



Mohamed Khider University of Biskra

Faculty of Letters and Foreign Languages

Department of English

# MASTER THESIS

Department of English

Sciences of the language

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Submitted and Defended by:

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## **Exploring the Online Testing as An Assessment Tool on EFL learners' Listening Skill Using the Education First Standardized English Test Website**

**The Case of First Year Students of English Department at Mohmed Khider University  
Biskra**

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Dissertation Submitted to the Department of English as Partial Fulfilment of the  
Requirements for the Degree of Master in Sciences of Language

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June 2023.

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### DECLARATION OF INTEGRITY

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I, "**Hadi Meriem**", solemnly declare that the dissertation titled "**Exploring the Online Testing as An Assessment Tool on EFL learners' Listening Skill Using the Education First Standardized English Test Website**" submitted to the Department of the English language and Literature at Biskra University is entirely my own work, free from plagiarism, and has not been submitted to any other educational institution. I have appropriately acknowledged and cited all sources used, and I have conducted myself with academic integrity throughout the process. I understand the severe consequences of academic misconduct and affirm the authenticity of my dissertation.

Signature

## **Dedication**

*In the Name of Allah, the Most Gracious, Most Merciful, All the Praise is due to Him alone,  
the Sustainer of the entire World.*

*I dedicate this work to my dear deceased Father, my most beloved person, who possesses all the  
qualities of a real-life superhero, you're always alive in my heart.*

*Mother, thank you for being the source of my strength, for being the reason for everything good  
in this life.*

*To my Siblings, Miloud, Halim, Badri, Lamia, Hadjira, Karima, my aunt, my nieces and my  
beloved nephew Saleh.*

*To my dearest cousins: Nesrine, Djamilia, and Oussama,*

*Thank you all for making difficult times easier and enjoyable and for being an inspirational  
source, and always helping me to rise again.*

*To the angel on earth, Rania Benameur, a sister to my soul, the one who supports me and  
encourages me.*

*To my precious family, Djouama, my beloved grandmother Aisha, my aunts, my uncles, and all  
my cousins.*

*Lastly, to every single person who sincerely believed in me and had faith in my abilities to  
achieve my goal despite the brutal circumstances I went through.*

## **Acknowledgment**

First and foremost, I thank Allah for giving me the courage and strength to complete this dissertation.

My sincere appreciation to my supervisor **Mrs. Yasmina BENZIDA** for her guidance, her exceptional efforts, visionary criticism, countless suggestions, and her endless support to finish this dissertation. I am forever indebted for her.

I would like to thank the board of examiners **Dr. Lamri SEGUENI** and **Mr. Walid AOUNALI** for dedicating their efforts and time for this dissertation.

A sincere thank you goes to my safety in chaos, my cousin **Brahimi Mohamed Rafik**, for believing in me, and inspiring me to success and to become a greater person.

Thanks to my dearest friend **Bouazizi Djoumana**.

A special thanks goes to the administration and all the students of the English Department at Mohamed Khider University for their support.

## **Abstract**

During the pandemic, almost all the institutions were obliged to adopt alternative methods of teaching, which involved using various Artificial Intelligence (AI) technologies to carry on their teaching and learning process; online testing are one of these methods that teachers and students used during that delicate period to assess the student's performance, The present study aims to investigate the impact of online testing on EFL learners listening skill using the website Education First Standardized English Test (EF SET) as a technique of self-assessment. This study focuses mainly on the student's feedback about online testing and seeks to identify the benefits of the website. We hypothesised that online testing and assessment enhances students' listening skill, and that EF SET is a convenient online material to test EFL learners' listening skill. The research design adopted a mixed method that consisted of a focus group of ten students from the first-year English department to provide feedback about the website impact, in addition to questionnaires, one for the focus group and one for the teachers from the same department. The findings indicated that the use of EF SET benefited the listening abilities of EFL students. Finally, teachers acknowledged the usefulness of the ESA in assessing learners' listening abilities.

***Keywords:*** Artificial intelligence, Online testing, Assessment, Listening skill, EFL learners.

## **List of Abbreviation and Acronyms**

**AI:** Artificial Intelligence.

**CL:** Comprehensive Listening.

**DL:** Discriminative Listening.

**EFL:** English as a Foreign Language English.

**EF SET:** Education First Standardized English Test.

**Covid-19:** Coronavirus Disease of 2019.

**TOEFL:** Test of English as a Foreign Language.

**IE LTS:** International English Language Testing System.

**CEFR:** Common European Framework of Reference for Languages.

**TOEIC:** Test of English for International Communication.

**URL:** Uniform Resource Locators.

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# **General Introduction**

## **General Introduction**

The rapid shift to remote learning has caused significant disruptions in education systems worldwide, forcing universities to quickly adopt new methods of learning. This sudden change has presented numerous challenges for educators and students as they strive to adapt to this new reality. One aspect particularly affected by these changes is the assessment of listening skills for English as a Foreign Language (EFL) learners. The limitations imposed by remote learning have sparked a growing interest in e-self-assessment tools as an alternative means of skills development. One such tool that students frequently turn to is the EF SET website. This platform is renowned for its convenience and its specific focus on testing listening skills, which are often overlooked in traditional EFL assessments. Listening ability poses a unique challenge, but the EF SET offers a practical solution. It is designed to evaluate students' listening skills and provide comprehensive insights into their language proficiency. As a result, e-self-assessment through platforms like the EF SET website is considered a viable approach for assessing and enhancing listening skills. The present study investigates the effectiveness of e-self-assessment on students' listening skills using the EF SET website.

### **1. Statement of the Problem**

Despite the increasing popularity of ESA tools such as Duolingo, Grammarly, Busuu... and their potential benefits in language learning, there is a need to increase awareness of the website EF SET for the assessment of EFL learners' listening skill. The effectiveness of e-self-assessment on enhancing listening skill and self-regulation remains unclear in the context of EFL education. Additionally, the influence of EF SET's features, such as automated scoring and personalised feedback, on learners' motivation, engagement, and accuracy in assessing their

language abilities requires further investigation. Thus, the present study aims to investigate the impact of e-self-assessment through the EF SET website on EFL learners' listening skill, exploring its potential to improve listening skill proficiency, facilitate the assessment process, and enhance overall language development.

## **2. Aim of the Study**

This study aims to investigate the impact of online testing on listening skills for EFL students, therefore:

- ❖ To highlight the importance of listening skill in language learning.
- ❖ To introduce EF SET website for online testing.
- ❖ To shed light on the importance of self-assessment especially during the crisis, covid 19 as an example.

## **3. Research Questions**

To address the impact of ESA for assessing listening skill of EFL learners, this study aims to explore the following research questions:

**RQ1:** How does online testing help EFL students test their listening skill?

**RQ2:** Is e-self-assessment an effective tool for students to enhance their listening abilities?

**RQ3:** Is EF SET a worthwhile tool to be used for testing EFL students' listening skill

## **4. Research Hypotheses**

The hypotheses of this study are the following:

**H1:** Online testing enhances students' listening skill.

**H2:** EF SET is a convenient online material to test EFL learners' listening skill.



## **5. Significance of the Study**

The present study sheds light on the benefits of incorporating online testing and assessment tools, specifically the international website EF SET, in ESA process and listening skill assessment. It offers valuable insights into the potential of technology-enhanced language learning during covid-19 crisis and the findings provide valuable guidance for educators and researchers in improving language assessment practices ESA environment.

## **6. Methodology**

The present work is about online testing and how EFL learners' benefit from it in terms of adapting a new way of ESA. Hence, the mixed method was opted combining quantitative data from the EF SET website with qualitative data from questionnaires and focus group discussions. A questionnaire was designed for both, focus group students as a data collection tool. On one hand, the purpose of the questionnaire is to collect students' insights about the EFSET website. On the other hand, teachers' view point about the use of online testing specifically EF SET website as an electronic tool to enhance ESA. This approach provides a comprehensive understanding of the impact of online testing on EFL learners' listening skills.

## **7. Population and Sample**

The population of the present study is 385 first year students from the English department at Mohamed Khider University of Biskra. A focus group of ten students chosen randomly mainly represents our sample, to inform us about using the EF SET website to enhance their ESA for their listening skill. "Working with a focus group provides a unique opportunity to delve deep into participants' perspectives, uncover rich insights, and generate a collective understanding of the

research topic. It is a collaborative process that fosters dynamic discussions, encourages diverse viewpoints, and allows for the emergence of new ideas.”

## **8. Structure of the Dissertation**

The present dissertation comprises three chapters; the first two chapters are related to the literature review, and the third chapter is dedicated to the practical part. The first chapter presents a general overview of online testing and e-self-assessment, exploring its characteristics, advantages, and drawbacks. It also emphasises on an extensive review of the EF SET website, including its background and functions. Then, we shed light on the use of blended learning during the crisis. In addition, we mention the relation between online testing and listening skill. Chapter two defines the aspects of listening skill and describes its types such as discriminative listening and comprehensive listening. It additionally addresses the process of listening and emphasises the strategies required to achieve effective listening. It also highlights the importance of listening skill in the process of learning English as a foreign language. Chapter three focuses on the practical part of the present study. It explains the selected sample, the methodology, and data collection tools. It also shows the results obtained and its analysis. Finally, the dissertation starts with a general introduction and ends with a general conclusion. It is supported as well with a list of references, appendices, and the summary in Arabi

# **Chapter One**

## **Online Testing**

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## **Introduction**

The history of testing and assessing students goes back to the 19th century where teachers conducted tests to evaluate the progress of their students. Later the use of technology occurred in the educational system in various uses, online testing and e-self-assessment (ESA) are some of these technologies used nowadays especially when times were delicate the previous two years during the pandemic. Students used self-assessment for tracking their performance, encouraging thinking skills and self-management. Students had the ability to be engaged in their own learning and to adjust their strategies in order enhance their academic growth using ESA. This chapter aims to provide an explanation of the online testing process and its benefits as well as an explanation of ESA. It also introduces the website Education First Standard English Test (EF SET) and how it was created. In addition, it clarifies how the shift from traditional learning to blended learning occurred. Last but not least, it highlights the relationship between online testing and the listening skill.

### **1.1 Definition of Testing**

Testing is a form of assessment method; it is a systematically designed process that occurs when a test-taker collects all his/her abilities to reach the best results, knowing that his/her answers are being examined and measured through various types of language testing. The test serves a range of functions: for academic placement purposes, language testing in educational settings can measure a student's existing abilities or progress, and in work settings can test if a person possesses the required language skills for a position. In other words, a test aims to evaluate the test taker's linguistic proficiency, knowledge, performance, or abilities. (The Standards for Educational and Psychological Testing, 1999)

## **1.2 Definition of Assessment**

Assessment is a crucial element in second language teaching and learning; summative evaluations and instructional feedback are two of the critical functions of assessments because feedback from other students and teachers is part of the process, which also measures students' performance against a set standard. Electronic-self-assessment (ESA) has recently gained more popularity and has become widely adopted in various fields, especially education. As the world witnessed the previous years in the COVID-19 crisis, the use of technology and computers in teaching methods has seen an evolution in assessment tools to fulfil the needs of massive numbers of students during tough times. E-Assessment in an online environment should function to communicate student achievement status, provide self-evaluation to the learner, identify student placement for education paths or programs, motivate the learner and evaluate the effectiveness of instruction programs. Simply online testing is a systematic, purposeful evaluation of a learner's abilities, qualities, skills, and understanding, in which the test is conducted using modern web-based technologies. (Learning management system, 2020).

## **1.3. Electronic-Self-Assessment**

E-self assessment (ESA), also referred to as electronic self-assessment, is the process of evaluating and assessing one's own abilities, knowledge, and performance using digital tools or technology. It comprises doing evaluations and gathering data about oneself using technological means, such as computers, smartphones, or tablets.

Compared to conventional assessment methods, e-self assessments have a number of benefits. People can take assessments at their own pace and on their own schedule thanks to its

convenience and flexibility. Due to the ease with which people can access digital platforms or applications, it enables remote or asynchronous assessment experiences. Additionally, because e-self assessments frequently offer immediate feedback, people can instantly get a sense of how they're doing and make the necessary adjustments to their learning or development plans. The variety of assessment options is also increased by the use of electronic tools. Online tests, interactive simulations, portfolio reviews, and video-based assessments are a few examples of these. By including multimedia components, e-self assessments can increase engagement and mimic real-life situations, resulting in evaluations that are more genuine and insightful. E-self assessments also make it easier to gather and analyse vast amounts of data. One can use this information to spot patterns, trends, or opportunities for skill or performance development. Individuals can set attainable goals and develop individualised learning or development plans by using data analysis to better understand their strengths and areas that need more focus. Hayley et al (2015).

#### **1.4.Characteristics of Language Assessment and Testing**

An assessment has characteristics that should be followed when conducting a test.

The first characteristic is validity because a test is useless unless it is accurate, which means for an assessment task to be considered valid it must accurately reflect the information and skills that are supposed to be tested. These assessment tests should properly represent the goals and actions of the classroom, and only those goals should be evaluated. If a test does not measure what it is expected to, then it does not have validity (Brown, 2003, p. 22).

Reliability is the second characteristic in which consistency in the assessment outcomes is a key factor. For an assessment task to be considered reliable, it has to generate results that are



fundamentally equivalent regardless of the number of times it is performed, provided that the conditions under which it is performed remain unchanged (Brown, 2003, p. 20).

The third characteristic is practicality which represents the amount of time, effort, and money that is spent on testing because a practical test should be straightforward to design, administer, and score. According to Brown (2003), practicality relates to the simplicity of design and utilisation for both instructors and students. The accuracy of test results is equivalent to how carefully they are represented. Consequently, assessments that are difficult to comprehend can probably result in a massive amount of trouble.

Authenticity is when real-life circumstances are used to test students' abilities and knowledge that helps to bring authenticity to the assessment process. It is essential to ensure that assessments are relevant and beneficial to the learning process as well as relatable to the students' life. (Fachrurrazy, 2010).

These four characteristics must be taken into consideration when conducting a test because it is essential to determine the usefulness of a test and assessment and its impact on the students.

## **1.4. Types of Assessment and Testing**

### **1.4.1. Formative Assessment**

Formative assessment allows teachers to evaluate how well students are doing in real-time and make changes to the course material and how it is taught this facilitates for teachers to keep track of students' progress in the class and identify the struggles and obstacles they face in the learning process it includes self-assessment, peers, or feedbacks from the teachers orally or written. "Formative assessment occurs throughout a class or course and seeks to improve student

achievement of learning objectives through approaches that can support specific student needs” Theal and Franklin, (2010, p. 151). Teachers cannot help students if they do not know how well they are doing in class yet there are variety of methods to help them and some methods are available for the students to encourage their self-assessment such as self-checks, rough drafts, concept maps, and others and they are very practical in online learning since they reveal students' skill and knowledge gaps when there is a lack of a face-to-face presence. Formative assessment has a positive impact on the students' motivation by making them feel that their efforts are recognized by the teachers when they receive feedback and instructions after being tested and assessed. (Yale, 2021, Formative Assessments).

To sum up, formative assessment serves as a valuable tool for monitoring progress, providing feedback, and guiding instructional decisions to enhance learning outcomes. It supports learners' growth, improves teaching effectiveness, and promotes meaningful learning experiences.

#### **1.4.2. Summative Assessment**

At the end of a course or period of study, students are evaluated on their progress in achieving learning goals and other learning objectives can be accurately and consistently evaluated by teachers using this approach in using various methods. “The summative assessment aims to measure or summarize, what a student has grasped, and typically occurs at the end of a course or unit of instruction. A summation of what a student has learned implies looking back and taking stock of how well that student has accomplished objectives but does not necessarily point the way to future progress. Final exams in a course and general proficiency exams are examples of summative assessment” Brown (2003, p. 20). Summative assessment aims to measure students' progress toward the set goals and the grades are the outcomes and a representation of the students'

performance; final exams, annotated bibliographies, and portfolio presentations are examples of high-stakes assessments that significantly impact students' scores and determines their level and whether they are qualified to move into a more advanced course in the curriculum. (Just Science Now, 2022).

In summary, summative assessment is an evaluation conducted at the end of a specific instructional period to assess the overall learning outcomes and assign grades or make judgments about learner achievement.

Both methods have one purpose which is to measure the students' progress and provide an insight about their outcomes of the learning experience, hence they have a chance to improve or adjust their techniques and value their knowledge.

## **1.5. Education First Standardized English Test Website**

### **1.5.1. Definition of Education First Standard English Test (EF SET) Website**

The EF SET website defined their service as an online English test that aims to match the rigorous technical requirements of established standardised tests like the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). Their goal with the EF Standard English Test is to disrupt the existing norms and create a testing solution that offers dependable evaluation while being affordable, user-friendly, and available at all times. It stands as the world's inaugural entirely free standardised English test, catering to learners of all proficiency levels, ranging from beginners to advanced individuals. (EF SET Frequently Asked Questioned, 2022).

This website is built to bring forth an opportunity for the English speakers to test their language abilities for free and in a very convenient uncomplicated way using set standards for English tests and it is suitable for all the learners and levels from basic to advanced.

### **1.5.2. The History of the Website**

According to EF SET (2022), the EF SET creation is a joint effort of language assessment specialists. The leading designer was an author of *Language Assessment in Practice* (Oxford 201) Lyle Bachman, the psychometric consultants and data scientists Ric Luecht and John Willse of the University of North Carolina, the lead test development and operations consultant were Mari Pearlman (Pearlman Education Group); last but not least, Nathan Carr and Yoko Ameriks have served as language assessment experts. All of these language scientists have designed previous successful outstanding organisations specialised in testing and assessment of the English language, such as the TOEFL, IELTS, and TOEIC, therefore they have vast experience, and they are experts and also have the privilege of the standardised language testing.

### **1.5.3. The Use of EF SET Website**

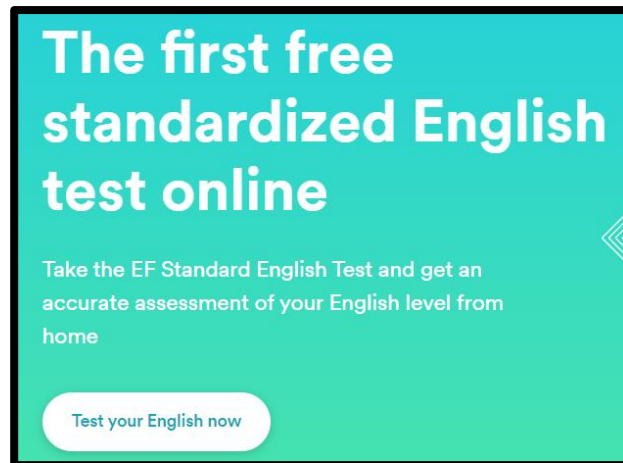
The website provides a 50-minute test in which the test-taker gets an accurate measure of his reading and listening skill on the Common European Framework of Reference (CEFR) scale in less than an hour, besides it provides a 15 minutes online English test which is less time consuming to get a general benchmark of the English proficiency. This English quiz estimates the users' level in just 15 minutes, including reading skills (English grammar and vocabulary) and listening skill. At EF SET, users will receive a breakdown of their reading and listening skill, as well as an official

URL for their EF SET Certificate. It is possible to include a personalised URL on their LinkedIn profile or their resume. Because the scale of this website is based on the CEFR, where users can easily share their findings with others and demonstrate their English learning accomplishments, and it is all for free. The website was mainly created to "open the world through education." The website's creators believe that good education can break down barriers of language, culture and geography.

For more than half a century, EF has been at the forefront of English language training technology as one of the world's largest private education organisations. Since individualised learning content is becoming more advanced and accessible, students worldwide must be able to review and assess their progress effectively. EF hopes there will be more open debates regarding the role of evaluation in education and individualised learning and the use of technology in classrooms. The EF SET is free because we want as many people to benefit from this test as possible. The design and development of EF SET borrowed from best practices in software engineering and manufacturing practices to significantly reduce development costs. The EF SET is also delivered online with automated scoring, allowing EF to offer this powerful tool for free to English learners with online access. Currently, reading and listening skill are assessed by the EF SET tests. (EF SET Frequently Asked Questioned, 2022).

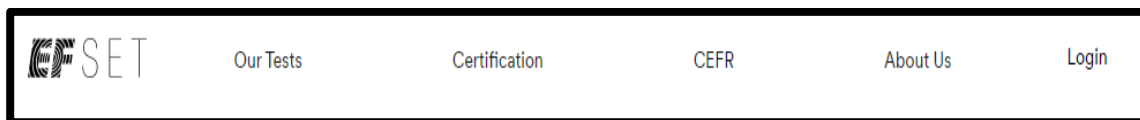
#### **1.5.4. The Principles of the Website**

The Website is very simple to use and easily accessible it does not require high technology skills, the students can simply access to the website where they find the main page that contains an introduction to identify the EF SET, under it they provide a button "Test Your English Now" that directs the user to start the test immediately.



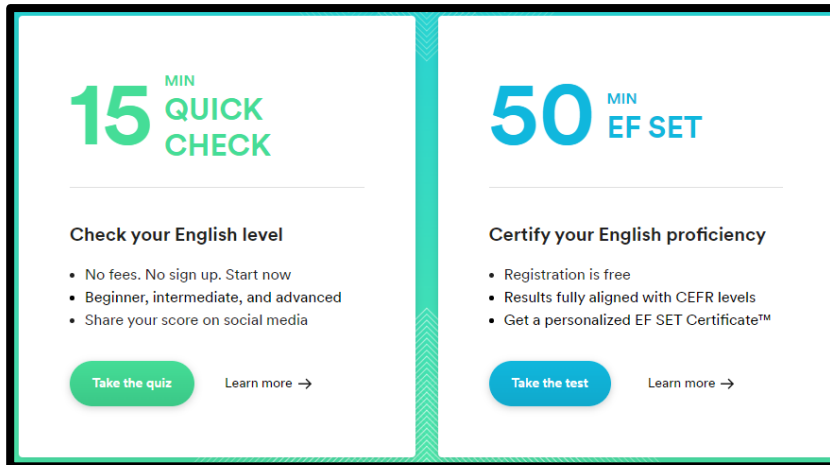
**Figure 1. 1 The Lunch of the Test**

Also, they provide links on top of the website for the student to gain more knowledge about this website (Our Test, Certification, CEFR, About us...), as well as the Login option in order to create an account and join the EF SET service.



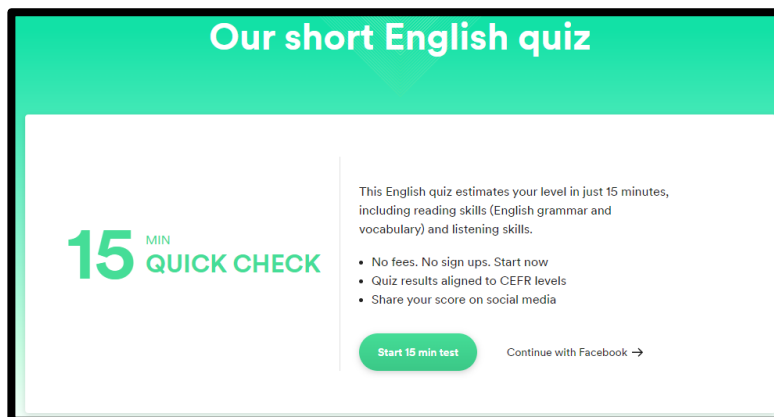
**Figure 1. 2 The Top of The Website**

When the students scroll down on the same page of the website, they find short descriptions of the qualities and the characteristics of this website and what makes it a practical and a reliable tool, also at the bottom of the page there are two options to choose which type of the test they are going to take, whether the 15 minutes test or 50 minutes test with a description of the features of each test; under the description there are two options whether to start the test or to learn more about it and understand how it works.



**Figure 1. 3 Types of The Tests in the Website**

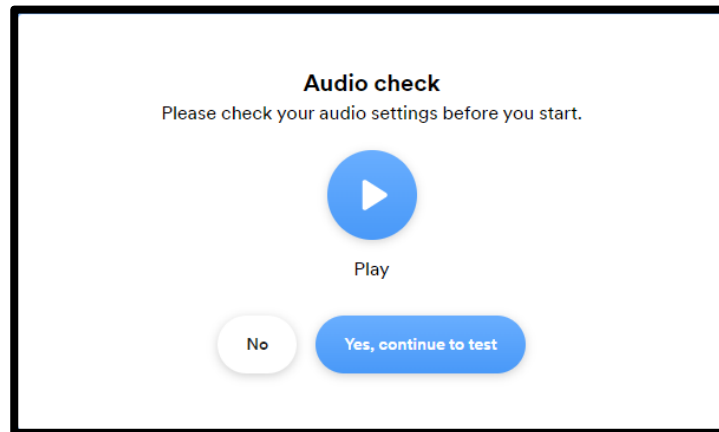
Once the user clicks on the test your English button, the website describes the nature of the quiz before initiating it. Moreover, the features of this test are shortly mentioned under the description: the skills included on this quiz (reading and listening skills), the registration is free on EF SET, the results are set according to CEFR levels, and the chance to share the score of social media.



**Figure 1. 4 The Description of The Quizzes**

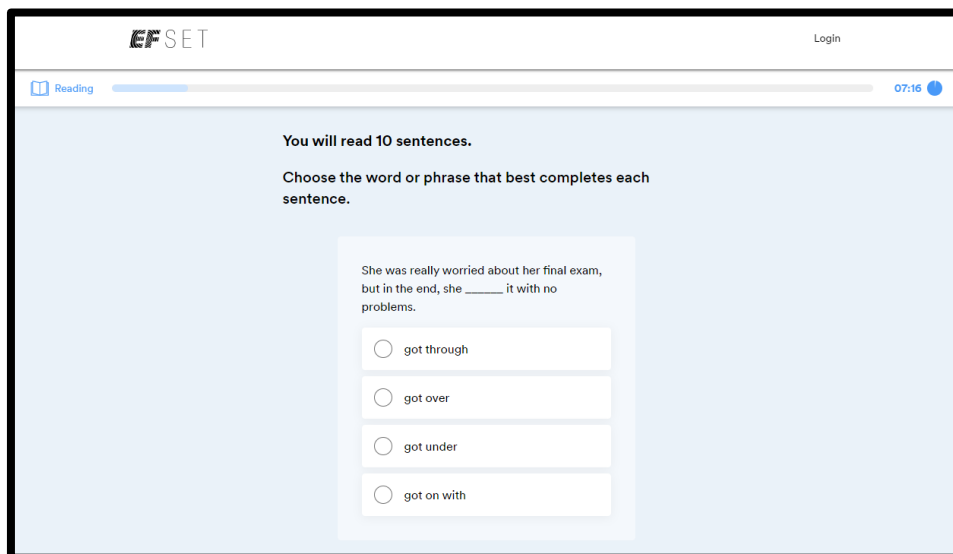
The first step to initiate the test is checking the audio setting whether it is working or no in order to proceed to the test, the test takers play and audio as a sample and see if it works, they

initiate the quiz by clicking “yes, continue to test”, and “no” if the audio is not working so the website fix the problem.



**Figure 1. 5 Audio Check**

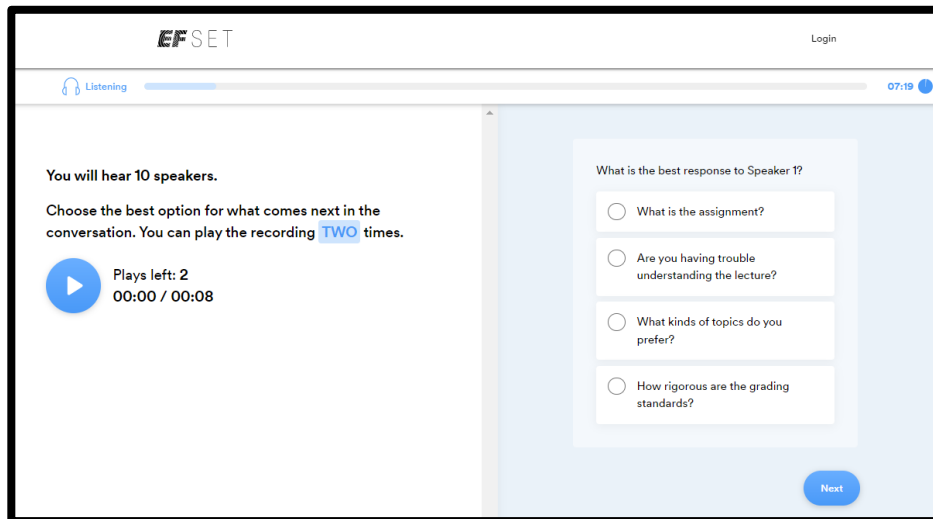
After the audio check the test starts with the first part that focuses on the reading skills, it is 8 minutes test consists of filling the gaps of 10 sentences by the provided options (four options for each), once the answer is chosen it moves to the next sentence until the last sentence.



**Figure 1. 6 Reading Skill Quiz**

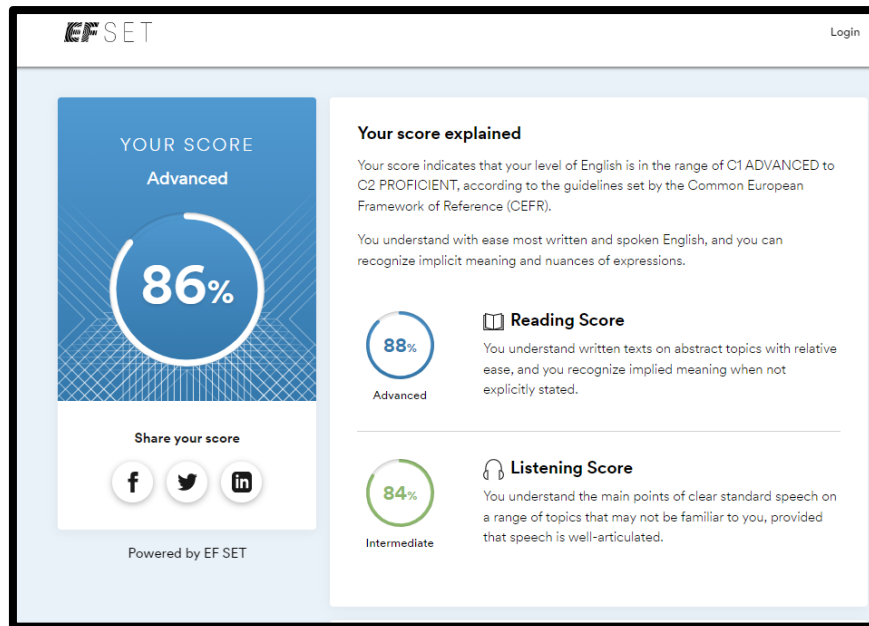


The second part of the test is the LS, in which they give audios and the students listen carefully then choose the right answer to the speaker of the audio from the provided options, there are 10 audios in this part as well, the students have the chance to replay each audio twice to answer carefully.



**Figure 1. 7 Listening Skill Quiz**

After answering all of the 20 tasks the students will be asked to insert their information to sign up for free on the website so they can see the results, when they finish signing up the score will show up with percentage and an explanation of the score to explain in which range the student's English level is, the beginner level is 1-60%, intermediate 61-85%, and the advanced level is 86-100%.



**Figure 1. 8 The Score Explanation**

**Quick Check score table**

Level	Beginner	Intermediate	Advanced
EF SET	1-60%	61-85%	86-100%

**Figure 1. 9 Levels' Table**

### 1.5.5. Reliability of The Website

The reliability of the website was recognized by thousands of EFL international learners from different levels of CEFR in which they found the website's reliability is as similar as the other standardized English tests, besides the standard error of measurement is a widely used technique for calculating how similar test scores would be for test takers who took various exam formats at

different times thus the criteria for each CEFR level were determined through a systematic standard setting study. (EF SET, 2022).

## **1.6. Advantages of Online Testing**

During the Covid-19 pandemic, universities worked tirelessly to move their teaching online so their dedication and passion in these rapidly changing times reflects their hard work, therefore, the previous years we have seen conversations turning to assessments using various techniques that can be useful to carry on the learning system and avoid losing progress and to effectively move the courses online. One of the techniques that has a positive impact on the educational system during its challenging times is the use of technology in testing and assessing EFL that has been exploded in the recent years, there are various advantages of the online testing we present the most common crucial ones:

First, quick efficient results and feedbacks are essential, research has proved that it is best to provide feedback as soon as possible after the test is done using OA teachers can quickly see which topics students are having difficulty grasping when data is readily available and delivered in a clear and concise manner, this became a very easy process because of the numerous assessment methods and software, therefore learners get their findings much faster than with conventional techniques and they no longer have to deal with the stress and anxiety of waiting for results. (eLearning Industry, 2022).

Second, enjoyable learning experience using the multimedia and simulations makes the experience motivating to engage online tests that contain multimedia features, such as videos or recordings..., moreover, students can learn best visually or audibly prefer to concentrate on the test rather than reading long passages of words and phrases that stress the brain, hence, the teachers are

increasingly turning to multimedia as a means of engaging and motivating their students during the assessment. (eLearning Industry, 2022)

Moreover, online testing is an alternative tool with ease of access and accessibility, it provides students with the opportunity to work from distance when having a condition or a difficulty in a more efficient way, as well as the flexibility to carry on their progress at any time and location is most convenient for them, as a result the previous years, OA has become the alternative almost everywhere in the world throughout the Covid-19 crisis, it helped teachers in assessing student performance it was very beneficial for them during such a delicate period. (Test Reach, 2022).

Furthermore, online testing is a comfortable and convenient learning environment, due to psychological factors, most students experience a lot of stress and anxiety in the classroom because of the environment or the lack of comfort when being around other students or teachers which affect their performance; nevertheless, OA can help them study in a highly convenient and comfortable manner that decreases their distractions, enhances their confidence, along with their performance. (Test Reach, 2022).

To sum up, creating a convenient virtual learning environment is such a unique and creative manner to assess the students especially when times are tough and require an alternative system other than the traditional one, ESA provides perfectly the needed qualities to be used as an alternative system with benefits for both the intuitions and the learners.

## **1.7.Challenges of E-self-assessment**

### **1.7.1.Difficulties with Technology Adoption**

ESA requires individuals to possess a certain level of technical proficiency to navigate the assessment platform effectively. However, not all participants may be equally comfortable or skilled in using digital tools and technologies. This disparity can hinder the adoption of online testing methods and limit participation. Teachers and students may first require time to become familiar with the new technology and learn the most effective methods to use it, however, some of them may be change-resistant and refuse to adopt the modern learning environment because it is challenging for them, therefore, the best strategy is to familiarise both students and educators with the transition, thus, this training would inform students and teachers of the new features and advantages of an online testing approach. (Vajoczki, et al. 2021, p. 18)

### **1.7.2. The Lack of Technology Knowledge**

Learner access to technology, such as computers, tablets and a reliable internet connection, is one of the most significant obstacles to online exams, this feature of OA might be challenging for those students and teachers who lack the technology knowledge and lack the technology experience, this can be an obstacle that gives the infrastructure issues the right to deny many of the benefits of online tests, such as cost and convenience since testing requires to be established with no obstacles. (Cirrus Assessment, 2021).

### **1.7.3. The Possibility of Cheating**

It is known that cheating is widespread in the testing process especially with the use of distance assessment and technology, it has helped this issue to vast and became a real struggle in

trusting the students' performance when conducting an online test, although the mechanisms are designed to be impenetrable in OA, yet there are still possibilities and numerous cheating methods because it is much easier to cheat when using technological tools. (GoSchooler, 2022).

#### **1.7.4. Technological Issues and Glitches**

Since the assessment impacts students' progress, using technology in assessment is delicate which is why institutions must provide systems with reliable and stable internet connections and power supplies needed to meet the technical requirements for perfect assessment methods, such as software, connectivity, security, and accessibility. Due to the possibility of the glitches that might happen in using technological tools, students can miss a significant academic achievement. (Cirrus Assessment, 2021).

To conclude, despite the fact that OA is a suitable alternative method it is still flawed and has some obstacles that have a negative impact of the outcomes and the performance of the test takers, therefore it needs to be taken into consideration by the teachers and students, hence they become fully aware of both sides of the online assessment before engaging into it.

### **1.8. The Shift to Blended Learning During Covid-19 Crisis**

#### **1.8.1. Blended Learning**

Blended or hybrid learning is a sophisticated and modern tool in higher education, in which traditional classroom instruction is complemented or assisted by the use of technology. Blended learning adoption has already started because it does not only help to solve certain limitations of traditional teaching, but it also provides the student with a more significant aspect in the learning process, as well as more flexibility and new opportunities for the teacher. (Staff, 2022)

### **1.8.2. The Shift During and Post Covid-19**

Although it is true that teaching relies heavily on direct contact between teachers and students, educational institutions have been forced to look for alternative ways to continue their educational programs without risking the safety of their students and teachers as a result of the unfortunate events that occurred at the end of 2019 and resulted in lockdowns around the world. Blended learning aims to combine the best of both face-to-face and online learning experiences for students. Face-to-face teaching strategies such as explicit supervision or presentation, group discussions are used in blended classrooms, and they also are performed using technology to deliver the learning process when they have access to the appropriate technology. It's possible that using these learning approaches may be seen differently from traditional instructional strategies. Both teachers and students have had to adjust to new learning techniques online, with a focus on enhanced learning and technology support for the teaching process which forced them to use some of the tools such as: Zoom and Google Meet, Google Forms...etc. (Singh et al., 2021b)

### **1.9. The Relationship between Online Testing and Listening Skill**

Rapid advancements in technology have resulted in certain beneficial breakthroughs in business, commerce, agriculture, and other service areas, and these positive achievements can also be extended to learning. There are various strategies for using technology in education. Measurement and assessing a second language is one of them. This study focuses on the use of online testing for assessing Second Language learners' listening skill since listening is considered a fundamental skill in EFL. "More than forty-five percent of our total communication time is spent in listening" (Feyten, 1991, p. 174). Despite the importance of listening in EFL learning, it was neglected in the assessment for being a difficult skill to test; "Listening skill is neglected during

measurement and assessment activities of language courses. Consequently, neither the level of listening skill nor its improvement cannot be determined exactly.” Gücüyeter (2009, p. 161). Therefore, online testing facilitates the process of measurement and assessment in listening and provides several applications and tools that can be applied. These kinds of applications are performed to determine the success and improvements of students; in this study, the website EF SET which is created by a team of language assessment experts is used to test students listening skill and to help them improve it.

## **Conclusion**

Since the shift from traditional learning to blended accrued strongly, it is important to be aware of the techniques used in assessing and testing the students in such circumstances. Online testing is very essential and plays an important role in evaluating the students’ progress and helping them improve their linguistic skills. This chapter focuses on defining the testing process, mainly on the online testing and e-self-assessment by highlighting its characteristics. Moreover, this chapter explained the website used in this study EF SET and provided a full insight on how it was created and determined the use of this website. Finally, the chapter shows the benefits of the online testing and the shift from using traditional learning to using blended learning where highlighted and explained at the end of this chapter.



# **Chapter Two**

## **Listening Skill**

## **Chapter Two Listening Skill**

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## **Introduction**

In the journey towards achieving proficiency in a foreign language, learners are required to develop various skills that facilitate effective communication. Among these skills, listening skill holds a significant place in the language learning process. Listening plays a crucial role as learners often rely on their ability to listen and comprehend the explanations provided by teachers during lectures to receive and understand the information. This chapter aims to provide a comprehensive understanding of the listening skill, exploring its different types and emphasising the intricate process involved in listening. Additionally, the chapter highlights the importance of listening skill for English as a Foreign Language (EFL) learners, shedding light on how it contributes to their overall language development and communication abilities.

### **2.1. Definition of Listening Skill**

Listening skill refers to the ability to receive, interpret, and understand spoken language input accurately and effectively, it involves not only listening sounds but also actively processing and comprehending the meaning of spoken language. Effective listening requires attention, focus, and distinguishing between relevant and irrelevant information. Besides, good listening skill is essential for effective communication, as they enable individuals to understand others' messages, respond appropriately, and build relationships based on mutual understanding and respect. (SkillsYouNeed, 2011)

Listening has been considered a non-essential language skill, especially for Second Language learning and teaching, despite the fact it is essential for effective language learning and a better communication process due to its primary role. “Listening is the Cinderella skill in second

language learning. All too often, it has been overlooked by its elder sister: speaking.” (Nunan, 1997 p. 47), which means that most of the time, teachers and students prioritize other skills over listening.

The student can have a high competency in productive skills if he has good listening ability. “Listening is the natural precursor to speaking; the early stages of language development in a person's first language (and in the naturalistic acquisition of other languages) are dependent on listening.” (Nation and Jonathan, 2009, p37). The spoken language contains sounds and visual input representing a context and transmitted messages that we receive, comprehend, and understand its meaning as we listen which makes all good communication relies on the ability to listen properly; without it, messages are easily misunderstood, and it is not just about being quiet while someone else is speaking but also listening is having the ability to receive and interpret the spoken messages during the communication, thus listening becomes a process of building knowledge and acquiring linguistic data. (Flowerdew, & Miller, 2005, p. 73).

## **2.2 Types of Listening Skill**

We engage in various forms of listening daily, yet we do not recognize and understand these types. Therefore, it is essential as EFL students to be aware of these types:

### **2.2.1 Discriminative Listening (DL)**

It is the most basic form of listening in which distinct sounds of words are detected without comprehension of their meaning, and it is developed at an early age in our life; in fact, babies are able to distinguish the sounds of their parents, which proves the fact that DL is essential and fundamental listening, it is distinguishing the nuances of sounds (e.g., speed, intonation, and pitch.) the listener catches from the speaker, it reflects what is being said and adds to the comprehension process. For example, when someone sounds cheerful and joyful, you can determine that this person is happy. “Discriminative listening is listening to distinguish aural and sometimes visual

stimuli.” (Wolvin & Coakley, 1996, p.7). This type of listening is natural, and we are born with it. The more we are exposed to different experiences in life, the more we develop discriminative abilities. Given that DL is based on cultural or linguistic factors, it's comprehensible why people frequently struggle to grasp the sounds of a language they've mastered but not the sounds of a native speaker speaking the same language. (Communicating to Connect, n.d.)

### **2.2.2 Comprehensive Listening (CL)**

Beyond discriminating between distinct sounds and visuals, the next stage is to make sense of them. To comprehend the meaning, we must first have a vocabulary of words at our fingertips and a working knowledge of all grammar and syntax rules necessary to comprehend what others are saying. Unlike discriminative listening, CL requires using one's existing vocabulary and understanding to determine the speaker's words and comprehend the meaning of words and phrases rather than relying entirely on sounds. Certain words are more significant than others in communication, and comprehension frequently gains from the extraction of key aspects and things from a longer speech. CL is Listening to understand and seeking meaning (but a little more), it involves comprehending the message's meaning rather than analysing just the message's sounds. It is an active process of detecting what is meant by the statement, and it is developed from early childhood; It includes the acquisition of basic language skills and vocabulary in order to comprehend what is being expressed through the words of a speaker. (Vandergrift & Goh, 2012). Additionally, CL is referred to as content listening, informative listening, and full listening. Nadig (2013) defined listening comprehension as the various processes of understanding and making sense of spoken language. These involve knowing speech sounds, comprehending the meaning of individual words, and understanding the syntax of sentences.

## 2.3 Listening Process

According to Vishwanath Bite (2013), the process of listening occurs in five stages. They are hearing, understanding, remembering, evaluating, and responding.

Receiving (hearing) is the first stage, it occurs automatically when your ears are engaged or interact with speech sounds, listening is not the same as hearing it begins and ends with receiving the speaker's messages "Hearing it is referred to the response caused by sound waves stimulating the sensory receptors of the ear, it is a physical response, hearing is the perception of sound waves, you must hear to listen, but you need not listen to hear (perception necessary for listening depends on attention)." (Nation and Newton, 2009, p. 37)

Understanding is the second stage, and it is the ability to make sense of what we've seen or heard, including words and sounds; it is also defined as the common meaning between people in a communication interaction. It is the phase of the listening process where the listener identifies the meanings and context of the words he hears. Moreover, to fully understand a speaker's message, it is essential to comprehend sentences which requires understanding the context and meaning of each word as well as how meaning is provided in language, and as listeners, we have an extensive background of various meanings of these symbols. Therefore, the understanding of those symbols depends on the context in which they appear. (Viehmann, n.d.)

The third stage is remembering, the remembering stage is an important part of the listening process, in which the listener must retain and recall information that they have heard, it helps to fill our blank memory with various information which we can remember when different contexts happen, hence that's how we know the listening process was successful because we acquired new data and could recall it. According to Brown & Yule (1983), remembering involves three key processes: immediate recall, short-term retention, and long-term retention. Immediate recall refers

to the listener's ability to remember and repeat back information that they have just heard, and it is an important skill for EFL learners to develop, as it helps ensure that they accurately comprehend what they hear.

Short-term retention refers to the listener's ability to hold onto information for a brief period of time, typically several seconds to a minute. It is important for taking notes or trying to remember important details from a lecture or conversation. (Rost, 2011, p. 198).

Long-term retention refers to the listener's ability to store information in their memory for an extended period of time, potentially for years, which helps learners to build their vocabulary and retain grammar rules and other language structures.

The fourth stage is evaluating, in which the listener reflects on their comprehension and understanding of the spoken language input, and that is when the listener evaluates how well they could comprehend the message, identify the main ideas and supporting details, and understand the language features used. It involves several processes, including self-assessment, feedback, and reflection. For example, the listener may ask themselves questions like: Did I understand the main ideas and supporting details? Were there any parts that I didn't understand? Did I miss any important information? They may also seek feedback from others, such as their teacher or peers, to better understand how well they understood the spoken language input. Moreover, this stage allows the listener to assess their listening skill and identify areas for improvement. By reflecting on the listening task, the listener can develop strategies for better comprehension and retention of spoken language input in future listening tasks. (Field, 2008, p. 327).

The final stage is responding, according to Field, the responding stage involves two main processes: feedback and interaction, feedback is when the listener provides feedback to the speaker

to confirm their understanding of the message, clarify any points of confusion, or express their own opinions or reactions to the message. In contrast, interaction is when the listener engages in a dialogue with the speaker by asking questions, providing opinions or reactions, or sharing related information, which helps to build a rapport between the listener and speaker and contributes to effective communication.

Field emphasises that the responding stage is a crucial part of the listening process and should not be overlooked in language teaching. By providing feedback and engaging in interaction, learners can develop their listening skill and build their confidence in using the language. (Field, 2003, p. 315).

## **2.4 Listening Strategies**

Listening is a two-step process: Top-down listening aids comprehension by drawing on prior knowledge and placing words in their proper context; signals, speeches, and other little units are used in bottom-up listening to build meaning. Both of those strategies support one another to create a better understanding of what is being said.

### **2.4.1 Bottom-up processing**

Bottom-up processing is a listening strategy that involves decoding individual sounds and words in order to understand the meaning of a spoken message. It is based on the idea that listeners use their knowledge of phonetics, grammar, and vocabulary to build up meaning from the smallest elements of the spoken message. According to Vandergrift (2007), bottom-up processing involves several steps:



The first stage is perceiving sounds, where the listener focuses on the individual sounds of the spoken message and groups them together into meaningful units. This process relies on the listener's ability to discriminate and identify various phonetic and phonological features, such as consonants, vowels, stress patterns, and intonation contours. Once the sounds are perceived, the listener moves on to the stage of recognizing words. Here, the listener identifies and understands the individual words in the message. This involves activating their mental lexicon and accessing their knowledge of vocabulary and word meanings. The listener relies on contextual cues, syntactic patterns, and their background knowledge to comprehend the intended meaning of each word in relation to the surrounding discourse. After recognizing words, the listener engages in the process of analysing syntax. In this stage, the listener examines the grammatical structure of the message, including the relationships between words, phrases, and clauses. They use their knowledge of grammar and syntactic rules to comprehend how the words are organised and connected, which aids in understanding the overall structure and coherence of the message. The final stage is accessing semantics, where the listener draws on their knowledge of word meanings, semantics, and world knowledge to derive the overall meaning of the message. They integrate the meanings of individual words and phrases, consider the context and co-text, and make inferences to arrive at a comprehensive understanding of the speaker's intended message. (Vandergrift, 2007, p. 191).

Bottom-up processing is often used when the speaker speaks quickly or uses unfamiliar vocabulary or grammar. By focusing on decoding individual sounds and words, listeners can improve their comprehension and understanding of the spoken message.

## 2.4.2 Top-Down Process

Top-down processing is a listening strategy involving knowledge and expectations about the context and content of a spoken message to understand its meaning. It is based on the idea that listeners use their background knowledge, experience, and expectations to guide their comprehension of the spoken message. (Field, 2008, p.65).

According to Field (2008), top-down processing involves several steps:

Firstly, activating schemata is essential, as the listener draws upon their prior knowledge, experiences, and expectations about the topic, context, and speaker to establish a mental framework for comprehending the spoken message. By activating relevant schemata, the listener is better equipped to make sense of the incoming information. Building on activated schemata, the listener engages in making predictions, utilising their background knowledge and contextual cues to anticipate the content and meaning of the spoken message. These predictions act as guides, allowing the listener to actively engage with the incoming information and further enhance their understanding. However, the listening process does not stop at making predictions. The listener continuously monitors and modifies their predictions as new information unfolds. This ongoing monitoring enables them to adjust their understanding based on the actual content of the message, ensuring that their comprehension remains accurate and aligned with the speaker's intended meaning. Ultimately, the listener integrates the information from the spoken message with their existing schemata to form a complete understanding. By connecting the new information to their prior knowledge and making sense of the relationships and connections between ideas, the listener achieves a more comprehensive and nuanced interpretation of the message.

To sum up, top-down processing is often used in situations where the listener has some familiarity with the topic or context of the spoken message. By utilising existing knowledge, anticipating meaning, adjusting predictions, and integrating new information, listeners can improve their understanding of the spoken message and make more accurate predictions about its content and meaning.

## **2.5 Significant of Listening Skill**

When learning a language, listening assists in acquiring fundamental knowledge and interpreting the deeper meaning of others' utterances; developing listening comprehension skills enables students to succeed in language learning by increasing the amount of understandable material and improve multiple linguistic skills, such as grammar, listening skill can help improve learners' grammar in several ways.

Firstly, the exposure to authentic input, such as conversations, lectures, and podcasts, provides learners with exposure to a range of grammar structures, including complex sentence structures, verb tenses, and discourse markers. Through listening and understanding this input, learners can develop an internalised sense of correct grammar usage and become better able to produce accurate sentences.

Secondly, implicit grammar learning and listening to authentic input can also help learners to acquire grammar rules and structures implicitly, without necessarily being aware of them. As learners listen to and understand language input, they subconsciously internalise grammar patterns and begin to use them in their own speech. (Feyten, 1991, p. 173).

In addition, when learners listen to their own spoken language or that of others, they are better able to notice errors in their own grammar usage. By analysing and correcting these errors, learners can improve their own grammatical accuracy.

Moreover, listening to spoken language can help learners to understand the context in which certain grammar structures are used. For example, learners can listen to how native speakers use certain verb tenses in different contexts, such as the past tense for completed actions, and the present perfect for ongoing or unfinished actions.

In short, listening skill can improve learners' grammar by providing exposure to authentic input, facilitating implicit grammar learning, helping learners to notice errors, and improving their understanding of context. (Flowerdew & Miller, 2005).

Listening also plays a significant role in improving students' pronunciation, listening to spoken language input can help learners develop phonological awareness, which refers to their ability to perceive and manipulate the sounds of a language. By listening to native speakers, learners can become more attuned to the subtle differences in pronunciation and begin to imitate these sounds in their own speech. (Gilakjani, & Sabouri, 2016, p. 167).

Besides, listening to their own spoken language or that of others can help learners to identify errors in their pronunciation, such as mispronouncing sounds or stress patterns. By analysing and correcting these errors, learners can improve their own pronunciation accuracy.

Additionally, listening tasks or activities can also provide feedback and guidance on learners' pronunciation accuracy. For example, a teacher may provide corrective feedback on

specific sounds or stress patterns during a listening exercise, helping learners to improve their pronunciation.

To sum up, listening skill can improve learners' pronunciation by developing phonological awareness, providing models for accurate pronunciation, correcting errors, and providing feedback and guidance. (Derwing & Munro, 2015, p. 35).

## **Conclusion**

Listening skill plays a crucial role in language learning and effective communication. As we have seen, listening involves not only hearing sounds but also actively processing and comprehending the meaning of spoken language. Good listening skill requires attention, focus, and the ability to distinguish between relevant and irrelevant information. By improving their listening skill, language learners can enhance their overall language proficiency, including their grammar, vocabulary, pronunciation, and comprehension skills. Therefore, it is important for language educators to prioritise the development of listening skill in their teaching methodologies and to provide learners with ample opportunities to practice and refine their listening abilities.

# **Chapter Three**

## **FieldWork**

## Chapter 3    Field Work

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## **Introduction**

The purpose of this chapter is to analyse the data collected on the impact of the Education First Standardized English Test (EF SET) website on EFL learners' listening skill through online testing and assessment. In order to enrich the study, a focus group of ten students from the English department were asked to use the website and provide us with their feedback about it. In addition, they were asked to deliver the screenshots of their scores when using the website. Furthermore, a questionnaire was given to the same students, as well as to teachers who teach or have taught oral expression. The goal is to answer the research questions and confirm or disconfirm the hypothesis. To accomplish this, the data collected from the research tools is presented through tables, graphs, and screenshots of the focus group's results. The following section provides an analysis of the obtained results.

### **3.1 Research Design**

This study aims to explore the benefits of using online testing and assessment, specifically through the implementation of machine learning in the teaching and learning process for EFL students. The focus is on how online testing can enhance the learners' academic level and develop their listening skill for better communication abilities. Additionally, the study investigates how online testing provides modern and comfortable ways of learning, which can contribute to the students' overall success. Therefore, the current study used mixed methods to collect the data to gain a more complete understanding of a research question or problem, which involved the assessment using EFSET website which is an online platform designed to help English language learners assess and improve their language skills, particularly their listening skill. Besides, it is developed based on the latest research in language assessment, and has been validated through a



rigorous process of data collection and analysis to ensure that the test measures what it is intended to measure, which is the test-taker's ability in English. Moreover, the EFSET website is accessible to a wide range of users, regardless of their location or device and it is available in multiple languages, and can be accessed from desktop computers, laptops, tablets, and smartphones. In addition to the website, a questionnaire was handed for both the students and teachers to collect more data to enrich the study and to provide a broader perspective and to gather more data on the effectiveness of the assessment. The results of both types of analysis are integrated to provide a more comprehensive understanding of the program's effectiveness and impact on student learning outcomes.

## **3.2 Students' Questionnaire**

### **3.2.1. Conduct Students' Questionnaire**

The questionnaire was distributed online using the application of messenger. It was oriented to the focus group chosen for this study of the first year English department. The goal was to explore the benefits of using online testing and assessment, specifically through the implementation of AI techniques, in the teaching and learning process for EFL students. The focus is on how online testing can enhance the learners' academic level and develop their listening skill for better communication abilities. Additionally, the study investigates how online testing provides modern and comfortable ways of learning, which can contribute to the students' overall success.

### **3.2.2. Sample**

The study's focus group consisted of ten students who completed the questionnaire and were selected from a population of 385 first-year students at University Mohamed Khider Biskra.

The sample was chosen specifically for their need for listening skill assessment, as it is essential to begin assessing these skills early in college. Additionally, the students were selected based on their potential to benefit from the website used in the study, which allowed them to self-assess and continuously improve their skills once they become aware of their weaknesses. Also, the EFSET being standardized means that the test-takers are given the same instructions, questions, and timing, and their responses are scored according to a predetermined set of criteria which ensures that the test results are comparable across different test-takers and administrations.

### **3.2.3. Description of the Questionnaire**

The questionnaire consists of twelve questions, which are arranged in a way to gather information from the participants. The questions range from closed-ended questions that require the participants to choose an answer from a list of options or tick “yes” or “no,” to the last question, which uses a Likert scale.

The first question asks if listening skill is an essential skill for EFL students. The second question asks if assessing listening skill during the learning process is vital. The third one asks if the students attempted to assess their listening skill during the lockdown. The fourth question asks if a method or application was used for self-assessment. The fifth question is put to find out if students are familiar with the testing website EF SET.

Questions six to nine are related to the student’s feedback on the website. Question six requires the participants to describe the use of the EF SET website. Question seven asks them to identify any difficulties they faced when using the website and add any other difficulties that were not mentioned. Question eight asks if the website helped highlight their weaknesses in listening skill. Question nine asks if they find EF SET a valuable tool for developing their listening skill.

Question ten focuses on the effectiveness of online testing in enhancing students' listening skill. We have provided the students with options in question eleven in order to have feedback about their self-assessment results using the website. Finally, question twelve is a scale question that asks the participants to indicate their level of agreement or disagreement with a series of statements using a symmetric agree-disagree scale.

### 3.2.4. Analysis of the Results

**1. As EFL learner do you consider listening skill an essential skill for the learning process?**

A. -Yes

B. -No

Option	Number	Percentage
A	10	100%
B	0	0%
Total	10	100%

**Table 3. 1The Importance of Listening Skill**

Table 3.1 indicates that students recognize the importance of listening skill in their language learning journey. The agreement among the students highlights the significance of listening skill in language education and its critical role in achieving language proficiency which is the ability to comprehend spoken language, engage in conversations, and understand the language used in various real-life situations.

**2. Do you think it is important to assess the listening skill for EFL learners?**

A. Yes

B. No

<b>Option</b>	<b>Number</b>	<b>Percentage</b>
<b>A</b>	9	90%
<b>B</b>	1	10%
<b>Total</b>	10	100%

**Table 3. 2Assessing Listening Skill**

Table 3.2 represents that the majority of students recognize the importance of assessing their listening skill for their language learning journey. This indicates that they are willing to take the necessary steps to improve their listening abilities and are open to feedback on their progress. This information is useful for educators who may want to emphasize the importance of listening assessment and motivate their students to actively participate in the evaluation process.

**3. During the pandemic, have you ever used to test your listening skill?**

A. Yes.

B. No.

<b>Option</b>	<b>Number</b>	<b>Percentage</b>
<b>A</b>	7	70%
<b>B</b>	3	30%
<b>Total</b>	10	100%

**Table 3. 3Students' Assessment During Pandemic**

Table 3.3 shows that a majority of the students (70%) were motivated to work on and test their listening skill despite the challenges posed by the pandemic. It is possible that the pandemic

and remote learning may have actually led some students to focus more on improving their listening skill. However, the remaining 30% did not engage in any activities to assess their listening skill, which could be due to a variety of reasons such as lack of resources or motivation.

**4. If yes, which method/Application did you use?**

- A. Watching Educational Videos
- B. Online Applications
- C. Authentic materials for improving Pronunciation

Option	Number	Percentage
A	4	40%
B	1	10%
C	5	50%
<b>Total</b>	<b>10</b>	<b>100%</b>

**Table 3. 4Students' Use of Preferable Methods for Self-Assesment**

Table 3.4 indicates that most students believe that learning the correct pronunciation of the English language is an effective way to assess their listening skill. EFL learners consider pronunciation as an important aspect of listening skill assessment. Additionally, the fact that 40% of students watched educational videos and 10% used AI applications to assess their listening skill indicates that students are utilising a variety of resources to improve their listening skill.

**Q5. If not, have you tried the Education First Standardized English Test (EF SET) website?**

<b>Option</b>	<b>Number</b>	<b>Percentage</b>
<b>A</b>	2	20%
<b>B</b>	8	80%
<b>Total</b>	10	100%

**Table 3. 5Students' Use of EF SET**

Table 3.5 shows a significant majority of students have already used the EF SET website for online testing, indicating that the focus group was interested in online testing and self-assessment and found the website practical. The remaining 20% of students are not familiar with the website, suggesting that there may be a need for more promotion or education regarding the website's availability and benefits.

#### **6. Describe your experience using EF SET.**

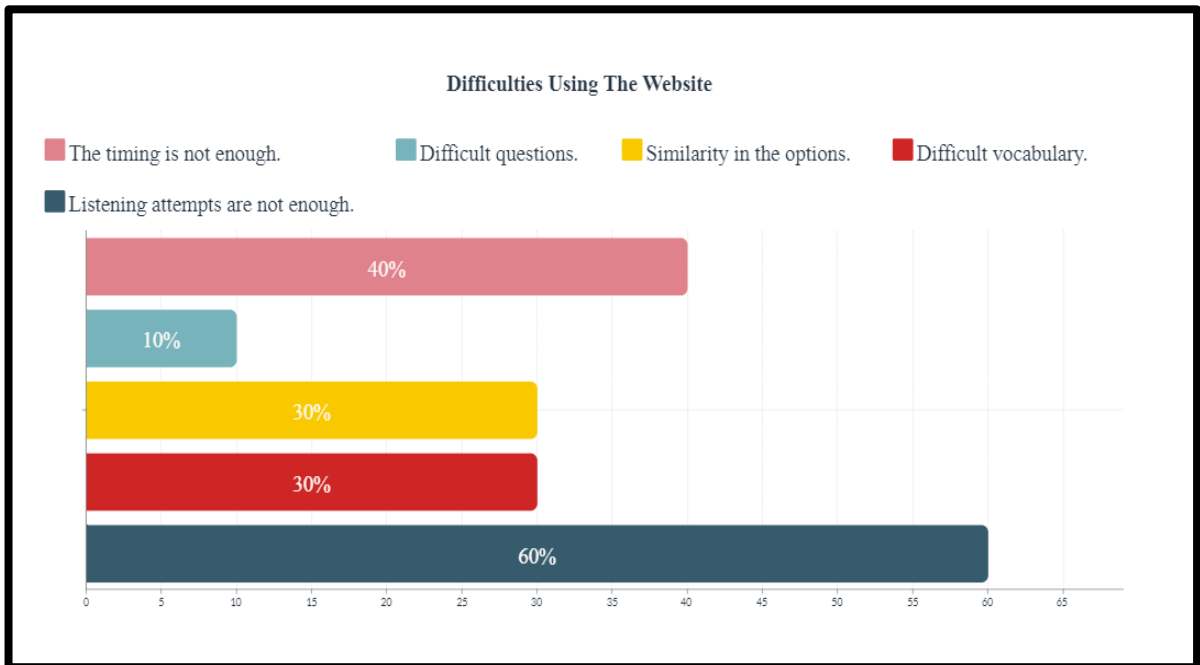
The following statements are the answers of the students about their experience:

- Perfect.
- I think it was good experience.
- I didn't use this test.
- Since I'm pretty good in English I found it real fun, it's also somehow easy though the vocabulary was a bit new for me so I learned new things through my experience.
- It was good.
- Good, I enjoyed the test and I learned about my level in listening and grammar, also gained new vocabulary.
- very useful website.
- It was a useful experience.

- very useful.

Students' responses show that the students who used the EF SET website had positive feedback, especially when self-assessing their listening skill. Many expressing enjoyments and finding it to be a valuable tool for testing their listening skill indicates that the website positively impacted self-assessing and created a comfortable and friendly learning environment for many of them. Some reported that the website enriched their vocabulary, and it had a positive impact on it by exposing them to new words and helping them expand their linguistic knowledge. Overall, the data implies that students viewed the website positively.

### 7. Have you faced any difficulties in the content?



**Figure 3. 1 Difficulties of the Content**

Figure 3.1 shows the types of difficulties that students encountered when using the website are presented. The most commonly reported obstacle was that the listening attempts provided were not sufficient. 40% of students reported that the timing provided was not enough. Similarly, 30%

of students found the similarity of options and difficult vocabulary to be problematic. In contrast, only 10% of students found difficult questions to be a challenge when using the website. These results show that improvements could be made to the website to make it more user-friendly and effective for students. However, it is worth noting that only a small percentage of students found difficult questions to be a challenge, indicating that the overall difficulty level of the website may be appropriate for most students.

**8. Did EF SET help you to highlight your weaknesses in listening skill?**

- A. Yes.
- B. No.

<b>Option</b>	<b>Number</b>	<b>Percentage</b>
<b>A</b>	8	80%
<b>B</b>	2	20%
<b>Total</b>	10	100%

**Table 3.6 Effectiveness of EF SET on Students' Listening Skill**

According to Table 3.6, the majority of students found the EF SET website to be helpful in identifying their weaknesses in listening skill. However, there were still a significant number of students who felt differently. It is possible that the website may not have addressed their specific needs, or they may have faced difficulty using the website, or maybe the unfamiliarity with the online testing had an effect on them

**9. Did you find the EF SET website a useful tool to develop listening skill?**

- A. Yes.



B. No.

Option	Number	Percentage
9		90%
1		10%
10		100%

**Table 3. 7 EFSET Is a Useful Tool**

According to Table 3.7, 90% of the respondents found the EF SET website to be a useful tool for developing their listening skill, while 10% did not find it helpful. This indicates that the majority of users had a positive opinion about the website and felt that it was effective in improving their listening skill. While 10% of them may have faced difficulties using the website which is why they thought it was not enjoyable or useful.

**Q10.Do you think that using online testing is an effective tool to enhance EFL learners' listening skill during the crisis?**

A. Yes.

B. No.

Option	Number	Percentage
A	9	90%
B	1	10%
Total	10	100%

**Table 3. 8 The Influence of EF SET on Students' Listening Skill Development**

Table 3.8 indicates that a majority of the respondents believe that using online testing is an effective tool to enhance EFL learners' listening skill during the crisis. This indicates that the respondents recognize the potential benefits of using online testing for improving listening skill, likely due to the convenience, accessibility, and flexibility it offers, especially during the pandemic when traditional learning methods may not be feasible.

**Q11.How would you evaluate your listening skill after being assessed through the EFSET website?**

- A. Extremely improved.
- B. Slightly Improved.
- C. No Improvement.

<b>Option</b>	<b>Number</b>	<b>Percentage</b>
<b>A</b>	4	40%
<b>B</b>	6	60%
<b>C</b>	0	0%
<b>Total</b>	10	100%

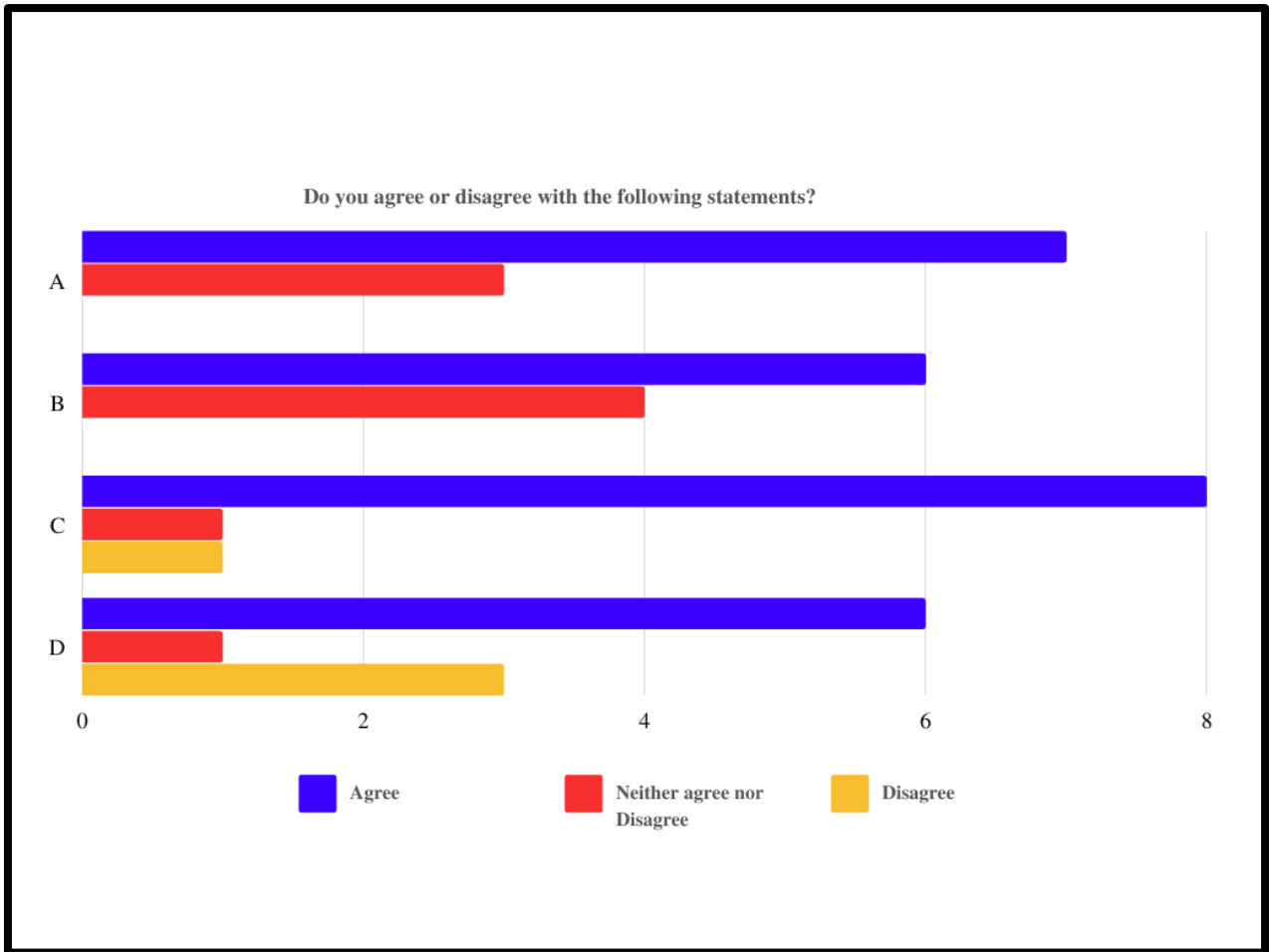
**Table 3. 9 Evaluating Listening Skill After the Assessment**

Table 3.9 implies that a majority (60%) of the students reported that their listening skill was slightly improved after being assessed through the EFSET website. While 40% reported that their listening was extremely improved, which highlights the effectiveness of the assessment, mainly that none of the students reported that they did not see any improvement in their listening skill. The results suggest that using the EFSET website as an online testing tool can have a positive

impact on improving EFL listening, despite that on the previous question, 10% of the students disagreed on online testing being a helpful tool to assess them, which can refer to their lack on using AI as an assessment tool in their education.

**Do you agree or disagree with the following statements?**

- A. Teachers should focus more on improving students' listening skill in a blended way.
- B. Blended learning is a practical teaching method whether during the pandemic or in a normal life situation.
- C. EF SET is a worthwhile tool for students to use whenever and wherever.
- D. Online Testing and assessing provides a very convenient learning environment for students.



**Figure 3. 2 Scale of the Agreement Level**

Figure 3.2 provides valuable insight into students' attitudes towards blended learning and online testing as tools to enhance their listening skill. The results indicate that the majority of students (70%) believe that teachers should put more effort into utilising blended learning to enhance students' listening skill which highlights the importance of incorporating blended learning methods in language teaching to create a more interactive and engaging learning experience for students. Additionally, 60% of students agreed that blended learning is a practical teaching approach that is useful both during the pandemic and in normal life situations. Thus, it suggests that students see the value of blended learning as a teaching approach that is effective in various learning contexts. Furthermore, the majority of students (80%) found the EF SET website to be a

useful tool for improving their listening skill. This highlights the usefulness of online testing as a means of assessing and improving language skills. The majority of students (60%) agreed that online testing and assessing provides a very convenient learning environment which means that students find online testing to be a flexible and accessible means of assessing their language skills. The results of Figure 2 demonstrate that students have a positive attitude towards blended learning and online testing as tools for enhancing their listening skill and this indicates the importance of incorporating these methods in language teaching to create a more effective and engaging learning experience for students.

### **3.3. The Results of Student’s Test Using EF SET Website**

The focus group was asked to test their skills using the EF SET website, mainly their listening skill. The following table represents the students’ results after taking the 15minutes test on the website, these results are retrieved from students’ screenshots (appendices A, B, C, D, E.)

<b>Students</b>	<b>First Score</b>	<b>Second Score</b>
<b>Student 01</b>	61%	89%
<b>Student 02</b>	61%	91%
<b>Student 03</b>	70%	81%
<b>Student 04</b>	61%	81%
<b>Student 05</b>	70%	81%
<b>Student 06</b>	72%	82%
<b>Student 07</b>	74%	82%
<b>Student 08</b>	50%	92%

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**Student 09**

56%

82%

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**Table 3. 10 Students' Results After Using the Website**

The table displays the frequency distribution of each student's performance using the website and it suggests that the website and test have played a positive role in enhancing the students' listening skill. The majority of the students scored between 50%-74% on their first attempt, which is considered an average level of performance. This due to their lack of familiarity with the listening skill testing method, which is a new tool for them. However, the results of the last attempts indicate a significant improvement, with most students scoring between 81%-93%, which indicates an excellent level of performance. These results suggest that the website and test have been valuable resources for the students, contributing significantly to their listening skill improvement. The positive impact is attributed to the use of online testing, which may have provided a more interactive and engaging learning experience for the students. This finding supports the previous results that indicated that most students found the website to be a useful tool for testing their listening skill and improving their vocabulary. Overall, the data suggests that online testing can be an effective tool for enhancing EFL learners' listening skill during the crisis, especially when paired with blended learning approaches.

### **3.4 Teachers' Questionnaire**

This questionnaire was sent to ten teachers via Gmail, to teachers who teach oral class and/ or taught oral class. It was limited to teachers of UMKB, aiming to gain the teachers perspective on online testing and assessment of listening skill for EFL students.

### **3.4.1. Sample**

The questionnaire was administered to ten oral teachers and teachers with experience in teaching oral class; the selected sample provides a clearer vision in terms of assessing the listening skill since this skill is likely to be tested and assessed during oral sessions.

### **3.4.2. Questionnaire Description**

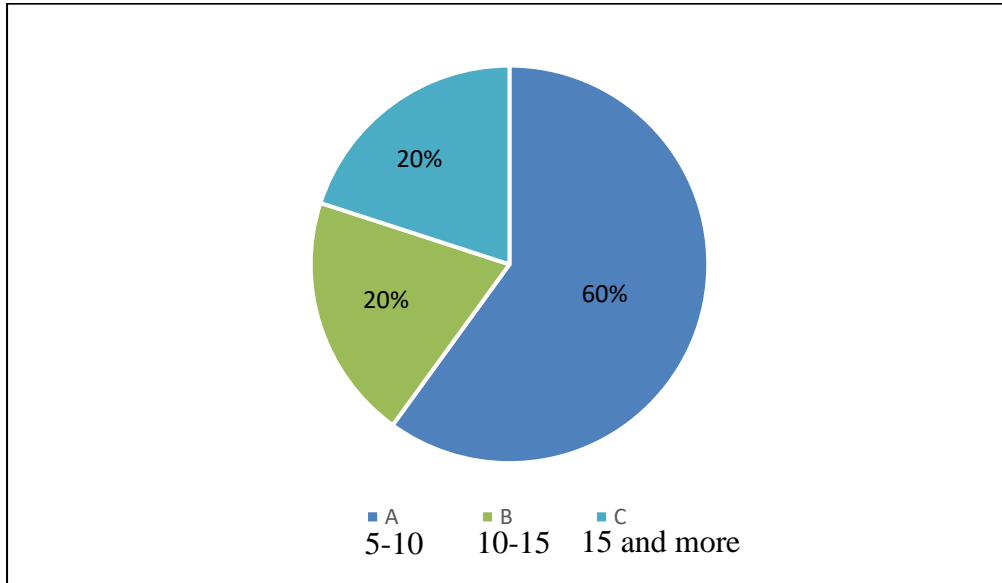
The questionnaire used in this study is composed of eight questions, beginning with a brief description of the EF SET website used for those who are not familiar with it. The first question is related to the teachers' teaching experience, while the second question asks about the subjects they teach in oral expression, with various options provided. The third question asks the teachers about their opinion on the importance of assessing students' listening skill, while the fourth question inquires whether they have assessed their students during the pandemic. The fifth question focuses on how often teachers use artificial intelligence as an assessment tool for their students. The sixth question explores whether the teachers believe that online testing and assessment can be a practical tool for improving listening skill. The seventh question asks if the teachers are familiar with the EF SET website. Question eight requires the teachers to describe the effectiveness of online testing. The final question is a scale question where the teachers can agree or disagree with the given statements.

### **3.4.3. Analysis of the Results.**

#### **1. Teaching experience?**

- A. 5-10.
- B. 10-15.

C. 15 and more.



**Figure 3. 3 Teaching Experience**

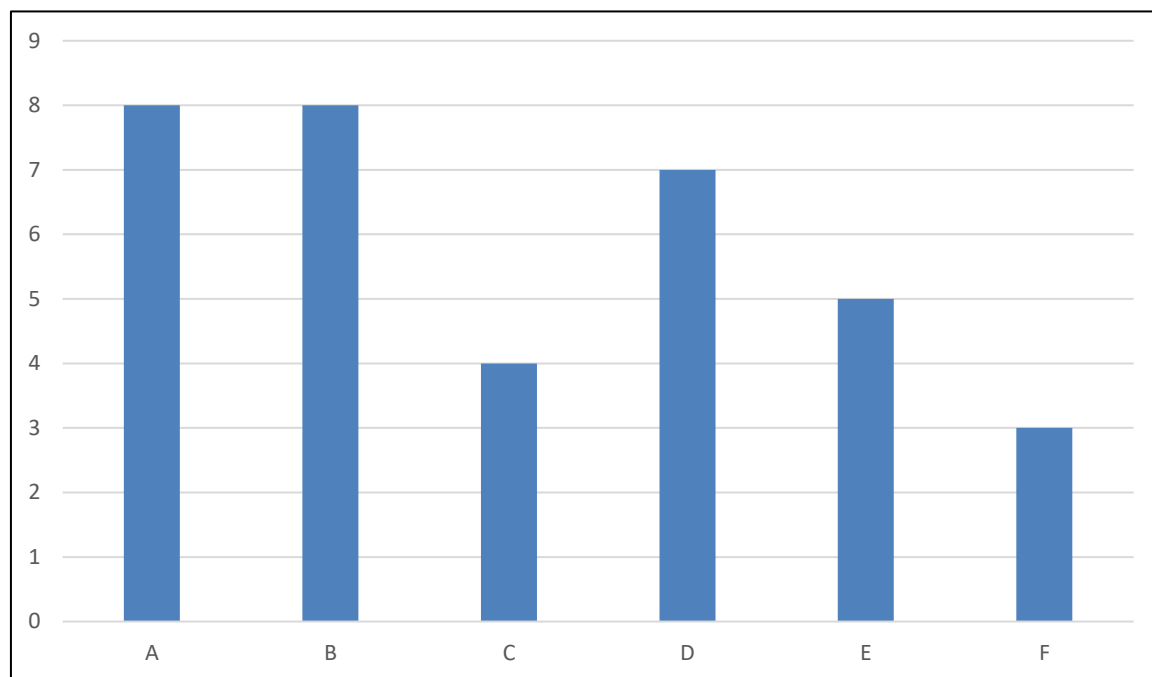
According to Figure 3.3, it appears that the majority of the teachers have a moderate level of teaching experience, with 60% having 5-10 years of experience. It is significant because it suggests that the study has a sample of teachers who have already developed a good foundation in teaching and could provide valuable insights into the effectiveness of the blended learning and online testing approach. Additionally, having a sample of teachers with different levels of experience allows for the exploration of potential differences in the perception and application of this approach based on the teacher's experience level. Overall, this information provides important context for interpreting the results of the study and evaluating the effectiveness of the approach in different teaching contexts.

### **3. Topics Taught in Oral Expression?**

- A. Life Experiences.
- B. Practicing Listening Comprehension.



- C. Education & Career.
- D. Creating role plays.
- E. Blended Learning.
- F. Others.



**Figure 3. 4 Subjects Taught By the Teachers**

Figure 3.4 offers valuable insights into the teaching approaches and focus areas of the teachers surveyed. It is encouraging to see that the majority of the teachers prioritise teaching life experiences, practising listening comprehension, and creating role plays in their oral expression classes, as these areas are fundamental to improving language skills. However, it is notable that only 40% of the teachers reported teaching education and career-related topics, which could be an important area of language instruction for many students. Additionally, 50% of the teachers mentioned using blended learning in their teaching approach, which indicates the shift and the

awareness of using modern technology in the teaching approach and its impact on the learners. Hence, the data presented in figure 3.4 highlights the need for teachers to be aware of the various language needs and interests of their students and to incorporate a variety of teaching approaches to accommodate these needs.

**3. As an EFL teacher, do you think it is essential to assess the listening skill for EFL students?**

A. Yes.

B. No.

<b>Option.</b>	<b>Number.</b>	<b>Percentage.</b>
<b>A</b>	10	100%
<b>B</b>	0	0%
<b>Total</b>	10	100%

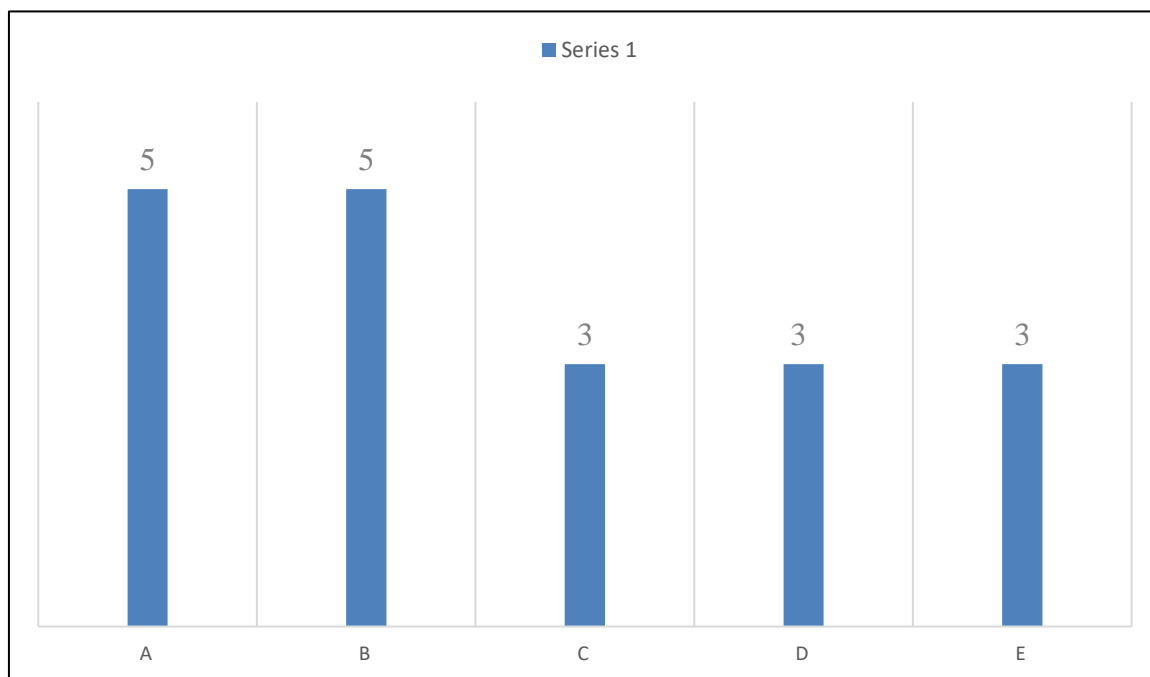
**Table 3. 11 Teachers' Opinion About listening skill Self-Assessment**

Table 3.11 indicates that there is an unanimous agreement among the EFL teachers who participated in the survey that assessing EFL students' listening skill is crucial. The fact that all of the teachers chose "Yes" as their answer highlights the significance of evaluating this skill in the learning process. It is likely that the teachers recognize the importance of listening skill in real-life situations and understand that it is necessary to develop them in order to improve overall proficiency in the English language. The findings from this table could be used to inform teaching practices and curriculum design to ensure that listening skill is appropriately assessed and taught

**4. How did you assess your learners during the pandemic?**

A. Quizzes.

- B. Research Projects.
- C. Online Meetings (via zoom).
- D. Using Artificial Intelligence applications.
- E. Others.

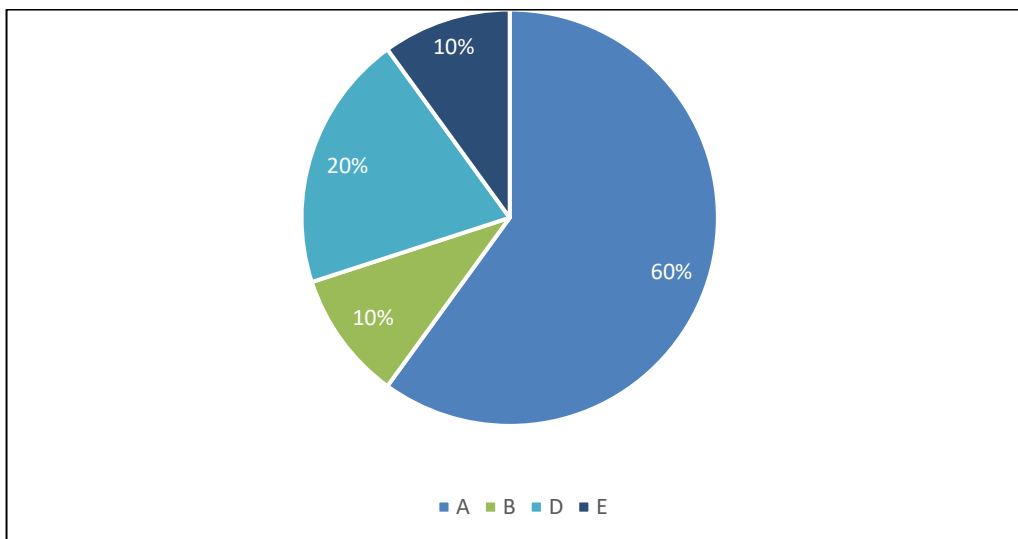


**Figure 3. 5 Methods of Assessment During the Pandemic**

Figure 3.5 shows that the pandemic has led to a change in the methods used for assessing EFL learners, with a higher percentage of teachers resorting to online assessments using a variety of tools. The use of quizzes and research projects, which are traditional assessment methods, remained popular, while a notable portion of teachers turned to online meetings and applications for assessment purposes. This suggests that teachers have had to adapt to the new learning environment created by the pandemic and have been exploring different tools and techniques for assessing their students' progress in listening skill. Teachers' experience and the covid19 circumstances had led to creating new valuable ways of teaching.

**5. How often do you use Artificial Intelligence as an assessment tool for your students?**

- A. Frequently.
- B. Occasionally.
- C. Rarely.
- D. Never.



**Figure 3. 6 Applying Artificial Intelligence As an Assessment Tool**

Figure 3.6 shows that a majority of EFL teachers are recognizing the benefits of using AI as an assessment tool, and are incorporating it into their teaching practices. The frequent use of AI can also indicate that teachers are seeing positive results in their students' learning outcomes. However, the fact that 20% of teachers reported rarely or never using AI suggests that there may be some resistance to new technology or a lack of training on how to use it effectively. Overall, the

results of figure 3.6 suggest that there is a growing interest in using AI as an assessment tool in the EFL classroom.

**6. According to you, is online testing and assessment a practical tool for improving listening skill?**

A. Yes.

B. No.

<b>Options.</b>	<b>Frequency.</b>	<b>Percentage.</b>
<b>A</b>	9	90%
<b>B</b>	1	10%
<b>Total.</b>	10	100%

**Table 3. 12 Practicality of Online Testing for Listening Skill**

Table 3.12 shows that the majority of teachers (90%) believe that online testing and assessment is a practical tool for improving the listening skill of EFL learners. This is in line with the hypothesis of the study, which suggested that online testing and assessment using the EF SET website would have a positive impact on listening skill of EFL learners. The high percentage of agreement with this statement could indicate a growing acceptance and use of technology in language education, and the recognition of its potential benefits for language learning. However, it is important to note the small percentage (10%) of teachers who disagree with this statement and explore their reasons and concerns regarding the use of online testing and assessment in language education.

**7. Are you familiar with the website EF SET mentioned above?**

A. Yes.

B. No.

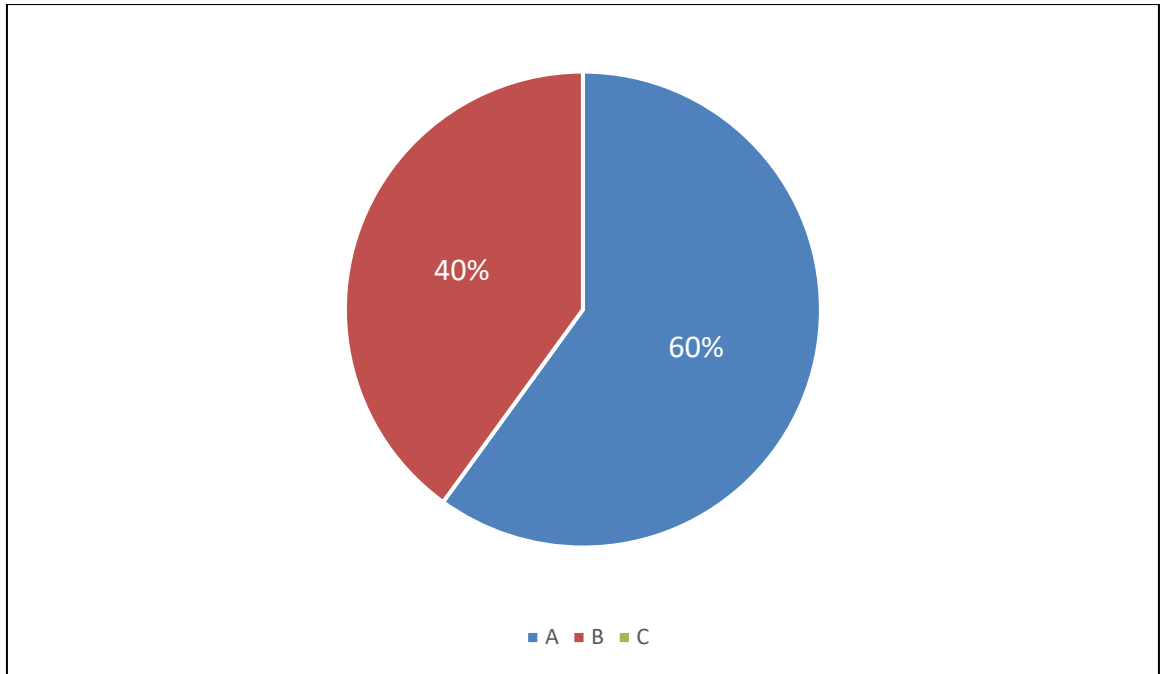
<b>Options</b>	<b>Frequency</b>	<b>Percentage</b>
<b>A</b>	5	50%
<b>B</b>	5	50%
<b>Total</b>	10	100%

**Table 3. 13 Teachers' Familiarity About the Website.**

According to table 3.13, only 50% of the teachers are familiar with the EF SET website highlights the need for further efforts to promote this resource and its potential use in language education. It also suggests that there may be a lack of awareness or training regarding online testing and assessment tools in general, which could be addressed through professional development opportunities for teachers.

**8. How do you explain the effectiveness of online testing?**

- A. Excellent.
- B. Somewhat.
- C. Poor.



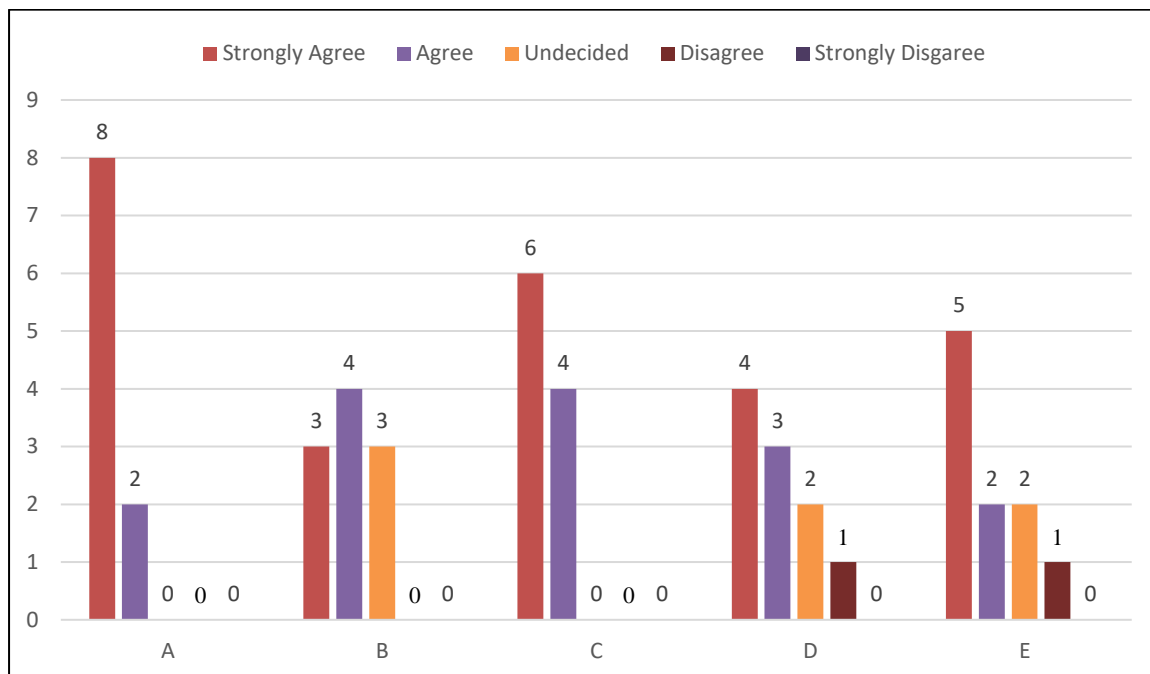
**Figure 3. 7 Effectiveness of Online Testing in Assessing Listening Skill**

Figure 3.7 shows that the majority of teachers have a positive attitude towards assessing listening skill and are open to using different methods and tools, including AI and online testing. The results suggest a growing acceptance and recognition of the potential benefits of technology in language education. Hence, there is a need for more awareness-raising and promotion of specific websites and tools such as EF SET, which can be valuable resources for EFL teachers.

**9. Do you agree with the following statements?**

- A. Listening skill is an important skill to be developed by both teachers and students.
- B. Listening skill has been neglected compared to other skills.
- C. Teachers should pay more attention to assessing and testing students' listening skill both ways, face to face and online.
- D. Online Testing and assessing provides a very convenient learning environment for the students.

E. EF SET is a website of assistance for the listening skill assessment.



**Figure 3. 8 Teachers' Agreement Scale**

Figure 3.8 suggests that listening skill are considered to be crucial by the majority of EFL teachers, and there is some acknowledgement that they may have been overlooked in comparison to other skills. Therefore, it suggests that teachers are required to focus more on assessing and testing students' listening skill both face-to-face and online. Although many teachers are already using online tools for assessment, there is some uncertainty around the effectiveness of online testing and assessment in improving listening skill. However, the fact that teachers consider EF SET to be a helpful website for assessing listening skill suggests that there is potential for online assessment tools to support listening skill development. Also, the findings highlight the need for more attention to be paid to the development and assessment of listening skill in EFL classrooms, both face-to-face and online.



## **Conclusion**

The present chapter focused mainly on investigating the impact of the EF SET website on the listening skill of EFL learners. To enrich the study, a focus group consisting of ten randomly selected students from the English department was involved in providing their feedback on the EF SET website. Moreover, questionnaires were distributed to students and teachers to gather additional data. The main objective was to confirm or disconfirm the hypothesis and answer the research questions. The collected data from the research tools were presented through tables, graphs, and screenshots of the focus group's activities, which were then analysed and interpreted

# **General Conclusion**

## **General conclusion**

The present study investigates the benefits of using online testing, specifically during the covid-19 pandemic where the online testing took place among students. Thus, the mixed method was opted to collect the needed data where a focus group of ten students who provide us with their feedback when they test their listening skill using the EF SET website. We have conducting questionnaires for both students of the focus group and teachers. The results of both types of analysis are integrated to provide a more comprehensive understanding of the website's effectiveness and impact on student learning outcomes. In the end, this research helped to confirm the hypothesis that is: “Online testing and assessment enhances students’ listening skill”, and “EF SET is a convenient online material to test EFL learners’ listening skill”. The questionnaire results also indicate that teachers perceive the website as a valuable resource for assessing students' listening skill.

The findings of the study showed that the implementation of the EF SET website has a positive impact on the EFL learners' listening skill. Online Testing provides a modern and comfortable way of assessing this significant skill, which contributes to the students' overall success. The results also revealed that the EF SET website is a reliable and valid tool for assessing the listening skill of EFL learners.

Furthermore, using the website. It also indicated that students are able to assess themselves and constantly develop their skills using the website, it also showed that students were willing to engage in self-assessment and to work on improving their listening skill during the pandemic.

In conclusion, the present work has demonstrated the effectiveness of the EF SET website as an online testing tool for improving EFL learners' listening skill and provides a comprehensive understanding of the website's effectiveness and impact. Thus, the findings of this study add a great benefit to educators and learners alike, providing a valuable resource for improving EFL self-assessment in listening skill.

### **Limitations of the Study**

While carrying out the study we had some limitations such as:

- ❖ Students facing difficulties in using the website. That is, we were obliged to explain how to use the website via video and screenshots.
- ❖ The lack of enough listening attempts within the website (two attempts of repeating for each audio).

### **Pedagogical Implications and Recommendations**

The aim of this study was to investigate how effective the EF SET website is as a tool for improving students' listening skill for EFL students. The results of this investigation have significant implications for enhancing the listening skill of EFL learners, including the following key points:

- ❖ Facilitate professional development opportunities for teachers to help improve students' comprehension and proficiency with online assessment tools. Teachers should be introduced to the EF SET website and other similar platforms as part of training programs as an assessment tool.

❖ Encourage students to utilize the EF SET website or similar online resources outside of the classroom. Promote self-assessment and self-directed learning by encouraging students to regularly practice listening skills, track their progress, and set goals for improvement using these tools.

❖ Teachers prioritise the assessment of listening skills and introduce students to the concept of e-self-assessment to enhance its significance.

❖ The effectiveness and usefulness of new online assessment tools must be constantly analyzed. It is important for researchers and developers to work together to develop new tools and enhance those that already exist in order to meet the changing needs of language learners. Hence, online assessment will be an effective and useful pedagogical tool.

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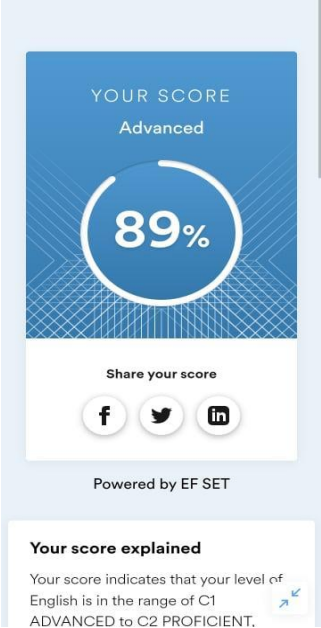
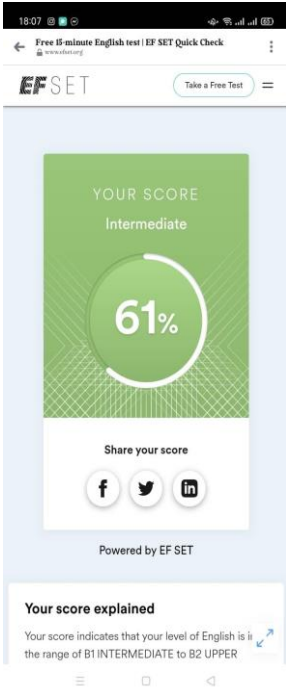
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# Appendices

Appendix A Students' First and Last Results



17:46 Free 15-minute English test | EF SET  
efset.org

EF SET Take a Free Test

YOUR SCORE  
Intermediate

70%

Share your score

f t in

Powered by EF SET

**Your score explained**  
Your score indicates that your level of English is in the range of B1 INTERMEDIATE to B2 UPPER

18:43 Free 15-minute English test | EF SET...  
www.efset.org

EF SET Take a Free Test

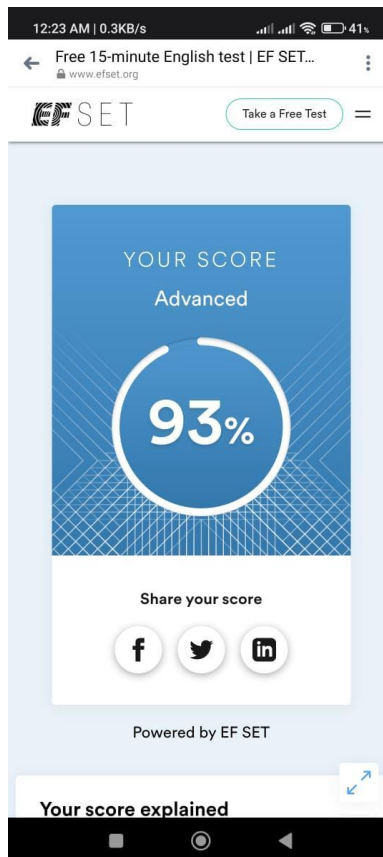
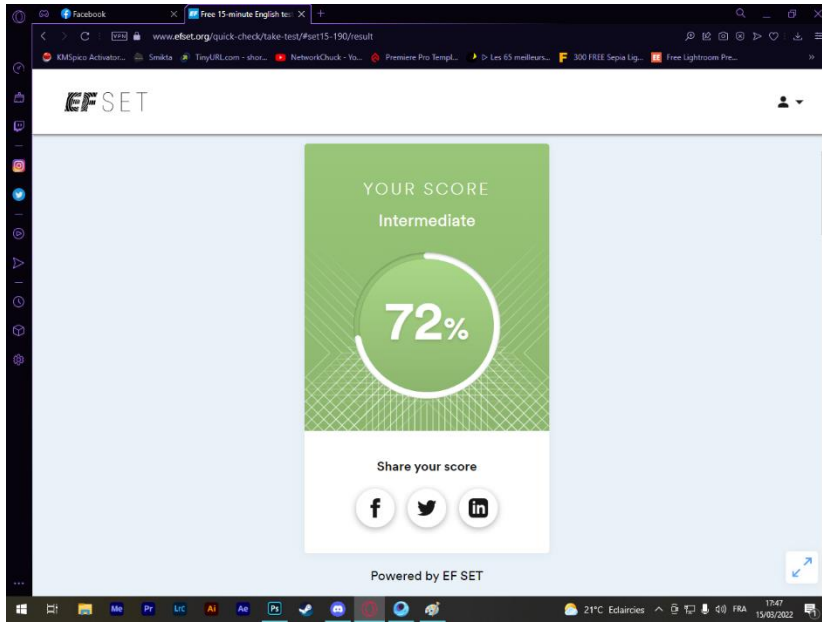
YOUR SCORE  
Advanced

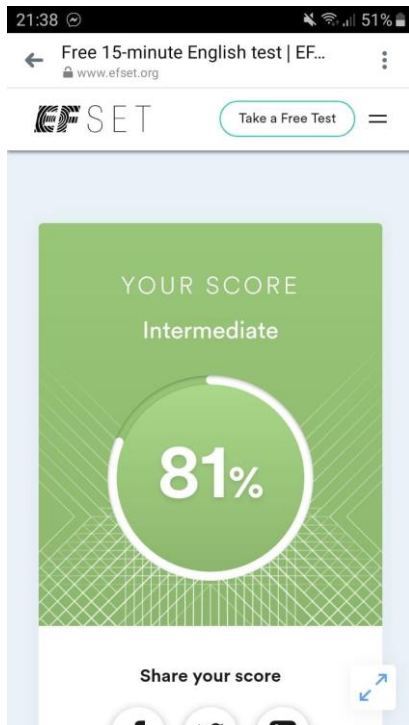
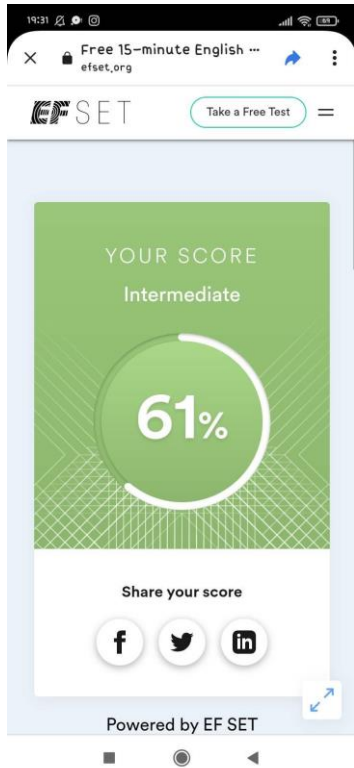
91%

Share your score

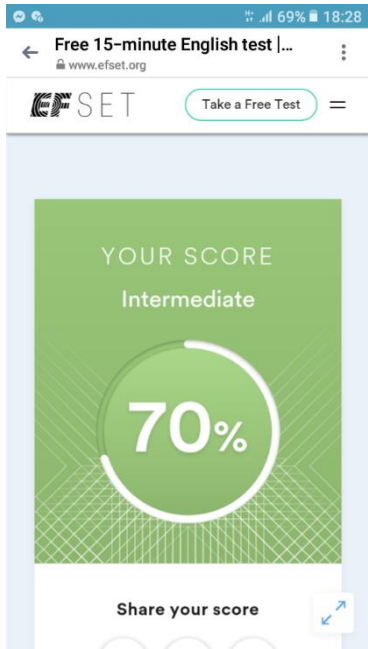
f t in

Powered by EF SET









## Appendix B Teachers' Questionnaire

### Teachers Questionnaire:

Dear teachers,

The present study aims at investigating The Impact of Online Testing and Assessment On EFL Learners' Listening Skills Using The Education First Standardized English Test (EF SET) Website. Thus, you are kindly invited to fill out this questionnaire. Your contribution is highly appreciated, data will be confidentially treated and will be used for only research purposes.

---

\* Required

### Education First Standardized English Test Website:

EF SET:

is a website that focuses on making English proficiency testing not only reliable, but also affordable, simple to use, and always accessible. A sophisticated research and development are applied At EF SET to provide objectively scored standardized English tests for all level learners - from beginner to advanced- for free. (First, Research and design - behind the scenes at EF Set). This website helps to get an accurate assessment of your English level from home and for free.

#### 1. Teaching experience? \*

*Mark only one oval.*

- 5-10.  
 10-15.  
 15 and more.

#### 2. Q1: Topics Taught in Oral Expression? \*

*Check all that apply.*

- Life Experiences.  
 Practicing Listening Comprehension.  
 Education & Career.  
 Creating role plays.  
 Blended Learning.  
 Others.

3. Q2.As an EFL teacher, do you think it is essential to assess the listening skills for EFL students? \*

*Mark only one oval.*

Yes

No

4. Q.3 How did you assess your learners during the pandemic? \*

*Check all that apply.*

Quizzes.

Research Projects.

Online Meetings (via zoom).

Using Artificial Intelligence Apps.

Others.

5. Q.4 How often do you use Artificial Intelligence as an assessment tool for your students? \*

*Mark only one oval.*

Frequently.

Occasionally.

Rarely.

Never.

6. Q.5 According to you, is the online testing and assessment a practical tool for improving the listening skills? \*

*Mark only one oval.*

Yes

No

9. Do you agree or disagree with the following statements? \*

Mark only one oval per row.

	Strongly Agree.	Agree.	Undecided.	Disagree.	Strongly Disagree.
Listening Skills is an important skill to be developed by both, teachers and students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listening Skills has been neglected comparing to other skills .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers should pay more attention on assessing and testing students' listening skills both ways, face to face and online.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online Testing and assessing provides a very convenient learning environment for the students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
EF SET is a website of assistance for the Listening skills assessment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

---

## Appendix C Students' Questionnaire

### Students Questionnaire

You are kindly requested to fill in this questionnaire which aims to collect data for the master dissertation under the title: The Impact of Online Testing and Assessment in EFL Learners' Listening Skills Using Education First Standardized English Test (EF SET) Website.

---

\* Required

1. Choose Your Gender: \*

*Mark only one oval.*

- Male  
 Female

2. Age \*

---

3. Q1.As EFL learner do you consider listening skill an essential for the learning process? \*

*Mark only one oval.*

- Yes  
 No

4. Q2.How often the teachers assess and test your listening skills in the classroom? \*

*Mark only one oval.*

- Frequently  
 Occasionally  
 Rarely  
 Never

5. Q3. Do you think it is important to assess the listening skill for EFL ? \*

*Mark only one oval.*

Yes

No

6. Justify? \*

---

7. Q4.How often do you test your listening skills? \*

*Mark only one oval.*

Frequently

Occasionally

Rarely

Never

8. Q5.Was the use of blended learning due to covid-19 crisis useful for your academic journey ? \*

*Mark only one oval.*

Yes

No

9. Q6.Are you familiar with Education First Standardized English Test (EF SET) website? \*

*Mark only one oval.*

Yes

No

10. Q7. If yes describe your experience using EF SET. \*

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11. Q8. Have you faced any difficulties using the website? \*

*Mark only one oval.*

Yes

No

12. Justify \*

---

13. Q9. Did EF SET help you to highlight your weaknesses in listening skills? \*

*Mark only one oval.*

Yes

No

14. Justify \*

---

15. Q10. Did you find EF SET website a useful tool for listening skill? \*

*Mark only one oval.*

Yes

No

16. Justify \*

---

17. Q12. Please rate the EF SET website? \*

*Mark only one oval.*

Extremely helpful

Slightly helpful

Not at all helpful

18. Q13. Do you think online testing is an effective tool for improving learner listening skills? \*

*Mark only one oval.*

Yes

No

19. Q14. How would you evaluate your listening skills after being assessed through the Online Testing and Assessing approach? \*

*Mark only one oval.*

Extremely improved

Slightly improved

No improvement



20. Do you agree or disagree? \*

Mark only one oval per row.

	Agree	Neither agree nor disagree	Disagree
Listening Skills is as important as the other language skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers should focus more on improving students' listening skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Blended learning is a practical teaching method	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
EF SET evaluates student's weakness in listening skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
EF SET is worthwhile tool for the students to use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online Testing and assessing provides a very convenient learning environment for the students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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## الملخص:

خلال جائحة كوفيد-19، اضطرت معظم المؤسسات إلى اعتماد أساليب بديلة للتدريس، تنطوي على استخدام مختلف تقنيات الذكاء الاصطناعي لمواصلة عملية التعليم والتعلم. واحدة من هذه الأساليب هي الاختبارات عبر الإنترنت التي استخدمها المعلمون والطلاب خلال تلك الفترة الحساسة لتقييم أداء الطالب. يهدف هذا البحث إلى دراسة تأثير هذه التقنيات على مهارة الاستماع لدى طلبة اللغة الإنجليزية كلغة أجنبية باستخدام موقع (EF SET) Education First Standardized English Test كوسيلة للتقييم الذاتي. يركز هذا البحث بشكل رئيسي على تعليقات الطلاب حول هذا الموقع ويسعى لتحديد فوائده. حيث افترضنا بأن الاختبارات والتقييم عبر الإنترنت يعززان مهارة الاستماع للطلاب، وأن EF SET هو وسيلة مناسبة لاختبار مهارة الاستماع لمتعلمي اللغة الإنجليزية كلغة أجنبية. اعتمد تصميم البحث طريقة مختلطة تتألف من مجموعة تركيز تضم عشرة طلاب من قسم اللغة الإنجليزية في السنة الأولى لتقديم تعليقات حول تأثير الموقع، بالإضافة إلى استبيان واحد لمجموعة التركيز واستبيان واحد للمعلمين من نفس القسم. أشارت النتائج إلى أن استخدام EF SET استفاد منه طلاب اللغة الإنجليزية كلغة أجنبية في مهارة الاستماع. وأخيراً، أقر المعلمون بفائدة التقييم الإلكتروني الذاتي في تقييم قدرات الاستماع لدى الطلبة.

الكلمات المفتاحية: الذكاء الاصطناعي، اختبار الإنترنت، التقييم الذاتي عبر الإنترنت، مهارة الاستماع، كوفيد 19.