

Online Assessment through Interactive Platforms in an EFL Context: Students' Achievements and Teachers' Perceptions

التقييم عبر الخط باستعمال موقع تفاعلي بين تحصيل الطلبة وآراء الأساتذة

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Abstract

ملخص

The key role of effective assessment in learning and motivation has been evidenced in a plethora of research. With the advent of technology and the Internet, innovative ways of assessment have evolved resulting in the emergence of a new concept, known as "e-assessment". The present study aims at investigating online interactive assessment and its effectiveness in measuring the learning outcomes and progress of five third-year English majors from Oum El Bouaghi University (Algeria). The students were assessed on their learning of collocations through a series of tests using specialized interactive platforms. Subsequently, 10 EFL teachers answered a questionnaire about their perceptions regarding the convenience, effectiveness and significance of interactive online assessment after analyzing digital reports of the students' outcomes. Quantitative analysis of the data revealed a significant improvement in the students' overall achievements and corroborated the reliability and efficiency of interactive platforms in assessment. Correspondently, all teachers were in favor of using interactive websites and incorporating them in their everyday practice for they facilitate the process of assessment while yielding the most credible results. *Keywords:* collocations instruction; effective assessment; EFL teaching and learning; electronic assessment; interactive websites

تهدف هذه الدراسة إلى تقصي التقييم التفاعلي عبر الإنترنت وفعاليته في قياس نتائج التعلم والتقدم لدى خمس طلبة، سنة ثالثة لغة إنجليزية بجامعة أم البواقي (الجزائر). تم تقييم الطلبة بناءً على تعلمهم للمتلازمات اللفظية من خلال سلسلة من الاختبارات باستخدام منصات تفاعلية متخصصة. بعد ذلك، تم الإجابة على استبيان من طرف 10 أساتذة جامعيين حول تصوراتهم فيما يتعلق بأداء الطلبة بالإضافة إلى فعالية وأهمية التقييم التفاعلي عبر الإنترنت بعد تحليل التقارير الرقمية لأداء الطلبة. كشف التحليل الكمي للبيانات عن تحسن كبير في الأداء العام وأكد موثوقية وفعالية المنصات التفاعلية. في المقابل، أيد جل الأساتذة استخدام مواقع الويب التفاعلية وإدماجها في ممارساتهم اليومية لأنها تسهل عملية التقييم مع تحقيق نتائج أكثر مصداقية. الكلمات المفتاحية: التقييم الفعال، التقييم الإلكتروني، المواقع التفاعلية، تعليم المتلازمات اللفظية، تعليم وتعلم اللغة الإنجليزية كلغة أجنبية.

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1. INTRODUCTION

Language assessment literacy (LAL), alongside its underlying theoretical and practical underpinnings, has been recognized as an evolving area with significant research prospects in the field of foreign language education (Fulcher, 2012; Scarino, 2013; Taylor, 2013). This concept, according to Hidri (2021), “has tremendous potential to enhance student learning and change a whole assessment culture” (p. xv). Assessment is deemed as one of the most essential pillars of education as long as it meets cultural norms, theoretical conceptions and technological developments. That is, effective assessment leads to effective teaching/learning and vice-versa. Overall, “assessment is indeed a critical part of the teaching and learning process in any higher education institution” (Appiah & Tonder, p. 1454). Therefore, assessment methods should be adjusted to meet the expectations of today’s learners and comply with the demands of education in the 21st century (Pierce et al., 2011).

Speaking of the 21st methods and tools, online interactive platforms can immensely foster and transform education, specifically assessment. Whether through computers or other mobile devices, teachers can save more time and obtain reliable results through automatic grading and other functions. In this regard, Liang and Creasy (2004) claim that the unique features provided by interactive platforms, especially the synchronous and asynchronous communication, web search, online resources and technical support, allow teaching, learning and assessment to be place and time independent. These tools offer fundamental characteristics, affordances and possibilities. Along with their role in instruction and storage of knowledge, they offer more personalized, instantaneous and engaging assessment experiences (Astuti et al., 2020; Keengwe & Anyanwu, 2007; Sabirova et al., 2019).

In retrospect, the end of 2019 and the beginning of 2020 witnessed the outbreak of Covid-19 pandemic. Most countries announced a compulsory lockdown. Schools, universities and training centers were subject to a total closure. Consequently, e-learning became of first-rank priority in virtually all countries and Algeria was no exception. It was a radical and sudden change in the educational field. Although e-learning has been used along with traditional learning in many educational institutions long before 2019, it became the only way available during the crisis. Starting from March 12th,

2020¹, all the Algerian universities shifted to online learning as the only mode of instruction and assessment. This major change was faced by obstacles and took a while to be effectively implemented. Algerian university teachers and students were not acquainted to e-learning and were more comfortable with the traditional way (Ghounane, 2020). The official platform used by Algerian universities is Moodle². It has been existent for years but not adequately used in most higher education institutions. Moodle's most important function then was to allow students to pursue their studies and keep contact between teachers and students (Guedmi & Maouch, 2020), but that was all.

E-learning and e-assessment are expected to provide both learners and teachers with a large variation of tools, techniques and activities; nonetheless, the use of a rather basic platforms such as Moodle restricts the teaching/learning potentials as far as interaction is concerned. It is true that Moodle offers interactivity, but it is old-fashioned and mostly asynchronous. It is mainly used to upload files for the students to consult and download. The platform also comes with some technical issues in relation to computerized quizzes having negative impacts on teachers and students alike (Pathan, 2012 cited in Quynh & Phuong, 2021). Despite that, the Algerian universities did not invest or launch any other platforms that encourage interactive teaching/learning. What makes interactive websites considerably substantial to universities and educational institutions in general is that they allow for both instruction and assessment. Eventually, teachers will have more features to customize their courses in order to meet their learners' needs, styles and expectations. Likewise, they will have the adequate mechanisms for effective assessment.

The current study addresses the importance of using interactive platforms/websites in assessment as one of the core components of modern education. It also aims at gauging practitioners' perceptions regarding the feasibility of implementing e-assessment in the Algerian higher education. Ultimately, the present paper attempts to make a plea to invest in interactive

¹ By a presidential order, all onsite teaching activities were suspended due to Covid 19 outbreak.

² Moodle is a free learning platform intended to provide teachers, administrators and learners with a single robust, secure and integrated system for creating personalized learning environments (<https://moodle.org>). It is the official online learning platform for higher education institutions in Algeria.

websites and incorporate them in teaching and assessing learners. Although the tools used in the practical investigation and the number of participants do not allow for making generalizations, the results strive to provide evidence to EFL teachers and decision-makers in Algeria on the benefits of deploying technological tools in facilitating efficient and reliable assessment.

2. REVIEW OF LITERATURE

The topic of language assessment has never gone unnoticed in teaching and learning research (Furaidah et al., 2015; Galikyan et al., 2019; Johnson & Shaw, 2019; Xu & Liu, 2018). In general, assessment refers to the examination of learners' achievements and understanding of a particular subject, rule or idea through the interpretation of their outcomes (Evans, 2013). The results of any assessment reflect whether learners have really grasped what they are being taught, and whether assessment as a practice is successful. Brown (1990) describes assessment as a series of complex measures used to identify the weaknesses and strengths of an individual learner. The process involves collecting data and interpreting results to draw comparisons and conclusions about the learning achievements. It can be used for recalling knowledge or other forms of superficial learning, as it can be used for promoting critical thinking or problem-solving strategies. For learners, assessment plays a vital role in driving their learning. It is through effective assessment that they can become more self-directed and motivated (Darling-Hammond, 2006). Behforouz (2022) maintains that "assessment informs daily-based instructional decisions and contributes to recognizing students' classroom instruction-related weaknesses and strengths; moreover, it provides a particular reaction to students for supporting their learning" (p. 565).

Apart from measuring learners' progress, strengths and weaknesses, assessment can also help teachers evaluate themselves and their teaching as well. The results that learners obtain reflect the success of assessment. Teachers can analyze those results to see the areas of difficulty and work accordingly to improve their instruction and eliminate ambiguity (Fulcher, 2012; William, 2011). According to Teacher Academy (2021), educators are required to enhance their ability to assess clearly and objectively through reflection and self-analysis; they must be fully aware of every situation and be able to add the required refinements. One thing to pay much attention to

is learners' feedback, which is, in fact, a valuable source of information.

Language assessment literacy refers to “the possession of knowledge about the basic principles of sound assessment practice, including terminology, the development and use of assessment methodologies and techniques, familiarity with standards of quality in assessment” (Paterno, 2001, p. 2). Davies (2008) defines LAL as a combination of knowledge and skills. By knowledge, he refers to being up-to-date on the “relevant background in measurement and language description” (p. 328); and by skills to knowing how to practically assess and construct assessment. Popham (2011), for his part, views the notion as to fully understand the essential concepts as well as procedures, which are linked to the process of assessment and which play a role in decision-making. According to Wiggins and McTighe (2005), grasping the concept of LAL “encourages teachers and curriculum planners to first ‘think like an assessor’ before designing specific units and lessons, and thus to consider up front how they will determine if students have attained the desired understandings” (p. 18). In the same line of thought, Fulcher (2012) approaches LAL as “the knowledge, skills and abilities required to design, develop, maintain or evaluate large-scale standardized and/or classroom-based tests, familiarity with test processes, and awareness of principles and concepts that guide and underpin practice, including ethics and codes of practice” (p. 125). Other definitions of LAL go beyond the mere skills and knowledge of testing to the awareness of assessment as a critical activity and its impact on individuals and societies. In this respect, Inbar-Lourie (2008) defines LAL the ability to pose critical questions on the purpose of assessment, the suitable tools, and testing conditions. For O’Loughlin (2013), LAL is “a range of skills related to test production, test score interpretation and use, and test evaluation in conjunction with the development of a critical understanding about the roles and functions of assessment within society” (p. 363).

Effective assessment and assessment literacy are tightly linked irrespective of the assessment form being conducted. Assessors need to be fully equipped with the fundamental skills and literacies in order to achieve optimum results (Mellati & Khademi, 2018). The adoption of technology in classrooms has impacted the methods of assessments, and online interactive test/quizzes are now more encouraged than conventional paper-pencil tests. (Johnston, 2004). Nowadays, education makes use of the Internet more than

ever. Interactive online platforms have witnessed dramatic evolutions and adaptations to serve for instruction/assessment, and are considered as “fast and efficient way(s) of providing and sharing knowledge with learners in different parts of the world” (Ouadoud & Chkouri, 2021, p. 50).

All things considered, teachers should be “digital literate”. In other words, they should understand the mechanisms of interactive platforms in order to create interactive online courses, tests, manage learners’ progress and create a cooperative workspace. Such platforms offer plenty of communication and content sharing tools to teachers and learners such as forums, messaging, chat, videoconferencing, etc. (Ouadoud & Chkouri 2021). These features define interactive websites/platforms and they are also fundamentals of digital (interactive) assessment literacy. Developing an ability and literacy to assessment and its various types, including the digital/interactive assessment is a key construct of professional development for language teachers. Thus, “understanding teachers’ online assessment practices and what factors influence their practices are important for not only assessment trainers, but also language educators and policy makers in TESOL and Applied Linguistics” (Zhang et al., 2021, p. 499). Unique characteristics of the digital learning environment require appropriate assessment skills (Liang & Creasy, 2004; Petty, et al., 2004). Eventually, the best way to evaluate the digital learning environment is by focusing more on the learning process and products and less on the use of tests (Huba & Freed, 1999; Petty et al., 2004). By developing a repertoire of competences, knowledge of using assessment methods while applying suitable tools, assessors will be able to understand, assess, construct language tests, and analyze test data (Inbar-Lourie, 2008; Pill & Harding, 2013; Stiggins, 1999).

There is consensus among the researchers regarding the centrality of assessment knowledge and skills in assessment (Black & Wiliam, 1998; Shepard, 2000). For this reason, alternative assessment methods are recommended along with conventional methods in order to gain a comprehensive picture of learners’ achievements. Technology enhances teaching and assessment capabilities, and creates opportunities for improvement and diversification in the evaluation of learners, including written communication skills, cooperation, teamwork, and reflective thinking (Liang & Creasy, 2004). In addition, digital environments can provide a solution for the diversity of learners, who are assigned assessment

tasks and learn at a pace adapted to their needs (Alderson, 2006).

Taking everything into account, LAL serves in guiding assessors and enabling them to develop, design, create and share different forms of content. As teachers and students are developing new skills for using the Internet for learning it is time to review the alignment between the learning and assessment practices. Interactive e-assessment offers both teachers and students new possibilities for interacting in an immersive and responsive educational environment, moving beyond the static environment of the traditional pen and paper approach (Crisp, 2007). Alternative modes of presenting assessment tasks are now possible, ones that are more adapted to the diversity in learning styles displayed by students.

3. THIS STUDY

3.1. Participants and Procedures

This study aims at investigating the role of interactive websites in assessment. It also seeks to explore teachers' practices and perceptions about e-assessment. Five third-year English majors from Oum El Bouaghi University were randomly selected for the pilot study that involved the use of three interactive websites, namely Collopedia, Quizizz and EasyTestMaker (ETM). Collopedia was used for instruction as the students enrolled in an online course on collocations. Quizizz and ETM served for automatically generating and scoring answers to the pre-test, post-test and three tests during the course. The aim of these multiple tests is to assess the students during the course, and to chart their progress throughout the different phases of the treatment.

After the students have submitted the answers, the assessment reports were generated and sent to 10 EFL university teachers from different Algerian universities along with a questionnaire designed to learn about their use of ICTs in assessment (Appendix A). More importantly, the teachers were encouraged to access the platforms and share their feedback on the viability of interactive websites in assessing and testing learners.

Altogether, the practical investigation comprises of three phases: before (proficiency test in collocations 1: PTIC1), during (tests 1, 2 and 3), and after (proficiency test in collocations 2: PTIC2). Figure 1 shows the steps of testing followed in the study.

Figure 1. Steps of the Study

PTIC1 and PTIC2 represent the pretest and posttest, respectively. On the other hand, tests 1, 2 and 3 refer to the tests administered at the end of every section during the period of treatment. After each test, the platforms generate digital reports providing all the necessary details on the students' achievements for easy and accurate analyses. Teachers can even grade tests manually in case their students forget to make the submission. Automatic grading, however, is more objective than manual grading. The platform keeps track of the participants' interaction with the test and every detail is recorded.

3.2. Tools

3.2.1 Collopedia

As stated above, the present investigation relied on three interactive platforms for instruction and assessment. Collopedia comes with digital engaging lessons about collocations (Appendix B). It has an online collocation dictionary, interactive courses and proficiency tests. Multimedia is used to make the lessons more engaging. The website has an easy-to-use interface with organized sections that users can have access to from the main menu. It allows other interactive platforms to be embedded in it without any coding. Collopedia is mainly designed to teach collocations to EFL learners based on gamification and interactivity.

3.2.2. Quizizz

Quizizz is an online interactive platform that is also based on gamification (Appendix C). It has a number of exciting features that make learning interactive and engaging. It allows for creating different assessment tasks, assigning homework and interacting with learners. This platform was embedded in Collopedia and used for assessment. The website comes with a simple interface and a set of options to help customize tests. One can use different types of questions and scoring options. The tests can be shared, and participants' attempts are automatically graded. The assessment reports are saved and can be accessed at any time. Quizizz generates automatic reports and calculates individual's or group's results. It can provide the total number of questions, correct and incorrect answers, and the overall score (Appendix E). In addition to that, the platform also displays "unattempted" and "timed out" questions. Unattempted refers to the questions that are left unanswered and timed out to the tasks unfinished in the time allotted. Participants in this study finished the tests within the time given and answered all the questions. PTIC1 and PTIC2 have the same layout since they were both designed using the same platform.

3.2.3. EasyTestMaker

EasyTestMaker is an online test generator and platform that helps educators create and edit their tests (Appendix D). These tests can be printed as well. The platform allows for different types of questions. Similar to Quizizz, ETM allows for answers to be graded either manually or automatically. According to the official website, ETM comes with useful features so that teachers can:

- Create diverse types of questions like multiple choice, fill-in-the-blank and matching.
- Copy a question from one test to another easily.
- Retrieve tests easily as they are stored in the database. One can make changes or print out additional copies of any test being created.
- View and print students' results. Automatic grading is also enabled.
- Download quick and detailed reports of participants' performance.

While Quizizz was used to generate the pre-test and post-test reports, ETM was used to generate the reports of the tests taken during the treatment (Appendix F). ETM provides detailed accounts such as whether or not a

student has finished the test. Wrong answers are highlighted in red and correct answers in blue. Like Quizizz, the total number of questions is given along with the overall score. ETM automatically saves the students' work in progress. In case of any technical issues or a laptop crash, the student receives a return code to resume where they have stopped. The platform also allows for manual or automatic grading.

3.3. The Questionnaire

The questionnaire was designed to gauge teachers' perceptions on the role and implementation of interactive websites in assessment. Ten (10) teachers from the universities of Algiers, Biskra, Relizane, Oran and Setif answered the questionnaire after they have checked the evaluation reports and interactive platforms. Seventy percent of them have been teaching at university for at least three years. This means that the teachers possess, to some extent, enough experience with teaching university students and they should be familiar with the practice of assessment in classrooms. The teachers were introduced to the concept of 'interactive website' and had access to the platforms used in the investigation. Furthermore, they received tutorial videos on the use of the platforms in instruction and assessment.

3.4. Rationale of the Practical Investigation

The use of the websites in this study has facilitated the process of assessing and charting students' progress throughout the course. Data was collected at various stages during the course and generated in the form of digital reports for statistical manipulation and for gauging teachers' perceptions. Collocation was selected as the main subject for it is an easily measurable key aspect in language learning and use. Furthermore, it has been noticed that students at the university level still face challenges in the appropriate use of collocations. One of the reasons behind this is the assumed lack of motivation to learn collocations as well as the limited instruction and assessment options in traditional classes. It is therefore put forward that using interactive websites can engage students to learn these natural combinations, and teachers can adopt various features to make their courses more appealing and effective.

The practical framework followed in the present inquiry (interactive course and tests) as well as the tools selected (interactive websites) are expected to boost the learning of collocations. Assessment here is both a means and an end. It allows for charting participants' progress but is also a

main variable in the study. In other words, the multiple testing tasks and stages familiarize the students with the way interactive platforms work. More fundamentally, the immediate comprehensive feedback they receive each time they complete a task permits them to confirm their existing knowledge, learn from their mistakes and acquire the use of collocations in context.

4. RESULTS AND DISCUSSION

4.1 The Main Study

After taking PTIC1, the participants kept using the platforms for assessment and feedback on their performance. On the whole, five tests were administered, a pre-test, a post-test and three tests during the treatment. This means that before taking the post-test, the students had plenty of opportunities of assessment and feedback, and were acquainted to the use of interactive platforms for assessment. The comparison of the students' achievement is PTIC1 and PTIC2 revealed a tangible improvement in their scores. Table 1 below demonstrates the paired t-test calculations.

Table 1. T-test Results for PTIC1 and PTIC2

Variable	Group	Mean	Std. Dev	Mean of difference	(T) value	df	Significant level (P) value
PTIC Test	PTIC 1	52	8.22	-26.20	6.4618	4	<0.0001
	PTIC 2	78.2	10.87				

The results show a statistically significant difference between the mean scores of PTIC1 (52) and PTIC2 (78.2) reflected in a *t* value of 6.46 at a significance level of < 0.0001. These results indicate that the change in the students' performance is not due to chance, but rather to the strategies and tools adopted in the study. Therefore, it is fair to conclude that using interactive platforms allowed the students to learn collocations while being assessed in a reliable manner.

Another conclusion to draw based on the statistical analysis is that online interactive assessment contributed not only in evaluating the participants' progress and learning, but also in making that learning happen.

The literature in LAL considers assessment as a tool of evaluation and feedback. Having detailed instant feedback on one’s performance promotes learning. After taking PTIC1 as a pre-test, the study participants took three more tests in addition to a post-test (PTIC2). In this case, repeated feedback must have contributed to their knowledge on collocations by highlighting their right/wrong answers and providing detailed answer grids for each individual, features that are not as easily achieved in conventional assessment.

While the main interest of the present investigation is interactive e-assessment, progress in learning is a sign that the assessment practices are suitable and effective. That is to say, the participants improved their learning and use of collocations mainly as the result to frequent interactive online assessment. The next figure demonstrates the progress of students throughout the treatment interventions.

Figure 2. Students’ Performance in all the Tests

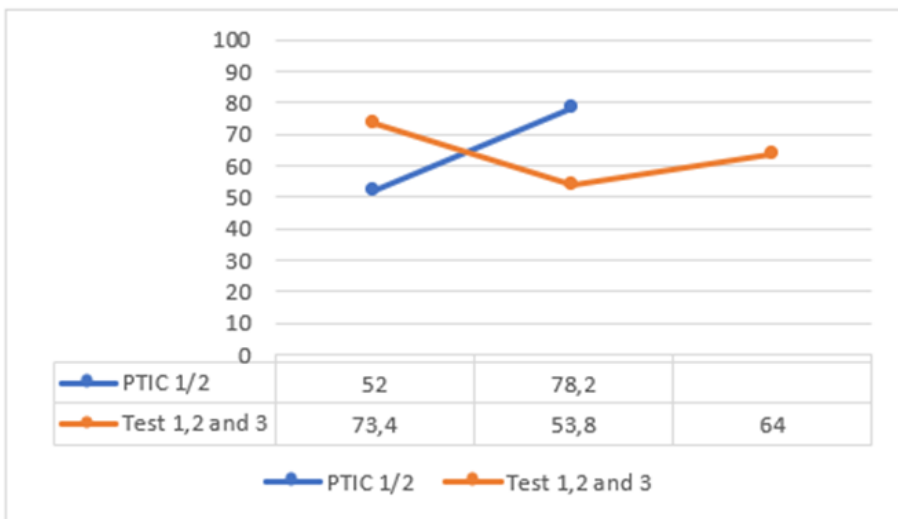


Figure 2 shows some random fluctuations in the results of the tests reflecting varying degrees of task difficulty. This provides further evidence that e-assessment is an adequate indicator of the students’ achievements and assignment difficulty. Test 2 was the most challenging and the longest (64 questions) compared to tests 1 and 2 with 36 and 33 questions, respectively. Test 2 included sentence completion activities without providing the words to be used or ticking multiple words that collocate with one. Furthermore,

the sentences and contexts of test 2 were more complicated than those of the other two tests. For instance, “They want the government to *introduce* legislation to restrict the sale of guns.” Tests 1 and 3 comprised matching, multiple choice, cloze and true/false tasks. Both tests targeted simpler collocations and more common contexts as in: “When she saw her exam results, Kate burst into *tears*.” Accordingly, the length and difficulty of tasks have been reflected in the students’ scores.

Besides their contribution to the process of assessment and learning collocations, these websites can also facilitate the analysis of students’ performance. Teachers can highlight the areas of difficulty and ambiguity and make adjustments where needed. The tools used provide room to customizations and modifications in the layout and sequencing of the tests.

4.2. The Questionnaire

All teachers participating in the study acknowledged an awareness of LAL as well as the importance of affective assessment in the language learning process. In other words, they all agreed that affective assessment yields positive results and helps learners improve their skills and understanding of a particular subject or skill. Another aspect of agreement among the participants is the use of multimedia in modern day education. All of them stated using videos, audio recordings, and some distance learning platforms in instruction. In assessment, however, the majority of teachers (70%) hold that they never get farther than Google Forms. This latter is easy to use, but the features it offers are rather basic. Google Forms is perhaps one good tool when it comes to designing simple questionnaires or surveys. Only one teacher uses another interactive website called ScribbleLive. This website is more practical than Google Forms, especially at designing tests and customizing questions to make the learning experience more engaging.

When asked about the platforms they were directed to access, all the respondents came in favor of using interactive websites to stimulate students’ performance and promote their learning. According to their answers, interactive websites offer more flexibility to manipulate the content being delivered to learners and foster interaction between the user and the content, all that while saving efforts and insuring reliability through automatic grading. Furthermore, teachers agree that the recent practices of education and today’s learners are attached to technology and inspired by

innovation, thus teachers should accustom themselves to that and set a leading example.

Despite their appreciation of the idea, not all teachers have the expertise to manipulate interactive websites to design their own courses and assess learners, and 90% of them think that they need to polish their skills on ICTs. In this regard, one of them maintains: “I have tried those interactive websites introduced to us in the beginning, and I was fascinated by the layout, the contents and the tests they were designed using these useful tools. I, personally, have no skills on how to design my own website and use these platforms to my advantage. I wish I could learn how to do that to bring much life to my teaching using these powerful means of ICTs.”

Perhaps the aim of many teachers is to learn the most common tools such as Microsoft products and video conferencing tools. If asked, they will probably claim that they rely on ICTs in their teaching by using emails, overhead projectors, speakers and at best Zoom, Google Meet, Google Forms or other virtual classroom providers. Evidently, there is more to ICTs than that. All the teachers are in favor of learning how to use and incorporate interactive websites in their teaching, assessing and testing their learners. One highlights that: “It is no wonder why assessment can be much more fruitful and successful while these interactive websites are specifically designed to revolutionize this process. Learners will feel more interested and motivated to learn in an online digital environment.” Accordingly, there is an agreement among them that teaching and assessing learners using interactivity is a must in the 21st century education. They are aware that the current and the forthcoming generations of students are accustomed to technology, hence updating their skills is more than needed to cope with future challenges and difficulties. Their feedback is all positive about the necessity of learning how to use interactive websites in designing courses and assessment. They appreciate the experience of using the platforms and how they can assess, calculate and generate reports on learners’ performance in just a few seconds. They find the reports and their layouts very helpful to draw comparisons and conclusions on learners’ performance while looking for more solutions to improve their teaching experience.

4. CONCLUSION

The last two years or so have taught educators a valuable lesson, that is online learning is the future of education. There have been many

platforms insuring online instruction, but not as many with practical assessment options. During the March 2020 lockdown, Algerian higher educational institutions managed to set an online learning system based on Moodle, but assessment was always onsite in the conventional way. Moodle did not offer the desired level of interactivity and variety for valid assessment.

The present investigation corroborated the effectiveness, reliability and easiness of using interactive websites in assessing students. The statistical improvement in the students' scores through the different phases is an indicator of successful instruction and assessment. Regarding teachers' perceptions, it has been found that even those with years of experience in teaching still lacked the necessary awareness of this kind of literacy (e-assessment). The teachers who took part in this study are all in favor of using interactive websites as an assessment tool in their classes. Being equipped with the skills and knowledge on how to use interactive websites saves more time and, above all, enhances the quality of testing. Interactivity has been shown to play a significant role in assessing learners and testing their competencies while boosting their learning, which is by far the primary aim of any teaching activity.

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Appendices

Appendix A. Teacher Questionnaire

Q1. How long have you been teaching English at University?

_____ years.

Q2. Are you a FT or PT teacher?

Q3. Are you familiar with the concept of LAL (Language Assessment Literacy)?

- Yes
- No

Q4. Do you think that effective assessment has an impact on learners' performance?

- Yes
- No

Q5. Have you ever used an interactive website to assess and test your students? If no, what other tools did you use then?

- Yes
- No

Examples of tools: _____

Q6. Are you with or against the inclusion of interactive websites in teaching and assessing learners? Please, justify your answer.

- Yes
- No

Justification: _____

Q7. Having had a look at the interactive websites used to assess and test learners on collocations, do you think you require to learn more on how to use interactive websites in assessing your students?

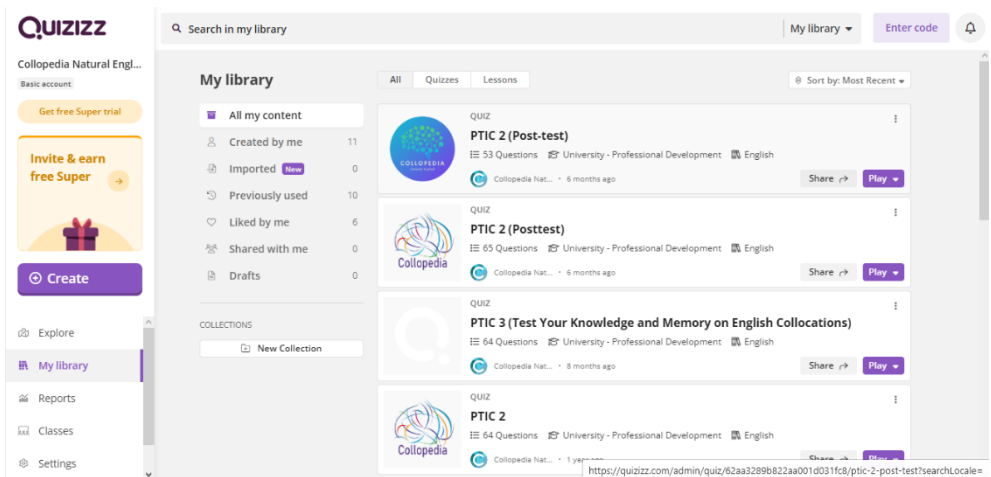
- Yes
- No

Q8. Please, provide your feedback after checking the websites and the reports they generate on learners' performance?



Appendix B. Collopedia's Main Interface








Appendix C. Quizizz' Main Interface






Appendix D. Designing a Test Using EasyTestMaker




Multiple Choice  




B *I* U x₂ x²     

What is a **collocation**?

Multiple options required for correct answer

Collocation is a unit of meaning formed with two or more words. Sometimes the words are written separately, sometimes they h.   

Collocation is a group of words in a fixed order that has a meaning that cannot be guessed by knowing the meaning of the indiv   

Collocation means a natural combination of words; it refers to the way English words are closely associated with each other.   

[+ add option](#)

Point Value Bonus question

1 1.00 - 99.99

Appendix E. A Report on a Student’s Performance using Quizizz

QUIZZZ

Quiz : PTIC 1 Accuracy

Date : Wed Mar 02 2022 9:19 PM **84%**

Student :

Total Questions	✓ Correct	✗ Incorrect	⏸ Unattempted	⏰ Timed Out
65	55	10	0	0

No.	Question	Time	Score	Response
1	Choose the right word to complete the sentence. <i>In your essay on the influence of TV, don't forget to discuss these ... issues.</i>	3 secs	900	✓ key
2	Choose the right word to complete the sentence. <i>The report delivered a <u>blistering</u> ... on all</i>	5 secs	900	✓ attack

Appendix F. A Report on a Student’s Performance using EasyTestMaker

Djoumana

Taken 3/5/2022 3:50 PM - 4:04 PM (14 minutes, 17 seconds) from Ip Address
129.45.100.50
Return Code 24E4-HJ8B

31 / 36 pts. (86%)

✓ ✎ ✕
1 / 1 pt.

1) What is a **collocation**?

a) Collocation is a unit of meaning formed with two or more words. Sometimes the words are written separately, sometimes they have a hyphen and sometimes they are written as one word.

b) Collocation is a group of words in a fixed order that has a meaning that cannot be guessed by knowing the meaning of the individual words.

✓ c) Collocation means a natural combination of words; it refers to the way English words are closely associated with each other.

✓ ✎ ✕
0 / 1 pt.

2) Which of these are **compounds**?

✓ a) teapot

b) computer

✓ c) narrow-minded

✗ d) ancient monument