

People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research



University of -Tiaret –

Faculty of Letters and Foreign Languages

Section Of English



Eliciting Views on Using the Take-Home Exam as an Assessment Technique in the EFL Context

Case of Master One EFL Students at Ibn Khaldoun University of Tiaret

*A Dissertation Submitted to the Department of English as a Partial Fulfillment of the
Requirements for the Degree of Master in Didactics*

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Academic year: 2020 / 2021



Dedication

*Who sacrificed for my joy, to the people who filled me with
adoration and expectation, to my beloved parents whose
love always strengthens my will
to my lovely brothers Abdelkader, Mohamed Abdelrahman,
and sisters, to my dear aunt, Mokhtari Fatiha, I thank her
for all her efforts in supporting m., to all my friends with
whom I shared the university life with its
lights and shadows. May God bless you all*

MOKHTARI Amina



Dedication

To Allah the Most Merciful

Everything I am, or ever will be, I owe it to my parents

*My success is because of them, and my failures are because
of me*

and my adorable sisters and brother

to my beloveds family

*I also dedicate this work to my friends who have helped,
encouraged and supporting me*

Thank you all

Seddar Yagoub Sabrina

Acknowledgements

In the name of Allah the most Compassionate, the Most Merciful

*“Ask, and it shall be given you; seek, and you shall find; knock, and it shall be
Opened unto you. For everyone who asks receives and the one who seeks finds, and*

The one who knocks it will be opened” Anonymous

*First and foremost, we would like to express sincere gratitude to our supervisor, **Dr. Lahmer
Mokhtaria**, for her professional guidance and continuous*

Encouragement throughout our thesis work. We enormously thankful for her

Insightful comments which have been inspiring to finalize this work.

*We are particularly fortunate and thankful to the board of examiners: **Prof.Dr. Ammar
BENABED**, and **Dr, Naima SAHLI** for devoting some of their*

Time and having accepted reading and commenting on this thesis.

We truly indebted to the staff of the great teachers who taught us in the

Theoretical year. we sincerely appreciate their instructional practice,

Ongoing support and hospitality.

*This thesis could not have been accomplished without the kind involvement of
the participants in my study. We truly grateful to the teachers and students who*

Accepted to take part in this research.

*Special thanks go to those who helped us along this journey: **Mr. Kafi KHALED**.*

*Finally, we would want to express our gratitude to the staff at Ibn Khaldoun University,
particularly the faculty of Letters and Foreign Languages, for allowing us to complete this*

dissertation.

Abstract

Academic material preparation, lecturing plan construction, a grouping of targeted students, learning process management, student assessment, report compilation, and statistics collecting are all phases in converting a curriculum to e-learning. In general, assessment is an important part of the educational process. As a result, educators are concerned with developing a reliable and acceptable method of assessment that incorporates e-learning approaches in the design and dissemination of exams to students all over the world. The goal of this study is to find out the usefulness of take home exams in the EFL online teaching process. It also looks at the EFL Master one student at Ibn Khaldoun University of Tiaret opinions and attitudes regarding this topic. For this purpose, a mixed methodology incorporating a questionnaire and an interview was utilized. The results revealed that EFL students have positive attitudes towards the assessment technique; however, it has been rarely used generally and through Moodle specifically in the department. This was due to the lack of trust in students' authenticity and lack of material resources and infrastructure.

Key Words: Academic material, e-learning, Moodle, Online Assessment, Take Home Exam.

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List of Abbreviations and Acronyms

CMS:	Course Management System
EFL:	English as a Foreign Language.
ELT:	English Language Teaching.
ESP:	English for Specific purpose.
EU:	Educational Units.
ICT:	Information Communication Technology.
IT:	Information Technology.
GC:	Google Classroom.
L¹ :	First year License.
LMS:	License Master Doctorate.
LMS:	Learning Management System.
OECD:	Organization for Economic CO-Operation and Development.
OMLS:	Online Management Learning System.
POI:	Points of Internet.
Saas:	Software as a Service.
UN:	United Nations.

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General Introduction

General Introduction

General Introduction

Due to the COVID-19 pandemic, most governments throughout the world have temporarily closed educational institutions. Over 60% of the world's student population is affected by these closures. According to the UNESCO Institute of Statistical Data, school closures have impacted 67.7% of total enrolled students in 144 countries where closures have been implemented. Learners enrolled in pre-primary, primary, lower-secondary, upper-secondary, and postsecondary education levels are shown in this graph. Summer enrollment figures are the most worrisome concern for 86 percent of college presidents in the face of COVID-19, according to a new survey. Furthermore, graduation ceremonies around the world have been postponed indefinitely, and student and graduate unemployment rates have skyrocketed. Despite the numerous obstacles that this entails, education providers catering to all levels of students are migrating to remote learning and online assessment.

All areas of education have been touched by remote learning or online teaching. For example, this has had a significant impact on primary education since pupils are unduly reliant on teachers, but students in secondary and higher education confront the difficulty of finishing their curriculum and preparing for benchmark examinations or final examinations in a short period of time. However, administering benchmark examinations, particularly in secondary and higher education, is fraught with uncertainty. Exams cannot be held online due to the need for strict invigilation. Academic integrity and student evaluation are two problems that educators confront when students are not physically present in the classroom. Take-home assignments allow for regular examination and evaluation, yet they can jeopardize academic integrity in some situations. During the COVID-19 epidemic, many writing projects in higher education that do not require proctoring can continue to be completed.

As of April 9, 2020, 188 countries have made steps to close all of their educational and learning facilities, whether they are kindergartens, schools, vocational training courses, or universities, across the country. While statistics on the size of the influence on technical and vocational training and higher education institutions are not easily available at the time of writing, first assessments suggest that many countries are following a similar trend of going online. Given the widespread closure of schools, universities, and other learning institutions, as well as a shift to remote learning in many countries around the world, how to manage timetabled assessments and exams, particularly those related to end-of-key levels, school leaving, and university entrance exams, is a key question posed to policy- and decision-makers and how to end the school year smoothly. These are high-stakes exams and assessments that, if passed, would allow a student to

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advance to a higher grade or graduate, and many of them are approaching as the current school or academic year in many countries finishes in May and June.

What has been the situation for students in Algeria since schools were closed?
Did distance learning exist before the pandemic?

Apart from correspondence classes, there was no such thing as distance learning. There had been a few previous initiatives, such as a television station that offered classes to help students prepare for the baccalaureate. Twenty years ago, there was a TV station dedicated solely to distance learning, but it was shut down during the "black decade" [the civil war in Algeria that claimed the lives of 200,000 Algerians]. Some programs were revived two years ago, although not on one particular station

It should progress swiftly and utilize remote learning with the coronavirus. Some courses are available online, but not everyone has access to a computer or an internet connection. It has a lot of large families, so finding a peaceful area in the house is tough for the kids. As a result, distance learning via television is more democratic in our circumstances.

I. Statement of the Problem and Research Question

In this new era of digital technology, Algerian higher education must work hard to close the enormous gap between the reality they encounter and live in and the promise of new technologies in order to stay up with the normal norms of modern education. Undoubtedly, some applications of digital technology are highly promising, but they will necessitate significant reorganization and rethinking of individual and institutional responsibilities.

In this regard, the current work aims to explain the gap between the existing, prevailing reality of Algerian universities in general, and Ibn Khaldoun University - Tiaret in particular, being willing to apply and use new techniques like take-home exam assessment as part of their current practices for the purposes that they can serve, as well as the challenges and problems of higher education that they face.

In more specific terms, this paper will address the question of how prepared Algerian universities are to implement and use new technologies as part of their current practices for the purposes they can serve, as well as the challenges and problems that higher education institutions face in making information and communication technologies a central part of teaching and learning.

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So for our university, Ibn Khaldoun, the Department of English, and with considering all these points, the study at hand would extend and involve three dimensions:

1. Investigating the phenomenon of lack of technological materials and new technique methods study in the department.
2. Explore whether the take home exam for EFL Master one (M1) students contributes to the development of their higher-order cognitive skills.
3. Examine students of English department use of the format of assessment (test/exam) whether it can reflect their capacity as a student. While exploring the motives that prevent the teacher from preventing this new method of study in the department.

Our educated sample Questionnaire and the teacher's interview will consist of master one (M1) students of the English language at Ibn Khaldoun of Tiaret.

The following Questions were asked in this research study:

1. Is the take-home assessment useful and can it be used?
2. How online educational tools and take-home exams affect EFL learners?
3. How to implement this assessment method in our department English?

II. Hypotheses

In the early work by Rubin (1975, p. 43), language learning strategies are defined as “techniques or devices which a learner may use to acquire knowledge”.

Drawn upon the inquiries of this research, we have formulated the following set of hypotheses:

1. Since the home assessment technique is new and has not been used in our department until after rare occurrences such as a pandemic, its success rate in its division is low due to a lack of the necessary capabilities in its application , no background, and the Student level ; however, this does not rule out the possibility that it is useful.
2. Online Educational Tools are thought to be the most important factor in the development of a student's level, but their effectiveness as a positive or negative influence relies on how they are used.
3. There are literally hundreds of LMSs available today, such as Moodle™, which Online learning management and assessment systems rely on, that can allowing the use of the home exam.

III. Motive behind the study

Although our research on home assessment techniques is new and has not been used before, particularly in our English department, the motive of this study is to provide suggestions and solutions, as well as possibilities, study methods, and new techniques that may enable us to build and develop the home examination feature under appropriate conditions that are beneficial to all.

While, the secondary motivation is to be the first two students to make this research a success, as to allow Ibn Khaldoun University students to experiment with various types of exams in order to broaden their mental and practical experiences, better their learning, and refresh their cognitive skills.

IV. Aims and Objectives of the study

1. To determine if or not this new strategy is beneficial to master one's (M1) students.
2. Apply the take-home evaluation technique in our university of Ibn Khaldoun and, in particular, our department of English.
3. Providing Students with the opportunity to enhance their cognitive skills and respond confidently.
4. Facilitate and organize the research in order to avoid pandemic-like events.
5. Providing a large learning platform for each student's fair evaluation.
6. Contribute to the improvement of administrative conditions and the provision of electronic capabilities, allowing the teachers to avoid and evaluate the home exam.

V. Significance of the Study

A take-home exam is a non-proctored exam. Students complete the exam in their own time, over an extended period

- Usually, days, rather than hours, as is usually the case for in-person exams (Bengtsson, 2019). Take-home exams are open-book exams that students complete at a location of their choosing. While students do not require an internet connection to synchronously (same time) participate in the exam, they do require an internet connection to download the exam and upload their submission. Take-home exams to allow students to develop skills to retrieve, apply and synthesize information, providing an opportunity to assess higher levels in Blooms Taxonomy (Bengtsson, 2019).

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Students can finish the questions offline and upload their completed test via Study Desk later if you redesign your existing in-person exam as a take-home exam. The following are some of the advantages of this strategy:

1- Students do not need to be connected to the internet to finish the exam, which eliminates connectivity concerns that may arise with other exam formats (such as Study Desk examinations).

2- They can assist students cope with assessment anxiety (Bengtsson, 2019; Johnson et al, 2015).

3- Managing the marking of extended responses in a take-home exam format may be easier than in a Study Desk exam because standard marking workflows can be employed.

4- Turnitin is a plagiarism detection tool. Turnitin, in particular, necessitates 'typed' responses. Exams Students frequently respond to questions written in a booked physical space or on-campus with handwritten comments. As course examiners, you must make it clear if you would accept handwritten exams, answers in online tests.

VI. Research Methodology

To acquire data, the following two instruments were used (Students Questionnaire and Teachers Interview).

The Students Questionnaire and the Teachers Interview was chosen for the fulfillment of this study is M1 students and teachers in the department of English language at the Ibn Khaldoun University of Tiaret. Only Forty-Four (44) M1 students and ten (10) teachers were randomly selected (Probability sampling) from both Linguistics and Didactics specialties.

a) Students Questionnaire

The objectives behind choosing this Questionnaire is:

- 1- To learn about students' attitudes on taking exams at home and if they are prepared to do so.
- 2- Students and teachers readiness for exam home.
- 3- Knowing the number of students who have a concept of how the home exam will be graded.
- 4- Knowing whether or not the students had tried this new teaching approach before responding to it.

b) Teachers Interview

The objectives behind choosing this Questionnaire is:

- 1- Determine how familiar the teachers are with the formal of the take-home tests.

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2- To investigate whether or not the teacher uses the assessment technique of take-home exam.

3- To find out what teachers think whether take-home assessment affect the teaching process.

4- To investigate if this new strategy will assist teachers in the future and if Is it possible to implement it rather than prevent it in our department.

c) Data Collection Methods and Procedures

For investigating the validity of our hypothesis set, the design of this inquiry is entirely empirical and follows experimental processes. In this regard, both qualitative and quantitative methods are used for data gathering.

➤ **The Quantitative Method** The overarching aim of this method is to classify features, count them, and construct statistical models in an attempt to explain what is observed The main purpose of choosing this tool for data collection is:

1- Investigate the impact of the variables we included in the questionnaire.

2- Analyzing the responses and interpreting the interpreting findings data of each variable based on the information we've gathered.

➤ **The Qualitative Method** is based on online Interview; it focuses on obtaining data through open-ended and conversational communication. The following are the key reasons for selecting this tool for data collection:

1- Provide an explicit rendering of the structure, order, and broad patterns found among a group of interviewees.

2- Preserve the voice and perspectives of the interviewees.

VII. Organization of the Work

The current study is divided into three chapters, each of which fits the criteria of the previously defined objectives.

❖ **Chapter One:** This chapter is merely theoretical incorporating a comprehensive overview of the existing Key Concepts About Online Education And Assessment and it is divided into three sections:

a) **Section one:** includes an introduction to the whole area of investing's teachers" and students" attitudes towards the Home-exam assessment method in raising and cognitive higher skills in EFL students" , then it sheds light on the Online Education Overview.

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b) Section two: deals with the Assessment Overview, and clarify some important points, such as Difference between Online and Classroom Assessment and its benefits.

c) Section three: displays a theoretical background about Take-home Exam by its main different formats and types with its advantages and disadvantages.

❖ **Chapter Two:** is more about related concepts to take home exam. It is concerned with a LMD and Classical Systems. This chapter is , in turn, branched into three sections:

a) Section one: it presents some of the Online Education in Algeria, and clarifies the most important Algerian Context including the Online Learning in Algeria and its Material and Methods.

b) Section Two: it is concerned with the LMD and the Classical System Overview, its ideologies, the comparative study of LMD and Classical System and its related concept with the Assessments technique.

c) Section Three: it is devoted to present some points that related with the LMD and classical system in Algeria which concerned The ELT in Algeria and in The University.

❖ **Chapter Three:** This chapter is devoted for the practical side of study, which sectioned into three section:

a) Section one: is devoted for the description of the methodology used for the fulfillment of this study.

b) Section two: it includes the data collection process, its finding, and the discussion of the results.

c) Section three: it reveals the studies recommendation and suggestion for further studies.

Chapter One

Key Concepts about Online Education and Assessment

Chapter One

Key Concepts about Online Education and Assessment

1.Introduction

Section One: Online Education Overview

1.1.Online Learning Definition

1.2.The Impact Of The Covid-19 Pandemic On Education

1.3.The Criteria Of Online Learning

1.4.Types of Resources for Online Learning

Section Two: Assessment Overview

1.1. Assessment Defined

1.2. Definition of Assessment

1.3. Difference Between Online and Classroom Assessment

Section Three: Take-home Exam Overview

1.1. Take-home Exam Definition

1.2. Different Formats of Take-home Exams

1.3. Advantages of Take-home Exams

1.4. Disadvantages of Take-home Exams

1.5.Conclusion

Chapter One Key Concepts about Online Education and Assessment

“Online learning is rapidly becoming of the most cost-effective ways to educate the world's rapidly expanding workforce”.

- Jack Massaman.

1.Introduction

Since this study investigates teachers’ and students’ attitudes towards the Home-exam assessment method in raising and cognitive higher skills in EFL students’ , it is necessary to provide a thorough explanation of it’s the major the assessments techniques, types of online home-taking examination. This chapter is, then, divided into three sections. The first section elaborates on the Online Education Overview by stating scholarly definitions and presenting its criteria and its relationship online assessment. Besides, it highlights types of resources for online learning and its significance in education. The second section provides an in-depth discussion about the concept of Assessment, and its significance in education, with its techniques in addition to its most important benefits in the active process of English department learning. The last and most important section portrays the concept of Take-home exams overview, its distinct formats and types, its advantages and disadvantages in EFL classes of English department at Ibn Khaldoun University. Much emphasis is laid on the impact of Home-exam assessment on EFL students.

Section One: Online Education Overview

1.1.Online Learning Definition

Today's newest and most popular kind of distance education is online learning. It has had a significant impact on post-secondary education over the last decade, and the trend is only expected to continue.

Online learning is a type of education in which students learn in a completely virtual setting. Online learning (also known as e-learning) was first introduced in the 1990s with the

Chapter One Key Concepts about Online Education and Assessment

introduction of the internet and is most commonly used in higher education. Enabling students from all over the world to connect with academic institutions and other students online and learn at their own speed while pursuing a degree or certificate. The term "online learning" refers to education that occurs over the internet, among other things. Online learning, on the other hand, online learning is merely one sort of "distance learning," which refers to any learning that takes place at a distance rather than in a traditional classroom.

Instructors used to have to build their "virtual classrooms" from the ground up, which was difficult and sometimes resulted in poor results. Today, an entire business has sprung up to help us with this. Almost many colleges nowadays use Course Management System (CMS) software. CMS enables teachers to create and deliver their courses inside a customizable framework that includes a variety of tools for learning and communication. Popular for-profit CMS include: Blackboard (www.blackboard.com), WebCT (www.webct.com), E-College (www.ecollege.com). Low cost alternative and open source CMS include: ETUDES-NG (<http://etudesproject.org>), Moodle (<http://moodle.org>), Angel (<http://angellearning.com>)

Instructors can use any of these CMS to distribute course information, communicate with students, and conduct evaluations.

1.1.1. Attitudes Towards Teaching And Learning In The Online Context

An online educator should be able to see assisted learning as having the same value as traditional learning. If a teacher believes that the only way for meaningful learning to occur is through traditional classroom instruction, that person is unlikely to be a suitable fit for the online paradigm. This is acceptable, but we must be truthful with ourselves. Facilitative tactics are essential for the success of both an accelerated learning model and an online procedure.

Chapter One Key Concepts about Online Education and Assessment

You should not try to duplicate the on-ground classroom in the online paradigm; it demands fresh teaching tactics and instructional methodologies. To make a successful online class work, the instructor must be a proponent of facilitative learning and have faith in the system.

1.2.The Impact Of The Covid-19 Pandemic On Education

The COVID-19 has caused schools all across the world to close. Over 1.2 billion youngsters are out of school worldwide. As a result, education has undergone significant transformations, with the rise of e-learning, in which instruction is done remotely and via digital platforms. According to research, online learning increases information retention and takes less time, implying that the alterations created by the coronavirus are here to stay.

While countries' COVID-19 infection rates vary, more than 1.2 billion children in 186 countries are being affected by school cancellations as a result of the pandemic. Children up to the age of 11 in Denmark are returning to nurseries and schools after being closed on March 12th, but kids in South Korea are answering roll calls from their teachers online.

With the abrupt shift away from the classroom in many parts of the world, some are wondering if online learning adoption would continue post-pandemic, and how such a shift might affect the global education industry.



- **Figure 1.1.** Learners Enrolled at Pre-primary, Primary, Lower-secondary, and Upper-secondary Levels of Education, as well as at Tertiary Education Levels

(Source:<https://www.weforum.org/agenda/2020/04/coronavirus-education-global-covid19-online-digital-learning/>)

- More than **6 million students are currently in online courses** as part of their higher education program
- Almost half of all students enrolled in online courses are educated **exclusively** through distance education
- 85% of students think that online learning is the same or better than the traditional classroom experience

- **Figure 1.2.** The Facts and Figures about Online Learning

(Source: Statistics taken from Purdue University & the National Center for Education Statistics)

1.2.1. The Effectiveness Of Online Education

There is evidence that learning online can be more effective in a number of ways for people who have access to the correct technology. This is primarily due to pupils' ability to learn more quickly online. Children, especially younger ones, require a regulated environment, according to the widespread agreement, because they are more easily distracted. To reap the full benefits of online learning, a concerted effort must be made to provide this structure, which must go beyond simply reproducing a physical class/lecture through video capabilities, instead utilizing a variety of collaboration tools and engagement methods that promote «inclusion, personalization, and intelligence. “Dowson Tong”, Ten cent’s Senior Executive Vice President and President of the Cloud and Smart Industries Group, believes so According to “BYJU's Mrinal Mohit”, studies have shown that children utilize their senses extensively to learn, making learning interesting and effective through the use of technology is critical.

1.2.2. The Difficulties Of Online Learning

However, there are obstacles to overcome. Some students find it difficult to participate in digital learning because they lack reliable internet access and/or technology. This gap is seen across countries as well as between different income categories within countries. According to

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OECD data, while 95 percent of students in Switzerland, Norway, and Austria have access to a computer for schooling, only 34% of students in Indonesia have.

In the US, there is a considerable divide between those from affluent and poor homes: although nearly all rich 15-year-olds indicated they had access to a computer, nearly 25% of those from underprivileged families did not. While some schools and governments, like as those in New South Wales, Australia, have begun donating digital devices to pupils in need, many people are still concerned that the pandemic will exacerbate the digital gap.

1.3.The Criteria Of Online Learning

Students who are enrolled in an online degree program or taking a single course will be evaluated at regular intervals to measure their understanding of the course materials. This approach can be scary for people who are new to online schooling. However, there's no need to be concerned! Online universities are skilled professionals that will guarantee that your tests are fair, comfortable, and geared to help you get the most out of your education.

When you're enrolled in an online degree program or course, you're likely to encounter the following types of assessments:

- **Individual Assignments**

These are most likely the assessment methods that students will be most familiar with. You'll be given a topic, a deadline, and a word count for each project. Within the parameters established by your course instructor, you'll be expected to create a structured, reasoned case.

- **Discussion activities**

We all have face-to-face conversations with friends and coworkers daily. An online academic conversation, on the other hand, necessitates a particular set of skills, which may not come effortlessly when you first begin your online learning adventure. Don't worry; you'll get the hang of it in no time!

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Depending on the university, these activities will vary, but your course instructor will usually begin each discussion with a question or topic for debate. Students must next research the topic and respond to the challenge with evidence of their own knowledge and expertise. Frequently, you'll find yourself in a debate with fellow students' ideas and points of view.

- **Exams**

Exams are an important tool to assess your learning, despite the fact that they can be nerve-racking. Students may be allowed to complete their exams on their own personal computer in a place of their choice by their institutions. Tutors are usually open-book and open-note because they have no method of overseeing a virtual exam or examination. Many colleges will provide the option of completing 'take-home' tests in the form of an essay or final assignment as a realistic alternative.

1.4.Types of Resources for Online Learning

In general, when pursuing an online degree program, you may come across materials such as:

EBooks; Journals; Videos; Recorded lectures; Quizzes; Discussion forums Live Q&A sessions; and Interviews.

The resources available to you for online learning will be determined by the university where you enroll in your online program. Some online learning programs may require you to pre-order physical textbooks by mail; however, this is increasingly being phased out in favor of eBooks and online-only delivery options. An online degree is similar to a traditional degree program, but you have more flexibility in how you study. Your school and the course instructor will decide on the format for each course and the distribution methods that are most appropriate for your course or program. Online learning may be a completely new experience for you. If

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you're coming from a more traditional learning background, read on to discover how to make the most of the resources you may encounter in your online learning journey!

1.4.1.Learning Management Systems And Online Assessment

Several LMSs are identified. Each has built-in functionalities to assist teachers and teacher educators in developing high-quality assessments aligned with best practices. There are literally hundreds of LMSs available today. Some are open source, such as Moodle™, Canvas, Sakai and A-Tutor. In addition, Software as a Service (SaaS) or cloud-based LMSs are available via a “pay-per-usage” financial model — e.g., Google Classroom, Joomla, and

WizIQ. There are also proprietary, licensed, and purchased systems, as an example: Easy-Campus, Black-Board, and Go1.

1.4.1.1.Moodle

Moodle-TM belongs to a group of open-source learning management systems (LMSs). Because Moodle-TM appears to be a popular LMS that is used in a lot of poor nations, it is worthwhile to discuss its evaluation capabilities. Sakai, another popular open-source LMS, is discussed in Appendix F.

When does the "fermium" payment model apply to open-source software? This is one of the most often asked questions. The core aspects of the application are frequently free, but further features must be paid for, or the number of student accounts in free versions is limited. Setting up, updating, and fine-tuning open-source systems also necessitates a high level of knowledge. There are private firms that may be hired to put up such systems or that even have dedicated servers for them and are willing to personalize them, but this can be expensive. Regardless of the technology, the institution must have at least one qualified IT specialist on staff. Some Internet hosting firms may provide open-source hosting services.

Home > Login to the site English (en)

Returning to this web site?

Login here using your username and password
(Cookies must be enabled in your browser)

Username

Password

Some courses may allow guest access

Forgotten your username or password?

Is this your first time here?

Hi! For full access to courses you'll need to take a minute to create a new account for yourself on this web site. Each of the individual courses may also have a one-time "enrolment key", which you won't need until later. Here are the steps:

1. Fill out the **New Account** form with your details.
2. An email will be immediately sent to your email address.
3. Reac your email, and click on the web link it contains.
4. Your account will be confirmed and you will be logged in.
5. Now, select the course you want to participate in.
6. If you are prompted for an "enrolment key" - use the one that your teacher has given you. This will "enrol" you in the course.
7. You can now access the full course. From row on you will only need to enter your personal username and password (in the form on this page) to log in and access any course you have enrolled in.

Figure 1.3. The Login Page

(Source:https://www.tedu.edu.tr/sites/default/files/content_files/ctl_2016_moodle_for_dummies.pdf)

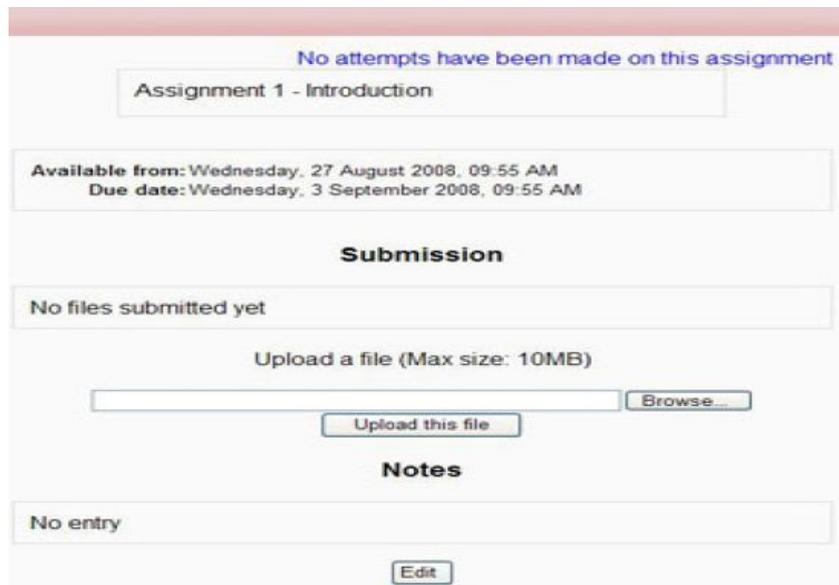
• The Assignment Module

Assignments are a type of assessment task that has a deadline and is associated with a grade. This tool is used by students to upload files that are relevant to the assessment task. Each upload generates a log of information.

Teachers can look at the files that have been uploaded and mark the work that has been submitted online. A teacher can also choose to download all of the assignments and mark them offline. Moodle™ can be configured to send a notification to the student when a grade is assigned. The following are some of the most popular features activated in the Assignment module: Due dates that are automatically generated, there is a maximum grade specified • late assignments are acceptable (teacher discretion),The assignment is connected to the master grade-book., a feature for leaving comments (with email notification),Allowable resubmissions and regarding, student work with a date stamp. Figure (1.4) depicts what a student would view when

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using the Moodle™ Assignment feature to submit an assignment. Students might be made aware of online rubrics before or after submitting such assignments.



The screenshot shows a Moodle assignment submission interface. At the top, a blue banner states "No attempts have been made on this assignment". Below this, the assignment title "Assignment 1 - Introduction" is displayed in a box. A second box provides the availability and due dates: "Available from: Wednesday, 27 August 2008, 09:55 AM" and "Due date: Wednesday, 3 September 2008, 09:55 AM". The "Submission" section indicates "No files submitted yet" and offers an "Upload a file (Max size: 10MB)" option with a "Browse..." button and an "Upload this file" button. The "Notes" section shows "No entry" and an "Edit" button.

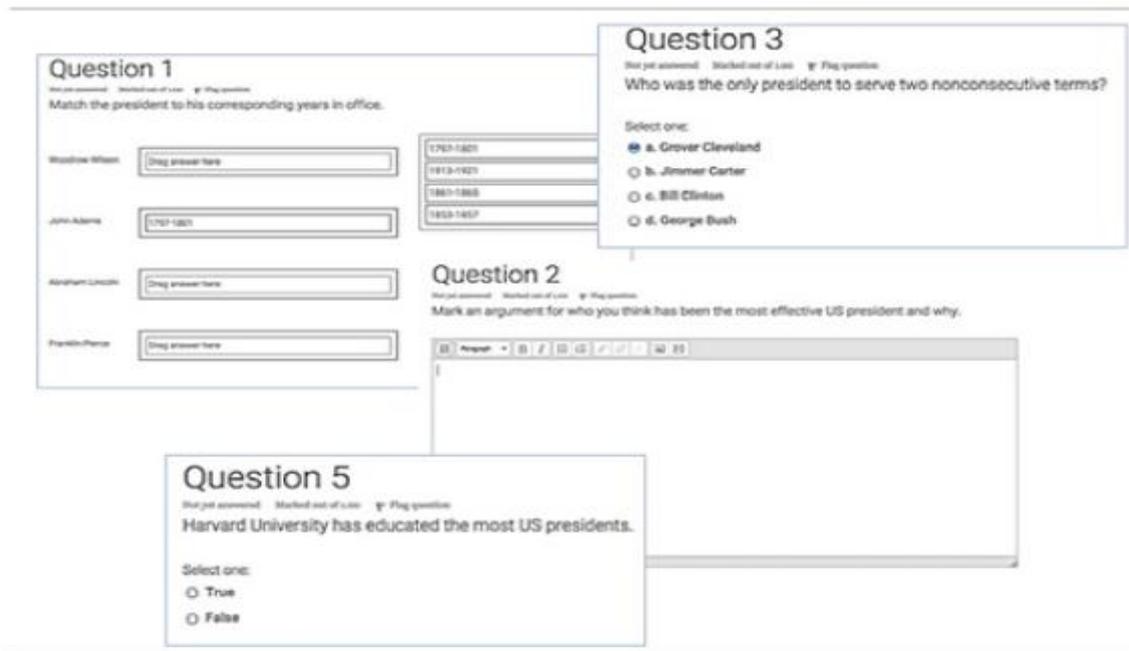
- **Figure 1.4.** Screen capture of a Moodle Assignment submission page

(source:<http://distance.uvic.ca/onlinehelp/tutorials/moodle/assign.htm>)

• The Quizzes module

Frequent quizzes in class have been shown to improve student achievement, attendance, and confidence. It keeps students focused on their studies and encourages them to participate in class. It helps students to evaluate their learning and target their study efforts accordingly through practice. Feedback can be enabled for the majority of these question types, and the appropriate feedback message is displayed to the learner following the answer, whether a correct or erroneous response was selected. This is especially beneficial in jobs that require formative assessment.

A screenshot from the Moodle™ Quiz environment is shown in Figure (1.5).



- **Figure 1.5.** Screen capture of various types of Moodle™ quiz tools (source: Simmons College, 2016)

1.4.1.2. Google Class-room

Google Classroom is a cloud-based introductory learning management system. It was created to operate with Google Apps for Education and provides many free services to educational organizations. The institution does not have to bear the expense of infrastructure for hosting the application because it is a "cloud" option. Some institutions may face privacy and security issues as a result of this. According to Google. It was built to work with Google Apps for Education, and it offers a variety of free services to educational institutions. Because it is a "cloud" alternative, the institution does not have to pay for infrastructure to host the application. Google Classroom is part of the Google Apps for Education ecosystem and provides basic LMS features. It assists teacher educators and teachers in quickly creating and organizing assignments, providing timely feedback, and communicating with their classes, as well as promoting a paperless learning environment. Many more online third-party programs also work perfectly with Google Classroom.

Section Two: Assessment Overview

1.1. Assessment Defined

The term assessment has sparked significant controversy and discussion, with numerous researchers and linguists delving deep into the matter. There are a plethora of definitions in the contemporary literature on assessment. Assessment, according to a more common definition, is an important part of the process of gathering information about students' learning and making value judgments about their development (Black & William, 1998). According to Zidane (2010), the assessment takes various forms depending on the function it serves, such as internal assessment, which focuses on individual student learning and is limited to the curriculum, versus external assessment, which is not tied to a specific class and is used to judge students achievement at a larger scale.

Palomba and Banta define assessment as "the systematic gathering, review, and use of information about educational programs conducted to promote learning and development" (Palomba and Banta, 1999, p.4, quoted in Madani, 2012, p.8). Assessment is the process of finding and obtaining information about learners, as well as receiving formative feedback from teachers, who use the information to change their learning and look for ways to meet needs and overcome learning hurdles. Teachers must have a thorough awareness of various language tools, including their strengths, shortcomings, and suitable uses, to make informed decisions about how to employ these resources with English language learners.

Crooks (2002) claims that the goal of school-based evaluation is to increase students' learning while also providing feedback to parents and students. The assessment provides teachers with information about their students' learning requirements, allowing them to create a clear and current picture of their existing abilities, attitudes, and development. Furthermore, according to Brown & Hirschfield (2008), students are routinely assessed in schools in order to hold them

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accountable. In general, assessment is the process of analyzing a student's performance, and evidence can be gathered in a variety of ways. Thus, the purpose of assessment is to improve learning and tailor instruction (Aouine, 2011).

As a result, classroom assessment provides teachers with vital information about what, how much, and how well their students are learning. Therefore, teachers can utilize this knowledge to refocus their instruction in order to assist students to learn more effectively. Simply put, it's a broad term that encompasses all ways of gathering data on students' knowledge, competence, comprehension, attitudes, and motivation.

Recently, the function of assessment has developed, and the process of enacting assessment in the classroom to improve learning has proven to be difficult for teachers. In fact, simply implementing new tactics in the classroom has proven insufficient, and changes in the educational theory have necessitated teachers rethinking their duties in order to assist students in maximizing their learning and becoming effective learners.

Since the 1970s, when researchers began to challenge the efficiency of the conventional focus of classroom assessment: measuring, grading, and assessing students, assessment and its role in teaching and learning have piqued the interest of scholars and sparked educational research. Performance against external benchmarks (Gipps, 1994). In this vein, assessment usually entailed gathering, interpreting, and documenting student performance against a specific task or set of achievement criteria (Stiggins & DuFour, 2009), and it was usually associated with behaviorist teaching and learning theories.

1.2. Definition of Assessment

There are many ways to assess student performance. Some of the most effective evaluations are those that are formally and informally applied by parents/guardians at home and

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in meetings with independent teachers. Those who work directly with students are in a unique position to fully comprehend their abilities and accomplishments.

Assessment is a systematic, continuing process of obtaining and assessing evidence of student learning to identify whether or not a program is accomplishing its learning objectives and then using that information to enhance the program.

“The word assess originates from the Latin alongside, which means to sit beside,” writes Evangeline Harris Stefanakis (2002:184). “To assess, then, means to sit beside the learner.” Assessment is the gathering of pertinent data that can be used to make a decision. Fenton (1996). Also, Assessment, according to T.Marchese (1987), is the systematic gathering, review, and application of information regarding educational programs with the objective of improving student learning and development.

Many educationalists and applied linguists are divided on the term assessment. It's been employed in language teaching and applied linguistics in a variety of ways. The most common definition of assessment in the current literature is provided by Longman dictionary of language teaching and applied linguistics, which defines assessment as “a systematic approach to collecting information and making inferences about a student's ability or the quality or success of a teaching course on the basis of various sources of evidence.”.

Classroom assessment serves as a means of reporting on students' progress. It also assists the instructor in determining what to teach and how to educate. It also bridges the gap between teaching and learning, which is crucial. As a result, the majority of educators regard classroom assessment as the link between teaching and learning.

Assessment is defined as the process of gathering information about students and their progress. To put it another way, it's about getting to know the students and the quality of their education. Teachers utilize assessment to determine whether students have learned what they

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have been taught and what their learning needs are. In a similar vein, Koyalik defines it as follows: "classroom assessment gives vital information that allows teachers to tailor instructional processes to their students' learning needs" (Koyalik, 2002 qtd in Eggen & Kauchack 2004). To put it another way, assessment aids teachers in selecting appropriate teaching techniques that meet the needs of their students.

Furthermore, Angelo (1995:7) provides a more thorough description of assessment:

Assessment is a continuous process that aims to comprehend and improve students' learning. Setting suitable criteria and high standards for learning quality; systematically acquiring, evaluating, and interpreting evidence to evaluate how well performances match those expectations and standards; and using the resultant information to document, explain, and improve performances.

Assessment, as defined above, is a practice utilized throughout the educational process in order to improve the learning condition. It entails obtaining information about the students' learning and tracking their development to measure how far their performance improves.

1.3. Difference Between Online and Classroom Assessment

Research on the impact of using discussion forums as a platform for formative assessments included five full-time online mathematics educators. Students' mean posting activity and quiz scores for parts where formative assessments were used were compared to earlier sections when formative assessments were not used. According to the findings, online discussion forums can play a significant role in the learning process. Classroom assessment approaches (Cross and Angelo 1988) are one type of formative assessment that may really inspire more discussion forum discourse from students and have a beneficial impact on student quiz scores.

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Online	Classroom
<ul style="list-style-type: none">• Participating in online discussions might help you develop your reading and writing skills.• Participating in a discussion can help you learn more and improve your critical thinking skills.• Participating in a discussion can help you learn more and improve your critical thinking skills.	<ul style="list-style-type: none">• Can help with reading and writing if the assessment incorporates skills beyond the written assignments tests/quizzes.• Active learning strategies can be beneficial, increase the depth of your knowledge.• Technology isn't always used for what it's supposed to be used for assessment.

- **Table 1.1.** Comparison of Online and classroom Assessments

(source: Pallof,R & Pratt,K .*Assessing The online Learner.*,Learning Institute, JOSSEY-BASS<https://www.kaust.edu.sa/en/study/faculty-affairs/Documents/Assessing%20the%20Online%20Learner.pdf>)

1.3.1. The Benefits of Online Assessment

The most widely used traditional assessment tools are multiple-choice tests, true/false tests, short answers, and essays. Many universities still use classic pen/pencil and paper to conduct assessment assignments, but in the internet world, traditional tools have been upgraded and new assessment methodologies have been developed. There are now a plethora of internet programs that may be utilized to conduct similar examinations. Traditional pen-and-paper assessments have various benefits over online evaluation methods. Here are a few examples:

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- Exam candidates are accustomed to using digital devices: Instead of utilizing pen and paper, exam candidates might work on a computer in a style that is natural to them. Candidates who do not have access to computer editing tools when writing. Such as cutting and pasting text or utilizing a spreadsheet for accounting, are at a disadvantage. When you're used to working digitally, switching to pen and paper can be difficult, and it can be exhausting over time.

- Reduced Administrative Burden: When exams are moved online, it considerably reduces the administrative burden of organizing and running exams. It takes time and money to print and distribute exams on paper, as well as organize shipments of completed scripts to markers.

- *Quicker to Mark and Issue Results: Marking online is substantially faster, and candidates appreciate obtaining results soon. If you use auto-storable questions, you can get results right away.*

- Flexibility to Take Exams Anywhere: Remote invigilation, also known as online proctoring, allows candidates to take a safe and invigilated exam from the convenience of their own home, which is less stressful and saves time and money compared to going to a test center.

- Assessment Reporting: Quick and unambiguous reporting on candidate results and progress are made possible by the online Assessment. This makes it easy to provide candidates with meaningful feedback on how they are performing, areas where they excel, and places where they need to improve.

- Enhanced security: Another benefit of online assessment is that all exam papers, candidate information, marks, and results are saved digitally. Furthermore, only those who need access to exam information can be given the necessary system access. Controlling access, storage, and results management with paper-based tests is substantially more difficult.

- When the assessment is administered, test items can be randomized such that no student's test items appear in the same order as the student who is completing the same test on the next workstation.

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- Distractors can be randomly assigned to multiple-choice questions.
- Levels of difficulty can be assigned to test items.
- Test item "pools" can be employed, from which the tool can distribute different test things to different pupils at random.
- Some types of test items can be scored by the technology, removing the burden from the teacher or teacher educator.
- Online tools can provide pupils with rapid feedback.
- Online tools can run item analyses on test items, assisting the assessor in identifying bad questions.

1.3.2. Techniques of Online Assessment

To facilitate teaching and increase learning, the online instructional delivery technique should be implemented. Convenience, flexibility, and "learning anytime, anywhere" are all clear advantages of online courses, but teachers must consider if these benefits contribute to student learning results. Both learning objectives and knowledge application must be measured via online assessment. Assessment techniques should be used by the online educator to strategically reflect the pedagogy of online courses. Many existing assessment methods can be adapted for use in online courses. Other abilities, such as written communication, may be improved as a result of the online delivery of teaching.

THE WORLD WIDE WEB has opened a whole new venue for teaching and learning. It's safe to say that online learning is here to stay. Many traditional classroom spaces are being replaced, and the way we teach is changing. Students will be able to learn what they want, when they want it, where they want to study it, how much they want to learn it, and, most crucially, how to assess what they've learned. The student now bears the brunt of the responsibility. The student must be an active learner who is self-disciplined, motivated, and enjoys discovery

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learning. Although educators at all levels have welcomed the use of online technology as a teaching tool, the issue of student learning evaluation in an online course has yet to be fully resolved. Although online training is more efficient, convenient, and flexible for both students and teachers, it is critical to emphasize that this technology should be used to aid teaching and promote learning. How can we know that when we give education online, we are meeting those requirements as teachers? Assessment via the internet!

Online assessment should be seen as a method of assessing a student's academic performance. Because there are so many components to measure, the assessment process should be seen as a system. Just because may be difficult to measure the amount of learning done doesn't mean it didn't happen.

- **Traditional Assessment Techniques**

Assessment instruments should be developed to provide students with instant feedback and help them understand and apply what they have learned, whether teachers are giving education in a traditional classroom or through the Internet. Students must be able to see how the content "fits" with a real-world application. Learning objectives must be the course's criterion, as well as evaluation methods to assess student learning outcomes and feedback components to and from the student. Measurement of learning objectives, self-assessments enable students to measure their own progress, and interaction and feedback between and among the instructor and students are three major components of assessment. Business educators must be wary of falling into the trap of relying solely on examinations for assessment. More than a series of standardized tests or even end-of-term exams are required for assessment. Tests are not sufficient in and of themselves; they are tools for evaluating and assigning grades. Self-testing can be a useful technique for assessment. Students should use self-tests to check their aptitude or understanding level. Teachers frequently do not see the results of self-tests. Self-tests can, however, be used by teachers to discover deficiencies in the curriculum or content areas that require additional study.

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Another pitfall to avoid is grading students on material that was not covered in class, which frustrates students and gives the teacher erroneous results. This issue is usually caused by a lack of alignment between assessment and learning objectives and subject content. Both the students and the instructor must have a clear understanding of the learning objectives. The assessment instruments must be aligned with the intended learning goal. The learning objectives should be reviewed every time the course is delivered.

• Online Assessment Techniques

Human contact, communication, learning paradigms, and assessment procedures are radically altered when courses are moved from the traditional classroom to an online context. Before creating an efficient evaluation instrument, the instructor must have academic competency in the course subject. Teachers must modify the ways they exhibit teaching and learning effectiveness since the delivery method has changed.

Short descriptions of the most frequent digital techniques used by educators to assess learning, both formative and summative assessments, are provided below. Multiple content formats can be used in online assessments. While traditional pen and paper tests can only depict two-dimensional questions, online examinations can include digital elements like audio, video, animation, and novel item types. This opens up a plethora of possibilities for various sorts of learning:

1.3.2.1. Multi-Choice Tests

A typical type of online assessment is multiple-choice tests. It's critical to properly construct multiple-choice tests since, with online assessment; the weaknesses of badly written items are potentially more obvious to the public. Students may also have technical difficulties, exacerbating the impact of poorly prepared questions. Online multiple-choice examinations have the advantage of being simple to administer. Item analysis also allows the test creator to eliminate

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items that are poorly worded. The software that is used to distribute online multiple-choice questions marks them instantly. Because the questions do not assess writing abilities, students who have weak writing skills in another language are not penalized. The questions, on the other hand, can be used to assess reading skills. The idea that multiple-choice tests are "objective" is a misconception. Although scoring them is objective, humans construct questions and formulate response alternatives, both of which require subjective decisions. Traditional and online multiple-choice tests have the disadvantages of being prone to guessing and being time-consuming to create. However, in the online world, it is easier to reuse prior goods, and as a result, the procedure takes less time.

1.3.2.2. True-or-false items

Students must indicate which of two possible responses is true in traditional true-or-false questions. As a result, a student who guesses has a 50% probability of being correct. Guessing can be reduced by requiring an explanation in an online true-or-false inquiry. This has an impact on the convenience of marking, but it is a quick and easy approach to capture additional data digitally. Some software systems allow for the use of negative marking for erroneous answers, which minimizes the amount of calculating required when using the same approach in a traditional test.

1.3.2.3. Essays

Essays are adaptable and can be used to assess higher-order thinking skills. They do, however, take a long time for instructors to score. When essays are submitted electronically, it may be easier to grade those using online rubrics or an online marking scheme that includes prepared remarks or other anticipated answers. These remarks can be dragged into the electronic essay, or new remarks can be added to it. Subjectivity, on the other hand, could be an issue

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throughout the marking process. The ability to read from text rather than handwritten responses is one of the most significant advantages of answering essay questions online.

Figure (1.1) presents a screen capture of grading an essay using an online rubric. The essay would have been written by the student and uploaded to the LMS (in this example, Moodle™). The educator would then be able to grade the essay using the "Manual Grading" technique. The educator can use this tool to add custom comments. An educator can prepare a list of potential responses and then copy and paste them as bespoke comments.

Alternatively, the educator can use the "Rubric Editor," which can be found after clicking the "advanced grading" link on the "advanced grading method management" screen. The editor allows you to rename the rubric form and add a description, new criteria, and performance levels. There should be descriptions of the criteria, as well as a level definition and the marks associated with each level at which performance can be defined.

The screenshot shows the Moodle Rubric Editor interface. It has three main sections: Name, Description, and Rubric. The Name field contains the text "Rubric title is typed here". The Description field contains the text "Rubric description is typed here" and has a rich text editor toolbar above it. The Rubric section contains a table with three criteria: Pigs, Dogs, and Mangos. Each criterion has four performance levels: 0 points, 1 point, 2 points, and 3 points. There is an "Add level" button next to each level. Below the table is an "Add criterion" button. Underneath the table is the "Rubric options" section, which includes a "Sort order for levels:" dropdown menu set to "Ascending by number of points" and several checkboxes for display and grading options. At the bottom of the interface are three buttons: "Save rubric and make it ready", "Save as draft", and "Cancel".

Criterion	Level 0	Level 1	Level 2	Level 3	Action
Pigs	No pig 0 points ✕	Pig 1 point ✕	Pigger 2 points ✕	Piggest 3 points ✕	Add level
Dogs	No dog 0 points ✕	Dog 1 point ✕	Dogger 2 points ✕	Doggest 3 points ✕	Add level
Mangos	No mango 0 points ✕	Mango 1 point ✕	Mangoer 2 points ✕	Mangoest 3 points ✕	Add level

- **Figure 1.6.** Screen capture of the Moodle-TM Rubric Editor

(Source: <https://docs.moodle.org/31/en/File:gradingfrom-rubric-editor.png>)

1.3.2.4. Short-Answer Tests

These exam items challenge the student to enter a word or phrase that was left out of a sentence or to fill in a word or phrase in response to a direct query. The advantage of having students take this type of exam online is that the answers may be assessed right away by comparing the student response to a pre-populated answer. The disadvantage is that students frequently do not input the exact response and are therefore marked incorrectly. For example, spelling errors can result in an inaccurate grade, even though the teacher would have accepted the response.

1.3.2.5. Online Games

Online games provide intriguing opportunities for assessment. They can provide a secure, creative environment for students to experiment, cooperate, and solve challenges in. They can be utilized for a range of assessment types in practically all educational fields. As indicated in Figure (1.2) these instructions were written at the time of publication. , the Center for Online Education compiled a list of 50 websites containing game materials for teachers in 2016.

The term "Gamification" has recently entered the educational discourse.

“Gamification is the use of gaming principles in the field of education in order to get students involved, engaged, and excited about learning. Gamification introduces concepts like badges, levels, achievements, and game points to the classroom. Students are rewarded with these concepts when they succeed, but are not penalized when they don’t. By introducing a system of rewards without harsh penalties, students are not afraid to step outside of their comfort zone and fail. By removing their fear of failure we subconsciously encourage them to learn.” (E-Learning Industry, 2016).

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1.3.2.6. Student Journaling, Blogging and Wiki Building, Online Digital or E-Portfolios

Many LMSs include features like student journaling, blogging, and wiki creation. On the Internet, there are also programs that are free to use.

Journaling is a particularly useful method for encouraging student reflection outside of your LMS, and teacher educators may choose to utilize a rubric to assess the diary entries.

At http://ar.cetl.hku.hk/am_rj.htm , the Centre for the Enhancement of Teaching and Learning gives thorough information on journal assessment (Chan, 2009).

Students can write free-form diaries or be given certain instructions for diary entries (structured journal). Journals are usually kept secret, with only the teacher and the student having access to them. When a big number of students are participating, marking journals might be difficult. Building a blog or wiki is a good way to encourage students to write individually or together. Consider a blog to be a website with postings organized by the date they were published. Consider a wiki to be a website that is organized by content (such as Wikipedia does). In a learning setting, you can choose one or both depending on your desired objective.

Blogging is comparable to journaling, but it has more options for allowing people to view the information. Private, semi-private, and public blogs can be created by one or more students. Blogs can be assessed in the same way that journals are. When it comes to building a professional online profile, blogs are especially valuable for teacher educators and teacher students (POI). As a result of many teacher education programs, the development of POI for each student teacher is now a requirement. Wikis are also tools that can be established by one or more students and can be private, semi-private, or public in nature. Wikis are especially well-suited to collaborative group projects and social constructivist learning. Wikis are multi-author, non-linear, changing,

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complex, networked online resources that can be utilized to enhance student collaboration and co-production.

Online portfolios can be created with a variety of ICT technologies, such as Ever note or Mahara (<https://mahara.org/>), an open-source program that interfaces with Moodle. Students can use these tools to create documents and upload photographs, audio, and video. All content can be tagged and shared to other media tools if necessary. Ever note is adaptable in that it is available as a desktop and mobile program, and content may be synchronized between various desktops and mobile devices. Simple websites, blogs, and wikis can all be utilized to create an online portfolio. The opportunity to include a range of information is the most major benefit of having a digital portfolio. Movies, audio, presentations, text, hyperlinks, and animations, for example, can all be found in e-Portfolios.

Section Three: Take-home Exam Overview

1.1. Take-home Exam Definition

TAKE-HOME in Cambridge dictionary: a test that students complete at home, especially because there would not be enough time to do it in class.

TAKE-HOME by Merriam-Webster: that may be worked on without supervision outside the classroom.

A take-home exam is one that students must complete in a specific amount of time at home. Students can use study materials, the internet, and other resources to complete this test.

A take-home test is one that you take in your own place (for example, at home) by downloading the paper and uploading your answers via the internet (a Technical Guide on how to accomplish this will be provided to you shortly). The exam is given in a 'open book' format, which means you can use your notes, course materials, the internet, and any other resources you like. The exam will be timed, but instead of two or three hours like in a traditional exam, you will

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have 24 hours between receiving the exam paper and taking the exam, as well as the date by which you must submit your completed exam script. This period is allocated to allow you to read the paper, write your answers, and submit your full script. You are not expected to spend 24 hours working on your responses. To assist you manage your time on some exams, there will be a maximum word restriction for each question or the exam as a whole. There will be no word restriction for questions based on numeracy.

A non-proctored exam is a take-home exam. Students take the exam on their own time, over a longer period of time - frequently days rather than hours, as with in-person exams (Bengtsson, 2019). Take-home examinations are open-book exams that students do at their convenience. While students do not need an internet connection to take the exam synchronously (at the same time); they do need an online connection to download the exam and upload their answers. Students can improve their ability to retrieve, apply, and synthesize material by taking home examinations, allowing higher levels of Bloom's Taxonomy to be assessed (Bengtsson, 2019).

1.2. Different Formats of Take-home Exams

Exams are used at university to see how well you have understood key concepts, themes, and topics. You may be required to take one or more of the following exam types on campus, at an off-campus location, or online: Open book, Take-home, How thoroughly you study for the type of exam you will take and how you approach it on exam day will determine your exam success.

1.2.1. Take-home Exams

On-campus students may be forced to take this type of exam, which follows the same style and standards as essay exams but is completed at home. Students are frequently given the exam online shortly before the submission deadline (e.g., 24–48 hours before).

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- **Before the exam**

- For essay exams, follow the guidelines outlined above.
- Prepare your reference materials and notes ahead of time to ensure that they are easy to find and use.

- **During the exam**

Determine what you'll do with the exam. A suitable environment will allow you to concentrate fully on the task at hand. The room's size, lighting, and temperature are all factors to consider. Your workstation and chair's position, as well as comfort levels (ergonomics) o If you're allowed to carry notes, keep them in a convenient location. Avoid using a room where there are external distractions, such as increased noise or visible activity. Oral examinations, the capacity to verbally convey essential concepts, theories, and ideas presented in your course, also known as Vivas, can be tested.

1.2.2. Open-book

An "open book examination" is a type of test that permits students to use class notes and summaries, as well as a "memory aid," textbooks, or other allowed material, to answer questions. An open book exam can also refer to a situation in which students are given exam questions before taking the formal exam or are given a 'take-home' exam to complete.

An "open book test", in its broadest meaning, permits students to consult some type of reference material while taking the exam. Exams with an open book versus exams with a closed book have different instructional goals. A closed book exam, on the other hand, "places a premium on accurate and extensive recall, and unless carefully designed, its assessment of students' knowledge is likely to be dominated by that ability" (Gupta, 2007), an open book test concentrates on higher-level knowledge. Because open book exams don't place as much stress on memorizing, questions might advance up Bloom's Taxonomy of Educational Objectives,

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requiring students to analyze, evaluate, or synthesize information rather than just memorize it. “Exam situations are pretty artificial” Maryellen Weimer writes in her Faculty Focus essay.

How frequently do you have a short time window and no access to resources or knowledge in your professional life?” “In this age of technology, we need to be purposefully teaching students how to acquire, organize, and utilize information,” she continues, rather than just memorizing it (2013). Open book exams are also well received by students. “They don’t talk about how preparing the sheet helps them prioritize and organize content,” when asked about it. Rather, they regard their reference books as stress relievers (Weimer, 2013).

An open book test, like any other type of assessment, can take a variety of forms. These can be grouped into a few major groups, which Chan summarizes as follows:

1. During the examination, students are permitted to consult reference materials.
2. Exam questions are supplied to students ahead of time, allowing them to prepare resources for the exam.
3. Students are permitted to take their exams home and complete them within a set time frame (Chan, 2009).

An “open book exam” has a format and expectations that are comparable to essay exams. They vary in that you are permitted to bring and use your own notes, books, and other reference materials. This type of exam is designed to assess both your knowledge and your application of it.

• Before the Exam

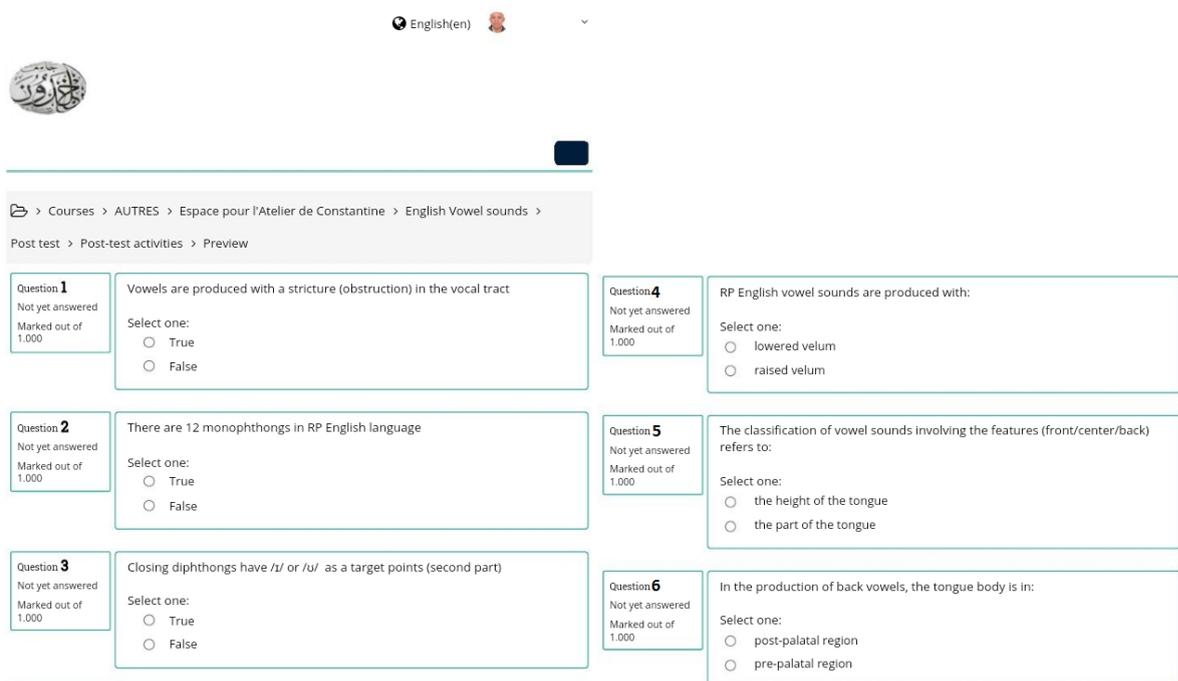
- Prepare your resources so that you can quickly access references (e.g. use colored highlighters and post-it notes to refer to key content and pages)
- Make a summary sheet that includes the most significant information or page references.
- Re-do the exercises and problems as needed, and add comments as needed.

• During the Exam

- Use the appropriate guidance for essay examinations.
- Allow time for you to use the resources you brought with you to the exam.
- Check that you've made the most of your resources when editing.

1.2.3. Types of Question That Can Be Used for Take-home Exam

Exams are a typical kind of assessment and evaluation in universities, and there are many different types of test questions. This contains a brief description of three different sorts of test questions, as well as an example Moodle screen for each. Keep in mind that some exams can be effectively administered in a safe online setting in a proctored computer lab or as online "take-home" exams.



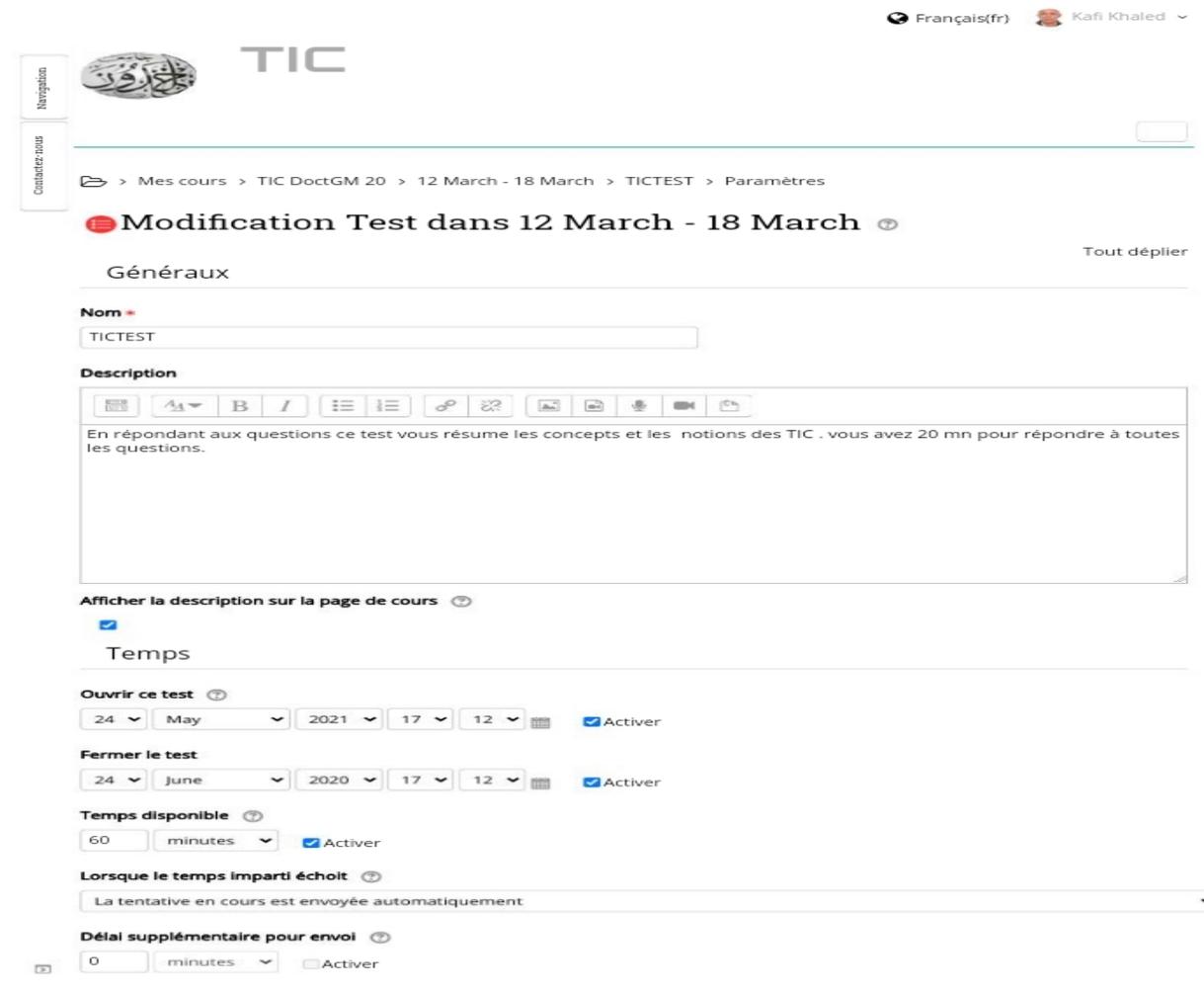
- **Figure 1.7.** Screenshot About Different Types of Questions on Moodle (Source: Source takes by Mr.Kafi Khaled from official Moodle Platform at the department of English language)

1.2.3.1. Exam Setup

The test types that are applicable per course are determined by the delivery method, meeting type, and term type in which it is provided.

• Quiz Settings

- Turn editing on in your Moodle course page.
- Include the Quiz exercise in your lesson.
- Enter the time window for the exam to open and close, as well as the maximum time permitted for the exam, under Timing (time limit).
- Unless you want to change the behavior of multiple-choice questions, you can leave the defaults in Question Behavior.
- Uncheck everything under "During the Attempt," "Immediately After the Attempt," and "Later, while the quiz is still open" under "Review Options."
- Unless you have a different choice, the rest of the options can be kept at their default values.
- Select "Save and show" from the drop-down menu.

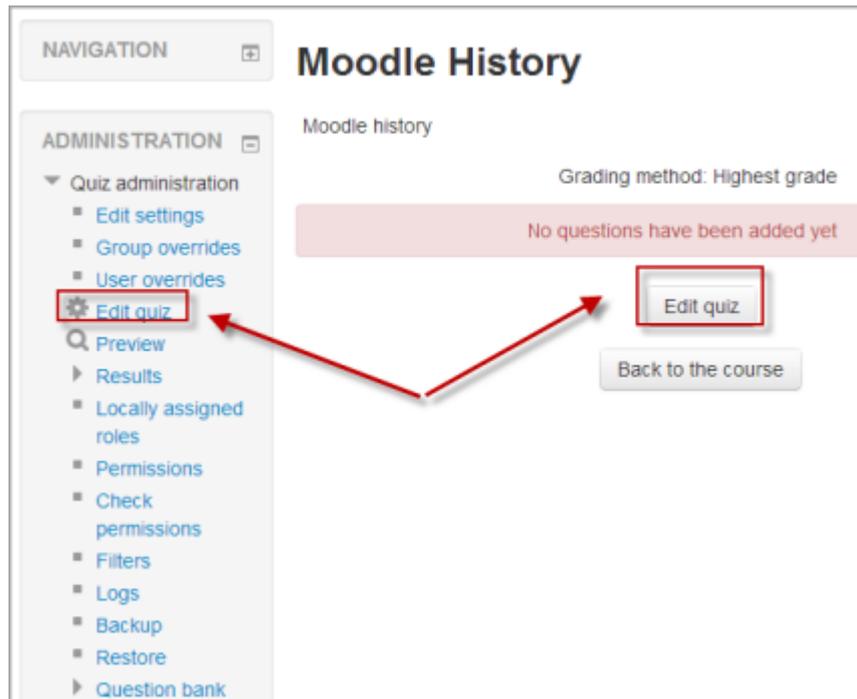


- **Figure 1.8.** Screenshot about The Setting Test Question

(Source: takes by Mr.Kafi khaled from official Moodle Platform at the department of English language)

• Quiz Questions

The teacher can begin building the quiz after it has been added to the course and the Quiz settings have been created. The teacher can update the questions by going to Administration>Quiz administration and clicking on the Quiz name on the course home page, or by going to Administration>Quiz administration and choosing "Edit quiz."



- **Figure 1.9.** Screenshot About Quiz Question Editing

(Source, <https://docs.moodle.org/311/en/File:editquiz.png>)

1.2.3.2. Essay Question

Students are expected to compose a coherent document with an introduction, body, and conclusion when they are given essay questions. This might be an argumentative essay that backs up a claim or a letter that makes a foolproof claim.

Example:

In Latin America, Garzón Vergara (2012) analyzes the 'Rebellion of Criminal Networks.'

Describe the developments that are typical of this 'rebellion'. A letter from the NS on the extension of a Voordeelurenabonnement can be seen in Attachment X. For this letter, establish a communication objective system. Keep an eye on the hierarchy and construct the communicative goals correctly.

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1.2.3.3. Case study Questions

Case study questions focus on a specific topic (case study) in a specific setting. A conceivable professional circumstance or product is described in the case study. After then, students might respond to the question. The question in a case study might be open or closed (if only one exact answer is correct).

Example:

Read the following paragraph from Waiting for the Barbarians by J. M. Coetzee (1980). The narrator (the Magistrate) is imprisoned for allegedly plotting with the barbarians who live on the outskirts of the Realm. He's being interrogated (by the Colonel) about the papers he has that have barbarian marks on them. He clarifies that they are archeological finds.

1.3. Advantages of Take-home Exams

• A Take-Home Exam Ensures a Longer Retention of the Material

Rich (2011) found that while studying for a take-home exam, students reread the textbook and notes more frequently than when studying for an in-class exam. Students were also more inclined to synthesize information in their own terms and raise questions in class.

• Reduces Stress and Performance Anxiety

Students have far greater flexibility in choosing the most convenient time and location for the exam. This is beneficial to students who suffer from performance anxiety (Rich, 2011).

• More in Line with the Professional Practice

A take-home exam allows a teacher to create an assessment that includes more authentic items or tasks that correspond to professional practice.

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• Distance Assessing with Large Groups

This table (1.2) contains a number of assessment methods that can be used for large groups (100 students). You can use this table to get new ideas for the development of an alternative for on-campus written assignments.

Assessment method	When to use	Possibility of fraud	Organisation
<p><u>Digital exam with different versions</u></p> <ul style="list-style-type: none"> • Cirrus (after consultation with the <u>faculty coordinator</u>). • In combination with the online proctoring pilot. 	<ul style="list-style-type: none"> • When you have an itembank (or are able to create one) of at least 3 but preferably 5 times the size of the assessment. • When the assessment questions are for understanding and applying) • Only in collaboration with FCDA. 	<ul style="list-style-type: none"> • Because students will get different versions of the assessment they have limited options when it comes to sharing answers. • However, they can still use sources or have someone else take the exam. 	<ul style="list-style-type: none"> • If there is no existing item bank, it will take a lot of time to create one. Think of +/- 1 hour for one question. • To decrease the possibility of fraud it is advised to formulate the questions in such a way that the question cannot be literally found in the study materials.
<p>Combination of formative and summative assessment</p> <ul style="list-style-type: none"> • You can use multiple tools for this method. <u>Read</u> 	<ul style="list-style-type: none"> • When you do not want to use knowledge questions in the summative assessment, but want to know how students are progressing and which knowledge they are obtaining during the 	<ul style="list-style-type: none"> • Fraud sensitivity does not really play a role with formative assessments because those results do not count towards the final grade of the course; students take these exams to gain 	<ul style="list-style-type: none"> • If you want to remove the knowledge questions from the summative assessments you will have to make some changes. Make sure the assessment does not get too difficult. • Formative assessment can

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Assessment method	When to use	Possibility of fraud	Organisation
<p><u>more</u> about formative assessment and view the examples.</p> <ul style="list-style-type: none"> Brightspace Quizzes can be used to assess midterm knowledge. 	<p>course.</p> <ul style="list-style-type: none"> When the assessment questions are about applying, analysing, and evaluating. 	<p>insight into their progress. Likewise, the lecturer gains insight into the group's progress.</p> <ul style="list-style-type: none"> For summative assessments the fraud sensitivity depends on the type of assessment that is chosen. 	<p>be used as practice for students and to gain insight into the learning process, not for grades.</p> <ul style="list-style-type: none"> It is necessary to discuss the function of formative assessment in the course with the seminar supervisors and the co-lecturers.
<p><u>Take home exam</u></p> <ul style="list-style-type: none"> Brightspace Assignment 	<ul style="list-style-type: none"> When the students has to use the theories to analyse new information (for example a case study) and make connections. When the assessment questions are for analysing, evaluating, or creating. When you are working with an open assessment assignment (which does not have 1 right answer, but requires the student's 	<ul style="list-style-type: none"> It is allowed to use sources or talk to other people, so this will not be a problem. Somebody else could be making the assessment. Use Urkund to check for plagiarism and make sure answers are not copied. 	<ul style="list-style-type: none"> A take home exam is suitable for knowledge questions. Use questions where students have to take their own position and use sources to support it. The assessment time is similar to that of an essay assignment. Use a word limit to limit the assessment time as well as the amount of work for the students.

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Assessment method	When to use	Possibility of fraud	Organisation
	own input) for which the students need more time (1-7 days).		
<p><u>Oral exam</u></p> <ul style="list-style-type: none"> Virtual Classroom 	<ul style="list-style-type: none"> When the student has to articulate their own views and opinions. If you want to ask the student more about concrete knowledge and insights. 	<ul style="list-style-type: none"> The fraud sensitivity of an oral exam is low because the assessment takes place live with a webcam. You can see whether the student is taking the exam themselves. There is a limited possibility to use sources or talk to other students. 	<ul style="list-style-type: none"> It will take about 30 minutes per students to perform the exam and assess. That is a lot, but think about the difference between this investment and assessing essay questions or creating an itembank for mc-questions. Use in-depth questions and make sure you cover different study materials. Check whether the students have access to a webcam.

Table 1.2. Assessment Method Numbers Used for Large Groups (100 students)

(Source: <https://www.ru.nl/lecturers/education/distance-learning/feedback-assessment/distance-assessment-methods/distance-assessing-large-groups/>)

1.4. Disadvantages of Take-home Exams

- **Just Learning the Essentials**

According to Haynie (2003)'s research, students solely concentrate on the knowledge needed to finish the take-home exam. They don't seem to learn more from other sources of information. This will be avoided by using more complicated test questions or -topics, as well as providing students with more extensive preparation for this type of exam.

- **Cheating is a Possibility**

When processing material, the learner has the option of asking for assistance. As a result, it's critical to be explicit about the rules. Tell pupils, for example, that they can collaborate with other students but that the personal element must be visible at the end.

Another alternative is to assign a different sort of question or assignment to each student, so as to drastically reduce the possibility of cheating.

- **Correcting the Exam**

Because of the wide range of responses provided by students, it is more difficult to correct the exam. As a result, decide ahead of time what the learning objectives are for each period and which aspects must be remembered for a given answer.

1.5.Conclusion

The overarching purpose of this chapter has been to provide a thorough theoretical background of the three major key concepts about online education and assessment of the present study, namely, Online Education Overview, Assessment Overview, and the Take-home Exam Overview. So, The first section of this chapter described a wide range of scholarly definitions about Online learning and its attitudes towards teaching and learning as its criteria in Moodle or Google classroom systems being a prominent educational construct, and elaborated on its relationship with the teaching and learning assessment, The purpose of the second section was to explain assessment methodologies and the differences between online and classroom assessments. Developing and promoting a new educational approach, as well as attempting to design a new learning technological method and demonstrating the ease and increase of benefits online remote, As for the last section, a new exam approach, the home exam, was explained, which is a modern method employed in our English language department. This section discusses the several forms of it, as well as its advantages and disadvantages. Perhaps, as a result of our research, this new educational style will be embraced.

CHAPTER Two

Related Concepts to Take-home

CHAPTER Two

Related Concepts to Take-home

2.Introduction

Section One: Online Education in Algeria

2.1.Online Learning in Algeria

2.2.The Difficulties of Applying Online Learning

Section Two: The LMD and The Classical System Overview

2.1. English in the Globalized Era

2.2.The LMD and the Classical System

2.3.Comparative study of LMD and Classical

2.4.Pitfalls and stereotypes

Section Three: LMD and classical system in Algeria

2.1. Teaching and Learning and Assessing English in LMD

2.2. The LMD System and the English Language Teaching

2.3.Conclusion

“A teacher and his way of thinking that's what the most important educational system is.”

- Adolph Diesterweg

2.Introduction

Since this chapter describes related concepts to Take-home, it is necessary to provide a thorough explanation of the Algerian educational systems. This chapter is, then, divided into three sections. The first section elaborates on The Algerian context by stating Online learning in Algeria and presenting the materials and methods and its difficulties of Applying Online Learning, besides, its types and benefits. The second section provides an in-depth discussion about the LMD and an overview of the Classical system, and it's comparative about so, in addition to its pitfalls and stereotypes that related to the assessments technique. The last section includes the LMD and Classical education and assessment systems in Algeria, its Teaching/ Learning and Assessing English in LMD, then the ELT in Algeria with ELT at University.

Section One: Online Education in Algeria

2.1.Online Learning in Algeria

While university closures were necessary for Algeria during the quarantine to prevent student contact, online learning technology systems were set up across the board for huge classes. While some faculty members already had skills in(1) live streaming,(2) pre-recorded teaching sessions,(3) facilitating discussions in a digital platform, and(4) providing assessment and receiving feedback in online or remote teaching, much background preparation was still needed to ensure academic staff, students, and infrastructure was ready for lessons to seamlessly transition into on-demand learning.

Because of the increasing availability of various means and technologies of communication devices, e-learning has a well-established role in higher education and has been found to have a

significant impact on increasing the effectiveness of learning. It is a new asset in this modern era, and it is becoming increasingly popular among high education students in Algeria.

In Algeria, as in most poor countries, the use of online learning in higher education has yet to make significant progress. Teaching online is the same as teaching in person. Many of the same engagement theories that apply to in-person education apply to online learning as well. Real-world problem-solving opportunities, experimental approaches that drive students toward a conclusion, and thinking and discussing learning activities are all part of student-centered active learning online.

Because of the pandemic, most teachers have been forced to quickly transition from their traditional teaching methods to online teaching. This rapid transition has resulted in several obstacles and challenges. In light of the obtained results, it is important to note that teaching should be reshaped following the pandemic, and it is time to remove the stated obstacles. As a result, the pandemic provides an opportunity to create a revolutionary transformation in the teaching and learning process. This can be accomplished by combining online learning platforms with a variety of other online resources. Schools and universities should never return to normal after a crisis, but always strive to improve.

Algeria has implemented a number of educational innovations in recent decades to improve learning and teaching standards through educating teachers and incorporating students into online learning. Teachers and students alike are enthusiastic about using technology in the teaching and learning process. Learners, on the other hand, have a wide range of attitudes. To learn in formal settings, the majority of them still prefer social networks, primarily YouTube and Facebook. Others, on the other hand, find academic platforms more practical because they provide an official and formal atmosphere.

A modular framework, corresponding to different degrees of teacher experience and ability utilizing technology, is essential for successful teacher professional development programs. It is

critical to adapt materials to the comfort level and starting points of teachers. Teachers who are new to technology will be exposed to the entire series of professional development modules, while those who are further down the learning curve will be able to enter where their knowledge and skills end and assist their less tech-savvy colleagues. Exploiting online learning is a prerequisite for greater teacher professional development in Algeria for the reasons stated.

2.1.1. Teaching During the Pandemic

The Covid-19 pandemic has had a major impact on the world, and education is no exception. In response to the worldwide issue, education has seen a massive shift in teachers from face-to-face to online instruction as the most effective way to support their students. Algeria, for example, implemented a partial lockdown in response to the outbreak, ordering mosques and other institutions such as schools and universities to close. For example, Algeria's Ministry of Religious Affairs decided to block mosques to reduce intimate contact between people to prevent the virus from spreading among Algerians.

In light of the current situation in Algeria, this decision was deemed appropriate, particularly because mosques are sites where intimate contact between people is necessary during prayer. Shutting down schools and universities is a similar situation. As a result, education has transformed in response to the high demand for e-learning, in which instruction must be offered via digital media. Many benefits of online education have been demonstrated, including increased information retention and time savings (Li & Lalani, 2020).

As a result of the epidemic, schools and institutions have been forced to close, which has increased the usage of technology and the creation of online teaching plans utilizing various tools and platforms. Online education, which uses a range of educational platforms such as Google Classroom or the Zoom videoconferencing tool, is not a new manner of teaching. However, many educators are not enthusiastic about incorporating new technology into the classroom. This makes educational reforms difficult, especially when the situation is dire, as it is now with the current

pandemic. Our distance education is a bond of educative education, which supports and strengthens it. While in other countries (advanced or progressing) it is a choice of options given distinctly to the learner.

2.1.2. Material and Methods

Algeria has implemented several educational innovations in recent decades to improve learning and teaching standards through educating teachers and incorporating students into e-learning. To determine the situation of online teaching in Algeria during the Covid-19 pandemic, quantitative data is collected from a variety of Algerian instructors in order to ascertain their perspectives on the issues they have faced as a result of the quick move to online teaching in higher education. In order to do so, a short online questionnaire was created and sent to a total of 387 university instructors in Algeria, from various departments, via their email addresses or various online communities, mainly Facebook groups of teachers.

Furthermore, due to the pandemic's frightening status and its impact on education, the study's completion period was constrained, which explains the tiny sample size compared to the entire population.

Keep one eye on your students while talking to them or giving a presentation by using an extra monitor in addition to your computer screen. On one display, start Vision, and on the other, start your Google Meet or Zoom meeting. Isn't there a second monitor? You can share your entire screen or a specific window using Zoom. Share only the windows that students require, and keep Vision running for your reference beyond this window.

2.1.3. Types of Online Learning

- **Asynchronous Online Courses**

These types of courses are not available in real-time. Students are given content and assignments, as well as a deadline for completing course work and exams. Discussion boards,

blogs, and wikis are common places for people to interact. As a result, there will be no class time. Students with time constraints or hectic schedules benefit from asynchronous online learning settings.

- **Synchronous Online Courses**

These types of courses necessitate simultaneous online interaction between the instructor and all enrolled students. Participants interact through text, video, or audio chat, which is similar to a webinar in several aspects. Synchronous learning environments allow students to take part in a course in real time from a distance.

- **Hybrid Courses**

Hybrid courses, often known as blended courses, are learning settings that allow students to interact both in person and online. Hybrid classes typically meet in person many times throughout the semester and allow for computer-based communication in between those sessions.

2.1.3.1. Online Platforms

During the pandemic, there has been an increase in reliance on online platforms as a means of learning and communicating with students. This section explains about the various platforms available in this domain.

2.1.3.2. Moodle

During the last few years, social media sites such as Facebook, Twitter, Whatsapp, YouTube, and Instagram have become a haven for teachers and students. However, the Algerian Ministry of Higher Education has established several educational platforms, such as MOODLE, that provide the same services to students in an academic setting. These platforms, particularly Facebook, have grown in popularity in recent years and continue to do so during the Covid-19

pandemic, despite the fact that numerous new applications have emerged and virtual learning has become the only option.

2.1.3.3.Moodle as an Online Management Learning System

Language learning has been made easier by the introduction of educational platforms. Online Management Learning Systems (OMLS) or Course Management Systems are other names for these platforms (CMS). Students can connect in groups or individuals using these tools. These services enable students to receive lectures via handouts or videos. These platforms can assist teachers in publishing and assessing activities and assessments for their pupils some of these platforms are for-profit, such as Blackboard, while others, such as MOODLE are free and open to both the teacher and his students.

It does not only increase learner autonomy but also gives students control over their learning. Students can choose whatever activities and groups they want to participate in. Students have time to learn on the platform. When it comes to the delivery of content, MOODLE allows students participating in the group to exchange lectures via synchronous and asynchronous communication.

3.1.3.4.Google Classroom and Zoom

Google Classroom is gaining traction in the academic community as a tool for teaching self-learning and encouraging students and professors to stay engaged. The majority of studies on the usage of GC attempted to assess students' and teachers' attitudes. Few studies have looked at how the app can help pupils improve their linguistic abilities. Other research looked at how well it worked in an EFL setting.

Students may ask questions during the zoom session to help them structure their sentences or complete their assignments before posting them; they may be exposed to listening input to increase their schemata, which develops their error correction system, which is directly linked to

conscious language learning, according to Chen and Lee (2011). Simultaneously, students receive critical feedback on their work from their teacher and classmates, which can help to reduce the fear associated with sharing with others. (As cited in Ayoub, 2019, pp. 131-132).

2.2. The Difficulties of Applying Online Learning

Of course, the usage of online learning and online platforms is new to the Algerian context. Difficulties occur on different levels:

- Difficulty in transitioning from traditional to new schooling methods.
- Some materials are difficult to apply.
- The inability of some students to obtain access to computers.
- Directing some teachers may result in misunderstandings.

Section Two: The LMD and The Classical System Overview

2.1. English in the Globalized Era

Kubota (2002) argue that humans study languages for financial motives ; some commentators pass in addition with the aid of using announcing that overseas language are dealt with as an commercial commodities in preference to ethics and country wide identity, this financial trade has its have an impact on education, lifestyle, and technology. Technological modifications affect the language mastering and coaching directly.

Globalization is described as a good sized phenomenon is society, economy and politics. It has its mortifications impact in our current life, as said through Kubota (2002), who places ahead the view that globalization is a state-of-the-art term that effects the economy, the society, the technology and tradition.

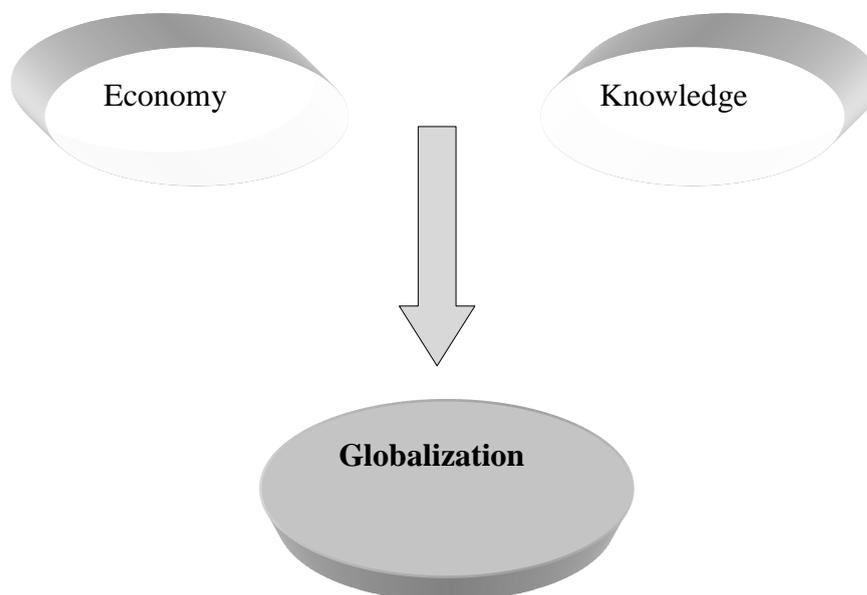
It need to be clean proper from the start that its far difficult to outline globalization due to the fact its far associated with different aspects (economics, politics and subculture). Giddens

(1990) defines globalization as "the intensification of global social family members which hyperlink remote localities in this type of manner that nearby happenings are formed with the aid of using occasions happening many miles away and vice versa".(p64)

Globalization means that numerous countries have particular cultural styles which include food, music and advertising, at the same time as Americanisation is pretty unique; it's far while unique nations undertake the tradition of the USA via way of means of obtaining several components of the American tradition and permitting multinational corporations together with Coca-Cola, Disney Land.

In this context, Friedman (1994) believes that "Americanization is the diffusion of American values, patron items and lifestyles". Knowing the distinction between "Globalization" and "Americanization it's sufficient to solution the query of whether or not the world is turning into Globalized or American.

Therefore,



globalization has two offshoots: economy and knowledge:

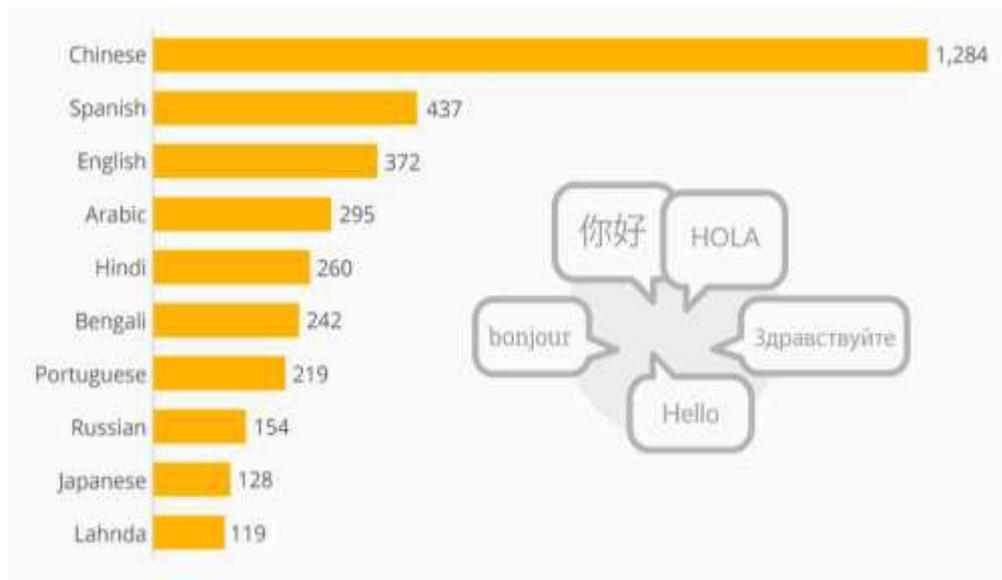
Figure 2.1. Offshoots of Globalization

(Source: Arab World English Journal (AWEJ) Volume 11. Number1 March 2020 Pp. 444 –

458/DOI: <https://dx.doi.org/10.24093/awej/vol11no1.30>)

As it has been already acknowledged earlier (Mok, 2006), the definition of globalization includes the economic and human capital (researchers, scholars, etc.) are it is hard currency.

The following figure shows the world's ten most spread languages (2017):



- **Figure 2.2.** The World most spoken languages (McCarthy, 2018)

(Source: Arab World English Journal (AWEJ) Volume 11. Number1 March 2020 Pp. 444 -

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DOI: <https://dx.doi.org/10.24093/awej/vol11no1.30>

From value one, Chinese is by a good deal the most spoken language in the World with 1.28 billion speakers (i.e., 16% of the world population), then Spanish with a total of 437 million speakers. At the same time, English has 372 million language speakers. Arabic takes the fourth position of widely spoken languages, and it includes 19 various varieties; Egyptian Arabic (64.5 million speakers) then Algerian Arabic (29.3 million speakers) (see McCarthy, 2018 for more details).

2.2.The LMD and the Classical System

It's presents a detailed account on the main distinctions between the old educational system in Algeria and the recent one.

2.2.1.Higher Education

Universities, specialized institutes, national institutes of higher education, and teacher training institutes, all under the Ministry of Higher Education and Scientific Research's umbrella, as well as institutes run by other ministries, provide higher education. The topic of study, not the institution, determines the precise degrees awarded. The curriculum, which is standardized for each subject of study, is approved by the Ministry of Higher Education. Algerian universities have undergone a reform to put the composition of degrees in line with a worldwide standard known as LMD. Rapid and endured globalization locations strain on Algeria as much international location to reform its better academic system to enhance the fine of college schooling to provide education guides tailored, assorted and responsive.

The important objectives at back of the creation of the LMD system in Algerian UNV are the adopting of the. The classical (old) system failed to meet the major challenges provided by the changing economic, political, and social conditions in Algeria, a major stakeholder in several European countries. The shifting scenario prompted Algeria's government and education policymakers to rethink the educational system and build a new system that can adapt to socio-economic changes and contribute to the country's important evolution. In fact, it was decided to implement the European educational system known as LMD.

It is intended that the new system will make Algerian university program offers more compatible with those offered across the world, allowing Algerian staff and students to travel more internationally. Furthermore, the reforms aim to increase student flexibility in choosing and transferring courses and credits, as well as make the system more efficient in terms of the time it

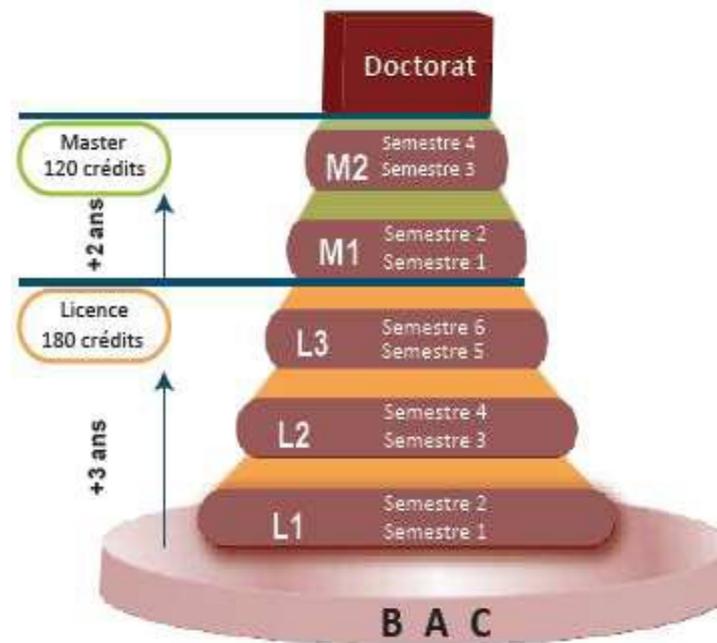
takes for students to graduate, increase lifelong learning opportunities, and increase institutional autonomy while producing learning outcomes that are more aligned with labour market needs. Teacher training, curriculum change, and sector reorganization have been the mainstays of educational reform. It has improved initial teacher training and established a national training and refresher program for working teachers, as well as a variety of other efforts to boost their standing. Curricula have been altered, particularly in the areas of language teaching, textbook content, and the criteria used to choose between fields.

2.2.2. The LMD

The LMD system is designed and applied to increase the possibilities of students' success. However, records reveal that success rates are lower than they were in the old system after several years of adoption in various areas of our faculty, including the English department. This unsatisfactory scenario was caused by a variety of reasons, some of which were foreign to the system and others which were endogenous. Regardless of their nature, these issues contradict the LMD's stated goals, and it is our responsibility as higher education professionals to confront them.

The new higher education reform known as the LMD (License-Master-Doctorate) system has been gradually being introduced in our country since 2003-2004. It is worth noting that the new system goes through three phases:

- 1- License with 6 semesters (three years of study and the equivalence of the BA i.e. Bachelor Degree).
- 2- Master degree of two years of study (4 semesters).
- 3- Doctorate studies of three years of research.



- **Figure 2.3.** Organization of the training cycle according to the LMD system

(Source: Arab World English Journal (AWEJ) Volume 11. Number1 March 2020 Pp. 444.458 DOI: <https://dx.doi.org/10.24093/awej/vol11no1.30>)

The LMD system has additional modules that cover a wide range of topics, reflecting higher education in the twenty-first century.

2.2.3.The Classical

The old classical system that is surviving with superb problem in a few universities has additionally recognised severe limitations in term of human and material resources. It is co-existence with the brand new device brought many different problems that stemmed from the truth that it's far not possible to control any coaching association or classroom management because of big size of the groups and the quantity of group per module. This system is constructed on:

- License (four years), Magister (two years), Doctorate (five years).

2.3.Comparative study of LMD and Classical

Let's start by analyzing and comparing the previous system's success criteria to the LMD's:

- **Old System**

- Student's average > 10 : student moves to upward course.
- Student's average < 10 : student drops.

- **LMD**

- Student's average > 10 : student moves to upward course
- Student's average < 10 : check number of annual credits. Two cases:

a. Number of credits ≥ 30 : student has a pass to the upward semester but is bound to retake one or more courses (*rachat*).

b. Number of credits < 30 : student drops.

As can be seen, LMD departs from the old system's Manichean assessments. It permits students in the intermediate category to go to the next level; however it requires them to re-register for some units. In the table below certify that the new system is more exhausting as it targets to assess the students workload. The old system is simpler in structure, and it may seem paradoxical to claim that the LMD suffers from a horrible drawback, namely that is the confusion of objective.

First year classes of the old system had 7 courses with 1h30 for each course apart from some such asp. Written Expression, Oral Expression and Grammar in which are allotted 3 h per week instead. Alike, the LMD system counts 11 courses with 1h30 for practically every module besides Written Expression, Oral Expression and Grammar.

LMD				Classical		
First Year License(L1)						
Courses	Credits	Time	Coefficient	Courses	Time	Coefficient
Written Expression	4	3h00	3	Written Expression	3h00	1
Oral Expression	4	3h00		Oral Expression	3h00	1
Grammar	4	3h00		Grammar	3h00	1
Linguistics	2	1h30		Linguistics	1h30	1
Literary Texts	2	1h30		Phonetics	1h30	1
				Arabic Literature	1h30	1
Phonetics	2	1h30	2	General culture	1h30	1
Culture of The language	2	1h30	1			
Foreign language	1	1h30	1			
Computing	1	1h30				
Methodology	4	1h30	1			
ESP	4	3h30	1			

Table 2.1. Features on the two higher Education systems 1st year

(Source: Arab World English Journal (AWEJ) Volume 11. Number1 March 2020 Pp. 444.458

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Semester ionization and educational Units are two new components in controlling teaching (EU). Students are expected to attend roughly 400 hours in a 16-week period (i.e. 25 hours per week) and the studies are structured into semesters to make the organization of training programs easier. Lessons, on the other hand, are divided into learning units:

➤ **Basic or (fundamental) Unit**, This section contains the topics covered as well as methodological tools.

➤ **Methodology Unit**, This includes the following essential subjects for a specific discipline the learner in completing his training course

➤ **Discovered Unit**, It is expected that the lessons of training materials relevant to different specializations will be taught during the course.

➤ **Transversal Unit**, Students are exposed to a variety of different languages.

2.4.Pitfalls and stereotypes

Different pupils use exceptional phrases to intend distance phenomena without disturbing in their semantic and educational usage. One such example is the interchangeable usage of assessment, evaluation and testing. Although, assessment is a quintessential and inherent a part of the teaching-mastering process, every time period involves designate particular nuances. It may also appear paradoxical that both stakeholders.

2.4.1. Assessment

Assessment refers to the wide variety of methods or tools that educators use to evaluate measure and document the academic readiness, learning progress, skill acquisition, or educational needs of students. This term are typically designed to measure specific elements of learning-e.g., the level of knowledge a student already has about the concept or skill the teacher is planning to teach or the ability to comprehend and analyze different types of texts and readings.

Assessment is the continuing system of gathering, analysing and reflecting on proof to make knowledgeable and constant judgments to enhance destiny scholar learning. It is the procedure of documenting knowledge, skills, attitudes and beliefs, typically in measurable term. The intention of assessment is to make improvements, instead of truly being judged. In an academic context, assessment is the system of describing, collecting, recording, scoring and deciphering facts approximately learning.

According to Walvoord (2004):

Assessment is the systematic collection of information about student learning, using the time, knowledge, expertise, and resources available, in order to form decisions that affect student learning. (p2).

This mean that assessment is the procedure through which the trainer is capable of gather, examine and use information gathered from multifarious reasserts for the motive of drawing inferences approximately learner's performances and making well-knowledgeable selections for the sake of enhancing their interacting, deciphering and generating competencies.

2.4.2. Testing

This term is a systematic procedure for obtaining a sample of learner behaviour Testing is part of learning, and we could students "show what they know"and what they could do and its used to study a person know-how of something to decide what she or he is aware of or has learned. Testing measures the extent of talent or information that has been reached.

2.4.3. The Evaluation

Is the manner of creating judgment primarily based totally on criteria and evidence? Simply put, a take a look at refers to a tool, method or a technique this is supposed to degree college students information or their capacity to finish a selected task. In this sense, checking out may be taken into consideration as a shape of assessment. Test must meet a few fundamental

requirements, including validity and reliability. Evaluation uses methods and measures to judge student learning and understanding of the material for purposes of grading and reporting. It is feedback from the instructor to the student about the students learning.

2.4.4. Assessment, Classical Vs. LMD System

Assessment is still an important part of the teaching practice and a student's learning career, and there appear to be some assessment criteria that must be followed for greater learning. In this regard, the students' interests must take precedence, and assessment must be prepared and performed in such a way that maximizes the advantages to learners while minimizing any negative consequences. The fundamental goal of assessment is to offer information that may be utilized to identify strengths and make recommendations for improvement.

The implementation of the brand new device « LMD » in Algerian better schooling is a formidable project .In the sphere of overseas language and especially in English; its miles of extraordinary significance to the coaching/getting to know process.

Indeed, the LMD machine introduces new guides that aren't given with inside the traditional one at the extent of first 12 months lessons in particular. In addition, it offers extra significance to the non-stop/ formative assessment than the traditional one does. Whereas the formative assessment is elective in the conventional device, it's far obligatory with inside the new device.

The essential query right here is to which quantity is that assessment green in case that the scholars are privy to its effect on their fulfillment through the stop of every course. The main purpose of this paper is to have a look at the validity and effectiveness of the “formative assessment” in the LMD system. To solve the query said above, the existing paper takes the subsequent factors as its basis: the scholars' level, examination grades, instructors of structures opinions, the not unusual place guides syllabi, and the time allotted.

To deliver credit score to our claims, this paper is based on a restrained populace of instructors who've the revel in coaching 1st yr. College students of the English language branch in each structure LMD and Classic. The look at spots the mild at the teacher's evaluation of the brand new checking out tool. At the end of this work, we come to the belief that scholars with inside the first area need to pay an awful lot extra interest to the significance and validity of the non-stop assessment a good way to treatment their deficiencies which might be associated with the latter.

The important variations among assessment in the EFL classical classroom (old paradigm) and the non-traditional LMD classroom (new paradigm) are much like those diagnosed via way of means of Richard and Renandy (2002) on their evaluation among old and new paradigm of assessment.

- **Old Paradigm (Classical System)**

- Teacher-centred.
- Isolated skills.
- Emphasis on product.
- One answer, one –way correctness.
- Tests that test.

- **New Paradigm (LMD System)**

- Focus on communication.
- Learner-centred.
- Integrated skills.
- Emphasis on process.
- Open-ended, multiple solutions.
- Tests that also teach.

Section Three: LMD and classical system in Algeria

2.1. Teaching and Learning and Assessing English in LMD

The following key aspects are required for the LMD system to be used in teaching and learning.

❖ **Pedestrianisation (Semestrialization)** Semesters, rather than years, are used in the LMD system; each year is divided into two semesters. Learners spend approximately 400 hours each week in class, or 25 hours per week.

❖ **Educational Unit (EU)** Each semester, students are exposed to four main teaching units: the fundamental group, the methodological group, the discovery group, and the transversal group.

❖ **Fundamental Unit** It encompasses the major subject of a specific field.

❖ **Methodological Unit** It emphasizes the methodological tools required to finish the course.

❖ **Discovery Unit** contains all of the training resources required in the learners' field of study

❖ **Transversal Unit** It entails exposing them to several languages.

❖ **Credits:** Each semester has a total of 30/180 credits, which are awarded after all examinations have been satisfactorily completed:

- **Level 1:** License: three years of essential learning, six semesters (180 credits).
- **Level 2:** Master: two years, four semesters (120 credits).
- **Level 3:** Doctorate: three years, six semesters (180 credits).

❖ **The Module** Is a one-semester essential element of University education.

Theoretical or practical instruction is required for courses (TD: Tutorial session).

Capitalization is a new notion that recognizes a validated module's ownership by the learners.

- **Fields** the name of the specialization or field must be included in the learners' diploma.

(For example, science, law, and language).

- **Assessment** Learners do a half-yearly continuous assessment and have the option of taking make-up exams.

- **Validation** It occurs when the learners' overall grade is greater than or equal to ten.

- **Transferability** The system's flexibility allows learners to move around freely.

- **Course-type**: learners may benefit from the migration they gain to other institutions and even countries.

- **Progressive Orientation** orienting students to new subjects based on their progress, achievements, and academic success

- **Teaching Team** is a group of teachers who are in charge of a specific program (license, master, and doctorate)

- **Tutoring** the teacher's function is that of a guide and a knowledge source, which unquestionably facilitates a learner-centered approach.

In addition to modifications in the teaching-learning process, the LMD system resulted in a number of changes in curriculum design, which can be described as follows:

1. Planning and evaluating the demands of the students, as well as those related to the socioeconomic market.

2. Developing multimedia at the level of speech expression and vocabulary.

3. Advancing students' mobility.

4. Fostering collaboration between colleges with similar goals and interests.

5. Create listening cells and audits to keep track of learners' ideas.

6. Using English to prepare students for vocational education is a good idea. (Mami, 2013, p. 913)

Despite substantial reforms implemented in 2004, such as the LMD reform and the positive language shift from French to Modern Standard Arabic. Despite these efforts, the UN special rapporteur on education in 2015 said that the quality of education in Algeria remains low due to a lack of teacher training and overcrowding in classrooms, both of which make quality education more difficult to attain.

Hanifi (2018) believes that evaluating learners' learning can't be done correctly or at all without taking into account the following issues:

In a nutshell, assessment is an essential component of the educational process. As a result, the teacher must develop principles that take into account the learners' interests while also providing them with the necessary information and guiding their progress through motivation and self-assessment procedures. Since 2004, this newly established reform has faced a slew of problems and hurdles, including a lack of clear knowledge of the reform among instructors and students, as well as questions about its utility and whether it can be implemented in Algerian education.

2.1.1. ELT in Algeria

Since 1962, English language instruction in Algeria has improved noticeably. In terms of English language instruction, Algerian educators have tried a variety of instructional methods and approaches. The main approaches employed in ELT include the structuralism approach, the communicative approach, and the competency-based approach. After 1990, the Algerian government implemented a new policy in the field of foreign language instruction, emphasizing the relevance of English at all levels.

Until 2004, EFL students studied English from the eighth grade of middle school through the third grade of secondary school. However, due to pedagogical, economic, political, and social issues; English language teaching and learning did not produce the intended results throughout

this time period. Furthermore, Algerian students showed no interest in learning English and instead concentrated on scientific subjects. The Algerian state initiated dramatic educational changes in the year 2000, and a substantial amount of money was spent on education. Of course, ELT has gotten a lot of attention as a result of the several techniques used to present English as a foreign language alternative to French.

The new educational environment was enforced by new state policies as well as English's global position. With the educational reforms in place since 2004, students have been able to begin early English lessons as early as the first grade in middle school and complete a seven-year English study when it comes time to pass their baccalaureate (final) exam. Algeria has strived to strengthen its educational strategy since independence in order to meet the growing demands of the globalized society. Algeria, which has become more globalized, has adopted a new higher education system (the LMD system), which has resulted in new modifications in English language teaching in the country. This section provides an overview of the Algerian educational system following the LMD reform.

2.1.2. ELT at University

The LMD system is the product of a globalization-imposed worldwide system. As a result, Algeria was forced to adapt to this new system by implementing reforms across the board, including educational and university regulations. This system's purpose is to supply skilled practitioners such as teachers, experts, researchers, and field workers. The majority of Algerian scientists, researchers, and enthusiastic supporters of the LMD system have been inspired by worldwide transformation. They have frequently lauded this system for introducing new teaching methodologies, current procedures, new professional degrees, and instilling new attitudes in Algerian universities.

In the eyes of Algerian ELT departments, ESP is a critical component in completing the LMD requirements. Indeed, vocations such as tourism, journalism, business, shipping, aviation,

and many others have placed new demands on ELT departments and given them new responsibilities. In reality, they are now expected to educate students for a successful future as well as to recruit and train skilled tutors to teach in many disciplines.

As a result, many ESP teachers have become experts in teaching English to students studying medical sciences, mathematics, or economics. However, EFL teachers face a number of issues and challenges, including:

- Lack of knowledge in the subject area.
- Lack of the teaching material written in English.
- Lack of students' knowledge of the English language in other departments.
- Absence of consented programmes.
- No cooperation among ESP teachers.

2.2. The LMD System and the English Language Teaching

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- Lack of students' knowledge of the English language in other departments.
- Absence of consented programmes.
- No cooperation among ESP teachers.

2.3.Conclusion

This chapter has shown an overview of related concepts to the take-home exam. It attempted to give an Idea about the system of higher education in Algeria in its both formats: the classical and the LMD one. Furthermore, this chapter leads to explain some concepts and terminology that are related to take home exam conduction and process. Finally, it attempted to build up a clear understanding about assessment and evaluation and set up a sort of familiarity of the reader with this assessment technique.

Chapter three

Research Methodology and Data Analysis

Chapter three

Research Methodology and Data Analysis

3. Introduction

Section One: Description of the Study

3.1. Research Design

3.2. Research Methods and Data Collection Tools

Section Two: Data Analysis and Interpretation

3.1. Analysis of the Students' Questionnaire

3.2. Discussion and Interpretation of the Students' Questionnaire

3.3. Teacher's Interview Analysis and Interpretation

3.4. General Discussion of the Findings

Section Three: Recommendations, and suggestion for further research

3.1. Recommendations

3.2. Conclusion

“Research is formalized curiosity.”

It is poking and prying with a purpose.

- Zara Neale Hurston.

3. Introduction

This chapter discusses the empirical aspects of this study. There should be a clear explanation of the methods used in the research, and investigate the Eliciting views on using the take-home exam as an assessment technique of EFL learners. It consists of two parts: theory and practice. The theoretical part deals with the main description of the research setting, case study, and selection of the target sample. Finally, two research tools will be discussed; the student questionnaire and the teacher’s interview. The second part is practical which includes a qualitative and quantitative analysis of the data collected.

In addition, this chapter will be divided into three sections; in the first section, a comprehensive description is provided of the methodology and the sample. The second section is devoted to reporting the results from the collected data and discussing the finding. Finally, the third section will present implications and recommendations of the study in addition to some suggestions for further research.

Section One: Description of the Study

3.1. Research Design

The research methodology used in this inquiry was created by the set of goals that it aims to achieve. Mainly whether the selected sample - M1 students of English language at the University of Ibn Khaldoun, in Tiaret- are familiar with the use of the take-home exams as an assessment technique or not. Furthermore, the study aims to add to the existing academic research stock and to help to promote the use of this technique in our department. The study uses two data collecting tools: an online questionnaire and an online interview.

3.2. Research Methods and Data Collection Tools

The research at hand yields a hybrid technique incorporating both quantitative and qualitative methodologies.

3.2.1. Quantitative Approach

The overarching aim of this method is to classify features, count them, and construct statistical models in an attempt to explain what is observed. It seeks to explain the data collected and their statistical treatment as well as all relevant results about the research problem. It is simply carried out by employing and evaluating numerical data with the use of particular statistical techniques. Quantitative research method helps the researcher:

a) In the objective and reliable collection of data that is discussed in a logical, analytical and comprehensive manner and highlights key findings.

b) Offers details about the objectives of the study that is taking place and how it will be achieved so that an informed assessment of the methods to obtain results of the research problem can also be done.

c) Randomly select larger samples.

d) It is simple to test certain variables.

In this research study, the quantitative method was conducted by dividing it to the students at random and snowball method in the department additionally through the use of an online questionnaire.

3.2.2. Description and Objectives of the Questionnaire

A questionnaire is a useful tool for gathering information in a face-to-face (in our case), or online questionnaire, usually through filling out a designed form. Usually, the data is subjected to some amount of analysis. However, we attempted to communicate our questionnaire ideas by

distributing them face to face to reduce students' refusal to answer. Still, we were not satisfied with the method and we utilized an online format that provides several features that can help us complete and meet the standards and objectives of our study. In terms that:

- a) It can reach a large number of distant respondents.
- b) Trying to open a window for the students to new ways for us to develop our skills in the department, and from that, we address a new method in which the student can be tested at home and evaluated as in the normal situation inside the department.
- c) Trying to help the student change his method of education from the traditional method to the civilized method, which is technology, where we can build an online platform study that enables us to communicate with teachers remotely and to take exams without obstacles, especially in an emergency such as the Corona pandemic.

The questionnaire we chose for this study has three sections. Following the common standards for designing a questionnaire, the first section was merely dedicated to illustrating more personal information about our respondents (the Gender, the Age). In the second section, we tried to highlight the soliciting opinions on the use of the take-home test as a method of assessment in the EFL context.

This is done through a set of two open-ended questions (2,7) which was about Reflection of the student's abilities by assessing him through an exam or test with a simple explanation and enhancing the student's higher cognitive skills through the take-home exam with how explanation, then three closed-ended questions (3,4 and 6) which were about, the student's acknowledgment of the take-home exam, the requirement of doing the take-home exam and the implement the technique in the department and making sure that it was successful in learning. Then two closed-ended "multiple choice" questions (1,5) were about the final exam's format and the finding idea to answer the exam at home, not in the classroom.

Finally, in the third and final section, which was considered as expanded questions, there are two questions (8 and 9) that enable the respondent to give his own opinion and express it in a somewhat unlimited way. In our question (8) which is a hypothetical question, we tried to find out the student's opinion of the reasons that prevent his teacher from using this new method of a take-home exam. As for the last question (9), it was about the Extreme positive/ negative question. We continued knowing what students' opinions on the advantages and disadvantages of home assessment.

3.2.3. Qualitative Approach

The qualitative approach focuses on obtaining data through open-ended and conversational communication. This method is not only about “what” people think but also “why” they think so. It aims to provide an explicit rendering of the structure, order, and broad patterns found among a group of participants. In addition to data obtained through the use of interviews, observations, focus groups, and other methods, it frequently involves the participants' perspectives or internal worlds. Overall, the qualitative approach tries to preserve the voice and perspectives of the participants and it is good for:

- a) A useful insight into how a complete and comprehensive description of the participants might be used to test hypotheses from many perspectives.
- b) Production of new ideas, in which respondents' open-ended comments might assist researchers in uncovering unexpected problems that they might not have considered otherwise.
- c) It becomes possible to understand attitudes.
- d) It is a content generator.

In this inquiry, the qualitative data was collected through the use of an online interview (a structured one).

3.2.4. Description and Objectives of the Interview

An online interview is an online research method conducted using computer-mediated communication, such as instant messaging, email, or video. Online interviews, like offline interviews, typically ask respondents to explain what they think or how they feel about an aspect of their social world. Structured interviews are guided by questions that are prepared before the interview as opposed to semi-structured questions. They are collaborative tools that help the investigators to:

- a) Are useful for understanding the meanings participants assign to their activities; their perspectives, motives, and experience.
- b) Are also useful for eliciting the language used by group members, gathering information about processes that cannot be observed, or inquiring about the past.
- c) Enables them to speak openly about sensitive and important problems.
- d) Provide qualitative data to compare with previous and future data.
- e) A comparison of the fluency of the interviewed people in terms of the home test assessment format.
- f) Comparing teachers' opinions regarding permanent readiness to use the assessment method as a home test and trying to consider the reasons that prevent some of them from applying this method.

In this regard, the interview consisted of ten open-ended questions: (2, 4 and 5): the second question answered about assessment techniques should be more student-centered, The fourth question that was answered is about the reason why the teacher used the assessment method in the home exam, and the fifth question that was answered is about the teacher's belief in the home exam and how it affects the teaching process.

And four closed-ended questions (1, 3, 7, and 8) that were answered were about the student-centered teacher, the teacher's knowledge of the test/exam, the teacher's belief in developing foreign language students to a high degree through a take-home exam, and the teacher's attempt to apply this new method. Finally, the sixth, ninth and tenth questions were answered, and they are about the opinions of Ibn Khaldoun University teachers about the effect of the home-exam on the individual assessment of each teacher and the reason for the teacher's reluctance to adopt the remote examination technology and how it will succeed, especially in our department.

Section Two: Data Analysis and Interpretation

3.1. Analysis of the Students' Questionnaire

Quantitative findings of the students' questionnaire are divided into two sections. The first section presents the background information of the participants. The second section examines students' attitudes towards the take-home exam as an assessment practice and its effective role in enhancing Ibn khaldoun University students' motivation towards learning the English Language.

3.1.1. Student's Background Information

This section provides a thorough analysis of the questionnaire participants' Demographic information including two main variables: gender, age. This analysis is supported by a table (3.1) and pie charts.

3.1.1.1. Personal Information

Gender	Number		Percentage
	Male	16	36%
	Female	28	64%
	Total	44	100%
Age	Under 25	39	89%
	Above 25	05	11%
	Total	44	100%

- **Table 3.1.** Student's Gender and Age

Table (3.1) below shows that only 44 participants have been calculated as a result we observe that the female students rated higher than males. 64% of the participants were female (N=28) and 36% of them were females (N=16). Whereas, 89% of them (N=39) aged under 25 years, and 11% of them (N=05) were above 25. Students more than 25 years old.

3.1.1.2. Students' Attitudes towards the Use of the take-home exams

The second section of the questionnaire aims to measure students' attitudes toward using take-home exams as an assessment strategy in the EFL and teaching students new techniques at Ibn Khaldoun University. It consists of nine questions that determine whether or not this new form of Take-Home Exams is beneficial and effective in our department English. Frequencies and percentages of students' responses to the seven statements are summarized, as for the answers to the other questions eight and nine; they are to be interpreted separately.

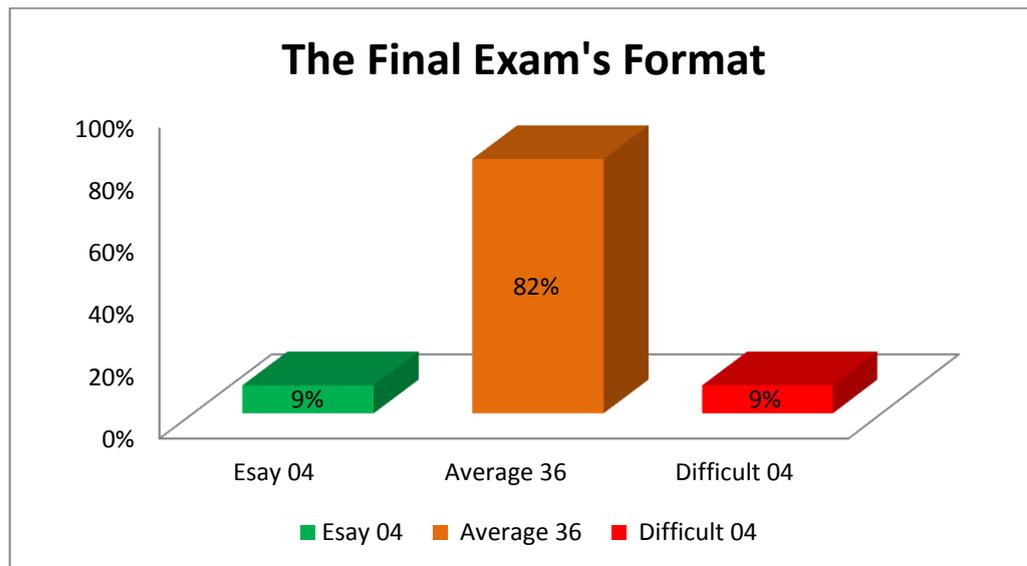
In Table (3.2) below, then, each statement is represented through a bar graph and analyzed independently:

Number of Questions	The Questions	Option numbers	percentage
(1)	How do you find the final exam format in the department?	Easy 04	09%
		Average 36	82%
		Difficult 04	09%
(2)	Do you think the format of assessment (test/exam) reflects your capacity as a student?	Yes 26	59%
		No 18	41%
(3)	Do you know what the take-home exam is?	Yes 29	66%
		No 15	34%
(4)	Have you ever been asked to do a take-home assessment?	Yes 21	48%
		No 23	52%
(5)	If yes, how do you find the idea of answering the exam at home and not in class?	Helpful 17	39%
		Not useful 04	09%
(6)	If implemented in the department, do you think it will improve your learning?	Yes 23	52%
		No 21	48%
(7)	Does the take-home exam promote student's higher-order cognitive skills?	Yes 12	27%
		No 32	73%

- **Table 3.2.** Students' Attitudes towards the Use of the take-home exams

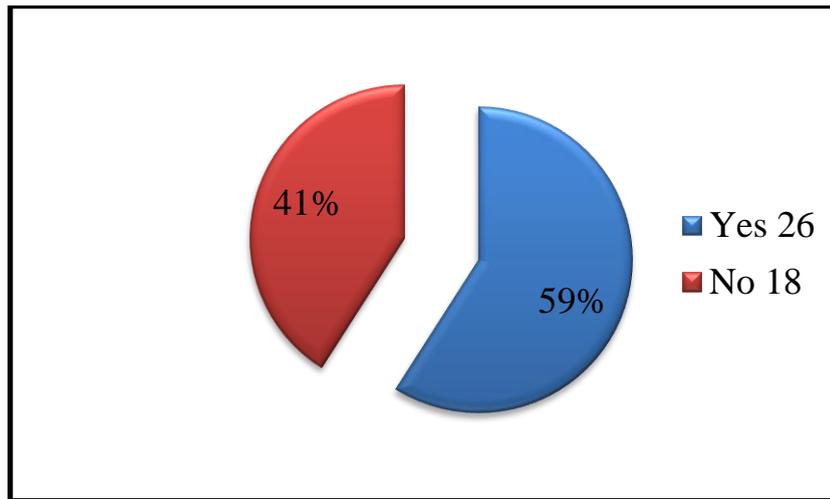
Statement 1: The format of the exam helps in assessing the student's level. This statement is intended to find out whether If the student's most recent examinations test/exam with a satisfactory or poor grade, especially in the circumstance of the pandemic so the findings in the

graph(3.1) below show that the respondents were separated into three groups: 'four students' accepted the exam as 'easy' by (9%) percent, 'four others' reacted in the opposite direction and agreed that the recent examinations were 'difficult' by (9%) percent, and the remaining (82%) students in the department met based on opinion. The consensus is that both the exam and the test were 'average', and we might claim that it is a persuasive and somewhat rational viewpoint.



- **Graph 3.1.** The Final exam's format

Statement 2: The format of the assessment test/exam reflects Student ability, positively or negatively This statement is concerned to check if the student's abilities are sufficient to test and answer his questions as he should, meaning that he can complete his exam without psychological obstacles that he may face, and thus the latter will affect his academic path. The respondents responded respectively with (26) students saying 'Yes' means (59%) strongly agreed while (18) students saying 'No' this means (41%) percent disagree.



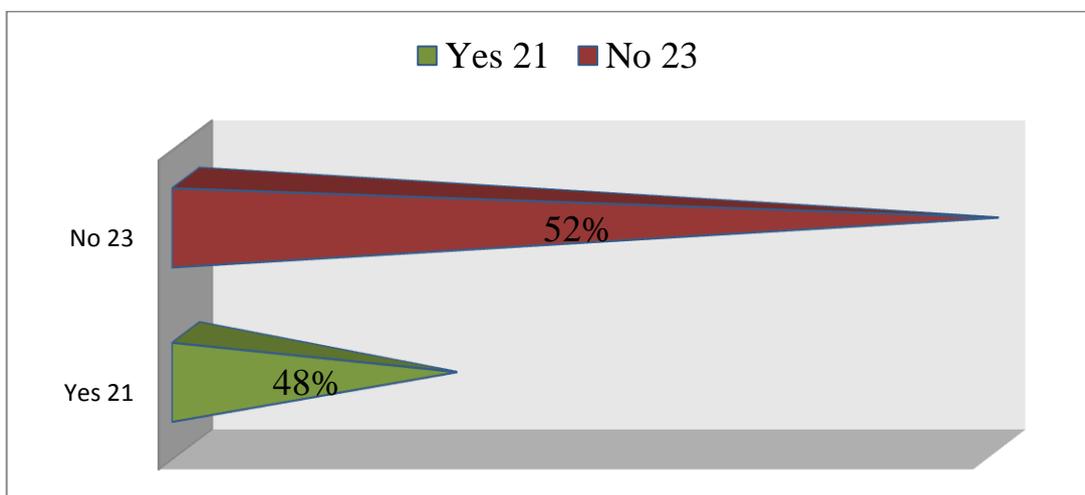
- **Graph 3.2.** Summative exam as a reflection of Students' abilities

Statement 3: The home exam is a common study system in European countries, unlike the school system in Algeria, so it is possible to find students' knowledge of this system may be limited or wrong incorrect This statement describes whether Students at Ibn Khaldoun University's Department of English (Master One), Tiaret, are familiar with the basic meaning of the home exam and has firsthand experience with taking one. The agreement rate was very high, as 29 students agreed with 66%, while just 15 students had no specific knowledge of the home exam, accounting for 34 percent of the total.



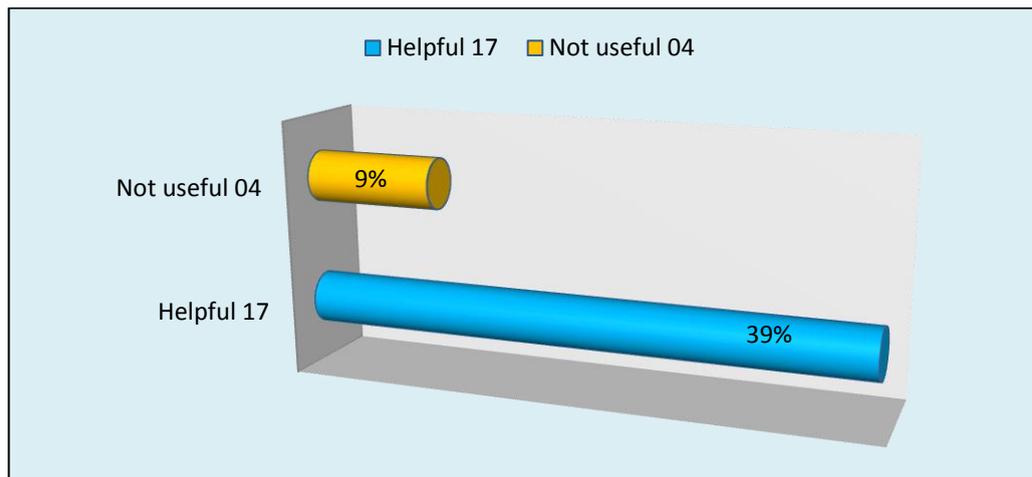
- **Graph 3.3.** Familiarity with the take-home exam

Statement 4: As mentioned previously, the home exam is limited in our system and is only possible in emergency cases, but encouraging it may motivate our students to take the experience. This statement shows the Percentage of students in the English department who was asked about taking a home assessment. It can be inferred from student responses, most of the students say "No" by the percentage of (52%). This is a significant percentage compared to the remaining replies, indicating that a new method is currently being tested however, (48%) of the respondents replied "Yes", which means that they started taking an experiment on the home assessment before.



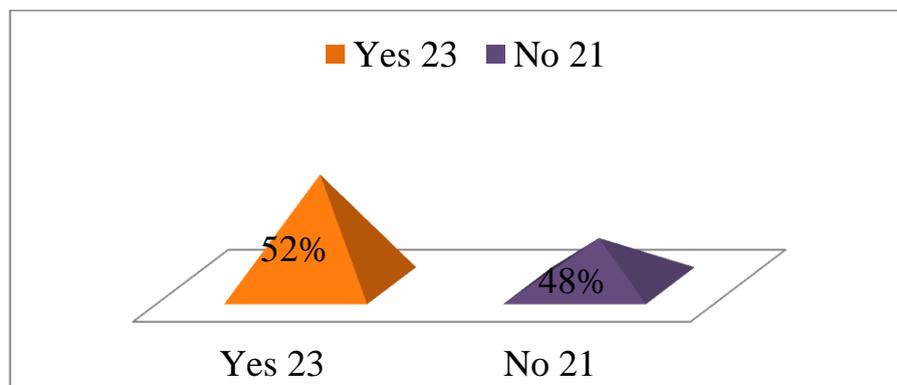
- **Graph 3.4.** Students Practice of Home Assessment

Statement 5: As we mentioned previously, 21 students have undergone a home assessment out of a total of 48 percent. This statement means that this new technique enables the student to improve his academic and psychological level while he is at home. Interestingly after the students' experience in our English language department, their opinions split into two groups: "seventeen" students (39%) percent benefited from the home test because they agreed that it was "Helpful", and only "four" students (9%)percent, they agreed that it was "not useful" to them.



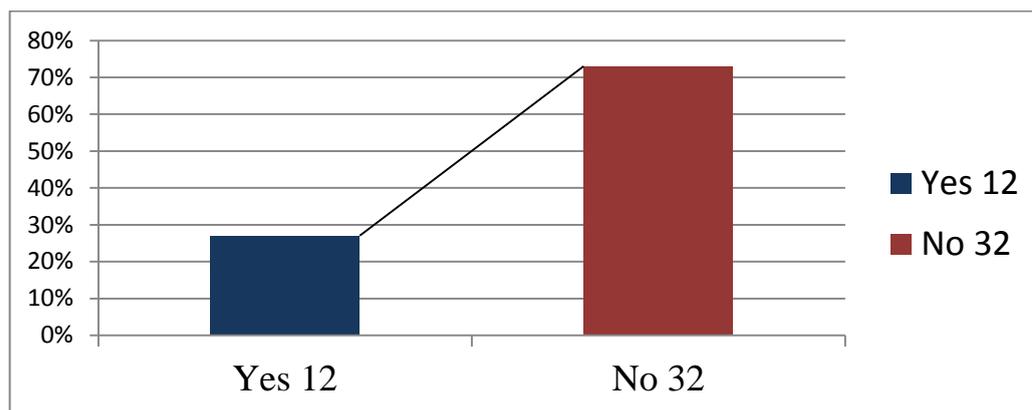
- **Graph 3.5.** Effectiveness of Take-Home Exam

Statement 6: While implementing the new methodology in our department on a regular and moderate basis, will improve the student's abilities and reflect it in the final academic outcomes. As shown in Graph (3.6) below, (23) of the students expressed their agreement with (52%) percent agreement with “Yes”, While (21) of students remained undecided with (48%) percent, of the respondents replied disagree with “No”.



- **Graph 3.6.** Attitudes toward Home Exam Implementation

Statement 7: Academies and universities use a variety of methods to improve student capabilities. Including the home exam which is supposed to enhance the student’s higher-cognitive skills. This, however, was the polar opposite of our expectations. Which (32) students were against it and forcefully refused when they said "No," while the remaining (12) students were in favor of (27%) percent. “Yes” was their response.



- **Graph 3.7.** Home Exam and Cognitive Skills

3.2. Discussion and Interpretation of the Students' Questionnaire

In general, the findings of this study are based on the Eliciting views and attitudes of the participants regarding how they can positively benefit from the results of the take-home exam as an assessment technique in the EFL context in their learning. In the beginning, the results revealed that Most of the students find that the final exam format in the department is average. 82% of them approve of it, and 18% percent of students are neither easy nor difficult. Concerning the format of assessment tests or exams, there are different options, 59% of them think it reflects their capacity as students.

In contrast, 41% percent of students thought that it did not reflect their abilities as a student, due to various reasons, most of which are: (stress effect on students' performance, the best methods to observe the performance of the student are oral and writing quizzes for each student also their feedback when the teacher explains the lesson have we can delete the capacity if he/she is an excellent student or not, also may the student face some difficulties such as time, lack of connection and because it limits the student's intelligence).

More importantly, a significant group of students knows the technique, and that they as a majority did not practice it yet. Those who answered with yes considered it helpful and fruitful;

Moreover, even though this novel technique is uncommon in our department, the replies were positive, suggesting that it would be of some interest to them.

Teachers should introduce take-home assessments which can lead to open interaction with students and give teachers a better understanding of students' difficulties in performance. When students become self-assessors of their works, they will have some kind of judgment about their progress. Indeed, when teachers help students appreciate their strengths and detect their weaknesses, students become more effective in improving their learning skills which in turn, leads them to be highly motivated, and their awareness is raised.

In short, take-home assessments are considered effective tools to improve student learning, where students become active participants of the whole process of language learning and are aware of their improvement as autonomous lifelong learners. Thus 52 % of students thinks that the take-home exam will improve their learning especially if it is implemented.

In addition, our internal study system lacks new methods of assessment, including home examination assessment. However, (27%) percent of students believe that by taking the home exam, they will be able to enhance their higher cognitive skills through the home exam, by mastering the art of technique and overuse.

- By conducting more research with no time constraints.

- By Consistent individual self-learning practice.

- By making efforts, and permanent practice to build up the student's higher cognitive skills and by obtaining knowledge from the internet or books critically and without plagiarizing. While (73%) percent of the remaining students agreed that this strategy does not help them develop their learning skills, not because it is ineffective, but because it does not fit their social or academic situations at our university.

Undoubtedly, some teachers may oppose student's being tested and given a fair evaluation while they are at home. Consequently, the eighth statement was about the student's opinion of the reasons for the refusal of teachers to use the take-home exam as a New method in assessing students' learning More importantly, the results indicate that The reasons were as follows: -To avoid cheating.

- The lack of use of this method does not fit with our current system.
- The lack of materials and poor network of some students.

Finally, it is worthy to note that take-home assessment with its formative feedback can strongly influence students' higher cognitive skills, encouraging interest, commitment. Except that it is the right atmosphere for the examinee in his home, the home test may lose its characteristic if all of its conditions are not met. Among the opinions circulated about what we presented in the ninth statement about the advantages and disadvantages of home assessment exam, the results of this research study were mostly negative and represented in:

- The great risk of cheating could not be the student's authentic work (questionable answers).
- Some students have no access to the internet if it is online with stricter evaluation criteria.
- Lack of guidance, unfavorable home conditions to study.

While the students' optimistic opinions about the advantages in:

- Less stressful setting and availability of time.
- Ability to make searches from different resources easy information access, more autonomous.

3.3. Teacher's Interview Analysis and Interpretation

The current research is analyzed and interpreted in a descriptive method in presenting the results because descriptive statistics help to present 'quantitative descriptions in a manageable form and helps to simplify large amounts of data sensibly' (Patton, 2002).

This method is also helpful in presenting qualitative results. This part aims at processing the data gathered from the EFL teachers' interviews after a qualitative analysis as a first step before it is discussed and interpreted to such an extent that it provides contextual insights about the research problem. The interview with EFL teachers at Tiaret University has dealt with each question individually.

Quantitative findings of the teachers' interview are divided into ten items which are divided into three types of questions. Three of them are Open-ended question (item two "2", four"4" and five "5") the second type of question was a closed-ended question (item one "1", three"3" and seven"7") and the last three questions were about teachers opinions (item six "6", nine "9", "8" and ten "10"). This is to investigate if teachers in our English language department at Ibn Khaldoun University support the home-exam assessment approach from afar if they have tried it before, and if it has worked for them in their classes.

Table (3.3) below shows responses from the teacher's interview which were ten (10)

respondents in an attempt to address teachers Eliciting views on using the take-home-exam as an assessment technique in the EFL context process with certain responses "four" it were analyzed through pie charts, and "seven" items were analyzed through the answers of each teacher provided in that regard:

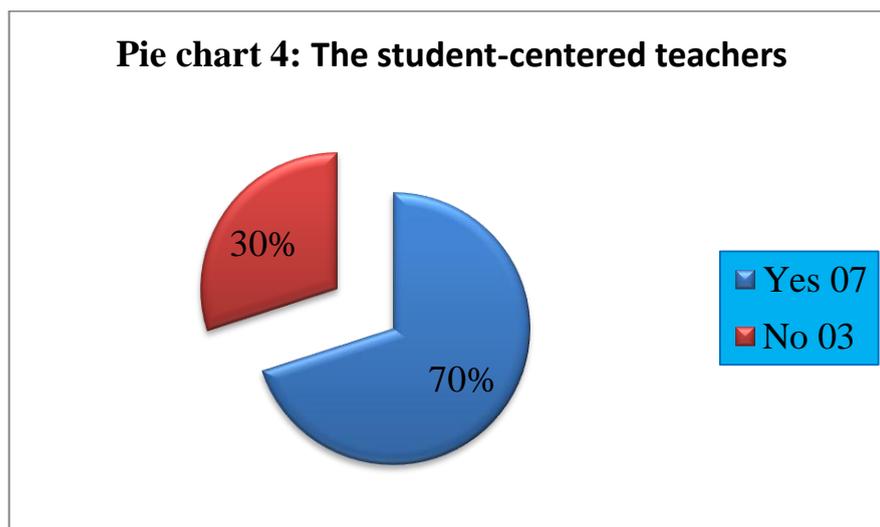
Teachers	Question type	Items example	Question option	Percentage	
(10)	Closed-ended	Q1: Are you Student-centered as a teacher? Q3: Are you familiar with the Take-home test/exam? Q7: Do you believe that Take Home-Exams can assist in raising the quality level of the EFL students?	Yes	07	70%
			No	03	30%
			Yes	08	80%
			No	02	20%
			Yes	07	70%
			No	03	30%
(10)	Open-ended	Q2: Assessment techniques need to be more student-centered. - Explain, please	T01: - through self, peer, and group assessment respectively. T02: - because it enables teachers to collaborate with their students to set and achieve goals. T03: - This is not true, other variables can, in some cases, be considered. T04: - Not always, but it can be one among many assessment techniques. T05: - Agree. Assessment is no longer carried out through imposed top-down pen-to-paper tests that measure content already given by the teacher being the only source of information and actor in the classroom. Rather, assessment should be bottom-up, collaborative, authentic, and performance-based giving more freedom to students in setting criteria to measure their competency and learning process via projects, presentations, portfolios to name but a few.	/	

			<p>T06: - I prefer to use the balanced-centered learning combined between teacher and student-centeredness.</p> <p>T07: - Assessment techniques have to be more student-centered to push them to assess their capabilities and improve them.</p> <p>T08: - No idea.</p> <p>T09: - The Assessment would take many forms: questions, tests, or interviews. It should be student-centered so that to confirm whether the goals are being better not.</p> <p>T10: - yes, because the student must be put in situations where the acquired knowledge is examined and verified.</p>	
--	--	--	--	--

- **Table 3.3.** Teachers' perceptions of Take-Home Assessment

Item 01: The student-centered teachers

Question 1 was based on the Students' centeredness is the most commonly employed way of learning at Tiaret University. Most teachers place a high value on their student's academic performance. They expect their students to plan and look for learning resources. And the majority of EFL teachers agreed by 70% percent as shown in the following graph (3.8):



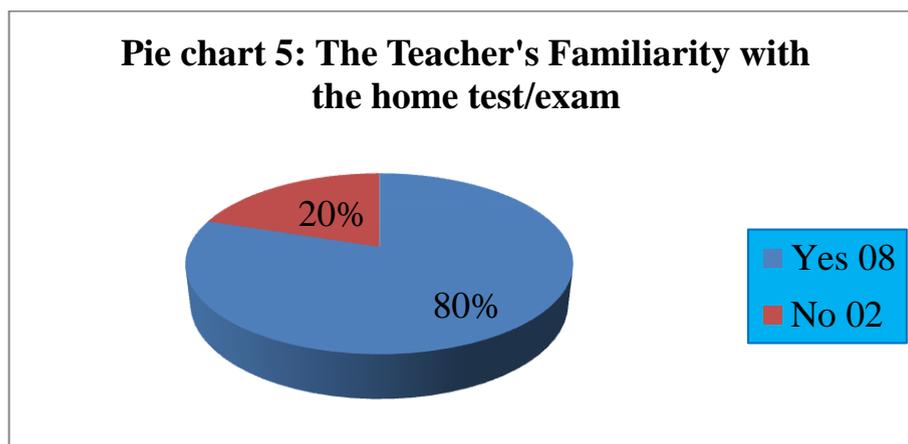
Graph 3.8. The Student-centered Teachers

Item 02: The focus methods Assessment on the student

The majority of teacher's claim that assessment techniques need to be more student-centered through self, peer, and group assessment respectively. Rather, assessment should be bottom-up, collaborative, authentic, and performance-based giving more freedom to students in setting criteria to measure their competency and learning process via projects, presentations, portfolios to name but a few.

Item 03: The teacher's familiarity with the home exam

As shown in graph (3.9) below, the majority of teachers with a percentage of 80% assert that they are familiar with a home assessment which was considered by most teachers to produce longer retention of material than studying for in-class examinations. When students are answering items on a take-home exam, they will often review the textbook and notes more frequently than they would have if they studied for a more traditional exam.



- **Graph 3.9.** The Teacher's Familiarity with the Home-Exam

Item 04: The reason behind take-home exam Use

The vast majority of interviewees noticed that they used the home exam assessment technique, especially after the outbreak of the Corona pandemic, which made most teachers have to try this method. However, others did not accept her experience, and some of them tried it, but abandoned it and preferred to have the exam in the department for many reasons, including, according to their opinion, that the student is not familiar with such techniques, thus; these techniques are not well used in our context. And that it will not succeed in our English language department. However, some teachers were positive. They found that evaluating the home examination may be useful in Enhancing autonomous learning. It allows students enough time to complete their tests without feeling rushed.

Item 05: Teacher's belief in the effectiveness of home exam

As shown in the following graph (3.10) below that the overall number (60%) percent of interviewees believes that the take-home exam has a positive influence on the teaching process because:

- Learners become more independent.
- They are less stressful, and they aim at improving skills rather than testing them.

- This technique for assessing students would concomitantly help students progress and help them figure out their learning difficulties, which in turn become the lens through which teachers can see the inefficiency of their teaching methods and therefore think of re-teaching those difficult items differently to meet student's individual learning needs.

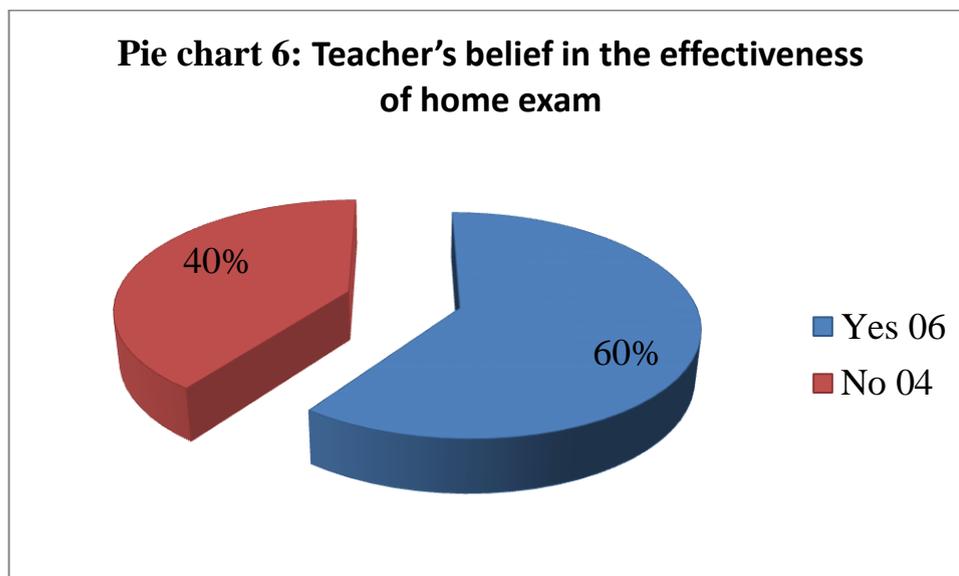
- It maintains a strong learning process and gives the lecturer information on the student's learning habits, it encourages them to perform better and avoid traditional ways of examination.

While the total of (40%) percent believe that it does not have any impact on the teaching process because of: - Our learners are not mature enough to keep the standards of evaluation when they are on their own, they need to be invigilated.

- The students are less experienced with such techniques, they have to bring the knowledge they got.

- Since the context of teaching at the level of home would distract the student's focus.

- Exams should be done in class.



- **Graph 3.10.** Teacher's Belief in the Effectiveness of Home Exam

Item 08: A teacher's trial and applying the new technique and method

According to the informants, efforts to prepare teachers and implement this strategy are still on, particularly in light of the epidemic that hit the educational sector and prompted officials to take quick measures to ensure that all lessons and tests were held on time. In response to the eighth question, some teachers offered upbeat responses based on their own experiences, as follows:

- I have already tried this technique.

-It was already tested this year, and it proved its usefulness. However, I insist again that it was applied on the test, not the exam. In addition, it constitutes half of the test, not all of it.

-It remains always to try things out, especially in a vast field such as education, but not to the detriment of such a primordial activity as evaluation.

- I would adopt any technique necessary for the development of the student's achievement and performance.

- I have tested it and it works. I prefer the traditional methods.

- yes, why not unless they do not cheat.

However, some of them remain skeptical. The purpose for this serious strategy, as they previously stated, is:

- I used to use it, but some students don't take it seriously enough. While some of them are prone to plagiarism (copying and pasting from the internet), others may wait until the last minute to copy from their peers. Only a few people are serious. As a result, I abandoned it.

Item 09: The teacher's reasons for reluctance to adopt the remote examination in teaching

Concerning this question, the teachers were asked to inform us about the reasons behind prevent them from adopting the new method of home-exam assessment technique; Although most of them hope to improve from themselves and their students through techniques that may enable them to enhance their higher educational skills, others they expressed the reasons that prevented them from completing this method in the future. Which were:

- The number of students establishes the first hindrance.
- Students may find a pretext for procrastination in case they are not aware of the purposes of this technique.
- They, unfortunately, may not take it seriously and find themselves succumbed to plagiarism.
- The lack of the means, the unavailability of students, time limitation.
- Lack of commitment from the students.
- I prefer to use the previous knowledge and their readiness.

3.4. General Discussion of the Findings

This section discusses the respondent's answers to the questionnaire and the interview. Based on the results, EFL students think that the home-exam assessment has a positive impact on enhancing the student's higher cognitive skills learning, and the use of these types of assessment and their various methods in the classroom may affect the individual assessment of each learner.

In this respect, a good number of students are familiar with this technique; however, they practice it rarely if not at all. For the minority who has experienced it, they admitted that it was helpful. Finally, we noticed, in general, that the respondents' reactions were often pessimistic.

Therefore, we can claim that the study was somewhat unfavorable due to the lack of this method in our department and the students' lack of interest and mockery in taking the research of our study seriously.

While, The teacher's interview showed that teachers considered the take-home exam assessments as an important tool during the learning/ teaching process, However, it is unlikely to succeed in the English department until all of its standards are available, which is why some of them have prevented it for a variety of reasons, the most important of which is the students' lack of interest in this technology. Some Teachers assert that assessment exams have a great impact on the EFL students' learning and mentioned that formative assessment may be better than summative assessment in terms of improving higher-order cognitive abilities.

The assessment process takes different shapes; it can be written or oral, as take-home exams take different forms of formal tests or exams. As a result, some teachers claimed that they would try to implement this strategy in the department, while the other half flatly refused.

To sum up, through the analyses of the two research instruments, we found that the teachers and students are aware of this new technology method, but they claim that it may not succeed as much as it should, especially in our department at Tiaret University. And On the other hand, we found are also aware that they are aware of the importance of the new method of home-exam assessment and the role they play in enhancing higher cognitive skills in EFL learners.

Section Three: Recommendations, and suggestion for further research

3.1. Recommendations

You may have questions while you prepare for a take-home test or an online exam. What methods do I use to study? Is it okay if I use my notes? Is it okay if I utilize other people's notes? When will I take the exam, and how much time will I have to finish it? The following pointers

will assist you in answering some of these questions and will provide you with techniques for taking take-home tests.



- **Figure 3.1.** Most used core tools from Moodle

(Source: Bailye, M. (2017, October 10). *Assessing the assessment options in Moodle*.

Blackboard, Moodle Rooms. Retrieved September 15, 2018 from

<https://assets.moodlemoot.org/sites/15/20171004083708/Assessing-the-assessment-options-in-Moodle-presented-by-Mark-Bailye-Blackboard.pdf>)

From the wide range of core tools provided by Moodle, we can see in Figure (3.1) the commonly most used, with the emphasis on the assessment ones. Regarding the assessment tools and options (only around 14% of the global tools use), our focus here will be on the Quiz module and all its development phases the take-home assessments exams via the Internet, especially via Moodle.

Online assessment, also known as e-assessment, technology-enhanced assessment, computer-adaptive assessment, and a variety of other terms, is a global process in which ICT is

used to present all possible assessment activities or tasks while simultaneously recording and saving all users'/students' answers (as, for instance: papers, comments, contributions, test answers, etc.).

We must address several important and unique steps while designing an online assessment based on the Moodle platform: the exam objectives; question creation in accordance with the established objectives; question bank editing per category – each having quite a few distinct, but equivalent, questions. Creating a quiz with questions chosen at random from a category within the question pool. These are only a handful of the many general and worldwide issues to keep in consideration when creating a quiz. The possibilities and variants inside the Quiz Moodle tool are numerous, and the first and most important choice is the question type Figure (3. 4) that is best suited to each course's objectives.

3.1.1. Question types

In the Quiz and Lesson modules, you can create a range of various types of questions. As an example, two common quiz question types are presented below with brief descriptions.

3.1.1.1.Changing the order of the question types

The administrator can change the order in which the question types display in the question chooser so that the most common ones appear first. From Site management > Plugins > Question kinds > Manage question types, you can do this. The arrows are used by the administrator to reorder the question types.

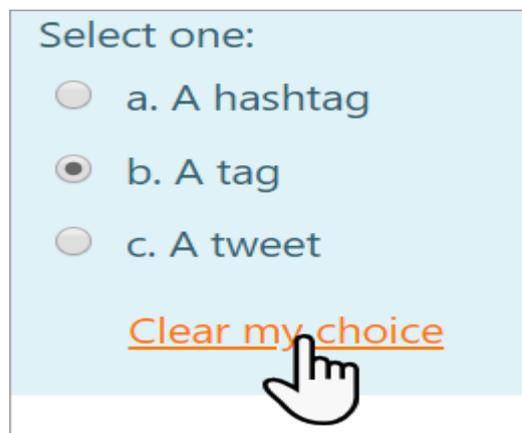
The most popular question types will display first by default in new Moodle installations.

• Multi-choice Type Questions

When it comes to designing this common question type, Moodle gives teachers a number of options. You can make single-answer and multiple-answer questions, use HTML to integrate

pictures, sound, and other media in the question and/or answer options, and weight individual answers. Keep in mind that the questions in the Lesson Module behave differently.

Once the learner has chosen a choice, multiple-choice questions now provide them the option to clear all answers once they have made a selection:



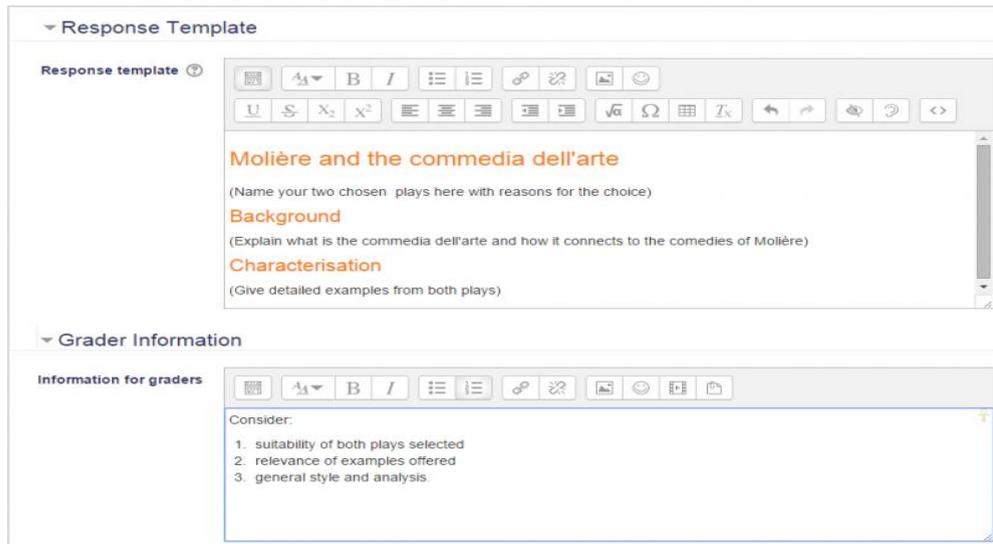
- **Figure 3.2.** Screenshot about Multi-choice Question type from Moodle

(Source: <https://docs.moodle.org/311/en/File:SmallClearChoice.png>)

• Essay Type Question

This permits students to write in-depth about a subject and must be graded manually.

A teacher can construct a template to scaffold a student's response in order to provide more support. When the learner begins to answer the question, the template is duplicated in the text editor. With the Moodle quiz, you may scaffold your essay. It's also feasible to include grading information for teachers who are grading the essays to refer to while grading them.



- **Figure 3.3.** Screenshot About an Essay Question Type From Moodle

(Source, <https://docs.moodle.org/311/en/File:responsetemplategraderinfo.png>)

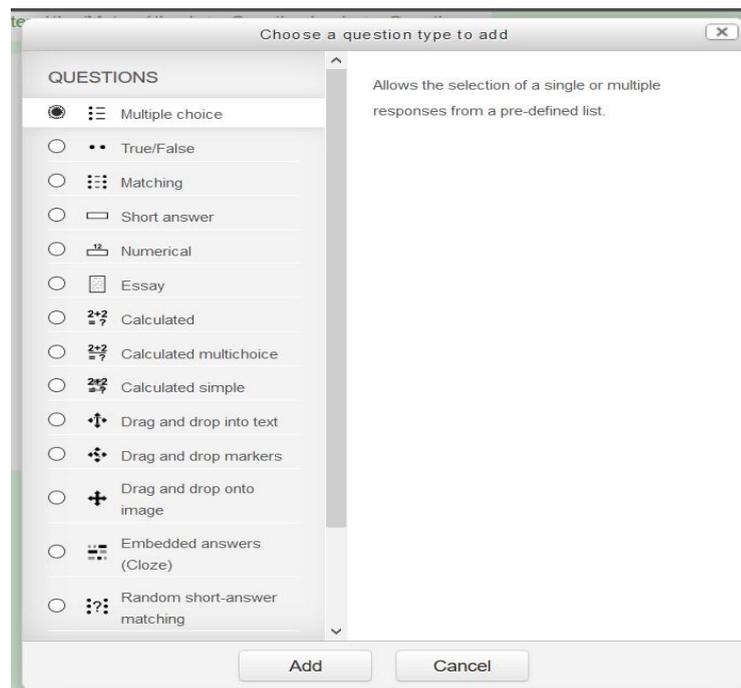


Figure 3.4. Screen-shot from Moodle Question types

(Source:Moodle Docs (2018c).Questiontypes.

https://docs.moodle.org/35/en/Question_types)

3.1.2.How is it set up

1- Select Quiz from the activity chooser in a course with editing switched on.

2- Give it a name and a description, if necessary.

3- Select the options you desire by expanding the other sections. Students can repeat the quiz with the default settings, moving freely between questions on different pages. There is no time limit, and once they have completed the quiz, their results and feedback are displayed.

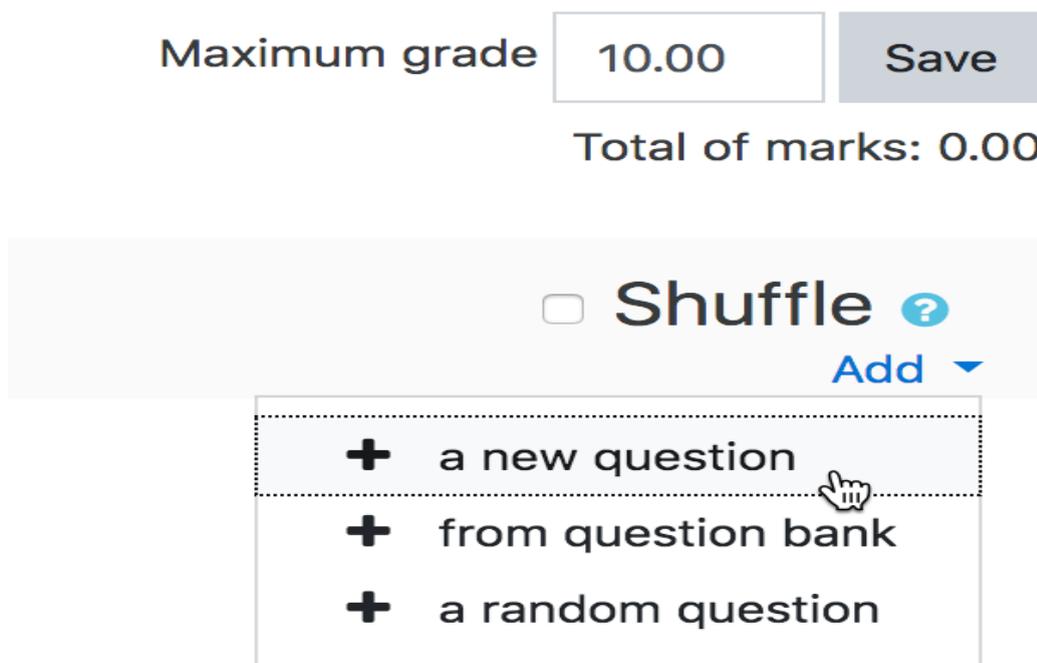
4- See Quiz settings for additional information on configuring your quiz and to change any of these defaults.

5- Select Save and Show.

6- Go to Edit Quiz.

7- To add a new question, click Add and then + a new question.

(Click + from question bank if you already have questions in the question bank, or + a random question if you want to add a question randomly selected from a category of questions.)



- **Figure 3.5.** Screenshot About Set-Up A Question

(Source:<https://docs.moodle.org/311/en/File:quizquideaddquestion.png>)

- 1- Select the type of question you'd want to include, and then click 'Add' at the bottom.
- 2- Click Save your modifications and go through the process again for as many questions as you need.
- 3- When you've finished your question, click 'Save changes'.
- 4- Change your quiz's maximum grade to reflect the number of questions if you like.



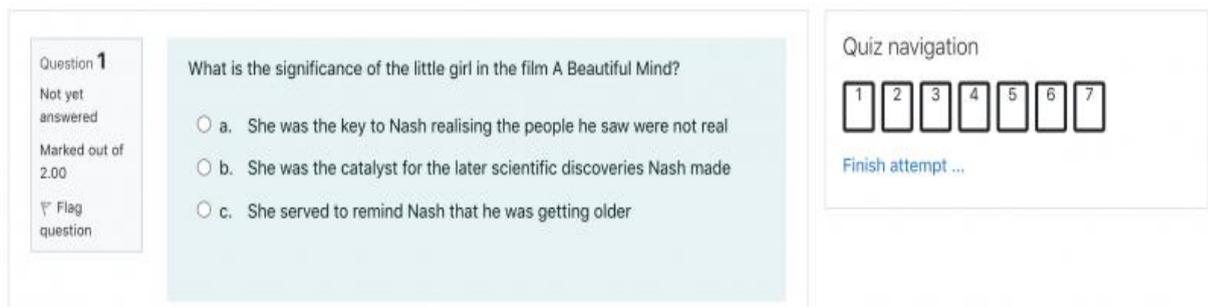
- **Figure 3.6.** Screenshot About Students Grade Marks From Moodle

(Source :<https://docs.moodle.org/311/en/File:QuizQuickStart100.png>)

3.1.3.How does it work?

• Students View

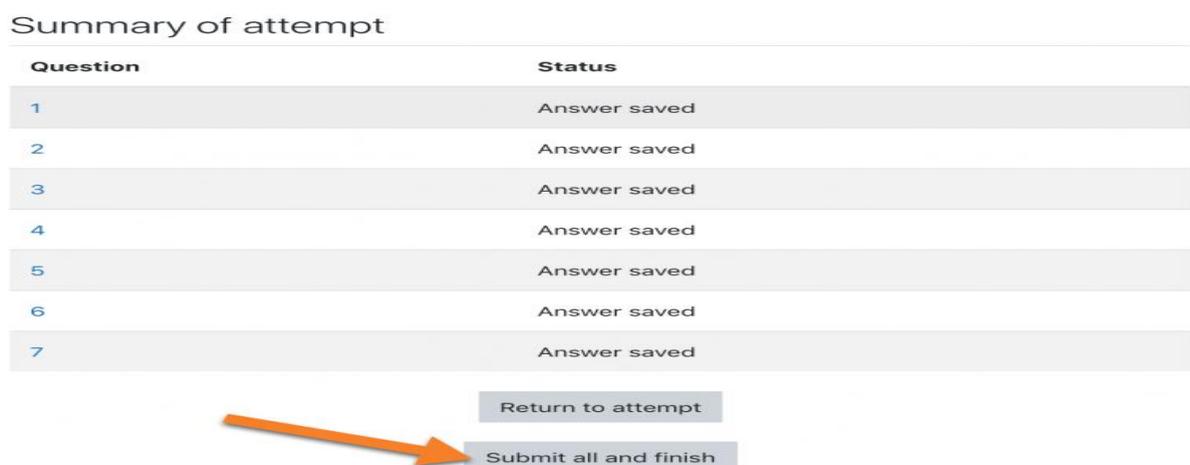
When you add a quiz, it becomes visible on the website, so if you don't want them to see it while you're composing questions, hide it until you're ready. Students may see questions on one page or on different pages, depending on the settings. Each question will be linked by a block.



- **Figure 3.7.** Screenshot About Student's View of Quiz on Moodle

(Source:<https://docs.moodle.org/311/en/File:StudentViewQuiz.png>)

Students can mark questions as unanswered to alert the teacher. Students must click 'Submit all and finish' when they reach the Summary of attempt page in order to complete the quiz and perhaps view their scores (depending on the options):

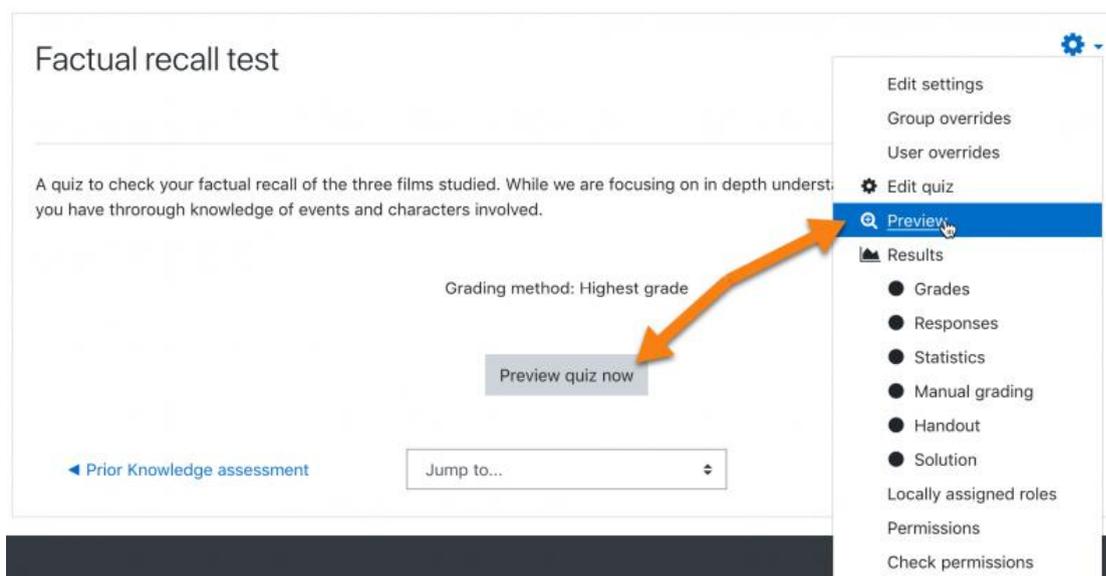


- **Figure 3.8.** Screenshot About Students' Attempts In Moodle

(Source:<https://docs.moodle.org/311/en/File:Summaryofattempt.png>)

- **Teachers View**

Teachers should preview the quiz to make sure it looks the way they want it to:



- **Figure 3.9.** Screenshot About Factual Recall Tests In Moodle

(Source:https://www.google.com/search?q=google+traduction&rlz=1C1CHWL_frDZ944DZ944&oq=&aqs=chrome.0.35i39i362l4j35i19i39i362j69i59i450l3...5.12577257j1j7&sourceid=chrome&ie=UTF-8)

- **Quiz Timing**

Many Teachers prefer to offer timed or take-home tests, in which the exam can be begun at any time and must be completed within a particular amount of time. The Moodle Quiz activity can be used to produce this type of exam. The students' work can either be submitted as a file or typed directly into a Moodle text box. When a student sits down to take an exam, a countdown timer is displayed on the Moodle page to inform the student of the remaining time. Other forms of questions, such as multiple-choice, fill-in-the-blank, essay, and so on, can also be included.

For example a one-hour quiz scheduled for April 14, 2021, between the hours of 14:00 and 15:00. You wish to give students a 15-minute extension. You would set "Open the quiz" to 14

April 2021 14 00 and "Close the quiz" to 14 April 2021 15 00 in the quiz settings, as shown below. In addition, under "User overrides". You'd create a student override with "Close the quiz" set to 14 April 2021 15 15. Everything is in working order.



The screenshot shows the 'Timing' section of a Moodle quiz configuration. It includes four settings:

- Open the quiz:** A date and time picker set to 14 April 2021 at 14:00, with an 'Enable' checkbox checked.
- Close the quiz:** A date and time picker set to 14 April 2021 at 15:00, with an 'Enable' checkbox checked.
- Time limit:** A text input field containing '0', a dropdown menu set to 'minutes', and an unchecked 'Enable' checkbox.
- When time expires:** A dropdown menu with the selected option 'Attempts must be submitted before time expires, or they are not counted'.

- **Figure 3.10.** Screenshot About Students Quiz Timing In Moodle

(Source: https://docs.moodle.org/311/en/File:MoodleDocs_20210412_2312.png)

3.1.4. How Should I Set Up and Prepare My Exam Space?

Consider how to establish a positive exam setting. You may require a workspace where you can comfortably work for lengthy periods of time while remaining focused. When looking for an appropriate location, consider the following questions:

- **Environment**

What is the possibility for distraction here? Do you have any control over the noise around you? Who do you need to collaborate with in order to get several hours of uninterrupted work time? Is it possible to reserve a library study room, or is there another safe location away from home where you may take the exam? Consider preparing a focused, work time playlist if playing your own music or white noise would help.

• Technology

Do you have sufficient technological tools for the exam, such as a dependable laptop and access to the internet? Have you double-checked that you have installed or logged into any required software and that it is operational before the testing period begins?

• Resources

If the exam is open book, how will you organize any reference materials, such as a study guide, so that they are accessible during the exam? Is it possible to print them out? Would it be helpful to have the tabs pulled up ahead of time if they're online? Do you have the instructions on hand if the exam is closed book?

• Time

If the exam isn't scheduled at a specific time, what is the optimum time to take it? Make an honest assessment of your energy and attention. Perhaps you enjoy staying up late and find that it helps you concentrate. Perhaps staying up late is just beneficial for enjoyable activities, and you are more aware in the mornings. Pay attention to your personal demands and schedule your activities around your energy level and other obligations.

3.2. Conclusion

This chapter is devoted to the empirical part of the whole work which tackled the impact of take-home exam assessment on EFL learner's enhancement. Therefore, in this chapter, we included three major sections where we fully discussed the participants, the sampling techniques, and the data collection tools. Moreover, all data collection procedures were thoroughly described. This included the pilot study, the questionnaire administration, the selection of the student's questionnaire, and the teacher interview. Finally, the chapter ended by presenting the statistical analysis techniques used to analyze the raw data. An analysis interpretation of the quantitative and qualitative data collected with a suggestion for further research and implications as recommendations.

General Conclusion

General Conclusion

General conclusion

A take-home exam is a great way to evaluate students' analytic thinking, reasoning, and interpreting skills. Furthermore, it allows students to focus on their ability to examine their own views and encourages them to open up to diverse points of view. This type of evaluation provides students some flexibility in terms of where and when they complete a take-home project. However, it is critical to evaluate and prepare for the potential dangers of this type of exam.

The first chapter focuses on key concepts about online Education and Assessment and all of its relevant issues. Notions, spanning practically all of the angles that our inquiry is attempting to examine. Finally, we noticed that the take-home exams assessment method is not effective enough in Algerian Universities. And it needs more application at the educational system level.

As far as the second chapter addresses the research main concern in Related Concepts to Take-home. The aim of this part was to give a brief overview about the LMD and the Classical Systems in Algeria Universities.

The third chapter is the practical part .All through this chapter and alongside a concise statistical data analysis. We used a mixed method that combines both quantitative and qualitative approaches. For the quantitative approach, structured questionnaire is distributed to a random sample consisting of forty four (44) (M1) students at Ibn Khaldoun University of Tiaret. For the Qualitative approach a Teacher Interview is addressed to ten (10) teachers at the same research setting.

The results show as that the majority of English teachers rarely use this new method teaching examination tools inside their classrooms because of the lack and the absence of an

General Conclusion

effective instructing tools in their schools, and the lack of experience in using this method technique in our department of English because of backgrounds level.

Concerning the hypotheses, the first hypothesis is confirmed as most of the respondents participated agrees with the lack of use this new technique in our department. The second hypothesis corresponds with what it was noticed that the use of the ICT tools in learning assessments can enhance the students higher cognitive skills. And the last hypothesis is validated It adds new features to the Internet, such as the Moodle, which makes it easier for students and teachers to apply for and evaluate home exams from a distance.

As a result, we can say that the Algerian online systems can enhance and evolve in order to investigate the way home-exams are conducted.

This study has some limitations that can be overcome further. First of all the present research distributes questionnaire to only (44) M1 students in the department of English at ibn khaldoun University. Among the obstacles that we faced during this study: The shortage of students because of the Covid 19 pandemic, a lack of time, and a lack of seriousness of answers were among the challenges we faced during this study in terms of disseminating the questionnaire. In the case of the teachers' interview, there was a delay in responding to the interview.

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Appendix



QUESTIONNAIRE

Dear students

We are master two students in didactics , we are conducting research concerning the take home exam as an assessment in EFL classes. We appreciate your help .Answering the questions below as honestly as possible and thank you in advance.

Personal information:

A. Gender :

Male Female

B. Age :

Under 25 Above 25

Please tick (√) the appropriate box (s):

1_ how do find the final exam format in the department ?

Easy Average Difficult

2_ Do you think the format of the assessment (test\ exam) reflect your capacity as a student?

Yes No

If no, explain

Appendix

3_ Do you know what the take-home exam ?

Yes No

4_ Have you ever been asked to do a take home assessment ?

Yes No

5_ if yes how do find the idea of answering the exam at home and not in class?

Helpful Not useful

6_ if implemented in the department, do you think it will improve your learning?

Yes No

7_ Do the take-home exam promote student's higher –order cognitive skills ?

Yes No

If yes, how?

Please answer:

8_ According to you, what would prevent your teacher from using this technique?

.....

.....

9_ In your opinion what is the advantage and disadvantage of take home assessment ?

.....

.....



INTERVIEW

Dear Teachers

We are Master two students in didactics; we are conducting research concerning the take home exam as an assessment in EFL classes. You are kindly invited to answer the following questions; we appreciate your help, thank you.

1_ Are you Student-centered as a teacher?

.....

.....

2_ Assessment techniques need to be more student-centered.

- Explain, please

.....

.....

3_ Are you familiar with the take-home test/exam?

.....

.....

.....

Appendix

4_ Do you use this technique for your assessments? Why?

.....

.....

.....

5_ Do you think that the take-home has a positive influence on the teaching process?

.....

.....

.....

6_ how do you a think take-home test/exam can impact your assessment process?

.....

.....

.....

7_ Do you believe that take-home exams can assist in raising the quality level of the EFL students?

8_ Would you are willing to give try to this new technique?

.....

.....

.....

Appendix

9_ what would prevent you from adopting this technique in your teaching?

.....

.....

.....

10 _According to you, how can it succeed in our department?

.....

.....

.....

11_Do you agree that Take Home-Exams is the most Official method for Language Learning ? According to you, How can it's succeed in our department?

.....

.....

.....

تحول المجال التعليمي نحو الممارسات عبر الإنترنت في التدريس والتعلم وكذلك التقييم. يبحث هذا العمل في آراء ومواقف طلاب ماجستير اللغة الإنجليزية كلغة أجنبية في جامعة ابن خلدون في تيارت فيما يتعلق باستخدام الامتحان المنزلي كأسلوب للتقييم عبر الإنترنت. لهذا الغرض ، تم استخدام استبيان ومقابلة لجمع البيانات. أظهرت النتائج أن طلاب اللغة الإنجليزية كلغة أجنبية لديهم مواقف إيجابية تجاه التقنية. ومع ذلك ، فقد تم استخدامه نادرًا. قد يكون هذا بسبب عدم الثقة في أصالة الطلاب والبنية التحتية.

الكلمات المفتاحية: المواد الأكاديمية ، التعلم الإلكتروني ، موودل ، التقييم عبر الإنترنت ، الامتحان المنزلي.

Résumé

Le domaine de l'éducation radicalement envers les pratiques en ligne de l'enseignement, l'apprentissage et l'évaluation. Ce travail examine les opinions et les attitudes des étudiants du Master 1 EFL de l'Université Ibn Khaldoun de Tiaret concernant l'utilisation de l'examen à domicile comme technique d'évaluation en ligne. Pour ce faire, un questionnaire et un entretien ont été utilisés pour collecter les données. Les résultats ont révélé que les étudiants EFL ont des attitudes positives envers la technique ; cependant, il a été rarement utilisé. Cela pourrait être dû au manque de confiance dans l'authenticité et l'infrastructure des étudiants.

Les Mots clé: A Matériel académique, e-learning, Moodle , Évaluation en ligne, examen à domicile.

Summary

The educational field is shifting towards online practices in teaching, learning as well as assessment. This work looks at the EFL Master one students at Ibn Khaldoun University of Tiaret opinions and attitudes regarding the usage of Take home Exam as an online assessment technique. For this purpose, a questionnaire and an interview were utilized to collect data. The results revealed that EFL students have positive attitudes towards the technique; however, it has been rarely used. This could be due to the lack of trust in students' authenticity and infrastructure.

Key Words: Academic material, e-learning, Moodle; Online Assessment, Take Home Exam.