

وزارة التعليم العالي والبحث العلمي

MINISTERE DE L'ENSEIGNEMENT SUPERIEUR ET DE LA RECHERE SCIENTIFIQUE

Ministry of Higher Education and Scientific Research

ⵓⵎⵓⵍⵓⵔ ⵎⵎⵎⵔⵉ ⵜⵉⵣⵉ ⵓⵣⵣⵓ

ⵍⵓⵎⵓⵍⵓⵔ ⵎⵎⵎⵔⵉ ⵓⵣⵣⵓ ⵎⵎⵎⵔⵉ ⵜⵉⵣⵉ ⵓⵣⵣⵓ

UNIVERSITE MOULOU D MAMMERI TIZI OUZOU

FACULTE DES LETTRES ET DES LANGUES

DEPARTEMENT D'ANGLAIS

جامعة مولود معمري- تيزي وزو

كلية الآداب واللغات



Field : Letters and Foreign Languages

Branch : English Language

Specialty : Didactics of Foreign Languages

**Dissertation Submitted in Partial Fulfillment of the Requirements
For the Degree of Master in English**

Title

**EFL Teachers' Formative Assessment Challenges and Strategies in
Online Teaching. A Case Study of Voluntary EFL Teachers who
Teach Third-Grade Learners of High Schools in Algeria**

Submitted by:

Celina FOUCHAL
Maroua FOU DILI

Supervised by:

Dr. Amel BENAÏSSA

Board of Examiners:

- **Chairwoman:** Prof. Souryana Yassine, Mouloud Mammeri University of Tizi-Ouzou
- **Supervisor:** Dr. Amel BENAÏSSA, MCB, Mouloud Mammeri University of Tizi-Ouzou
- **Examiner:** Mr. Madjid CHETOUANE, MAA, Mouloud Mammeri University of Tizi Ozou

Academic year: 2021/2022

Laboratoire de domiciliation du master : Etude des Langues et Cultures Etrangères

Acknowledgments

We would like to express our deepest appreciation to Dr. Amel BENAÏSSA. We could not have undertaken this journey without her precious help, comments, and guidance.

We are extremely thankful to the board of examiners who have kindly accepted to read and examine our modest dissertation.

Lastly, we would be remiss in not mentioning and thanking EFL teachers who teach online for working and collaborating with us.

Dedication

I dedicate this work

To My beloved parents Ali and Malika. I would like to thank them for their support during my university studies and for all the sacrifices that they made for me. All the words are not enough to express my gratitude

To My brother Yanis and my sister Amelia, I really appreciate their encouragement

To My aunt Rabea and her husband, and my cousin Liticia

To My best friend Cylia and my lovely binomial Maroua

To My beloved and relatives

Celina Fouchel

I dedicate this work

To my beloved parents Abdellatif and Meriem

To my brothers Selmane and Dahmane and his wife Rihanna

To my lovely sisters Randa and Amina and her husband Sadek

To my sweet nephews Abderrahmane and Mohammed

To my best friends Imane, Lina, Dahbia, and wafa

To the lovely people whom I had the chance to meet at university Camelia,
Saloua, Taous and Sonia

Special thanks go to my sweet mate Celina for her seriousness and hardworking

Maroua FOUJILI

Abstract

The current study is concerned with a case study of EFL teachers' formative assessment challenges and strategies in online teaching with third-grade learners of High Schools in Algeria. It is intended to determine EFL teachers' obstacles faced during an online formative assessment, and the techniques used to overcome them. Furthermore, it identifies online formative assessment's procedures followed by EFL teachers before, during, and after its implementation. To reach the aforementioned objectives, we rely on Sangi's (2007) e-assessment procedures checklist (EPC), as a theoretical framework. Besides, to proceed in our inquiry, we have adopted mixed method research, combining both qualitative and quantitative methods for data collection and data analysis. In our study, we have used a questionnaire administered to sixteen EFL teachers, an interview conducted with three EFL teachers, and we observed six online sessions with two EFL teachers on the Zoom platform. In order to analyze the collected data, we have used descriptive statistics method for the quantitative data, and qualitative content analysis (QCA) for the qualitative data. The results of the investigation demonstrate that EFL teachers face several challenges during the online formative assessment, including cheating attempts, learners' authentication, and internet issues for both teachers and learners. At the same time, there are different methods that can be used to overcome them such as scheduling a pre-session to train learners and using a timer during the assessment. In addition to that, the analysis of the results shows that teachers have positive and negative attitudes due to the advantages and disadvantages of online formative assessment.

Key words: Challenges, EFL teachers, Online formative Assessment, Zoom platform.

List of Abbreviations

EFL : English as a Foreign Language

EPC : E-assessment procedures checklist

ICT : Information and Communication Technologies

QCA : Qualitative Content Analysis

QCA : Quantitative Content Analysis

List of Diagrams

Diagram 01 : Internet Access at Home.....	23
Diagram 02 : Possession of Online Assessment Devices Among EFL Teachers.....	23
Diagram 03 : Technological Devices Used by EFL Teachers.....	23
Diagram 04 : Platforms Used by EFL Teachers for Online Teaching and Learning.....	24
Diagram 05 : Degree of Agreement of EFL Teachers with the Implementation of Online Assessment.....	25
Diagram 06 : EFL Teachers' Experiences with Online Assessment.....	26
Diagram 07 : EFL Teachers preferences toward the assessment.....	27
Diagram 08 : How EFL Teachers Find Online Assessment.....	27
Diagram 09 : The Main Challenge Faced by EFL Teachers During Online Assessment... 	28
Diagram 10 : EFL Teachers' Thoughts about Low Engagement.....	29
Diagram 11 : The Use of Software for Controlling Online Formative Assessment.....	30
Diagram 12 : Checking Learners' Authentication.....	31
Diagram 13 : The Use of Question Timer by EFL Teachers.....	31
Diagram 14 : Giving Online Feedback.....	31
Diagram 15 : Discussion of Learners' Marks.....	32
Diagram 16 : Post Assessment Activities to Ameliorate Learners' Level.....	33

List of Tables

Table 01 : EFL teachers' years of experience.....	22
Table 02 : Evaluation of Digital Literacy Skills.....	22
Table 03 : Skills Assessed by EFL Teachers.....	25
Table 04 : The Importance of Online Assessment for the Teaching and Learning Process....	26
Table 05 : Learners' Training by EFL Teachers.....	29

List of Symbols

%: Percentage

X: The Calculated Percentage

Y: The Number of Answers

M: The Total Number of Participants

N: Number

Contents

• Acknowledgements.....	I
• Dedication.....	II
• Abstract.....	III
• List of Abbreviations.....	IV
• List of Diagrams.....	V
• List of Tables.....	VI
• List of Symbols.....	VII

General Introduction

• Statement of the Problem.....	1
• Aims and Significance of the Study.....	2
• Research Questions and Hypotheses.....	3
• Research Techniques and Methodology.....	3
• Structure of the Dissertation.....	4

Chapter 1: Literature Review

Introduction

1.1. Assessment.....	5
1.2. Importance of Assessment.....	6
2. Formative Vs Summative Assessment.....	6
2.1. Formative Assessment.....	6
2.2. Summative Assessment.....	7
3.1. Online Assessment and Online Formative Assessment.....	7
3.2. EFL Online Assessment.....	8
4. Procedures Followed by EFL Teachers Before, During and After the Online Assessment.....	8
4.1. Before the Online Assessment.....	8
4.2. During the Online Assessment.....	9
4.3. After the Online Assessment.....	9
5. Challenges that EFL teachers face during the online assessment.....	9
5.1. Infrastructural Problems.....	9
5.2. Digital Literacy and Technical Issues.....	10
5.3. Connectivity Issues.....	10
5.4. Authentication.....	10
5.5. Cheating.....	11
5.6. Low Engagement.....	11
6. Attitudes of Teachers toward Online Assessment.....	12
6.1. Negative Attitudes.....	12
6.2. Positive Attitudes.....	12
7. How EFL Teachers Overcome Challenges.....	13
7.1. Lockdown Browser.....	13

7.2. Audit Log	13
7.3. Remote Proctor.....	14
7.4. Question Timer.....	14
7.5. Students Training.....	14
Theoretical Framework.....	15
Conclusion	

Chapter 2: Research Design

Introduction	
1. Research Method.....	17
2. Context and Participants of the Study.....	17
3. Procedures of data collection.....	18
3.1. Questionnaire.....	18
3.2. Interview.....	18
3.3. Classroom Observation.....	19
4. Procedures of Data Analysis.....	19
4.1. Quantitative Content Analysis.....	20
4.2. Qualitative Content Analysis.....	20
Conclusion	

Chapter 3: Presentation of the Findings

Introduction	
1. Presentation of the Results of the Questionnaire.....	22
1.1. Section one: Teacher's knowledge and access to computer and internet.....	22
1.2. Section two: Teacher's beliefs about online assessment and its importance.....	25
1.3. Section three: Teacher's pre-assessment procedures.....	27
1.4. Section four: Teacher's challenges during an online assessment.....	28
1.5. Section five: Teacher's monitoring during an online assessment.....	30
1.6. Section six: Teacher's procedures post assessment.....	31
2. Presentation of the Results of the Interview.....	33
3. Presentation of the Results of the Interview.....	36
Conclusion	

Chapter 4: Discussion Chapter

Introduction	
1. Discussion of the Teachers' Questionnaire and Interview Results.....	40
1.1. General Information.....	40
1.2. Online Assessment Techniques.....	41
1.3. Teachers' Perception about Online Assessment and its Implementation.....	44
1.4. Advantages and Disadvantages of Online Assessment.....	46
1.5. Suggestions to Overcome the Challenges.....	48
2. Discussion of the Results of the Classroom Observation.....	49
Conclusion	

Chapter 5: General Conclusion.....53

General Introduction

Literature Review

Research Design

**Presentation
of the
Findings**

Discussion Chapter

General Conclusion

Bibliography

Appendices

Statement of the problem

In recent years, with the development of Information and Communication Technologies (ICT) and especially after the appearance and spread of the COVID-19 pandemic in 2019, the teaching and learning process took place in online platforms. Tangirova (2019) claims that in the learning process, assessment is very significant because it permits teachers to know the level and understanding of their students and the effectiveness of the teaching process. Indeed, assessment is considered a crucial element of the teaching and learning process. It guides the teachers by showing them the improvement of their teaching process; enabling them to decide whether they should adjust, repeat, or change the methods that they use to ensure a complete and effective understanding of their students.

For evaluating the students' learning improvement in the teaching and learning process, two well-known types of assessments are implemented by teachers, formative and summative assessments. Formative assessment is a process that can occur many times throughout any given period. Its main goal is to identify the students' strengths and weaknesses and help them become active learners. While summative assessment takes place at the end of a given period, it gives the students their final score.

When the implementation of the teaching and learning process is online, obviously the assessment is online as well. Online assessment is the application of assessment in an online environment that involves the use of online platforms for teaching and assessing students. However, the features of online assessment differ from those of traditional or face-to-face assessment both in terms of the methods and techniques utilized. In traditional assessment, the test is printed on papers on which the students will write their answers. Contrary to online assessment, where technological devices are required and different software programs are used to assess, record the answers, and give feedback to the students. Moreover, as not all

teachers are familiar with the use of computers and the internet in general, this type of assessment might be challenging for them.

Due to the complexity of the problem, many researchers studied online assessment, such as Kharil & Mokshein (2018) in their work entitled 21st Century Assessment: Online Assessment, Meiantoni, Wiyaka, & Prastikawati (2021) in Online Assessment in English Classroom: EFL Teachers' Practices and Challenges, and Arif (2020) in his thesis entitled Online Assessment Implementation by English Teachers at SMA Al-Islam 1 Surakarta During Pandemic Covid-19. However, there are few pieces of research on the challenges that EFL teachers face during an online assessment, one of them is entitled Advantages and Challenges of Usinge-Assessment, it belongs to Alruwais, Wills, & Wald (2018). Hence, that is the reason that motivated us to study this topic.

Aims and significance of the study

This dissertation aims at investigating voluntary EFL teachers' formative assessment practices in online teaching with some Third-Grade learners of High Schools in Algeria. It has three main objectives that allow us to achieve our overall aim. First, it identifies the challenges that EFL teachers face during an online assessment. Second, it examines how EFL teachers overcome those challenges. Third, it determines the online assessment procedures followed by teachers before, during, and after the implementation of online assessment.

This research is worth conducting because it shows the importance of formative assessment in the online EFL teaching and learning process. Also, it presents the way teachers deal with problems that arise during an online assessment, especially, for those who are new in the field of online teaching and testing.

Research questions and hypotheses:

To reach the objectives mentioned above, the following questions are formulated:

- 1- What are the challenges that High Schools EFL teachers face when assessing their learners online?
- 2- How do EFL teachers overcome these challenges?
- 3- What are the main steps followed by EFL teachers before, during, and after the online assessment?

In an attempt to answer the previous questions, the following hypotheses are advanced:

H1: The challenges that High Schools EFL teachers face when assessing their learners are learners' authentication as teachers cannot be sure about whether their learners are the test takers and cheating since they are not able to know if their learners are using any other devices for cheating.

H2: To overcome online testing challenges, teachers ask their learners to turn their cameras and microphones on during the online testing process to check their presence or see any attempt of cheating.

H3: Before the implementation of the online assessment, EFL teachers prepare a suitable assessment for their learners and the tools needed for it. During the online assessment, EFL teachers do their best to control the situation in a way that everything goes well. After the online assessment, EFL teachers give feedback to their learners after correcting their answers

Research techniques and methodology

To address our research study, we adopt the mixed-methods research which consists of using both quantitative and qualitative methods for data collection and data analysis.

To collect data, we rely on three main data collection tools, a questionnaire and an interview that are addressed for EFL teachers who use online platforms to teach and assess their learners to know about the challenges they face and their attitudes toward the online assessment. The third tool is virtual classroom observation where we attend some sessions before, during and after the online formative assessment to collect the data needed for our research.

Regarding the analytical part, we use Quantitative Content Analysis to analyze the quantitative data, and Qualitative Content Analysis to analyze the qualitative data.

Structure of the dissertation

The structure of this dissertation follows the form of the simple traditional model. It is composed of a general introduction, four chapters, and a general conclusion. The general introduction contains five parts, the statement of the problem, aims and significance of the present study, research questions and hypotheses, research techniques and methodology, and the structure of the dissertation. The first chapter entitled literature review deals with the theoretical background. It describes the previous works related to the study and presents the theoretical framework on which our study is based. The second chapter is the research design and methodology, it represents the methodology and methods used to collect data. The third chapter deals with the presentation of the findings. The fourth chapter is mainly devoted to the discussion of the findings and it is in this chapter that we answer the dissertation questions and we either confirm or disconfirm our hypotheses. To end, the last part of the dissertation is the general conclusion which summarizes the crucial points found in the study and suggests further research points to be studied.

Introduction

This chapter is theoretical, it deals with reviewing the previous works related to our study topic. It begins by defining some key terms such as the importance of assessment and its types which are implemented by EFL teachers and shows the difference between the online assessment and face-to-face assessment. Then, it presents the procedures followed by EFL teachers before, during and after the online assessment. After that, it shows the common challenges that EFL teachers face during an online formative assessment and the ways they deal with them or overcome them. In addition to that, this chapter addresses both negative and positive attitudes of EFL teachers toward the online assessment. In the end, it reviews the theoretical framework adopted for the study.

1.1. Assessment

Assessment is an element of the teaching and learning process that seeks to improve both of the teacher and the students (Khairil et al, 2018). Assessment is a process in which teachers evaluate their students. Certainly, both teachers and students improve through assessment, students improve themselves by knowing their strengths and weaknesses and when their teachers' methods are useful. While teachers improve their performance by changing or keeping the methods used depending on their effectiveness. Assessment is a process for documenting, in measurable terms, the knowledge, skills, attitudes, and beliefs of the learner (Delclos et al, 1992). In other words, through assessment, teachers are able to know the learners' real level. According to Scott & Fortune (2011), assessment must engage students in the process of seeing themselves as people who will contribute to practice, whatever that practice might be. This simply means that assessment makes students have essential roles in those practices related to what they study.

1.2. Importance of Assessment

Assessment is recognized as being central to the education experience (Askham et al, 1997). Undoubtedly, assessment is agreed to be a significant element in the teaching and learning process. Fard and Tabatabaei (2018:93) claim that *“Assessment of students is one of the most important responsibilities of teachers, because it helps teachers to perceive, analyze students, and also help them to obtain positive consequences in the area of teaching”*. Assessment enables teachers to make students benefit from the teaching process. Assessment frames what students do and helps teachers know whether students have mastered what they are supposed to learn based on the learning outcomes (Boud, 2007, cited in Medland, 2016). Thanks to assessment, teachers are able to see if the learners get what they intend to teach. The assessment determines the students' learning especially when they are provided with sufficient feedback and helps with further learning (Brunton et al, 2016). As long as students are provided with the teacher's feedback, the latter works as a guide to take them further in the learning process by simplifying it. Hence, they are more likely to learn better.

2. Formative Vs Summative Assessment

Glazor (2014:276) claims that *‘Two key strategies for classroom assessment have emerged and have been debated among education scholars: formative and summative*. Generally, teachers rely mostly on formative and summative assessments in their teaching process. These two renowned types are commonly used by teachers during the academic year.

2.1. Formative Assessment

Formative assessment has begun to be recognized as a driving force for enhancing students' learning. According to Perera and Moe (2014), formative assessment necessitates reviewing the student learning outcomes numerous times throughout a semester. It facilitates the evaluation of various content areas, abilities, and the progression of learning within

particular knowledge domains and can use the same form repeatedly like essays, experiential activities, and quizzes. Therefore, Formative assessment is a continuous activity that involves students' learning evaluation numerous times during a specific period by using different assessment forms and strategies.

King (2014) discovered that thorough and timely feedback provided by teachers is rated as valuable by the students because that makes them improve their learning process. King showed the importance and positive impact of teachers' formative assessment on students.

2.2. Summative Assessment

Contrary to formative assessment, summative assessment occurs at the end of a unit or a semester. Teachers implement a summative assessment to make sure that learning objectives are accomplished (Challis, 2005, cited in Gikandi et al, 2011). Summative assessment is a type of assessments which generally includes both close-ended and open-ended questions for evaluation, and is usually implemented at the end of a specific period. Its feedback is in a numerical form or a letter grade score (Glazor:2014). This means that this type is a thorough test that takes place at the end of a unit, semester, or a year to examine the students' learning outcomes for the purpose of their final evaluation.

3.1. Online Assessment and Online Formative Assessment

Most of the studies admit that online assessment is an electronic assessment in which all its procedures from the start to the end are carried out electronically. *“This means that the design, test implementation, recording the response and providing the feedback are all completed using ICT”* (Alruwai,2018:34). Online assessment is a new method that takes part of an assessment to assess students learning process with the use of technology or electronic tools.

According to Gikandi et al (2011), online formative assessment is the implementation of formative assessment in an online environment where various learning and teaching activities are involved to analyze the students' learning throughout the teaching and learning period. In the same context, Pachelar et al (2010:716, cited in Gikandi et al, 2011) define online formative assessment as *'the use of ICT to support the iterative process of gathering and analyzing information about student learning by teachers as well as learners and of evaluating it in relation to prior achievement and attainment of intended and unintended learning outcomes'*. In other words, this process is about using technology to collect and examine information about students' learning by themselves and their teachers continuously. It is done in relation to what has been dealt with and to the teaching and learning objectives.

3.2. EFL Online Assessment

According to Meiantoniet al (2021), the need for online assessment in the teaching and learning process is growing. When teaching EFL, English teachers are required to implement an online assessment that fits the students' needs. In addition to that, EFL teachers test what they have already taught in the English language like vocabulary, grammar, listening, speaking reading, and writing in an online environment.

4. Steps Followed by EFL Teachers Before, During and After the Online Assessment

4.1. Before the Online Assessment

Pre-assessment is the most important step in online assessment. In this part, teachers should prepare carefully to the test and provide all the necessary details for the students (assessment objective, rules, procedures, etc.). S.S.F. Bukhari (2019:148), states that *"The application of pre-assessment to measure the learner differences and needs is very crucial as it supports the teaching-learning procedure"* that is to say, pre-assessment determine for teachers what students already know and what they need to learn. It helps to design

appropriate learning activities and strategies. In this part, teachers also prepare security measures to avoid any malicious dishonesty during the test.

4.2. During the Online Assessment

This step consists in the generation of the assessment. During the assessment, teachers authenticate the identity of candidates and ensure that the test or activity has been received by their candidates. One more important action that teachers take is that they interact with students in case of any matter of confusion or misunderstanding. At the end of the assessment process, teachers should register all the data of the assessment in order to be corrected.

4.3. After the Online Assessment

In this part, the teacher communicates the assessment results to students, and provides them the appropriate feedback. The teacher also takes notes about the difficulties faced by students and develops appropriate methods and techniques to help them. In addition to that, the teacher provides students with convenient activities to ameliorate their level and achieve positive learning outcomes.

5. Challenges that EFL teachers face during the online assessment

According to Yulianto and Mujtahin (2021), the majority of teachers had the idea that conducting online assessment is challenging since a lot of issues appear during its execution. As teaching and assessing students in an online environment is a new concept that appeared after the spread of COVID-19, teachers are not able to implement an online assessment without having problems. Some scholars mention common challenges faced by teachers during online assessment.

5.1. Infrastructural Problems

Even if online learning does not require classrooms, buildings, and boards, etc. This does not mean that there are no other requirements such as electricity, internet, and computers. According to many researchers, while there are some countries where teachers and students are provided with the equipment needed and can go through the online assessment

with minor difficulties. Sadly, other countries do not provide computers or any other necessities for the learners who cannot afford them.

5.2. Digital Literacy and Technical issues

‘Technical problems can always arise as long as technology is used’ (Dogan et al, 2020:4). Basically, online assessment requires certain kinds of technological advances and resources. According to Todd (2020), teachers face technical problems and they cannot forecast their students' situation, they are unable to observe what they are doing or ask what they are writing. EFL teachers, who teach and assess their students online, already know how to use technology but this may not be the case for all their students. Teachers face difficulties with students who struggle in using technology which is an essential element in online assessment. Though the new generation is proficient in working with computers, it doesn't necessarily translate to Digital Literacy. It is necessary to understand how different software work in order to learn in an online environment effectively.

5.3. Connectivity issues

Connectivity issues can be a huge challenge for the smooth flow and execution of the online assessment. *“Internet connection is both an issue and challenge not only for students but also for teachers and the institution”*(Asio et al, 2021:57). During an online assessment, there are always issues related to the internet and not everyone can retain connection for the duration of the assessment without an issue, such as having a slow internet.

5.4. Authentication

Confirming that students are who they say they are poses one of the biggest issues with online testing (Rowe, 2004).

According to Bailie and Jortberg (2009:198), authentication is defined as *‘the process of determining whether someone or something is in fact who or what is declared to be’*. This

is another common challenge that teachers face during the online assessment because students make one of their siblings or friends take the exam in their place.

5.5. Cheating

Cheating does not only occur in traditional assessments but also in online assessments. Students can easily cheat on the internet by texting answers, cutting-pasting ideas without attribution or purchasing professionally written essays and claim as their original work (Okada et al, 2019). In other words, students have the tendency to cheat rather than prepare well for the exam. Sometimes even if they are well prepared, they cheat just to be sure of their answers or give others the right answers. They do so by using other devices or having other people in front of them.

5.6. Low Engagement

Research has found that it is crucial for teachers and students to get along well and work in an interactive environment. Communication and interaction between teachers and their students are essential components of the teaching and learning process.

According to Gayton and McEwen (2007), Interaction between students and instructors increases student engagement in online courses. Instructors must be present in online courses in order to actively engage students in their courses (Ibid). Gayton and McEwen insisted on the power of the interaction between teachers and learners in the online environment.

In face-to-face assessment, teachers can observe and control carefully their students while in online assessment it is quite impossible. In online assessment, when there is no direct interaction between students and teachers. This is a considerable challenge since the interaction is very important. Low engagement may lead to the ineffectiveness of the online assessment.

6. Attitudes of teachers toward online assessment

6.1. Negative Attitudes

The challenges mentioned above make teachers have negative attitudes toward the online assessment since they always want to reach an effective assessment with no or minimum obstacles.

According to recent pieces of research, many scholars found that teachers have negative attitudes toward online assessment because they make many efforts. The high number of challenges makes them make more effort in online assessment than in face-to-face assessment. As when they use more techniques to try to control their students or see and have the interaction needed.

6.2. Positive Attitudes

Many advantages make teachers have positive attitudes toward the online assessment. According to Alruwai (2018), providing students with direct and fast feedback, developing their performance, and saving teachers' time and effort are the main advantages of electronic assessments. Implementing electronic assessments in an educational setting has many advantages, including automatic marking, quick feedback to students, chances for lifetime learning, and better accessibility for students with disabilities or those who are geographically separated (Gathuri et al, 2014). Unlike face-to-face assessment, teachers can usually provide feedback to each student's answer in online assessment because there is no time limit. On one hand, this helps the teachers know more about their learners' abilities, needs, strengths and weaknesses. On the other hand, it helps in developing students' capabilities in a very short period of time compared to traditional learning setting.

According to Donovan et al (2007), Online assessments have the advantage of saving time and resources over the traditional paper and pencil scan sheet method. "*Online*

assessment available in anywhere, anytime, on any device, excellent immediate feedback, automated grading, and reporting are some benefits of it" (Arif, 2020:24) In other words, teachers are not obliged to move to any place for the sake of assessing their students. In online assessment, all it takes is only few minutes to open the computer and start the assessment, it is less time-consuming.

Online assessment can be done anytime, anywhere depending on the educators. It also enables a more flexible pace of learning. The computer can also handle much larger items than printed on paper and it can draw random from the item pools.

7. How EFL teachers overcome those challenges

The implementation of online formative assessment is a very complex process. There are several challenges that EFL teachers face during this implementation. Many pieces of research suggest the following solutions and techniques to overcome the challenges.

7.1. Lockdown browser

Lockdown browser is an internet browser which is used by teachers to secure online assessment. It is downloaded by students on their own devices. According to Cochran et al (2010) lockdown browsers prohibit the users from accessing the internet or other programs on their computers during the assessment. This means that, this system prevents the students from opening any other window when taking online assessment. If a candidate tries to access any site like Google, the system shows the error message, then automatically suspends the assessment, and the user who tried to open it is displayed for the examiner.

7.2. Audit log

Ali et al (2021:1) indicate that "*Audit logs are key resources that show the current state of the systems and user activities and are used for cyber forensics and maintenance*". They also state that "*these logs are the only source that can help in finding traces of some*

malicious activities or troubleshooting a system failure " (ibid). Audit logs are a chronological record, used by teachers in order to record students' activity during an online assessment. The teacher can check these records after the end of the assessment, this process helps to detect any suspicious activity or to be sure that the online assessment is completed in a secure way.

7.3. Remote Proctor

Hylton et al (2016) claim that recently different technologies are developed to facilitate supervising online assessment remotely, such as remote proctor. Remote proctor is an advanced technique used by teachers in order to supervise students who take part in the online assessment. It can also solve the problem of authentication. According to Bedford et al (2009) Remote Proctor from Software Secure is a technological solution that provides biometric identification as well as a secure, monitored testing environment. In other words, in this system, there is a web camera that helps to capture the photograph of the students several times during the online assessment to ensure their identity.

7.4. Question Timer

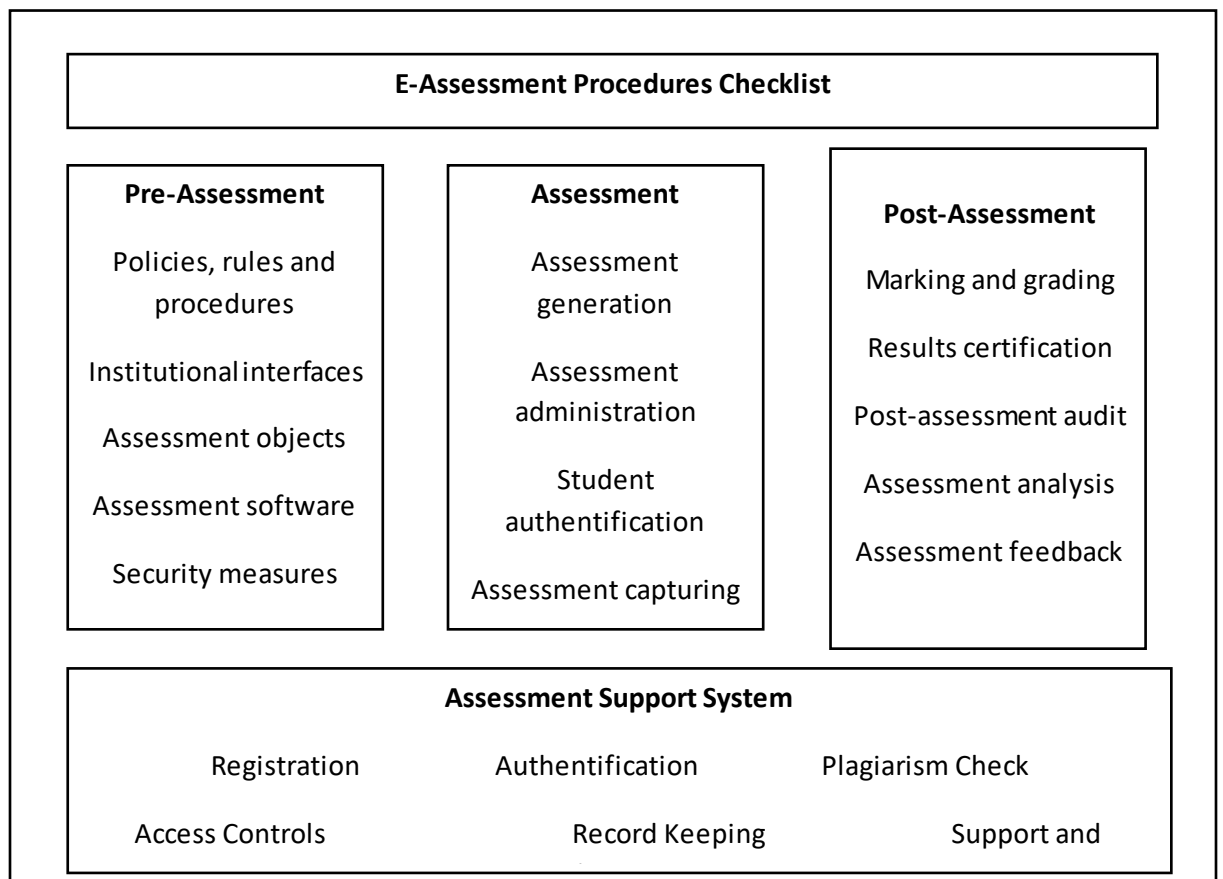
Teachers use this technique in order to reduce cheating during online assessment. Christe (2003:57) states that with time limits, "*even if students look up some portion of the question, they cannot have enough time to look up all the questions*". In this case, during an online assessment, when the teacher selects a specific time for each question, students do not have time to check the answers in another part, they just try to respond before the end of the allotted time.

7.5. Students Training

An important step that should be taken into account before the implementation of online assessment, is to know about the students' knowledge and skills, to know if they are familiar with technology in general. Özüdoğru (2021:329) claims that "*a variety of training*

and orientation programs can be conducted to solve the problems related to students "In other words, it is necessary that teachers organize an online session before the online assessment, in order to explain which application they are going to work with and to train them how to use them. This process facilitates the implementation of the online assessment.

Toolkit of the Study



Sangi (2007) proposed the E-assessment procedures checklist (EPC) model. This model is divided into three main parts: pre-assessment, assessment, and post assessment. The pre-assessment step is all about the preparation for the online assessment, including the assessment objects and software such as computers, internet, and the online platform where the e-learning and assessment occur. Also, students training where teachers would explain to the students how to use the assessment objects and software needed in a particular session.

Then, the assessment comes; students will be tested on what they have dealt with in the previous sessions. During the assessment, the students' authentication is tested by their teachers. The last step is the post-assessment, in which teachers give feedback to their students. The latter permits the teachers know about their students' actual level and help the students develop their skills.

Conclusion

In conclusion, this chapter has shed the light on the major works related to our topic entitled 'EFL Teachers' Assessment Practices in Online Teaching with Third Grade Students of High Schools in Algeria' It has provided some key concepts about assessment such as its definition, its importance, and its two types. Then, it has explained how authors and researchers defined online assessment and provided the challenges faced by EFL teachers during online assessment and the techniques used to overcome them. Finally, it dealt with the E-assessment procedures checklist model which is the appropriate model to be used in our study.

Introduction

This methodological chapter deals with the research design of the current study that attempts to explore EFL teachers' assessment practices in online teaching with Third-Grade students of High Schools in Algeria. It is divided into three main sections. The first section is devoted to the context and participants of the study. The second section describes the procedures of data collection. The third section presents the procedures of data analysis.

1. Research Method

According to Darmadi (2013:153, cited in Amini & Tjakrawala, 2022:395) "*the research method is a scientific way to obtain data with a specific purpose of use*". The current study relies on a mixed methods research. "*Mixed methods research is the type of research in which a researcher or team of researchers combines elements of qualitative and quantitative research approaches for the broad purposes of breadth and of understanding and corroboration*" (Johnson, Onwuegbuzie & Turner, 2007:123). That is to say, the mixed methods research is a process where both qualitative and quantitative methods are involved to collect the data needed for the same research. In our study, we have adopted the quantitative method to gather the statistical data from close-ended questions and the qualitative method to collect data through open-ended questions.

2. Context and Participants of the Study

We have carried out the current study online during the academic year 2021-2022. The participants of our inquiry are twenty one voluntary EFL teachers who use an online platform called "Zoom" to teach some third-grade learners of High Schools in Algeria. It was not possible to use random sampling, since not all the EFL teachers conduct online assessments for their learners. Moreover, We have not mentioned the names of High Schools because EFL teachers create groups randomly, in which third-grade learners from different High Schools all over Algeria are enrolled.

3. Procedures of data collection

To collect the appropriate data and answer our research questions, we have adopted three main tools: a questionnaire, an interview, and online classroom observation. All of these instruments are designed for EFL teachers and have been conducted online.

3.1. Questionnaire

Brown (2001:06) defines questionnaire as *'any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers'*. According to Dorney (2003), a questionnaire is one of the most popular instruments applied to social sciences. It is easy to construct, extremely versatile, and uniquely capable of gathering a large amount of information in short time and in a form readily processable. In other words, the questionnaire is the most commonly used instrument for collecting data. It is a research instrument which contains a number of questions and statements that should be so clear to the participants that they can answer easily. Also, the questions can be either open-ended questions or close-ended questions.

The link of the questionnaire designed for our study was sent via Instagram, Email, and Whatsapp to sixteen EFL voluntary teachers who assess their third-grade learners of some of Algerian High Schools online. The questionnaire is divided into six sections. It contains important information about teachers' knowledge, perspective, techniques and challenges concerning online assessment. Both close-ended and open-ended questions are used

3.2. Interview

The interview is another method to collect qualitative data, by asking open-ended questions to gain a particular purpose. Fox (2006:4) defines interview as *'an important data gathering technique involving verbal communication between the researcher and the participant'*. In other words, it is a data collection tool, which consists of a conversation

between two or more people, where there is the interviewer who asks the questions, and the interviewee who answers them for a specific goal.

In this study, a structured interview is used as a second research method to collect data. It was conducted through social media (Instagram and Email) with three EFL voluntary teachers. This interview contains seven items that seek to investigate the challenges faced by EFL teachers during the online formative assessment and identify the solutions that help them to overcome them.

3.3. Online Classroom Observation

In addition to the interview and the questionnaire, we have used a classroom observation as a third data collection tool. Hora and Ferrare (2013:1) define classroom observation as *"a method of directly observing teaching practices as it unfolds in real time, with the observer or analyst taking notes and/or coding instructional behaviors in the classroom or from videoed lessons"*. That is to say, it is a technique which allows the researcher to observe directly the teaching and learning process, and this gives the advantage of taking personal notes that the researcher can use for his/her investigation. Classroom observation is considered to be the most effective data collection tool since it helps to get valid data through a direct observation. In our study, it is conducted by using a checklist containing thirteen items, and we have attended six online sessions with two EFL teachers on the Zoom platform. The objective is to observe how teachers monitor the online assessment and to see how they overcome the faced challenges.

4. Procedures of Data Analysis

This part of the research design consists of the techniques used in order to analyze the collected data. It is divided into two main parts. The first deals with the rule of three, which we have used to analyze quantitative data obtained from close-ended questions. The second

one consists of qualitative content analysis (QCA), which is used to analyse the qualitative data collected from the open-ended questions.

4.1. Quantitative Content Analysis

Manganello & Blake (2010:388) argue that: "*we define quantitative content analysis as the creation and use of predetermined categories for the purpose of understanding and describing media messages in a way that can be counted and qualifies*". In order to analyse quantitative data collected from close-ended questions, we have relied on the rule of three. The rule of three is a mathematical rule that helps to calculate an unknown number. It is based on three numbers and is applied as follows: $Z \times 100 / y$ ($x\%$ is the unknown percentage that should be calculated, z is the number of the answers and y is the total number of the participants). The rule of three is a method that simplifies the calculation of percentages in a research.

4.2. Qualitative Content Analysis

Another method for analysing data is Qualitative content analysis. QCA is a technique used in order to examine qualitative data that have been collected by open-ended questions of both interview and questionnaire. Hsieh and Shannon (2005: 1278) define QCA as '*A research method for the subjective interpretation of the content of the text data through the systematic classification process of coding and identifying themes or patterns*'. That is to say, QCA is a technique that provides knowledge and understanding about the data obtained in a critical way.

Conclusion

In this chapter, we have presented the research design, which consists of the methodology and methods that we have used in our study. First, we have presented a brief summary of the context and the participants involved in the research. Then, we have described the questionnaire, the interview, and the classroom observation used in order to

collect the data needed and answer the research questions. In the last part, we have described the data analysis procedures, which comprise Quantitative content analysis to analyse quantitative data and qualitative content analysis to examine qualitative data.

Introduction

This chapter deals with the presentation of the findings. It presents the results obtained from the questionnaire distributed to sixteen EFL teachers and from the interview conducted with other three EFL teachers. In addition to that, it presents the results obtained from the classroom observation checklist. The results of this chapter are presented in numbers and percentages and displayed in diagrams, pie charts, and tables.

1. Presentation of the results of the questionnaire

Section one: Teacher's knowledge and access to computer and internet

Q1: How long have you been teaching online?

Years	1-3	4-7	More than 7 years
Number	15	1	0
Percentage	93.75%	6.25%	0%

Table 1: EFL teachers' Years of Experience

The results of table 1 show that fifteen EFL teachers, representing 93.75%, declare their years of experience in online teaching to be from one to three years, and only one EFL teacher, representing 6.25%, declares his/her years of experience to be from four to seven years.

Q2: How would you rate your digital literacy skills?

Skills	Poor	Average	Acceptable	Advanced
Number	0	4	9	3
Percentage	0%	25%	56.3%	18.8%

Table 2: Evaluation of Digital Literacy Skills

The results of table 2 show that four EFL teachers, representing 25%, rate their digital literacy skills as "Average". Nine teachers, representing the majority 56.3%, rate their digital literacy skills as "Acceptable". While the three other EFL teachers, representing 18.8%, rate their digital literacy skills as "Advanced".

Q3: Do you have internet access at home?

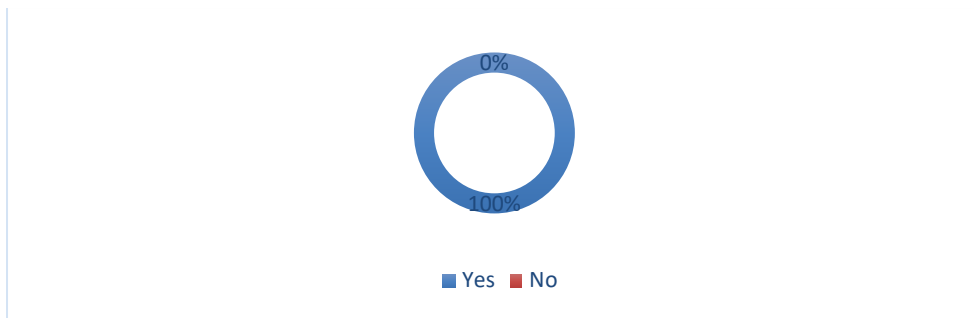


Diagram 1: Internet Access at Home

The results of diagram 1 indicate that all EFL teachers have internet access at home.

Q4: Do you have the appropriate devices to implement the online assessment?

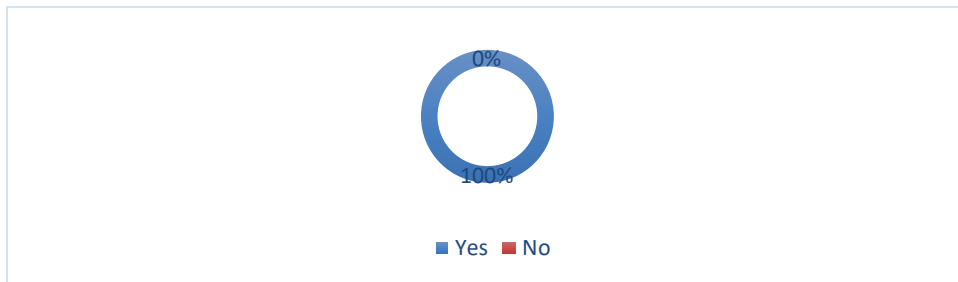


Diagram 2: Possession of Online Assessment Devices Among EFL Teachers

The results of diagram 2 indicate that all the teachers have the appropriate devices at home.

If yes, which technological devices do you use?

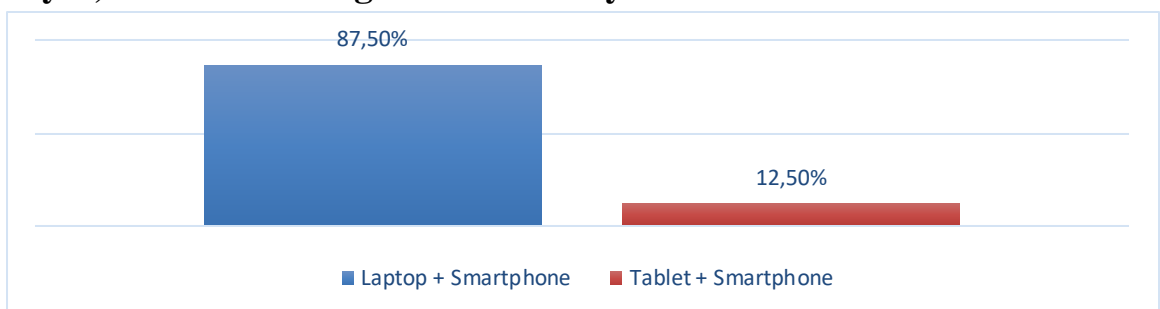


Diagram3: Technological Devices Used by EFL Teachers

Diagram 3 shows that fourteen participants, representing 87.5%, use their personal computers with their smartphones. While the others, representing 12.5%, use their tablets together with their smartphones.

Q5: Which platform do you use for online teaching and assessment?

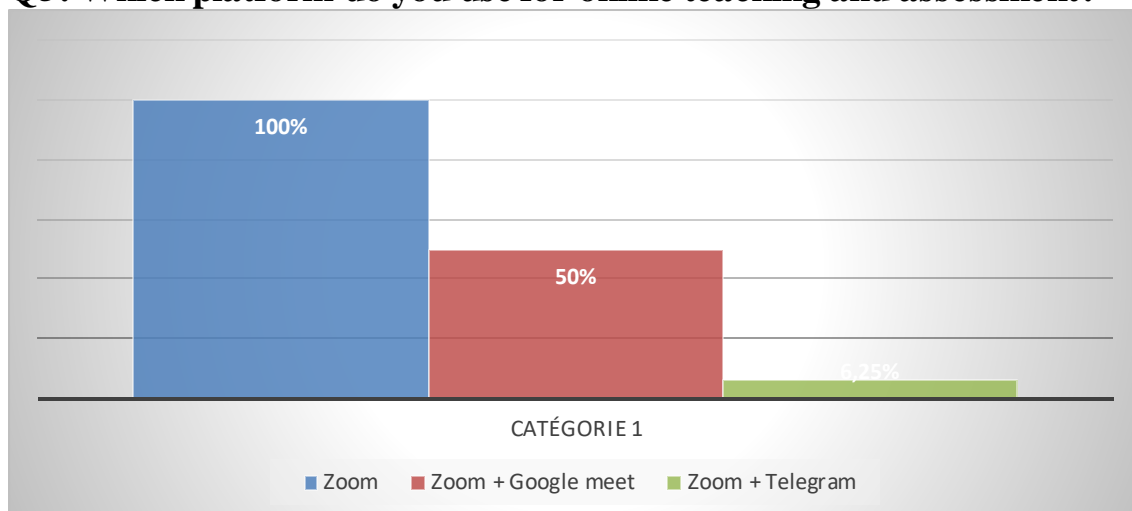


Diagram 4: Platforms Used by EFL Teachers for Online Teaching and Learning

Diagram 4 shows that all EFL teachers, representing 100%, use the ‘Zoom’ platform, and half of them, representing 50%, use Zoom along with ‘Google Meet’. Whereas one other EFL teacher, representing 6.25%, uses Zoom together with ‘Telegram’ application.

Q6: Which skills do you assess with these platforms?

Skills	Reading	Writing	Listening	Speaking
Number	16	16	14	14
Percentage	100%	100%	87.5%	87.5%

Table 3: Skills Assessed by EFL Teachers

Table 3 shows that all EFL teachers, representing 100%, assess reading and speaking skills but the percentage of 87.5%, that represents fourteen EFL teachers, assess also the two other skills of listening and speaking.

Section two: Teacher’s beliefs about online assessment and its importance

Q7: Do you agree with the implementation of online assessment?

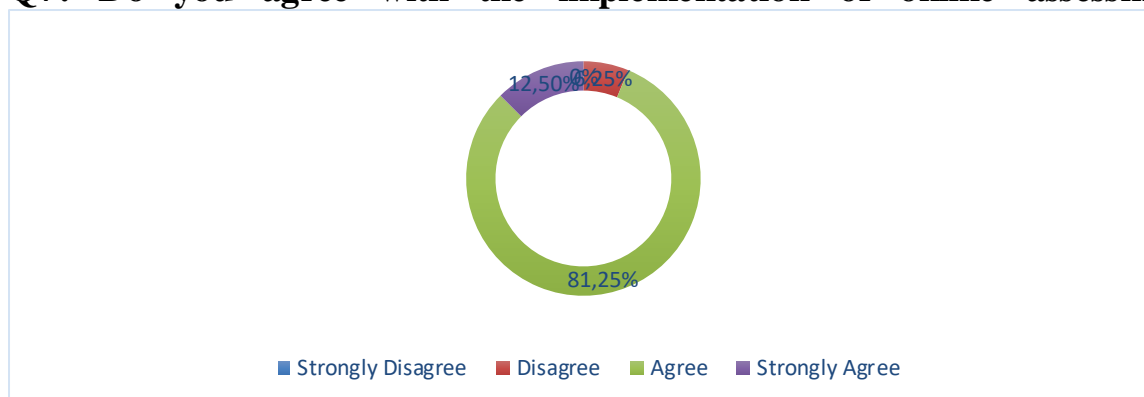


Diagram 5: Degree of Agreement of EFL Teachers with the Implementation of Online Assessment

Diagram 5 demonstrates that thirteen EFL teachers, representing 81.25%, agree with the implementation of online assessment, whereas 12.5% of teachers strongly agree with it. Only one EFL teacher, representing 6.25%, disagrees.

Q8: Do you think that online assessment is important for the teaching and learning process?

	Yes	No	No Answers	Total
Number	13	2	1	16
Percentage	81.25%	12.5%	6.25%	100%

Table 4: The Importance of Online Assessment for the Teaching and Learning Process

As shown in table 4, The majority of EFL teachers, representing 81.25%, think that online assessment is important for the teaching and learning process while two EFL teachers representing 12.5% think the opposite. One last teacher did not respond to this question.

Q9: According to you, what is the importance of online formative assessment?

Concerning the importance of online formative assessment, all teachers claim that it is important for both teachers and learners. On the one hand, the majority of teachers say that online formative assessment allows them to provide feedback for their learners and improves

their performance. In the other hand, others say that it improves the engagement skills of their learners in a way that they become active learners rather than passive learners and take part in their learning trip. Moreover, they say that online formative assessment allows them to evaluate their learners' performance, to determine their strengths and weaknesses, and to know to what extent their method is working out. In addition to that, another teacher says that it is important because it helps him/her to know the progress of his/her learners and gives his/her the chance to measure how much has been learned and the effectiveness of the teaching methods used.

Q10: How is your experience with online formative assessment?

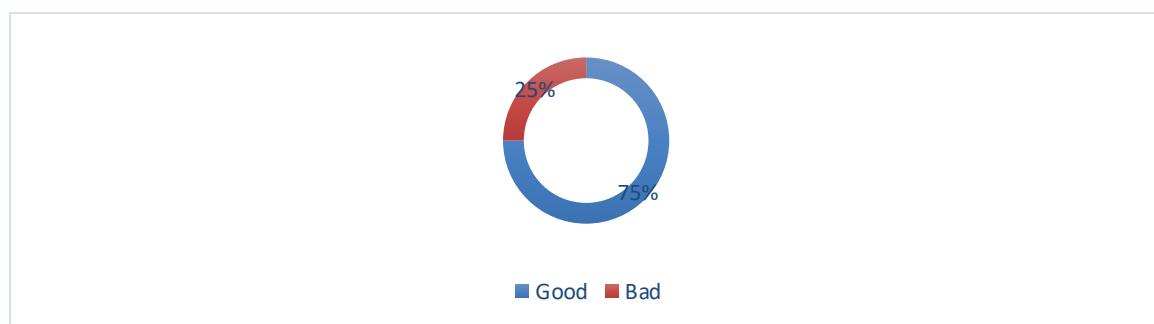


Diagram 6: EFL Teachers' Experiences with Online Assessment

Diagram 6 demonstrates that twelve EFL teachers, representing 75%, have a good experience with online formative assessment. Whereas, four teachers, representing 25%, have a bad experience with it.

Explain

When EFL teachers were asked to explain, those who have a good experience claim that they don't face any problems with the learners during the sessions, as the assessment is easy to execute because no one has to leave his/her house. Also, they notice that over time they learn different methods and ways that help them evaluate their levels. Especially during the pandemic, online assessment is very helpful for teachers and learners as it facilitates the teaching process and increases motivation and collaboration between learners. However,

those who have a bad experience explain that it is a bit complicated because there are learners who have connection problems and also others who are not familiar with the platform used.

Q11: Do you prefer the online formative assessment or the traditional one?

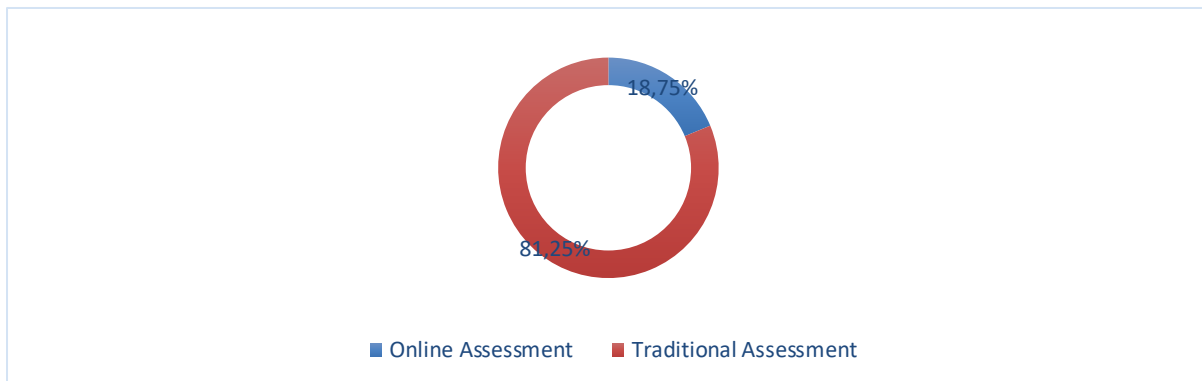


Diagram 7: EFL Teachers preferences toward the assessment

Diagram 7 shows that thirteen EFL teachers, representing 81.25%, prefer traditional assessment contrary to the three others, representing 18.75%, who prefer the online assessment.

Section three: Teacher's pre-assessment procedures

Q12: How do you prepare online assessment?

The majority of EFL teachers prepare online assessment by designing the test questions first and the digital files that they are going to use. Then, they determine the program that they should use to share the test and collect the answers. One EFL teacher prepares online assessment by making scored quiz questions. Another one prepares it by making a survey through Google forms and inform the students to answer the day of assessment.

Q13: Is preparing an online assessment difficult? Why?

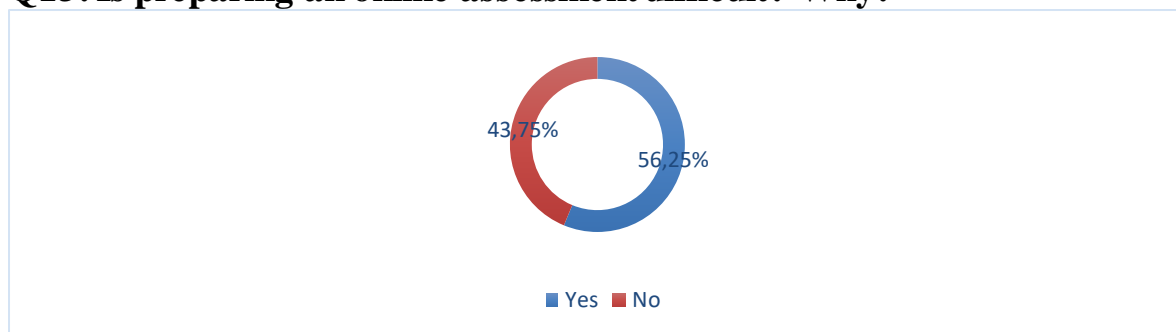


Diagram 8: How EFL Teachers Find Online Assessment

Diagram 8 shows that nine EFL teachers, representing 56.25% as a percentage, find the preparation for online assessment difficult because it takes time and effort in order to make a good online assessment, as there are a lot of things to take into consideration like which platform to use, if all learners have access to the internet and so on. The other seven EFL teachers, representing 43.75%, find online assessment easy to prepare because simply all sources are digital and educational-interactive based. In addition to that, they say that once one gets used to it, it will be much easier. Therefore, “it is easy to prepare and type the document (the test) and share the link with my learners”.

Q14: Do you train your learners before the online assessment?

	Yes	No	No answer	Total
Number of Teachers	10	5	1	16
Percentage	62.50%	31.25%	6.25%	100%

Table 5: Learners’ Training by EFL Teachers

As demonstrated in table 5, ten EFL teachers, representing 62.50%, train their learners before the online assessment by dedicating a pre session to explain how their learners will receive, get in, and answer the test questions. Five EFL teachers, representing 31.25%, do not train their learners before the online assessment because their learners already have an idea about how it works. In addition, one of these five teachers says that he/she did not think of this before. The last teacher, representing, 6.25%, did not respond to this questions.

Section four: Teacher’s challenges during an online assessment

Q15: What is the main challenge you have faced during an online assessment and why?

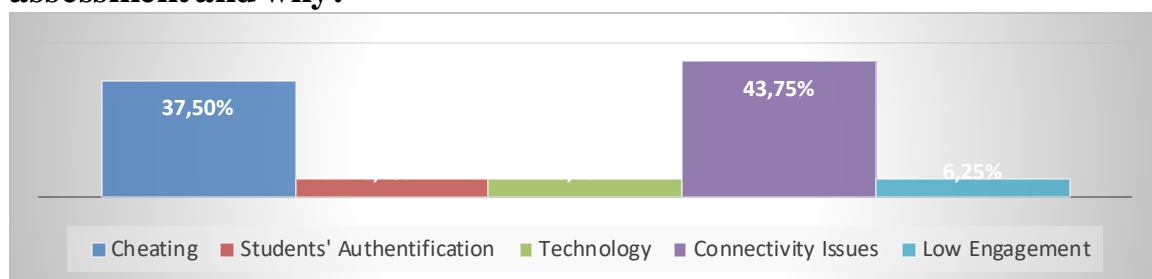


Diagram 9: The main Challenge Faced by EFL Teachers During Online Assessment

As demonstrated in diagram 9, six EFL teachers, representing 37.50%, say that cheating is the main challenge that they face because cheating in online assessment is uncontrollable, and it is hard to tell if the learner is getting help from elsewhere. And it is difficult to see what learners are doing, as they always find some ways to cheat, especially when they are home and take the test behind the screens. Other seven EFL teachers, representing 43.75%, face connectivity issues as their main challenge due to network problems in Algeria. One EFL teacher assumes that learners' authentication is the main challenge because he/she cannot really know who is taking the test and it takes time to authenticate his/her learners' identities. Another teacher claims that technology is the main challenge for him/her because not all learners know how to use computers. The last teacher, representing 6.25%, sees that low engagement is the main challenge because when the learner is for instance shy to ask for clarification, he/she may not answer properly.

Q16: Do you think that lack of interaction between the teacher and learners during online assessment influences the learners' performance?

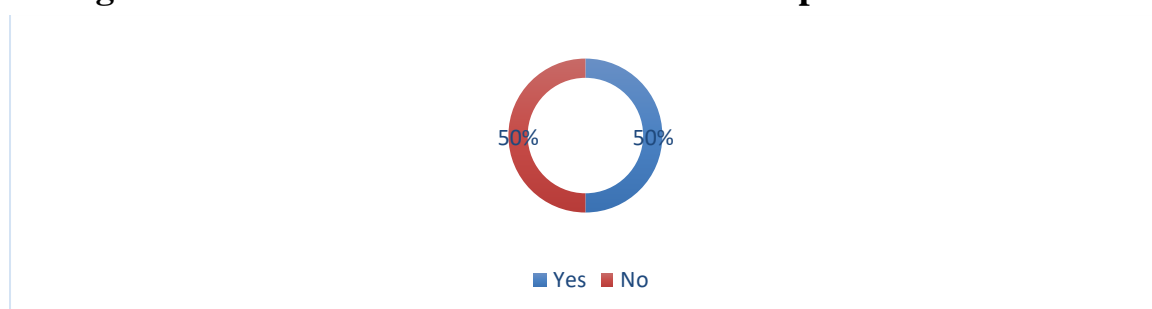


Diagram 10: EFL Teachers' Thoughts about Low Engagement

Diagram 10 shows that half of the EFL teachers think that the lack of interaction between them and their learners during online assessment influences the learners' performance. Whereas, the other half thinks the opposite.

If yes, how?

One of the EFL teachers who think that lack of interaction between them and their learners influences learners' performance state that lack of interaction and communication leads to inappropriate content and lack of their learners' self-confidence to express their thoughts even behind the screen. Others believe that if the learners do not interact this means that they do not feel comfortable, which surely affects their learning and performance. And, they think that it is the teacher's job to provide a suitable and comfortable environment for the learners to express themselves freely and confidently. In addition to that, they give the example of a learner who finds a specific question not clear and can't ask them about it obviously this makes him/her lose the opportunity to answer.

Section five: Teacher's monitoring during an online assessment

Q17: Do you use any of these softwares to better control the online formative assessment?

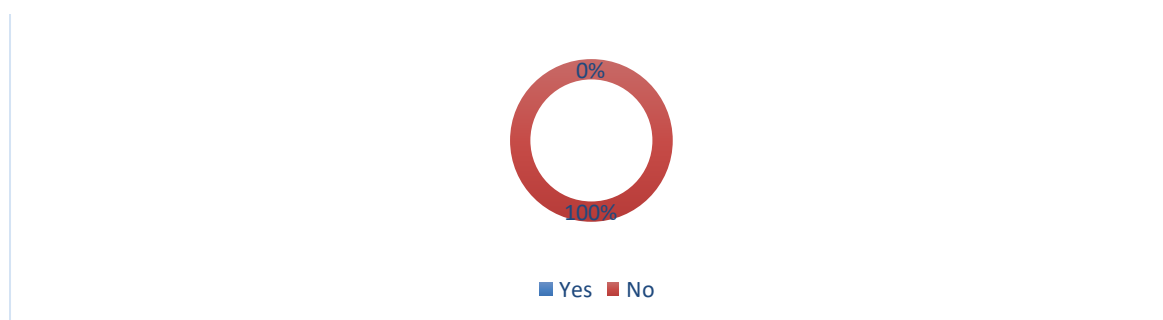


Diagram 11: The Use of Software for Controlling Online Formative Assessment

As it is shown in diagram 11, none of the EFL teachers use the proposed software for better controlling the online formative assessment.

Q18: Do you authenticate the identity of your learners?

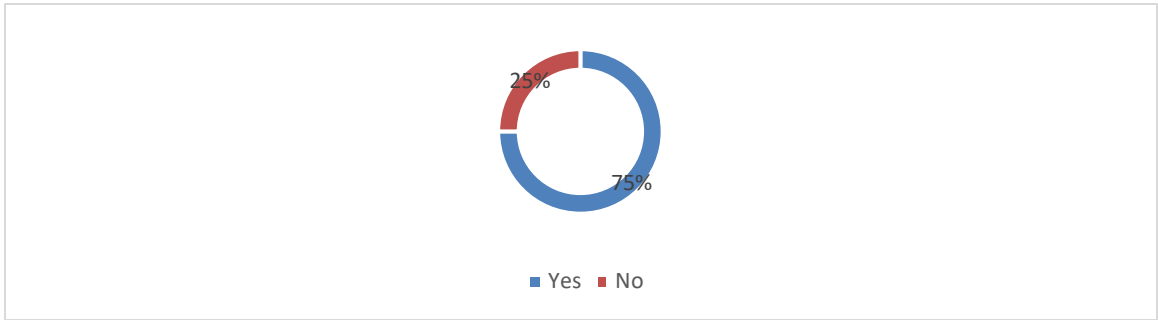


Diagram 12: Checking Learners' Authentication

Diagram 12 demonstrates that a quarter of EFL teachers, representing 25%, do not authenticate the identity of their learners. However, the rest, representing 75%, authenticate their learners' identities.

Q19: Do you use a question timer?

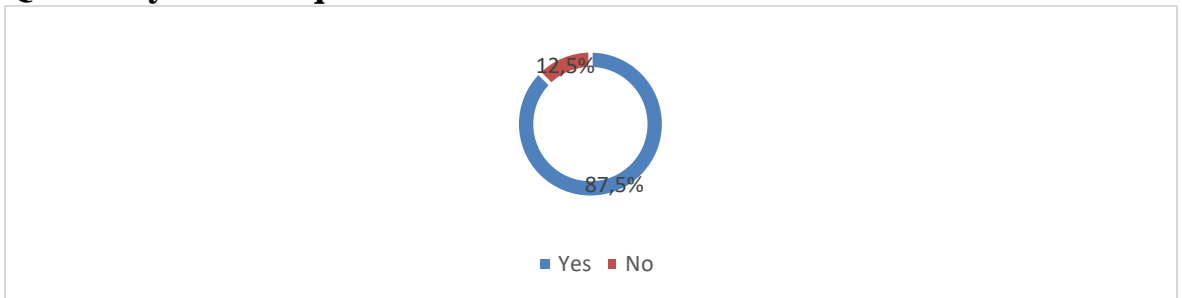


Diagram 13: The Use of Question Timer by EFL Teachers

Diagram 13 demonstrates that most of EFL teachers, representing 87.5%, use a question timer. While, two EFL teachers, representing 12.5%, do not use it.

Section six: Teacher's procedures post assessment

Q20: Do you give online feedback to your learners?

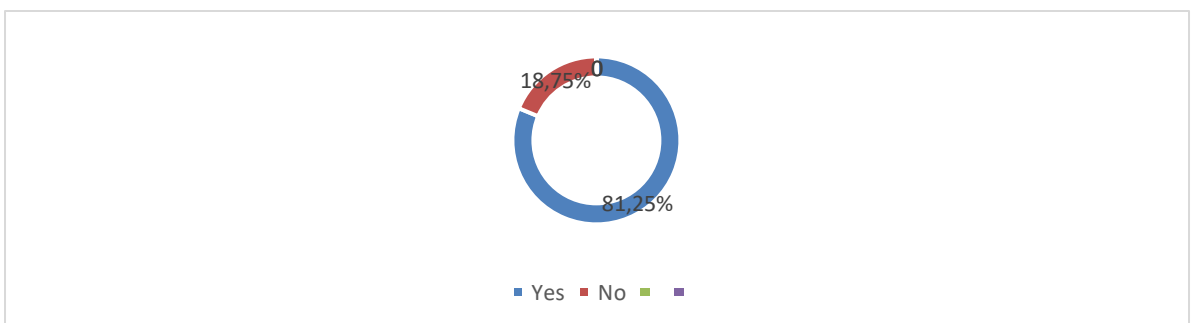


Diagram 14: Giving Online Feedback

Diagram 14 shows that the majority of EFL teachers, representing 81.25%, give online feedback to their learners. However, three EFL teachers, representing 18.75%, do not give online feedback to their learners.

If yes, how?

Some of those who give online feedback to their learners claim that they send marks privately via email. Others claim that they send them on Facebook groups that they created especially for giving marks and feedback. One other EFL teacher explains that at the end of the session, he/she dedicates half an hour for example to deliver the feedback. He/she also answers their questions and always makes sure to open the microphone for them so that they express themselves better.

Q21: Do you discuss your learners' marks?

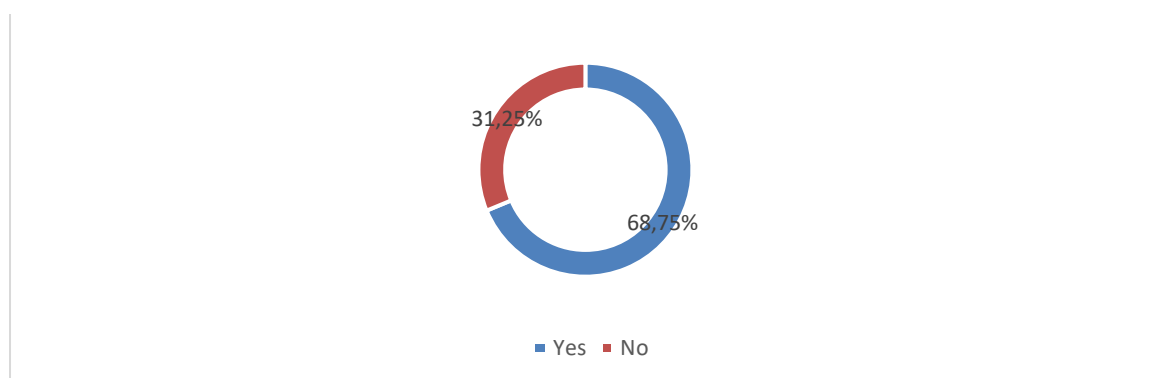


Diagram 15: Discussion of Learners' Marks

Diagram 15 shows that eleven EFL teachers, representing 68.75%, discuss their learners' marks whereas five other EFL teachers, representing 31.25%, do not discuss them.

Why?

For those who do not discuss their learners' marks, some of them say that they prefer to do it face to face. Others say that it is because there might be some learners who do not feel confident discussing their marks. Therefore, if there are any pieces of advice, the teachers prefer to send them with the same email that contains the mark. In contrast, those who discuss

their learners' marks explain that learning from mistakes is the best way to improve and learners deserve the opportunity to be familiar with discussions. In addition to that, they say that it is important for them to know their weaknesses in order to develop themselves and also embrace their abilities.

Q22: Do you provide your learners with activities that would ameliorate their level?

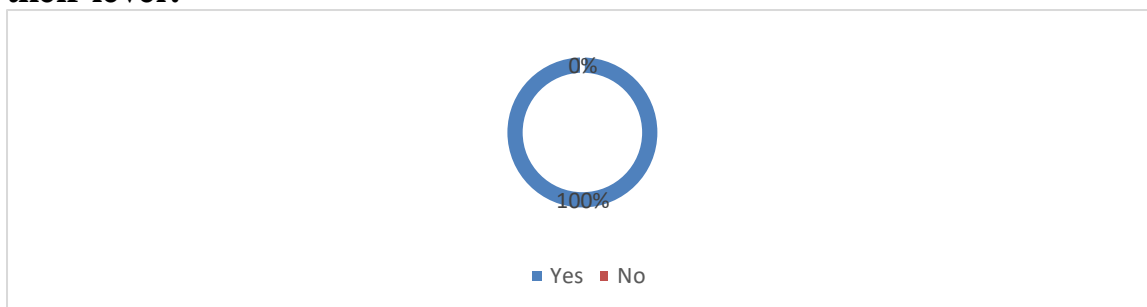


Diagram 16: Post Assessment Activities to Ameliorate Learners' Level

As it is demonstrated in this diagram, all EFL teachers claim that they provide their learners with activities that can ameliorate their level.

2. Presentation of the Results of the Interview

2.1. Do you find online assessment more beneficial?

In relation to this question, we have noticed that teachers have different opinions about it. The first teacher argues that online assessment is not more beneficial than traditional one, but it is rather complementary to it. The second one states that both online and traditional assessments are beneficial in a certain way. The last teacher claims that online assessment is more beneficial because it provides different advantages.

2.2. Do you prefer face-to-face assessment or online assessment? Justify your answer.

Both the second and third teachers mention that they prefer online assessment because it is more flexible and practical for both teachers and learners than traditional assessment. The first one indicates that face-to-face is better, because there is no barrier between the teacher and learners, and it permits to avoid cheating or doing things that the teacher cannot control.

2.3. What are the advantages that online formative assessment offers you and your learners?

Concerning this question, the answers differ from one teacher to another. The first teacher states that online assessment is more comfortable, because the assessment can be conducted at home, and it permits to exploit technology. The second one maintains that online assessment is more flexible. The last one has mentioned different advantages. This teacher argues that online formative assessment permits collecting and providing information about learners' comprehension and needs, that help to create an appropriate environment for them to be successful, and provide them an appropriate feedback.

2.4. How challenging is it to implement online assessment to you? Give concrete examples of challenges you have faced.

The first and second teacher claim that implementing online assessment is quite challenging because there are learners who are not familiar with technology, so they are obliged to guide them. They also face internet problems. The first one explains that online assessment involves streaming and the latter needs a good connection, which is not the case all the time in Algeria. The second gives a concrete example of internet issues, she says that when she asks questions sometimes the internet slows and sometimes the learners pretend that the internet is gone so that they can cheat or skip and avoid answering. The third teacher says that not all learners have the appropriate technical infrastructure that they need for the online assessment, issues with the authenticity of the assessment and other problems which can cause a risk to slip back to traditional summative assessment like tests, exams and essays.

2.5. What are the steps that you follow in each step below?

Based on the three teachers' answers, each teacher follows his/her own steps.

Pre-assessment: how do you prepare for your online assessment?

In relation to the pre-assessment, the first teacher writes down the steps of the assessment and organizes the files needed. The second prepares the assessment questions in word format or in PowerPoint. The last teacher selects the standard that needs to be tested, and from where to begin.

During assessment: how do you monitor the assessment?

Regarding the steps followed during assessment, the first teacher puts different timers to each question and tries to stay vigilant about any cheating attempts that might happen. The second, shares the screen with the learners then asks them one by one to pick the right answer. The third one, clearly defines and identifies the learning outcomes, selects appropriate assessment measures, and assesses the learning outcomes.

Post-assessment: what do you do when the assessment is over?

Concerning the post-assessment, the first teacher thanks the learners for their efforts, gives them feedback including their marks and comments about their strengths and weaknesses. The second one gathers all her learners and discuss with them the answers that they think are right. The last teacher analyzes learners' results and improves appropriate programmes according to those results.

2.6. What is the toughest challenge that you face during online assessment? Why?

The first teacher says that cheating is the toughest challenge, because it is hard to know whether learners are cheating or not. The other two teachers assume that the biggest challenge that they faced is internet issues, which is a problem for both teachers and learners and cause a problem for the implementation of online assessment.

2.7. What do you suggest to overcome such challenges?

Each teacher provides a different solution. One of them suggests to train learners to use technology by taking classes to learn the basics of using technology. The second teacher proposes to provide internet for each learner. The last one suggests Eklavvya, a platform that helps to conduct online assessment without the need to worry about internet.

3. Presentation of the Results of Classroom Observation

We have attended six online sessions with two EFL teachers. Two sessions before the online assessment, two other sessions during the online assessment, and the last two sessions that we have attended were after the assessment. The aim was to observe what teachers do in each of the previous steps and to see how they manage to overcome the challenges that they face during online assessment.

Item 1: Do teachers train their learners on how to use the software needed or answer appropriately?

According to what we have observed, both EFL teachers train their learners before the assessment by explaining to them how to use the platforms and how to answer appropriately.

Item 2: Do teachers adjust security programs to avoid cheating?

None of the observed teachers uses security programs to avoid cheating.

Item 3: Do teachers check the authentication of their learners?

During the two sessions of online assessment, we have observed that both EFL teachers do not check their learners' authentication due to time limitation.

Item 4: Do teachers have internet issues?

Item 5: Do learners have internet issues?

In all six sessions, we have observed that EFL teachers and some of their learners have internet issues from time to time. For instance, a learner leaves the zoom meeting while the

teacher is explaining an important aspect of the lesson. Thus, that learner has to find the link in Telegram application and join the meeting again. That is a serious problem especially during assessment, when a learner is giving the answer to the teacher and suddenly the internet is gone. The same thing for the teachers, when they have a problem with their internet connection, the meeting automatically stops. Consequently, they start a new one.

Item 6: Is there any interaction between teachers and learners during the online formative assessment?

In all observed online sessions, we have noticed that sometimes the learners interrupt the teacher in a polite way and ask for clarification or give a comment about a certain point. For example, one says: “I am sorry miss, could you explain this again please?” The same thing happened with the two EFL teachers when they think that the idea or question is not clear but the learners feel shy to ask, they directly repeat and try to clarify the question for instance. After that, they ask again their learners if everything is clear.

Item 7: Are there learners who are not advanced in using computers and internet?

Indeed, during all the sessions that we have observed, there are some learners who are not advanced in using computers and the internet. Their teachers face some difficulties with them as they feel the need to stop for a while and explain to them what they should do. For example, when a learner turns the camera on unintentionally, the teacher says his/her name and asks him/her to turn the camera off. In addition to that, both teachers keep asking their learners to keep their microphones off and explain how to do that so they can hear them well

Item 8: Can teachers know about cheating attempts?

Based on what we have observed in the online assessment sessions, there is no way that teachers can know about their learners cheating attempts. Especially because learners are not asked to turn their cameras and microphones on during the online assessment.

Item 9: Do teachers record the online assessment session?

We have attended two online assessments, each one with one EFL teacher. One teacher records the session because he decides to give marks after the session. In other words, he needs the session to evaluate his learners because the test is on the Zoom platform. Whereas, the other teacher immediately writes down the marks before the session ends. Therefore, there is no need to record the session. It is worth noting that teachers do not just record the assessment sessions, but they also record the other online sessions in case some of the learners cannot attend or have internet problems, they can go back to the recorded sessions.

Item 10: Do teachers give feedback to their learners after the online formative assessment?

After the assessment, both EFL teachers give their learners their marks and comments about them. For instance, they congratulate their learners who get good marks and wish for the others hard luck and motivate them to work harder.

Item 11: Do teachers take into consideration the difficulties faced by their learners during the online formative assessment?

Undoubtedly, in the sessions made after the online assessment, we have observed that teachers focus more on the difficulties faced by their learners during the online formative assessment. For instance, they explain more or do activities related to what's difficult for their learners and make things clearer.

Item 12: Does online formative assessment have a positive impact on the learners' level?

From our observation of post online assessment sessions, learners' level seem to be better thanks to the comments of teachers. Also, the assessment makes them know their weaknesses that they need to work on.

Item 13: Does online assessment develop the teachers' performance?

Concerning EFL teachers' performance, we have observed that they try to change the method used and use a new one if they see that the one they used before is not the most suitable one and does not make them reach their goals. Hence, we can say that the assessment develops the teachers' performance.

Conclusion

This chapter presented the results of the questionnaire and the interview administrated to voluntary EFL teachers who teach and assess their third-grade learners of some Algerien High Schools online. Moreover, it presented the results of the online classroom observation where we observed six online sessions on the Zoom platform. From the obtained results, we gathered information about the steps followed by EFL teachers before, during, and after the online assessment. In addition to that, we deduced the various challenges faced by these teachers during online assessment and their suggested solutions to overcome those challenges.

Introduction

This chapter deals with the interpretation and discussion of the results obtained from the questionnaire distributed to sixteen EFL teachers, the interview conducted with three other EFL teachers, and the online classroom observation. The results obtained from the three research tools are discussed in relation to the literature review and to the E-assessment procedures checklist (EPC) model proposed by Sangi (2007). This chapter is divided into two parts, the first part deals with the discussion of the results of both the questionnaire and interview, and the second part is devoted to the discussion of the results of the classroom observation checklist.

1. Discussion the Teachers' Questionnaire and Interview Results

1.1. General Information

As regards the first question about EFL teachers' years of experience, the results show that the years of experience vary from one to seven years. Fifteen EFL teachers, representing the majority (93.75%), declare their years of experience from one to three years, while only one teacher, representing 6.25%, declares his/her years of experience from four to seven years. This means that those fifteen teachers are beginners in the domain of online teaching while that one teacher has enough experience compared to others. Borg 2006 claims that teaching is a process that can be defined as dynamic interactions consisting of cognition, context, and experience. Indeed, a teacher's experience is seen as an important element in the teaching process.

As for the question of digital literacy skills, the results also differ from one teacher to another. Four EFL teachers, representing 25%, qualify their digital literacy skills as "Average". Nine teachers, representing the majority (56.3%), qualify their digital literacy skills as "Good" while the three other EFL teachers, representing 18.8%, rate their digital literacy skills as "Advanced". None of the teachers rates their digital literacy skills as "Poor",

this indicates that all of them master using the technology to some extent Moreover, it is necessary for teachers who use online platforms to have digital literacy skills so they can run their sessions with minimum problems.

Regarding the third question of the questionnaire about if teachers have internet access at home or not. The results indicate that all the teachers have internet access at home. Otherwise, they would not be able to teach or assess learners online. As for the fourth question of the questionnaire that is about if teachers have the appropriate devices to implement the online assessment. The results revealed that all EFL teachers have devices for implementing online formative assessment. The majority of the participants, representing 87.5%, use their personal computers with their smartphones, while the others, representing 12.5%, use their tablets together with their smartphones. Basar et al (2021) argue that internet access and internet packages play a significant role in the effectiveness of online learning. Internet connection and personal devices permit EFL teachers to implement the online assessment effectively from home.

1.2. Online Assessment Techniques

As regards online assessment techniques, we can say that teachers use different methods to implement online assessment successfully. From the results obtained from question five in the questionnaire, we can see that all teachers use the Zoom platform for their online assessment. Souheyla (2021:268) states that: *“Zoom classes have many merits and positive effect on students academic results and fundamental language skills”*. In addition, 50% of them use Google meet with Zoom, and 6.25% use Zoom with Telegram. In the same context, concerning the skills assessed with the used platforms, the answers show that all EFL teachers use these online platforms to assess reading and writing (100%). Also, 87,50% of the teachers use them to assess listening and speaking besides reading and writing. As mentioned by Robles and Braathen (2002) in their work that there are different skills which can be

enhanced throughout online teaching like writing and communication. Regarding question twelve in the questionnaire, the majority of EFL teachers prepare first the test questions and digital files needed, then select the appropriate program for sharing the test and collecting learners' answers. Additionally, one teacher prepares score quiz questions for the online assessment. The last participant makes a survey through Google forms and then the learners are asked to answer. Preparing an online assessment is very important, therefore, teachers have to prepare it carefully taking into consideration learners' capabilities. Yilmaz (2017:47) states that *"online assessment and evaluation practices should be well-prepared and should be easy to understand for students and should guide them"*. Concerning table 5, we deduce that the majority of teachers, representing 62,50%, train their learners before the online assessment, by designing a pre-session where they explain how the assessment will be carried out. It is seen that: *"Both lecturers and students should be provided with trainings on online assessment"* (Ibid). Whereas, 31,25% of the participants do not train their learners because they think that they already know how things work.

As regards the question about whether EFL teachers use a question timer, more than half of the participants, representing 87,50%, use a question timer. As it is explained by Alharbi et al (2021:150) *"Due to the ease of cheating in online assessments, EFL teachers should be aware of teaching techniques and design interventions to reduce cheating in online formative assessment, some suggestions include setting a timer for each question"*. While only two teachers, representing 12,50%, do not use it. Other interesting findings from diagram 14 show that a large number of teachers, representing 81,25%, provide feedback to their learners by using different methods like sending emails, using a Facebook group, or dedicating a session for giving feedback and providing answers to their questions. According to Lahad et al (2004:1): *"the main aim of the online test is to provide feedback to students,*

which is one of the requirements of the learners centered learning paradigm". On the other hand, 18,75% of EFL teachers do not give feedback to learners.

Besides, in diagram 15, regarding the discussion of learners' marks, we notice that eleven EFL teachers do it (68,75%). They claim that learning from mistakes is the best way and it gives learners the opportunity to learn how to hold a conversation. In contrast 31,25% of EFL teachers do not discuss marks of their learners, they prefer to do it face to face. They claim that there are learners who are uncomfortable, so if there is any comment they send it with the same email containing the marks. Furthermore, in diagram 16, we notice that all EFL teachers design activities to ameliorate learners' level and reach the selected goals. In addition to the results of the questionnaire, the findings of the fifth question in the interview shows that there are three steps that teachers take into consideration when designing an online assessment. Sangi et al, (2007) see chapter 1. The first step is pre-assessment. It consists of the teacher's preparation for the assessment before the online session. In this step we notice that teachers use different methods including: the organization of the steps of the assessment and the files needed for it, the preparation of the questions, or the selection of the standards that need to be tested and where to begin the assessment. The second one concerns the implementation of the online assessment, we conclude that there are teachers who put a timer for each question to be aware of any cheating attempts, and others share the screen with the learners and ask them to answer, identify and assess the learning outcome with the selection of the appropriate assessment measures. The last step in relation to the post-assessment, we have different points of view that comprise: thanking learners for their effort and giving them feedback, regrouping all the learners and discussing the right answers, or designing appropriate programs according to the obtained results. According to what has been discussed above, each teacher has developed his/her own methods to implement online assessment effectively.

1.3. Teachers' Perception about Online Assessment and its Implementation

When dealing with teachers' agreement about online assessment implementation, which is represented in diagram 5, we notice that the thirteen of participants, representing 81,25%, agree with its implementation. Regarding the remaining answers, they are between strongly agree (12.50%) and disagree (6.25%) which represents only one teacher. According to the answers, we can conclude that teachers have a positive attitude towards the implementation of online assessment, as claimed by Alsadoo (2017:149) "*Teachers hold positive attitude towards the use of technologies in assessment and they preferred it to the traditional form of assessment*". Other interesting findings are revealed from the questionnaire (question 8) we have found that a large number of the participants think that online assessment is very important for the teaching and the learning process. In this context, Barbosa and Garcia (2005) state that online assessment is an important step in the e-learning and it helps to improve the learning and teaching process. In fact 81,25% of teachers say that online assessment is important and only 12.50% think that it is not. As from question 9 in the questionnaire, all teachers state that online formative assessment is significant for both teachers and learners, since it provides several benefits. They claim that it permits them to provide feedback for their learners, improve their performance and make them active learners. In addition, they maintain that online formative assessment helps determine and evaluate learners' progress, and know the effectiveness of their teaching methods.

In relation to EFL teachers' experience with online assessment, represented in diagram 6, 75 % of them say that they had a good experience with online formative assessment, because they did not face any problem with the learners, it was comfortable since they were

not obliged to leave their homes and also gained experience. However, 25% say that they had a bad experience because they faced connection problems and lack of learners' familiarity with the platform used. These results confirm Fitriyah and Jannah's (2021) words that online assessment can have both positive or negative effect on the learning and teaching process.

Furthermore, from the outcomes obtained from the first question in the interview, we conclude that the majority of interviewees claim that both online and traditional assessments are beneficial in a certain way, which means that both have advantages according to which purpose they are used for, while only one teacher says that online assessment is more beneficial because it provides different advantages. One teacher claims that online assessment reduces the amount of work for both teachers and administration, reduces costs for the institution, and is less time consuming. In addition to that, it is more comfortable and provides a friendly environment, which is less stressful. These results go hand to hand with what has been stated by Joshi et al (2020:87) "*Many advantages are offered by online assessment like administration of assessment is less time consuming, automated marking, less paper work, instant feedback about learners' progress, instant monitoring of students' performance*". In addition to that, the examination of diagram 7 leads us to say that the greatest number of EFL teachers, representing 81,25%, prefer to use the traditional assessment, this outcome supports the words of Ghanban and Nowroozu (2021:14) who claim that "*teachers stated that face to face teaching was on the whole more efficient than the online teaching*". Whereas, just 18.75% of teachers prefer to use online assessment. According to the results, we conclude that the majority of teachers prefer to use the traditional assessment rather than online assessment. In the light of what has been said in the section above, the findings obtained from the second question of the interview, concerning the preferences of teachers between online and traditional assessment differ from those obtained from question 11 of the questionnaire. In fact, the answers show that the majority of teachers prefer to implement online assessment

rather than traditional one thanks to its benefits. Indeed, Spivey and McMillan (2014, cited in Fitriyah and Jannah, 2021:266) argue that *“online testing has many advantages over traditional paper and pencil testing”*. The interviewees say that online assessment is more flexible, practical than traditional assessment, and is highly favourable to modern learners. This idea is supported by Robles and Braathen’s view that affirms that *“online instruction may be more efficient convenient and flexible for both students and teachers”* (2004:39). The remaining participant who represents the minority, claims that she has a preference for traditional face-to-face assessment, because the teacher has more control on the classroom, and can observe learners directly without worrying about cheating.

As seen before, concerning EFL teachers’ perception of online assessment, diagram 8 demonstrates that 56,25% of the teachers find difficulties in preparing the online assessment because it takes time and effort. In this regard, Yilmaz (2017:47) states that *“alternative assessment and evaluation practices take a lot of time and effort”*. On the other hand, 43.75% of them say that designing an online assessment is easy, because all the sources are digital and educational interactive based and when a person has experience with it, it becomes easier.

1.4. Advantages and Disadvantages of Online Assessment

The results obtained from the questionnaire and the interview show that online assessment has both advantages and disadvantages, as Glushkova et al (2021:2) claim that: *“the new format has its share of obvious advantages and delayed negative consequences”*. The examination of the third question from the interview leads us to say that online assessment provides different advantages to EFL teachers. The two first interviewed teachers state that online assessment is more flexible and comfortable, since the assessment can be simply conducted at home, and give the advantage to exploit technology so that both teachers and learners will be more familiar with it. This finding is in conformity with the view of Fitriyahand Jannah (2021:274), they state: *“Teachers admitted online assessment becomes a*

preference for its flexibility". The last participant presents other supplementary benefits. She claims that online formative assessment helps teachers provide information about the learners' needs, which permits them to create an appropriate environment to learn successfully and provide them with suitable feedback. In addition to that, she argues that online formative assessment involves setting learning goals that increase learners' progress and motivation, as affirmed by Alharbi et al (2021:141) "*With advances in technology, teaching English as a foreign Foreign language has become more flexible and teachers can monitor learner's progress through online formative assessment*".

The findings also demonstrate that online assessment has its disadvantages. The results displayed in figure 9, show that seven participants, representing 43.75%, argue that the biggest challenge that they face with online assessment is connectivity issues due to network problems in Algeria, which can have a negative effect on its implementation. This outcome is confirmed by Fageeh (2015:50) who claims that: "*There are internet connectivity problems, technical hitches that may interrupt the test-taking process*". Other six teachers, representing 37,50%, state that cheating is a serious challenge for them when conducting an online formative assessment, since they cannot directly control their learners. This has been pointed out by Alsadoon (2017:148) in his research where he indicates that: "*E-assessment give the instructors less control over the exam setting, which makes cheating easier for students*"

There are other challenges mentioned by the remaining teachers that consists on: technology, low engagement and learners' authentication, each one of them represents the challenge faced by one teacher (6.25%). In relation to what has been mentioned above, Joshi et al (2020, 87) explain that: "*Ensuring identity of the student is a big challenge. Since students are not face to face, chances of identify fraud is more*" As for the interview section question six, it is noticeable that the interviewees have the same answers, since the majority

agree that they face internet problems, while the others say that cheating is the toughest challenge.

Concerning teachers' opinion about low engagement in diagram 10, half of the participants think that lack of interaction between teachers and learners during online formative assessment influences learners' progress, because it can cause lack of learners self-confidence which makes them unable to express their opinion, they also add that learners can feel uncomfortable, which can affect negatively their performance. In this context Kearns (2012:199) asserts that: "*where there is no face to face interaction, instructors are particularly challenged to convey their intentions accurately and provide appropriate feedback to help learners achieve the targeted learning objectives*". Whereas, the other half thinks that low engagement is not considered as a problem. Additionally, the fourth question of the interview shows other obstacles faced by EFL teachers during online assessment. A large number of participants point out that they face problems with learners' familiarity with technology, so they are obliged to guide them in every step which is quite challenging, as they face internet issues. In this regard, Robles and Braathen (2002) assume that students are uncomfortable with cyberspace so they need guidance. The last teacher adds that there have been learners that don't have the appropriate technical infrastructure needed for the assessment. This finding is supported by the view of Basar et al (2021:128), that "*lack of robust online infrastructure may impede the effectiveness of online learning*". They mentioned the issue of learners' authentication.

1.5. Suggestions to Overcome the Challenges

In the previous findings, in both of the interview and the questionnaire, participants were given the opportunity to suggest some techniques and methods to overcome the challenges faced during the implementation of the online assessment.

From the questionnaire, more precisely the seventeenth question, we deduce that there are different software (lockdown browser, remote Proctor, audit log) that can be used in order to overcome the faced challenges, for a better control of online assessment. But according to the results obtained from the answers of the teachers, no one use any of the proposed software. In the same context, regarding 'teachers' suggestions to overcome the challenges', the answers gained from the eighteenth question conclude that the majority of teachers (75%) represented in diagram 12, authenticate the identity of their learners before the online assessment to avoid any malicious dishonesty and just 25% of them don't authenticate their learners' identity. In this concern, Okada et al (2019:861) claim that *"Authenticating the students' identity and authenticity of their work is increasingly important to reduce academic malpractices and for the quality assurance purposes in Education"*.

In addition to the results of the questionnaire, the results of the interview from the seventh question, demonstrate that the interviewees have suggested that learners must take classes to learn how to use technology, they have also proposed to provide internet for each student. One of them has suggested Eklavvya platform that helps to implement online assessment without the need to worry about internet.

2. Discussion of the Results of the Classroom Observation

Being in a real context and getting involved in online sessions was more beneficial to gather the necessary data. For the first item observed, about whether EFL teachers train their learners before the online assessment, both EFL teachers whom we had the chance to attend some of their online sessions scheduled a pre-session, where they explained to their learners how to receive the assessment link, use the Zoom platform, and answer appropriately. This step is significant because it does not only make things easier for the learners but also for teachers to make less effort the day of the assessment. Otherwise, if a teacher ignores this

step, the learners will feel anxious, especially when online assessment is new to them (Yuce, 2014).

Concerning the second item observed during the online assessment, which is about the use of security programs for cheat prevention, none of the two teachers used any program to avoid cheating. Despite the power of security programs, teachers do not give it much importance.

As mentioned in the literature review chapter, Bailie and Jortberg (2009:198) define authentication as *'the process of determining whether someone or something is in fact who or what is declared to be'*. However, at the beginning of the two online assessment sessions, none of the EFL teachers authenticated the learners' identities for fear of wasting time. Indeed, the process of checking whether the ones who are taking the test are the learners themselves takes a lot of time. Therefore, teachers prefer to skip it despite its importance.

As for the fourth and fifth items observed during the six online sessions, both of the teachers and their learners struggled with internet issues. Since the assessment was online, it required a high-quality of internet connection for the teacher and his/her learners, and this was not the case all the time. Hence, this is challenging especially during the assessment session. Similarly, Asio et al (2021:57) claim that *'Internet connection is both an issue and challenge not only for students but also for teachers and the institution'*.

As we mentioned in the literature review, teachers struggle with learners who do not know how to use technology. That is what we exactly observed during the online sessions. In some situations, teachers had to switch from their lesson plan to explaining essential elements of using computers and online platforms.

From the observation of the second and third items, we can deduce that teachers cannot know about cheating attempts. Since they do not authenticate the identity of their

learners at the beginning of the assessment session and do not adjust any security programs, the learners cheat without risk of getting caught.

According to the theory that we have adapted in the literature review, giving feedback is one of the procedures followed by teachers after the assessment. From our observation, the two EFL teachers gave feedback to their learners. They did it positively, they expressed their happiness and pride of their learners who were hardworking without harming the others who failed. Instead, they motivated them to work harder, and they gave them some tips that can help them enhance their level. Regarding what we observed about the impact of formative online assessment on learners, their level was getting better thanks to their teacher's comments and motivational tips. As King (2014) confirms, thorough and timely feedback provided by teachers is rated as valuable by the students because that makes them improve their learning process. Therefore, formative assessment has a positive impact on learners' level. Thus, the teacher's formative feedback is complementary to the online formative assessment. Furthermore, the important change that was noticeable after the assessment, is that EFL teachers' performance improved due to the implementation of the assessment. In other words, when the assessment is done and the teacher gives feedback to the learners, the teacher becomes aware of the methods used and need to be changed.

As stated in the literature review, interaction between teachers and learners is an integral part of the teaching and learning process. However, it is considered a challenge, especially in an online environment. notwithstanding, we have observed that there was an interaction between the teacher and his/her learners where learners interrupted and asked for clarification when necessary and the two EFL teachers stopped to make sure that everything was clear for their learners. Correspondingly, Affir et al (2003) claim that in a synchronous distance learning environment the instructor frequently stops teaching in order to ask students whether they understood the presented content.

Taking into account the difficulties faced by learners during the online formative assessment is fundamental in the post-assessment phase. Definitely, as demonstrated in the previous chapter, the two EFL teachers focus more on the questions that their learners could not answer. By way of explanation, the outcome of formative assessment guides the teachers to plan for their next sessions. For instance, they schedule extra sessions to do more tasks and lessons to simplify the difficult points.

Conclusion

To conclude, the discussion of the results gathered from the three data collection tools used in the study answered the three research questions. On one hand, it is clear now that EFL teachers face various challenges during the online formative assessment including cheating, internet issues, learners' authentication, and lack of digital literacy skills. On the other hand, EFL teachers use some methods to overcome such challenges involving learners' training and use of question timer. In addition to that, the discussion according to the theory adopted explained the procedures followed by EFL teachers before, during, and after an online formative assessment.

This discussion confirmed the first and the third hypotheses. For the first hypothesis, the results revealed that EFL teachers are not able to know if the testers are using any other devices for cheating and some of EFL teachers cannot be sure about the student's identity since they do not authenticate it. Concerning the third hypothesis, indeed, EFL teachers prepare a suitable test containing valid questions. Then, during the online formative assessment, they use the methods mentioned above to better control the assessment. At the end, they give feedback to their learners as a final step after the assessment. However, the second hypothesis stated is disconfirmed as teachers do not waste their time on authenticating their learners' identities during the formative assessment.

This dissertation has investigated voluntary EFL teachers' assessment challenges and strategies in online teaching with some third-grade learners of High Schools in Algeria. It aims at identifying the challenges that EFL teachers face during an online assessment. Also, it examines how EFL teachers overcome these challenges. In addition to that, it determines the common online assessment procedures followed by EFL teachers before, during, and after the online assessment.

This study was worth conducting because only few pieces of research investigated the common challenges faced by EFL teachers during an online assessment. Moreover, it shows the importance of online assessment and how teachers deal with its challenges.

To answer the research questions and confirm or disconfirm the hypotheses stated in the introduction, we have opted for a mixed-methods approach. The latter is a combination of qualitative and quantitative research methods. We have used three research data collection tools, a questionnaire answered by sixteen EFL teachers, an interview conducted with three other EFL teachers, and online classroom observation done on the Zoom platform with two EFL teachers. In order to analyze the data gathered, we used the rule of three for the quantitative data and qualitative content analysis for the qualitative data. The theory adopted was the E-assessment procedures checklist (EPC) model proposed by Sangi (2007).

The data gathered answered our research questions. The results revealed that EFL teachers face various challenges during online assessment such as cheating attempts, internet issues for both learners and teachers, learners' authentication, and digital literacy skills. They also revealed the methods used by teachers to overcome some challenges such as scheduling a pre-session to train learners and using a timer during the assessment. The data showed the procedures followed by EFL teachers before, during, and after the online formative assessment. EFL teachers tend to prepare a suitable test with valid questions and make a pre-

session where they train learners how to use the platforms and answer in a proper way. During the assessment, EFL teachers do their best to control it and try to interact with their learners from time to time. Finally, when the assessment is over, EFL teachers give positive feedback to their learners.

After collecting and analyzing the data, the first hypothesis was confirmed when we found out that learners' authentication is a challenge to EFL teachers as they cannot waste time on authenticating learners' identities. And the procedures suggested in the third hypothesis were confirmed as well. Contrary to the second hypothesis which was disconfirmed because the results showed that EFL teachers do not authenticate learners' identities neither before nor during the assessment.

The limitation of the present study is that we have attended only the online sessions of the last term with two EFL teachers. Therefore, we have not attended enough sessions.

For further research studies, we recommend future researchers to investigate the same topic and observe the online classes from the beginning till the end of the year. Moreover, we suggest studying the same topic but from the learners' points of views. In other words, what could be the challenges that learners face during the online assessment? To conclude, the benefits of online assessment can also be an important area to be examined.

Bibliography

- ❖ Alharbi, A. S., Alhebshi, A. A., & Meccawy, Z. (2021). 'EFL Students' and Teachers' Perceptions of Google Forms as a Digital Formative Assessment Tool in Saudi Secondary Schools', *Arab World English Journal (AWEJ)*, Special Issue: 140-154.
- ❖ Ali, A., Ahmed, M., & Khan, A. (2021). 'Audit Logs Management and Security - A Survey', *Kuwait Journal of Science*, 48(3): 1-18.
- ❖ Alruwais, N., Wills, G., & Wald, M. (2018). 'Advantages and Challenges of Using e-Assessment', *International Journal of Information and Education Technology*, 8(1): 34-37. doi: 10.18178/ijiet.2018.8.1.1008
- ❖ Alsadoon, H. (2017). 'Students' Perceptions of E-Assessment at Saudi Electronic University', *TOJET: The Turkish Online Journal of Educational Technolog*, 16(1): 147-153.
- ❖ Amini, S. A., & Tjakrawala, F. X. K. (2022). 'Analysis of the Use of the Scrum Method in ERP Information System development (Case Study PT XYZ)', *International Journal of Scientific and Research Publications*, 12(5): 394-400. <http://dx.doi.org/10.29322/IJSRP.12.05.2022.p12550>
- ❖ Arif, Z. (2020). *Oline Assessment Implemented by English Teachers by SMA AL-ISLAM 1 Surakarta during Pandemic COVID-1*, The Undergraduate Degree Thesis, The State Islamic Institute of Surakarta, Surakarta.
- ❖ Asio, J.M.R., Gadia, E.D., Abarintos, E.C., Paguio, D.P., & Balce, M. (2021). 'Internet Connection and Learning Device Availability of College Students: Basis for Institutionalizing Flexible Learning in the New Normal', *Studies in Humanities and Education*, 2 (1): 56-69. Doi:10.48185/she.v2i1.224
- ❖ Askham, P. (1997). 'An instrumental response to the instrumental student: Assessment for learning', *Studies in Educational Evaluation*, 23(4): 299-317

- ❖ Bailie, J.L., Jortberg, M.A. (2009). 'Online Learner Authentication: Verifying the Identity of Online Users', *MERLOT Journal of Online Learning and Teaching*, 5(2): 197-209.
- ❖ Barbosa, H., & Garcia, F. (2005). 'Importance of Online Assessment in the E-learning Process', *ITHET 6th Annual International Conference*, Juan Dolio, Dominican Republic, 1-6. Last accessed: 23 November 2022.
- ❖ Basar, Z.M., Mansor, A. N., Jamaludin, K. A., & Alias, B. S. (2021). 'The Effectiveness and Challenges of Online Learning for Secondary School Students – A Case Study', *Asian Journal of University Education (AJUE)*, 17(3)00: 119-129. <https://doi.org/10.24191/ajue.v17i3.14514>
- ❖ Bedford, W., Gregg, J., Clinton, S. (2009). 'Implementing Technology to Prevent Online Cheating: A Case Study at a Small Southern Regional University (SSRU)', *MERLOT Journal of Online Learning and Teaching*, 5(2): 230-238.
- ❖ Borg, S. (2006). *Teacher Cognition and Language Education: Research and Practice*, London: Continuum.
- ❖ Brown, D.J. (2001). *Using Surveys in Language Programs*, Cambridge: Cambridge University Press.
- ❖ Brunton, J., Brown, M., Costello, E., & Walsh, E. (2016). 'Designing and Developing a Programme-Focused Assessment Strategy: a case study', *Open Learning*, 31(2): 176-187. <https://doi.org/10.1080/02680513.2016.1187593>
- ❖ Bukhari, S.S. F. (2019). 'The Effectiveness of Pre-assessment to Differentiate the Reading Tasks for the Mixed-Abilities EFL Learners: Multiple Perspectives', *English Language Institute*: 125-152.
- ❖ Christe, B. (2003). 'Designing Online Courses to Discourage Dishonesty', *Educause Quarterly*, 4: 54-58

- ❖ Cochran, L. F., Troboy, L. K., & Cole, T.L. (2010). ‘A Test of Integrity: Remote Proctoring in an Online Class’, *Journal of Business Administration Online*, 9(2): 1-10.
- ❖ Delclos, V. R., Vye, N., Burns, M. S., Bransford, J. D., &Hasselbring, T. S. (1992). *Improving the quality of instruction: Roles for dynamic assessment*. In H. C. Haywood & D. Tzuriel (Eds.), *Interactive assessment* (pp. 317–331). New York, NY: Springer-Verlag.
- ❖ Donovan, J., Mader, C ., &Skinsky, J. (2007). ‘Online vs. Traditional Course Evaluation Formats: Student Perceptions’, *Journal of Interactive Online Learning*, 6(3): 158-180
- ❖ Dörnyei, Z. (2003). *Questionnaires in Second Language Research: Construction, Administration, and Processing*, New Jersey: Lawrence Erlbaum Associates.
- ❖ Doğan, N., Uysal, N. K., Kelecioğlu, H., &Hambleton, R.K. (2020). ‘An Overview of E-Assessment’, *Hacettepe University Journal of Education*, 35(Special Issue): 1-5. Doi:10.16986/HUJE.2020063669
- ❖ Fageeh, A. I. (2015). ‘EFL student and faculty perceptions of and attitudes towards online testing in the medium of Blackboard: Promises and challenges’, *The JALT CALL journal*, 11(1): 41-62.
- ❖ Fard, Z., R., &Tabatabaei, O. (2018). ‘Investigating Assessment Literacy of EFL Teachers in Iran’, *Journal of Applied Linguistics and Language Research*, 5(3): 91-100.
- ❖ Fitriyah, I., &Jannah, M. (2021). ‘Online Assessment Effect in EFL Classroom: An Investigation on Students and Teachers’ Perceptions’, *Indonesian Journal of English Language Teaching and Applied Linguistics*, 5(2): 265-284.

- ❖ Fox, N. (2006). *Using Interviews in a Research Project*, The NIHR Research Design Service for the East Midlands: Sheffield.
- ❖ Gathuri, J.W., Luvanda, A., Matende, S., & Kamundi, S. (2014). 'Impersonation Challenges Associated With E-Assessment of University Students', *Journal of Information Engineering and Application*, 4(7): 60-68.
- ❖ Gaytan, J., & McEwen, B. C. (2007). 'Effective Online Instructional and Assessment Strategies', *American Journal of Distance Education*, 21(3): 117-132.
- ❖ Gikandi, J. W., Morrow, D., & Davis, N. E. (2011). 'Online Formative Assessment in Higher Education: A Review of Literature', *Computers and Education*, 57: 2333-2351.
- ❖ Glazer, N. (2014). 'Formative Plus Summative Assessment in Large Undergraduate Courses: Why Both?', *International Journal of Teaching and Learning in Higher Education*, 26(2): 276-286.
- ❖ Glushkova, N. M., Apresyan, K. H., Mironova, D. A., Lyubimova, T. N., & Chernyishkova, N. V. (2021). 'Differences in assessment methods of face-to-face and online learning', *SHS Web of Conferences* 127, Moscow, 1-8, <https://doi.org/10.1051/shsconf/202112701015>. Last accessed: 23 November 2022
- ❖ Hora, M., T., & Ferrare, J., J. (20013). *A Review of Classroom Observation Techniques in Postsecondary Settings*, Wisconsin Center for Education Research, Wisconsin.
- ❖ Hsieh, H. F. & Shannon, S. E. (2005). 'Three Approaches to Qualitative Content Analysis', *Qualitative Health Research*, 15 (9), pp. 1278. Doi :1177/1049732305276687.
- ❖ Hylton, K., Levy, Y., & Dringus, L.P. (2016). 'Utilizing Webcam-Based Proctoring to Deter Misconduct in Oline Exams', *Computer and Education: 92-93*: 53-63. <http://dx.doi.org/10.1016/j.compedu.2015.10.002>

- ❖ Johnson, B., R., Onwuegbuzi, A., J., & Turner, L., A. (2007). 'Toward a Definition of Mixed Methods Research', *Journal of Mixed Methods Research*, 1(2): 112-133. <http://mmr.sagepub.com/cgi/content/abstract/1/2/112>
- ❖ Joshi, A., Virk, A., Saiyad, S., Mahajan, R., & Singh, T. (2020). 'Online Assessment: Concept and Applications', *Journal of Research in Medical Education & Ethics*, 10(2): 79-89.
- ❖ Kearns, L. R. (2012). 'Student Assessment in Online Learning: Challenges and Effective Practices', *MERLOT Journal of Online Learning and Teaching*, 8(3): 198-208.
- ❖ Khairil, L. F., & Mokshein, S. E. (2018). '21st Century Assessment: Online Assessment', *International Journal of Academic Research in Business and Social Sciences*, 8(1), 659-672. <http://dx.doi.org/10.6007/IJARBSS/v8-i1/3838>
- ❖ King, S. B. (2014). 'Graduate Student Perceptions of the Use of Online Course Tools to Support Engagement', *International Journal for the Scholarship of Teaching and Learning*, 8(1): 1-18. <https://doi.org/10.20429/ijstl.2014.080105>
- ❖ Lahad, N., Dafoulas, G. A., Kalaitzakis, E., & Mcaulay, L. A. (2004). 'Evaluation of Online Assessment: The Role of Feedback in Learner-Centered Learning', *Proceedings of the 37th Hawaii International Conference on System Sciences*, Hawaii, 1-10. Last accessed: 23 November 2022.
- ❖ Manganello, J., & Blake, N. (2010). 'A Study of Quantitative Content Analysis of Health Messages in U.S. Media From 1985 to 2005', *Health Communication*, 25(5): 387-396. <https://doi.org/10.1080/10410236.2010.483333>
- ❖ Medland, E. (2016), 'Assessment in higher education: drivers, barriers and directions for change in the UK', *Assessment & Evaluation in Higher Education*, 41(1): 81-96. <https://doi.org/10.1080/02602938.2014.982072>

- ❖ Meiantoni, D., Wiyaka, W., Prastikawati, E. F. (2021). ‘Online Assessment in English Classroom: EFL Teacher’ Practices and Challenges’, *English Education and Linguistics*, 2(2): 26-36.
- ❖ Nowroozi, S., &Ghanbari, N. (2021). ‘The practice of online assessment in an EFL context amidst COVID-19 pandemic: views from teachers’, *Language Testing in Asia*, 1-18. <https://doi.org/10.1186/s40468-021-00143-4>
- ❖ Offir, B., Barth, I., Lev, Y.,&Shteinbok, A. (2003). ‘Teacher-Student Interactions and Learning Outcomes in a Distance Learning Environment’, *The Internet and Higher Education*, Vol 6: 65-75, Elsevier Science Ltd. Great Britain.
- ❖ Okada, A., Whitelock, D., Holmes, W., & Edwards, C. (2019). ‘e-Authentication for online assessment: A mixed-method study’, *British Journal of Educational Technology*, 50(2): 861-875. doi:10.1111/bjet.12608
- ❖ Özüdoğru, G. (2021). ‘Problems faced in distance education during Covid-19 Pandemic’, *Participatory Educational Research (PER)*, 8(4): 321-333.
- ❖ Perera-Diltz, D. M.,& Moe, . J., L. (2014). ‘Formative and Summative Assessment in Online Education’, *Journal of Research in Innovative Teaching*, 7(1): 130-142.
- ❖ Robles, M., &Braathen, S. (2002). ‘Online Assessment Techniques’, *The Delta Pi Epsilon Journal*, 44(1): 39-49.
- ❖ Rowe, N.C. (2004). ‘Cheating in Online Student Assessment: Beyond Plagiarism’, *Online Journal of Distance Learning Administration*, 7(2): 1-10.
- ❖ Scott, L., Fortune, C. (2011). ‘Formative Assessment Practices in BE Higher Education Programmes and the Enhancement of the Student Learning Experience Peer Reviewed Paper Accepted and Presented at the ARCOM Conference Bristol’, September 2011.

- ❖ Souheyla, B. (2021). Zoom Sessions in Distant Learning: Algerian EFL Students' Perceptions and Attitudes', *Arab World English Journal (AWEJ)*, Special Issue: 264-280. DOI: <https://dx.doi.org/10.24093/awej/covid.20>
- ❖ Tangirova, K., & Chiesa, D. L. (2019). 'Language assessment/testing', *Reconceptualizing language teaching*, 98, Cited in Meiantoni, D., Wiyaka, W., Prastikawati, E. F. (2021). 'Online Assessment in English Classroom: EFL Teacher Practices and Challenges', *English Education and Linguistics*, 2(2): 26-36.
- ❖ Todd, R. W. (2020). 'Teachers' Perceptions of the Shift from the Classroom to Online Teaching', *International Journal of TESOL Studies*, 2(2): 4-16. <https://doi.org/10.46451/ijts.2020.09.02>
- ❖ Yilmaz, R. (2017). 'PROBLEMS EXPERIENCED IN EVALUATING SUCCESS AND PERFORMANCE IN DISTANCE EDUCATION: A CASE STUDY', *Turkish Online Journal of Distance Education-TOJDE*, 18(1): 39-51.
- ❖ Yucel, R., Bird, F. L., Young, J., & Blanksby, T. (2014). eThe Road to Self-Assessment: Exemplar Marking before Peer Review Develops First-Year Students' Capacity to Judge the Quality of a Scientific Report', *Assessment & Evaluation in Higher Education*, 39: 971-986. DOI: 10.1080/02602938.2014.880400
- ❖ Yulianto, D., & Mujtahid, N. M. (2021). 'Online Assessment during Covid-19 Pandemic: EFL Teachers' Perspectives and Their Practices', *Journal of English teaching*, 7(2): 229-242. <https://doi.org/10.33541/jet.v7i2.2770>

Questionnaire

This questionnaire is one of the instruments used in our research study. It is intended to investigate the challenges that voluntary EFL teachers face during an online assessment with some third-grade students of high schools. Also, it aims to explore the way EFL teachers deal with those challenges and the steps they follow before, during and after the online assessment.

We would like to thank you in advance for your help. You are kindly requested to put a tick in the right column or write an answer when necessary.

Section1: Teacher's knowledge and access to computer and internet

1. How long have you been teaching online? (1-3) (4-7) (more than 7 years)
2. How would you rate your digital literacy skills? (Poor / Average / Acceptable/ Advanced)
3. Do you have internet access at home? (Yes / No)
4. Do you have the appropriate devices to implement the online assessment? (Yes/ No).
If yes, which technological devices do you use?
5. Which platform do you use for online teaching and assessment?
.....
6. Which skills do you assess with these platforms?
.....

Section 2: Teacher's beliefs about online assessment and its importance

7. Do you agree with the implementation of online assessment?
Strongly disagree / Disagree / Agree / Strongly agree
8. Do you think that online assessment is important for the teaching and learning process? (Yes / No)

9. According to you, what is the importance of online formative assessment?

.....

10. How is your experience with online formative assessment? (Good / Bad).

Explain

11. Do you prefer the online formative assessment or the traditional one? Why?

.....

.....

Section 3: Teacher's pre-assessment procedures

12. How do you prepare online assessment?

.....

13. Is preparing an online assessment difficult? Why?

.....

.....

14. Do you train your learners before the online assessment? (Yes / No)

If yes, how?

.....

If not, why?

.....

Section 4: Teacher's challenges during an online assessment

15. What is the biggest challenge you have faced during an online assessment and why?

Cheating / Authentication / Technology / Connectivity issues / Low engagement

.....
.....
16. Do you think that lack of interaction between the teacher and learners during online assessment influences the learners' performance? If yes, how?

.....
.....

Section 5: Teacher's monitoring during an online assessment

17. Do you use any of these software to better control the online formative assessment?
(Lockdown Browser / Audit Log / Remote Proctor) (Yes / No).

If yes, underline the software you use.

18. Do you authenticate the identity of your learners? (Yes /No)

19. Do you use a question timer? (Yes / No)

Section 6: Teacher's procedures post assessment

20. Do you give online feedback to your learners? If yes, how?

.....

21. Do you discuss your learners' scores? (Yes/ No)

Why?

.....
.....

22. Do you provide your learners with activities that would ameliorate their level?

(Yes/No)

Thank you

Interview Questions

Dear teachers, this interview is taking place in order to collect data for our present study.

Thank you for accepting this interview and for your precious time and answers.

1. Do you find online assessment more beneficial?
2. Do you prefer face-to-face assessment or online assessment? Justify your answer.
3. What are the advantages that online formative assessment offers to you and to your learners?
4. How challenging is it to implement online assessment to you? Give concrete examples of challenges you have faced.
5. What are the steps that you follow in each step below:
 - Pre-assessment:
How do you prepare for your online assessment?
 - During assessment:
How do you monitor the assessment?
 - Post-assessment:
What do you do when the assessment is over?
6. What is the toughest challenge that you face during an online assessment? Why?
7. What do you suggest to overcome such challenges?

Thank you.

Classroom Observation Checklist

1. Do teachers train their learners about how to use software as needed or answer appropriately?
2. Do teachers adjust security programs to avoid cheating?
3. Do teachers check the authentication of their learners?
4. Do teachers have internet issues?
5. Do learners have internet issues?
6. Is there any interaction between teachers and learners during the online formative assessment?
7. Are there learners who are not advanced in using computers and internet?
8. Can teachers know about cheating attempts?
9. Do teachers record the online assessment session?
10. Do teachers give feedback to their learners after the online formative assessment?
11. Do teachers take into consideration the difficulties faced by their learners during the online formative assessment?
12. Does online formative assessment have a positive impact on the learners' level?
13. Does online assessment develop the teachers' performance?

Thank you