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Teachers' Perceptions towards the Inclusion of E-assessment in the Algerian EFL Context: The Case of EFL Teachers at Saida University

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Didactics

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Declaration of Originality

I hereby declare that the current thesis is my original work, and I acknowledged all the references of the materials used. This is it certify that this work does not contain any plagiarism, it is purely the result of my research work and it was submitted for the first time to Dr. Moulay Tahar Saida University.

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Dedication

I dedicate this thesis to my family and my friends. I would like to thank God for completing this work. This graduation is dedicated to my loving family, especially to my wonderful mother Hadja who supported me throughout my academic career and this is meant to thank her for all her efforts on my behalf. My dear father Abd el-kadar encouraged me and prayed to accomplish my study. Dear brothers Ahmed, Mostafa, Diayaa, and Sidahmed who were my great support and were always there for me, as well as my wonderful sisters Amel and Khadija who encouraged me with the fullest attention, have never left my side and who never stooped supporting me. Additionally, I want to thank my uncle Abd el-madjid and my Aunt Fatiha for their assistance. I would always appreciate all the family members who have encouraged and kept inspiring me, whether are nearby or far away. Also, I would dedicate this work and give special thanks to my best friends Aicha, Maroua, Chaimaa, and Amel who support me while I was 2carrying on the study. I am truly thankful for having you in my life.

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Abstract

The Algerian context has been hit by the Coronavirus and by this abnormal situation, the ministry has taken serious measures to equip with the current situation. The universities adopted online learning platforms to shift from the traditional method to the modern learning method. This research study investigates the Teachers' attitudes towards the Inclusion of E-Assessment in the Algerian EFL Context. This study examines how teachers have experienced online assessment. The Case of EFL Teachers of Saida University. This investigation aims to examine Teachers' Perceptions of the use of E-Assessment in the Algerian EFL Context by taking Saida University as a case in point during the academic year 2022/2023. The study's motivation is to get knowledge about teachers' perceptions in dealing with e-assessment. The examiner used the mixed-method approach (quantitative and qualitative) to carry out the research study. The population sample was sixteen EFL teachers who participated in the questionnaire and interview. The findings show that most EFL teachers did not use the online assessment due to many factors. Also, the teachers faced many challenges that hamper the long-distance Assessment. Then, the technological process needs to be implemented in the real world not only theoretically. The findings showed that the e-assessment needs more adaptation to be implemented in the learning environment for both learners and instructors.

Keywords: Algerian Universities, Coronavirus, E-assessment, EFL teachers 'attitudes, online platforms

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List of Abbreviations

AI	Artificial Intelligence
AOL	Asynchronous Online Learning
BOL	Bichronous Online Learning
CALL	Computer-Assisted Language Learning
EFL	English as Foreign Language
HE	Higher Education
HOL	Hybrid Online Learning
ICT	Information and Communication Technology
IT	Information Technology
LLMSs	Language Learning Management Systems
MAL	Mobile Assisted Language Learning
PCs	Personal Computers
SOL	Synchronous Online Learning

General Introduction

General Introduction

The Impact of the E-Assessment on EFL Teachers Towards the Implementation of E-assessment Saida University. In this recent years, the learning process has changed from the traditional way of teaching and learning procedures to the modern way of doing it through adding, adopting, and adapting the education process. These modifications touched all the educational fields, among these fields English as a Foreign Language learning via the implementation of ICT Information and Communications Technology devices that facilitate the process and offer flexibility.

A research problem examined by many researchers to investigate the issues that may hamper the educational procedure for this sake they raised studies about the teachers' perception towards the inclusion of e-assessment, the influences of implementing the electronic style of assessing, and which case the influences of online assessment on teachers in the EFL context.

Investigating the situation highlighted the teachers' attitude toward the implementation of assessing students online in the EFL context and how it affected the teachers. Investigating Teachers' Perceptions towards the Inclusion of E-Assessment in the Algerian EFL Context: The Case of EFL Teachers of Saida University. This study aims to examine Teachers' Perceptions of the Use of E-Assessment in the Algerian EFL Context by taking Saida University as a case in point. This work is to examine how teachers have experienced online assessment. The study's motivation is to get knowledge about teachers' perceptions in dealing with e-assessment.

This research study is done to reach several research objectives; the important ones are:

1. To explore teachers' perception of e-assessment and its inclusion.
2. To shed light on the effectiveness of electronic assessment in the EFL context.
3. To investigate the difficulties facing the use of online assessment at Saida University.

This current research is carried out to answer the following questions:

1. How do Algerian EFL teachers perceive the inclusion of online assessment?
2. What is the effectiveness of e-assessment in the EFL context?
3. What are the difficulties facing the use of electronic assessment at Saida University?

In the sake to answer these research questions, the suggested research hypotheses are:

- E-assessment may be significant for University teachers.
- Algerian EFL context may welcome the inclusion of online assessment.
- EFL teachers may be able to assess their students at a distance.

To achieve the research objective of this research study, the mixed method is used to gather valid data, questionnaires, and interviews addressed to EFL teachers at the University of Dr. Moulay Tahar Saida. The two research instruments were used to collect relevant information to answer the main questions.

The thesis is composed of three chapters, the first chapter is a literature review, which includes definitions of e-learning, assessment, e-assessment, and types of online assessment. In addition, the chapter covers the assessment in the Algerian Education System, then defines the types of online assessment in the EFL context, also determines the main challenges facing the inclusion of e-assessment, and highlights the previous studies about this research work.

The second chapter encompasses the research results and findings used in the teachers' questionnaire and interview. The results are discussed and interpreted using descriptive approaches in the form of graphs and figures.

The third chapter contains statistical analysis and recommendations that may help future researchers to highlight the teachers' perceptions and attitudes toward the implementation of online assessment in learning and teaching practices.

The study work encountered some challenges during the curing of the research, the population sample was wide but the teachers who contributed to the research were few also the e-assessment was not applied in the real context.

Chapter One: A Literature Review on Online Learning and E-Assessment

1.1. Introduction

This chapter tends to highlight the teachers' attitudes toward the integration of digital assessment during the crises of coronavirus. It also investigates the main concepts of the current study as defining online learning, implementing assessment using the varied types of virtual assessment, integrating ICT equipment, and previous studies on the topic.

1.2. Online Learning: An Overview

Nowadays, E-learning is implemented in education because of its great value in learning. It replaces face-to-face learning, especially during the coronavirus pandemic. *Online learning* means learning in distance, virtually, or web-based learning. However, *online learning* lacks face-to-face interactions, it deals with convening instructions online or live classes, and it is the most common type in these recent years. Di Vaio et al. (2020) asserted that Artificial Intelligence (AI) transforms traditional learning into a modern way of learning thanks to technology. While *virtual learning* means both teacher and student are separated in setting time and place. It is delivering content online through the internet and it allows the student to access the course in his own space and look over it whenever and whatever he wants. As Walker (2014) affirmed that the teaching and learning process is supported by the utilization of virtual learning. However, *hybrid learning* is a combination of the traditional learning method face-to-face and online learning with the aid of technology, it consists of a mix of live classes with asynchronous methods, blending the two processes of online courses with online interactions and some face-to-face meetings. According to Parsons and Ross (2002), *hybrid learning* provides classes available for students who prefer collaborative classes.

E-Learning also has different names like Computer Assisted Language CALL and Mobile Assisted Learning MALL as the usage of Blackboard, and Moodle Platforms, and the integration of apps such as Google Meet, Zoom, etc. Adnan et al (2019) claimed that applying technological instruments simplifies the learning procedure of Language Learning Management Systems (LLMSs). The Covid-19 pandemic increased electronic learning via the help of Information and Communication Technology (ICT) which has an inseparable part of the educational field (Suryani, 2010). ICT equipment such as Zoom, Google Meet, Moodle, etc. According to Horton (2011), distance learning is delivering a set of educational instructions through the help of technology devices.

1.3. The Importance of E-Learning in Education

The outbreak of Covid -19 highlighted the importance of online learning in this digitalism era, universities and countries were applying the quarantine closed totally and educational programs were addressed online. Burgess and Sievertsen (2020) asserted that the lockdown forced them to switch to online education. In this paper, the researcher brought attention to the value of E-Learning in an education environment. The importance of online learning cannot be neglected; it is a constitutive procedure that education stands on. It facilitated the learning process and it is more flexible. Distance learning through the internet provides an easy opportunity for delivering education either on a personal level or with collective objectives (Clarkand, 2011; Maqableh et al., 2015).

Online learning offers the education field effectiveness. As Falana (2015) affirmed that E-Learning involved learning instructions in a more adaptable way that facilitates the content. Patial (2020) argued that in urgent circumstances distance learning is an effective method for encouraging language learning. The traditional learning method focused on learner's centeredness whereas it was focused on teacher-centeredness, Technologies makes the learner in his own space to get the contents frequently. According to Markus and Robey (1998), Personal Computers (PCs) offer help to support learning at a distance. This pushes learners to have the instruction in just a click of a button in a flexible way. Chuang et al (2009) sustained that moving from presenting teaching content to a new online mood hence it is a technology that destructs human life basically in the educational field. Picciano and Seaman (2009) stated that online education means all that was conducted in the traditional classes have using the internet. Covid-19 has affected 1,6 billion learners in 190 countries (United Nations, 2020). The world switched to modern learning to guarantee continuity of education during quarantine. According to World Health Organization (2020), international concern emerged by the emergence of Corona Virus.

1.4. E-Learning in EFL Context

There were many studies conducted about the importance of online learning in the English Foreign Language (EFL) context. The covid -19 pandemic has affected the teaching process mainly in the EFL context as it is an essential aspect of the educational field. Al Omar and Al Momani (2020) evaluated the coronavirus impact on teaching English as second language learning. It was globally affected by this critical era and especially in the education environment where both teachers and students were obliged to accept the crises and engage in virtual courses in online learning distant environments with the aid of technological devices.

One of the techniques that most universities adopted online delivery. This study was conducted to see the shift from the traditional learning method to this new learning mood. In the same vein, a study by Mojo and Ungroom (2020) investigated the teachers' perception toward the implementation of ICT. However, Sabti and Chaichan (2014) examined the implementation of technology in Learning English; this study points out the efficacy of technology integration in learning English. In the same opinion, Baz (2016) argued for the acceptance of technology integration in language teaching and learning. Online learning was vastly spread globally and the minister of higher education was forced to find out a solution to learning at the distance. It varies from one country to another according to the country's development; some universities applied ICT tools having access to learning platforms like Moodle platform, video conferences as Google Meet, Zoom, and also there was kind of E-Tests online test guided by time. This finding is feedback about the implementation of online learning in the EFL context.

1.5. Types of E-Learning

E-learning has four types: first, Hybrid Online Learning (HOL); second, Synchronous Online Learning (SOL); third, Asynchronous Online Learning (AOL); fourth, Bichronous Online Learning (BOL). Synchronic learning is a pre-scheduled time where both teacher and learner know the class time to have communicative learning. On the other hand, asynchronous learning has a course without any interaction. It is online access that suits the students at any time the student wants (Easy LMS, 2021).

1.5.1. Hybrid Online Learning

Hybrid Online Learning is a blended learning method; it is a mix of the traditional way of delivering the content and the new learning method online learning. Hinterberge, Fässler, and Bauer –Messer (2004) defined hybrid learning as a method of distance learning using technology within traditional learning. The combination of Information Technology (IT) course development. As Butz and Stupnisky (2016) assumed that the combination of synchronous and asynchronous makes hybrid learning more complex. Hybrid learning consists of a mix of learning methods: live classroom sessions with asynchronous learning, participants joining the course either by connecting virtually or attending physical classrooms and the instructors are always present in the classroom. According to Kepler (2020), in hybrid teaching is a difficult task for a teacher to manage both learners who are attending online and who are present in the classroom.

Hybrid Online Learning efficacy in Education. Studies revealed that shifting from vis-a-vis learning to this modern learning method is involved in some countries with slow progress (Lee & Lee, 2019; Nugroho & Mutiaraninggrum, 2020). According to Parsons and Ross (2002), hybrid learning is sufficient for students who prefer interactions in class.

English Language as the other educational field was shifting to online learning. Munawwarah (2015) examined the use of technology in EFL classes, she found that there are three important in integrating technology in the EFL environment providing teachers with useful conduct, enhancing learner's centeredness, and student involvement. Similarly, Apriani 2019 argued that ICT involves student cooperation in learning sessions.

Electronic Learning was established especially during the crises. The studies reveal that there were challenges facing the teaching-learning process, low internet connection, lack of indirect interaction, and low student performance. Priyadarshani and Jesuiya (2021) claimed that teachers faced a serious problem when dealing with electronic learning because they are not skilful in using technology. While some studies showed that cooperating fastly and adopting these changes using video conferences are more enjoyable, students find hybrid learning fun and more memorable. Sisco and Woodcock (2015) claimed that achieving high student progress and facilitating the teaching process are results of learning online.

Due to the pandemic Algerian Universities adopted Moodle Platform, it is a key point between teachers and students, the platform provides learners with easy access to courses at any time anywhere. According to Bin Herzallah (2021), Moodle Platform allows both students and teachers interactive environments, providing learning sources with the aid of the web. Boubekur (2021) claimed that among the Algerian universities, Saida University adopted the use of Moodle through which teachers post lessons to provide learners with online courses.

1.5.2. Synchronous Online Learning

Synchronous Online Learning is defined as a pre-scheduled time where both teacher and learner know the class time to have communicative learning. Martin and Oyarzun (2017) stated that students have a meeting time to engage from anywhere. According to Clark et al. (2007), the classroom, the media, and the conference are the three main measurements of virtual learning (2006) considered synchronous e-learning is a set of instructions delivered via the web in real-time.

Synchronous online learning is spread because of its great value in the education field through the physical meeting was prohibited. Khan (2006), emphasized that the educational process has been transforming to the digital method, and teachers and learners interfere online.

Similarly, Martin and Oyarzun (2017), validated that online conferences motivate student interactions at the same time.

This modern learning method is interesting for learning the English language because it offers a great atmosphere for the English teaching-learning process (Crystal, 2012). Lietzau et al (2009) maintained that synchronous learning fostered a high level of learner performance which is not always the same as traditional learning.

Some students were not familiar with synchronous learning, Bedenlier et al (2020) found that during synchronous learning students were confused about the use of the camera. On the other hand, some students welcomed the opportunity of synchronous learning (Harstinski, 2008). However, Nieuwoudt (2020) noted that there is no difference in attending online classes whether synchronous or virtual.

Algerian context adopted synchronous learning, which was a kind of video conference, online meeting in the application as Zoom, and Google Meet to deliver the content online. Boubekour (2021) asserted that online learning in Algeria faces many challenges that hinder the facility of using this new mood of learning. Similarly, Bin Herzallah (2021) argued that Higher Education in Algeria spent money to hinder the constraints on the success of E-Platforms.

1.5.3. Asynchronous Online Learning

It is a course without any interaction. Easy LMS (2021) suggested that online access suits the student at any time preferred. Mayadas (1997) introduced that are interactive instructions e-learning guided either by time or place. According to Martin and Oyarzun (2017), asynchronous online learning is a delivered course that enables students to engage without any time scheduled. It is provided instructions to the learner as accessible anytime anywhere (Preveen, 2016, p. 22).

The National Education Association (n.d.) declared that distance learning should have assignments guided by time and returned on time and it offers students to access at any time they want. Asynchronous learning facilitates learning material access in varied course forms.

According to Hrastinski, (2008) and Parsad and Lewis (2008), asynchronous learning offers flexibility for learners. In the same vein, Watson et al. (2009) assumed that learners are free to access their courses in their settings.

Teachers' responsibilities are scheduling time, selecting equipment, and noting presence (Shukri et al, 2020). In parallel, Kofoed (2020) confirmed that asynchronous learning provides learners with facilitation.

Algerian universities were forced to post online courses through Moodle platforms. It provides learners with easily accessible material in their comfort zone. Saida University offers training for teachers about the use of Moodle Platform, they should post the lectures online and inform students to check their Moodle accounts and see if there is an ambiguity to be clarified (Boubekeur, 2021). In the same vein, Bensafa (2015) pointed out that the Algerian educational system supported the integration of ICT.

1.5.4. Bichronous Online Learning

It is defined as blending both synchronous and asynchronous learning. The learner can gain access to and be involved in the instructions on time in his place in the bichronous online learning (Martin et al., 2020). In the same year, Martin et al claim that audio-visual provides involvement and communication in the bichronous environment.

Modern learning method Bichronous has resulted from the combination of two online learning methods both synchronous and asynchronous learning and it is also called blended online learning. Bichronous online learning plays a great role in the educational field to provide flexible learning. UNESCO (2020), indicated that there is a digital era emerged by blending two different delivery of content online.

Bichronous Learning in the EFL context was highly recommended. According to Preveen (2016), mixing asynchronous and synchronous learning is preferred for English learners due to its great value, the contribution to learning and teaching language. In the same view, Rehman and Fatima (2021) assumed that bichronous learning enhanced learners' cooperation.

The research was carried out by Guzacheva (2020) about the Zoom application as a synchronous learning instrument, which increased interactions between students with their teachers. As well he shed light on the shared screen which allows the teacher to present the instructions as power point presentations.

Bichronous online learning is a blended method that reinforces synchronous learning as Moodle courses with a detailed explanation of the content in video meetings such as Zoom rooms.

1.6. Assessment: An Overview

Assessment is a core aspect of the instructional process to evaluate the students by giving them feedback on their progress. Webber (2012) asserted that assessments are activities designed to gauge student performance (p. 202). Assessment is a core aspect of the instructional process to evaluate the students by giving them feedback on their progress. Assessment is about

judging students' learning levels. Assessment is a persuasive component in teaching-learning, especially in higher institutions such as universities (Lafuente, Remesal, & Valdivia, 2014). In the same vein, Cassidy (2007) pointed out that assessment is defined as delivered instruction to evaluate a learner's advanced level which needs teachers' interpretation to control his learner's achievement.

Assessment in the language learning environment in EFL classrooms, Brindley (2001) considered assessment as a measurement of a learner's language attainments. Assessment is required to judge students' performance. It evaluates the learning-teaching process as points of strengths and weaknesses and what should be (Barrio et al, 2015). Jamornmann (2014) affirmed that assessment gauges learners' achievement and critiques the teaching process.

1.7. Types of Assessment

Crisp (2011) claimed that three types of assessment such as *diagnostic*, *formative*, and *summative*. Firstly, *diagnostic assessment* acquires in the first contact with the learners. According to Lee (2015), teachers use this kind at the first contact with students to check their previous knowledge to define the next step. Secondly, *formative assessment* is during the learning process, it is implemented during the course. As Bransford, Vye, and Bateman (2002) argued, *formative assessment* feeds the teachers and learners to measure their progress, what they achieve, and what should be achieved afterward. Thirdly, *summative assessment* is the final stage at the end of the year. For instance, learners are responsible for assessing themselves and seeing if they reach their purpose and if it needs reinforcement to achieve their goals (Robles & Braathen, 2002). Additionally, e-assessment is assessing students' achievement at distance. Williams (2009) asserted that online assessment helps to gauge learners' feedback in isolation.

1.8. E-assessment: An Overview

Online, virtual, electronic, or distance assessment. It is about assessing a student at a distance through the aid of electronic ICT materials via audio, visual, or audio-visual equipment. This online assessment is used during the pandemic of Covid 19. According to JISC (2007), ICT equipment has an essential role in assessing students at a distance. Crisp (2011) also assumed that student progress is evaluated by technological equipment through an online assessment. Whitelock (2010) pointed out this new assessment is still needed.

The Implementation of E-Assessment in higher education has several benefits. According to Fitriyah and Jannah (2021), engaging in assessing EFL students' progress in electronic version provide them with time.

The critical period of coronavirus affected the HE and the obligation to use distance assessment has highlighted many challenges. E-Learning is an interesting procedure to measure students' progress. In Algerian ministry of higher education was forced to apply solutions and use ICT equipment to continue the program. Most Algerian universities did not use E-Learning or E-Assessment, it was a new era were forced to apply modern learning methods and integrate technological materials though they were not familiar with them before the crises. Hence, Universities began to utilize Moodle Platform to provide students with access to the lessons. As a result, this unexpected transformation raises many constraints faced by both teachers and learners especially because they lack experience in this digital environment specifically in assessing student progress virtually.

1.9. Types of E-assessment

Types of online assessments are the same, but they are different in terms of how they are conducted. Teachers started to evaluate students through online quizzes and tests. It generally deals with the virtual assessment of students. As *Online Diagnostic and Formative Assessment*, this type is about assessing students at the beginning of the course to gauge their knowledge of the previous course or the same one. However, *Online Summative Assessment* checks learners' progress at the end of the semester's final written exam at the university. *E-assessment* in the EFL context was reliable for their learners via online quizzes and online tests for about presided time with simple questions related to a delivered online course. There is also an electronic portfolio student can upload and submit their responses, this method seeks to check if learners are skilful and to show students' knowledge of such assignments, tests are online tests via electronic mood rather than pen and paper, it assesses student progress as a kind of evaluation. Online testing is measuring learners' progress to provide feedback to the teacher as multiple-choice tests, and assignments.

Final exams at the end of the semester were planned by the university to be fair to non-skilful students especially who lack dealing with ICT equipment's, offering them with opportunity for success. However, it is the solution for gauging cheating.

Due to the crises of coronavirus, e-assessment was a measurement to evaluate learners' feedback and offers the opportunity to get information about learners' performances. It plays a great role in the continuity of education progress mainly in the quarantine. Integration of digital assessment was a solution at the period to measure student feedback. Brady et al. (2019), claimed to integrate e-assessment in HE to monitor students' performance. On the same point, Bozkurt and Sharma (2020) affirmed that the emergence of Coronavirus has changed the views

and radical changes in the education sector. The closure prevents us to meet students face-to-face, we were obliged to evaluate them in electronic versions also it is a chance to practice teaching process methods to be able to enhance e-learning (Marshall & Kotska, 2020, para. 3).

1.10. Previous Studies on E-assessment

There are previous studies on teachers' perception of E-assessment in education. Scholars examined these fields, and many types of research works were conducted on the inclusion of assessment in this pandemic.

Assessment of the Algerian Education System, when the Covid-19 has emerged universities was adopting learning distances to carry out studies visually. The ministry of higher education began dealing with online learning via Moodle Platform and video conferences to deliver the instruction process to students. As Bin Herzallah (2021) assumed, the increase in the coronavirus leads to online learning use (p.78). On the other hand, Boubekeur (2021) claimed that there are constraints in handling assessing students online, especially in developing countries such as Algeria. There are plenty of challenges facing the inclusion of E-assessment, the main factors affecting the inclusion of assessment, such as high cost, low student perception, unfamiliarity with technologies, low internet connection, lack of training, etc. Thus, the internet costs highly. Therefore, low student perception is the major factor that affected assessing students. Low internet access impacted the flexibility and difficulties concerning the use.

Electronic Assessment was less used before Covid-19 especially in underenveloped countries though the integration of technology was highly recommended by the ministry of education. But, the crises forced the application of electronic assessment.

1.11. E-Assessment in Education

Electronic Assessment in education is used to evaluate student achievement implemented in online learning. According to Gursula and Keserb (2009), online assessment is an advanced technology that provides teachers with flexibility and adaptability. Similarly, Gilbert et al. (2011), maintained that electronic assessment provides learners progress by providing them with direct feedback.

Online Assessment in the context of teaching English as a Foreign Language affects other educational sectors. There are many studies conducted about the impact of electronic assessment in the EFL context. Al-Daasin (2016) asserted that there is a positive the student's attitude towards electronic evaluation. In the same opinion, Huda et al 2020 stated that students are engaged and supported by digital assessment.

Electronic assessments in the Algerian context were highly satisfied by tutors and learners. Assessing students online is convenient and supported though there were hindering cases faced by the teachers (Hichour, 2022). In the same vein, Ghouali and Ruiz (2021) affirmed that EFL teachers at Telemcen University used MOODLE as an assessment method to evaluate students' levels.

1.12. Student's Perceptions towards the Inclusion of E-Assessment

Plenty of studies were conducted about students' attitudes toward the use of electronic assessment in the context. Online Assessment is a special touch that shapes e-learning mainly in higher education (Sorensen, 2013). Electronic assessment is an evaluative process of distance learning success. Yil Maz et al. (2020) affirmed that with the modern online learning method, the student can assess their progress. The online assessment is used to gauge students' achievements. In the same opinion, Rastgoo et al. (2010) assured that learners argued that electronic assessment is a crucial element in learning because it enables them to assess their achievement. E-assessment is an important part of the online teaching process because it enables the tutors with feedback to see if the learners level in progress, if something missing, ambiguities. As Mislinawati and Nurmasyitah (2018) stated that E-Learning is a motivational aspect in the learner's views. Students considered their achievements based on online learning.

E-Assessment in the EFL atmosphere is the same as in the other educational field. According to Yanping and Zhenhua (2021), learners are engaged in electronic assessment as it is a measurement of their language development. Similarly, learners share positive attitudes towards the enclosure of online language examinations (Fitriyah & Jannah, 2021). According to AlSalhi et al. (2022), students are satisfied with online assessments for their flexibility. Learners are highly engaged and accepted when conducting online evaluations. Students have committed to online assessment and revealed positive views about the use of electronic versions of assessment (Al-Daasin, 2016).

The current study deals with online assessment in the digital age when there were coronavirus quarantines. The majority of the studies was highlighting the perceptions towards this electronic assessment and denied all the information contained within. Also, there was a problem that emerged as the lack of training on it for both the instructors and learners they were forced to deal with and without any further details about the utilization in part of the ministry. Hence, another challenge was about how to design the layout of assessing each different module how to question students and how they should replay and the levels of questions easy or difficult. This is the research gap that attracted the attention in conducting this research work.

1.13. Conclusion

This paper shed light on the components of online learning in higher education. Implementing online assessment in the education field is an added option that allows development in the learning process within online learning which promotes great support in such unexpected circumstances. There are two different views on implementing e-assessment, some teachers welcomed distance assessment while others rejected it according to many factors. The researcher resumed the main components that supported the E-Assessment and its types and E-Learning and the types of E-Learning, types of E-Assessment, etc.

Chapter Two:

Research

Methodology

and Design

2.1. Introduction

In the second chapter, the researcher highlighted the main points tackled. However, the researcher defined the research methods used in the study and described the population sample on which the research work stands. However, s/he underlined the used research tools and their importance to the research work. The researcher underlined the research settings where conducting the study to gather the data needed.

2.2. Methods

This study focused on the EFL teachers' perceptions towards the inclusion of E-assessment at Saida University to collect data. The researcher used a mixture of the two methods both quantitative and qualitative methods to reach the aim of this research work.

The quantitative method is a statistical research approach; it grants a numerical and graphical language that has relations with all which are percentages, numbers, graphs, charts, and rates. Polit and Beck (2012) claimed that when studying a phenomenon, the quantitative approach provides accurate data. The quantitative approach gives precise data for the investigated study. According to Olalere (2011), the more adequate method to measure a concept is a quantitative approach. Many researchers claimed that the use of quantity provides a lot of information based on the research work. Numerical data presents quantitative methodology (Farnsworth, 2019). The quantitative method is a research method which research based on mainly a statistical analysis.

The qualitative method is a scripting language that describes the nature of certain research with a full analysis of the problem. The qualitative method undertakes the social side of research (Choy, 2014). The qualitative approach studies the nature of the aspect from the social part. Using interviews and observations as a qualitative methodology gives advanced comprehension of the investigated study (Polit & Beck, 2012). Qualitative tools such as observations and interviews provide the researcher with a further understanding of the problem. Picard (2000) presented the qualitative method as using a verbal act and case study description with rejecting numerical data stating. Quality gives a verbal agreement with total rejection of statistical language.

A mixed methods study promotes the researcher to gather both verbal and numerical data by blending the findings within the same research work (Tashakkori & Creswell, 2007, p. 4). Blending both methods Quantitative and Qualitative feeds the research to be a more reliable and valid study. Creswell and Clark (2018) claimed that mixing both methods offers more knowledge about the rising problem rather than using one approach in research. In the same

opinion, Olalere (2011) argued that researchers highly recommended the combination of quantitative and qualitative methods in these recent years. The blended method in research offers to get detailed data for an investigated research by numerical and verbal languages. As Bryman (2006) asserted that blending quantitative and qualitative methods offers the research by adding different views about the raised phenomenon.

In this investigation, the researcher has selected the mixed method approach to gather statistical and verbal data that is needed in the research work. The researcher used a combination of both methods quantitative and qualitative by applying two different tools questionnaire and interview.

2.3. Participants

The sample means the population group that the investigation stands on. According to Faber and Fonseca (2014), it is recommended that the sample should be neither narrow nor broad. Simple random sampling means that the population which is investigated is selected randomly. Every person has an opportunity to be chosen from the population sample (Acharya, 2013). According to Rahi (2017), sample random sampling is used usually in questionnaires a quantitative research planning. There are five types of samples such as random sampling, convenience or opportunity sampling snowball sampling, quota sampling, non-probability sampling and non-representativeness. Random sampling consists of selecting individuals in the population randomly with a high sense of objectivity. However, convenience or opportunity sampling involves the researcher's interest in second language research, the target population members are selected related to the research work if they share certain norms. Moreover, snowball sampling refers to the investigator picking out some members who were asked to identify other individuals from the population for certain research. Furthermore, quota sampling is a non-random selection, it bases on a definite substitute grouping related to gender or age, and it relies on predefined proportion. In addition, non-probability sampling and non-representativeness use subjectivity in the population selection to deduce the population sample it asserted that the population sample is representative.

In this case, study, the investigator chooses non-probability sampling, and the population sample was selected non-randomly. There were sixteen EFL teachers at Saida University, the sample was selected because the teachers were members of the population who were forced to use the electronic assessment to continue the scheduled learning process mainly during the Covid 19 crisis. 16 teachers were contributed to the research tools ,11 teachers were answered the questionnaire and 5 teachers were involved in the interview.

The eleven 11 EFL teachers at Saida University, in the academic year 2022-2023 were involved in answering the questionnaires. The researcher looked to get more information about the teacher's attitude towards the inclusion of e-assessment in the EFL context because they were part of this new mood of assessing students in long-distance learning. The questionnaire was distributed in the first semester of the academic year 2022-2023.

Fvие teachers contributed to the interview at the English Language and Literature Department at Saida University, the first semester of the academic year 2022-2023. The investigator asked the EFL teachers to take their permission to have with them the interview for the sake of scheduling a date to interview each one individually. The participants were really helpful to give as many as possible details that might be needed in the data gathering.

The research work stands on one of the main factors to be engaged in which is the participants or as it is also called the population sample or target population. According to Yin (2003), examining the research question is a methodology of using a case study. The participant means the members who contribute to the research. Bernal (2006) and Perry (1999) argued that research stands on settings arrangement and the target population design. In the research work the study explains itself it did not need to be popularised (Cohen et al, 2000, p.102). In parallel, Alvi (2016) argued that in study examination the target population presents the particular contributors.

The participants are teachers of EFL context at Saida University. The investigator has chosen 16 sixteen EFL teachers who teach the three levels of English learning license, master, and doctorate at Saida University Algeria. This sample of populations was selected because the EFL teachers were forced to use online assessment mainly during the covid19 crisis. Nestor et al 2017 in the qualitative study need assertion on accurate, select, and reachable participants. In the same vein, Martinez –Mesa (2014) asserted that the population is addressing individuals who shared the same qualifications in either settings or institutions. The target population should share the same characteristics of attention (Bartlett et al., 2001; Creswell, 2003).

Table 2.1. *Gender of the EFL teachers*

Gender	Number	Percentage
Male	3	18,8%
Female	13	81,2%
Total	16	100%

Table 2.2. *Teaching experiences*

Year	Teacher	Percentage
0-5	1	9%
5-10	6	54,5%
10-15	3	27,5%
15-20	1	9%
Total	11	100%

The researcher took random sampling as a method of research to allow each individual to be part of the research. As Bhardwaj (2019) defined random sampling is the selection of the participants randomly to get an equal chance to be involved in the investigation. According to Thomas 2020, random sampling offers an opportunity for the population members to be chosen as contributors to research. Rahi (2017) affirmed that quantitative research promoted the use of sample random sampling. This sample selection is to know and have a detailed view of the attitudes of EFL teachers concerned with the utilization of online assessment for students in the EFL context. The researcher used two research instruments which are a questionnaire and an interview. The collection of data took place in the English department during the last weeks of the first semester. There were 11 eleven feedbacks on the questionnaires and five interviews with the teachers.

2.4. Research Instruments

In this study, the researcher took two different tools for collecting accurate information from the sample population on the attitudes of EFL instructors on behalf of the digital evaluation. The researcher chooses a questionnaire and an interview for the EFL instructor at Saida University.

The questionnaire is a set of questions delivered for a certain population for examining a presided phenomenon. The questionnaire is one of the most used research instruments; the researcher used it as a research tool to gather valid data from a certain population. Creswell (2007), defines a questionnaire as a method to obtain information about certain investigations. The questionnaire is a quantitative research tool which allows for gathering statistical information. A questionnaire is the most convenient way to collect quantitative data (Kronick, 2018; Malhotra, 2006). The questionnaire is a set of questions designed for the respondent for

the sake of taking their answers as feedback. According to Krasnick (2018), open-ended questions are more suitable for gathering quantity. Bryman and Bell (2011) claimed that a research questionnaire refers to the questionnaire used in the research study. However, the questions in the questionnaire have varied types as open-ended, close-ended, Likert scales, and multiple choices questions, etc. An open-ended question is an open ending which has a free option to answer and offers the respondents to express themselves in their language. Close-ended question is quick to answer close-end as yes / no question. Likert scales question are measuring tools to assign the appropriate object which allows the respondent to select one choice from the range. Multiple choices questions mean that there are set of choices that the respondent should choose. Furthermore, there are three types of questionnaires such as structured questionnaire, semi-structured questionnaire, and unstructured questionnaire.

The structured questionnaire includes closed questions with preselected answers. The semi-structured interview refers to the combination of closed and open-ended questions. The unstructured questionnaire consists of free responses to express.

This semi-structured questionnaire takes about seven days to design, it combines close-ended questions, open-ended questions, and multiple choices questions related to the research topic. The questionnaire was planned to investigate the Teachers' Perception towards the Inclusion of E-assessment in the Algerian EFL Context: The Case of EFL Teachers of Saida University. It consists of 15 fifteen questions which are divided into three sections:

- The first section is about the personal information of the participants. It is composed of seven questions about age, gender, taught modules, teaching experience, close-ended questions yes/ no questions about if they use assessment, and how they find it, and matrix questions to check if e-assessment is support electronic assessment.
- The second section is divided into four questions to examine the EFL teachers' attitudes towards the implementation of online assessment to provide the researcher identify the main constraints that face EFL teachers during the use of online assessment. this section is multiple answers to be chosen with adding if there is any comment that should be expressed. the first question deals with the teacher's attitude toward the implementation of e-assessment. The second one is the purpose behind choosing the type of assessment and for what reason. The third one is to see if they use online assessments during the pandemic. the last question is to determine the challenges when they conduct an e-assessment.
- The third section includes four open-ended questions to gather each response to the EFL tutors' conception of distance assessment. the first question to ask is if they prefer the

e-assessment or the traditional way of assessing. The second question is if they use electronic assessment after the crises. the third question was to express their feedback on the implementation of electronic assessment in the learning process. The last question is to get their future views about assessing online.

The second research tool for this study is an interview with EFL instructors to collect data from their real experiences from this use of electronic assessment. An interview is a research tool to collect information about a problem to exchange ideas through a set of questions and answers. An interview means a conversation between the interviewer and the respondent, where the interviewee has to answer questions asked by the interviewer. According to Merriam (1998), an interview is a discussion between two individuals about a certain research debate. This means that an interview is a discussion with members about a certain situation. An interview creates a conversation between the participants and the researcher focused on questions related to their thoughts and experiences (Mahler, 1986). That is to say, having an interview means sharing personal impressions and beliefs. Similarly, O'Leary (2004) defined an interview as a tool for obtaining information by asking questions by the researcher to the participants for a specific purpose. An interview offers help to get feedback about any details on specific fields. There are three types of interviews such as structured interview, semi-structured interview, and unstructured interview. Firstly, the structured interview is also known as a standardized interview, it is a scheduled interview which means the questions are already selected and prearranged.

The structured interview dispatches the same questions to the interviewees. According to Corbetta (2003), a structured interview shares a similar query, term, and progression with all the interviewees (p.269). Secondly, a semi-structured interview promotes making changes or modifications in the order of the questions. It is a mixture of structured and unstructured interviews. David and Sutton 2004 opined that interview seeks to achieve the purpose of the examination rather than testing supposition. Thirdly, the unstructured interview is non-standardized, it is also called open-ended interview. An unstructured interview refers to creating an open situation with total freedom addressed for both the interviewer and the interviewee (Gubrium & Holstein, 2002).

This semi-structured interview was addressed to EFL teachers at Saida University. It was a semi-structured interview, the interview examined the teachers' experience towards the inclusion of online assessment in the EFL context, the interview was composed of 11 eleven questions to ask the teachers and save their records to listen for it later. It takes about 15 fifteen minutes to be completed. The interview was straight forwards, (Q1) the teacher's points of view

of e-assessment. (Q2) to see if they have assessed their students online. (Q3) to know if they face challenges when the utilization. (Q4) dealt with the implementation of the modern assessment before the crises. (Q5) is about which type of assessment is used by teachers. (Q6) is to take an idea of how the online assessment takes place. (Q7) to determine if the teachers cope with it fastly or not. (Q8) is to question about teachers prefer the new style of assessing or the traditional way of doing it. (Q9) to get more details to be considered when assigning students. (Q10) is, to be honest about which is the most equitable way for assessment, and (Q11) to highlight if there are any suggestions to be added for assessment online.

2.5. Research Procedures

In this research work the researcher read multiple sources to be able to decide and start to design the research methods and the research tools, the researcher took the quantitative and qualitative methods with two different tools both the questionnaire and interview to be addressed to the population sample the EFL teachers in the sake of collecting valid data which should be able to answer the research questions of this investigations. Both the questionnaire and interview took about seven days to be designed for the teachers. The researcher handed out the questionnaires to the EFL instructors and offered them an overview of the research study for the EFL teachers at Saida University seeking to have valid data to help the research stand. Also, there is an interview with the teachers in the EFL context at the case of Saida University, to take a look at teacher's experiences towards the problem being examined. By the end of gathering data, the researcher is required to discuss and interpret the teacher's feedback.

2.6. Conclusion

The second chapter was about defining the methods which were selected and defining quantitative method, qualitative method, and mixed method utilization with the description of the population sample who participated, designing the two different research instruments the questionnaire, and the interview with giving definitions of all the mentioned issues. Also, detailing the research procedure and highlighting the way of conducting the research study to get information for the desire of getting answers for the rising problem.

Chapter Three: Data Analysis, Discussion, and Interpretation

3.1 Introduction

The third chapter presents the analysis of the research findings by examining the EFL teacher's perceptions towards the inclusion of e-assessment at Saida University; the researcher took two different research instruments when conducting this research. Questionnaire and an interview for teachers in the form of charts and figures, the researcher analyzed and interpreted the findings of this current research work, hence, to check if the research hypothesis is true or false.

3.2 Teacher's Questionnaire Analysis

The Use of E-Assessment

The researcher needs more details about the participants if they ever used the online assessment.

Do you use the e-assessment?

Yes	3	28%
No	8	72%
Total	11	100%

Table3.1 The EFL Teachers' Use of E-Assessment at Saida University

This question examines if the teachers use online assessment in the EFL context. The table presents that EFL tutors at Saida University are divided into two parts. There are three (3) teachers (28%) who use online assessment and eight (8) teachers (72%) who do not use online assessment. That indicates that the majority of respondents do not have experience with using e-assessment except for three3 teachers who have used it.

How did you see the Inclusion of E-assessment in the Learning Process?

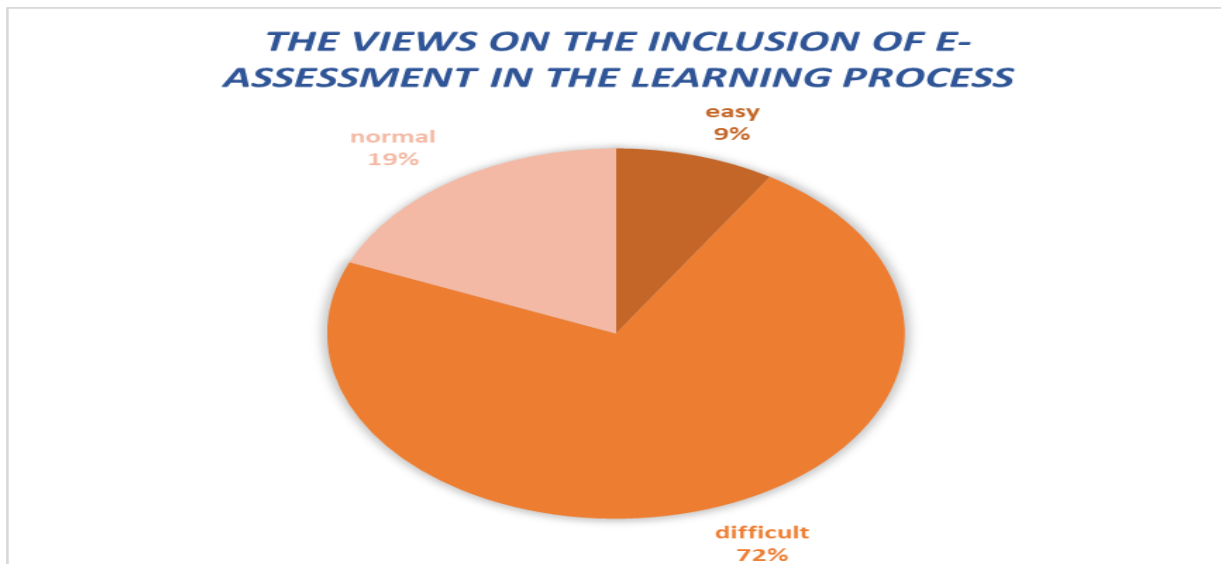


Figure3.1 The views on the inclusion of e-assessment in the learning process

This question investigated the implementation of online assessment in the learning process. This chart shows that 9 % of the English department at Saida University sees it as an easy process to be included. Whereas, 19% classifies it as a normal process it doesn't make any constraints. On the other hand, 72% assorted that electronic assessment was a difficult process to be utilized.

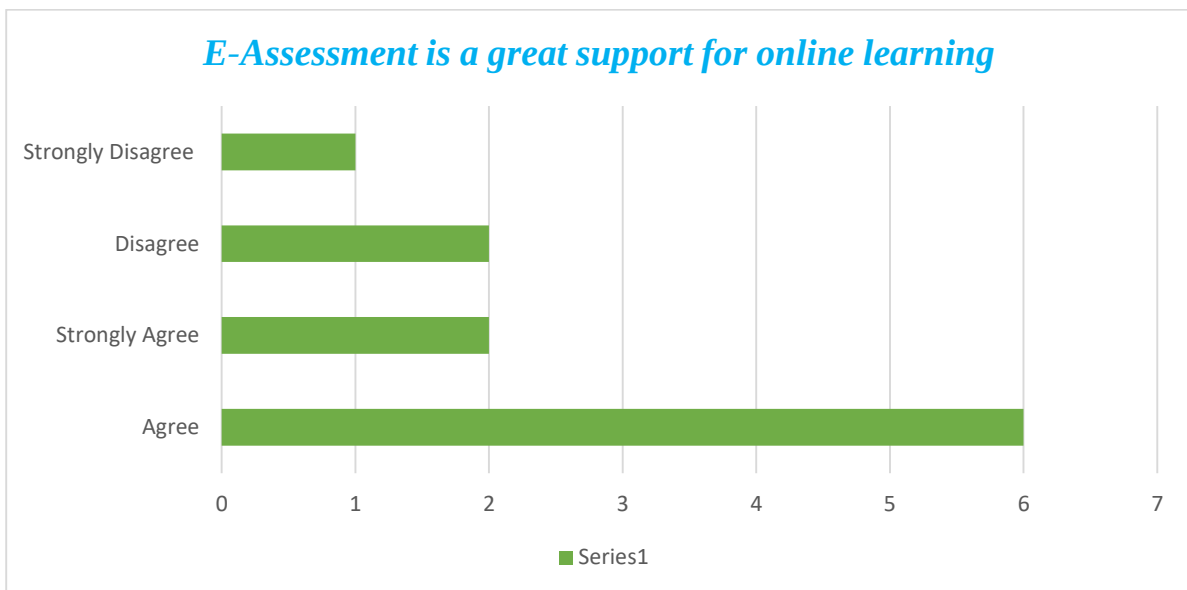


Figure3.2. E-assessment is great support for online learning

In this question six, respondents agree that E-assessment is great support for online learning. Two participants strongly agree that this is a prominent process for electronic assessment. While two teachers disagree that digital assessment does not support e-learning. Two members of the population strongly disagree and decline the view that electronic assessment does not accomplice distance learning.

What did you face as a challenge when you conduct an online assessment?

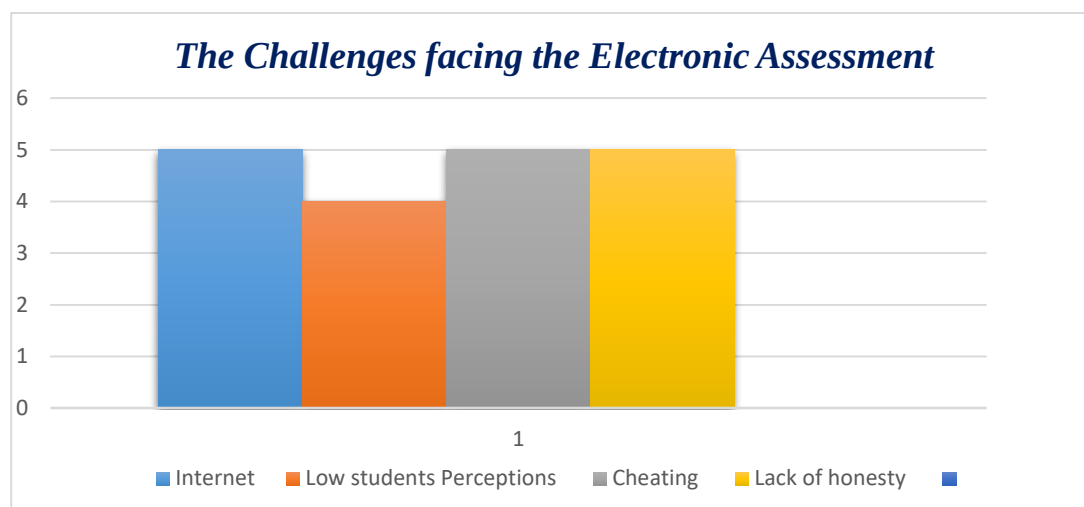


Figure3.3. Main challenges facing the electronic assessment

Which type of assessment do you use? and why specify, please?

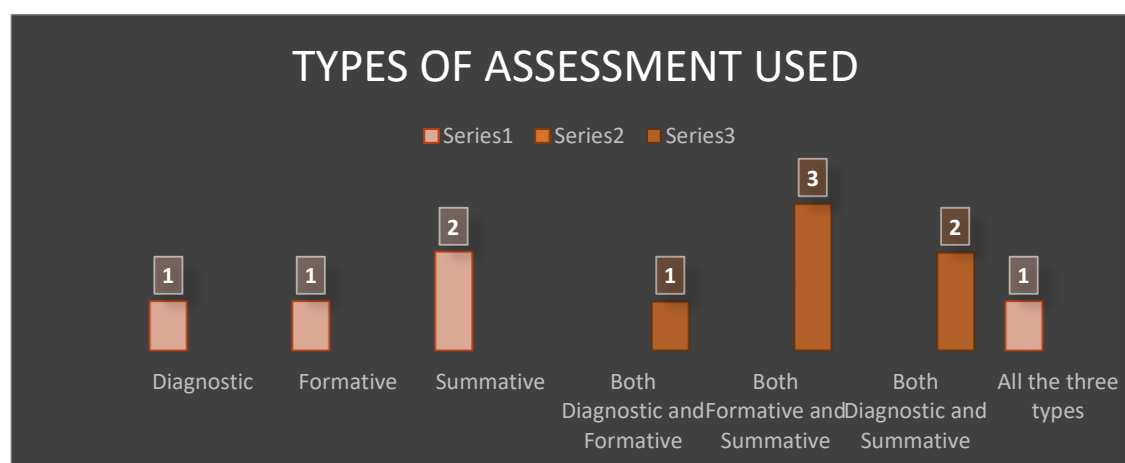


Figure3.4. Utilization of different types of assessment

In this question one, the respondent used the diagnostic assessment. Another respondent used the formative assessment, while two participants applied the summative assessment. Some participants mix the assessment types, and one used both diagnostic and formative. On the other hand, 3 teachers who used both formative and summative. Two participants used both diagnostic and summative assessments. However, one teacher used more than two types, combining the three types of assessments.

Did you ever use the online assessment during the pandemic?

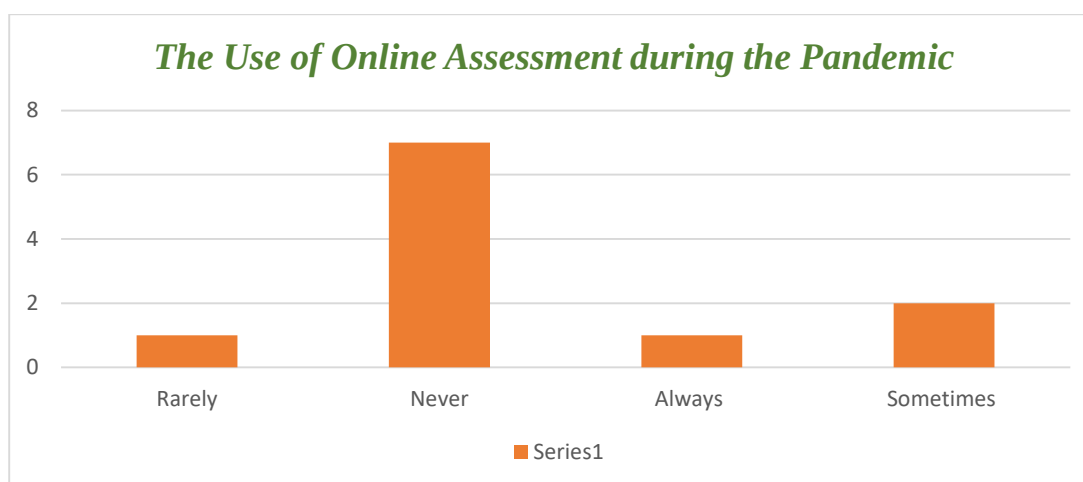


Figure3.5. The use of online assessment during the pandemic

In this bar, there was one teacher who rarely used it after the pandemic. Seven teachers never used it after the pandemic. Only one teacher employed online assessments. Two teachers use online assessments sometimes.

**What did you face as a challenge when you conduct an online assessment?
Underline the relevant one**

Most teachers argued that the internet, cheating, loss of honesty, and low student perception are the main problems faced when conducting an online assessment, while one teacher saw that” lack of training is the prominent constraint that hampered the process for both teachers and students”. One teacher claimed that the Ministry of Higher Education” lacks the necessary equipment to handle the e-evaluation”.

What is your feedback on the inclusion of online assessment in the e-learning process?

“I welcomed the idea and like any suggestions, on the one hand, it has its advantages and on the other hand, it has also its convenience. It depends on the teacher; s/he knows when to use it and how to use it.”

“It is necessary. It will help the teachers since the number of students is huge and on the other hand, the students can get quick feedback.”

“If implemented appropriately, it would have good results.”

“It is useful but difficult to apply, the environment, equipment, and qualified teachers are required for effective application of e-assessment.”

“Online assessment needs a lot of equipment and full internship for both teachers and students and a lot of sense of responsibility.”

“I will agree and support it.”

“It requires ample training.”

“It is good because it has advantages as it is fast and does not take time and effort.”

“It may not work.”

“I believe that the potentials of our university and our students are not ready, yet for sick inclusion.”

“As I said before, I’m against it.”

Here, the teachers’ feedback from eleven participants’ nine teachers insisted that online assessment is an essential process in the learning process but it is based on the utilization of it. on the other hand, three teachers are against it because some factors make obstacles like lack of training.

3.3 Interview Analysis

Have you ever assessed your students online?

Yes	4	80%
No	1	20%
Total	5	100%

Table3.2. The interviewee’s’ use of e-assessment

How did you assess your students in long-distance learning?

“Questions and answering.”

“Critical assessment after 1-hour time is close; I will not receive the text.”

“Well it depends on the module if it is the oral or written section, it depends on the module that we are dealing with for example in an oral section they would have kind of communicative activities where they have to utter and give ideas so they would have personal production, linguistic and cognitive.”

In this question, it seems it depends on each teacher how s/he assesses the learners.

Which type of assessment do you take?

“I do prefer written assessment and sometimes oral.”

“By email, text and should send it in one hour after because I want to test student’s comprehension in one hour”

“I do prefer written assessment and sometimes oral.”

“Formative because summative is high stakes but formative check their understanding those were done online”

“I used diagnostic assessment since I want to test my student’s mastery of the topic so that I can move to another topic “

Two teachers preferred the use of an online assessment, whereas there is one teacher who use online assessment via email. On the other hand, one teacher used formative assessment because it involves the learner’s comprehension. The last teacher utilized diagnostic assessment because it helps him to design the syllabus.

What are the most important things to take into consideration when assessing your students?

“If students are grasp or not, it going to be about the content, communicative practical what they can do with understanding; it is not about memory it is about doing”

“So, I’m going to take into account the progress that they made and the problems they encountering”

“The teacher should ensure the assessment is clear, that the assessment instructions and feedback are clear and students oriented; considering balancing formative and summative assessments. Alight the assessment criteria to learning objectives”

“First of all, the continuous evaluation of my students because sometimes students participate, being part of the activities and tasks in the classroom but the day of the exam they feel anxious or they have problems, sleeping all night, they may be blocked or they do not know what to say. So, I Gus they should have like a chance, one, major of assessment it is not sufficient we should give them more chances to our students depending on their psychological state and the environment.”

In these responses, the teacher assesses his learners differ from one teacher to another, one teacher focuses on the content. Whereas, one teacher takes into account their progress. Otherwise, one teacher bases his assessment on the clarity of the assessment directions and the learners’ comprehension.

Did you face challenges in using the online assessment?If yes, What kind ?

“Yes, I face many problems like, Moodle is the first problem techniques problems, students did not attend internet, resident, connection access.”

“I have never used it.”

“I found difficulties with students answering the tests since they have a low background.”

“Yes, the availability of the internet not on my behalf but on the behalf of students it causes problems.”

“The students do not deal with the students who do not have internet access, lack of computers that prevents me to use it.”

The four teachers claimed that they have faced many problems such as internet access being the main difficulty in this process. Further, one teacher did not use e- assessment which means he did not face a challenge.

“For me online is just a tool if it gives something effective, or extra I will if not I do not as students are not okay with these I will drop it.”

“As a situation of our university I prefer face-to-face but to cope with technological processing we need to have online meetings and assessments, but in the case of our university not allowed to cope with technological devices.”

“Face to face assessment because abilities and capacities are shown more in the classroom rather than online because online they may be looking at documents or internet so we cannot assess them.”

“I do prefer face-to-face assessment because it is much too much effective.”

“I prefer both.”

To analyse the teachers’ feedback about which type of assessment they prefer, three teachers preferred the use of face-to-face assessment better due to they did not have the credibility of the learners they are afraid of cheating, and also they lack training in the part of the ministry is more important because there is the inclusion of technological devices. However, one teacher asserted that online is just a tool.

What do you suggest to include e-assessment?

“I suggest that both teachers and students should be trained on how to use e-assessment. E-assessment should be introduced and used at least to conduct the diagnostic assessment.”

“For me, since I’m not a technological person I don’t use this way, So, maybe in the future we will undertake this type of assessment but when the occasion arrives I’m going to see if I will have implemented it or not.”

“They have to fix the platform of the university because it is a kind of dead angle that doesn’t cover the entrainment, kind of bank of lectures where you go just to the lectures where you just go to the lectures, it is not vivid you can feel it lively and in the same time I suggest the ministry think more about giving the tools to learning and then we may think about assessment because we missed the tools to learning and then we may think about assessment because we missed the tools to learning example when you conducting a study and the library of how can I evaluate you if you do not have a library and they may say everything is online so I’m sorry it is not

because the student would not go to read they do a kind of easy work to them, they will either paraphrase I do not mind if they paraphrase because there is off the library. So, we cannot assess till they provide all the tools.”

“It is about implementing online learning in general to many problems to overcome even the content what we teaching is suitable.”

“Yes, we can have it because we are using it because it is a relaxed method and comfortable one.”

The majority of the participants emphasized the training on an online assessment for both teachers and students.

3.4 Discussion and Interpretation

The researcher should discuss the research instruments of this work (questionnaire and interview). The findings showed that:

- The results revealed that the majority of teachers did not use online assessment due to many factors as the lack of training for both teachers and students is highly recommended to implement digital assessment in the learning process. As Liang and Creasy 2004 asserted that educators should adopt the assessments to achieve the purpose. Also, the teachers confirmed that the use of e-assessment means a lack of credibility and loss of honesty on the part of the students. Rastgoo et al. (2010) online assessment prevented the teachers to control the evaluation and raises cheating among students. Cheating is the most factors that teachers agreed on. According to Rowe (2004), in online assessment, there is a high level of dishonesty. In addition, internet access is one of the challenges that face the learners. The implementation of technology could be a challenge that faced the assessment (Fluck, 2019; Henderson, 2001).
- Using online assessment in education facilitates the evaluation process mainly in e-learning environments and some unusual circumstances. There are two different views on the inclusion of digital evaluation teachers know how to use it. Dermo (2009) affirmed that online assessment motivates students to be involved and grade students in a short time. While others did not know to utilize it and this leads to more efforts to encourage the assessment for both teachers and students by the ministry. However, there is a main problem that needs to examine which is internet access for learners, it is a widespread challenge that is shared by the students, and it is a serious phenomenon to be treated.
- In the EFL context, the e-assessment did not be used by the majority of instructors while a few of them they have used it but it did not succeed due to several factors such as the

learners did not know how to applicate it due to they did not deal with it. Mainly in Algerian institutions. Gursula and Keserb (2009) this modern type of assessment is more needed and recommended in this developmental age, especially in our case of Saida University. According to Boubekour (2021), e-assessment is not applied yet. It faces many constraints that should be handled.

- The same results revealed in the interviews that implementing the electronic assessment is highly recommended by many teachers due to its advantages such as saving time, it is more enjoyable for learners due when they use the ICT advice. Just, they need training. On the other hand, it has convenient.

3.5 Recommendations

In this study, the researcher suggests some points to be focused on and given them more attention

- a. The teachers should encourage the inclusion of electronic assessment in the learning process.
- b. The provide training for both teachers and learners in the use of such online processes.
- c. Raising the sense of including the technological instruments not only in sudden circumstances but in the learning process in normal situations.

3.6 Conclusion

In this third chapter, the researcher analysed, discussed and interpreted the findings of the interview and questionnaire that addressed the EFL teachers' perceptions towards e-assessment at Saida University, highlighting the main findings from the teacher's feedback. In the end, the researcher suggests some recommendations that may help the learning process.

General Conclusion

General Conclusion

Many studies were conducted by researchers to investigate the teachers' attitudes toward the implementation of online assessment in the teaching and learning process. In this study, the researcher investigated the "Teachers' Perceptions towards the Inclusion of E-Assessment in the Algerian EFL Context by Taking Saida University as a Case Study". The study aims to examine the Teachers' attitudes toward the use of e-assessment. This work is to examine how teachers have experienced the inclusion of online assessment.

The results answer the research questions that were raised in the study and confirmed the research hypotheses. This work answers the research questions raised to help the researcher carry out the study. However, EFL teachers have positive perceptions of the inclusion of online assessments. But still, they have faced many challenges affecting the online assessment to be implemented in the instructional process such as the lack of training addresses for both teachers and students. In addition, the majority of Teachers in the EFL context prefer to use the traditional method of assessing. Rather, the use of electronic assessment scared too many problems like students cheating on the assessment procedures, internet unavailability in part of students, lack of training for teachers to get started working with the E-Assessment, and loss of credibility during the assessment procedures.

The research confirms the research hypotheses according to the results found. The online assessment is significant for university teachers' just needs some conditions to be properly done. In the Algerian EFL context, teachers welcomed the inclusion of online assessment but did not use it because they preferred the traditional method of assessing. Also, EFL teachers can assess their students at a distance but few teachers have been assessing their learners.

The findings show that the learner cannot use online assessment especially since most of the learners cannot have an assessment at a distance. The teachers need more technological skills and training to do their electronic assessment procedures. Hence, the lack of knowledge about the use of technological devices also affects the process. In addition, the lack of experience on the part of both teachers and students hampered the electronic evaluation. Also, the online assessment was not applied practically the abnormal situation forced me to apply it suddenly. It was difficult to cope with the modern style of assessing learners online.

By the end, the researcher mentioned the research suggestions and recommendations for further research studies that should be examined. The researcher recommends examining

Teachers' and students' attitudes towards the use of online assessment and how it affects the learning process and at which level online assessment serves the educational system.

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List of Appendices

Appendix A

The questionnaire

Dear teachers,

This research aims to examine the teacher's perception of the e-assessment. I will be so pleased to see your answers to this questionnaire and thank you for your cooperation.

Section one:

1-Age

2-Gender:

Male

Female

3-Modules being taught:

TEFL

ESP

Educational psychology

Research Methodology

Project proposal

Other modules.....

4-Teaching experience

0 - 5	
5 - 10	
10 - 15	
15 - 20	

5-Do you use the e-assessment?

Yes

No

6-E-assessment is a great support for online learning:

Choose the prominent one

Agree	
Strongly agree	
Disagree	
strongly disagree	

7- Do you find online assessment useful?

Pick up

Yes

No

Comment:

.....
.....
.....

Section two:

1-How did you see the inclusion of e-assessment in the learning process?

Circle the right answer

Easy

Difficult

Normal

Comment:

2-Which type of assessment do you use? and why specify, please?

Diagnostic.....
.....

Formative.....
.....

Summative.....
.....

3-Did you ever use the online assessment during the pandemic?

pick the relevant answer:

Always	
Rarely	
Never	
Sometimes	
Often	

4-What did you face as a challenge when you conduct an online assessment? Underline the relevant one

Internet

Low students' perception

Cheating

Lose of honesty

Costs

If there are others, mention them, please.

.....
.....
.....

Section Three:

1-Do you prefer the online assessment or the face-to-face assessment and why?

.....
.....
.....

2- Do you use e-assessment after the pandemic?

.....
.....
.....

3-What is your feedback on the inclusion of online assessment in the e-learning process?

.....
.....
4-What is your perception towards the inclusion of e-assessment in the future?

.....
.....
.....

Appendix B

The interview

The research work tends to shed light on the teacher's perception towards the inclusion of the e-assessment in the EFL context. This interview takes about 10 minutes, please let me start and thank

1/ How do you find the e-assessment? justify it, please.!

.....

2/ Have you ever assessed your students online?

.....

3/ Did you face challenges in using the online assessment?

.....

4/ Did you use the online assessment before the pandemic? Why?

.....

5/ Which type of assessment do you take? And why?

.....

6/ How do you assess your students in long-distance learning?

.....

7/ Do you cope with the virtual assessment fastly or not?

.....

8/ What do you prefer face-to-face assessment or online assessment?

.....

9/ What are the most important things to take into consideration when assessing your students?

.....
10/ Do you think that they will replace face-to-face assessment with e-assessment?

.....
11/ What do you suggest to include e-assessment?