

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Mohamed Khider University of Biskra
Faculty of Letters and Languages
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Master Dissertation

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Title

**Online Learning and E-assessment During the Covid-19 Pandemic:
Exploring the Influence of the Online Transition on EFL Teaching and
Learning**

(The Case of Master Students and Staff at Mohamed Khider University of Biskra)

*A thesis submitted in partial fulfillment of the requirements for the master's
degree in Sciences of the Language*

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Declaration

I, Mohamed Fathi Baa, do hereby declare that the dissertation entitled “Online Learning and E-assessment During the Covid-19 Pandemic: Exploring the Influence on EFL Teaching and Learning Experiences ” is my own. I declare that the dissertation is my work and has not been submitted anywhere else for the purposes of awarding a higher degree. I also declare that this work has not been submitted to any other university or institution for obtaining a degree.

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Dedication

In the name of Allah, the Gracious, the Most Merciful

All the praise and thanks be to Allah the almighty who had guided us.

I dedicate this work to the dearest persons to my heart, my precious and wonderful parents,
the reason of who I have become today.

Thank you for the infinite and unconditional love, support and guidance, you have been with
me every step of the way, through good and bad times. I do not have enough words that I
could interpret my gratefulness and love to you. May Allah enable me to recompense for you
your great favor.

To the most precious my dearest sisters: Rawya, Fatima Zohra, Nesrin, and Marya,
to my brothers Mojib and Hachani, my aunt Wasila who supported me unconditionally
during my long educational journey and for their unconditional love

All my friends who have been there for me, I dedicate this humble work to you.

Acknowledgments

First, we thank Allah who provided us with enthusiasm and patience for the accomplishment of this research work.

I would also like to express my deep sense of gratitude and thanks to my research supervisor, guide and mentor Dr. Ilham Tigane for giving me this opportunity to do research and providing invaluable guidance throughout every stage of this research. Her timely advice, guidance, support, suggestions and provisions have greatly helped me to get my work done. I am extremely grateful for what she offered me. I would also like to thank her for her encouragement, motivation and empathy. It was a great privilege and honor to study and work under her supervision, and i am proud that she was a great teacher and supervisor for me.

My appreciation also extends to the members of the jury, Dr. Zeghdoud Meriem, Ms. Asma Kacha and Mr. Lebiar Khaled for honoring me by agreeing to evaluate this work.

Abstract

After the spread of the Covid-19 virus, the life of all people around the world have changed. it affected all the fields in our life such as health, work and education. Covid-19 pandemic has led to the (sometimes complete) shift from the traditional face to face learning to online learning with university institutions using face-to-face learning becoming especially vulnerable to the pandemic and further obstacles which led to a shutdown of university sites. The higher education ministry in Algeria also changed the system of education to the online environment. This transition forced students and teachers to shift to online learning and assessing platforms that allow the students to carry on their studies. Therefore, this study aims to explore the impact of the abrupt transition to electronic assessment and online learning on EFL learning and teaching during the Covid-19 pandemic. It aims to investigate teachers and students' experiences when engaged in the online environment and identifying the learning and teaching challenges as well as opportunities this transit present to EFL teachers and students. This study adopts a mixed method study. To collect data, a questionnaire was designed and addressed to Master one EFL students at the department of English at Mohamed Kheider University of Biskra. Also, an interview was conducted with teachers from both the department of English and the department of Economics at Biskra University who were engaged in online learning and assessment. The results of the study indicated that Moodle, Email, Google meet and Facebook were the most used platforms by teachers and students with Google form being the most used for assessing students online. Additionally results demonstrate that the biggest challenges faced teachers and students were the slow internet connection, the lack of interaction between teachers and students and the unfamiliarity with the online learning and assessing platforms. In addition, the pandemic gave students and teachers the chance to be engaged in a new method of teaching and learning, also it helps them to gain

ICT skills

Key Terms: electronic assessment, online learning, Covid-19

List of Acronyms and Abbreviations

EFL: English as a Foreign Language

E assessment: Electronic assessment

E learning: electronic learning

ICT: Information and Communication Technology

MCQs: Multiple choices questions

EMIs: Extended matching items

PAD: Presentation-Assimilation-Discussion (collage)

LMS: Learning Management Systems

Moodle: Modular Object-Oriented Dynamic Learning Environment

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General Introduction

Introduction

After the spread of the covid-19 virus across the world, many countries have decided to close schools, colleges and universities including Algeria, so that to protect their students from viral exposures. Students had been unable to be present at faculties or universities, so they have been obliged to adopt a new teaching and learning system. Covid-19 pandemic was the challenging situation which led to the transition from the traditional learning into a mode of online learning to ensure the continuity of the teaching and the learning, e-learning was considered as an innovative way of conducting learning activity and it was the only solution for the students and teachers to complete their studies on time as well as to keep in touch with their teachers. The sudden shift gave staff and students full exposure to online learning and assessment which was viewed as the main, if not the only, pathway higher education could take to survive the pandemic.

Statement of the problem

During the spread of corona virus covid-19, the online environment was the only solution to the continuation of study and it was a very hard task for students, teachers and even to faculties. The use of online instruction at Mohamed kheider university in general and the department of English was unexpected and neither teachers nor students have not been prepared for it. The researcher aims to investigate teachers and students' experience while engaging with online teaching, learning and assessment, also the researcher aims to investigate how the covid-19 pandemic and the transition to online environment effected on EFL learning and teaching.

Research questions

This study is based on the following questions:

Rq1. How EFL students and teachers do experienced online language learning and teaching during the pandemic Covid-19?

Rq2. What are the challenges faced by EFL students and teachers when engaged in e assessment?

Rq3. What are the obstacles and opportunities that the forced transit from face-to-face to online learning represent to language learning in Algerian university context especially in Biskra university?

The research aims

The researcher aims in this study to investigate the students and teachers' attitudes towards the use and engagement in online learning and teaching during the covid-19 pandemic. Also, the researcher aims to identify the obstacles faced by EFL students and teachers when using electronic assessment during the covid-19 period. Moreover, investigating the positive and the negative effect of the covid-19 pandemic on language learning and teaching at Biskra university was also the researcher's purpose in this study.

Methodology for this study

The following sub-elements highlights the used methodology in this research:

Research approach

Since the aim is to investigate the effect of the transition to electronic assessment and online learning on EFL learning and teaching during the covid-19 pandemic, the researcher opted for a mixed-method approach that employs both qualitative and quantitative data.

Data collection tools

Since we opted for a mixed method including both qualitative and quantitative method, we are going to use two instruments for collecting data, we opted for a semi-structured questionnaire as a quantitative data collection tool directed to EFL students at

Biskra University and a semi structured interview with teachers as a qualitative data collection tool.

Data analysis procedure

To analyze the collected data, two analysis procedures were used. As for the quantitative analysis procedure, we used descriptive method with the use of excel program because it is considered as the most suitable technique to measure the gathered data from the questionnaire. Concerning the qualitative data analysis procedure, we opted for the content-based approach.

Population and sampling techniques

The population

Master one EFL students at Biskra university (290) were selected as a population for our research. It was considered as the most suitable population because of their experiences and motivation for getting license diplomat.

The sample

The sample chosen for this study was a 15 master one EFL students at the department of English in Biskra university. Students were chosen randomly in addition to five (5) teachers, three from the department of English and two teachers from the department of Economics who used to teach and assess students online during the covid-19 pandemic.

The significance of the study

Previous studies were conducted on the effect of online learning and students' perceptions, attitudes and opinions about online learning. However, the present study will focus on the use and the engagement with online learning and electronic assessment on EFL learning and teaching in Biskra university during covid-19 pandemic. This study will help in exploring the experiences of students and teachers when using online learning and teaching. It will also investigate their experiences and perceptions about the shift to electronic

evaluation during the pandemic and it will help in identifying the impact of the pandemic on language learning and teaching.

Structure of the study

The present study consists of two chapters. The first chapter is a theoretical one which is divided into two sections: the first section deals with e-assessment definitions, types, methods, and tools. Also, it includes advantages and challenges of electronic assessment including studies on about the use of e assessment in higher education. However, the second section focus on online learning definitions, variations, advantages and disadvantages of online learning and ends with a review of literature on online learning in higher education. The second chapter is a practical one. It provides a description of the research approach, design, data collection methods and the sampling and setting used in this study. Moreover, this chapter analyses and discusses the results obtained from the questionnaire and interview. The chapter ends with some recommendations and suggestions.

Chapter One

Review of Literature

Introduction

The use of computer technology in academic evaluation is ubiquitous and according to Nistal et al (2013) Information and Communication Technology (ICT) plays an important role in optimizing the learning process. Computers were originally adopted for assessment in the 1970s to lessen human raters' scoring workload and since then, innovations associated with online teaching and learning have accelerated and improved significantly. Consequently, computer-based evaluation has grown to be sizable in large-scale assessments, such as language checking out and university entrance examinations because of its ease of use as well as accuracy. The learner's performance and scores seem to have subsequently been improved using electronic assessment, facilitating for them the attainment of immediate and direct feedback (Gilbert et al, 2011).

Section One: Electronic Assessment

1. Definition of Electronic Assessment

The meaning of the term "E Assessment" differs from one scholar to another depending on their usage of the term. Sitthisak et al (2008) indicated that e-assessment consists of supporting the assessment by means of the use of computers e.g., using web-based assessment tools. However, Reju and Adesina (2009) believed that e-assessment comprises the end-to-end digital distinction procedures as well. They asserted that the diagram of the computer consists of a whole examination process comprising the proposition, composing papers, signing up, examining, batching, data and analysis. Shute (2009) agreed, adding that e-assessment refers to assessment methods and practices that emphasize the role of information technology relative to measuring students' learning. A similar definition is provided by Crisp (2010) who stated that "e-assessment involves the use of digital devices to assist in the assessment of student learning"(p.5). The researcher further explained that

this includes a set of activities from using a word processor for tasks to conducting on-screen testing and that examples of e-assessment activities are multiple-choice questions, online/electronic submissions and computerized adaptive testing. (Crisp. 2010). Malguri (2019) provided a more inclusive definition explaining that electronic assessment can be defined broadly as the use of data science in evaluation such as academic assessment. In this study, I adopt the definition of Densing (2022) who stated that e-assessment or electronic assessment “is the use of information technology devices, primarily computers, in the assessment of student ability and learning” (p.1)

2. Types of electronic assessment

Researchers identify many types of electronic assessment in different fields and domains, but in education, they recognize two main types, which are formative and summative electronic assessment.

2.1. Formative e-assessment

According to Wood (2007), the main goal of formative e-assessment is to assess learners in the context of learning to provide them with feedback on their progress. This may involve giving students problems and assignments to work on in informal context and later on give performance feedback on them. The online environment is optimal for this form of assessment since it is somehow easy, giving students access to different forms of self-evaluation including online past assignments that can be taken, perform at their own pace without test conditions and still receive feedback on their progress. According to Dennick (2009), electronic assessments have online format that may be given at the end of the session to reinforce student learning and be embedded into reusable learning objects (RLO), but e-assessments can equally take the form of past exams that students may take during the school year to check their progress and familiarize themselves with the question types they may receive during the course while the goal of this is to allow students to track their progress as they learn to improve their learning.

2.2 Summative e-assessment

In e-learning, summative assessment is utilized to describe if a student has met the learning objectives and has reached the appropriate level of expertise. It aims to give students the final mark of their work and is conducted at the end of an electronic learning course(Christopher Pappas, 2015). According to Center for Learning and Teaching (2020), test boards and awarding organizations that provide formal exams are frequently facing the lengthy move from paper-based exam assessment to digital assessment and this transition equally necessitates that they guarantee the validity, equity and reliability of online assessment.

2.1.1 Validity

In terms of ensuring the validity of online tests, educators when designing their online summative assessment are supposed to replicate on whether the type of questions chosen, and their format will allow college students to conclude that they have reach the learning objectives.(Center For Learning &Teaching. 2020).

2.1.2 Equity

This refers to the idea that summative assessment should be designed to benefit students. Tests and quizzes must be well formulated to give advantages and offer to every student an equal opportunity to demonstrate their achievement through the assessment process, with no group or individual being disadvantaged. In designing assessments, the needs of students are considered, including those studying at different locations and from different cultural or educational backgrounds with further learning needs or with protected characteristics. Assessment procedures and methods are flexible enough to allow adjustments to overcome any substantial disadvantage that individual students could experience.(Quality Assurance Agency. 2018)

2.1.3 Reliability

Reliability is the operation in which results of students remain invariant over time or over

replications of an evaluation process. Popham (1993) believed that test reliability is an essential but unsatisfactory condition for authentic score-based inferences. This means that if the exam is unreliable, it is not possible to come up with correct inferences from the student mark.(Center For Learning &Teaching. 2020)

3. Methods of e-assessment

Teachers use several methods to assess students electronically. These are the most used and useful methods.

3.1 Multiple choices questions (MCQs)

When using MCQs, learners are asked to choose the best response from a number of possibilities. They are reasonably simple to build and have a high reliability of testing because they can sample a wide range of content domains. MCQs may measure the implementation of knowledge and solving issue abilities when properly crafted(Case & Swanson. 2002). According to Schuwirth et al. (2001),when questions are asked in a free context, they always assess factual knowledge, and the mental process is straightforward. The decision-making process is likewise more complicated with candidates comparing multiple units of information against one another.

3.2 Extended matching items (EMIs)

This approach of evaluating knowledge application may be expanded to cope with non- numerical problems, and it is the foundation of extended matching set questions. Considering that the aim is for students to apply information rather than merely recollect memorized information, the question takes the form of a simple problem. These challenges are often presented as brief cases known as vignettes. The idea behind this type of evaluation is that the student should be able to generate the solution after reading and comprehending the vignette and the data included within it (Wood, 2003).

3.3 Online quizzes

Quizzes are a popular form of assessment. They are also a good approach to stimulate student learning when combined with technology. Multiple-choice, fill-in-the-blank, and hotspot questions are examples of quiz questions. It is favorable because it is brief and simple to evaluate. Additionally, users can make the question sequence and alternatives randomized to avoid cheating. Online quizzes are beneficial for assessing learning outcomes across many audiences. Outcomes from different disciplines may be compared as each student takes the same exam (Helen Colman, 2021).

3.4 Open-ended\ Essay

One of the most common evaluation strategies used in e-assessment is open-ended or essay- style questions. According to Helen Colman (2021), while measuring their knowledge of the task students can explore their ideas and emotions, which makes this type of inquiry efficient in promoting students' critical thinking. However, essay questions need more time for students to consider and produce their responses and send it via electronic tools like Gmail and it is impossible for these to be auto-scored online, so teachers must evaluate them one by one.

3.5 Drag-and-drop activities

Colman (2021) explained that drag-and-drop assessments demonstrate a student's ability to connect information and use knowledge to solve a practical issue. A drag-and-drop activity may include both images and text as well as labeling questions which are good for testing visual knowledge. According to Dennick et al (2010), a labeling inquiry pre-displays a series of place holders or empty boxes over the image of interest and the learner must drag and drop labels into the appropriate place holders. To make the question more complex, a huge number of labels than placeholders are sometimes employed.

3.6 Online interviews

Students can develop their expertise in different areas via online interviews. The interview can be conducted one-on-one between a teacher and a student with the help of texts

and digital materials. Moreover, performing a group interview using online conferencing softwaresuch as Zoom is very useful. The information gained interviews is utilized to develop reports that offer an overview of the individual student's accomplishments. Moreover, online interviews allow students to receive instantaneous feedback from tutors and make them feel more accountable for their studies (Helen Colman, 2021).

3.7 Online group collaboration projects with feedback

According to Pappas (2016), online group collaboration projects empower learners to work ingroups in order to reach better and more effective project performance. It operates in the manner of requesting learners to form groups and be assigned a topic or question. They are asked to collaborate to solve the problem or to produce their work such as an online presentation as a group. Teachers' encouragement is deemed necessary so that students evaluate their classmates' performance. Online collaboration software is meant to make working together on projects both easier and faster. It is specialized in communication, project and task management and file sharing and management. Slack, Google Drive, Dropbox Business, monday.com, and Webex App are all examples of top-rated collaboration software.

4. Electronic assessment tools

There are several useful tools teachers use to assess students in their learning tasks. According to various studies, these following tools are the most used by teachers.

4.1 Google Forms

According to Amherst(2016), teachers may construct quizzes or exams using a Google form, which is a free tool used by instructors to assess and help students collect information and achieve their learning goals. Google Forms allow tutors to ask a group of miscellaneous questions which require different types of answers. Learners can give short answers, paragraphs, multiple choices, dropdowns etc. and the teacher can incorporate photographsand video into the same form.

4.2 Socrative

Socrative is an online assessment tool teachers use to produce quizzes for students to improve their knowledge. It helps instructors gather information about students and achieve their results and presents all of them to students to see and analyze their progress. Teachers can obtain statistics about general performance from Socrative's reporting area and they can use pdf format to access the results of each student alone. Socrative's report services give tutors the chance to organize courses or tests depending on the given data (Students in EDUC at the University of Massachusetts Amherst, 2016).

4.3 Kahoot

According to Bransford et al (1999), “assessments and feedback must focus on understanding assessments that emphasize understanding and do not necessarily require elaborate or complicated assessment procedures. Even multiple-choice tests can be organized in ways that assess understanding” (p.140). Kahoot is a game-based learning platform where participants answer questions using their own materials. Kahoot gives for the design of multiple-choice quizzes, polls, and surveys that collect data and encourage immediate educational decisions. Users can find old multiple-choice tests (Kahoots) in the web browser or the Kahoot app. Kahoot may be used to check students' understanding and review their work while catering for their different learning styles (Melissa Powers, 2021).

4.4 Joe Zoo

Joe Zoo is one of the most used online assessment tools that encourage the teacher-student feedback process. Joe Zoo is a free Google insert or software that is meant to interact with Google Docs and classroom. Once the program is installed on your device, you should be able to access it via Google docs or Google classroom. Feedback tool, rubric builder, and grading tool are basic aspects of Joe Zoo. The feedback tool gives the chance to categorize and classify feedback. Teachers may use the rubric builder for grading students' written work.

Teachers may evaluate students from Joe Zoo using the grading tool. Joe Zoo provides a wonderful feature called automatic grammar error detector which help both teachers and students to work correctly.(Students in EDUC at the University of Massachusetts Amherst, 2016)

4.5 Moodle

According to Padayachee et al (2018):

the application of online assessment within a mastery learning approach, could optimize results, reduce administrative time, promote immediate feedback, provide grades and progress by the press of a button, and provide multiple opportunities for practice – drawn from a variety of questions in large question banks. (p. 215).

For Aburumman (2021), Moodle is a web-based assessment tool that provides students with constant feedback on their progress. Moodle has also another important function; this is its built-in learning management system, which helps educators to supervise teaching, learning, and all kinds of evaluation. Teacher can use many types of questions to create the quiz in Moodle, the common types of questions are:

- **Calculated and Calculated Simple**

Students must compute a numerical response given specified values for variables in an equation. The numbers for the variables are produced randomly to give each participant a quiz with different set of numbers.

- **Calculated Multichoice**

Students are required to choose the correct numeric answer from a selection of answers.

The answers are computed based on a randomly generated set of values for variables in a formula.

- **Drag and Drop onto Image\ markers**

Respondents must drag and drop images, text, or a marker onto a background image with preset fields set by the instructor.

- **Drag and Drop into Text**

Students are asked to drag and drop text boxes into questions' text.

- **Embedded Answers (Cloze)**

These questions consist of a passage of text that has various answers embedded within it.

- **Essay**

Student writes an answer in essay format. An instructor must grade them manually.

- **Matching**

Students must match the correct answers with each question. A list of questions is provided with a list of answer.

- **Multiple Choices**

In response to a multiple-choice question, the respondent chooses from multiple answers given.

- **Numerical**

The answer of students must be numerical, and answers are allowed to have an accepted error range.

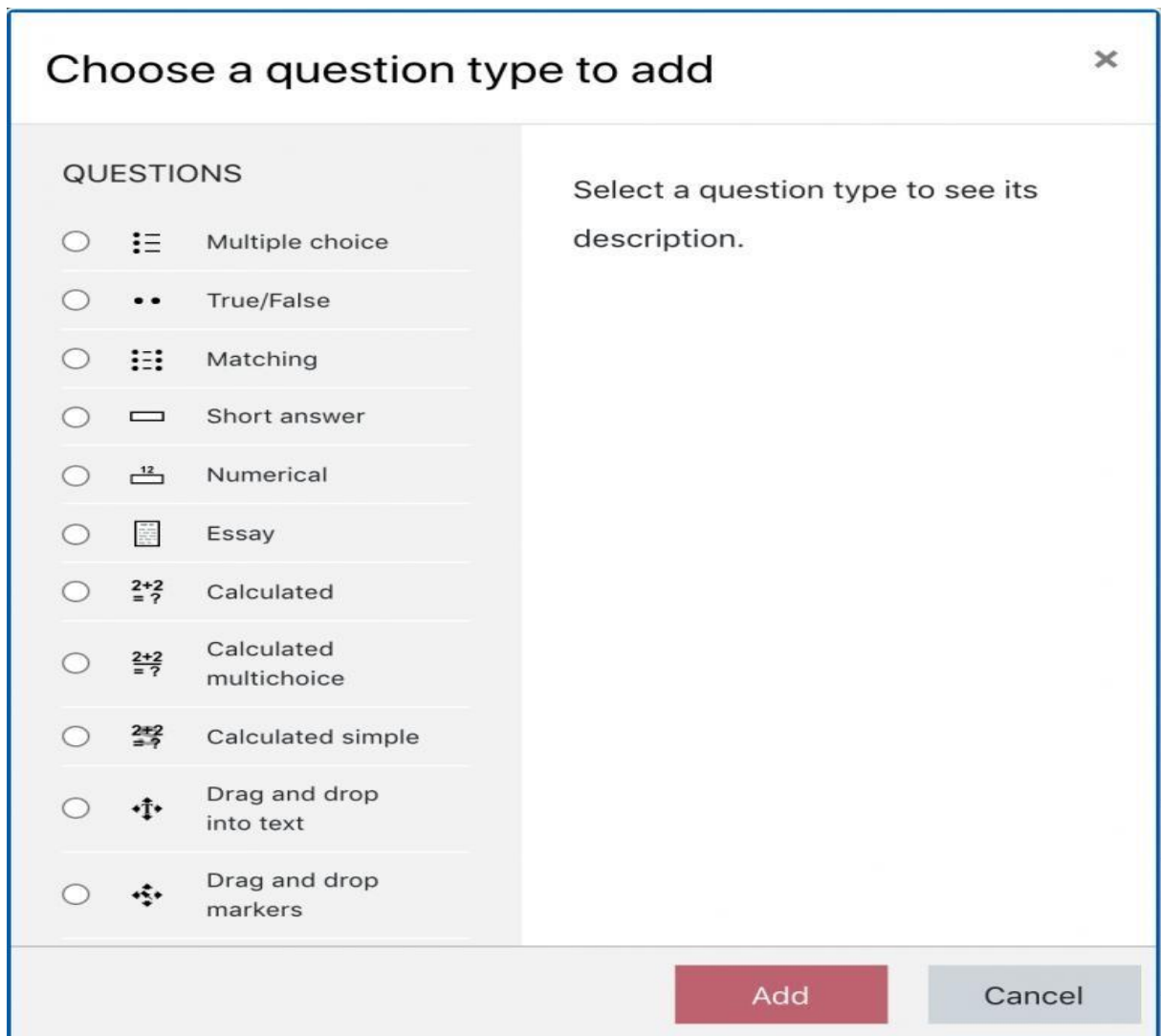
- **Short Answer**

The respondent enters a word or phrases an answer. There may be several possible correct answers, with different grades for various options.

- **True/False**

The student must select either True or False.

Figure 1: Screenshot from Moodle Question types (ST.OLAF COOLEGE, 2020)



5. Advantages and challenges of using e-assessment

Electronic assessment is automated scoring which compares students' responses with the perfect answers provided by teachers to determine the right answers (Megha Singh. 2018). When using electronic assessment, researchers could identify many advantages and benefits, but they also claimed that electronic assessment may not always go well. Below are few of the most well-known benefits and obstacles of using e-assessment.

5.1 Advantages

One of the many advantages of using an online testing system is that it assists tutors in the evaluation of their students' performance without experiencing any communication problems.

It also benefits students with its simplicity and accessibility. E-assessment further decreases the time spent managing the entire testing approach by eliminating unnecessary and costly tasks. Moreover, one of the important advantages of an online assessment is the improved students' privacy which confirms the process's effectiveness. Besides, According to Knowly (2020), companies and academic institutions save a lot of time and money by using online exams. Participants finish assessments in minimal periods of time and many participants can be assessed online in one time. He adds that one of advantages of e-assessment is that the examiners can use it anywhere and anytime using personal devices where they can reach their responses, outcomes and receive immediate feedback.

India Today Web Desk (2021) equally demonstrated that online assessment keeps costs of assessors and students down, cut the cost of printing paper and removes the price of commute for tutors and students to get to school. It also develops students' time management abilities by alerting them to finish the test on time. In addition, online assessment provides immediate results to participants in which the responses are installed in the stored procedure, once the time finish the result is presented.

Howell and Hricko (2006) acknowledged the above benefits of online assessment adding that provides important information for special learning strategies that stress on student performance rather than their attitudes, thus it helps teachers in classifying and assessing students in different forms according to their abilities and give teachers the chance to assesseven those students who cannot be physically present.

5.2 Challenges of e-assessment

Singh (2018) discussed some different e-assessment-related problems and obstacles faced by students, teachers, and administration. Based on her research, the following are the most common challenges. First, while using and applying e-assessment participants may face some interruptions due of the difficulties in technology acceptance. Over time, participants will learn how to use it, but educational institutions must work hard to develop and improve

their platforms. Second, among the challenges that would certainly exist when assessing online are infrastructure obstacles because a good internet connection and a number of the basic needs of the implementation of e-assessment are often hard to obtain. As a result, schools must investigate if all students will be able to take an exam online and which measures must be implemented to achieve this. Third, teachers may have difficulties assessing long answer-type questions since the responses to these questions must be added manually so more time is required for teachers. If technologies in the education industry continue to advance though, this problem could be solved. Finally, one of the most significant drawbacks of an online test method is the possibility of cheating. Students frequently use different ID; no one can know who passed the test, making universities grow distrustful of participants' identities, in addition to the different devices that students can use while taking the test, which can provide them with many options for cheating.

6. E-assessment in higher education

For Abduh (2021), the fast spread of the Covid-19 pandemic caused educational institutions through the world to immediately move from its old systems of teaching to online instruction. This fast and forced move to online education made both instructors and students handle a completely technologically learning and evaluating environment. Yet, online assessment is a key technical advancement that must be included into the educational process. Because of the impact of technology on the educational system, administering examinations will beneficially no longer be stressful. Online assessing has become more convenient because the paper and pencil system is not mandatory anymore.

7. Review of related literature

Recent studies were specifically conducted to investigate teachers and students' experience of online assessment, the pros, cons, and the factors related to online assessment.

7.1 Teachers' perspective

In his study, Hüseyin (2013) found that pre-service English instructors had a positive attitude toward the use of web-based assessment for their Strategies and Methods course, but they got a moderate attitude for online assessment. This indicated that they will not use it in the future since they considered it as a required component of their education instead of a chance to use technology to evaluate their abilities. Also, Abduh (2021) conducted a study to investigate various aspects of online assessment, such as EFL instructors' perspectives of e-learning assessment, types of online assessment methods employed, and obstacles that teachers encounter while assessing students online by using questionnaire with 26 EFL students. His findings indicated that most of EFL teachers have a different attitude about the use of e-assessment. Although they believe in the effectiveness of the techniques and methods employed in online assessment, most of them had significant difficulties with online evaluation. In similar, a case study depending on open ended questionnaire and online interview by Yulianto and Mujtahin (2021) investigated teachers' perspectives and practices on the use of online assessment during Covid-19 pandemic. They discovered that instructors have a negative attitude toward assessing students online and the majority of them revealed that the issues they faced while using online assessment make it very difficult to undertake. However, some of them believed that online assessment helps them in their teaching practice and facilitates the process of giving their students tasks and homework to complete. However, Fitriyah and Jannah (2021) indicated that EFL teachers in the Intensive English Course believed that online assessment provided them with significantly more time to evaluate their students' performance. The questionnaire with thirty students and interviews with three teachers cleared that they supported the idea that they can review the student's work at any time and in any location if teachers have the chance to evaluate participant's work many times if required. Teachers also stated that they want to use online assessment because it is flexible and asserted that the advantages of delivering course assessments online would add high flexibility in delivering exams to students and faster accuracy in scoring.

Mizra (2021) conducted research aimed at examining and reporting on the perspectives of online assessment among professors in the Faculty of Education at the Lebanese University during the first closure of country in the spring of 2020 using interviews with ten teachers. Results showed that teachers have no training experience in assessing students. Furthermore, most participants decided not to apply online quizzes and tests to assess validity, reliability, and other practical components because of their lack of information on how to construct different online assessments. Instead, they used different tools to assess students such as assignments and presentations. In contrast, when Hichour (2022) conducted a study using a questionnaire with EFL teachers at Saida university on teachers' e-assessment experiences in the Algerian context, she found that during the Covid-19 outbreak Algerian EFL lecturers were satisfied with assessing students online. Although teachers seemed to have experienced several obstacles while evaluating learners electronically, including a limited internet access and students' cheating, results showed an increase in students' performance while using online assessment than when using the traditional one.

7.2 Students' perspective

By using a questionnaire with 112 students, Al-Daasin (2016) investigated the attitudes of Ash-Shobak university college students toward the electronic assessment for Jordan's intermediate university degree. His research results revealed that students are positive about the use of online examination on their learning environment because of students' awareness of the advancement of digital examination. However, he noticed from student's attitudes that electronic tests make students nervous and generally do not lead them to improve their knowledge. Huda et al. (2020) worked with a small sample of university students. They stated that students are often interested in e-assessment. However, because they are not familiar with the use of computers in study, they have a conflicting feeling about it as most of them agreed that they are not comfortable with it. Nevertheless, they support using online assessment in higher education.

Yanping and Zhenhua (2021) also conducted a study to determine students' attitudes on the use of formative e-assessments in a PAD College English class. According to the questionnaire conducted with them, if students participated in formative e-assessments, this would help them reach excellent learning skills and improve their knowledge. Students showed that they are ready to be engaged with formative e-assessment because they believe it will help them analyze, reconsider, and modify their study program and learning practices, in addition, the comments from the e-assessment would inspire them to study on a regular basis and work carefully before submitting their projects.

In another recent study, Fitriyah and Jannah (2021) investigated EFL students' attitudes toward online evaluation. The findings revealed that most students were well-prepared for their online evaluation as they experienced less anxiety while confronting online assessments. According to the authors, students had positive opinions regarding the usage of online assessments. Students showed an improvement in preparing for language e-assessments and getting better knowledge about language evaluation. AlSalhi et al (2022) obtained similar results indicating that students of Princess Sumaya University for Technology strongly agree with the use of e-assessment during the pandemic since the majority of students believed that online assessment would be a better assessment method for them. AlSalhi et al (2022) confirmed why students prefer e-assessment than the traditional methods saying that:

This high level of acceptance could be attributable to features of online examinations such as quicker feedback and marks, saving time, flexibility, environmentally friendly, easy to identify and access unanswered questions, the system of electronic exams being clear and easy, and the ability to take the exam anywhere and at any time. (p.44)

8. The use of online assessment in the EFL context

The abrupt transition to e-assessment during the pandemic has also had an impact in the context of teaching English as a foreign language. Ghanbari & Nowroozi (2021) conducted a qualitative study to investigate the experiences of Iranian EFL teachers in online assessment during Covid-19 pandemic. By using semi-structured interviews they

stated that teachers acknowledged the benefits of the learning management systems (LMS) only as a tool to help them in teaching. They, however, lacked confidence in technology as a method to assess students and believed that e-assessment is insecure. They reported that the features of the online examination influenced the success of students in electronic assessments. The authors' findings also demonstrated that EFL teachers at Persian Gulf University faced a variety of difficulties in different fields, but they discovered strategies to overcome it and produce their assessments. Zhang et al (2021) found that During COVID-19 pandemic EFL university instructors demonstrated significant changes in their electronic evaluations. EFL lecturers' digital assessment techniques were highly variable due to the short time given and their previous knowledge and not always positive attitudes about online teaching and evaluation. The modifications in evaluation processes were a combination of planned and unplanned alterations. Those adjustments in EFL instructors' evaluation methods were not made on the spur of the moment as context and experience moderators influenced instructors' choices to modify their assessing methods.

Yulianto and Mujtahin (2021) also investigated at teachers' use of electronic assessment in the EFL classroom during Covid-19. Students were requested to complete tasks and submit them through different platforms to their professors often within limited time given to students to complete their work before submitting it. The authors found that most teachers use Google form to assess students but because of internet connection some participants were unable to send their work on time. Ghouali & Ruiz (2021) found that EFL teachers at Telmcen university used Moodle as an assessment tool to improve their students' writing performance. They used Moodle to deal with each student alone, providing responses, comments, and strategies by sharing lessons related to each student's need. The manner of correcting students' work and resolving their writing difficulties seemed to have helped them improve their writing skill. This form of evaluation was also used by teachers to assess EFL students' comprehension of the customized lectures and highlight their

challenges. Results of this study show that teachers use Moodle-based e-assessment to show students their mistakes and give them instructions that help them while rewriting their work in order to encourage them to work harder and improve their learning.

Section Two: Online Learning

1. Introduction

Recent years have witnessed a huge development in the world of technology by imposing itself in the educational area. This progress has led to the emergence of new methods and applications in education that depend on employing technological innovations to achieve the required learning. According to Guemide (2020), The COVID-19 pandemic has triggered new ways of learning. All around the world, educational institutions are looking toward online learning platforms to continue with the process of educating students. Today, digital learning has emerged as a necessary resource for students and schools all over the world. For many educational institutes, this is an entirely new way of education that they have had to adopt. Gautam (2020) stated that online learning is now applicable not just to academics, but it also extends to learning extracurricular activities for students as well, online learning has become a significant educational method in higher educational institutions. In Algeria, institutions began to use online learning in response to the COVID-19 pandemic, as the Ministry of Higher Education included it in the education program, which contains specifics on taking online courses and continuing studying. On 15th of March 2020, the Ministry of Higher Education plans to begin putting the proposal into action, emphasizing the significance of stern application to the memo's content. Furthermore, the government emphasized in a statement to university heads the importance of implementing all required technical characteristics to ensure distant connection between instructors and students.

(Guemide, 2020).

2. Definition of online learning

There exist several definitions for online learning, and these tend to vary from one scholar to another. In higher education, online learning has been defined as teaching and learning using communication over the internet and media which can improve greater thinking abilities for students (Bonk and Reymolds, 1997, Hazari and Johnson, 2007). Berteau (2009) described online learning as a distance education option that combines internet with various technologies. A definition by Song (2010) states that online learning is

education that occurs only through the web. It does not consist of any physical Learning materials issued to student or actual face to face contact. Pure online learning is Essentially the use of e-learning tools in a distance education mode using the web as the Sole medium for all student learning and contact. (p 17).

Another definition of the term is offered by Randy (2011) who stated that online learning is a form of distant education that had its genesis apart from mainstream distant Education. Whereas, according to Saul (2014), online learning is a one form of distant learning; he defined it as a broad form that includes all the various kinds of learning that occur through a computer, as well as additional tools that are found on computers. Dhull and Sakshi (2017) agree adding that

online learning is a form of distance learning which encompasses a range of technologies such as the world wide web, email, chat, new groups and texts, audio and video conferencing, delivered over computer networks to impart education. It helps the learner to learn at their own pace, according to their own convenience. (p 32)

In the present study, I adopt the definition of Cathy Li & Farah Lalani (2020) who asset that online learning is the education that takes place over the Internet. For them it is often referred to as e-learning among other terms. However, online learning is just one type of distance learning, the umbrella term for any learning that takes place across distance and not in a

traditional classroom.

3. Variation of online learning

Since online learning and relevant technology instruments continue to develop, different terminologies related to online learning are used, these terminologies refer to the act of using technology in learning, but it is difficult for students to be able to distinguish between them, because these terminologies can be used interchangeably.

3.1 Distance learning

Distance learning has a similar structure of the online learning; it can be synchronized or asynchronously (Offird et al, 2008). According to Moor et al (2011), distant learning is widely used to refer to programs that give and provide opportunities for learning, particularly for persons who are geographically isolated. Moor (2011) noted that distance learning comprises teaching and structured learning that takes place in various places, necessitating the use of particular instruments, distinctive modes of communication through specific institutional structures, and other technology.

3.2 Blending learning

Driscoll (2002) defined blending learning as the mixing of any kind of educational technologies, such as CD-ROM, web-based learning with face-to-face teaching approach. Blended learning is a recent emerging term in education. Also, according to Graham (2006), this concept relates to the mix of face-to-face learning with computer-based learning. Blending learning is an application that mixes or integrates classic face-to-face teaching process with online learning. (park & Shea, 2020). Park and Shea (2020) also conducted a comparison of all forms of online learning and concluded that, in comparison to the other kinds of online learning, blending learning provides learners with different efficient uses that give them the chance to communicate with their partners and educators. To sum up, online learning versions can be applied interchangeably at times; although, they can differ depending on the learning environment. As a result, before the student may use one of the

variants, he must first comprehend the distinctions between them.

4. Advantages of Online Learning

Nowadays, online learning has become more common and used by different teachers and learners. Many universities started to share courses online; this method is considered as the easiest and most comfortable one to gain knowledge. The use of online learning has various benefits and advantages. According to Klein and Ware (2003), rather than instructions, online learning focuses on the requirements of individuals as a key aspect in the educational process. Different advantages they claimed are as follows:

a. Online Learning is Flexible

When it comes to time and place, each student must select the comfort that best meets their needs. (Klein & Ware, 2003). According to Thomson (2010), online learning allows students to work when and where it is convenient for them. Many instructors and students claimed that they could concentrate more on the content knowledge and less on obstacles and challenges that may arise while attending a traditional learning session.

b. Cost-Effectiveness

Online learning is less expensive since there is no need to travel, acquire books, or spend money in a university setting. This sort of learning is less costly than conventional learning since it may take place anywhere and there are no travel fees. Students who prefer to learn in this manner must only possess computer equipment and pay hefty fees for access to an Internet service provider (Kellie & Ferguson 1998).

c. Self-Pacing

The usage of online learning allows for self-paced learning. For example, the asynchronous method enables students to progress at his or her own rate, whether fast or slow. Furthermore, online learning provides increased satisfaction while minimizing stress (Codone, 2001; Amer. 2007)

d. Increasing Instructor and Learner Time

Online learning, according to Ghoshal (2020), saves time for both students and teachers. On the one side, he noted that students who attend traditional education courses may not receive individual help and contact with their professors; learners frequently want corrections and explanations. Online learning, on the other side, guides students' conversations and personal interactions with their professors, increases students' performance thanks to the given timeline by their lecturers, and improves their problem-solving and communication abilities.

e. Online Learning Enhances Basic Computer Skills

Online learning, according to Dhull and Sakshi (2017), increases essential computer knowledge. He noted that online students can learn specific technological abilities while using various information and communication technologies. These abilities may be useful in all parts of their career in the future. As a result, learning new abilities encourages creativity, boosts self-esteem, and decreases stress.

5. Disadvantages of Online Learning

Like any other system, online learning has also some drawbacks that students should pay attention to. Some of the major disadvantages of online learning include:

a. Low Motivation

According to Dhull and Sakshi (2017), because of the low motivation online students are dissatisfied with their education. This is generally because these technology function as a distraction, depriving learners of the necessary attention to grasp and comprehend what is being stated. According to Guragain (2016), this leads to students' failure and incapacity to achieve their goals and objectives. The lack of motivation may result idleness, which can be a serious problem on a student's way to success.

b. Lack of Communication

According to Colin et al (1997), online learning does not allow for much communication and engagement as traditional learning, where students and teachers interact face to face, the learning process is simplified and more effective. Dhull and Sakshi (2017) highlighted that with online learning, the student does not have the opportunity to communicate with the teacher face to face; this can create misunderstandings between the teacher and the learner, which can have a significant effect on the learning and students' student achievement due to assignment and activity misunderstanding.

c. Lack of Quality Teaching and Learning

Another issue with online learning is a lack of quality education. According to Glusha (1991), non-online learning faculties have no problems with online learning courses, while online lecturers are not completely honest and serious throughout the online teaching approach, which has a detrimental impact on the quality of learning.

d. Issues with Costs

Other drawback of online learning mentioned by Glucha (1991) include: high costs and an unsteady financial situation, the cost of connection may generate challenges and impediments to online learning. Collin et al. (1997) declared that online learning may lead to excessive use of some websites resulting unforeseen expenses in time and money.

e. Issues with Technology

Issues with electronics may make online learning difficult, especially when materials are unavailable and the connecting network of students is a poor quality, this make completing online learning difficult. Therefore, the only item that must be owned by students and teachers is understanding of technology. (Ghoshal, 2020)

6. Online Learning in Higher Education

Education is one of the sectors that have been affected by the COVID-19 pandemic. Lately, education has changed from traditional teaching towards online one. This change was inevitable as the COVID-19 situation demands it for the safety of students and the teaching

staff (Czerniewicz, 2020).

7. Review of related literature

7.1 Students' perceptions

Many researchers focused on students' perceptions rather than the teachers' perceptions in research on online learning. Eldeeb (2014) conducted a study with 110 students from the medical and pharmacy colleges in Dubai, she found that the majority of students prefer the idea of using online learning, and they believe that e-learning is an advanced technique that should be encouraged. They tend to support the mix of online learning and traditional learning and prefer this method to be a supplemented courses more than a web-dependent course with completely online classes. For Oinam (2017), the students' perceptions are important, and the researchers must highlight the learner-centered education with its benefits. In student-centered learning, students share responsibilities of their learning with their teachers, interact with teachers and collaborate with one another. Mutambik (2018) used group interviews with EFL students and teachers for the purpose of investigating students' and teachers' perspectives of adopting e-learning for EFL learning in Saudi schools. The students cited the effectiveness of learning online for improving their English listening and speaking skills. In addition, they noted other advantages of e-learning, such as autonomous study and interactive learning. Furthermore, according to Mislinawati and Nurmasiyah (2018), students believe that online learning is effective in developing their comprehension, independence, self-discipline, and motivation to study.

7.2 Teachers' perceptions

Researchers who tried to explore teachers' perceptions of online learning were concerned with the attitude of teachers while teaching online. According to Rahayu and Wirza (2020), teachers have positive opinions of the efficiency and simplicity of use of the online system during the pandemic. Nevertheless, some teachers disagreed on the usefulness of online learning during pandemic Covid-19. They believed that the online learning approach was less successful due to poor communication between teachers and students.

Meanwhile, several teachers struggled with using ICT, creating engaging content, delivering the education system, evaluating, and providing feedback. Because of these issues, teachers believe that teaching online is not more suitable or efficient. In similar study by Priyadarshani and Jesuiya (2021), the researchers discovered that teachers believe that teaching online is extremely challenging due to a lack of suitable preparation and growth for doing online classes. Teachers stated that the most difficult aspect of online classrooms is dealing with technology and network issues. They believe that they must participate in school or government-sponsored training and development programs on a regular basis.

Conclusion

During the Covid-19 pandemic, online learning was the only solution to continue learning. The transition from the traditional learning to the online environment was an important strategy in order to achieve the learning objectives. This provides some definitions of electronic assessment, indicates its types, methods, tools and its benefits and challenges, it ends with a literature review about the use of electronic assessment in higher education especially in EFL context. In addition, this chapter deals with the online learning, it includes definitions, some variations of online learning and its advantages and disadvantages, also it deals with a review of literature about the implementation of online learning in higher education.

Chapter Two

Fieldwork and Data Analysis

1. Introduction

The current chapter presents the field work and the analysis of the obtained data as part of my study which investigates the impact of the transition to online learning and electronic assessment and their influence on EFL learning and teaching during the Covid-19 pandemic. Initially, this chapter is subdivided into three sections, starting with the rationale of the selected methodology including the research approach, research design, data collection methods, population, and sample. The second section attempts to provide an analysis of the data gathered whereas the last section will provide a discussion of the main findings to answer the research questions laid out earlier in the general introduction of this dissertation.

2. Research approach

The research approach refers to the theoretical groundwork of a given study that researchers choose depending on the nature of the research. Creswell (2018) clarified that:

“research approaches are research plans and procedures that cover everything from general assumptions to detailed data collecting, analysis, and interpretation methodologies... a research approach is also selected based on the nature of the research problem or issue being addressed, the researchers’ personal experiences, and the audiences for the study” (p.22).

Creswell (2018) further explains that there are three types of research approaches: qualitative, quantitative, and mixed method. First, according to Kothari (2004), the qualitative approach is concerned with subjective assessment and investigation of social phenomena, including attitudes, opinions, and behavior of people. In this case, research is based on the researcher’s observations and impressions. This type of approach involves collecting and analyzing non-numerical data such as audio, text, and videos to gain a greater in-depth understanding of an issue or to inspire new ideas about new topics. Second, quantitative research according to Creswell (2018) is a method for investigating the relationship between variables in order to test objective theories. These variables can then be measured using instruments, resulting in numbered data that can be examined using statistical processes.

Introduction, literature and theory, methodology, results, and commentary are all included in the final written report.

Through this approach, researcher attempt to measure the development of the participants in a quasi-experimental study that results in numerical data, which were processed and analyzed by statistical methods. Third, the mixed methods research approach, as stated by Creswell (2018), is a sort of investigation that entails collecting both quantitative and qualitative data, merging the two types of data, and using various designs that may contain philosophical assumptions and theoretical frameworks. The key premise of this type of research is that combining qualitative and quantitative data offers additional knowledge beyond what either quantitative or qualitative data alone can provide. Moreover, the mixed method approach, according to Creswell et al (2011), allows for a larger degree of insight to be formed than if a single approach were applied to individual studies. In addition, Dornyei (2007) asserts that a mixed-methods approach enables the researcher to examine the issue from different angles through the usage of various methods, so that valid conclusions will be made.

In the current study, I opted for a mixed- methods approach in order to investigate the impact of the transition to electronic assessment and online learning on EFL learning and teaching during the Covid-19 pandemic. the current research approach was selected in relevance with the nature of the study. Within this approach, we intended to investigate the students' and teachers' attitudes and perceptions toward the transition to electronic assessment and online learning during Covid-19 pandemic.

3. Research design

Since the aim of the study is to investigate the effect of the transition to electronic assessment and online learning on EFL learning and teaching during the Covid-19 pandemic, the researcher has chosen a quasi-experiment research design as it is the most suitable research design for the current study. A mixture of a qualitative and quantitative research design allows the researcher to gain a variety of data from the participants which would allow for a more inclusive view on the phenomenon under study.

4. Data collection methods

According to Walliman (2006), data collection methods can be defined as “ raw materials that any researcher needs when doing her research depending on the research problem besides depending on the methods used by the researcher” (p.83). This means that data collection methods are the techniques that a researcher uses to gather data. Since we opted for a mixed method including both qualitative and quantitative Methods, two instruments are used for data collection, we opted for a semi-structured questionnaire directed to our participants to get quantitative data, and an interview to obtain qualitative data. The aim of using two different instruments is to get more valid and reliable data in order to strength the validity of the results.

4.1 Questionnaire

Saul McLeod (2018) defined the questionnaire as “a research instrument consisting of a series of questions for the purpose of gathering information from respondents. Questionnaires can be thought of as a kind of written interview. They can be carried out face to face, by telephone, computer or post”(p.1)

4.1.1 Advantages of the questionnaire

According to Dornyei, (2009), the questionnaire give the researcher a chance to collect the data in a short period of time without much effort and is considered as a useful method to gather data. Moreover, questionnaires are an effective data collection tool, when attitude, beliefs, opinions, and perceptions are investigated (Denscombe, 2010). In addition, according to O’leary (2014), conducting a questionnaire allows the researchers to generate special data to their research and offers insights that might be Unavailable. He suggests that a questionnaire can reach a large number of respondents and larger population, it can generate qualitative data through the use of Open-ended questions as they can be confidential and even anonymous. Moreover, Richard and Rea (2005) claim that:

Questionnaires are one of the most common instruments used. They are relatively easy to prepare, they can be used with large numbers of subjects and they obtain information that is relatively easy to tabulate and analyze. They can also be used to illicit information about many different kinds of Issues, such as language use, communication difficulties, preferred learning Styles, preferred classroom activities and attitudes and beliefs (p.60)

4.1.2 The administration and the description of the questionnaire

The questionnaire was the first data collection tool of the under-investigated study. It was a semi-structured questionnaire administrated to Fifteen (15) EFL learners at Biskra University. It was submitted in paper style to collect data about students' experiences, attitudes, perceptions, and opinions about the usage of online learning and electronic assessment during the Covid-19 pandemic. It comprised 27 questions that include multiple-choice questions, Likert scale questions as well as open-ended questions. Accordingly, we developed the questionnaire to include three sections structured as follows:

Section one: General information (one item)

This section collected data about the students' information. This section encompassed one item (Q1) that is concerned with the gender of the participants.

Section two: E-assessment (11 items)

The researcher aims in this section to investigate students' experience with online evaluation (Q2), the ways used by their teachers to assess them online and their point of view about the effectiveness of using e-assessment during the pandemic (Q3,4). Additionally, this section attempted to investigate the advantages that students have seen and gained from the use of online assessment and their opinions about several features related to electronic assessment (Q5,6,7,8,11). Finally, the researcher attempted to explore the different difficulties and interruptions faced by students when engaging with electronic assessment during Covid-19 period (Q9, 10, 12).

Section three: online learning (15 items)

The goal of this section is to investigate students' experience in learning online (Q13), the way they have used to continue studying during Covid-19 period (Q14) and their perceptions about the efficiency of online learning methods during the pandemic and the various characteristics that online learning promote (Q15,16,17,18,26). Also, this section aims to gather students' opinions about the difficulties and challenges they have faced while studying online (Q19,20,24). In addition, the researcher aims to investigate the effect of some missing properties in learning online on students (Q21,22,23). Finally, this section investigates students' satisfactions on their teachers' assistance during online learning and their preferred ways of learning (Q25, 27).

4.2 Interview

Byrne (2001) stated that interviews is a frequent strategy for gathering qualitative information in because it allows researchers to offer extensive, detailed descriptions of experiences. this means that the interview is used as a means to collect qualitative data through direct communication with the participants.

4.2.1 Advantages of the interview

Interviews are useful to discover and gain insight into the subject, they can also help in getting into the right and precise data since it is a face-to-face interaction and the interviewee provide a useful information. Also, interviews help researchers understand the body language and facial expressions of the research respondents. Most importantly, they can be very useful to understand their personal opinions, beliefs, and values and researchers can establish good rapport with research participants. (Alshenqeeti. 2014)

4.2.2 The administration and the description of the interview

Taking into consideration the research question that targets the impact of the transition to electronic assessment and online learning on EFL learning and teaching during Covid-19 pandemic, a semi-structured interview was conducted to obtain teachers' perceptions,

opinions and predictions. The interview was conducted with five (5) teachers divided as follows, three (3) EFL teachers from the English language department and two (2) teachers from the department of Economics. Each interview lasted between 15 to 20 minutes. It included seven (7) open-ended questions, which were asked to all teachers, in addition to four (4) questions, which were further added to EFL teachers' interviews.

The interview aims to identify the recourses and applications that teachers used to teach online (Q1). Also, it aims to explore teachers' preferred way(s) of teaching and indicate the reasons why they prefer the way(s) (Q2). In addition, the interview is concerned with investigating and identifying the difficulties faced by teachers while teaching online (Q3), whereas the goal of the interview item that follows to indicate the way(s) teachers used to evaluate their students online and which applications and tools they implemented (Q4). Then, the researcher aimed to investigate the challenges the teachers have faced while evaluating students electronically (Q5). After that, the researcher asked teachers about the advantages, if there were any, that students gained from the use of e-assessment (Q6). In addition, the interviewee inquired about assessing students electronically and impact this has on their performance (Q7).

EFL teachers' interview included five extra questions which aimed to investigate teachers' opinions about the positive effect of Covid-19 pandemic on the way English language is taught at university (AQ1). It also investigated the difficulties and obstacles that teachers have faced when teaching EFL during the pandemic (AQ2). Researcher also aimed to explore teachers' thoughts about the effect of the online environment on teaching and learning English language (AQ3, AQ4). Finally, the interview further inquired about teachers' beliefs and predictions about online learning and the future of e-assessment in the context of Algerian universities, especially in terms of language learning and teaching (AQ5).

5. The Sample and the setting

The Sample chosen for this study was partly made of 15 Master one EFL students at the department of English at Biskra university. Students were chosen randomly from the population of 290 Master one EFL students. We selected this sample because Master one students were highly motivated to get their license degrees last year when the virus spread just broke and this year is still high stakes for them since they should receive their master's degree by the end of it. And as students who witness the impact of the transition to online learning and assessment, they have sufficient experience in both learning online and using electronic assessment. In addition, five (5) teachers who used to teach and assess students online during the Covid-19 pandemic were requested to take part in an interview with the researcher; these teachers were three (3) EFL teachers from English language department and two (2) teachers from the department of Economics at Biskra University.

6. Data Analysis

6.1 The analysis of the questionnaire

Section one: General information

Question 1: Gender of participants

For this question, we wanted to investigate the gender of our participant by giving them two choices. The findings indicate that 6.67% of the participants are Females by the counting of 10 females, while only five Males participate in our questionnaire (33.33%)

Table1: Gender of participants

Option	Male	Female	Total
Frequency	5	10	15
Percentage	33.33%	66.67%	100%

Section two: E assessment (from Q2 to Q12)

Question 2: students' experience in using E assessment

The aim of this question is to gain information about whether students have used online

assessment before, or the quarantine period was first time for them. From this table, it is observed that 53.33% of participants have already used and participate in electronic assessment before the covid-19 pandemic (n=8) whereas, 46.67% have never used e-assessment and have never been assessed online (n=7). As a result, it can be concluded that the majority of the participants have used online evaluation before being forced to do so due to the Covid-19 quarantine.

Table 2: students' experience in using E assessment

Have you had any sort of online evaluation (formative or summative) before the quarantine?	Yes	No	Total
Frequency	8	7	15
Percentage	53.33%	46.67%	100%

Question 3: the way students have been assessed online during Covid-19 pandemic.

This item was for checking the way students have been assessed by teachers during covid-19 pandemic. From this table, it is seen that 53.33% of teachers evaluate students by asking them to submit their work and assignment via online platforms(n=8) whereas, 40% of EFL teachers used the online tests in order to evaluate students and assess their learning (n=6). While only one student indicate that his teacher asked them to work on online oral presentation by the percentage of 6.67%. As a result, it can be said that the most used way of evaluation is submitting assignments to teachers through online platforms.

Table 3: the way students have been assessed online during Covid-19 pandemic.

How did your teacher evaluate your work online during the covid-19 pandemic?	Online test	Online oral presentation	Submitting assignments by online platforms	Total
Frequency	6	1	8	15
Percentage	40%	6.67%	53.33%	100%

Question 4: the usefulness of the use of e-assessment during the pandemic

The aim of this question is to investigate the effect of using E assessment and if it must be an

essential part of teaching EFL in the future. Results of this table showed that 86.67% of students believe that e assessment was very useful and must be included in teaching EFL in future (n=13). While only two students did not like to be assessed electronically during the pandemic (13.33%). As a result, it can be said that the majority of students have a positive attitude with the use of electronic assessment during the pandemic and they believe that it must be a part of teaching and evaluating EFL students at Mohamed Khider University of Biskra.

Table 4: the usefulness of the use of e-assessment during the pandemic

From your experience, did you find the use of E assessment during the pandemic useful? Should it be included in teaching English as a foreign language?	Yes	No	Total
Frequency	13	2	15
Percentage	86.67%	13.33	100%

Question 5: the main advantage(s) of e-assessment

We asked this question to claim the most common and the main benefit of e-assessment. As it is shown in the table, two students believe that the main advantage of e-assessment is that it gives instant feedback to students and available information for special learning strategies (13.33%). While another two students think that decrease of the time spent managing in the testing approach is the best beneficial element in using electronic assessment (13.33%). Also, two students see that the main advantage in e-assessment is that it increases their evaluation performance(13.33%) whereas, 33.34% of the participants said that the flexibility and accessibility of online assessment is the best advantage (n=5). In addition, 26.67% of participant prefer to choose “all the above” which means that they believe that all the choices are the main advantages of e-assessment. As a result, it can be concluded that the flexibility and accessibility of e-assessment is the main advantage that is claimed by the majority of student-participants while each students have his/her opinion about the other advantages.

Table 5: the main advantage(s) of e-assessment

In your opinion, what is the main advantage of Electronic Assessment?	It gives instant feedback to students and available information for special learning strategies	It decreases the time spent managing in the entire testing approach	It increases one's evaluation performance	The flexibility and accessibility	All the above
Frequency	2	2	2	5	4
Percentage	13.33%	13.33%	13.33%	33.34%	26.67%

Question 6: students' opinions about the help of E assessment in learning skills and improving knowledge.

The goal of this question is to investigate students' agreement level on the help of e-assessment to gain learning skills and improving their knowledge. As it is shown in the table, 11 participants agree with the idea that electronic assessment helps students reach excellent learning skills and improve their knowledge (73.33%). While 3 participants said that they strongly agree about the help of e-assessment (20%). Only one student indicated that he disagrees with this idea, and he does not believe that e-assessment helps students to master learning skills and improve their learning (6.67%). As a result, we can observe that most students believe that e-assessment helps them to master learning skills and improve their learning.

Table 6: students' opinions about the help of E assessment in learning skills and improving knowledge.

E-assessment helps students reach excellent learning skills and improve their knowledge	Strongly disagree	Disagree	Agree	Strongly agree	Total
Frequency	0	1	11	3	15
Percentage	0%	6.67%	73.33%	20%	100%

Question7: online assessment offers less anxiety and stress to students

The aim of this question is to investigate students' agreement level on this feature of online

assessment. The results of the table indicate that 46.67% of participants agree with the idea that students experience less anxiety and stress when engaged in online assessment (n= 7). Also, 40% of the participants strongly agree with this feature (n=6) while only two participants said that they are against this idea and that they disagree with the statement that e-assessment offers less anxiety and stress to students (13.33%). As a result, they majority of students agree and have a positive attitude on e-assessment agreeing that they experience less anxiety and stress when using E assessment.

Table 7:online assessment offers less anxiety and stress to students

Students experience less anxiety and stress when engaged in online assessments.	Strongly disagree	Disagree	Agree	Strongly agree	Total
Frequency	0	2	7	6	15
Percentage	0%	13.33%	46.67%	40%	100%

Question 8: students' motivation while using e-assessment

The aim of this question is to gain students' answers about if online assessment increase motivation to master English language. From the table, 86.67% of the participants answered by "yes" to this question which means that E assessment increase their motivation (n=13) whereas 13.33% of the participants answered by "No" as they believe that their motivation did not increase by using e-assessment (n=2). To sum up, the majority of participant believe that e-assessment increase their motivation to master the English language.

Table 8:students' motivation while using e-assessment

Does E-assessment increase your motivation to master the English language?	Yes	No	Total
Frequency	13	2	15
Percentage	86.67	13.33	100%

Question 9: E-assessment engagement difficulties

We asked this question to see if students face difficulties when engaged in e-assessment. 9

participants indicated that they did not face difficulties while using online assessment (60%) whereas 6 participants answered by “yes” which means that they have encountered some issues when being assessed online (40%). Results show that the majority of students did not face difficulties when engaged in electronic assessment, while there are some students who did.

Table 9: E-assessment engagement difficulties

Did you face difficulties when engaged in electronic assessment?	Yes	No	Total
Frequency	6	9	15
Percentage	40%	60%	100%

Question 10: Electronic assessment’s difficulties

The aim of this question is to investigate the difficulties faced by students while using online assessment. 60% of participant indicated that the main problem they have faced is an internet connection problem (n=9). While the lack of teachers’ monitoring was chosen by 20% of the participants as the main difficulty they have faced (n=3). Only one student indicated that he faced technical problems when engaged in online evaluation (6.67%). Also, two students answered by “All the above” which means that they have faced all the previously mentioned difficulties (13.33%). To conclude, internet connection is considered as the main challenge that the majority of participant have faced while being assessed online.

Table 10: Electronic assessment’s difficulties

While practicing in online assessment, what were the difficulties you have faced?	Internet connection problem	Material problem	Lack of teachers’ monitoring	All the above	Total
Frequency	9	1	3	2	15
Percentage	60%	6.67%	20%	13.33%	100%

Question 11: E-assessment is reliable and objective

We have asked students this question in order to reach their agreement level about if online

assessment is more reliable and objective or not. The table indicate that 10 participants agree that e-assessment is reliable and objective (66.67%). It also showed that 4 participants are against this idea, and they do not think that online assessment is reliable and objective (26.67%) while one participant indicate that he strongly disagrees about this idea (6.67%).As a result, it can be said that participants have different opinions about assessment, but the majority of participants believe that online assessment is reliable and objective.

Table 11: E-assessment is reliable and objective

E-assessment is more reliable and objective	Strongly disagree	Disagree	Agree	Strongly agree	Total
Frequency	1	4	10	0	15
Percentage	6.67%	26.67%	66.67%	0%	100%

Question 12: Interruptions when using e-assessment

We asked this question to investigate students' interruptions when engaged in electronic assessment. 7 participants indicated that they did not face interruptions while using this way of assessment (46.67%). While 8 others have faced interruptions when been assessed online (53.33%). Four participants indicate that the interruptions they have faced were due to "the slow internet connection and lack of resources". One of the students said that "being inside the house means the interruption of the family members and environment". Two students declared that calls and messages are some interruptions they faced while they consider internet connection as the main problem interrupting their learning. As a conclusion, the internet connection problem is considered as the main reason for the interruptions faced by students when involved in e- assessment, while each one has an additional kind of interruption, so the majority of students face different interruptions.

Table 12: Interruptions when using e-assessment

When engaged in E-assessment, did you face some interruptions?	Yes	No	Total
Frequency	8	7	15
Percentage	53.33%	46.67%	100%

Section three: Online learning (from Q13to Q27)

Question 13: students' experience in online learning platforms

The aim of this question is to investigate if students have any previous experience in using online Platforms to learn before Covid-19 pandemic. The results of the table indicate that 86.67% of participants have never used e-learning platforms before the Covid-19 period (n=13) while only two participants answered by "yes" as they have used online platforms in order to learn before the quarantine (13.33%).As a result, it can be observed that the majority of participants in this questionnaire are not used to practice and use online learning platforms before the forced lockdown during the pandemic.

Table 13: students' experience in online learning platforms

Have you ever used any E-learning platform before the pandemic period?	Yes	No	Total
Frequency	2	13	15
Percentage	13.33%	86.67%	100%

Question 14: students' preferred tools in learning during the Pandemic.

Via this question the researcher aimed to explore which platforms and tools students use to continue studying during Covid-19 period. Results were as the follows: 6 participants chose E-learning platforms to continue studying (40%). 10 participants indicated that they have been using email (66.67%). Also, 5 participants chose Facebook as a tool to learn (33.33%). Messenger was chosen by two participants as they use it to share and provide lessons to study (13.33%). 6 participants stated that they used Google meet to continue their study during Covid-19 pandemic (40%). The last tool Zoom was chosen by 4 participants (26.67%). The results shows that email, e-learning platforms, and Google meet were the most used tools to continue studying for most of our participants. Still, some students preferred other platforms such as Facebook, Messenger and Zoom.

Table 14: students' preferred tools in learning during the Pandemic.

What did you use to continue your studies during the pandemic period?	E-learning platform	Email	Facebook	Messenger	Google meet	Zoom	Other
Frequency	6	10	5	2	6	4	0
Percentage	40%	66.67%	33.33%	13.33%	40%	26.67%	0%

Question 15: Students' opinions about quality of online learning.

We asked this question to claim students 'opinions about whether the quality of learning has been improved by studying online or not. The results show that 60% of participants indicated that online learning improved their learning quality (n=9). Moreover, 6 participants stated that the quality of learning did not improve when engaged in online learning (40%). To sum up, the majority of participants indicated that online learning enhanced the quality of their learning during Covid-19 pandemic.

Table 15: Students' opinions about quality of online learning.

In your opinion, does the quality of learning improve through online learning?	Yes	No	Total
Frequency	9	6	15
Percentage	60%	40%	100%

Question 16: Students' agreement on the use of online learning materials.

The aim of this question is to investigate if students agree that online learning materials are easier to grasp than using traditional books when studying. One participant indicated that he strongly disagrees with this idea (6.67%). Also 3 participants showed their disagreement with the idea that online learning materials are easier than using books by choosing "disagree" (20%). While 8 participants agree with this (53.33%). Moreover, the last three participants stated that they strongly agreed with the ease of online learning materials compared to books in their studies (20%).

Results show that the majority of participants are agree that online learning materials are easier to use than paper-based books collected from the physical library to study.

Table 16: Students' agreement on the use of online learning materials.

The use of online learning materials is easier than using books in the library	Strongly disagree	Disagree	Agree	Strongly agree	Total
Frequency	1	3	8	3	15
Percentage	6.67%	20%	53.33%	20%	100%

Question 17: Accessibility and flexibility of online learning.

Researcher aimed to explore students' opinions about if online learning enhances accessibility and flexibility of the courses. Results show that two participants disagree with this and are against this idea (13.33%) while 13 participants indicated that they agree with the idea that online learning enhances accessibility and flexibility of the courses (86.67%). As a result, it can be said that for the majority of participants, online learning enhances accessibility and flexibility of learning.

Table 17: Accessibility and flexibility of online learning.

Online learning offers the chance to enhance accessibility and flexibility to the courses	Strongly disagree	Disagree	Agree	Strongly agree	Total
Frequency	0	2	13	0	15
Percentage	0%	13.33%	86.67%	0%	100%

Question 18: Effectiveness of Online learning.

The goal of this question is to investigate if students believes that online learning can make their learning more effective or not. Results indicate that 80% of participants believe in this idea by choosing "yes" (n=12). While the other 20% of participants indicated that online learning cannot render their learning more effective (n=3).

To conclude, the majority of participants agree with the idea that online learning mode can render their learning more effective.

Table 18: Effectiveness of Online learning.

Do you believe that the e-learning mode can render your learning more effective?	Yes	No	Total
Frequency	12	3	15
Percentage	80%	20%	100%

Question 19: Students' difficulties when learning online.

Researcher aimed by this question to know if students have faced difficulties when learning online or not. Table's results shows that 86.67% of participants have faced some difficulties while engaging in online learning (n=13) whereas, only two participants indicated that they did not faced difficulties while learning online (13.33%).As a result, it can be observed that the majority of participants faced different difficulties during online learning.

Table 19: Students' difficulties when learning online.

Did you face difficulties during online learning?	Yes	No	Total
Frequency	13	2	15
Percentage	86.67%	13.33%	100%

Question 20: Online learning difficulties faced by students.

The aim of this question is to investigate students' difficulties while learning online. By giving them 3 choices (slow internet connection, ineffective time management and adaptability issues). 10 participants indicated that slow internet connection was the only challenge they have faced while studying online (66.67%) while 4 participants stated that they faced time management problem (26.67%). Only one participant said that he faced adaptability issues (6.67%). Results of the table indicate that the slow internet connection was the biggest challenge students faced when engaged with online learning.

Table 20: Students' difficulties when learning online.

What are the difficulties you faced when engaged with online learning?	Slow internet connection	Ineffective Time Management	Adaptability issues	Other
Frequency	10	4	1	0
Percentage	66.67%	26.66%	6.67%	0%

Question 21: Effect of the lack of interaction with teacher on students.

The aim of this question is to know the effect of the lack of interaction with the teacher on students. 13 participants indicated that the lack of interaction with the teacher lead them to confusion about the learning material and decreased their learning motivation (86.67%). While two participants stated that their understanding and motivation were not affected by the lack of interaction with their teachers (13.33%).Results show that the majority of participants are affected by the lack of interaction with teacher on their understanding lessons and motivation to study.

Table 21: Effect of the lack of interaction with teacher on students.

Did the lack of interaction with the teacher lead to confusions about the learned material or decrease your motivation to learn?	Yes	No	Total
Frequency	13	2	15
Percentage	86.67%	13.33%	100%

Question 22: Students' experience in understanding lessons without instant communication.

By this question researcher aimed to investigate whether the lack of instant communication affect students' learning and comprehension of the courses. Results show that 8 participants stated that their understanding and learning courses was affected by the lack of instant communication (53.33%) while 7 participants indicated that their study and comprehension were not affected (46.67%).

As a result, it can be observed that students have different attitudes on the lack of instant communication some of them continue learning without problem and the others were affected by the lack of instant communication.

Table 22: Students' experience in understanding lessons without instant communication.

From your experience, does the lack of instant communication affect your understanding and learning of your courses?	Yes	No	Total
Frequency	8	7	15
Percentage	53.33%	46.67%	100%

Question 23: Motivation between online learning and traditional one.

The aim of this question is to know students' opinions about whether online learning is less motivating than face-to-face learning or not. 60% of participants chose "yes" which means that they believe that online learning is less motivating than the traditional learning (n=9). Still, 40% of participants showed that online learning is motivating the same way as face-to-face learning by choosing "No" (n=6). As a conclusion, the majority of participants stated that online learning is less motivating than the traditional face-to-face learning.

Table 23: Motivation between online learning and traditional one.

In your opinion, is online learning less motivating than face-to-face learning?	Yes	No	Total
Frequency	9	6	15
Percentage	60%	40%	100%

Question 24: difficulties of understanding online courses.

Researcher asked this question to know if students have faced challenges in comprehension of courses while studying online. 10 participants answered by "yes" which means that they faced difficulties of understanding online courses (66.67%). 5 participants indicated that they did not face obstacles in understanding online lessons (33.33%).

It can be said that the majority of participants have faced different difficulties in understanding the course content during online learning.

Table 24: difficulties of understanding online courses.

Do you have difficulty understanding the course content through online learning?	Yes	No	Total
Frequency	10	5	15
Percentage	66.67%	33.33%	100%

Question 25: Students' satisfaction with teachers' help.

The goal of this question is to know if students are satisfied with teachers' help when learning online during Covid-19 pandemic. Results shows that 7 participants indicated that they are satisfied with teachers' help (46.67%) while 8 participants stated that they are not satisfied with teachers' help while learning online (53.33%). Results show that students have different attitudes on teachers' help during online learning in Covid-19 period.

Table 25: Students' satisfaction with teachers' help

Are you satisfied with your teachers' help while studying online during the Covid-19 pandemic?	Yes	No	Total
Frequency	7	8	15
Percentage	46.67%	53.33%	100%

Question 26: Effectiveness of online learning.

The aim of this question is to investigate how much online learning was effective for students. One participant said that online learning was not effective at all in comparison with the traditional learning (6.67%). 3 participants stated that online learning was a bit effective (20%) while 8 participants stated that online learning was effective when compared with face-to-face learning (53.33%). Also 3 participants showed that online learning was very effective in comparison with face-to-face learning during Covid-19 pandemic (20%).

As a result, it can be observed that the majority of participants have positive opinions about online learning and they believe that it was effective during Covid-19 pandemic.

Table 26: Effectiveness of online learning.

In comparison with face-to-face learning, how effective was online learning for you?	Not at all	Kind of	Somewhat	Very	Extremely	Total
Frequency	1	3	8	3	0	15
Percentage	6.67%	20%	53.33%	20%	0%	100%

Question 27: Students' preferred method of learning.

The goal of this question is to investigate which method students prefer to continue studying. Two participants stated that they prefer online learning than the traditional one (13.33%). 10 participants chose the combination of online learning and face-to-face learning (66.67%). The last 3 participants stated that they prefer the traditional face to face learning than online one (20%). To sum up, results show that the majority of students prefer the mix between online learning and traditional face-to-face learning.

Table 27: Students' preferred method of learning.

Among the following choices, which one do you prefer?	Online learning than traditional face-to-face learning.	The combination of online learning and face-to-face learning.	The traditional learning than online learning.	Total
Frequency	2	10	3	15
Percentage	13.33%	66.67%	20%	100%

6.2 The analysis of interview data:

Item 1: tools teachers used to teach online

By this question teachers were asked to identify the tools and resources they used to plan their lessons and teach online. Most participants indicated that they used Moodle platform and

email in order to deliver lessons to their students. Four of them said that they have been using Moodle as a platform to provide students with courses and lectures. One of the participants clarified that he used social media to share lessons with his students due to their poor knowledge about using Moodle platform. Interview's results show that because of the lack of knowledge about Moodle the majority of participants used other applications to help them in promoting and sharing lessons with their students. Four participants indicated that they used social media platforms such as Facebook and YouTube. In addition, two of all participants declared that they used Zoom and Google form for online sessions. Results show that Moodle platform was the most used tool teachers utilized to plan and share lessons, but similar to the results obtained in the study by Priyadarshani and Jesuiya (2021), teachers were not savvy about this platform and had difficulties with the use of technology and the majority of them used different applications that helped them to continue teaching during the quarantine

Table 28: tools teachers used to teach online

Question	Teacher 1	Teacher 2	Teacher 3	Teacher 4	Teacher 5
Which tools and resources you use to plan lessons and teach online?	Sometimes I use websites like BBC and Voice of America, but because of students' unfamiliarity in these websites sometimes I use YouTube videos for educational purposes; for adapting courses I use different resources such as Moodle and Email, I tried to use Zoom to teach students online, but I stopped because the number of students who participate are less than expected.	I believe in Moodle and use it for delivering lessons to students. but because of the students' lack of knowledge about Moodle, I moved to social media application such as Facebook and YouTube because they are easy to use, all students have accounts, and they are available for all students, and they help students to collaborate to understand lessons.	You know we are not used to use these platforms and applications so when we were obliged to, we found ourselves not familiar with these online tools and applications. University provided us with Moodle form. Moodle platform is the official platform for all teachers to post their lessons and to get in touch with their students; I tried Zoom for online sessions besides Google form to testing and I usually ask students to send me their work by email like assignments.	Okay! Actually, I used Google meet and I used the platform of Moodle to put the lessons and to present the lectures, also I used to send lectures by email and students share it between them in Facebook groups. (Interviewer: why did you choose this tool?). Because the university asked for that, so I know just this means, I had never used any other platform before or during the pandemic.	So, in 2019 we started with E learning in our university and especially in our faculty of Economics. We used Moodle platform and YouTube videos and Facebook but for the lessons and to connect directly with students we use Google meet so we have Moodle platform; we tried to use it for delivering some lessons and the directly lessons we use Google meet or zoom but generally most of teachers used Google meet

Item 2: Teachers' preferred way of teaching

This question aims to investigate which environment teachers prefer to use when teaching students. Most participants chose online teaching over face-to-face one. Three participants indicated that they prefer to teach students online because of the features founded in online environment such believing in the effectiveness and successful of online learning and teaching.

However, they indicated that there are some challenges they noticed while teaching online such as slow internet connection and students' unfamiliarity with online platforms. Two participants said that they prefer the combination of both online and face-to-face teaching and learning; they believed that one of them is not enough for them and for students to remain engaged in their learning.

This is similar to the results obtained by Rahayu and Wirza (2020) who found that during Covid-19 pandemic the majority of teachers had positive opinions about the efficiency and simplicity of the online system. Nevertheless, due to many difficulties, some teachers believed that online teaching remains unsuitable for teaching. Our results shows that the participants believe in the efficiency of the online environment, and they prefer to continue teaching online because of its advantages. Still, some of them prefer the mix between both systems because they believe this combination will be more effective.

Table 29: Teachers' preferred way of teaching

Question	Teacher 1	Teacher 2	Teacher 3	Teacher 4	Teacher 5
In your opinion, is online learning and teaching better than the traditional face-to-face learning? Why?	For me both are complementary you cannot overlook teaching online and you cannot rely on face to face teaching; due to covid 19 situation it was impossible to teach in the traditional method so we were obliged to teach online but we have faced many difficulties in this term, we don't have strong structure in Algeria, internet connection problems and students cannot use platforms like Zoom and Google meet but for me I choose online learning because most of students own smart phones and with the training I believe that this will be a successful method and because each one can study at his/her place and this will make students comfortable.	I think online learning is getting more and more important especially during corona virus... Teachers prefer online teaching according to their needs, they found it more motivating, more exciting, and more interesting. I prefer online teaching because of the features in online environment for example students can learn wherever they want, and courses are available any time. Online learning is better in decreasing students' stress and anxiety but when it comes to monitoring of tests the traditional method is better	you know when it comes to deciding which learning environment is better than the other environment you cannot decide you cannot say this is bad and this is good, both... both settings have the pro and cons both have advantages and disadvantages each one... I mean as teachers we can benefit from each one from the positive side only ok... I'm still very comfortable with traditional face to face learning and at the same time I try to engage in way of online learning because of its advantages there are many advantages in online learning... yes, I cannot favor one over the other if they can be combined in one setting it will be much better.	Well I think that we need both okay... now we are in the technological era so most of people and most of students have smart phones, I can't say that most of them have laptops because my students say that we don't have computers and we don't have laptops so they have just the smart phone but I noticed that in e-learning, online teaching students do not interact with you though technology is an interactive tool to exchange information etc. but students when they attend lessons online they do not ask questions most of the time they do not ask anything and as we are humans I think we need human contact I mean face to face (which one you choose) I can say face to face learning but in this time I don't think it is enough yeah... we need like data-show to make the lessons more interactive with colors and with direct objectives for the moment I think most of students are not really interactive with the traditional black board	For me it is better than the traditional methods but due to some obstacles like internet connection and not all students have internet and materials to learn online because we have internal students and external students...they don't have the same internet connection. For me I choose the E-learning, it is better than the traditional learning

Item 3: Challenges of engaging with online learning and teaching

The researcher asked this question to explore the obstacles that teachers faced when teaching

online. All the participants stated that they have faced internet connection problem due to the slow internet connection in our country, also they clarified that they found a difficulty in using online platforms because of their unfamiliarity with them. Three participants indicated that students' motivation to learn online was one the main challenges they faced because they do not have good internet connection and they are not used to learn in this way. Our results show that the main challenges teachers have faced were internet connection problems and the unfamiliarity with the platform, which is similar to Priyadarshani and Jesuiya (2021) who stated that teachers believe that teaching online is extremely challenging due to a lack of knowledge about using technology and network issues. Also, our results show that students' motivation was a challenge for them when engaging with online environment. This is similar to the results of Dhull and Sakshi (2017) who stated that low motivation was a challenge, which led students to be dissatisfied with their online education.

Table 30: Challenges of engaging with online learning and teaching

Question	Teacher 1	Teacher 2	Teacher 3	Teacher 4	Teacher 5
What are the challenges and issues you have faced while teaching online?	Most of the time they are technical problems, a weak internet connection and the students' unfamiliarity with this way of learning and its platforms... there is no collaboration like in traditional teaching so we cannot make students 100% understand the course.	To keep a regular contact with students is not easy at all. Especially in our country where nothing is available for you except what you provide for yourself. Here the biggest challenge is the absence of ICT tools and internet connection and on the part of students the lack of attendance, they do not pay attention to their Studies until they find themselves in problems.	As I told you earlier first of all it's the unfamiliarity, me in person I never had any training on how to use, for example this platform so I learned them on my own like YouTube tutorials etc. the second thing is the inaccessibility and unavailability of internet connection for some students not all of them... third thing is probably students' unfamiliarity with... with this way of learning so when you ask them to join you on Zoom for example or Google form you find yourself like teaching only ten students in class of hundred students, so only ten of them join the meeting. The Moodle platform is also a challenge for students as they are not trained on how to login.	Maybe the access to the platforms also the motivation of the students, they are not motivated to learn online and we as teachers we faced a problem at the first time to access to Moodle and to use Google meet but through the training from IT professionals here At university we found the way and helped each other I mean teachers and students helped each other to understand more about this term	I think the technical methods and we don't have a good internet connection in our country...so for me this is the first and the important challenge

Item 4: Teachers' methods of assessing students

The aim of this question was to identify the online tools and the methods that teachers used to evaluate their students' performance. The majority of participants indicated that they have used Google forms to deliver quizzes and tests to students. They declared that they used various methods in these forms such as multiple-choice and close answer questions. Three teachers indicated that they used Google forms because they believed that it is the most common and most useful tool. Two participants said that they used to ask students to submit their work, assignment, answers via email and after that they evaluated their work and one of them used Google meet in order to evaluate students' presentations. This is similar to results gathered by Yulianto and Mujtahin (2021) who found that most teachers use Google form in order to assess students, but our results further show that teachers have used different tools to assess students; Google form was the most used tool but some of them used email to share tests and evaluate their students.

Table 31: Teachers' methods of assessing students

Question	Teacher 1	Teacher 2	Teacher 3	Teacher 4	Teacher 5
How did you assess students online? (Tools & methods)	For me I used many applications, I used to post lessons on social media (Facebook, Instagram, twitter) since all the students have account in. concerning assessing students online we found it very difficult according to the subject matter, for me I have used Google form quizzes by multichoice questions because it is the most common	For example, I send them tests and exams by Email or Facebook to prepare it at home answer and submit it to me and I limited the time. Also I asked them to work on assignment and put a deadline which they must deliver the work before it... for example	You know the many times we tried the assessment via Google forms was in a way successful because it is time saving so when you send an assignment via Google form you receive all their responses simultaneously, so you don't need to ask or to send an Email to each student asking for a response you see...so I didn't try any other tools but Google form. (Which methods you have used in E assessment) It's a combination of all questions	It is very difficult because in TD sessions when you have a group of students you listen, you ask them to write notes, you try to make the others listen to and sometimes they do it online for example when we have online courses in the covid era we have works present like we say "expose" so they present they...what can I say they read you listen and you have to write notes and you	For me I didn't use it because I am professor of conference and I don't teach in TD sessions, but I used to help some teachers in doing online tests; they used to send assignment and ask students to answer it and resend it by email; also, some used... Google form and Google meet where they asked students to
	method and it can scored automatically and I used to ask them to record their voices answering questions.	one hour, two... etc. it depend on the time and the quality of the work.	like close questions, multiple choice questions even long answers and even essays, I tried also in one of assignment just to write a composition, so all the questions are included.	ask them questions they have to answer and also you ask they have to send a copy on the Email and I have to read I mean I read the work and I assess the work and I evaluate their	present their presentations and try to evaluate them

Item 5: Teachers' difficulties when using e-assessment

The aim of this question was to investigate the obstacles faced teachers when assessing students online. The majority of participants indicated that slow internet connection and avoidance of cheating were the important difficulties facing them. Three participants said that in addition to the internet connection problem, they faced a difficulty in choosing the way and the design of the method through which they would assess students online. One participant said that she faced a concentration problem when assessing students online from home due to distractions. One of the participants indicated that students were not serious and careless about online assessment. Hichour (2022) and Rahayua and Wirza (2020) also found that teachers experienced several obstacles while evaluating learners electronically, including a limited internet access and students' cheating. Our results show that the most obstacles faced by teachers while assessing students online were the poor internet connection, cheating and adaptability issues. Teachers' comments were slightly different though depending on their own perceptions.

Table 32: Teachers' difficulties when using e-assessment

Question	Teacher 1	Teacher 2	Teacher 3	Teacher 4	Teacher 5
From your experience, what are the obstacles you faced while using E assessment?	For me it was a challenge to find the way to assess students, sometimes I cannot limit the time of tests because most of students have a slow internet connection, sometimes I face	The non-consistence of students. sometimes they are careless, they get online a bit late besides the problems of internet connection and the	First of all, it's the design of the test the design I didn't know if for example we can follow the same test designing like in traditional classroom assessment or we apt for something different you see so anything you try it for the first time you feel confused so in the	Sometimes I don't know... you find difficulties in concentration; we teach at home so sometimes you really don't find the quite place to concentrate	Well I didn't use it but in my opinion, cheating is the biggest challenge because you cannot control all the students and stop them for cheating.....
	technical and adaptability problems like I could not adapted the test to students on time; I also don't trust the online method of assessment because students can cheat easily.	lack of materials, also the students agree on one answer, so we have to avoid cheating and make the assessment process secure	form of the design. the second is in term of tracking the submission, students sometimes do not respect the due time the deadline. so, I was obliged to open the link every time I receive a request from student telling me that he or she could not submit the assignment on its due time, so you are obliged to whether regenerate the link or to open it again	while you are teaching you must struggle with the family and sometimes you find obstacles of electricity, sometimes there is no electricity and sometimes there is no internet.	I think there are some platforms which students cannot cheat on because they have limit of time

Item 6: Advantages of using e-assessment

The researcher asked this question in order to know which benefits students gained from the use of online assessment. The majority of participants indicated that students gained ICT knowledge, they learned how to use platforms and technology. Three participants said that by using online assessment students learned how to use platforms and how to use technology to learn, also they were very comfortable when involved in e-assessment which affect positively on their learning and evaluation. One participant said that students learned how to be self-responsible and how to manage their time. The other participant stated that because students were comfortable with online assessment, they learned how to improve their level and grades. Our results support findings obtained by the studies cited in the literature review (see chapter 1). They show that by being involved in online assessment, students gained ICT knowledge and learned how to study using technology and online platforms. In addition, our results show that students have certainly developed their time management skills.

Table 33: Advantages of using e-assessment

Question	Teacher 1	Teacher 2	Teacher 3	Teacher 4	Teacher 5
Are there any advantages your students can gain from being assessed online?	Of course! Students feel that they are comfortable when been assessing online and they get the chance to gain ICT skills it was like training for them, they have learned how to be responsible for the time.	They can work under no pressure, freely ... they have time to monitor everything by themselves also they have the chance to think critically individually on class they think only in getting good mark but in home they think a lot before answering questions... also they learn to be responsible for their own learning	I Am not sure because this question should be addressed to students directly... if you mean the level as I mentioned earlier, the period was not sufficient to make the evaluation on whether it was good or Bad we tried it for only two or three semesters. so, for me it's not an enough period to make a credible adjustment whether the improved or not, but the only advantage that I remark is that students feel more comfortablewhen studying from home. andtheir marks due to the comfortable environment they worked in the availability of resources in front of them so the marks I can see that there is a slight improvement in their grade, but I am not sure ifits due to the online assessment itself or due to other factors	For me I don't know really if they have gain something some skills but using technology they normally gain and learn accrue technological skills. Like how to use technology and platforms, for example, the use of the platform Zoom for some they don't know it but through the training watching YouTube and asking your friends you can learn how to use the platform well. The advantage here I guess they will be trained on how to use technology and helps them in developing listening and reading skills because these areskills need to be developed face to face or online	He can answer slowly and give us a good ideas made by him. Because student is not face to face with teacher, he is working without shaping he don't shape, by working on his own ideas and information...and another advantage isthat student can gain more information on how to use platforms and how to work on online test and exam

Item 7: The effect of electronic assessment on students' performance

The question aimed to investigate whether online assessment improved students' performance or disrupted their learning. Teachers were divided between those who see that it improved students' performance and those who believe it disrupt learning. Two participants said that they believe that online assessment improved students' performance and level. Two participants indicated that they didn't see any improvement in students' performance when using e-assessment. One participant stated that he noticed a very small improvement in students' performance when using online evaluation. Results show that teachers demonstrated different attitudes towards electronic assessment and its influence on students' performance, some of them believed in this improvement while others did not. This is not different from findings by Ghanbari & Nowroozi (2021) and Abduh (2021) studies which indicated that teachers lacked confidence in technology as a method to assess students and did not believe that e-assessment is secure. However, some of them reported that the features of the online examination influenced the success of students in electronic assessments. They believed in the effectiveness of the techniques and methods employed in online assessment. However, most of them had difficulties with online evaluation, which they believe disrupt students' performance.

Table 34: The effect of electronic assessment on students' performance

Question	Teacher 1	Teacher 2	Teacher 3	Teacher 4	Teacher 5
From your experience, did the use of E-assessment improve or disrupt your students' performance?	For me I used to ask them to record the pronunciations of the words and submit it by platforms and for me it was very beneficial, and it helps in improving their performance.	In our country not yet because when it comes to online teaching it is good but online assessment still heavy because even Moodle and other formal platforms are a bit complex to students and teacher as well like in Moodle you need a lot of steps to learn, to practice and to be familiar with that's why social media for me are better	The improvement is very slight, and it is not significantly remarked. I mean the good students keep their quality performance and others I parley see a noticeable progress in their marks.	I guess it didn't improve because they think that by using Email teachers won't care and won't notice that we copy from each other, sometimes four students submit the same work, and they only change their names. Sometimes they say that they have problems in understanding and sometimes they say that they don't have access to Moodle and to access to Google meet so I don't think that it improved their performance. as teachers we have to mastery assessment online to avoid cheating and learn how to test online to try to help students improve their level like there was a platform in the past his name is "sisko" I think where students have no way to cheat so they must depend on their own skills and efforts	I think it improved students' performance because in my opinion using E assessment students can work on their homes and they can practice more exercises on their tasks on online evaluation platforms, (where did you see this improvement level, marks...etc.) online assessment in teachers' opinions, improved students' marks, and their motivation to learn and improved their understanding of the courses

Questions added to EFL teachers' interview:**Item 1:** The positive impact of the pandemic on the way language is taught

The aim of this question was to investigate the positive effect of Covid-19 pandemic on how language is taught at university. All the participants indicated that the pandemic gave them the chance to engage with a new way of teaching and learning which is online and distance learning, including the chance to train on the use of technology and online platforms. In addition, the pandemic helped them, and their students develop ICT knowledge. They declared that the pandemic had changed the way language is taught from the traditional one to online education which was an opportunity to discover a new way of teaching and learning. This is similar to the investigation of Guemide (2020) who found that the pandemic changed the way of teaching and learning, a new way emerged and teachers had the chance to engage in online platforms to teach.

Table 35: The positive impact of the pandemic on the way language is taught

Question	Teacher 1	Teacher 2	Teacher 3
In your opinion, is there any positive impact that the pandemic situation had on how language is taught at university?	Despite the fact that we faced many difficulties, but the pandemic taught us that we always should search for new ways of teaching and learning, it also gave all university members the chance to engaged in distance learning and gaining ICT skills and change the traditional way which we used to depend only on it so it was a positive effect on our learning and teaching environment	Yes, it shifted the attention of the academia, also it shifted the methodology of teaching from the traditional form to a new challenging form which is online to be not just feeling the gap but as a fundamental mentality that should be included and adapted as a teaching tool	Probably the pandemic has gave the teachers more opportunity to discover the online learning because before the pandemic the learning and teaching process was merely traditional, and it depends only on the classroom so I personally discovered so many Platforms and so many applications of learning online and gain an ICT knowledge.

Item 2: Challenges of teaching EFL at university during Covid-19 pandemic

By this question, the researcher investigated the difficulties faced by teachers when teaching EFL during Covid-19 pandemic. The participants stated that they faced problems in motivating and increasing students' awareness about the engagement with online environment, they also indicated that they and their students were not prepared to engage with the new ways of teaching and learning due to their unfamiliarity with most platforms. In addition, all the participants stated that the slow internet connection challenged them when using online platforms and engaging in online learning and teaching. Our Results are similar to what Priyadarshani & Jesuiya (2021) and Rahayua & Wirza (2020) have concluded. They stated that teachers have faced many difficulties in teaching during the pandemic such as the lack of knowledge about using technology in education and internet connection problems.

Table 36: Challenges of teaching EFL at university during Covid-19 pandemic

Question	Teacher 1	Teacher 2	Teacher 3
What are the challenges of TEFL at university level during covid-19 pandemic?	The main challenge is that we and students were not ready and prepared to move from face-to-face teaching to online especially for assessment, attends and motivation of students. Unfamiliarity of online environment also internet connection problems were difficulties of teaching EFL.	For the traditional learning it was almost impossible to teach students face to face because of the pandemic and the disease, for the online learning it was the raise of students' awareness of the importance and that it's the time to develop our mentalities and believe that online learning is now integral not extra	I think it IS the unavailability of equipment and in accessibility of students like I said sometimes the quality of internet connection is very low, so you face problems especially when the learning is synchronic like the video conferencing... the good example is the Google meet for instance, Google... sometimes we scheduled a date and the Time, once the time arrives whether the teacher or the student face à technical problems. Other challenge I think it is the change of the mind set change of the mentality, so we used to teach in traditional way for a long time and then suddenly were obliged to shift to another learning medium or teaching medium which is online, so we have to adapt ourselves instantly without any prior training or preparation, so we have to adapt ourselves to this new way of teaching

Item 3: The effect of online environment on teaching language at university

The aim of this question was to investigate how online environment can affect teaching English language. One of the participants stated that online environment helped him in improving the flexibility and the ease of teaching the courses. Other participant said that it helped teachers to acquire ICT knowledge and developed their work through technology. The last participant explained that the online environment helped his students realize the importance of online learning which helped him in teaching his courses online. All the participants indicated that the online environment has become a necessity and essential part in teaching English at university. This way our results confirm what has already been found by Klein & Ware (2003) and Thomson (2010), particularly that online learning is flexible and helpful for students' understanding of the lessons, giving them the chance to practice and gain additional computer skills.

Table 37: The effect of online environment on teaching language at university

Question	Teacher 1	Teacher 2	Teacher 3
In your opinion, how does the online environment affect the English language teaching?	For most universities it was applied for many years but in our university, it is new so by this use I think it improved the flexibility of the course and make teaching more easy but due to the mentioned difficulties it can be said that teaching online had make explaining lessons more difficult	Learners and students step by step had become more and more aware that online environment has become their alternative space of education and it is no longer enough to think that classroom sessions are enough and there is a new alternative that must be taken into account and must be invested properly.	I think it offers and it allows the entire staff whether students, teachers and even administrators to impasse the ICT knowledge and keep up with the modern developments in pedagogy so I think it's due to the pandemic we as teachers now are aware that online learning became a necessity and integral part in teaching especially at university

Item 4: The effect of online environment on EFL students' language learning

This question aimed to investigate the impact of online environment on students' learning. Two participants said that online learning helped students become more autonomous and make lessons easy to understand and learn from them. One of them indicated that online learning gives students the chance to gain more ICT knowledge. The third participant stated that online had helped all the staff teachers, students, and administrators to acquire ICT knowledge and increase their awareness about the importance of online environment. This means that students have become more autonomous, developed their ICT skills as well as understanding of why they must continue studying online. Eldeeb (2014) and Mutambik (2018) reached the same conclusion when their results indicated that students acquired a great self-confidence when studying online and they even preferred to continue studying online and mix this with the traditional learning.

Table 38: The effect of online environment on teaching language at university

Question	Teacher 1	Teacher 2	Teacher 3
What is the effect of online environment on EFL students' language learning?	In my opinion, learning online make students more autonomous and give them the chance to be comfortable as they learn in their own place and make lessons more objective and by the effort of teachers in explaining lessons online it was easy for them to understand and explore the course content	They started to be more and more autonomous as they started learning online on their own videos or YouTube or any other platforms and space they become searching about their needs on the web and gaining information on howto use ICT platform	I think that the last answer I have told you was the answer of that question and this question because as I told you that the online environment had affected them all students, teachersand even administrators.

Item 5: Teachers' predictions about online learning and assessment in Algeria

Through this question, the researcher aimed to investigate teachers' predictions about the future of online learning and assessment in Algerian universities. All the participants showed positive predictions about the use of e-assessment and teaching online at university level. They indicated that because of the online environment's many advantages, it will be an essential part of education at university in the future. Still, all participants stated that there are basic or essential needs and requirements that must be met if we want to continue and develop this online environment, such as internet connection.

Table 39: Teachers' predictions about online learning and assessment in Algeria

Question	Teacher 1	Teacher 2	Teacher 3
<p>What are your predictions for the use of online assessment in the context of language teaching and learning?</p> <p>What are your predictions for the directions that online learning and assessment will take in the Algerian universities? Is it positive or negative?</p>	<p>Of course it is positive when offering information and importing knowledge but I think It is according to the efforts from the part of decision makers, if they really want to make it successful for students and teachers they should provide structures, materials, well-planned environment and they should train students and teachers on how to use platforms and gaining ICT skills when it comes to online assessment in language teaching I think it still need a number of fixes and some issues need solutions rapidly because it must be a perfect environment to assess students online</p>	<p>I think it still far to think about it as a hopeful way in our country we need be closer to the learners' expectations and need to facilitate those platforms of assessment. I think it is positive even if this positivity does not extend, but I think that Covid-19 pandemic woke students from the hibernation of being totally passive and attend sessions only to take lectures but now they have platforms which are available all the time.</p>	<p>You know we have to distinguish between two types of assessment the synchronies one and the asynchronies one the synchronizes the one that takes time...occurs in the same time and has a limited deadline for instance you assign test now and students need to log in at the beginning of the test and submit the answer at the end of the test and there is the asynchronies one when you give assignment and give the time to students to give it back to you later. For me the asynchronies one is more relevant to our context due to many reasons as I said the unavailability of internet connection and unfamiliarity of the techniques, the synchronies one I think we need more technical support for that in order to engaged in synchronies online assessment but whether is the first one or the second for sur it has a positive impact on the way EFL is learned and taught there in Algeria as I said it becomes now a necessity to goonline and discover the advantages that the internet suggests and provides for teachers. I think you know this combination when we called the blended learning, I think it becomes the most suitable when we start in class and wefinish Online or the opposite when we startonline and finish in class.</p>

7. Discussion of the findings

After presenting a detailed view of the findings from both students' questionnaire and teachers' interview, this part is dedicated to the discussion of the results and key findings of the research study an attempt to reach the objectives of our study and answer the research questions.

This study investigates the impact of the transition to electronic assessment and online learning on EFL learning and teaching during Covid-19 pandemic. Through the results obtained from the analysis of the qualitative and quantitative data, we obtained some interesting findings. Concerning the experience of EFL students and teachers with online language teaching and learning, the majority of our participants had never been engaged with online learning and assessing before the Covid-19 pandemic, but with the spread of covid-19 virus, they were obliged to carry on teaching and learning exclusively via online platforms. EFL students at Biskra university had a positive attitude on the use and engagement with online environments because they believed that this may increase students' motivation, decrease anxiety and help improve their knowledge and enhance courses' flexibility and accessibility using different tools to continue studying during the pandemic. They were using online platforms, email, Facebook and Google meet in order to share lessons and carry on studying and they were asked to submit some assignments and homework via online platforms and take online quizzes and tests in order to be evaluated by their teachers. Also, teachers at Biskra university had positive attitudes and perceptions about teaching and assessing online and believed in the efficiency of this type of learning and assessment. They used Moodle platform to continue teaching and share lessons, instructions and assignments. The majority of them used Google form as an assessment tool to evaluate students' performance and level. They equally used to share test, assignments and ask students to answer and submit them to their emails. EFL students and teachers believed in the effectiveness of online learning and assessment.

Our findings were similar to the results communicated by Eldeeb (2014), Mislinawati & Nurmayitah (2018) and Yulianto & Mujtahin (2021), which indicate the same findings, attitudes and perceptions of both students and their teachers.

Although teachers and students believed in the usefulness of the online environment, they have faced many challenges when engaging in electronic assessment and online learning. Students at Biskra university declared that the slow internet connection was a huge problem for them, especially when they are asked to join online classrooms or take time-limited tests. It was a challenge for them to be engaged in electronic assessment using this kind of poor network. Also, the lack of interaction with their teachers made their usage and understanding of the test or course content difficult as they used to interact with their tutors in the traditional learning. Teachers also have faced different obstacles when assessing and teaching students online. The internet connection problem was always an obstacle for them whether to conduct an online test or teach a lesson via online platforms. Furthermore, it was difficult for teachers to teach and evaluate students online because of students' unfamiliarity with these platforms and how to use them as most of the students had never been engaged or trained to use online platforms for learning and assessment and this made it difficult for teachers to continue their teaching online. In addition, teachers at Biskra university consider cheating as one of the biggest challenges when assessing students via online platforms. They believed that students collaborate and work in groups to get good marks, they copy each other's answers and can even submit the same work while visiting some online sites to find the proper answers. Therefore, students' cheating their online tests was inevitable. Moreover, because of the spread of Covid-19 virus, EFL teachers got the opportunity to discover and engage in new ways of learning and teaching. They moved to the online environment in order to continue their teaching but could gain additional ICT skills while using online platforms. Despite of the different challenges faced by them in online systems during the pandemic such as the slow internet connection and students' lack of motivation, it helped them in improving the flexibility of the courses and make these easy to grasp for students.

Also, EFL teachers believed that because of the shift to online learning and teaching, students gained computer skills and their self-confidence as well as their understanding of the importance of learning online increased dramatically. EFL teachers at Biskra university showed positive future predictions about the use of electronic assessment and online learning at university. They believed that the online environment will be an important and essential part of future higher education because of the advantages and features it has, however, they maintained that this success will not be achieved unless the basic needs and requirements such as good internet connection and technical materials are available. To sum up EFL teachers and students at Mohamed Khider university of Biskra have accepted this new method of education in the midst of the emerging Covid-19, as the majority of them found that online education enhance self-confidence, agreeing that the transition to electronic assessment and online learning helped students improve their language learning proficiency and academic achievement.

Conclusion

This chapter was devoted to the fieldwork, data collection and analysis of the current study. The content of this chapter included data collection methods, the sampling and setting, the questionnaire and interview which were described, analyzed and discussed. The analysis of the findings revealed that Master one students and EFL teachers at Biskra university tend to have positive attitudes towards the use of online learning and e-assessment. Moreover, the results showed the key factors that affect students and teachers' attitudes towards online learning and assessment are the unfamiliarity with this system, quality of the internet connection, lack of interaction between teachers and their students and other adaptability issues.

General conclusion

The implementation of the online environment which includes online learning and teaching and electronic assessment during COVID-19 pandemic was the appropriate solution brought by the institutions to complete the learning process. The Major aim of this study is to investigate how does teachers and students at Mohamed Kheider University experienced the online evaluation and learning during the Covid-19 pandemic including their attitudes, perceptions and opinions about the transition and the implementation of this new system in learning at Biskra university. Also, this study aimed to identify the challenges that both teachers and students faced when engaged with this new method of education. The impact of the Covid-19 pandemic on the way English is taught at university was also included and explored in this research.

The present research is divided into two chapters. The first chapter consists of two sections: on one hand, the first section provides some definitions about electronic assessment, indicates its types, methods, tools and its benefits and challenges, it ends with a literature review about the use of electronic assessment in higher education especially in EFL context. On the other hand, the second section deals with the online learning, it includes definitions, some variations of online learning and its advantages and disadvantages, also it ends with a literature review about the implementation of online learning in higher education.

The second chapter is devoted to the practical part which includes a description of the research approach, design, data collection methods and the sampling and setting used in this study, it also reports the results obtained from the students' questionnaire and teachers' interview which were decrypted and analyzed. The findings answered the research questions and reached to the aim of research. From the findings of this research, it was found that Moodle, Email, Google meet and Facebook were the most used platforms by teachers and students at Biskra University in order to continue their studies, while they used Google form and online assignment as a tools of evaluation.

It was found that teachers and students faced many difficulties when engaged in the online environment during the pandemic such as the slow internet connection in our country, the lack of interaction between teachers and students and the unfamiliarity with the online learning and assessing platforms. Findings indicate that the Covid-19 pandemic gave students and teachers the chance to discover new method to teach and learn; also, it helps them to gain new skills in the field of ICT and improving their performance.

In the end of the chapter, researcher stated some limitations he have faced while conducting this study. In addition, some recommendations were indicated by the researcher in which teachers and students need to be prepared to a better implementation of this new method of teaching and learning, researcher stated some conditions must be provided by institutions for the confirmation of success of the online system. In addition, some suggestions were addressed to the researchers who will work with the same topic in the future to claim better results.

Recommendations and pedagogical implementation

Based on our research results, the following recommendations are suggested:

- The government must concentrate on the planned implementation of online learning and assessment in higher education as an integral element of the educational system, by providing training courses for both teachers and students.
- Universities should equip their departments with the necessary equipment and materials. As a result, all students will have the opportunity to engage in online learning, which will aid in the development of the concept of E assessment and online learning.
- The government must make online learning and assessment a propriety in its agenda in order to improve students' online engagement with their learning.
- Providing online learning through a marketing campaign such as e-Books or blogs and using it as a platform for raising awareness among students and teachers could be an effective method helps in the engagement in online environment.

- Another way to raise awareness among students is to develop effective communication among them, since they understand the advantages as the effectiveness of online education.
- To keep students engaged throughout the course, they should be motivated at the beginning.

The researcher make the following suggestions for future research. These suggestions are directed towards those who are interested to conduct research on the same topic for future studies. The first suggestion is that the present study needs to be conducted in other settings in Algeria to get more generalized findings on the impact of the transition to electronic assessment and online learning on EFL learning and teaching during Covid-19 pandemic.

Moreover, other researchers can develop this study by working with a large sample of students. In addition, we suggest that future students should carry on this research by tackling the obstacles of online learning to improve students' online learning experiences and increase their motivation to learn.

Research Limitations

Any research work is faced by some limitations. The researchers always face some problems that prevent them from achieving their wished goals that they have planned in the beginning of their investigation. Due to the limited deadline, we could not apply the data collection method (survey) that was planned in order to gather data in depth about our research study, so we were obliged to change it and gather the data through questionnaire. The unavailability of references for certain elements in the theoretical part. The unresponsiveness of potential participants was another problem. Only 15 of the students have answered the questionnaire (some of them did not gave us back the hard copies of the questionnaire).

Getting access to teachers also seemed impossible as only five teachers who accept our request about the interview. We encountered difficulties in gathering the required literature concerning electronic assessment since it is new in the teaching and learning process.

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Appendices

Students' questionnaire

Dear students

You are invited to participate in our questionnaire. The aim of this study is to explore the impact of the transition to online assessment and e-learning on EFL teaching and learning during the COVID-19 pandemic. It will take approximately 20 minutes to answer these questions. We would like to thank you for your time, collaboration, and support.

Section one: E-assessment

1. Gender

Male

Female

2. Have you had any sort of online evaluation (formative or summative) before the Quarantine?

Yes

No

3. How did your teacher evaluate your work online during covid-19 pandemic?

Online test

Online oral presentation

Submitting assignments by online platforms

Other.....

4. From your experience, did you find the use of E-assessment during the pandemic useful? Should it be included in teaching English as a foreign language?

Yes

No

5. In your opinion, what is the main advantage of Electronic Assessment?

It increases one's evaluation performance

It decreases the time spent managing in the entire testing approach

It gives instant feedback to students and available information for special learning strategies

The flexibility and accessibility

All of the above

Other:.....

6. E-assessment helps students reach excellent learning skills and improve their knowledge.

Strongly agree

agree

disagree

strongly disagree

7. Students experience less anxiety and stress when engaged in online assessments.

Strongly agree

agree

disagree

strongly disagree

8. Does E-assessment increase your motivation to master the English language?

Yes

No

9. Did you face difficulties when engaged in electronic assessment?

Yes

No

10. While practicing in online assessment what were the difficulties you have faced?

material problems (absence of PC, smart phone, tablet etc.)

internet connection problem

lack of teachers' monitoring

All of the above

Other:.....

11. E-assessment is more reliable and objective

Strongly agree

Agree

Disagree

Strongly disagree

12. When engaged in E-assessment did you face some interruptions?

Yes

No

If yes, what are the reasons of these interruptions?

.....

Section two: Online learning

13. Have you ever used any E-learning platform before the pandemic period?

Yes

No

If your answer is yes, how did you use it and what did you use it for?

.....\$

14. What did you use to continue your studies during the pandemic period?

E-learning platform

Email

Facebook

Messenger

Google meet

Zoom

Other:.....

15. In your opinion, does the quality of learning improve through online learning?

Yes

No

16. The use of online learning materials is easier than using books in the library

Strongly agree

Agree

Disagree

Strongly Disagree

17. Online learning offers the chance to enhance accessibility and flexibility to the

courses

Strongly Agree

Agree

Disagree

Strongly Disagree

18. Do you believe that e-learning mode can render your learning more effective?

Yes

No

19. Did you face difficulties during online learning?

Yes

No

20. What are the difficulties you faced when engaged with online learning ?

Slow internet connection

Ineffective Time Management

Adaptability issues

Other:.....

21. Did the lack of interaction with teacher lead to confusions about the learned material or decrease your motivation to learn?

Yes

No

22. From your experience, does the lack of instant communication affect your understanding and learning courses?

Yes

No

If yes, how?

.....

23. In your opinion, is online learning less motivating than face-to-face learning?

Yes

No

24. Do you have difficulty understanding the course content through online learning?

Yes

No

25. Are you satisfied with your teachers' help while studying online during the Covid-19 pandemic?

Yes

No

26. In comparison with face-to-face learning, how effective was online learning for you?

Not at all kind of somewhat very extremely

27. Among the following choices, which one do you prefer?

I prefer online learning than traditional face-to-face learning.

I like the combination of online learning and face-to-face learning.

I am comfortable with traditional learning than online learning.

Teachers' interview

1. Which tools and resources you use to plan lessons and teach online?
2. In your opinion, is online learning and teaching better than the traditional face-to-face learning? Why?
3. What are the challenges and issues you have faced while teaching online?
4. How did you assess students online? (Tools and methods)
5. From your experience, what are the obstacles you faced while using E assessment?
6. Are there any advantages your students can gain from being assessed online?
7. From your experience, did the use of E-assessment improve or disrupt your students' performance?

Additional questions for EFL teachers:

- In your opinion, is there any positive impact that the pandemic situation had on how language is taught at university?
- What are the challenges of TEFL at university level during covid-19 pandemic?
- In your opinion, how does the online environment impact on English language teaching?
- What is the effect of online environment on students' language learning?
- Based on your experience, what is the effect of using E-assessment on EFL students' performance?
- What are your predictions for the use of online assessment in the context of language teaching and learning? What are your predictions for the directions that online learning will take in the Algerian universities? Is it positive or negative?

المخلص

بعد انتشار فيروس كوفيد -19، تغيرت حياة جميع الناس حول العالم بما في ذلك الصحة والعمل والتعليم. أدت جائحة كوفيد 19 إلى التحول (الكامل في بعض الأحيان) من التعلم التقليدي وجهاً لوجه إلى التعلم عبر الإنترنت، حيث أصبحت المؤسسات الجامعية التي تستخدم التعلم وجهاً لوجه معرضة بشكل خاص للوباء والمزيد من العقبات التي تؤدي إلى إغلاق المواقع الجامعية. كما غيرت وزارة التعليم العالي في الجزائر نظام التعليم إلى بيئة الإنترنت. أجبر هذا الانتقال الطلاب والمعلمين على التحول إلى منصات التعلم والتقييم عبر الإنترنت التي تسمح للطلاب بمواصلة دراساتهم. لذلك، تهدف هذه الدراسة إلى استكشاف تأثير الانتقال المفاجئ إلى التقييم الإلكتروني والتعلم عبر الإنترنت على تعليم وتعلم اللغة الإنجليزية كلغة أجنبية أثناء جائحة كوفيد -19. ويهدف إلى التحقيق في خبرات المعلمين والطلاب عند المشاركة في بيئة الإنترنت وتحديد تحديات التعلم والتعليم بالإضافة إلى الفرص التي يوفرها هذا النقل لمعلمي وطلاب اللغة الإنجليزية كلغة أجنبية. هذه دراسة طريقة مختلطة. لجمع البيانات، تم تصميم استبيان وتوجيهه إلى طلاب ماجستير اللغة الإنجليزية كلغة أجنبية بقسم اللغة الإنجليزية بجامعة محمد خضر بسكرة. كما تم إجراء مقابلات شبه منظمة مع مدرسين من قسم اللغة الإنجليزية وقسم الاقتصاد في جامعة بسكرة ممن شاركوا في التعلم والتقييم عبر الإنترنت. أشارت نتيجة الدراسة إلى أن منصة مودل و إيميل و غوغل للالتقاء و فايسبوك كانت أكثر المنصات استخدامًا من قبل المعلمين والطلاب مع نموذج غوغل الأكثر استخدامًا لتقييم الطلاب عبر الإنترنت. بالإضافة إلى ذلك، تُظهر النتائج أن أكبر التحديات التي واجهها المعلمون والطلاب كانت بطء الاتصال بالإنترنت، ونقص التفاعل بين المعلمين والطلاب وعدم الإلمام بمنصات التعلم والتقييم عبر الإنترنت. بالإضافة إلى ذلك، تم إدخال الطلاب والمدرسين في طريقة جديدة للتعليم والتعلم، كما أنها تساعدهم على اكتساب مهارات تكنولوجيا المعلومات والاتصالات.