion

Online assessment is one of the most challenging aspects of e-teaching- learning, especially in the Algerian context since it is still in its infancy. However, online assessment existed decades before the spread of the COVID-19 pandemic. It is a current practice that was introduced during the phase of the pandemic in many Algerian universities. Many Algerian teachers faced challenges while assessing their students online, especially during the COVID-19 pandemic, since many teachers and students were neither accustomed to nor prepared for this assessment mode. Eventually, this research work investigated EFL teachers' practices and the challenges of online assessment during the COVID-19 crisis. Though the COVID-19 pandemic is likely to disappear, its effects on teaching, learning and assessment will survive and continue to exist. E-teaching and learning will continue to be used, and online assessment as part of teaching and learning in particular and education in general; these modes of learning and teaching and assessment seem to be the "New Normal". Therefore, there is a need to develop the practices and the quality of online assessment to ensure the achievement of the fourth Sustainable Development Goal (SDG4), sustainable education.

Aiming to investigate EFL teachers' practices and challenges of online assessment and to explore the influence of in-service ICT training on their online assessment practices, a case study was held at the Department of Letters and English Language at Belhadj Bouchaib University. The participants of this study were thirty EFL teachers of the Department and an expert trainer responsible for university teachers' in-service ICT training. The study was based on an online questionnaire, observation, and interview with four (4) EFL teachers and an expert trainer. The results obtained from the data collection instruments were analysed both quantitatively and qualitatively. Online questionnaire results were analysed quantitatively and statistically using SPSS software. The last question of the online questionnaire was analysed qualitatively since it was an open-ended question. Whereas the results of the online

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observation and interview were analysed qualitatively. Online semi-structured interview results were transcribed verbatim using the "typing by voice" option in Google Docs and the Otter application.

The current research work is made of three main chapters. The first chapter covers the theoretical concepts regarding assessment, online assessment, and teachers' challenges of online assessment. The second chapter is devoted to the description of the methodology of the research work. It highlights the context of the study, the sample population, data collection instruments, data collection procedures, analysis, and justifications for each instrument's choice. The third chapter dealt with data analysis, discussion, and interpretation of the main research findings to confirm or reject the previously formulated hypothesis. Lastly, the chapter provides some suggestions and recommendations to enhance EFL teachers' practices and reduce online assessment challenges. It also discusses the limitations of this research work.

The research findings can be summarised in several points. First, the results showed that most EFL teachers assessed their students online through essays and assignments submitted via email since they viewed it as the "simplest" way to conduct online assessment. Second, the overall research findings revealed that the major challenge that EFL teachers faced in conducting online assessment during the COVID-19 pandemic was students' academic misconduct, plagiarism, and cheating. Therefore, the first hypothesis was not confirmed; the lack of online language assessment literacy is not the primary challenge. For trained EFL teachers, students' inaccessibility to online assessment due to the lack of digital skills and materials was the major challenge in conducting an online assessment. Third, the research findings confirmed the second hypothesis regarding the positive influence of in-service ICT training on teachers' online assessment practices. Participants agreed that in-service ICT training improves teachers' practices of online assessment.

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The results of the expert trainer online interview and the comparison of trained and untrained participants' responses to the online questionnaire showed a difference between their levels of OLAL and attitude toward online assessment. Results indicated that teachers who received in-service ICT training are online language assessment literate. Therefore, they face fewer challenges in comparison to untrained teachers. For these reasons, they tend to have a positive attitude toward online assessment. However, teachers who did not receive in-service ICT training seem to be lacking OLAL. Thus, they face more challenges and prefer traditional classroom assessment over online assessment.

On the other hand, untrained teachers seem to have a negative attitude toward online assessments. They tend to hesitate and resist somehow the use of online assessment. They have a negative attitude towards online assessment; their attitude can be attributed to the lack of ICT training, lack of OLAL and online assessment experience, students' academic misconduct, and reluctance toward this mode of assessment.

Since the research investigated EFL teachers' practices and challenges of online assessment during the COVID-19 pandemic, it provided some suggestions and recommendations that would enhance teachers' practices and reduce online assessment challenges. These suggestions were based on teachers' suggestions and recommendations in the online questionnaire and interview. The significant suggestion recommended by participants is ICT training for both teachers and students. Another recommendation is raising students' awareness toward assessment, online assessment, academic misconduct, plagiarism in online settings, and its drawbacks through study days and conferences. Other suggestions include but are not limited to collaboration between teachers and providing materials and tools such as plagiarism checkers.

Finally, this research work generates interesting data about EFL teachers' practices and the challenges of online assessment during the COVID-19 pandemic. However, the research

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findings cannot be generalised since the sample population was limited to thirty (30) EFL teachers. Therefore, future research works can extend the sample to include EFL teachers from different universities. Furthermore, the same research study can be repeated in other Algerian Departments of Letters and English language for the generalizability of findings. Furthermore, the number of online observations is limited in this study. Thus, conducting more online observations about the online assessment process is recommended. Moreover, this research tackles the challenges of EFL teachers in the Department of Letters and English Language only. Therefore, future research may consider highlighting teachers' challenges with online assessment within other departments.

The current study is an initial step to understanding the challenges that EFL teachers face in assessing their students online. The findings of this research work open the door for future research about online assessment challenges and practices. Further research can investigate students' academic misconduct, cheating, and plagiarism in online assessments. A future study may investigate this issue, its factors, and its consequences. It would be beneficial to propose solutions and suggestions to reduce and deal with students' academic misconduct in online assessments. Another research work may explore blended onsite-online assessment to meet the needs and fit the circumstances of the post-COVID-19 Era.

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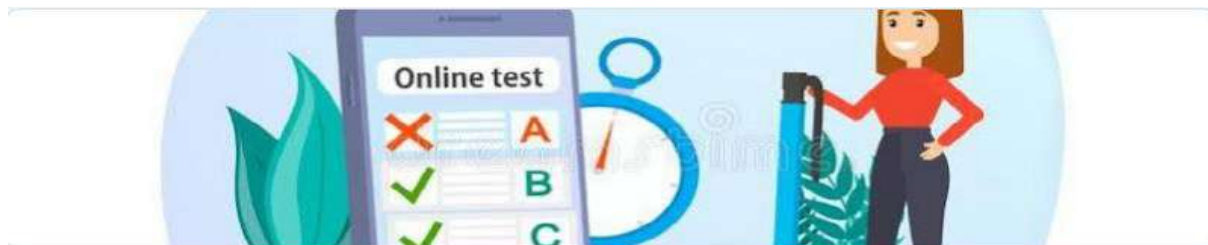
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Appendices

Appendix A

EFL Teachers' Online Questionnaire





Teachers' Online Language Assessment Literacy

This questionnaire is part of my Master extended essay which investigates teachers' practices and challenges of online assessment during COVID 19 pandemic. Therefore, you are kindly invited to fill this questionnaire.

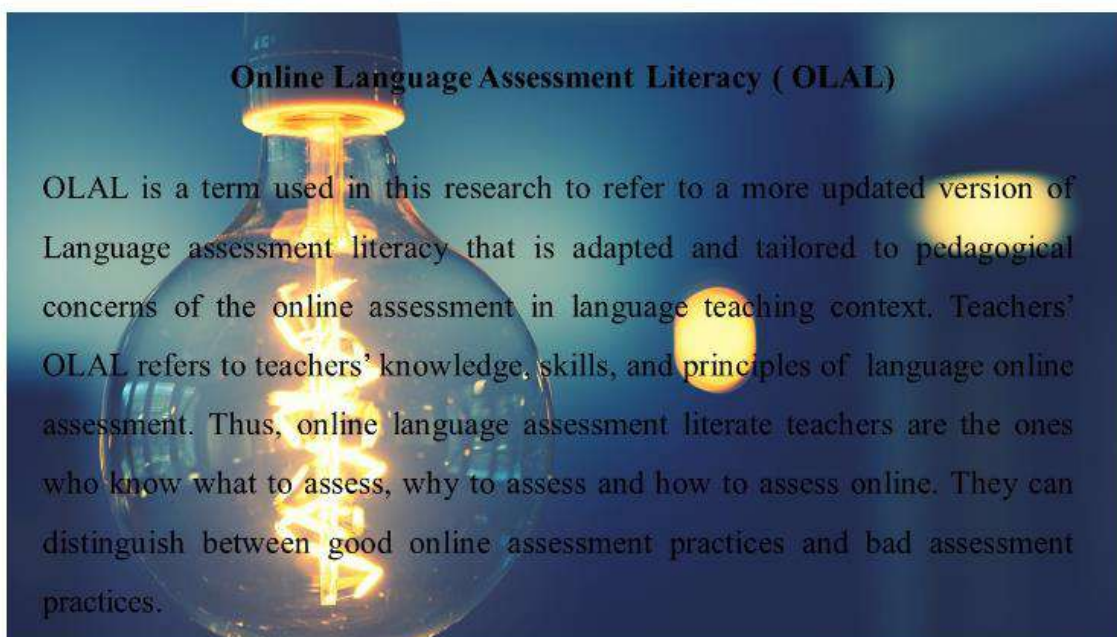
Note: Your responses will be kept confidential and they will be used for research purposes only.

Thanks you so much for your time and collaboration.

 beniachabochra1@gmail.com (not shared) [Switch accounts](#) 

*Required

Definition of Online language assessment literacy



Online Language Assessment Literacy (OLAL)

OLAL is a term used in this research to refer to a more updated version of Language assessment literacy that is adapted and tailored to pedagogical concerns of the online assessment in language teaching context. Teachers' OLAL refers to teachers' knowledge, skills, and principles of language online assessment. Thus, online language assessment literate teachers are the ones who know what to assess, why to assess and how to assess online. They can distinguish between good online assessment practices and bad assessment practices.

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Evaluate your own online language assessment literacy by ticking the box *

	strongly disagree	disagree	neutral	agree	strongly agree
1. I am aware of major qualities for language online assessment: validity, reliability, authenticity, practicality, interactiveness, fairness, ethics, and impact	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I differentiate traditional and alternative online assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I differentiate major purposes of online assessment: summative and formative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I know the major steps of developing online assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I align curriculum objectives, instruction and online assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I plan, implement, monitor, record, and report students' development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I use online assessment appropriately and I improve instruction based on online assessment results and feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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8. I provide motivating online assessment experiences and feedback

9. I use different online assessment tools in assessing students

10. I know how to design online assessment

11. I clearly identify and state the purpose of the online assessment

12. I design online assessments that are valid both for course contents and course tasks

13. I design online assessment that are reliable, authentic, fair, practical and interactive

14. I can use online assessment tools such as Moodle, Google Forms, Google Meet...

15. I can run operations in excel

16. I can detect plagiarism

17. I clearly inform the inferences and decisions about students' knowledge, skills, and

Appendices

and accomplishments that derive from scores in online assessment

18. I use online assessment results to give students feedback and to enhance their learning

19. I know how to deal with students' academic dishonesty in online assessment

20. I implement transparent language online assessment practices; I inform students of what, how, and why

20. I implement transparent language online assessment practices; I inform students of what, how, and why online assessment is conducted

21. I implement democratic language online assessment practices by giving students opportunities to share their voices about the online assessment

[Next](#)

[Clear form](#)

Appendices

Teachers' Practices and Challenges of Online Assessment

How often did you use online assessment before the pandemic? *

- Always
- Often
- Usually
- Rarely
- Never

Since the online assessment was integrated by the ministry, how often did you use it during the pandemic? *

- Always
- Often
- Usually
- Rarely
- Never

What tool(s) do you use to conduct online assessment ? *

- MOODLE
- Google Forms
- Google Meet
- Google Classroom
- Zoom
- Gmail
- Other: _____

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What method(s) do you use to conduct online assessment ? *

- E-portfolios
- Online Quizz
- Online Presentations and Discussions
- Essays
- Article reviews
- Short answer questions
- Close ended questions: Multiple choices questions, True/ False and Matching exercises
- Other: _____

What are the main challenges you faced during the online assessment ? *

	strongly disagree	disagree	neutral	agree	strongly agree
Lack of online language assessment literacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students' academic misconduct (plagiarism and cheating)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Difficulty to verify students' IDs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Difficulty to safeguard academic integrity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Difficulty in grading and providing feedback to students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Lack of effective instructor- learner interaction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Difficulty to use online assessment platforms and tools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technical issues: slow net, platform glitches, and computer freezing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of ICT skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students' inaccessibility to online assessment (lack of materials and digital skills)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Anxiety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Anxiety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Difficulty to adopt to online assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social isolation (disconnectedness and lack of social interaction)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Appendices

Teachers' in Service ICT Training and Online Assessment Practices

Have you received in service ICT training ? *

- Yes
 No

During the ICT training, did you receive a course in online assessment?

- Yes
 No

How the ICT training influence your online assessment practices?

	strongly disagree	disagree	neutral	agree	strongly agree
It improves my practices of online assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It helps me monitor and manage online assessment challenges	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It helps me overcome and deal with online assessment challenges	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ICT training has no influence on my practices of online assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Contribution to the Solution

According to your experience, how to enhance teachers' online assessment practices?

Your answer

Thank you for your collaboration



Your answer

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Appendix B

Expert Trainer Online Interview (French Version)

Bonjour Monsieur Belhani,

Avant de commencer notre interview, je veux vous remercier d'avoir accepté de participer à ma recherche. Merci énormément pour votre collaboration et participation.

Pour commencer, je veux vous donner un aperçu /un idée sur mon sujet recherche, en fait mon cas d'étude explore et examine les défis d'évaluation en ligne rencontré par les enseignants universitaire (online assessment challenges). L'échantillon de mon cas d'étude est les enseignants universitaire au Département D'Anglais. Ma recherche explore aussi comment la formation en Technologie de Communication peut influencer les pratiques d'évaluation en ligne des enseignants. Le but premier de ma recherche est de souligner ces défis et démontrer comment La formation ICT peut développer « online language assessment literacy » des enseignants et améliorer leurs pratiques d'évaluation en ligne. Online language assessment literacy est un nouveau concept qui se réfère aux connaissances sur les principes de base d'une bonne pratique d'évaluation en ligne, le développement et l'utilisation de méthodologies et de techniques d'évaluation en ligne, et la familiarité avec les normes de qualité en évaluation en ligne, Il inclut également des compétences numériques et des connaissances techniques.

Questions :

Rubrique1: Informations Personnelles

Question1 : Qui est le Dr. Belhani Ahmed ?

Question 2: Combien d'années d'expérience avez-vous dans la formation des enseignants ?

Rubrique 2: Formation TIC des Enseignants

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Question 3: Pourquoi avez-vous commence la formation TIC des enseignants ?

Question 4: Est-ce que c'était votre idée ou bien elle était proposée par le ministère de l'enseignement supérieur et la recherche scientifique ?

Question 5: Quel est la durée de la formation ? Combien de temps dure la formation ?

Question 6 : A quel point la formation a-t-elle change depuis la première fois ?

Rubrique 3: La formation TIC et les pratique d'évaluation en linge des enseignants

Question7: Est-ce que l'évaluation et notamment l'évaluation en ligne est un des axes du la formation ICT des enseignants ?

Question 8 : Combien de temps est consacré à l'évaluation en ligne pendant la formation TIC?

Question 9 : Combien d'ateliers traitent de l'évaluation en ligne ? Sont-ils effectués au début de la formation ou à la fin ? Quel est le contenu de ces ateliers ?

Question 10 : Comment la formation TIC améliore-t-elle les connaissances des enseignants sur l'évaluation en ligne ?

Question 11 : Selon vous, comment la formation TIC peut-elle influencer les pratiques d'évaluation en ligne des enseignants ?

Question 12 : est -ce que la formation TIC développe- « online assessment literacy » des enseignants ?

Merci Beaucoup monsieur pour votre temps, collaboration et participation.

Expert Trainer Online Interview (English Version)

Good Morning Mr. Belhani,

Before starting the interview, I would like to thank you for accepting to participate in my research. Thank you enormously for your collaboration and participation.

To start, I will give you an overview about my research topic. In effect, my case study explores and investigates university teachers' challenges of online assessment. The sample of my case study is university teachers from the Department of English. My research explore also how can ICT in-service training influence teachers' online assessment practices. The primary aim of this research is to highlight these challenges and demonstrate how ICT in-service training can develop teachers' online language assessment literacy and enhance their online assessment practices. Online language assessment literacy is a concept which refers to knowledge about the basic principles of sound online assessment practices, development and the use of online assessment methods and techniques and the familiarity with the norms of quality online assessment. It includes technical skill and knowledge.

Questions:

Rubric 1: Personal Information

Question 1: Who is Dr. Belhani Ahmed?

Question 2: How many years of experience do you have in teachers' training?

Rubric 2: In Service teachers' ICT training

Question 3: Why did you start teachers' in service ICT training?

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Question 4: Was it your idea or suggested by the ministry of higher education and scientific research?

Question 5: How long does the teachers' in service ICT training last?

Question 6: How much the training changed since the first time?

Rubric 3: In service ICT Training and Teachers' Online Assessment Practices.

Question 7: Is assessment and particularly online assessment one of the axes of teachers' ICT training? Is it highlighted during the training ?

Question 8: How much time is devoted for online assessment during the ICT training?

Question 10: How many workshops deal with online assessment? Are they done at the beginning of the training or at the end?

Question 11: How does in service ICT training improves teachers' knowledge on online assessment?

Question 12: According to you, how can in service ICT training influence teachers' practices of online assessment?

Question 13: Does In service ICT training develop teachers' online assessment literacy?

Thank you so much sir for your time, collaboration and participation.

Appendix C

EFL Teachers' Semi-Structured Interview Questions

Dear teacher,

First, I would like to thank you for your time and accepting to participate in the study. This conversation will be kept confidential, and the answers you provide will be used for research purposes only. There will be no reference to your name during the entire research work. I would like to take your permission to tape-record the interview to ensure that no single detail is being missed and to be able to listen to the record again for the sake of analysis.

Moving on to the aim of this interview, this interview seeks to investigate EFL teachers' practices and challenges of online assessment during the COVID 19 pandemic. It also explores the ways in service ICT training influences teachers' online assessment practices.

The interview is made up of 3 rubrics. Each rubric addresses a research variable and answers one of the two research questions. The last rubric is optional; it is your contribution to the solution and your recommendations regarding EFL teachers' challenges of online assessment.

Before starting the interview, would you please introduce yourself? (Your position at Ain Temouchent University and speciality)

Reburic1: Teachers' Practices and Challenges of Online Assessment

Question 1: How did you assess your learners online? What method(s) and tool(s) did you use for online assessment?

Question 2: What are the main challenges you faced in online assessment during COVID 19 pandemic?

Reburic2: In-Service ICT Training and Online Assessment

Question 3: According to you, how can ICT in-service training influence teachers' online assessment practices? You can relate to your own experience.

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Question 4: How did you deal with the challenges you faced in online assessment?

Reburic3: Contribution to the Solution

Question 5: According to your experience, how can teachers enhance online assessment practices and reduce the challenges they face in online assessment?

Thank you so much for your honesty and collaboration.

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Appendix D

Online Synchronous Observation Grid

Section 1: Online Observation General Overview		
Aim:		
Recording Instrument:		
Date:	Timing:	Location:
Observer:	Level:	Module:
Students total number:		Online Assessed students:
Section 2: Online Assessment Details		
Type:	Method:	Tool:
Section 3: Online Assessment Procedure Description		
Section 4: Teachers' Challenges of Online Assessment		
Challenges	Yes/No	Notes
Lack of Online Language Assessment Literacy		
Students' Academic Misconduct (cheating, plagiarism)		
Difficulty to verify students' IDs		
Difficulty of grading and providing feedback		
Technical issues: slow net, PC glitches		
Students' inaccessibility to online assessment		
Other Challenges:		

Résumé :

L'évaluation linguistique est l'un des piliers clés du triangle éducatif et de l'activité pédagogique qui a été affectée par la transition à l'enseignement-apprentissage en ligne et à l'enseignement-apprentissage mixte posés par la pandémie de COVID 19. Ce changement soudain pousse les enseignants à utiliser l'évaluation en ligne. Cependant, les enseignants ont dû faire face à divers défis psychologiques, sociaux, techniques et pédagogiques lors de l'évaluation en ligne. Ainsi, cette étude vise à enquêter sur les pratiques des enseignants et les principaux défis de l'évaluation en ligne pendant la pandémie dans un contexte EFL algérien. La recherche explore également l'influence de la formation continue aux TIC sur les pratiques d'évaluation en ligne des enseignants. Afin d'atteindre ces objectifs et de répondre aux questions de recherche, cette étude est basée sur une conception de recherche à méthode mixte manifestée à travers un questionnaire en ligne adressé à trente (30) enseignants EFL du Département des Lettres et de la Langue Anglaise de l'Université Belhadj Bouchaib. De plus, un entretien en ligne a été dédié à un expert formateur responsable de la formation continue des enseignants aux TIC ; quatre (4) enseignants EFL du même département ont également été interrogés pour enrichir les résultats en plus de mener une observation de l'évaluation en ligne. Les résultats ont indiqué que l'inconduite scolaire des étudiants (tricherie et plagiat) est le principal défi de l'évaluation en ligne. De plus, les résultats ont révélé que la formation continue aux TIC améliore et influence positivement les pratiques d'évaluation en ligne des enseignants.

Les mots clés : évaluation en ligne, littératie de l'évaluation linguistique en ligne, formation continue aux TIC, pratiques, défis.

ملخص:

يعد تقييم اللغة أحد الركائز الأساسية للمثلث التربوي والنشاط التربوي الذي تأثر بالتحول إلى التعليم الإلكتروني والتعلم والتعليم والتعلم الهجين الذي تسببت فيه جائحة كوفيد 19. يحدث هذا التحول المفاجئ للأساتذة على استخدام التقييم عبر الإنترنت. لكن، واجه الأساتذة العديد من التحديات النفسية والاجتماعية والتقنية والتربوية أثناء إجراء التقييم عبر الإنترنت. وبالتالي، تهدف هذه الدراسة إلى التحقيق في ممارسات الأساتذة والتحديات الرئيسية للتقييم عبر الإنترنت خلال الجائحة في سياق اللغة الإنجليزية كلغة أجنبية في الجزائر. إضافة إلى ذلك، يسعى البحث إلى استكشاف تأثير التدريب على تكنولوجيا المعلومات والاتصالات أثناء الخدمة على ممارسات الأساتذة للتقييم عبر الإنترنت. من أجل تحقيق هذه الأهداف والإجابة على أسئلة البحث، تستند هذه الدراسة على تعدد منهجي يتجلى في استبيان عبر الإنترنت موجه إلى ثلاثين (30) معلماً للغة الإنجليزية كلغة أجنبية في قسم الآداب واللغة الإنجليزية بجامعة بلحاج بوشعيب. بالإضافة إلى ذلك، تم تخصيص مقابلة عبر الإنترنت لمدرّب خبير مسؤول عن تدريب الأساتذة أثناء الخدمة على تكنولوجيا المعلومات والاتصالات؛ كما تمت مقابلة أربعة (4) أساتذة من نفس القسم لإثراء النتائج مع إجراء مراقبة للتقييم عبر الإنترنت. أشارت النتائج إلى أن سوء السلوك الأكاديمي للطلاب (الغش والسرقة الأدبية) هو التحدي الرئيسي في التقييم عبر الإنترنت. علاوة على ذلك، كشفت النتائج أن التدريب على تكنولوجيا المعلومات والاتصالات أثناء الخدمة يحسن ويؤثر بشكل إيجابي على ممارسات الأساتذة في التقييم عبر الإنترنت.

الكلمات المفتاحية: التقييم عبر الإنترنت، أبعاد تقييم اللغة عبر الإنترنت، التدريب على تكنولوجيا المعلومات والاتصالات أثناء الخدمة، ممارسات، تحديات.