

Foreign Languages E-Learning Assessment Efficiency and Content Access Effectiveness During Corona Pandemic in University Context

Nabil Al-Awawdeh
Yarmouk University, Jordan

Tahira Kalsoom
Lahore College for Women University, Pakistan

Abstract—The learning process has many fundamentals; one of them is to assess the outcomes from the process to see to what degree the students benefit from this process, which determines whether or not the goals of education are being met. The Assessment of students' learning from proposed and offered content is another fundamental in the process of education. However, in the era of online teaching, assessing and choosing the appropriate content/ material became challenging. It rendered this process, to an extent, to be problematic due to the challenges that arose from the absence of physical meetings between teachers and students. Therefore, this study examines foreign language E-learning Assessment Efficiency and Effectiveness to access the content in the University context during the Corona Pandemic from the perspective of (154) college students selected randomly from various Jordanian universities. To conduct the study, a questionnaire was developed, and data were gathered and analyzed using SPSS. The survey results indicated that the Efficiency of the electronic Assessment used at universities from the students' perspective ranked high among all disciplines of study, with a mean score of (3.19) and a percentage score of (63.8 percent). Moreover, the Effectiveness of electronic content ranked also high, with a mean of (2.79) and a percentage of (56%). The study revealed that university administration must pay attention to the Assessment methods of foreign language e-learning and distribute its content via well-known channels. In addition, it advised conducting research complementary to the current study.

Index Terms—e-learning, assessment efficiency, corona pandemic, content effectiveness

I. INTRODUCTION

As we live in a technological and digital society, technology and its different forms have found their way into most colleges. Knowing how to use technology has become a requirement for keeping up with the enormous digital progress in its many forms and disciplines, whether in social or academic terms, and it is for this reason that society must be formed to be capable of dealing with these changes (Al-Awawdeh & Alshtaiwi, 2020). This can be accomplished by examining the sources of cultural and scientific radiation, evaluating curriculum and course structures, and keeping up with scientific progress and information development in knowledge and information technology and communications.

Online education (e-learning) generally takes several shapes: either students are not required to commit to a specific time to take classes, or they are required to attend classes online on a variety of platforms chosen by teachers or institutions, and usually, in both cases, the materials are delivered via electronic media and available for students anytime. Instructing teachers how to use modern technology and social media increases the concept of self-education. Effective use of new technologies depends on the teacher's energy, learning abilities, and previous experience and capabilities to excel in new situations (Ababneh & Al-Zoubi, 2017). Usually, Students follow their teacher's instructions and adapt themselves to any system and how teachers teach or evaluate students. E-learning generates a rich and diversified educational environment, stimulates communication among educational stakeholders, and helps model education ideal for the students. Presenting material uniformly and in a structured way also aids in preparing a generation capable of dealing with technology and equipped with the most up-to-date abilities (Al-Awawdeh, 2017).

The teaching and learning process is very complex as pedagogics look at it from several perspectives. It is also complicated because it has several components, among which Assessment is essential to evaluate the outcomes. Assessment always creates a space for discussion because many questions arise within and from this process. For example, what to test and how to test are a few fundamental questions in Assessment. Another component, as it is related to what to test, is the content that should be given to students and ease of access to such content. As it is known, the absence of face-to-face meetings forces teachers to change the material they teach: Some materials require a particular environment not provided by the online teaching systems. The issue of E-learning Assessment Efficiency and choosing the appropriate contents/ material during the Corona Pandemic in Higher Education Institutions, which affected the whole world, has become an urgent issue to resolve for all educational institutions due to social distancing

and lack of mixing and learning at different academic levels. Thus, two main issues appear during online learning: the first concerns the efficiency of Assessment, and the second is the efficiency of course contents/ material and the ease of access.

II. LITERATURE REVIEW

A. *E-Learning*

Al-Qudah and Maqableh (2013) define e-learning as education based on the use of computers and the Internet to deliver educational content to learners through communication between the learner and the teacher and between the learner and the educational content in an interactive way that enables him to learn, (p. 216). Ali and Hamada explain (2009) that the goals of e-learning are as follows (p.437):

1. Creating a learning environment that is both interactive and diverse in terms of the knowledge sources and experiences it uses. New electronic technologies make this possible.
2. Improving how the university and its community interact and how the university and its environment work together.
3. Making it easier for students, teachers, and administrators to work together by making it easier for them to share educational experiences, conversations, and targeted dialogues through several different communication channels.
4. Giving teachers the training they need to use modern teaching technologies in the best way possible.
5. Giving students the knowledge and skills to use different communication and technology well.
6. Make the teacher's role bigger in the learning process to keep up with the progress and successes in science and technology.
7. Help build infrastructure and a culture-friendly base for information technology so that a new society can meet the needs of the 21st century.
8. Try to get learners, people in charge of education, parents, and society to be optimistic about information technology, especially e-learning, to build a developed information society.
9. Help reach students' educational goals by giving them a place that encourages interaction and has many resources.

Al-Hazmi (2008) looked into the use of e-learning in Riyadh's private schools, and he found that both teachers and students were surprised by what they found out about the program. Researchers found that teachers' responses to e-skills learning and knowledge requirements ranged from medium to high. In contrast, teachers' responses to its knowledge requirements ranged from medium to high—looking at educator views on the advantages of incorporating electronic learning into teaching methods. Students' responses ranged from moderate to high. Similarly, teachers' reactions to the challenges posed by implementing e-learning in the instructional process were between medium and high. At the same time, students' replies ranged from low to medium to high. In 2009, a study by Al-Aftan found that students at the Arab Open University were making extensive use of e-learning resources provided by faculty and fellow students. Hossam's study (2011) determines the current state of e-learning that only a tiny percentage of academics at the participating institutions were enthusiastic about online learning. Mehra and Omidian's (2011) study investigated students' attitudes at Punjab University in India toward e-learning. Almost all of the pupils (76 percent) were found to have a favorable outlook on education. Even though only 24% of students have a negative view of e-learning, 82% know its advantages, and 57% plan to use e-learning in their learning. Syrac (2011) conducted a study using a model e-learning environment in higher education as an effective tool. Several students have stated that the model e-learning environment drives their desire to learn more and that they do not want to take courses that do not follow the model e-learning environment. According to the survey respondents, participation in an e-learning environment model increased their chances of success in the course by 80%. Some students said the electronic model piqued their interest because it provided an environment where new information could be acquired at a time and place convenient for each student.

The research conducted by Al-Awawdeh and Alshaiwi (2020) was intended to survey the perspectives of students and faculty members at Yarmouk University regarding the effectiveness of electronic materials during the pandemic years. According to the poll results, electronic curricula are preferred by most university students. However, most faculty members disagreed because of their lack of confidence in existing material, inability to use them, and the need for ongoing training on using e-learning programs to apply material accurately. Understanding and meeting these needs is essential before using them in education.

B. *Current Situation Obstacles in E-Learning*

Many different factors prevent the implementation of e-learning technology into the instructional process, including the following: Because of the prevalence of technological illiteracy, remediating the situation requires a significant investment of time and energy on both the educator and the student. According to Al-Awawdeh's (2012) study, implementing e-learning in academic institutions is fraught with difficulties professors and students feel. The study also found that professors and students alike need to be aware of the impact of factors such as academic level, gender, and specialization. According to the study's findings, 70.9 percent of students believe universities have difficulty implementing e-learning. University curricula, infrastructure, and technology are two of the main issues that must be addressed. These issues must be addressed, from the support provided in the classrooms to the difficulties students, faculty, and administrators face. Amounts are spent on acquiring and maintaining virtual devices and auxiliary

equipment. However, online teaching increases the distance between the teacher and the students, decreasing the teacher's ability to affect the students' lives. It is essential to emphasize the university's involvement in the education and upbringing of future generations, which is the fundamental reason for the university's worth in the community. The process of rehabilitating and preparing teachers' technology is increasingly under the purview of many platforms, many of which lack pedagogic solutions for the problem as they exist only to make a profit. Students could lose interest in using the various platforms and equipment brought into the online classroom due to the sheer number of unclear items.

C. Assessment

In the last twenty years, many studies have been conducted to investigate the assessment of students' learning, focusing on the efficiency of this learning as there is no face-to-face contact and how such assessment should be conducted. Kearns (2012) argues that in no face-to-face environment, "instructors are particularly challenged to convey their intentions accurately and provide appropriate feedback to help students achieve the targeted learning objectives" (p. 199). Hannafin et al. (2003) say that "the distant nature of Web-based approaches renders many observational and participatory assessments difficult" (p. 256). Oncu and Cakir (2011) also agree that no face-to-face assessment rendered the assessment process challenging and complex. Among the five areas of concern educators have, Beebe et al. (2010) identified the informal assessment. Moreover, other researchers investigated some of the challenges that assessment might meet. Many investigated the authenticity of the activities used to assess students (Kim et al., 2008; Robles & Braathen, 2002); others discussed the methods to assess these students (Swan, 2001; Arend, 2007; Gaytan & McEwen, 2007).

Looking for a definition of Assessment is a complex task because researchers define Assessment based on the concept of face-to-face evaluation that technically happens inside the classroom or academic institution Halls. Yorke (2003) calls this particular case definitional fuzziness. Many other terms appeared in trying to define Assessment: classroom evaluation (Crooks, 1988; Bloom et al., 1971; Scriven, 1967), in-course Assessment (Greer, 2001), learning-oriented Assessment (Keppell et al., 2006), teacher-developed Assessment (Stiggins & Bridgeford, 1985), assessment to assist learning (Ash & Levitt, 2003) or just feedback (Dietel et al., 1991). However, the most recently-coined term is Assessment for learning (James & Pedder, 2006; Wiliam et al., 2004). Bachman (2004) defined Assessment as a process in which teachers collect information about something they are interested in according to systematic and substantially grounded procedures. Based on a face-to-face meeting, all previous terms qualify for the evaluation process (Assessment). El ebyary (2013) wonders if there "Is there a distinctive area where a line can be drawn between assessment and learning?" Padmadewi et al. (2022) argue, "The importance of assessment in foreign language learning is not questionable, and its function in identifying teaching success cannot be denied." They also wonder how "the phenomena of technology developments influence how assessment instruments must be developed to achieve the learning objectives and outcomes." Ahmed and Troudi (2018) say that Assessment is one of the learning processes, and they assume that any changing methods of Assessment will contribute to a change in students' learning. Hyland (2004) says that Assessment helps students identify their points of weaknesses and strengths to take any favorable action, therefore (p. 213). Ahmed and Troudi (2018) say that "assessment informs students about their mastery level of specific skills and their achievement of the Student Learning Outcomes (SLOs)" (p.1231). Moreover, teachers view the process of Assessment as a continuous task that involves both teachers and students.

This paper tries to draw the line between the Assessment, the content, and the learning process, focusing on how practical an Assessment for the given content can be as it is transferred to be only online. Bachman and Palmer (2010) discussed the Assessment process and asked the following significant questions: "When and how often shall we assess the students?" or "How should we conduct an assessment procedure?" Ketabi and Ketabi (2014) argue that not asking "what to assess" is quite apparent because teachers usually know what they want the learners to learn and what they want to assess after learning. However, the situation changed because the content changed.

D. The Researchers' Review of Previous Studies Found That:

1. The study agrees with all previous studies using the descriptive-analytical approach and the study tool, the questionnaire, for data collection. The study differed from previous studies in that it deals with e-learning from the students' point of view in the presence of the Corona pandemic that affects the whole world.
2. The review of previous studies helped crystallize and define the problem of the study. It became clear that none of the previous studies specifically investigated the effectiveness of Assessment and material during Pandemic e-learning from the point of view of the students of the University. Thus, all studies were limited to universities and other foreign educational institutions and in light of Circumstances different from the Corona pandemic that affects the whole world.

The study Problem:

In order to cultivate a new generation capable of navigating the new e-learning system and successfully incorporating technology into education, one sector is seeing rapid expansion. Because of this, educational institutions like colleges and universities have a responsibility to instruct their students to adjust to new modes of communication in the educational setting. E-learning assessment should be used as a supplement to conventional classroom instruction rather than as a replacement for it since the Coronavirus outbreak has made this point more urgent than it has ever been before. E-learning institutions have become urgent given the necessity to avoid social distance through e-learning as an alternative to face-to-face education due to the Corona pandemic that has plagued the world. E-learning can be thought

of as an alternative to face-to-face education. E-learning was utilized in the public school system during the second semester of the academic year 2019/2021. This was one of the institutions that utilized e-learning. Due to the significance that members place on e-learning and the ease with which it may be applied. This study aims to determine the reality of e-learning Assessments in the faculty from the students' perspective. This study is critical in light of the recent Corona pandemic and requires more attention with the assistance of both the faculty and the students. This helps improve the education system, notably its Assessment system and content, which adds to the improvement of the education system. According to this interpretation, the research questions could be phrased as follows: What kind of an impact does the Corona Pandemic have on the effectiveness of E-learning Assessments at Higher Education Institutions? and the effectiveness of the content provided during e-learning?

Study questions:

The following is a list of research questions that the project intends to answer:

1. In light of the epidemic, how Effective do students find it to use electronic contents/ material at universities?
- 2- How efficient is the computerized evaluation from the students' point of view, considering the factors discussed earlier?

Objectives of the study:

The research investigates the students' views on electronic content in light of the outbreak and their' perspectives on the use of the electronic examination for grading, hoping to find the point of weaknesses and strengthen such Assessments.

The importance of studying:

As e-learning Assessments using electronic content are a relatively new situation in the light of the Corona pandemic, this study attempts to diagnose the reality of e-learning as a whole and Assessments as a particular component of the educational process at universities based on students' perceptions. It contributes to the state of e-learning use and development at the institution, which is now under progress. The results of this study contribute to polishing the picture of e-learning: it is both clear and accurate regarding the reality of e-learning Assessments at the university and the methods for overcoming the challenges faced by both students and faculty members. It follows the suggestions made by other studies to enhance education, highlighting the significance of Assessment as an essential component of the educational process to enhance education across all stages and levels.

III. METHOD AND PROCEDURE

A. *Study Approach*

The descriptive-analytical approach was used for the current study because of the topic's unique characteristics, and the quantitative method was also used to analyze the questionnaire of this study. During the Corona Pandemic in Higher Education Institutions, a sample of students was randomly selected for this study.

B. *Study Community*

The respondents to the questionnaire are 154 students of various Jordanian universities in various locations during the academic year 2020-2021.

C. *The Study Sample*

The study used a basic random sample procedure that could be found on the internet (Zulfiqar, 2009, 391-386). It included (154) students from various college departments with scientific and human interests. The electronic questionnaire was used to collect data, and Google Forms was used to apply it. The data was entered and analyzed by the SPSS program. In light of several variables, the following table depicts the features of a sample Study.

TABLE 1
CHARACTERISTICS OF THE STUDY SAMPLE IN THE LIGHT OF SOME VARIABLES

Demographic Variables	Categorization	repetition	Percentage	Total
1- The Gender	Male	88	%57.1	154
	Female	66	%42.9	
2- Educational program	Bachelor	81	%52.3	154
	Masters	73	%47.7	
3- Educational Department	Art and Humanities	85	%55.195	154
	Sciences	69	%44.805	
4- Geographical Distribution	Rural Area	31	%20.455	154
	Center Cities	123	%79.545	

Study tool:

An investigation into the efficacy of e-learning assessments by higher education institutions during the Corona Pandemic was conducted with a questionnaire fashioned after earlier research. The completed survey had a total of twenty (20) questions, which were divided into two distinct categories: the first category was titled "The Effectiveness of Electronic Content," and it consisted of eight paragraphs; the second category, "E-learning Assessment Efficiency," had twelve paragraphs; and the third category was "Other." However, only 4 statements of the highest average score and percentage were analyzed for the first question and 3 for the second question. This was due to the relevant results collected and the importance of its contents. Other statements were excluded from the evaluation and discussion because results showed that some students did not answer them. The scoring average was high in some places and low in others, creating a contradiction. Thus, excluded statements can be considered as invalid based on the Likert scale.

The validity of the study tool: the validity of the arbitrators:

For each of the twenty paragraphs, a weight was assigned based on a five-point Likert scale, ranging from 5 points for a strong agreement, 4 points for agreement, 3 points for some degree of agreement, 2 points for disagreement, and 1 point for strong disagreement. Validity of internal consistency: An exploratory sample of 20 students was presented with the questionnaire outside of the investigation. The Pearson correlation coefficients between each dimension of the questionnaire and the total score were calculated, and the results are shown in the Table 2 below.

There are correlation coefficients between each field and the overall score of each research tool in Table 2.

The Domain/Scope	correlation coefficient	Indication level
Effectiveness of electronic content	0.82	functionned
Efficiency of assessment via e-learning	0.85	functionned

The estimated correlation coefficients between each field and the total score are noted in the data in the previous table. It was between 0.82 and 0.85, which are statistically significant and acceptable coefficients to continue using the tool on the study sample.

Stability of the study tool:

Cronbach's alpha coefficient supported the study's resolution stability for each dimension as well as the instrument as a whole. The determined stability coefficients are shown in the Table 3 below.

TABLE 3
THE RELIABILITY COEFFICIENTS CALCULATED FOR THE STUDY TOOL FIELDS AND FOR THE TOTAL SCORE

The Domain/Scope	number of paragraphs	Alpha Cronbach
Effectiveness of electronic content	8	0.85
Efficiency of assessment via e-learning	12	0.85
Overall dimensions of the resolution	20	0.85

The reliability coefficients for the domains are (0.85), which is a good stability ratio. According to the data in the preceding table, the study tool may be trusted as a tool for collecting data from the study sample.

Statistical treatments:

All data were entered into the SPSS program and examined, and the data was processed to answer the study questions after it was entered. The following statistical treatments were used in the study: Cronbach's Alpha test is used to measure how stable a tool is. The correlation coefficient measures the Pearson degree of correlation. Relative weights and arithmetic averages Frequencies and percentages.

IV. PRESENTATION AND DISCUSSION OF THE RESULTS

Results related to the answer to the first question, which states, "What is E-learning Assessment Efficiency during Corona Pandemic in Higher Education Institutions from the students' point of view in light of the Corona pandemic?" To answer the question, the frequencies, arithmetic averages, and relative weights of the responses of the highest 4 statements of the study sample on the effectiveness of access to education were calculated by email, and the results are as in Table 4.

		Strongly Agree		Agree		Somewhat Agree		Disagree		Strongly Disagree			
#	The Statement	#	%	#	%	#	%	#	%	#	%	Avg	relative weight
1	I have access to the learning material including the test and exams given by teachers easily.	126	20.5	214	34.7	172	27.9	64	10.4	40	6.5	3.52	%70.5
2	I take advantage of the explanatory information to use the site for the educational material	72	11.7	172	27.9	184	29.9	106	17.2	82	13.3	3.07	%61.5
3	I get immediate assistance from the technical support services, which enrich and facilitate the educational process	84	13.6	108	17.5	158	25.6	170	27.6	96	15.6	2.86	%57.2
4	I take advantage of the internet speed in increasing the Effectiveness of online Learning.	90	14.6	104	16.9	162	26.3	114	18.5	146	23.7	2.80	%56
Total marks												3.06	%61.3

The data in Table 4 indicates that the percentage of E-learning Assessment Efficiency from the point of view of the students was (61.3%), with a mean of (3.06). Paragraph (1) related to the "I have access to the learning material including the test and exams are given by teachers easily," with an average of (3.52) and a percentage (of 70.5%). This may be attributed to communication, explanation, and answering students' inquiries by the heads of academic departments and faculty members and their understanding and simplification of matters, such as paragraphs (2 and 3). These two paragraphs (2 and 3) showed a medium average of (3.07) and a percentage (of 61.5%) for paragraph (2) concerning taking advantage of the "the explanatory information to use the site for the educational material." Furthermore, paragraph (3) concerns getting "immediate assistance from the technical support services, which enrich and facilitate the educational process" with an average of (2.86) and a percentage (of 57.2%). The academic subjects and the symbol for subscribing to them in the virtual classes were announced through the college website, and the students created the groups. They add it to the virtual classes available through Google and Google Classroom or create study groups via WhatsApp or Facebook Messenger groups. This is used to upload study materials to maintain a state of contact and communication between professors and their students and continue to submit a request from all educational services. However, there was an agreement between students that Internet speed was a challenge for them. Paragraph (4) concerning taking "advantage of the internet speed in increasing the Effectiveness of Online Learning" came in last place with a low average of (2.80) and a percentage (of 56%). Because considering that 44% of the students faced challenges while connected is a severe problem during Assessment.

Results related to the answer to the second question, which states, "What is the value of the electronic evaluation applied in university from the point of view of the students in light of the Corona pandemic?" is the second question. The findings are pertinent to the discussion of this matter. To answer the question, we compiled the response frequencies, averages, and relative weights from our research sample of the highest 3 statements. The conclusions of this analysis are presented in Table 5.

The viewpoint of a student towards the usefulness of e-learning assessment is illustrated in Table 5 in the following:

		Strongly Agree		Agree		Somewhat Agree		Disagree		Strongly Disagree			
#	The Statement	#	%	#	%	#	%	#	%	#	%	Avg	relative weight
1	The assessment process is carried out continuously during e-learning	84	13.6	240	39	152	24.7	94	15.3	46	7.5	3.36	%67.2
2	Online assessment methods Suitable and varied	42	6.8	208	33.8	210	34.1	106	17.2	50	8.1	3.14	%62.8
3	Remote exams provide me continuous feedback	78	12.7	184	29.9	144	23.4	122	19.8	88	14.3	3.07	%61.4
	Total marks											3.19	%63.8

Students rated e-learning evaluations as the most effective, with a score of (3.19). According to the data in the previous table, the statement that "The assessment process is carried out continuously during e-learning" came in first place with an average of (3.36) and a percentage of (67.2%). In second place came the statement "Online assessment methods Suitable and varied," with an average of (3.14) and a percentage of (62.8%). Following the Ministry's directives and the Higher Education Council's decisions, and the decisions of the College Council, students are evaluated using a variety of methods represented in assignments, short exams, and reports. It was followed in the second place by the paragraph on "the assessment methods used in e-learning are appropriate and varied," with an arithmetic average of (3.14) and with a percentage of (62.8%). Finally, the paragraph "Remote exams provide me continuous feedback" came in third place in the last rank and an average (of 3.07), with a percentage of (61.4%). This is due to the replacement of Moodle with the available and accessible e-learning tools, which are easy for faculty members and students to deal with, as they do not provide all the services of the form in the rapid assessment process.

The number of students registered for the course only and the difficulty of conducting instant tests. A faculty member communicates with students at the faculty level via online video chats such as Zoom and Meet. There were many difficulties and problems: represented in the students' non-compliance to attend despite an invitation at least two days before by the teacher that included specifying the day and time and placing the link through which the students enter. By pressing this conversation through their computers, tablets, or smartphones, undergraduate students had an attendance rate of approximately 85% to 90% in these conversations, while diploma students were at their best (75%).

V. STUDY CONCLUSIONS

The results can be concluded from the study and its interpretations: The University provides its students with extensive electronic educational content. It includes examples, exercises, and assignments that help them in e-learning according to the results of the second question. This study opens new horizons for researchers to conduct several studies, represented in

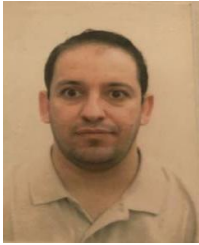
- a study on the adequacy of e-learning among faculty members at a University,
- Studying ways to develop the e-learning system at University, and
- A comparative study of the reality of e-learning at University - with other colleges and universities.

REFERENCES

- [1] Ababneh, Hayel and Al-Zoubi, Maysoon. (2017). *Integrating organizational culture into a model of technology acceptance in The use of the e-learning system from the point of view of the teaching staff at the Real Estate University and Research*, Rall Al-Bayt University 2, 24 (395-433) .
- [2] Ahmed, A., & Troudi, S. (2018). Exploring EFL Writing Assessment in an Egyptian University Context: Teachers and Students' Perspectives. *Journal of Language Teaching and Research*, 9(6), 1229-1242.
- [3] Al-Awawdeh, Nabil. Alshtaiwi, Ma'moun. (2020). Foreign Languages E-Learning: Challenges, Obstacles and Behaviours during COVID-19 Pandemic in Jordan.. *PalArch's Journal of Archaeology of Egypt / Egyptology*, 17 (6), 11536-11554.
- [4] Al-Awawdeh, Nabil. (2017). Social Media "Facebook" in the Service of Learning Foreign Languages. *The Online Journal of Communication and Media*. Volume 3, Issue 2, pp 19-21.
- [5] Al-Awawdeh, Tariq. (2012). *The Employment Opportunity of E-Learning in the Palestinian Universities, with great dismay*. It is seen by scholars and students, unpublished master's thesis, Faculty of Torah, Al-Azhar University, Palestine
- [6] Al-Qudah, Khaled and Maqableh, Bassam. (2013). *E-Learning Challenges that Suffer from Inhumanity Teaching at the Jordanian private university, which promotes studies and research*, University of Railroad, 193 254-213 Jordan
- [7] Ali, Osama Saeed & Hamada, N. (2009). *(Its Technology). And Technology Developments 1*, Alam Alkatt, Al Qaheri.

- [8] Abdul-Azim, Sabri and Tawfiq, Reda. (2017). *(preparation of teachers in addition to the direction of some countries in total)*. Al-Tareeya - Helwan University, Al-Tari Group for Planning and Publishing, Al-Qahera
- [9] Abdul-Hamid, Abdul-Aziz (2010). (Electronic technology and its technological innovations) Al-Aria for Publishing and Distribution, M.R
- [10] Al-Aftan, Saud. (2009). (The degree to which the students of the Arab Open University use e-learning from the point of view of the quality of teaching and students at the university, an unpublished master's thesis, the College of Education is specialized in Curriculum and curricula of teaching, the University of Amman, Iraq, for higher studies on a religious basis, in October 2014 (Walaa). E-learning and its uses in university education from the point of view of the students of Al-Khelail University, *Journal Palestine University for Research and Studies*, . 41-1, 7.
- [11] Al-Hazmi, Essam bin Abd Al-Ma'a'in. (2008). *The General Use of E-Learning in Schools Bahlia Mukhtar in the City of Al-Riya from the Point of View of Teachers and Al-Tala*, an unpublished master's study and Education Technology, College of Education, Al-Mal Saud University, Saudi Arabia
- [12] Ash, D., & Levitt, K. (2003). Working within the Zone of Proximal Development: Formative assessment as professional development. *Journal of Science Teacher Education*, 14(1), 23-48
- [13] Arend, B. (2007). Course assessment practices and student learning strategies in online courses. *Journal of Asynchronous Learning Networks*, 11(4), 3-13.
- [14] Bachman, L. (2004). *Statistical analysis for language assessment*. Cambridge: Cambridge University Press.
- [15] Bachman, L. and Palmer, A. (2010). *Language Assessment in Practice*. Oxford: Oxford University Press.
- [16] Beebe, R., Vonderwell, S., & Boboc, M. (2010). Emerging patterns in transferring assessment practices from F2F to online environments. *Electronic Journal of e-Learning*, 8(1), 1-12.
- [17] Bloom, B., Hastings, J. and Madaus, G. (1971). *Handbook on the Formative and Summative Evaluation of Student Learning* New York: McGraw-Hill
- [18] Crooks, T. (1988). The Impact of Classroom Evaluation Practices on Students, *Review of Educational Research*, 58, (4), 438-481.
- [19] Dietel, R., Herman, J. and Knuth, R. (1991). *What Does Research Say About Assessment?*, North Central Regional Educational Laboratory
- [20] El Ebyary, K. M. (2013). Profiling formative assessment culture in EFL teacher education programs in the Middle East. *Theory and Practice in Language Studies*, 3(12), 2169-2177.
- [21] Gaytan, J., & McEwen, B. C. (2007). Effective online instructional and assessment strategies. *The American Journal of Distance Education*, 21(3), 117-132.
- [22] Greer, L. (2001). Does changing the method of assessment of a module improve the performance of a student?, *Assessment & Evaluation in Higher Education*, 26, (2), 127-138.
- [23] Hannafin, M., Oliver, K., Hill, J. R., Glazer, E., & Sharma, P. (2003). Cognitive and learning factors in web-based distance learning environments. In M. G. Moore & W. G. Anderson (Eds.), *Handbook of distance education* (pp. 245-260). Mahwah, NJ: Erlbaum.
- [24] Hossam, Saha. (2011) (Executor of E-Learning at the University of Tishreen from a different point of view In addition to the teaching staff and students, *the Damascus University Journal of Educational and Psychological Sciences* 27, number of appendices, 278-243
- [25] James, M. and Pedder, D. (2006). Beyond method: Assessment and learning practices and values, *Curriculum Journal* 17, (2), 109-38.
- [26] Kearns, L. R. (2012). Student assessment in online learning: Challenges and effective practices. *Journal of Online Learning and Teaching*, 8(3), 198.
- [27] Ketabi, S., & Ketabi, S. (2014). Classroom and Formative Assessment in Second/Foreign Language Teaching and Learning. *Theory and Practice in Language Studies*, 4, 435-440
- [28] Keppell, M., Au, E., Ada, C. & Chan, C. (2006). Peer learning and learning-oriented assessment in technology-enhanced environments, *Assessment & Evaluation in Higher Education*, 31, (4), 453-464.
- [29] Kim, N., Smith, M.J., & Maeng, K. (2008). Assessment in Online Distance Education: A Comparison of Three Online Programs at a University. *Online Journal of Distance Learning Administration*, 11 (1). 1-16.
- [30] Mehra, V., & Omidian, F. (2011). Examining students' attitudes towards elearning: A case from India. *Malaysian Journal of Educational Technology*, 11(2), 13-18.
- [31] Oncu, S., & Cakir, H. (2011). Research in online learning environments: Priorities and methodologies. *Computers & Education*, 57(1), 1098-1108. doi:10.1016/j.compedu.2010.12.009
- [32] Öz, H. (2014). Turkish teachers' practices of assessment for learning in the English as a foreign language classroom. *Journal of Language Teaching and Research*, 5(4) 775-785
- [33] Padmadewi, N. N., Artini, L. P., Ratminingsih, N. M., Utami, I. L. P., & Marsakawati, N. P. E. (2022). Needs Analysis of Literacy Assessment Using Blended Learning for Beginner EFL Learners. *Journal of Language Teaching and Research*, 13(2), 441-452.
- [34] Robles, M., & Braathen, S. (2002). Online assessment techniques. *Delta Pi Epsilon Journal*, 44(1), 39- 49.
- [35] Scriven, M. (1967). The methodology of evaluation. In Tyler, R. W, Gagne, R. M. and Scriven, M.(Eds) *Perspectives of curriculum evaluation* (pp. 39-83). Chicago: Rand McNally
- [36] Stiggins, R. J. and Bridgeford, N. J. (1985). The Ecology of Classroom Assessment, *Journal of Educational Measurement*, 22, (4), 271-286.
- [37] Syrac, V. (2012). Moodle e-learning environment as an effective tool in university education. *Journal of Information Technology and Application in Education (JITAE)*, 1(2), 94-96.
- [38] Swan, K. (2001). Virtual interaction: Design factors affecting student satisfaction and perceived learning in asynchronous online courses. *Distance Education*, 22(2), 306-331.

- [39] Yorke, M. (2003). Formative assessment in higher education: Moves towards theory and the enhancement of pedagogic practice, *Higher Education*, 45, 477-501.
- [40] Zulficar, Shaima. (2009). *Methods of Research and Suggestive Uses in Media Studies I* The Lebanese House of Al-Maria, Cairo



Nabil Al-Awawdeh earned his doctoral degree from the University of Missouri - Columbia -the USA, in 2018 in Romance Languages (Translation). He is currently working as an assistant professor at Yarmouk University in Jordan. His area of specialization is Linguistics and Translation. He developed various courses to be taught to his students, including phonetics, translation, and linguistics. He is a reviewer and part of the editorial board of several journals such as Register journal, JASS, and Al-Lisan.

He is also a translator for several languages, including Arabic, German, French, and English. He published several articles in several journals indexed in many databases.



Tahira Kalsoom earned her doctoral degree from University of the Punjab. She is working as an assistant professor in Lahore College for Women University Lahore, Pakistan. Her area of specialization is curriculum Development. She has developed a number of courses for graduate and postgraduate level. She has written and compiled a number of books for elementary students. Her articles are published in various national and international journals. She is part of the editorial board of IJEER and JASS. She is also working as a reviewer for international conferences and journals. She has vast experience in organizing an international conference and workshops. She is supervising many doctoral studies in the field of education.