REPUBLIC OF TÜRKİYE
ÇANAKKALE ONSEKİZ MART UNIVERSITY
SCHOOL OF GRADUATE STUDIES

DEPARTMENT OF FOREIGN LANGUAGES EDUCATION
ENGLISH LANGUAGE TEACHING PROGRAM

EMERGENCY REMOTE EFL ASSESSMENT PRACTICES: A CASE OF ÇANAKKALE ONSEKİZ MART UNIVERSITY

MASTER'S THESIS

KÜBRA GÜNAL

Supervisor
ASSOC. PROF. DR. SALİM RAZI
Co-Advisor
PROF. DR. AYSUN YAVUZ

ÇANAKKALE, 2023

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DECLARATION OF ETHICS

I hereby declare that in this thesis study, which I prepared in accordance with the Writing Rules of the School of Graduate Studies of Çanakkale Onsekiz Mart University; I have obtained the data, information and documents I have presented in the thesis within the framework of academic and ethical rules, that I have presented all information, documents, evaluations and results in accordance with scientific ethics and morals, that I have cited all the works I have used in the thesis by making appropriate references, that I have not made any changes in the data used, that I have presented in this thesis is original. Otherwise, I undertake and declare that I accept all the loss of rights that may arise against me.

ETİK BEYANI

Çanakkale Onsekiz Mart Üniversitesi Lisansüstü Eğitim Enstitüsü Tez Yazım Kuralları'na uygun olarak hazırladığım bu tez çalışmasında; tez içinde sunduğum verileri, bilgileri ve dokümanları akademik ve etik kurallar çerçevesinde elde ettiğimi, tüm bilgi, belge, değerlendirme ve sonuçları bilimsel etik ve ahlak kurallarına uygun olarak sunduğumu, tez çalışmasında yararlandığım eserlerin tümüne uygun atıfta bulunarak kaynak gösterdiğimi, kullanılan verilerde herhangi bir değişiklik yapmadığımı, bu tezde sunduğum çalışmanın özgün olduğunu, bildirir, aksi bir durumda aleyhime doğabilecek tüm hak kayıplarını kabullendiğimi taahhüt ve beyan ederim.

Kübra GÜNAL
31/01/2023

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Kübra GÜNAL

Çanakkale, 2023

ABSTRACT

EMERGENCY REMOTE EFL ASSESSMENT PRACTICES: A CASE OF ÇANAKKALE ONSEKİZ MART UNIVERSITY

Kübra GÜNAL

Çanakkale Onsekiz Mart University

School of Graduate Studies Department of Foreign Languages Education

(Master's Thesis in English Language Teaching Program)

Supervisor: Assoc. Prof. Dr. Salim RAZI

Co-Advisor: Prof. Dr. Aysun YAVUZ

31/01/2023, 89

The purpose of the current study was to explore remote EFL assessment practices employed at a preparatory school at a state university in Türkiye. It was aimed to investigate the effects of emergency remote teaching on the assessment of a foreign language. A mixed-method case study design was employed in the study. The quantitative data were collected through a questionnaire, developed by the researcher for this study, from 22 EFL instructors working at the institution. To collect the qualitative data, five EFL instructors taking part in the quantitative phase were interviewed online to have deeper information about the subject. The questionnaire data were analyzed descriptively through SPSS 26.0. and the interviews were inspected through content analysis which described the themes and codes. Instructors' perceptions about the remote assessment, assessment techniques mostly used during the process, challenges experienced by the participants and some suggestions from them to make future practices better were investigated in the research. The overall findings showed that EFL instructors both had positive and negative perceptions regarding the remote EFL assessment practices employed at their institution. They kept using the traditional assessment methods like multiple choice and open-ended questions, however, they also integrated task-based assessment to the process for formative assessment. It was observed that some appropriate changes were made to adjust the assessment practices to the online setting. Additionally, the study described some significant challenges experienced during the process such as technical problems occurred in online assessment, students' tendency to cheat in online formative and summative assessment, and teachers being alone in the lessons

because of students' unwilling approaches for communication in online lessons. To overcome these challenges for further practice, instructors suggested using online proctoring systems, comparing remote assessment outcomes to face to face outcomes, making attendance obligatory, and providing technology training to teachers and students to learn how to implement digital tools in the lessons.

Keywords: Emergency Remote Teaching, Language Assessment Practices, Remote EFL Assessment, ERT Challenges, English Language Instructors' Perceptions

ÖZET

İNGİLİZCENİN YABANCI DİL OLARAK ÖĞRETİMİNDE ACİL UZAKTAN DEĞERLENDİRME UYGULAMALARI: ÇANAKKALE ONSEKİZ MART ÜNİVERSİTESİ ÖRNEĞİ

Kübra GÜNAL

Çanakkale Onsekiz Mart Üniversitesi

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Bu çalışmanın amacı Türkiye'de bir devlet üniversitesinin yabancı diller yüksek okulunda uygulanan yabancı dil olarak İngilizcenin uzaktan değerlendirme uygulamalarını keşfetmektir. Acil uzaktan eğitimin yabancı dil değerlendirmesi üzerindeki etkilerinin keşfedilmesi amaçlanmıştır. Çalışmada araştırma deseni olarak karma yöntem vaka çalışması kullanılmıştır. Sayısal veriler araştırmacı tarafından hazırlanan bir anket aracılığıyla kurumda çalışan 22 öğretim görevlisinden toplanmıştır. Çalışma hakkında daha derin bir bilgiye sahip olmak amacıyla ankete katılan öğretim görevlilerinin beşi ile röportaj yapılmıştır ve nitel veri bu şekilde elde edilmiştir. Anket verileri SPSS 26.0 kullanarak betimsel olarak analiz edilirken, röportajlar tema ve kodları açıklayan içerik analizi yöntemi kullanılarak çözümlenmiştir. Öğretim görevlilerinin uzaktan değerlendirme sürecine dair algıları, süreç boyunca en çok kullanılan değerlendirme teknikleri, katılımcılar tarafından deneyimlenen zorluklar ve kendilerinden gelecekteki uygulamaları daha iyi hale getirmek için bazı öneriler bu çalışma kapsamında araştırılmıştır. Genel bulgular, İngilizce öğretim görevlilerinin kurumlarında uygulanan yabancı dil olarak İngilizcenin uzaktan değerlendirme uygulamalarına ilişkin hem olumlu hem de olumsuz algılara sahip olduğunu göstermiştir. Uzaktan değerlendirme süresince, çoktan seçmeli ve açık uçlu sorular gibi geleneksel değerlendirme yöntemlerini kullanmaya devam etmişlerdir ancak, biçimlendirici değerlendirme için görev temelli değerlendirmeyi sürece entegre etmişlerdir. Değerlendirme uygulamalarının çevrimiçi ortama uygun hale getirilmesi için uygun bazı değişikliklerin

yapıldığı görülmüştür. Ek olarak, çevrimiçi değerlendirmede yaşanan teknik sorunlar, öğrencilerin çevrimiçi biçimlendirici ve özetleyici değerlendirmede kopya çekme eğilimleri ve öğrencilerin çevrimiçi derslerde iletişime isteksiz olan yaklaşımları nedeniyle öğretmenlerin derste tek başına olmaları gibi süreçte yaşanan bazı önemli zorluklar da çalışmada tanımlanmıştır. İngilizce öğretim görevlileri, daha sonraki uygulamalarda bu zorlukların üstesinden gelmek için çevrimiçi gözetmenlik sistemlerini kullanmayı, uzaktan değerlendirme sonuçlarını yüz yüze sonuçlarla karşılaştırmayı, katılımı zorunlu hale getirmeyi ve öğretmenlere ve öğrencilere dijital araçları derslere nasıl uygulayacaklarını öğrenmeleri için teknoloji eğitimi vermek gibi önerilerde bulunmuşlardır.

Anahtar Kelimeler: Acil Uzaktan Eğitim, Dil Değerlendirme Uygulamaları, Yabancı Dil Olarak İngilizcenin Uzaktan Değerlendirilmesi, Acil Uzaktan Eğitimdeki Zorluklar, İngilizce Öğretim Görevlilerinin Algıları

TABLE OF CONTENTS

Page No

APPROVAL..... i
ETHICAL DECLARATION…..... ii
ACKNOWLEDGEMENTS…..... iii
ABSTRACT..... v
ÖZET……..... vii
TABLE OF CONTENTS..... ix
LIST OF ABBREVIATIONS..... xii
LIST OF TABLES..... xiii

CHAPTER I
INTRODUCTION

1.1. Background of the Study…..... 1
1.2. The Problem Statement…..... 2
1.3. The Aims of the Study..... 4
1.4. Research Questions……..... 4
1.5. The Significance of the Study…..... 4
1.6. The Scope of the Study…..... 5
1.7. Limitations of the Study…..... 5
1.8. Related Terminology…..... 6
1.9. Chapter Summary…..... 7

CHAPTER II
LITERATURE REVIEW

2.1. Testing and Assessment..... 8
2.1.1. Validity 10
Construct Validity..... 11
Criterion-related Validity..... 11
Content Validity..... 12
Face Validity..... 12
2.1.2. Reliability..... 13
2.2. Assessment Types..... 14
2.2.1. Informal vs. Formal Assessment..... 14
2.2.2. Formative vs. Summative Assessment..... 15
2.2.3. Objective vs. Subjective Assessment..... 15

2.2.4. Norm-referenced vs. Criterion-referenced Assessment..... 16
2.2.5. Discrete-point vs. Integrative Assessment..... 16
2.3. Assessing Language Skills..... 16
2.3.1. Assessing Reading..... 17
2.3.2. Assessing Listening..... 17
2.3.3. Assessing Writing..... 18
2.3.4. Assessing Speaking..... 19
2.4. Distance Education..... 20
2.4.1. Foreign Language Teaching in Distance Education..... 21
2.5. Emergency Remote Teaching..... 22
2.5.1. Background of Emergency Remote Teaching..... 23
2.5.2. Challenges in Emergency Remote Teaching..... 25
2.6. Remote Exam Security..... 28
2.7. Chapter Summary..... 29

CHAPTER III
METHODOLOGY

3.1. Research Design…..... 30
3.2. Research Questions…..... 31
3.3. Setting and Participants..... 31
3.4. Data Collection Tools and Procedures……..... 34
3.5. Data Analysis…..... 36
3.6. Chapter Summary…..... 38

CHAPTER IV
FINDINGS

4.1. Quantitative and Qualitative Analysis of the Research Questions…….. 39
4.1.1. Quantitative Results of Data Analysis for the First Research Question..... 39
4.1.2. Qualitative Results of Data Analysis for the First Research Question……. 41
Analysis of the Codes Regarding the Strenghts of the Remote Assessment..... 41
Analysis of the Codes Regarding the Weaknesses of the Remote Assessment..... 45
4.2.1. Quantitative Results of Data Analysis for the Second Research Question... 48
4.3.1. Quantitative Results of Data Analysis for the Third Research Question..... 49
4.3.2. Qualitative Results of Data Analysis for the Third Research Question..... 50
4.4.1. Quantitative Results of Data Analysis for the Fourth Research Question.... 53
4.4.2. Qualitative Results of Data Analysis for the Fourth Research Question….. 54
4.5. Chapter Summary..... 57

CHAPTER V
DISCUSSION, CONCLUSION, AND IMPLICATIONS

5.1. Discussion of the Findings 58
5.1.1. Discussion of the Findings of the First Research Question..... 58
5.1.2. Discussion of the Findings of the Second Research Question..... 62
5.1.3. Discussion of the Findings of the Third Research Question..... 64
5.1.4. Discussion of the Findings of the Fourth Research Question..... 67
5.2. Conclusion..... 70
5.3. Implications..... 72
5.4. Suggestions for Further Research..... 74
5.5. Chapter Summary..... 75
REFERENCES..... 76
APPENDICES..... I
APPENDIX A. THE ETHICS COMMITEE APPROVAL..... I
APPENDIX B. QUESTIONNAIRE ON EFL ASSESMENT PRACTICES DURING EMERGENCY REMOTE TEACHING..... II
APPENDIX C. SEMI STRUCTURED INTERVIEW..... VII
RESUME..... VIII

LIST OF ABBREVIATIONS

CR	Criterion-referenced
CoHE	Council of Higher Education
ÇOMU	Çanakkale Onsekiz Mart University
EFL	English as a Foreign Language
ERT	Emergency Remote Teaching
F2F	Face to face
MoNE	Ministry of Higher Education
NR	Norm-referenced
SFL	School of Foreign Languages
L2	Second Language

LIST OF TABLES

Table Number	Table	Page Number
Table 1	Participants' Demographic Information	32
Table 2	Interviewees' Demographic Information	34
Table 3	Data collection tools and Data Analysis	37
Table 4	Descriptive Statistics of EFL Instructors' Perceptions on the ERT Assessment Practices	40
Table 5	Interview Findings of Instructors' Perceptions on Remote EFL Assessment	42
Table 6	Frequencies of the EFL Assessment Techniques Used in ERT	48
Table 7	Descriptive Statistics of the Challenges Experienced in Remote EFL Practices	49
Table 8	Interview Findings of Remote Assessment Challenges	50
Table 9	Descriptive Statistics of the Suggestions to Improve Remote EFL Assessment	53
Table 10	Interview Findings for Suggestions	54

CHAPTER I
INTRODUCTION

Introduction

In this chapter, first part defines the background of the study. It is followed by the problem statement of the present study. Following those parts, aim of the study, research questions, the significance, the scope, and the limitations of the study are explained in detail. The chapter finishes with the definitions of the related terminology.

1.1. Background of the Study

It cannot be denied that exams have significant importance when accomplishing teaching aims (Brown et al., 2013). When it comes to language testing and assessment, social-pedagogical codes and beliefs of the local education community are taken into consideration during the creation of assessment procedures (Ducasse, 2022). However, with a swift change to emergency remote teaching (ERT), traditional face to face (F2F) education was cancelled nearly in all kinds of schools around the world and there was not a chance to adjust the assessment practices accordingly. As it creates a big part of teaching and ensures teachers and students about students' performance and lesson outcomes, assessment practices were highly affected from this rapid change. With these constant shifts to ERT, a majority of the authorities in schools cancelled large-scale exams and summative evaluations, this situation created some concerns about providing equality and reaching quality education (Cooper et al., 2022). Some changes have been detected in assessment practices such as decrease in group work assessment, including more multiple-choice tests and less essay questions in the exams, teachers adjusted their assessment and lowered their standards (Panadero et al., 2022).

Stakeholders in the education context aimed to make assessment practices more reliable and practical by trying some different strategies. For example, Topuz et al. (2022) describe in their research that institutions started to use online assignment systems and some of these systems used authentication techniques to be sure about there is no cheating. Some of these methods can be listed as; "Government-issued ID, face and voice recognition, one

time password" etc. (p.10). Besides, some restriction methods (disabling copy/paste, disabling exit from full screen, disabling taking screenshots etc.) and monitoring methods (computer & instructor proctoring, full computer proctoring, only human proctoring etc.) have been employed to get the best results from an online test or exam and to deliver a secure assessment environment.

Constant shifts in teaching caused changes in assessment and created remote assessment techniques which are different when it is compared to F2F education. In their study Cooper et al. (2022) listed these changes in 3 items.

1) Teachers widened their feedback procedures to inform and help students' isolated learning
2) as academic misconduct created some concerns, students were generally assigned with problem-based tasks instead of non-authentic tests and exams
3) the perspective on formative assessment was altered and selected primarily in evaluation to support learning.

One must remember that ERT procedures could have been temporary however, there is a constant need for technology in education even though it cannot be counted on exclusively (Allehaiby & Al-Bahlani, 2021). This disadvantageous pandemic experience showed us that technological support and adaptation are never enough as they evolve in an unstoppable way. There were so many problems regarding ERT however assessment practices were pointed as one of the biggest challenges. Therefore, there is a need for research in this area so that the problems can be minimized. Stakeholders in education can benefit from this kind of research and be prepared and equipped for the upcoming distance education practices. Because after some time, it would be an unrealistic expectation to teach in similar situations that we experienced before the pandemic.

1.2. The Problem Statement

It is known around the world that there has been a leading occasion that resulted in the transition to unplanned emergency remote teaching programs nearly in every educational institution. Pneumonia called COVID-19 emerged in Wuhan, China was announced to the world on the 31st of December 2019. Since then, the virus has affected each country around

the world and has become a pandemic. The first case in Türkiye was announced on the 11th of March 2020. As the infection rate of the virus is very high, some precautions were taken in the whole country. Regarding the education aspect, the Ministry of National Education (MoNE) announced a two-week break starting from the 16th of March in kindergartens, primary, secondary, and high schools. On the other hand, the Council of Higher Education (CoHE, 2020) brought a standstill to education and distance education in all the universities for three weeks. Later, it was announced step by step that there would be no F2F education in that Spring Term in the country.

The urgency of the change in education design is a great issue. Besides, fighting with a big pandemic at the same time has created a lot of stress for the authorities in the education system. Stakeholders have been trying their best to keep the system as normal as possible, but no one can claim that there are not some weak and unsuccessful points as expected. Especially the testing and assessment practices have been affected at a crucial level. Because even in the faculties which adopt distance education programs, examinations are held F2F at the specific times of the year. So, remote testing-assessment procedures have brought some new perspectives to the usual ones in the Turkish education system. It was also clarified in the recent literature that this world-wide situation is going to bring some new paradigms to the teaching and education system (Karadağ & Yücel, 2020). Within this evolving process, there is a need to determine the future and the place of the universities in Türkiye in distance education as early as possible (Karadağ & Yücel, 2020). Validity and reliability of remote testing procedures created a huge concern for the authorities and instructors as there were so many possibilities to cheat. The problems were obvious and there was a need for scientific research in this area. Therefore, to analyze the emergency remote teaching process from the perspectives of English as a foreign language (EFL) instructors within the language testing and assessment framework, this study was conducted in Canakkale Onsekiz Mart University (ÇOMU), School of Foreign Languages (SFL) to contribute to English language and testing-assessment research fields.

1.3. The Aims of the Study

The main aim of this thesis is to evaluate and analyze the testing and assessment practices adopted at ÇOMU, SFL during the emergency remote teaching process starting after the COVID-19 outbreak. Initially, it aims to discover EFL instructors' perspectives on remote language testing and assessment practices. Secondly, challenges experienced during the process are wanted to be discovered. Finally, the participants' views about the strengths and the weaknesses of the process are investigated to receive some suggestions from them to contribute to the improvement of the remote and distance testing and assessment of English language in preparatory schools.

1.4. Research Questions

The current research aims to answer the following questions:

1) What are the EFL instructors' perceptions on the emergency remote EFL assessment practices?
    1.1) What are the EFL instructors' perceptions on the strengths of the emergency remote EFL assessment practices?
    1.2) What are the EFL instructors' perceptions on the weaknesses of the emergency remote EFL assessment practices?
2) What are the top three assessment techniques used during the emergency remote language teaching process?
3) What are the challenges reported in remote EFL assessment practices?
4) What do EFL instructors suggest for the improvement of remote EFL assessment practices?

1.5. The Significance of the Study

This study attempted to evaluate how a foreign language school of a state university in Türkiye arranged and transformed the testing and assessment practices during the unplanned remote teaching process. This evaluation aimed to point out the strengths and weaknesses of the topic under the research to provide some suggestions for further practices. The results of the study may play a valuable role in the future arrangements of distance

education programs in foreign language schools or other faculties at the universities. Because education started to transform from being traditional to be technological and it will follow this path as we live in a technological era. Additionally, it can be also essential in terms of improving e-testing and e-assessment practices with the help of the suggestions provided by the EFL instructors. Moreover, the results of this study may enlighten some testing and assessment units and authorities to revise their practices to provide more reliable and valid examination procedures when it comes to remote or distance teaching.

1.6. The Scope of the Study

The scope of this thesis is remote EFL assessment procedures and instructors' perspectives and suggestions working at a SFL of a state university in Türkiye. Instructors' perceptions on the strengths and the weaknesses of the process were evaluated in this research. Besides, the most used assessment techniques were enlightened. Some challenges that EFL instructors experienced were described and they also offered some suggestions to make remote assessment better and more advantageous. Their ideas could make a great difference on remote assessment in EFL and other departments. Policy makers, such as MoNE and CoHE can benefit from the results of this study. Authorities in testing and assessment departments can use the results to see some do'es and don'ts and be prepared for similar emergency situations that may happen in the future.

1.7. Limitations of the Study

The research was carried out in one particular institution and with EFL instructors' participation. Therefore, the results cannot be generalized to all preparatory schools and EFL instructors. As it was a case study sample size included a limited number of EFL instructors working there. Only 22 EFL instructors took part in the quantitative data collection procedure while five of them participated in the interview.

1.8. Related Terminology

The relevant literature presents several terminologies that might be relevant to distance education. Despite their differences, sometimes these terms are used interchangeable by mistake. Considering the importance of the terminology, it would be beneficial to define some key terminologies that are presented below.

Asynchronous: This type of communication happens in a time-delay. Therefore, participants are not actively giving and receiving messages at the same time. This may occur at any time allowing the parts of the communication to respond according to their own convenience (Simonson, 2019).

E-learning: This type of learning takes place in synchronous and asynchronous contexts. Therefore, using technological tools such as computers and internet is essential in e-learning (AUO Sözlük, 2017).

LMS (Learning Management System): This is a management software which provides students to choose their lessons, reach lesson materials, be assessed, and evaluated in asynchronous or blended teaching. On the other hand, it is also a web-based context which helps instructors, learners, and system managers to share some materials and edit online learning services (AUO Sözlük, 2017).

Online learning: Online learning is a way of using the internet in an approach to improve student-teacher interaction. It includes both synchronous and asynchronous delivery of education (Curtain, 2002).

Open education: Contrary to traditional education, learners are not obliged to come to the campus. Lessons are carried on online through computers in an interactive environment. Students can watch and listen to these lessons whenever they want afterward (AUO Sözlük, 2017).

Synchronous: This is a way of communication which is not time-delated therefore it takes place in real time. It is time-dependent meaning the participants can communicate at the same time (Simonson, 2019).

Video conferencing: This type of communication allows participants from different locations to be available in the same meeting, a lesson, or a discussion session by using some conferencing apps or sites which provides live video of the participants (Simonson, 2019).

Virtual classroom: It is a web-based virtual learning context which creates interaction between student-teacher, student-student and student-content through screen, audio, or video (AUO Sözlük, 2017).

1.9. Chapter Summary

This chapter presented a brief explanation about the background of the study. After that the problem statement was explained. The other parts described the aim of the study, research questions, the significance of the study, the scope of the study and the limitations of the study. Finally, related terminology for the present study was explained in detail.

CHAPTER II
LITERATURE REVIEW

Introduction

The second part of the study, literature review, starts with defining testing and assessment procedures. After that, validity and four types of the validity principle and reliability principle are explained in detail. Following that part, five different assessment types are clarified under different titles. Next, assessment of four language skills is defined. These parts are followed by the other main themes of the present study which are distance education and background of the emergency remote teaching and finishes with the challenges of ERT.

2.1. Testing and Assessment

Even though assessment and teaching were thought as separate concepts in the past (Heaton, 1988), it has been described that testing and assessment procedures of language is a crucial component of teaching/learning process as they guide instructional practices by providing feedback about the procedure (Sevimel-Sahin, 2019). Therefore, it is nearly impossible to describe language assessment in isolation as it generally includes a specific aim and is done in a particular context (Bachman, 1990). Additionally, language assessment attracts so much attention not only from experts of language assessment but also from all other stakeholders such as teachers, learners, students' parents, and bureaucratic groups (Brown & Abeywickrama, 2010).

There is a tendency to use the notions of testing and assessment together as synonyms, however, "*assessment* is an umbrella term" consisting of both basic classroom assessment procedures and a variety of more complex testing, which is served to our students externally (Cheng & Fox, 2007, p.3) [emphasis original]. Two aspects of assessment were defined by Cheng and Fox (2007) as assessment *for* learning and assessment *of* learning.

> **Assessment f*or* learning** refers to the process of seeking and interpreting evidence for use by students and their teachers to decide *where* students are in their learning process, *where* they need to go and *how* best to get there.

> **Assessment *of* learning** refers to assessments that happen *after* learning has occurred, to determine whether learning has happened. They are used to make statements about a student's learning status at a *particular point in time.* (Cheng & Fox, 2007, p.4) [emphasis original]

Brown and Abeywickrama (2010) remark that assessment refers to a variety of different methodological techniques and covers testing as well. They clarify the former is an ongoing process that can be done through the smallest performance of the students however, testing is a sub-technique of assessment which is planned and administered to the students at specific times. For this reason, teachers these days are prone to talk more about assessing than testing the learners as it is more useful to see a continuous evaluation of the learner achievement than administering a test which only measures specific skills and knowledge in a limited area with the aim of grading (Rogier, 2014).

Purposes of assessment has been defined by some researchers in the literature. For instance, Cheng and Fox (2017) describe three main purposes as instructional, student-centred, and administrative.

- *Instructional:* Defined as the most crucial aim of teachers' assessment practice. Main aim is to collect evidence of students' learning and skills. Helps teachers to plan and alter their instruction.
- *Student-centred:* Includes diagnostic and placement assessment purposes with the aim of clarifying students' demands to enhance their learning.
- *Administrative:* Serves grading purposes. Students' success and development are announced publicly to them, their parents, and managers. (Cheng & Fox, 2007, p. 4) [emphasis original]

Hughes (2003), on the other hand, defines four different purposes of assessment in his book. He first mentions that assessment is for calculating proficiency of the target language. Second aim is to explore the rate of student success in terms of achieving the course objectives. This is followed by determining learners' strong and weak sides and diagnosing their knowledge and deficiencies. The last purpose of assessment is to place learners at a suitable part of a teaching course by taking their ability into consideration.

Based on the aforementioned points and discussions, it is clear that testing and assessment procedures are crucial in language teaching. Besides being that essential, there are some features of tests and assessment to decide if it is a good test, or technique. Below, these features and different types of assessment will be presented.

2.1.1. Validity

Validity principle is seen as "the most complex criterion of an effective test" (Brown & Abeywickrama, 2010, p. 31). Therefore, there is a wide number of definitions regarding validity. However, the one offered by Messick (1989) is one of the most preferred, and he explains validity as "an integrated evaluative judgment of the degree to which empirical evidence and theoretical rationales support the adequacy and appropriateness of inferences and actions based on test scores or other modes of assessment" (p.13). In other words, validity provides *appropriateness* in the test and its sections, besides a valid test is expected to measure precisely what it is supposed to measure (Henning, 1987; Hughes, 2003).

Even though the validity of a test is often considered as a function, this is misleading, because it does not only occur in the test content and test process, but also in test takers' performance as well (Bachman, 1990). Therefore, teachers need to be extremely careful about validity of the tests as invalid tests have an impact on the decisions that they make about their students' performance on a regular basis (Brown, 1995). There are some points to avoid if we want to create valid tests and Henning (1987) proposes the following list of items that can threaten test validity:

- Invalid application of tests
- Inappropriate selection of content
- Imperfect cooperation of the examinee
- Inappropriate referent or norming population
- Poor criterion selection
- Sample truncation
- Use of invalid constructs (Henning, 1987, pp. 91-93)

There are four types of validity when deciding whether a test measures what it is supposed to measure, and we will look at them closely below.

Construct validity

According to Henning (1987), "construct validation begins with a psychological construct that is a part of a formal theory" (p.98). He also adds that the theory makes distinct predictions about what happens to the construct variable under specific circumstances. After that, the construct is tested under these specific circumstances. Construct is valid if the presumed results appear, and assumptions are supported. So, if we need a theory, it can be said that there are some concerns in language teaching and learning and each of them essentially includes theoretical constructs (Brown & Abeywickrama, 2010). These theoretical constructs appear inside the brain so they can only be assessed indirectly which results in the failure of a language teacher (Brown, 1995). To prevent such failures, Bachman and Palmer (1996) offer that we must specify the construct we aim to assess; therefore, the scores will mostly reflect the competence of the targeted language ability. However, putting language tests on a more scientific basis requires a long time, so it is recommended that if we feel doubtful, we should test language abilities directly if that is possible (Hughes, 2003).

Criterion-related validity

Criterion-validity provides a positive correlational degree between test results and other criterion which is believed to be a sign of the tested ability (Bachman, 1990). The results of the criterion generally come from an 'independent and highly dependable' assessing tool that measures the same ability of the candidate (Hughes, 2003). For Brown and Abeywickrama (2010) criterion- related validity is the best to demonstrate for teachers' self-prepared classroom tests because it compares teachers' test results with other results from a measurement tool of the same criterion. However, the criterion and the new test should measure the same skills and/or abilities because an achievement test cannot be validated against a proficiency test (Farhady, 2012). There are two types of criterion-related validity: *concurrent* and *predictive validity*. Farhady (2012) defines them as follow:

> If the newly developed test is administered along with the criterion test concurrently, the validity index is called concurrent validity. However, when the two sets are given within a time interval, the correlation between the two sets of scores is called predictive validity. (Farhady, 2012, p.39)

Therefore, the difference between them is basically the time of the administration. It is recommended for teachers to be very careful when selecting the criterion or concurrent materials because if validity of these materials could not be achieved, they would underestimate the validity of the new constructed test (Henning, 1987).

Content validity

A test has content validity when it represents samples from the content of whatever that test aims to measure (Brown, 1995). To decide if a test obtains content validity or not, test specifications of competences or structures, etc. aimed to cover need to be clarified at the very beginning of test production (Hughes, 2013). Brown and Abeywickrama (2010) provide the following examples for us to understand content validity in tests. If we want to evaluate a student's speaking ability in a foreign language during a casual conversation, asking multiple choice questions regarding grammar structures that we can find in a traditional test to the learner does not accomplish content validity. Instead, we need a test that asks the learner to speak in a real conversational context. Besides, when a test covers two objectives, but the lesson includes 10, this means that content validity cannot be achieved. Content validity can be assured subjectively like face validity; however, it is not an option but a must for the general validity of the test (Farhady, 2012).

Face Validity

A test is said to possess face validity when it "looks right and appears to measure the knowledge or abilities it claims to measure, based on the subjective judgment of the examinees who take it, the administrative personnel who decide on its use, and other psychometrically unsophisticated observers" (Mousavi, 2009, p. 247). For instance, a test aimed to measure pronunciation skills however, there was no need for the test taker to produce any speech can be considered to lack face validity, even though criterion-related and construct validity were provided in it (Hughes, 2003). This type of validity has created arguments between researchers. Even though there are some who refuses that 'test appeal' cannot be considered as a validity type, they are also aware of the fact that appearance of the test has a critical impact in terms of test takers and users' acceptance of the material (Bachman, 1990). We can clearly say that face validity is important, but it is not essential

and does not affect other types of validity as it was discovered. Therefore, teachers and administrators should balance their concern about face validity by not focusing on it too much and not ignoring it completely (Farhady, 2012).

2.1.2. Reliability

The reliability concept is generally considered as consistent and stable measurement (Bachman & Palmer, 1996). Simply, if a group of test-takers were given the same test in a different context, under different circumstances; they should obtain similar scores from both tests as their success is dependent on the test, not on the other variables. This can be possible by minimizing the effect of such variables like health, mood, interest, motivation on the language tests, therefore, we will acquire more reliable test results as we mainly focus on measuring language ability (Bachman, 1990). As reliable tests are designed to measure the targeted competence, they yield absolute results of test-takers' abilities (Douglas, 2014). According to Brown and Abeywickrama (2010) for a test to be reliable it needs to present five features as follow: first, providing consistency in different conditions, then presenting obvious and understandable results, after that holding systematic/similar rubrics for assessment, promoting stable utilization of rubrics by the assessor, and finally presenting unambiguous tasks to the learner.

Valid tests present accuracy and consistency in measurement, therefore they are considered reliable; however, reliable tests do not always ensure validity (Hughes, 2003). We need to be careful about decreasing the validity of the test while struggling with making reliable tests. Besides, we are ethically responsible for providing fair measurement to our students when assessing their language competence, therefore we need do our best to minimize the causes of inconsistency when preparing the tests (Douglas, 2014).

2.2. Assessment Types

Assessment holds an important place in the classrooms. Therefore, there are different types of assessment that help us to decide on our instructional practices on a daily basis, to measure students' successes and failures, and to support students' learning by giving them accurate feedback (Pierce, 2002). Language assessment aims to achieve aforementioned points, but it has been influenced by different pedagogies such as behavioristic approach,

integrative testing, and communicative testing throughout the history and it is still in a dynamic position (Brown & Abeywickrama, 2010). One needs to be aware of these changes to achieve a successful assessment; however, types of assessment are mainly defined by their purposes of what they really want to measure. Therefore, five different groups of assessment types have been specified in the literature as:

- Informal vs. Formal Assessment
- Formative vs. Summative Assessment
- Objective vs. Subjective Assessment
- Norm-referenced vs. Criterion-referenced Assessment
- Discrete-point vs. Integrative Assessment

Detailed information about the assessment types is provided below.

2.2.1. Informal vs. Formal Assessment

Informal assessment is unplanned and occurs naturally with the intention of coaching the student during the lesson. It may appear in different forms such as putting a smiley put on students' papers, saying, "Nice job!" or "Good work!" as feedback, or suggesting studying strategies for better competence (Brown & Abeywickrama, 2010). It does not record students' performance and direct teachers to reach a final decision about student's competence. On the other hand, formal assessment, mainly aims to measure students' achievement to provide an ultimate presentation to the teachers and learners. The tests made for formal assessment are specifically designed and planned to achieve that matter.

2.2.2. Formative vs. Summative Assessment

Formative assessment aims to provide information about the improvement of the students during the learning process so that they can shape their learning, besides to support teachers with necessary information in order them to monitor course improvement and syllabus design (Douglas, 2014). In other words, it describes that how much the students have achieved what they are supposed to learn so that the upcoming lesson plans can be modified accordingly by the teachers (Hughes, 2003). However, the purpose of summative

assessment is to evaluate what learners have achieved and generally takes place by the end of a lesson, term, or an instructional process (Brown & Abeywickrama, 2010). “Summative assessment results are usually provided in the form of scores or grades, though increasingly, some type of corrective feedback may also be given” (Douglas, 2014, p.72). Shortly, summative assessment can be described as “assessment of learning” while formative assessment can be explained as “assessment for learning” (Cheng & Fox, 2017, p. 4).

2.2.3. Objective vs. Subjective Assessment

The difference between subjective and objective assessment occurs only because of the scoring methods and depends on the scorer (Hughes, 2003). If the test requires no judgement from the assessor, then the measurement would be *objective*. Multiple choice tests with only one correct answer can be a good example. In contrast to objective assessment, there needs to be a judgement made by the scorer in subjective assessment. There is not a distinct answer to a question and answers may vary among the test-takers. However, the subjectivity level may change depending on the test. Scoring of an essay by giving feedback can appear more subjective than scoring of short answers belong to the questions of a reading text.

2.2.4. Norm-referenced vs. Criterion-referenced Assessment

Norm-referenced (NR) assessment provides numerical scoring (mean, median, standard deviation) therefore places participants in a ranking order (Brown & Abeywickrama, 2010). Each test-taker’s result in NR testing is announced and resolved with reference to the achievement of other participants on the test (Bachman, 1990). These tests work better when we want to decide among groups of students to understand who has achieved the ‘most’ of an ability, who follows that person and so on (Douglas, 2014). However, criterion-referenced (CR) assessment is mainly used to measure well-defined and explicit objectives that are generally belong to a specific lesson, institution, or city (Brown, 1995). CR tests aim to classify participants in terms of whether they manage to perform certain tasks or a group of tasks successfully or not (Hughes, 2003). Defining students’ knowledge and abilities is the main purpose of this assessment (Cheng & Fox, 2017).

2.2.5. Discrete-point vs. Integrative Assessment

Discrete-point tests measure test-takers' knowledge by dividing language into small structures such as, questioning if the students can differentiate between the usage of *a* and *an* in English (Brown, 1995). Mainly, regardless of reference to situation or justification, these tests measure particular points of syntax, word knowledge, speaking skills or morphology (Douglas, 2014). On the other hand, integrative assessment has a wider perspective as it focuses on a variety of skills at the same time in a broader passage or discourse context (Brown, 1995). Test-takers need to integrate several language elements to complete a task such as, writing an essay, taking notes while listening to a track, dictating, or filling the blanks of a cloze tests (Hughes, 2003).

2.3. Assessing Language Skills

One needs to be competent in language skills in order to communicate effectively in second language (L2). These language skills are divided into four as reading, listening, writing, and speaking. In the following section, information on the assessment of these language skills is provided.

2.3.1. Assessing Reading

As there is not such a tool to provide what has been obtained in the brain after reading a text and it is not possible to see a process that requires performing or a result with a specific product, the only way to assess reading is to make inference (Brown & Abeywickrama, 2010). The fact that it can only be observed indirectly makes reading a receptive skill, however its significance is indisputable because we need written sources to obtain information and we can only understand them by reading (Hubley, 2012). Therefore, when assessing reading competence, we need a written material and the main aim is testing "students' ability to understand the gist of a text and to extract key information on specific points in the text" (Heaton, 1988, p.8).

Hughes (2003) specifies some skills that the reader needs when reading a passage expeditiously and called them as '*operations'*. Operations include three main skills as: skimming, search reading and scanning. Skimming requires the reader to look for the main ideas and topic very quickly in a short period of a time. Search reading refers to searching

information about an arranged topic. Scanning skills makes the reader discover specific points such as words, phrases, names, figures percentages and so on. These skills may help readers to successfully overcome the reading assessment process. In terms of testing techniques, Alderson (2000) states that it is not wise claim that there is a best method when assessing reading because a method itself cannot cover a various number of different purposes that we would like to test. However, there are some typical testing techniques that used for testing reading such as multiple choice, unique answer, short answer, summary cloze, information transfer, identifying referents, matching tasks, gap-filling tasks, picture-cued tasks, true-false items, read aloud/ dictation, ordering tasks, dichotomous items (Alderson, 2000, Brown & Abeywickrama, 2010; Cheng & Fox, 2017; Hughes, 2003).

2.3.2. Assessing Listening

L2 teachers are mostly aware of that learners' speaking competence can only be as good as their listening comprehension; therefore, listening skill needs to be paid high attention when teaching and testing (Brown & Abeywickrama, 2010). Even though it is hard and challenging, assessing listening skills is possible with interest and discipline by focusing on a useful construct which is suitable to our measurement purposes and can be adjusted to the resources we have (Buck, 2001). According to Hughes (2003), ways of assessing listening mostly shows resemblance with ways of assessing reading as both are receptive skills.

Tasks and procedures in listening assessment are divided into four as; *intensive*, r*esponsive*, *selective,* and *extensive* (Brown & Abeywichrama, 2010). Additionally, Buck (2001) identifies components we need when we are assessing listening as follow:

1) Knowledge of the sound system,
2) Understanding local linguistic meanings,
3) Understanding full linguistic meanings,
4) Understanding inferred meanings,
5) Communicative listening ability. (Buck, 2001, p. 105)

Because of the random elements it might contain, spoken materials of language are quite different from written materials of language and this is a very crucial point that test

producers need to be aware of (Heaton, 1988). Therefore, there are some common methods chosen when assessing listening such as: gap filling, information transfer, partial dictation, transcription, sentence repetition, phoneme discrimination tests, statements and dialogues, conversation tasks, recognizing intonation patterns, inference questions (Buck, 2001; Heaton, 1988; Hughes, 2003).

2.3.3. Assessing Writing

In the early steps of language learning, writing exercises are highly limited to specific grammar structures or lexical pieces, however, when one achieves competence in language structures, writing becomes a very complex skill that requires simultaneous practice involving a variety of abilities some of which are hard to acquire even in first language writing (Harris, 1969). As writing in a foreign language can be more complex and challenging than writing in a native language, testing writing skills is so crucial when observing students' language progress as much as motivating them to write (Hamp-Lyons, 2018).

Unlike reading and listening, writing is a productive skill, therefore it provides us a material at the end. To gather these materials, we can expect students to show performance in four different writing categories as: imitative, intensive (controlled), responsive, and extensive (Brown & Abeywickrama, 2010). Imitative writing tasks aim to test learners' competence in mechanics. The focus here is on form not on meaning. Intensive writing tasks require learners to form the suitable vocabulary in context. Meaning and context play a significant role when deciding on correctness, however, form is still more important than these two. The other assessment task is responsive performance, and it provides a limited discourse level to learners. Learners may connect sentences to create a paragraph and paragraphs into logically built longer texts. These performance tasks focus more on meaning and context. The last task type is extensive performance, and it requires learners to write by combining all the writing skills logically to come up with a longer text such as an essay, a term paper, or even a dissertation.

In writing tests, learners are generally wanted to perform within a very limited number of writing tasks although it is not something desired in testing and assessment;

therefore, it is highly important to build tasks carefully that will reflect learners' best performance when scoring (Weigle, 2002). It is controversial if they achieve this, but some common tasks used when assessing writing can be listed as: spelling tests, form completion tasks, matching phonetic symbols, teacher made short/long essays, student journal, error-recognition items, controlled writing, etc. (Brown & Abeywickrama, 2010; Cheng & Fox, 2017; Heaton, 1988).

2.3.4. Assessing Speaking

As it is a productive skill, speaking can be monitored directly and empirically; therefore, learners' listening skills play a crucial role to respond accurately but this feature of speaking tests put reliability and validity at risk (Brown & Abeywickrama, 2010). On the other hand, there is not a selected criterion about how to score speaking skills because one can use all the sounds impeccably but still cannot express themselves efficiently, in other case, a person can make mistakes in pronunciation and syntax; however, can still convey the meaning and express themselves clearly (Heaton, 1988). Unless there is an agreement on how to measure speaking skills accurately with stable judgments, it is advised not to depend on oral ratings too much (Harris, 1969).

Even though there is not an agreement on the measurement of the speaking skill, Brown and Abeywickrama (2010) explain that learners can show five different types of speaking performance which are imitative, intensive, responsive, interactive, and extensive/monologue. In other research, classroom based speaking assessment is divided into three as individual mode, paired mode, and group oral mode (Csépes & Fekete, 2018). The individual mode refers to a teacher-produced assessment. The second one is paired mode which requires interaction between two learners. The last one is group oral mode refers to speaking interaction between three-four students. Beside these, role play, interpreting, imitation, read aloud tasks, oral questionnaire, picture-cued tasks, oral presentation, public speaking, the short talk, group discussion, scored interviews and sentence conversion are some common techniques used for speaking assessment. (Brown & Abeywickrama, 2010; Cheng & Fox, 2017; Harris, 1969; Heaton, 1988; Hughes, 2003).

2.4. Distance Education

Distance education has been used as an alternative or a support system to F2F education for years. Therefore, it has a variety of definitions in the literature as it is a broad concept of teaching and learning. Holmberg (1977) emphasizes that even tough distance education includes different types of study for all levels in a planned and guided education program, learners are not provided with continuous and immediate feedback from the instructors. On the other hand, Moore (1973, p.664) defines distance education as "the family of instructional methods" in which instructors' behaviors are separated from learners' behaviors therefore, printed materials, electronical, mechanical and some other devices like these should be used to promote communication between teachers and learners.

There are similar definitions in Turkish resources as well. Karakaş (2000) defines distance education as a teaching style in which teachers and students use a variety of communication tools to achieve learning even though they are in different contexts. In a relatively new research, Demirel (2011) emphasizes that distance education provides individuals to learn by themselves with the help of technological devices and it reaches a mass number of learners.

By analyzing some different definitions by different researchers, Keegan (1980) summarizes distance education in six basic sections as:

> 1) separation of the instructor and student, 2) effects of an institution therefore there is not private tutor, 3) adopting technical media to provide educational material, 4) provision of student-teacher communication, 5) opportunity of casual meetings, 6) joining in an industrialized model of education. (Keegan, 2980, p.33)

2.4.1. Foreign Language Teaching in Distance Education

Teaching a foreign language in distance education has been an educational phenomenon for more than 150 years after Toussaint and Langenscheidt initiated the first distant language course through correspondence in 1856 (Moore & Kearsly, 1996). Language teaching in distance education has started so much earlier from other fields. One reason to this is the extreme need to learn a language and the other one is a variety of

available materials in the field (Adıyaman, 2002). Karadeniz and Sözler (2016) call distance foreign language teaching as a controversial topic and stated that it has been a significant point for many researchers.

Lambert (1991) highlights that research should focus on pedagogical elements of distance language teaching as they are more important than administrating surveys. Additionally, White (2006) states that there are four fundamental pedagogical perspectives in distance language teaching as; "course development, course evaluation, teaching roles, and learner support" (p.250). Besides these pedagogical concepts, in another study (Hurd, 2006), most of the distance language learners reported that they should have some personal traits such as being motivated, enthusiastic, and persistent to be successful in this process. In another experimental study, Trajanovic, et al., (2007) define distance language teaching applications as great challenges; however, their EFL students showed higher performance in distance exams than the traditional ones when compared. In a similar vein, Çavuş and İbrahim (2009) developed a tool to teach students English words via SMS (text messaging) and they discovered that learners enjoyed learning language through this system because their success rate increased after using it. As we read, it is possible to see different ways and techniques of teaching language in distance education. The results may not be positive all the time; however, they generally display a contribution to the students' success and more importantly, it has also been observed by the researchers that distance language teaching is mostly comes with challenges.

2.5. Emergency Remote Teaching

Being stated as the "largest disruption of education systems in history, affecting nearly 1.6 billion learners in more than 190 countries and all continents" (United Nation, 2020, p.2) COVID-19 has transformed the education practices around the world in a relatively short notice from being F2F to online. After announcing the first case in Türkiye on the 11th of March 2020, some precautions were taken in the whole country because of the high infection rate.

Regarding the education aspect, the MoNE announced a two-week break, starting from March 16, from kindergartens to high schools. On the other hand, the CoHE (2020)

brought a standstill to education including online teaching in all the universities for a three-week period. Later, it was decided by the authorities that there would be no F2F education in that Spring Term in the country in the 2019-2020 academic year. These changes were followed by another year of online teaching announced by CoHE in the 2020-2021 academic year as well. Besides, MoNE has followed a hybrid procedure during the first and the second term by taking the numbers of the cases into consideration. After the hybrid practices, even though the pandemic did not end officially, all remote teaching practices were ended and F2F education started in each type of schools from kindergarten to higher education in 2021-2022, Fall Term.

The outbreak of the pandemic around the world brought ERT into the educational area. ERT is a sub-dimension of distance education, but we cannot say that they are build the same. Bozkurt and Sharma (2020) stated that distance education is a choice and can be flexible for the learners; however, emergency remote teaching is compulsory so alternative strategies are needed and we need to approach the case realizing that there are different priorities. In other words, "in contrast to experiences that are planned from the beginning and designed to be online, emergency remote teaching (ERT) is a temporary shift of instructional delivery to an alternate delivery mode due to crisis circumstances" (Hodges, et al., 2020, para. 13).

Not only the characteristics of education, but also the role of the educators have shifted under these circumstances. According to Bozkurt and Sharma (2020) providing solutions on a wide aspect is an essential point, because protecting and supporting students is as significant as presenting the courses in times of crises like this. Additionally, Zhao (2020) suggests that instead of focusing on the strictly scheduled delivery of the content, schools should consider learners' conditions throughout the pandemic. ERT suggests urgent and functional access only with the aim of continuing the delivery of the lessons, (Toquero, 2020). As shutting down the educational systems is not possible, taking care of what we possibly can achieve seems as the best option to motivate ourselves as teachers and our students in such hard times.

"Emergency Remote Teaching is made feasible by a myriad of conditions of stakeholders" (Akın, 2021, p.29). For instance, faculty support teams play a critical role in

helping teachers as they provide educational content and adjust the previously designed courses to ERT (Hodges et al., 2020). This directs us to the importance of lesson design in online teaching. It was found out that the quality of the online teaching design affects the excellence of the process positively (Bao, 2020).

2.5.1. Background of Emergency Remote Teaching

The word ‘emergency’ represents uncommon and distressful situations like wars, catastrophes, and pandemic illnesses that affect a high rate of people, ‘remote’ on the other hand refers to a continuous distance way of teaching (Mohmmed, et al., 2020). However, ERT cannot be called as a typical online education because in online teaching, the process is planned to be virtual and designed to be conducted through a variety of multimedia tools (Altıparmak, et al., 2011). The Quality Assurance Agency for Higher Education (2020, pp. 3-4) states the meaningful difference between online education and ERT. Resulting in a necessary shift as a response to an emergency such as COVID-19, ERT is the quick change and adaptation of a F2F program to an online instructional context (Shisley, 2020).

Even though it has been studied before in different challenging times such as World War II, after the COVID-19 pandemic, ERT research in every aspect of teaching has started to increase. ERT practices in education and foreign language education has been a hot topic not only in Türkiye, but also in other countries such as Greece (Kamarianos et al., 2020), Pakistan (Adnan & Anwar, 2020), Canada (Petillion & McNeil, 2020), and Indonesia (Rahiem, 2020). It is possible to see different contexts, methodologies, and settings in ERT research. For example, Kamarianos et al. (2020) and Adnan and Anwar (2020) aimed to discover students’ attitudes toward ERT in a quantitative approach. In addition, Petillion and McNeil (2020) investigated students’ experience during ERT process in a mixed study whereas Rahiem (2020) focused on the same topic in a qualitative approach.

Turkish researchers also emerged to conduct research in ERT by focusing on different contexts, subjects, participants, and data collection methods. Sarıtaş and Barutçu (2020) aimed to clarify students’ readiness for ERT in a crowded context with 2835 students and revealed that students’ readiness depends on their experience in college and online learning. Keskin and Özer (2020) aimed to check students’ feedback in a quantitative study.

Kürtüncü and Kurt (2020) intended to clarify challenges in ERT that students have encountered in a mixed study. They found out that the main challenge for students was not having a computer and access to internet. Şenel and Şenel (2021) investigated another aspect of ERT and wanted to discover students' views of ERT assessment practices in a mixed study. Results showed that lack of feedback and lack of fair assessment were two major issues; however, there were strong sides such as being independent while taking the exam in terms of time and place and being less anxious during the remote exams. In a very recent study by Razı (2023), the researcher wanted to discover if there were any significant differences between students' writing scores and any increase in academic misconduct when compared ERT to F2F writing practices. Results suggested that pre-service EFL teachers' performance did not change in remote practices, besides, there was not a significant increase regarding students' academic misconduct.

As stated here, ERT has been a remarkable topic since the pandemic has started and I believe it is going to be in this position in the coming years. Because online and open instructions will be used more in planned, virtual teaching environments by taking challenges and problems aroused in ERT process into consideration.

2.5.2. Challenges in Emergency Remote Teaching

Even in planned and organized teaching contexts, it is possible to face challenges therefore, expecting a smooth swift to ERT from F2F education would be a vain request when the urgent circumstances have been thought. It is highlighted that switching to online education for a massive context is a very challenging and complicated undertaking for education systems, even if the circumstances are at their best (World Bank, 2020).

Teacher based challenges were the most common ones in the related research. They had to take part in the lessons and had no other option rather than conducting the lesson with or without students. These obligations created some problems as follow. Teachers having such a little time to adopt to the digital teaching context and tools that would help them to conduct their lessons remotely during crisis was one of the big challenges (Şahbaz, 2022). This created a difficulty as teachers had little or no time to test the function and usage of new digital tools because of the urgency happening in the transition of ERT (Dill et al., 2020).

Teachers experienced challenges while trying to adapt the old materials into the new ERT methods and this was found very time-consuming by EFL teachers (Hazaea, Bin-Hady, & Toujani, 2021). Teachers describe their deficiencies in advanced technology, and they find themselves inexperienced in online learning tools (Mohmmed et al., 2020). Another challenge for teachers can be described as their responsibility to implement lessons effectively was highly loaded and only belonged to the educator (Jeffery & Bauer, 2020). Furthermore, teachers complained about lack of balance between work and life and stated it as a challenge as well. Erlam et al. (2021) found out that teachers had difficulty when setting a balance between work and daily activities; therefore, they experienced a conflict between their job and daily routine. Being one of the biggest members of the education, teachers were highly affected from the process as their teaching habits changed unexpectedly.

Participant based problems were another challenge reported by the teachers. As students did not actively participate in the lessons or became off-task during the lesson, teachers felt that they were alone in the online classroom (Hangişi, 2022). In a similar vein, Sepulveda-Escobar and Morrison (2020) discovered in their mixed-method research that teachers' main challenge was the shortage of direct communication during the remote lessons. One of the other challenges was aroused because of students' absenteeism in the lessons as attending the lessons was not compulsory (Süğümlü, 2021; Şanlı,2021). We know that teaching requires interaction between the teacher and students. When one party is not available, it probably creates problems and affects the teaching process negatively.

Another challenging aspect of the ERT was assessment. In their case study, Guangul et al. (2020) discovered that students complained about having inadequate technological tools, academic fraud, cheating and defining learning outcomes. On the other hand, ERT assessment was evaluated as poor by the students in Şenel and Şenel's (2021) study. One of the reasons is lack of instant feedback from the instructors resulted in damaging effective learning, the other reason is unfair test results as students believed that their teachers had to do tons of work and they did not have sufficient time to score their exams fairly. In another study (Joshi et al., 2022), because of lacking F2F interaction, giving instant feedback was hard because teachers could not see if students got the points in the lessons, and it was impossible to interfere as soon as possible. However, exam results did not always match with the assessment problems. Students have reported that their grades improved 20%

numerically but their learning levels, confidence and association with the lesson materials decreased when compared to the F2F lessons (Wilhelm et al., 2022). Another challenge when assessing students remotely was contract cheating, Hill et al. (2021) clarify that COVID-19 exacerbated an issue that has already been a problem by taking the education into remote contexts, however it does not belong to a particular institute, instructor, or lesson. As teachers do not know how to use proctoring tools and virtual assessment platforms properly, students tend to misconduct more, and it is accepted by the faculties and the students that cheating is easier in ERT assessment practices (Montenegro-Rueda et al., 2021). Therefore, we can say that remote assessment practices were not reliable enough; however, it would be expected under the circumstances when the only option was to continue teaching and assessing in the best way possible.

There were also technical challenges beside pedagogical and instructional ones. Trust and Whalen (2020) found out that unstable internet connection, change of personal demands, and ambiguous directives of governmental or educational shifting were some of them. Another point revealed in this study is teachers' readiness was inadequate to use remote teaching techniques. In a similar vein, Sari and Nayır (2020) highlight ERT challenges in three sections as: absence of internet access and substructure, classroom management problems and lack of human resources. The first one includes technical problems while the second one defines insufficient communication between students and the teacher and low level of participation in online classes. The third one on the other hand defines lack of knowledge to use the online systems effectively. Similarly, some factors that hindered ERT were described by the given percent of participants as poor internet connection for teachers and students (38%), technical defects such as muffled sounds, delayed speech, and vision in videos (21%) (Joshi et al., 2022). Besides, unreliable internet access in some countries such as Indonesia created a problem for students as they experienced difficulties when accessing the online lectures (Cahyadi et al., 2021).

As education is a collaborative work, ERT challenges have a family aspect as well. Aytaç (2021) clarified in his study that students were affected negatively from their family's insufficient support therefore they had low motivation. Another challenge pointed in this study was unsuitable online learning environments at students' homes. Another study (Başaran et al., 2020) discovered that parents did not follow their children's attendance to

the online lessons at K-12 level or they did not pay attention whether students received the online lesson or not because parents' reports and students' report did not match in terms of attendance. Similarly, in a qualitative study (Çakın & Akyavuz, 2020), teacher participants from different branches complained about parents' unsupportive behaviors, academic deficiency, not providing feedback to their children, not being accessible and being uninterested. The authors commented that these behaviors of parents decreased teachers' authority and reduced the quality of remote teaching. We can see that parents are a significant part of the education even when it is remote and can influence the process remarkably.

Among many problematic points in ERT, these were some common challenges defined in the related literature. Each of them creates a good image of ERT and challenges experienced by most of the participants during the process.

2.6. Remote Exam Security

After shifting quickly to ERT, online summative assessment became a significant issue as exams and tests need to be proctored by teachers or professionals to prevent students from cheating and provide academic integrity. Conducting online test and exams require a different setting than teaching. Even though online proctoring tools and systems have been used by some institutions and started to be explored more, using these tools and programs may violate test takers' personal data protection. On the other hand, we cannot always be sure about the exam security even when we use a proctoring tool. However, online exams without invigilation include a variety of issues regarding security and integrity, for instance, verifying the test-taker is highly questionable under those circumstances (Muzaffar et al., 2021). In asynchronous exams, where students are not proctored, cheating is more complicated and becomes hard to manage, therefore, students highly trust that their cheating attempts will not be realized (De La Roca et al., 2022). Regardless of all the precautions, remote exam security was a dilemma during ERT because sometimes these precautions were seen as the actual reason for some violation problems.

Regarding the violation of privacy in online exams or tests some cases around world have been determined. For example, a chemistry student from Cleveland State University sued his school because he was asked to show his bedroom from the webcam before the

exam started. He claimed that this obligation violated his Fourth Amendment right to privacy. The judge sided with the student and ordered lawyers for the student, besides university was obliged to find alternative ways to provide security without violating students' personal rights (Holpuch & Rubin, 2022).

Using a software or an online tool to make the exams more secure may be suggested; however, it may not be wise to trust an online proctoring tool deeply. Because there were charges against them; however, one of them was discrimination of the skin color. It was said that the program uses racist algorithms when identifying the test-takers. It was reported that the program was unable to detect a black student's face, and even though she chose the daylight to take the exam, she could not make the program recognize her face unless sitting under the bright light (Corbyn, 2022). However, the charges against the tool were dismissed. In previous research (Bergmans et. al, 2021) regarding the same proctoring tool, six students cheated on purpose and none of them were detected by the tool while just one of them was detected by a human proctor. The cheating detection sensitivity of the program was found quite incapable.

We can understand that despite all the security measures taken, the problem could not be solved effectively. However, conducting asynchronous exams in an unmonitored environment seemed unreasonable as well. Because students perceive academic misconduct in a different manner and more acceptable than pen-paper exams when the exam is conducted online without a teacher or supervisor (Moten Jr et al., 2013). In unproctored online exams, students were reported to answer the questions more quickly than traditional F2F proctored exams and researchers suspected looking up answers online or hiring private tutors (Bilen & Matros, 2021). Giving students freedom made educational practices more complex as explained. In their study, Krambia-Kapardis and Spanoudis (2022) also verified this and found that students tended to cheat more when there was an absence of a proctor, camera, or ethics code regardless of their academic success or gender. No matter what the authorities do, cheating cannot be ultimately eliminated, and it was, is and will be detected in both F2F and e-exams; however, we need to do our best to keep it at a normal level (Bilen & Matros, 2021).

2.7. Chapter Summary

In this part, detailed information about testing and assessment were presented by reviewing the related literature. Reliability and four types of validity were investigated. Next, assessment of four different language skills were reviewed. As the second theme of the study, distance education and foreign language teaching in distance education were examined. Following that, background of the emergency remote teaching and challenges experienced in ERT were explained in detail. Finally, remote exam security and issues related to it were presented.

CHAPTER III
METHODOLOGY

Introduction

The third chapter clarifies the details of the methodology employed in the present research. It begins with the research design, presents the research questions, and explains the aim of the research. Besides, details on the research setting, participants, the data collection tools, the data collection and analysis procedures are presented.

3.1. Research Design

This study aims to shed light on the EFL assessment procedures occurred during emergency remote teaching at ÇOMÜ, SFL after the spread of COVID-19. As it mainly focused on the problem in one significant organization, case study design was employed. Case studies are used consciously when the researchers aim to understand contextual circumstances aiming that they can have a strong connection between their phenomenon of the study, besides this research design is like an all-inclusive strategy that covers specific logics of the design, data collection methods, and special approaches to analyzing the data (Yin, 2003).

Since the researcher aimed to have a deep understanding of the concept, mixed method research was chosen. It has been said that mixed method providing different types of data helps the researcher to have a total consideration of the research problem generally through a questionnaire to have broad results at the beginning then, conducting interviews to collect detailed opinions of the participants (Creswell, 2013). By adopting mixed method in their studies, researchers can take the advantages of both quantitative and qualitative methods; therefore, the powers of one method can be used to expel the shortcomings of the other one (Dörnyei, 2007). While quantitative method includes “instrument-based questions” like surveys, questionaries and requires “statistical analysis”, qualitative data includes “open-ended questions” like interviews and includes “text or image analysis” (Creswell, 2013, part. 1, table 1.3 Quantitative, Mixed, and Qualitative Methods). In the present study, both methods are employed however, the quantitative data were collected first

as the research questions require a statistical analysis to be shown in graphs or tables. The aim of using the qualitative data on the other hand was not the main aim of the study however, the researcher wanted to have a deeper understanding of the procedure to enlighten the reader and make the research more reliable.

3.2. Research Questions

The current research aims to answer the following questions:

1) What are the EFL instructors' perceptions on the emergency remote EFL assessment practices?
    1.1) What are the EFL instructors' perceptions on the strengths of the emergency remote EFL assessment practices?
    1.2) What are the EFL instructors' perceptions on the weaknesses of the emergency remote EFL assessment practices?
2) What are the top three assessment techniques used during the emergency remote language teaching process?
3) What are the challenges reported in remote EFL assessment practices?
4) What do EFL instructors suggest for the improvement of remote EFL assessment practices?

3.3. Setting and Participants

The current research took place at the SFL at ÇOMU. As this is a case study, this setting was chosen to be the case and the emergency remote EFL assessment practices adopted by the institution were analyzed and studied deeply in detail.

The participants for this study were chosen by taking the research design and research method into consideration. Since there was both quantitative and qualitative data collection, two different sampling methods were adopted. For the quantitative data, purposive sampling method was preferred. As the current research is a case study, it was the best to be used after checking the literature. In purposive sampling method, the researchers select the participants deliberately based on their proficiency of the population and the aim of the researchers is to obtain the data they are interested in (Mackey & Gass, 2015). To collect the qualitative data, on the other hand, convenience sampling method

was adopted when choosing the participants for the interviews. Convenience sampling has been defined as the most common strategy especially for postgraduate level of research as it provides practicality and uses participants who are geographically and willingly available under some specific circumstances (Dörnyei, 2007).

The connection process to the participants will be clarified in detail in the next section, data collection procedures. Table 1 below illustrates the participants' detailed demographic information.

Table 1

Participants' Demographic Information

		N
Gender	Female	17
	Male	5
Native Language	Turkish	21
	English	0
	Others	1
Major	English Language Teaching	9
	English Language and Literature	7
	American Culture and Literature	3
	Translation and Interpretation	1
	Educational Sciences	1
	Biology	1
Highest Level of Degree	BA	7
	MA	11
	PhD	4
Teaching Experience (TE)	5-10 years	5
	11-15 years	5
	16 + years	12
TE in Higher Education	5-10 years	6
	11-15 years	7
	16 + years	9

Distance Education (DE) Experience as a Student	Yes	9
	No	13
DE Experience as a Teacher	Yes	21
	No	1
Member of the Testing Unit	Yes	8
	No	14
Total		22

The research was carried out with 22 of the instructors working at COMU, SFL. Most of the instructors were female (n_{female} = 17). It is clear from the Table 1 that majority of the instructors were Turkish language speakers. Most of them graduated from English Language Teaching department (n_{ELT} = 9), the second common graduation department was English Language and Literature (n_{ELL} = 7). It was interesting to see an instructor who graduated from Biology in a foreign language school; however, it was seen that the instructor received a master's degree from education sciences and became a teacher after that. Nearly half of the participants completed their master's degree (n_{MA} = 11), while just four of them held a PhD degree. Seven of them had a bachelor diploma. More than half of the participants had more than 16 years of teaching experience (n_{16+} = 12). While 5 to 10 years and 11 to 15 years were shared equally for five instructors.

For the qualitative data, semi-structured interviews were conducted. Five of the instructors were interviewed online via Zoom. Their timetables were taken into consideration and the researcher adjusted the time and date according to their wishes. They did not have to turn their cameras during the interview sessions. Even though the questions were written in English for the interview, the researcher translated them into Turkish and conducted the interviews in their first language because she thought that they would feel more comfortable in Turkish while talking about these issues. Table 2 below clarifies detailed information about the interviewees' demographic information. As the sample was very small in the interviews, the participants were not labeled with pseudonyms in order not to reveal their credentials.

Table 2

Interviewees' Demographic Information

Interviewee	Gender	Graduation Department	Highest Level of Education	Years of Experience
Participant	Female	ELT	PhD	14
Participant	Female	ELT	PhD	23
Participant	Female	ELL	MA	12
Participant	Female	Transl. & Intrpre.	BA	16
Participant	Male	ELT	MA	22

To collect the qualitative data, five instructors were interviewed online via Zoom. Most of the participants were female while only one of them was a male. As can be seen from the Table 2, three of them graduated from ELT department while the other two from graduated from non-ELT department which are English Language and Literature and Translation and Interpretation. One of the participants completed an MA program and had 12 years of experience at the time of the data collection. Another participant received a BA degree and had 16 years of teaching experience. Two of the participants, on the other hand, were PhD holders and one of them had 14 years of experience while the other one had 23 years of teaching experience. Another participant completed an M.A program and had the second highest years of experience with 22 teaching years.

3.4. Data Collection Tools and Procedures

To be able to discover emergency remote EFL assessment practices adopted at ÇOMU, SFL, quantitative and qualitative data were collected from the instructors working at the institution. Before conducting the present study, the researcher obtained approval from the School of Graduate Studies Ethics Committee of Çanakkale Onsekiz Mart University (See Appendix A). Before the data collection, an online meeting was organized with the help of the SFL director to inform the instructors about the study. The meeting was held on Zoom with instructors' participation. After that, participants who agreed to contribute to the study signed informed consents. They were informed that they could withdraw from the research if they wished so. To understand the participants better, their demographic information such as gender, native language, highest level of education, and teaching experience was gathered as well. They were guaranteed that their personal

information was not used to expose their personal identity and would remain anonymous. To be ensure about the safety of their credentials, participants were given pseudonyms in the present research.

To collect the quantitative data, a questionnaire called as "EFL Assessment Practices During Emergency Remote Teaching" (See Appendix B) was used. The researcher prepared the questionnaire herself by focusing on the related literature and the aim of the study as there was no such tool to fulfil the aim of the research. The questionnaire included three main parts; the first part was a checklist of the assessment tools including descriptions and aimed to discover which of them were mostly used. The second part was a 5-point-likert-type scale ranging from strongly disagree to strongly agree. The tool presented statements about emergency remote EFL assessment. The last part included demographic information such as gender, teaching experience of the participants, highest education completed, their distance education experience etc. To estimate the reliability of the questionnaire, Cronbach's alpha analysis was applied to the collected data and results indicated a reliability of .86 ($\alpha = .86$) overall 20 items that provide high consistency. The questionnaires were handed as hard copies to the director of the ÇOMU, SFL in the Spring Semester of the 2021-2022 Academic Year. The participants were asked to pick up one for themselves from the office and give them back after they filled them in. The researcher collected the filled papers afterwards.

To collect the qualitative data, interview sessions consisting of eight open-ended questions (See Appendix C) were used. These questions were expected to provide deeper understanding of the process to the researcher. The first part of the interview included some background questions regarding the graduation department, their highest level of education completed, and their experience in teaching. After that, questions regarding instructors' perceptions on the remote EFL assessment practices, their experiences and challenges throughout the process and their suggestions are prepared to be asked.

The instructors who responded to the questionnaire were invited to indicate their interest if they wish to be interviewed. For this purpose, they were e-mailed by the researcher and requested to be a part of the qualitative data collection. The qualitative data were collected in the Spring Semester of the 2021-2022 Academic Year and the Fall Semester of

the 2022-2023 Academic Year. Instructors who were volunteers were invited to the interview in an online conference via Zoom. The interview was prepared in English however, the instructors were asked the questions in Turkish, their native language, as it was likely for them to be more relax and free in a Turkish interview. The interview sessions were voice recorded by phone after getting approval from each interviewee. The audio recordings were later transcribed and translated for the data analysis.

3.5. Data Analysis

There are two types of data in the present research, quantitative and qualitative. To analyze the quantitative data, the results of the questionnaire were coded into Statistical Package for Social Sciences (SPSS 26.0.) computer program. After coding, to compute the internal consistency of the questionnaire, a reliability analysis was applied to the data. To find out the answers for the research questions, descriptive statistics were run on the output. The mean values and standard deviation of the items were presented in the tables.

To analyze the qualitative data, the semi-structured interviews were transcribed into verbatim. The qualitative data were analyzed through employing content analysis. Content analysis enables us to compress a huge amount of data into minor theme categories by using specific coding systems therefore it is practical when working on a considerable amount of data (Stemler, 2000). As suggested by Ezzy (2002), content analysis is deemed the most convenient method when the research problem is explained evidently, and the categories of the data analysis have been formed successfully by previous research. As an approach to content analysis, inductive method was chosen. Inductive approach to the content analysis is suggested to be used when there is not adequate previous knowledge about the subject or if the information is divided or separated (Lauri & Kyngäs, 2005).

To make the process more comprehensible, first, the data were read over and over to detect specific and repetitive codes emerged from the interviews. These codes were then grouped under particular categories to be introduced to the readers.

Academics engage in content analysis mention that coding process is extremely sensitive because researchers tend to interpret the data in subjective manner easily (Kyngäs, 2020). Therefore, to investigate inter-rater reliability, an independent researcher who is a

colleague working at a private school, also a master student conducting research on the instructors' perceptions about ERT at a state university, coded 15% of the data. The inter-rater applied the similar procedure on the qualitative data and the themes and codes founded by her were discussed by comparing and contrasting the findings. The different points in the content analysis were discussed in detail and the final version of the analysis was decided. Finally, two raters' results were compared, and the comparison of the coded pieces yielded 88% consistency.

To make the readers clear about the data analysis procedure, Table 3 including a detailed information about the data collection tools and the way of analysis of the data for each question is presented below.

Table 3

Data collection tools and Data Analysis

Research Questions	Quantitative Data Collection	Quantitative Data Analysis	Qualitative Data Collection	Qualitative Data Analysis
RQ.1. What are the EFL instructors' perceptions on the emergency remote EFL assessment practices?	Questionnaire	SPSS 26.0 Descriptive Statistics	X	X
RQ.1.1. What are the EFL instructors' perceptions on the strengths of the emergency remote EFL assessment practices?	X	X	Interviews	Content Analysis
RQ.1.2. What are the EFL instructors' perceptions on the weaknesses of the emergency remote EFL assessment practices?	X	X	Interviews	Content Analysis

Table 3 (Continued)

RQ.2. What are the top three assessment techniques used during the emergency remote language teaching process?	Questionnaire	SPSS 26.0 Descriptive Statistics	X	X
RQ.3. What are the challenges reported in remote EFL assessment practices?	Questionnaire	SPSS 26.0 Descriptive Statistics	Interviews	Content Analysis
RQ.4. What do EFL instructors suggest for the improvement of remote EFL assessment practices?	Questionnaire	SPSS 26.0 Descriptive Statistics	Interviews	Content Analysis

3.6. Chapter Summary

This chapter presented detailed information regarding the research design, setting, participants, the data collection instruments, their production procedures by the researcher, the data collection procedures and analysis of the data.

CHAPTER IV
FINDINGS

Introduction

This mixed-method case study aims to define remote EFL assessment practices in ÇOMU, SFL. It focuses on instructors' perceptions on the process and aims to define the strengths and the weakness according to the participants' report. The current study also wants to find out which testing methods were used mostly during the process besides, what were the challenges experienced by the EFL instructors. Participants' suggestions for the improvement of the process are also wanted to be discovered. Consequently, the data for the study were collected by conducting questionnaires and semi-structured interviews with the participation of the EFL instructors. The findings of the present research will be presented in detail in this section.

4.1. Quantitative and Qualitative Analysis of the Research Questions

4.1.1. Quantitative Results of Data Analysis for the First Research Question

RQ1: What are the EFL instructors' perceptions on the emergency remote EFL assessment practices?

The first research question wanted to discover EFL instructors' overall perceptions on the remote assessment practices. Items which described perceptions were chosen and their descriptive statistics were analyzed. Quantitative analysis of the question was presented in the Table 4 below.

Table 4

Descriptive Statistics of EFL Instructors' Perceptions on the ERT Assessment Practices (*N* = 22)

#	Items	Min	Max	*M*	*SD*
1	ERT assessment practices planned appropriately	3	5	4.09	0.61
2	Enough administrative support provided for ERT assessment	2	5	3.86	0.71
3	Enough task completion time provided for the Ss	2	5	3.77	0.87
4	ERT assessment techniques are less reliable than F2F	2	5	3.68	0.89
5	ERT assessment practices designed by taking instructors' skills into consideration	1	5	3.22	0.87
6	ERT assessment techniques are less valid than F2F	1	4	3.22	0.92
7	ERT assessment techniques are more time consuming than F2F	1	4	3.22	0.97
8	Delivering feedback to Ss is easier in ERT assessment	1	4	2.77	0.97
9	ERT assessment techniques are more practical than F2F	1	4	2.68	0.95
10	Each language skill assessed adequately in ERT	1	4	2.64	0.90
11	Remote EFL proctoring more manageable than F2F	1	4	2.36	0.79

Note. The rating scale for the questionnaire was: Strongly Disagree (1), Disagree (2), Slightly Agree (3); Agree (4), Strongly Agree (5)

According to Table 4 above, most of the instructors agreed on the idea that ERT assessment practices were planned properly in their institution, as this item showed the highest mean value (*M*=4.09*, SD*=0.61). The second common thought that they reported was having been provided with enough administrative support during the remote EFL assessment process (*M*=3.86*, SD*=0.71). As the third common perception, they reported that enough time was provided for the students to complete the assigned tasks (*M*=3.77, *SD*=0.87). This was followed by the item that says remote assessment practices are less reliable than F2F assessment practices (*M*=3.68, *SD*=0.69). After that, instructors thought that ERT assessment practices were designed by taking their skills (e.g., pedagogical, technical etc.) into consideration in their institution (*M*=3.22*, SD*=0.87). With the same mean value but

different standard deviation (*M*=3.22, *SD*=0.92) instructors reported that ERT assessment practices were less valid than F2F assessment practices. The following item shared again the same mean value but different standard deviation (*M*=3.22, *SD*=0.97) and instructors found ERT assessment techniques more time consuming than F2F assessment techniques. This was followed by instructors' perception about delivering feedback was easier in ERT assessment (*M*=2.77*, SD*=0.97). The least three agreed items were as follow: Instructors thought that ERT assessment techniques were more practical than F2F assessment techniques with a low mean value (*M*=2.68, *SD*=0.95). Their perceptions on the item that suggested each language skills were assessed adequately in ERT assessment were quite low as well (*M*=2.64, *SD*=0.90). The least agreed item was finding remote EFL proctoring more manageable than F2F proctoring with the lowest mean value (*M*=2.36*, SD*=0.79).

4.1.2. Qualitative Results of Data Analysis for the First Research Question

Analysis of the Codes Regarding the Strengths of Remote Assessment

RQ 1.1. What are the EFL instructors' perceptions on the strengths of the emergency remote EFL assessment practices?

The first research question includes two sub-questions which focus on the strengths and the weaknesses of the remote EFL assessment reported by the instructors. Codes regarding their positive views and shed lights on the strengths of the remote EFL assessment were given in the first section of the following table. Analysis of the table and some quotations from the participants will be given below.

Table 5

Interview Findings of Instructors' Perceptions on Remote EFL Assessment

Category	Codes for the strengths
Perceptions on remote EFL assessment	Using qualified tasks
	Became technologically proficient
	Giving online feedback
	Recorded lessons
	Speaking exams
	In-service trainings
	A well-planned process
	Codes for the weaknesses
	Easy to cheat
	No proctoring
	No attendance taken
	Lack of equal opportunity
	Unexpected teacher meetings
	Digital tiredness
	Ss' tendency to lie
	Excessive workload

Participants stated that they started using task-based assessment in their institution after starting ERT. According to their report, their choice and preparation of tasks for assessment was successful, and they gave qualified tasks to the students which include exclusive evaluation. They were pleased about the integration of the tasks in online assessment:

> *I think some of the assessment practices were more advantageous in remote assessment. We applied task-based assessment during ERT assessment. I realized that we did not give a high number of tasks that can show us the real performance of the students during F2F education. I think using tasks in teaching and assessing English tells us more about students' proficiency than pen-paper exams. (Participant1)*

We tried so much to make the tasks beneficial. From time to time, we came together in a meeting and discussed about how to make these tasks better. Sometimes we changed the design of a task to make it enjoyable. (Participant 3)

When they were asked about their notable successes during the remote assessment process, instructors explained that they became technologically proficient especially when preparing online exams and mentioned that they found themselves successful in this area:

We used Microsoft Teams or Google Forms which were quite adoptable to the online assessment, and we learned how to use them actively when assessing students. ERT assessment improved me in terms of technology use. (Participant 2)

I can say that I improved myself quite well, especially when preparing exams in online platforms. Some of my friends consulted me about how to make a well-designed test etc. I think this was my highlight during the process. I became more digital. (Participant 4)

Remote assessment improved me technologically. We used Microsoft Teams and Microsoft Form when preparing exams and it made me realize that I am capable of doing things that I was not aware before. Choosing the right technique according to different types of questions when preparing a test is crucial and I did it well. (Participant 5)

Another highlighted strength was the effectiveness of giving online feedback to the completed tasks. Instructors mentioned that feedback sessions were more effective and helpful for students as they generally assigned tasks rather than tests:

In school we had a chance to see the students daily however, remote assessment did not provide it; therefore, I felt that I need to give more effective feedbacks as it was the only possible place for students to see their weaknesses. Students also stated that these online feedbacks helped them to improve their language skills. (Participant 3)

Students could reach us through Microsoft Teams whenever they needed and asked for feedback. This was beneficial for them because in F2F education they did not have this chance. Online feedbacks were advantageous for students, and they could always ask for more. (Participant 5)

When asked about the strengths of the remote assessment, instructors indicated that recorded lessons were helpful for students as they could watch the recordings multiple times if they missed something during the lesson or could not attend because of a technical problem:

It was beneficial for students to watch the recorded lessons asynchronously if they wanted to practice or revise the lesson. We could see how many students watched it. (Participant 3)

Some of the students mentioned that they learned the subject better after watching the recorded lessons on Teams and they used them while studying the exams. It was obvious that some students took the advantage and used the recordings as a material. They did not have a change to revise a lesson in F2F teaching. (Participant 5)

Another strong part of the remote assessment was speaking exams because they were recorded and conducted individually. Instructors said that speaking assessment was the most reliable and valid one during the process. Participant 5 explained this in detail and added:

Students had to attend speaking exams while their camera turned on. These exams were live and recorded therefore they were the most secure and reliable part of the remote assessment as students performed in front of the camera.

Participants also mentioned that in-service trainings provided during the remote teaching helped them to be better in EFL assessment. Their school director supported the instructors with online in-service trainings by doing some quick needs analysis:

We received online in-service trainings on how to direct online teaching and learned how to use online assessing tools, prepare, and evaluate tasks as our director was fond of technology and predicted some problems that we might experience during the process. (Participant 1)

We adopted the process quickly thanks to the online in-service trainings. They showed us what can be done to make the online teaching beneficial, and we learned from them a lot such as the essentials of task-based assessment, problems we might encounter and how to solve them etc. (Participant 2)

The last strong point emerged in the interviews was remote assessment being a well-planned process in ÇOMU, SFL. Despite the problems occurred in such a new assessment procedure, instructors mentioned that they quickly adopted thanks to the convenient planning and implementation in their institution and Participant 1 stated her opinions by saying:

I believe tasks and exams were assigned properly and planned well according to the outcomes of the lessons.

Analysis of the Codes Regarding the Weaknesses of the Remote Assessment

RQ 1.2. What are the EFL instructors' perceptions on the weaknesses of the emergency remote EFL assessment practices?

The second sub-question focused on the weaknesses of the remote EFL assessment. Codes regarding participants' negative perceptions and the weaknesses of the remote EFL assessment were given in the second section of the Table 5 above. Analysis of the codes and some quotations from the participants will be given below.

When they were asked about their perceptions on the weaknesses of the remote EFL assessment, participants mentioned that remote assessment techniques were easy to cheat, and students used this as an advantage to pass the preparatory school. They used other students to fill out the tests and complete the tasks:

One of the weak points of the remote assessment was preventing cheating was impossible. Students made someone to do their task even though we understood it, we could not do anything. (Participant 3)

As we could not set a very secure exam environment, it was very tempting for students to cheat in the exams and when completing their tasks and exams. (Participant 4)

As a reason for the previous code, non-proctored exams were another weak point of the remote assessment. Exams were conducted as they were questionnaires without any teacher to watch them through online ways. Participant 5 proposed this issue by saying:

We could not set a live exam atmosphere that we made students to turn their cameras on because not all the students had enough technical equipment. Some of them used their mobile phones to take the exam.

It was understood from the interviews that the institution was unable to conduct synchronous exams and could not conduct proctored tests as needed.

Another weakness in the remote assessment process was not taking the attendance in the online lessons. Students did not have to attend the lessons as in the F2F education and this created difficulties for instructors in formative assessment:

Many of the things needed in a lesson were not compulsory in the remote teaching. For example, attendance. Students did not attend the lessons regularly. It was hard for us when making process assessment. (Participant 2)

One of the biggest problems occurred during the lessons was low rate of attendance. How was I supposed to assess students' performance without seeing them in the lessons? (Participant 3)

When looking at the previous codes regarding weaknesses of the process, it can be seen that remote assessment practices were adjusted in a less reliable way because of students not having equal opportunity. It was clarified by the participants that students complained about not having internet connection and enough technical equipment to join the lessons. Participant 3 mentioned:

Lack of equal opportunity for students has always been a problem but became more problematic during that time. As we are a state university, students have different financial backgrounds. Some of them did not even have Wi-Fi at their homes.

Working remote created some problems such as having unexpected meeting at inappropriate times of the day. It required for teachers to be reachable all the time. Unfortunately, this spared them such a limited time for their own. Participant 1 explained:

We had to communicate very often. There were times when we set unexpected meetings to solve some problems with material sharing, task formation, and exam writing at the very late hours at night.

We held online meetings four-five times a week and discussed about how to make assessment procedure more beneficial even though we did not have to do it. (Participant 3)

Instructors labelled online assessment practices as tiring and mentioned that they had digital tiredness. They clarified that it took so much time to learn, create and conclude the assessing tools. Remote teaching and assessing made them feel like they work without pausing:

Online lessons, figuring out how to use Teams, sharing materials, creating tasks etc. made us to keep connected all the time and this created digital tiredness. (Participant 1)

Figuring out how to use online platforms and assessing papers took my days, even though the lessons were lasted less -20 minutes shorter- than the F2F education I felt more tired during this process. (Participant 5)

Other weakness emerged in the remote assessment was students' tendency to lie. This created trust issues between teachers and students. As the test and exam results were very

doubtful, teachers tended to judge students' behaviors. This even resulted in an exam cancellation:

> *We could not set a trustworthy relationship between students and us. Because of the security problems, we always approached them with doubts. I find it unhealthy and do not want to observe such relationships in my teaching environment. (Participant 1)*
>
> *One time, some students reported power cuts in their area. We could not understand if it was true, or they lied because they found the exam difficult. Therefore, we canceled the whole exam and prepared a new one from the scratch. (Participant 5)*

The last weak point of the remote assessment reported by the participants was excessive workload of teachers. They mentioned that remote teaching and assessment required them to work more when compared to F2F because they did not simply assign tests and tasks that can be answered fast. They prepared complex tasks that only the ones who attended the lessons could answer and that made the evaluation process burdensome.

> *Asking true-false questions, multiple choices etc. was something we generally did as they are easy to evaluate. However, we did not want students to cheat from each other easily and created more complex tasks that could not be assessed practically, and it was a hard work. (Participant 4)*
>
> *I found online assessment quite difficult. Not having a pen and paper in front of me caused a problem and doubled my work. Excessive workload made me demotivated and maybe my students' performance was affected from my behavior. (Participant 5)*

When asked about their perceptions on the remote EFL assessment practices, instructors came up with similar answers defining the strengths and weaknesses of the process. They were divided into codes and presented above in the tables by giving some quotations from the interviews.

4.2.1. Quantitative Results of Data Analysis for the Second Research Question

RQ 2. What are the top three assessment techniques used during the emergency remote language teaching process?

Results of the second research question, regarding the most used remote assessment techniques were presented in the Table 6 below.

Table 6

Frequencies of the EFL Assessment Techniques Used in ERT (*N* = 22)

#	Assessment Technique	Yes	No
1	Multiple Choice-Open Ended Questions	100% (22)	-
2	Task-Based Assessment	100% (22)	-
3	Performance Assessment	68.2% (15)	31.8% (7)
4	Standardized Tests	68.2% (15)	31.8% (7)
5	Project/Demonstration	68.2% (15)	31.8% (7)

Note. Yes=Used; No=Not Used

The second research question wanted to clarify the three most used assessment techniques in ERT. Instructors were asked to check the assessment tools used during the ERT in the questionnaire. Table 6 above describes the frequencies of the most used assessment tools. It was supposed to show three items however, the third place was shared between three different assessment tools with the same frequencies. All of the participants *(N = 22)* stated that they used "Multiple Choice and Open-ended Questions" and "Task-Based Assessment" practices during the ERT process. These two had the first and second places in the table. The third most used techniques were three different ones with the same percentage (68.2%). It means that 15 instructors reported that they have used "Performance Assessment", "Standardized Tests" and Projects/Demonstration" assessment techniques during the ERT.

4.3.1. Quantitative Results of Data Analysis for the Third Research Question

RQ 3. What are the challenges reported in remote EFL assessment practices?

Quantitative results of the challenges experienced by instructors during remote EFL assessment were presented in the Table 7 below.

Table 7

Descriptive Statistics of the Challenges Experienced in Remote EFL Practices (*N* = 22)

#	Items	Min	Max	*M*	*SD*
1	Ss reported challenges due to inadequate technical equipment	2	5	3.55	0.74
2	I experienced challenges due to Ss' reluctance to complete the tasks	2	4	2.95	0.79
3	I experienced challenges due to lacking online assessment experience	1	4	2.55	0.74
4	I experienced challenges due to lacking IT skills.	1	4	2.45	0.91

Note. The rating scale for the questionnaire was: Strongly Disagree (1), Disagree (2), Slightly Agree (3); Agree (4), Strongly Agree (5)

The third research question aimed to clarify the challenges experienced during the ERT assessment. Items that described some challenges were chosen and analyzed descriptively. According to the Table 7 above, the most experienced challenge was reported by the students to instructors due to inadequate technical equipment (such as no access to the internet, not having a PC etc.) with the highest mean value (*M*=3.55, *SD*=0.74). This was followed by the other challenge which was Ss' reluctance to complete the tasks during ERT process (*M*=2.95*, SD*=0.79). The third challenge was instructors lacking online assessment experience with a low mean value (*M*=2.55, *SD*=0.75). The least agreed challenge was lacking IT skills (*M*=2.45, *SD*=0.91).

4.3.2. Qualitative Results of Data Analysis for the Third Research Question

The aim of the third research question was to investigate remote EFL assessment challenges from instructors'' perspectives. Table 8 below presents qualitative analysis of the research question.

Table 8

Interview Findings of Remote Assessment Challenges

Category	Codes for challenges
Remote Assessment Challenges	Ss lack of Internet access
	Ss lack of technical equipment
	Contract cheating
	Time consuming feedback sessions
	Ss skipped lessons
	Connection problems
	Lack of communication w/Ss

When asked about the challenges and difficulties that instructors experienced during the remote assessment process, they came up with similar answers. The codes emerged from the interviews that describe challenges were presented in the Table 8 above and will be explained in detail below.

One of the most common challenges that was stated by all five of the participants was some students having no internet access where they live during the pandemic, and they could not find any solutions:

Of course, we had challenges. For example, some students said that they did not have internet access because they went to their village where their family live. (Participant 1)

Because of financial problems, some students did not have internet connection and did not attend the online lessons. Therefore, we could not use formative assessment for those students. (Participant 2)

It was a big challenge for us not seeing the students who did not have internet connection in the lessons. (Participant 3)

While some students did not have internet connection, some of did not have adequate technical equipment such as laptops, PCs, cameras, and microphones to be active in the lessons. Instructors mentioned that this was a big difficulty as they could not see students' performance in the lessons:

Some students did not have technical equipment, and this created a big problem for us and for them. Some said, "I do not have a microphone and/or camera". (Participant 1)

We wanted students to be active during the lessons but some of them used their mobile phones for the lessons and to take the exams. They claimed mobiles were not the same as computer when it comes to online lessons and assessment. (Participant 5).

Another most stated challenge was contract cheating. Participants explained that students made other people, who are more proficient in English, complete their tasks. They were nearly sure because they knew students' performance from the previous fall term when the teaching and assessment was F2F.

Yes, we assigned tasks which was good; however, we could not be sure about if the students really completed the tasks themselves or made another person from ELT department did it. (Participant 1)

We were not sure if our students really completed the assigned tasks themselves and this created a big problem as it would be unfair. (Participant 2)

When we assigned tasks, students got another person to complete it. Even if we were sure about it, we could not do anything as we had no evidence. (Participant 3)

In addition to contract cheating on tasks, instructors mentioned that giving feedback to tasks was very time consuming as much as it was beneficial for students. As they got used to making quizzes and ask short-answer questions, they found tasks evaluation quite hard and challenging:

As we assigned tasks generally, it was quite hard to evaluate them according to a rubric. My working hours increased, and it took so many hours to give fair and correct feedback when I compare it with the traditional assessment techniques. (Participant 4)

Sometimes, I spent the whole day giving feedback to the students' tasks. I felt more tired because of the evaluation process. (Participant 5)

Some of the weaknesses of the process created the challenges and students skipping lessons was one of them. Attending the lessons was not compulsory therefore, even the students who got internet access and technical equipment skipped lessons because they did not have to attend. Participant 2 explained "*Attendance was not taken, and this banned us from making effective lessons with adequate number of students".* Participant 3 on the other hand observed a different point and mentioned "*At first, attendance rate was high but after some time passed, I observed a decrease in attendance because it was not obligatory unlike in F2F education".* Participant 5 explained a very unfortunate event that he experienced "*At*

the last week, I was alone in the lesson, no students showed up. I carried out the lesson and recorded it by myself because I had to. As students had no obligation to take part in the lessons, they chose the easy way and skipped.

There was a common challenge occurred for both teachers and students which was connection problems. As it is a human-made invention, we cannot expect that all the procedures to run smoothly on the internet. There can always be problems and it was experienced a lot during ERT and online assessment:

> *Connection problems were problematic because we had to be present in the lesson even though students did not. We need to come up with a solution quickly. It was a bit stressful for me. (Participant 1)*
>
> *As we had connection problems from time to time, I always had extra equipment with me such as my tablet and phone. When I had a problem with the Wi-Fi, I used my phone's internet to go back the lesson, but students did not do it unfortunately. (Participant 3)*

The last code describing the challenges was lack of communication with the students. This mostly obstructed teachers from having communicative lessons as they needed students to create a dialogue. They mentioned that students unvolunteered to turn their cameras and microphones on even if they had one. As a result, teachers had very limited communication with the on-task students or sometimes no communication at all:

> *English should be an interactive lesson; however, students did not want to be active and turn their cameras on. They wanted to attend the lessons from the chat box, and this was not the same as being active. (Participant 1)*
>
> *As you know language teaching requires interactive communication. In online lessons, it was very hard to catch up with the classroom atmosphere where students were mostly active and produced language. (Participant 2)*
>
> *We had no eye-contact with the students, no body language observed during the lessons, and it was really hard for me. Even though their name was present in the lessons, they were not available behind screen most of the time. (Participant 3)*

Qualitative findings for the third research questions were analyzed in this section and challenges experienced during the remote EFL assessment were presented in detail.

4.4.1. Quantitative Results of Data Analysis for the Fourth Research Question

RQ 4. What do EFL instructors suggest for the improvement of remote EFL assessment practices?

The last question aimed to discover instructors' ideas and suggestions to overcome problems if similar situations happen in the future. Descriptive analysis of the suggestions was shown in the Table 9 below.

Table 9

Descriptive Statistics of the Suggestions to Improve Remote EFL Assessment (*N* = 22)

#	Items	Min	Max	*M*	*SD*
1	Outcomes of remote assessment should used for EFL teaching-learning improvement	3	5	4.09	0.43
2	Instructors should contribute to the decisions on remote assessment	4	5	4.05	0.21
3	Instructors should receive training on remote assessment	3	5	4.00	0.69
4	Instructors should receive training on using technical equipment in remote assessment	3	5	4.00	0.69
5	Remote assessment should compared to F2F in terms of outcomes and satisfaction	2	5	3.86	0.64

Note. The rating scale for the questionnaire was: Strongly Disagree (1), Disagree (2), Slightly Agree (3); Agree (4), Strongly Agree (5)

The aim of the fourth research question was to find out about the suggestions from the instructors to improve remote EFL assessment practices. Items that described some suggestions were selected and analyzed by using descriptive statistics. According to the Table 9 above the most chosen suggestion was to use the outcomes of the remote assessment to improve the EFL teaching and learning process with the highest mean value (*M*=4.09, *SD*=0.43). This was followed by another suggestion with a slightly lower mean value (*M*=4.05, *SD*=0.21) and the item was about instructors' contribution on the decisions of remote assessment practices. The third and fourth items shared the same mean value and standard deviation (*M*=4.00, *SD*=0.69). The former suggested that instructors should receive in-service training on how to assess learners remotely while the latter suggested that they

should receive in-service training on how to use technical equipment for online assessment from IT professionals. The last place was taken by the item that suggested comparing remote EFL assessment practices to F2F assessment practices in terms of learning outcomes and satisfaction with the lowest mean value (*M*=3.86, *SD*=0.64).

4.4.2. Qualitative Results of Data Analysis for the Fourth Research Question

To understand instructors' suggestions for better practices of remote EFL assessment, interview questions were asked to them. Qualitative analysis of the suggestions was presented in the Table 10 below.

Table 10

Interview Findings for Suggestions

Category	Codes for suggestions
Suggestions	Live/ Proctored exams
	Exam security-cheating prevention software
	Compulsory attendance
	Different set of questions
	Giving limited time for submission
	More in-service assessment trainings
	Raising Ss' awareness of task benefits
	Technology training for Ss

When asked about what they would change and suggest for the improvement of remote EFL assessment practices, instructors came up with parallel answers. The codes emerged from the answers were given in the Table 10 above. The analysis of the codes will be explained in detail with some quotations from the verbatim below.

The first and most given suggestion to make the remote assessment more reliable was to conduct live, proctored exams during the process. Instructors mentioned that students did not care about the exams and did not study because of the comfort they felt in the non-proctored exams. Their proficiency was affected negatively because their exam scores did not match the actual performance. Participants mentioned that proctored exams would create

a huge difference as students need to study and be verified that they are answering the exams themselves:

> *I can suggest conducting exams where students must use cameras and microphones. We need to observe them during the exams. I think live and proctored exams are a must in remote assessment. By doing so, they can show their actual performance in a reliable way. (Participant 2)*
>
> *I believe that students must turn their cameras on and take the exam while being recorded. We can watch them during the exam as online proctors. This would solve a big part of the reliability problem. (Participant 4)*
>
> *I would like to see students take the exams while their cameras are turned on. At least this could make us sure about they completed the exam themselves without cheating. (Participant 5)*

Another suggestion emerged from the interviews was using some exam security software that can prevent cheating during the exams. This shows similarity with the previous suggestion as the focus is on having fair exam results:

> *I believe, some software or program that prevents cheating should be used after making proper research for the most suitable one. It can decrease the possibility of cheating. (Participant 1)*
>
> *There is some software available, for example, when students click on another window, their exam is submitted automatically, and it becomes impossible for them to change the exam page. I believe this may help with the security problems. (Participant 4)*

Another suggestion that came from the instructors was making attendance compulsory at an acceptable level like in the F2F education. They mentioned that this could not be done because of students' lacking materials and sources to attend the lessons. However, the flexible attendance opportunity was misused according to the participants' reports. Therefore, they highly wanted to change the attendance rules in ERT:

> *I sometimes conducted the lesson myself. As a solution to this problem, I highly suggest making attendance compulsory. Students should be responsible for their actions; in this way, we can see their actual performance and assess them in a formative way. (Participant 4)*

It was very hard to conduct lessons with a limited number of students. I think attendance must be taken and the rules regarding attendance in F2F education should be applied to remote teaching. (Participant 5)

As seen above in the Table 10, participants also suggested assigning a different set of questions to a group of students. They commented that this can be practical when students do not have to turn their cameras on as happened in the current case. Participant 3 proposed:

I believe mixing the questions or assigning a different set of questions to students, not individually but as groups, would decrease cheating and create more reliable results.

Another point instructors suggested was giving limited time to students for task completion. According to the participants, students tend to cheat more if they are given an extended time to submit the task. They believed that the exact time to complete the task must be given to students to prevent cheating. Participant 3 explained:

In summative assessment, adjusting the time for the submission is very crucial. Time should be limited well otherwise, Ss tend to cheat more.

In a similar vein, Participant 5 described his ideas regarding the limited time by saying:

To make the assessment process more reliable, time for the tasks should be shortened. Giving too much time by thinking of the problems that may occur caused students to cheat more.

Participants also mentioned that they received in-service trainings on online assessment however, they clarified that in-service trainings are needed more. Their desire for professional development was observed. For that matter Participant 3 conveyed:

We completed the remote assessment process in the best way we could however, more professional development sessions are needed to make the process better.

It is clear in the interviews that students were unmotivated, and it was observed that their only goal was to pass the exams without being proficient in the language. As a suggestion to this, participants offered to raise students' awareness of the benefits of task by reminding them they are learning a communication tool rather than a lesson:

I believe it is very important for students to realize the importance of the formative assessment. They should know that these tasks are not burdens but beneficial assignments to show us, teachers, their actual performance. (Participant 1)

Students mostly feel like the score of the tasks/exams is everything that matter. If we inform them properly about the benefits of the assessment practices and make them aware of completing tasks can actually improve their language skills, they would be more successful. (Participant 3)

The last suggestion was also about students. Participants mentioned students also need training on how to use technology in an effective way because they are also a big part of the remote teaching and assessment and should be equipped well. Participant 2 established her opinions:

I think also students should be trained on the technology. They showed unresponsible attitudes towards the technical problems and expected us to solve them.

Parallel to this, Participant 5 mentioned:

Students did not have enough technical skills. For instance, some of them submitted their exams instead of switching to the next page and received scores they did not deserve. Not only teachers, but also students need to be given trainings on how to use technical devices and technology.

To answer the third research question, a variety of suggestion were offered to make the remote assessment practices more successful and reliable by the EFL instructors. Codes regarding suggestions were analyzed and presented in detail above.

4.5. Chapter Summary

This chapter demonstrated the findings of the present research regarding each research question. Research questions were analyzed with the help of the qualitative and the quantitative data and answers were provided.

CHAPTER V
DISCUSSION, CONCLUSION, AND IMPLICATIONS

Introduction

This chapter demonstrates the striking results of the research in summary by addressing each research question. Then, discussion of the essential findings of the results based on the previous research in the literature is presented. After the discussion, conclusion, implications, and suggestions for further research are also provided.

5.1. Discussion of the Findings

5.1.1. Discussion of the Findings of the First Research Question

Regarding the first research question "What are the EFL instructors' perceptions on the emergency remote EFL assessment practices?" and the sub-questions focusing on the perceptions about the strengths and the weaknesses of the process, the overall data suggested that instructors both had positive and negative perceptions about remote EFL assessment. For instance, they believed that EFL assessment practices were planned well and properly with enough administrative support in their institution. However, they stated that remote assessment practices are not as reliable and valid as F2F assessment and mentioned some weak points for instance remote assessment being easy to cheat because there was no online proctoring in the exams. They found remote EFL practices more time consuming and qualitative results were in line with this finding as teachers complained about excessive workload and unexpected meetings resulting in digital tiredness. Lack of equal learning opportunity for students was another negative point. On the other hand, becoming more digital literate by using tools and digital materials more and recording lessons for students to study later were pointed as the strengths of the remote EFL assessment.

Firstly, qualitative and quantitative data suggested that EFL instructors were pleasant with the planning and implementing new assessment techniques in a short notice. They mentioned that they were provided with enough administrative support. Similarly, EFL teachers had positive perceptions and were satisfied with the ERT implementation in different studies (Joshi et al., 2022; Paradina et al., 2021; Saini et al, 2021). It can be said

that teachers and instructors, in different contexts, adjusted themselves quickly and tried their best to complete this difficult process successfully. The results of Şanlı (2021) are in line with this, EFL teachers suggested that ERT was an 'effective practice' and 'the best at hand' therefore, even though they experienced challenges at the beginning, they made a progress during the procedure. Similar with the administrative support highlight, more than 70% of participants in Cahyadi et al., (2022) stated that their faculty followed learning activities to be sure about the teaching quality and learning implementations. Altınpulluk's (2021) findings contradict the current study because teaching staff in his research complained about the administration and the constant changes of decisions, not announcing the news on time and lack of administrative support. The contrast between the results may imply that focusing on teaching a language in an institution was more adaptable to ERT than in a faculty where there is a variety of lessons.

As of weaknesses of the process, remote assessment was pointed as less valid and reliable than F2F because online tests and exams were conducted without monitoring of a teacher and cheating became easy and unfortunately students consider this as an opportunity. Assessment security has been mentioned in related research worldwide. There were a lot of weaknesses because of the urgent shift; however, this was among the most problematic issues. Similar results regarding the unreliable assessment results, security issues in assessment, and students cheating/plagiarizing in online assessment were highlighted in Sekreter et al. (2021). In a similar vein, most of the Social Services lecturers in state and private universities highlighted that testing and assessment practices created weaknesses both in theoretical and practical lessons (Saruç & Aslantürk, 2021). Some precautions are suggested in the literature to prevent students from cheating and making remote assessment more reliable and valid such as letting students see the question only once without going back to the previous question, assigning a time-out for the questions etc. (Allehaiby & Al-Bahlani, 2021). In the same study, researchers argue that these precautions may prevent cheating but can make students' performance unreliable for other reasons such as maximizing students' stress and making them anxious by assigning a very limited time. In contrast to these findings, lecturers in Tanrıbuyurdu (2022) mentioned that security measurements taken to make the assessment reliable were adequate in their faculties and student participants from three different state universities in Türkiye highlighted that remote testing-assessment practices were objective in their institution (Aksu-Dünya et al., 2021).

Differences might be the reason of the different assessment techniques conducted in the institutions.

Another weak point suggested in the data that remote assessment practices were time consuming because of the excessive workload and unexpected teacher meetings organized to figure out how to implement tests-exams in the online context. The results show similarity between Donham et al., (2022), instructors defined their excessive workload and increased responsibility as a barrier and explained that they started to spend more time and effort for the lessons after ERT. Teachers' personal and work life must be balanced well otherwise other parts of the education would be affected. For instance, increased teacher workload was pointed as one of the reasons for unfair scoring when assessing students because of all the online courses, assignments/projects to evaluate as well as figuring out how to use remote assessment tools (Şenel & Şenel 2021). Similar results regarding the overwhelming work of teachers were found in different research in the literature (Chierichetti & Backer, 2021; Joshi et al., 2022; Sarıer & Uysal, 2022; Sekreter et al., 2021). Even though remote teaching and assessment provides flexibility with time and place, teachers were not happy with increased feedback sessions, screen time, evaluation of papers and they favored F2F practices. Working from home may corrupt working hours therefore teachers need to set their boundaries and spare themselves enough time for personal/family time.

Shift to ERT brought up financial imbalances between students. Even in a classroom, students' economical background could affect their success, in a teaching environment where they need technical equipment, internet access and tools it became very struggling for some students. Lack of equal opportunity has shown itself more in ERT process. Students did not attend lessons and were deprived of formative assessment, they had problems when taking the online exams because some of the exams were not suitable to complete by using mobiles. Cahyadi et al., (2022) found in their study that most of the students used their mobiles as learning devices and this created an inequality because some remote education tools and programs require fast Internet connection and using mobiles may disrupt students' learning. Not only teachers but also students complained about the lack of equal opportunity and stated that this was a significant weakness in ERT (Saltuk & Güngör, 2020). No one can deny that to keep students engaged in their education and minimize individual, socio-economic differences between learners by getting the maximum benefit from the remote

education, infrastructure and equipment of the education practices must be enhanced (Seyhan, 2021). It is also supported in the literature that when appropriate and necessary infrastructure and equipment are provided, remote teaching could diminish opportunity inequalities among students (Sekreter et al., 2021). Therefore, without waiting for another global or local crisis, institutions should make their back-up remote education planning by taking these suggestions and opinions into consideration.

Instructors also stated that they became more successful and proficient when using technology thanks to ERT assessment process. Even though they have been implementing technology in their lessons, ERT showed them endless ways to integrate it in English classes. Similarly, faculty members in Altınpulluk (2021) described that gaining digital literacy was one of the strong points of ERT. The results are in line with Gao and Zhang (2020) in which EFL teachers described that ERT provides them with opportunities to increase their knowledge and abilities to integrate information-technology literacy into online teaching. Besides teachers in the same study stated that they increased their confidence when they observe an increase in their technology literacy as it made them to integrate traditional classroom into online easily. In addition to teachers, students also were seemed to develop technologically as they started to use it more active (Görgülü-Arı & Hayır-Kanat, 2020). Basilaia and Kvavadze (2020) came up with parallel results and state that shift to remote teaching was successful and enough experience was acquired besides these experiences will be used in the future as well. The results might imply that teachers and students could improve themselves even in an unfortunate scenario. This obligatory improvement needs to be supported with professional trainings in digital literacy.

Finally, instructors highlighted the power of using cameras and recording features during remote EFL assessment. They thought that recording lessons were beneficial for the students. They used the videos as a source to study for revision or watched the lessons if they missed it because of a problem. Pre-service teachers in Ergüleç and Eren (2021) supported this view and mentioned that having the opportunity of attending both synchronous and asynchronous lessons was a positive side of the remote teaching therefore they have a flexible learning schedule for themselves and have the class material for a long period of time. Similarly, EFL students in Keskin (2021) stated the beneficial use of recorded lessons to enhance their language performance and/or study better. Faculty members in

Altınpulluk's (2021) study also highlighted the beneficial use of recorded lessons for students and remarked them as one of the strengths in ERT. In contrast, some results in the literature described that recording lessons put lots of pressure on the teachers because they felt that the outcome needs to be free from any errors and their privacy was violated therefore, they could not be at their best self (Akın, 2021; Sekreter et al., 2021). As observed, there are conflicted views regarding the lesson-recording therefore this issue needs to be analyzed for better online practices to provide the best working context for the teachers and best content for the students in the future.

5.1.2. Discussion of the Findings of the Second Research Question

Secondly, the researcher also aimed to discover top three assessment techniques that were used mostly in remote EFL assessment. Findings showed that multiple choice and open-ended questions were used 100% along with the task-based assessment during the remote assessment process. The third place was shared between three assessment techniques which are performance assessment, standardized tests, and project/demonstration with 68.2%. The percentage result was found in that range because the instructors who taught different language skills and the main course probably used different techniques for assessment.

To my knowledge, there is not any research found particularly describing mostly preferred remote or distance assessment techniques however, general remote assessment systems in the literature were discussed by referencing the findings. According to Gaytan (2004) needs in e-assessment such as technology, delivering information, different learning styles and learning outcomes must be balanced because students need to be assessed effectively while meeting the difficulties in the process. However, it is known that the quick shift to online assessment during COVID-19 made this planning and preparation to be balanced nearly impossible at the first stage. Therefore, in some institutions, midterm and final exams were replaced with process assessment in order to prevent problems (Allehaiby & Al-Bahlani,2021). It was found in the current study that the preparatory school under research did not completely change the traditional way of summative assessment and conducted exams by using multiple choice and open-ended questions in language assessment. Panadero et al., (2022) discovered that a large decrease in the use of exams was

reported by primary and secondary school teachers while teachers in higher and vocational schools declared that they did not change the frequency of exam use. Therefore, we can say that online exams are more practical and applicable with teenagers and adults but not so suitable for younger learners.

The high use of task-based assessment showed that formative assessment was also used during ERT. It seems like a smart choice to adopt task-based assessment into the procedure as language performance tasks play significant roles in classroom testing besides their use has increased in assessment processes by combining them into recent technological opportunities (Norris, 2016). According to Zhixuan (2021) conducting tasks into language teaching prevents time barriers in the classroom as learning still continues before and after the lessons; therefore, individual needs of students can be met and educational equity can be supported. Besides, implementing real tasks prepared according to students' needs and lives in language teaching provides them to feel united as a group (Baralt & Morcillo Gómez, 2017). Thinking about the positive sides of tasks mentioned, using task-based assessment as one of the key techniques during ELT seems very considerable under the urgent circumstances. Additionally, creating a variety of unique tasks may also prevent students from cheating and committing fraud in an online context.

The third place was shared between three assessment methods with the same rate. The use of performance assessment was also found high when assessing university students in Şenel and Şenel's (2021) study. They commented that performance assessment technique was used widely during the pandemic. As it is offered to use different kind of tools for remote assessment (Stödberg, 2012), using a variety of techniques may also ensure teachers about students' language abilities. Performance assessment includes projects/demonstrations which help teachers to show what students can do with authentic assessment materials. Therefore, this equality is supported here with the project/demonstration technique. Similar to this study, in Gaytan and McEwen's (2007) research, participants in an online teaching faculty reported that projects and simulations were mostly used in their online assessment (students 56%; teachers 48%). In the same study, teachers mentioned that they find the use of projects highly effective and ranked this technique in second place with 21%. Project based assessment in online delivery is favored in the literature as well. Some assessment techniques (used in F2F education) such as projects, essay writing, and discussions can also

be implemented in remote teaching as they require learners to show their content ability, problem-solving, group work adaptation, and effective connection (Gaytan, 2004).

Another finding was the use of the standardized test in the remote assessment. This may stem from the use of midterm and final exams for the summative assessment. Considering the urgency of the situation, assigning students a tool that they were familiar with the F2F lessons might be advantageous for them and decrease their exam anxiety. In contrast to this finding, Şenel and Şenel (2021) found that online tests were used at a low rate in remote assessment even though they are easy to adapt and evaluate. Similarly, teachers in a recent study (Rodrigues et al., 2022) highlighted that implementation of traditional tests to remote teaching was "medium-hard" and they stated disbelief in the use of traditional tests. The low use of standardized tests in the remote assessment may have resulted from the concerns of cheating opportunities in an unmonitored online test.

5.1.3. Discussion of the Findings of the Third Research Question

Regarding the third research question "What are the challenges reported in remote EFL assessment practices?" two types of data were analyzed, and the results yielded that the most significant challenge was students' not having enough technical equipment and/or internet. Both in quantitative and the qualitative findings, these challenges were reported first. Türkiye is a developing country; therefore, this result might be predictable however infrastructure and having online access are the main needs when changing the education from F2F to distance (Marioni, et al., 2020). Instructors reported that they had appropriate technological devices and internet access; however, not having enough students due to technical problems made the formative assessment procedure quite difficult. This result shows consistency with Sarıer and Uysal's (2022) study. The challenges were divided into eight themes and technical infrastructure and lack of access were stated. Similarly, same challenges were reported in different research in Türkiye (Aytaç, 2021; Balbay & Erkan, 2021; Sari & Nayır, 2020) and researchers described that having internet access and technical equipment created a difficulty in ERT. Not only in our country but also in other countries such as Ghana, Malaysia, Oman and Pakistan, students were reported to have no internet access and suitable learning environment (Mohmmed et al., 2020; Mukhtar et al., 2020; Owusu Fordjour et al., 2020; Yusuf, 2020).Even in this year when we expect that

technology should be very accessible, this unfortunate event showed that not all people share the same life standards. Also, this challenge is not a local one as interpreted above. Stakeholders must be aware of this fact when they are planning hybrid education or implementing distance courses in the curriculum.

The second discussion point emerged from the data is contract cheating. Students tended to be involved in academic misconduct more as there was not enough monitoring as in F2F education. The implementation of Turnitin as text-matching software was not believed to be sufficient in preventing various types of academic misconduct. Instructors explained that students were involved in collusion as a form of academic misconduct by getting illegal support from more proficient learners of English both in exams and in tasks. Therefore, students' scores might not reflect their actual performances as they did not indicate objectivity and reliability. In her thesis Aslan (2022) also discovered that EFL instructors in tertiary education also complained about the increase in cheating on some important tasks. Teachers in both studies were not sure whether their students completed the assignment or not. Before ERT was implemented, studies focused on cheating explained; as online exams are not monitored or cannot be checked synchronously, cheating can occur, because invigilators cannot check if students are searching for answers or discussing with others via messaging apps (Arnold, 2016; Varble, 2014). These findings are in line with Guangul et al., (2020) who highlighted academic misconduct as one of the most significant concerns in ERT. Unfortunately, academic misconduct has spread to everywhere and has been seen as a normal attitude for students according to the recent studies (Christensen-Hughes & Eaton, 2022; Krou et al., 2021). There are many key factors leading students to unethical academic behavior such as time pressure, having a variety of technological opportunities that make cheating is favorable (Amzalag et al., 2021). Recent studies have confirmed that students paying other people to prepare their assignments is a recent trend that keeps increasing (Birks et al., 2020). It seems that students prone to cheat regardless of the education style. However, while teachers in the current study and in the other research mentioned were suspicious about cheating in remote assessment and could not prove it, students in Yakar's (2021) study reported that exam safety could not be provided and most of the students cheated during ERT assessment process. So, instructors and researchers were right about having doubts and questioning the reliability of the remote assessment results. Recommendations relating to the prevention of academic misconduct will be taken into

consideration in the following section. Based on these doubts and problems that emerged in the literature, CoHE (2022) announced in their executive board regarding procedures and principles of distance education in higher schools that online/remote exams are prohibited, and all exams must be conducted F2F. It seems that the aim of this prohibition is probably to prevent academic misconduct from happening in online exams.

Another key challenge was lack of communication and interaction between teachers and students during the online lessons. Instructors stated that teaching English in online environments was difficult because students were unwilling to be on task. In a traditional classroom setting, it is easy to set tasks like pair-work, group work and engage students in the lesson; however, it is not easy enough in a remote English class. Similarly, teachers stated that they felt like a *'robot'* because communication and interaction were not managed successfully in their lessons, they always needed to carry the lessons themselves and described this problem as the major drawback (Aslan, 2022). This challenge was also determined in different research such as Süğümlü (2021) in which Turkish teachers complained about lack of communication and interaction with secondary school students. Additionally, Sari and Nayır (2020) found out similar results regarding inadequate student-teacher interaction; Hazaea, Bin-Hady, and Toujani (2021) also discovered that EFL teachers were affected negatively because of lacking communication with students during the lessons. On the other hand, Vurdien's (2019) findings contradict the current study and the mentioned research in terms of online communication and interaction. This study showed that EFL students in the experimental group who completed communicative tasks with their peers online through Zoom, outperformed the control group who engaged in the same tasks in F2F. However, the participants mentioned that they were still in favor of F2F lesson interaction and personal contact.

Participants also experienced challenges due to the student's absenteeism. This issue mainly led to the previous finding and students' skipping lessons created challenges regarding communication and interaction. Similar findings from the recent research were found in the literature; Hangişi (2022) highlighted in his master thesis that 17 EFL teachers who worked in different types of schools in Türkiye reported less/no attendance to the remote lessons. In a similar vein, EFL teachers thought that lack of attendance was the main challenge (Şanli, 2021), Aslan (2022) also found that attendance was one of the biggest

problems and resulted in teacher-centered lessons. In another study, Olsen et al., (2020) found that the shift to online education decreased attendance 24% compared to F2F class attendance and remarked that motivated students were more likely to attend remote lessons among Swiss students at tertiary level. However, we should not put all the blame on the students for not attending the lessons. Donham et al., (2022) clarified in their research that there were a variety of reasons that prevent students attend the lessons ranging from emotional situations, parental responsibilities and these impacted students' learning negatively.

The challenges emerged from the findings were discussed through the related literature. These points should be comprehended by the educational institutions from primary to higher education and stakeholders if remote or hybrid teaching is an option in the upcoming years. It is obvious that some precautions need to be taken to make the online teaching-learning-assessing procedures effective.

5.1.4. Discussion of the Findings of the Fourth Research Question

Finally, regarding the last research question "What do EFL instructors suggest for the improvement of remote EFL assessment practices?", the relevant data both from the quantitative and qualitative results were analyzed and to minimize the weaknesses in remote assessment, the questionnaire and interview results offered the following suggestions; outcomes of the remote assessment should be used in the future for teaching and learning EFL, instructors should contribute to the decisions in remote assessment, they should receive training both on remote assessment and how to use technical equipment effectively. In terms of exam security, participants suggested conducting proctored exams or using software to prevent cheating, students should be asked different set of questions and compulsory attendance should be implemented for effective formative assessment, besides, technical training for students were also suggested.

First, ERT that we experienced was a reason of an unfortunate and unexpected situation. However, it was suggested in the current research that the outcomes of the process should be used carefully because online assessment has been used in education till that time and will be used even more in the future. Similarly, OECD (2020) stated in their education

report that online assessment will continue to seek significant efforts from lecturers and universities to arrange reliable e-exams and assessment, therefore stakeholders may develop different assessment plans that promote students' high order thinking skills. In a broader aspect, Şahbaz (2022) describes that remote and/or hybrid teaching implementation are and will be used by the institutions therefore, the outcomes of the previous implementation (strengths and weaknesses) should be analyzed more in detail to provide a more confident system. Additionally, inferring from the outcomes of ERT is necessary because something suitable for ERT will not be acceptable for an online semester in a different setting; therefore, rather than duplicating F2F teaching by only integrating technology, a beneficial online teaching requires student engagement, collaboration, and communication (Schlesselman, 2020). It is clear that there is so much to learn from the results of ERT, participants only focused on the assessment aspect in the current research; however, each outcome could teach us a good lesson for the future of online lessons; therefore, they should be analyzed well.

Results indicate that there is a need for training on remote assessment and the use of technical equipment. Also, the training should not be limited with teachers because students need to receive training on how to use technology in education. The analysis supports the theory that teacher training should be increased in terms of technological and pedagogical aspects (Asociación de Enseñantes Universitarios de la Informática, 2020). In line with this suggestion, training suitable for teachers and students on different technologies that can provide smooth interaction between teachers and students or that show how to use some assessment software or programs effectively was also suggested in other research (Allehaiby & Al-Bahlani, 2021; Mihai, 2022; Montenegro-Rueda et al., 2021; Panadero et al., 2022). Besides, teachers who received training and were experienced in technological classrooms were found more flexible and observed as more quickly adjusted to the remote teaching practices than the others (Cooper et al., 2022). The results along with similar ones in the literature show the crucial importance of training for teachers and students. To make teachers and students ready for possible alterations in the assessment design, they need to receive pedagogical and technological training.

Unmonitored asynchronous exams were mentioned as one of the biggest weaknesses of the remote assessment process; therefore, the need for proctored exams and tests was highlighted by the participants. Another suggestion to provide exam security was using

software or applications that prevent or minimize cheating. It is possible to detect similar suggestions in the literature because it was experienced worldwide and not all the institutions could afford to use a software or obligate live exams. In a similar vein, Montenegro-Rueda et al., (2021) described in their study that most of the research conducted after the starting ERT focused on similar impacts however, e-proctoring showed the highest percent (32%) among the others. They also suggest using software, webcams, or text-matching software in order to prevent student from academic misconduct and deliver secure exams. A similar suggestion was emphasized by Denden et al., (2021), they offer teachers to use secure browsers that can prevent sharing/monitoring students' computer screen with the others. Not only teachers but also students find online proctoring useful. Student participants in De La Roca et al., (2022) described that using proctoring decreases chances on cheating, provides equal evaluation for all, makes their scores more meaningful and e-proctoring is required to provide academic integrity. Research conducted before ERT assessment also support e-proctoring in online examinations. For instance, Semerci and Bektaş (2005) clarify that to provide validity and reliability of the distance exams we should prevent students from cheating and be sure on the fact that the actual student who need to pass the exam is the one who completes it. Ensuring students' biometrics during an exam is a must to provide fair and reliable exam results. It has been observed that live exam monitoring requires financial strength; however, to provide proctored exams, more affordable ways should be searched to minimize security issues in the future.

Flexible attendance was marked as a weakness of the ERT assessment process because it decreased students' motivation to attend the lesson, made the formative assessment process difficult, and teachers could not be sure about students' language proficiency. Therefore, they suggested obligatory attendance like in the F2F teaching. Results show similarity between Hotar et al., (2021) in which %41,7 of the teachers suggested obligatory attendance and grading students' attendance frequency or attendance duration. On the other hand, most of the students (%61,5) in the same study chose non-obligatory attendance and favored non-monitored attendance continuously. It is a general fact that language teaching requires interaction, when there is not enough participation, it decreases the lesson quality. It could be difficult to attend synchronous lessons when other members of the family also need to participate in another online meeting and students need to complete other plans (Gillis & Krull, 2020); however, teachers stating this alteration in

the online lessons should be considered and future arrangements should be planned accordingly.

5.2. Conclusion

This study aimed to investigate EFL instructors' overall perceptions on the remote EFL assessment practices conducted at the SFL, ÇOMU after the COVID-19 lockdown. Their perceptions are divided into strengths and weaknesses of the process through semi-structured interviews. Besides, the most used testing and assessment techniques, challenges experienced during the process and some suggestions from the instructors are described to fill the gap in the literature.

In this current research, a mixed-method case study design was conducted. A total of 22 EFL instructors working at the institution, voluntarily attended the quantitative part of the study. The quantitative data were collected through the questionnaires from the instructors. This process was followed by gathering the qualitative data from the five of the instructors through semi-structured interviews. The results were inspected through SPSS 26.0. and content analysis.

By analyzing the quantitative and qualitative data of the research, the conclusions of the study are presented in items below.

- Instructors have both positive and negative perceptions about the remote EFL assessment practices. They had a consensus that ERT assessment practices were planned appropriately even though the process had to be changed in such a short period of time. They were also pleasant about the administrative support in the process and the task completion time assigned to the students.
- As for the weak points of the process, participants agree that remote EFL assessment practices are both less reliable and valid than F2F practices because some exam security precautions were not taken. They mentioned that remote assessment techniques are easy to cheat and exams without proctoring make it easier for the students. However, proctoring is not manageable in remote assessment because of some financial, technical, and pedagogical reasons.

- It was reported by the participants that ERT assessment is more time consuming than traditional assessment; therefore, delivering feedback to students is not practical enough and creates an excessive workload for the teachers.
- In remote assessment, assessing each language skill adequately is hard because of the unusual exam settings. While speaking assessment is practical with students are present in front of a camera, listening assessment is difficult because of students' reluctant approaches to be on-task during the class.
- Providing recorded lessons to the students is beneficial in ERT because they can watch the lessons over and over before an exam for revision or if they miss a lesson because of a technical problem. This may help students' summative exam results or improve their language skills.
- Lack of equity for students is one of the problematic points in ERT. Not every student has internet access or laptops at their homes. Therefore, the institution needs to set a noncompulsory attendance policy to diminish the negative outcomes. However, not only students with no access to internet or equipment but also the others misused the attendance policy. As a result, some lessons ended up with no attendance at all.
- While trying to figure out how the online assessment tools and techniques work, instructors spent a considerable amount of time in online meetings even at the late hours of the day. This unplanned meetings and the other works teachers need to complete resulted in a digital tiredness.
- The most preferred assessment techniques in remote language assessment were Multiple choice and Open-ended questions for summative assessment, Task-Based Assessment Performance Assessment, Standardized Tests and Projects/ Demonstrations were also used mostly in ERT.
- As in every new setting, there were some challenges experienced by the subjects of education process. Such as students not having adequate technical equipment and/or internet; students' reluctance to complete the tasks resulted in connection problems in lessons, communicative lessons were very hard to achieve, contract cheating became more popular and most of the students had other proficient learners of English complete their assignments.
- It can be said that there is a need for training for both teachers and students to make the process outcomes more beneficial. Both parts know how to use internet

and other technical materials however, remote assessment is another point that needs to be improved.

- It is highly suggested that remote tests and exams should be proctored and live to prevent cheating or keep it minimized. Besides, some software can be used to make the exams more secure and get reliable results.
- To prevent students from cheating, assigning different set of exam questions to students and giving limited time for task submission should be considered.
- Lastly, attendance needs to be taken in remote lessons even though it is hard to maintain. Therefore, students would feel that they need to attend the lessons and teachers would have some data for formative assessment.

5.3. Implications

The results of the current study indicated that participants both had positive and negative perceptions about the remote EFL assessment practices. When we think about the possibilities of implementing a remote or distance education program in the future, institutions and practitioners may need to make inferences from the instructors' views on the matter and identify the specifications of a remote language assessment program. By doing so, the authorities would be aware of the possible weaknesses of the remote assessment procedures and try to eliminate them to get the best possible practice. Each perception of the EFL instructors describe an invaluable data for the future remote teaching possibilities.

Furthermore, it seems that hybrid teaching practices will be included in education with some proper planning. Therefore, digital pedagogy training for in-service, pre-service teachers and students should be considered. Some lessons in the faculties of education could be designed and implemented into the curriculum for the pre-service teachers. Therefore, they would be ready to teach online if some unexpected situation happens in the future. For in-service teachers, professional development trainings might be provided by the institution directors or MoNE for the ones teaching at state schools. They already gained some technical experience, and it should be used for their benefits. It was mentioned in the research that also students need digital training. They know how to use technology efficiently; however, they had some unfortunate events that reflected negatively on their exams. Therefore,

students need to be provided with necessary education to learn how to use technology properly in education.

Moreover, it was indicated that instructors experienced challenges regarding the principles of testing and assessment. Especially, validity and reliability were affected the most. Assessment professionals need to create online assessment programs that would diminish the possibilities of cheating. Therefore, the results would be fair, and students behave accordingly. Technical and economic problems were another result of the security related challenges. Therefore, IT professionals need to work to create affordable and manageable testing and assessment tools. It was nearly impossible to use a proctoring tool in the state universities because of the prices and the difficulties in implementation; however, authorities in government need to inform or hire people in charge to make these tools accessible in each type of institution. Suggestions from some foundation universities, which conducted exams by using a proctoring tool, could be taken or the procedures might be analyzed by researchers for the governmental support.

Furthermore, it was highly suggested using proctoring tools in this study and similar research; however, as it was mentioned in the literature review, proctoring tools cannot be fully trusted and violate students' personal privacy. Therefore, rather than depending on proctoring tools or recording students' performance in the exams, designs of the assessment tools might be changed to prevent students from cheating. Additionally, ethical issues need to be understood well by students. Avoiding deliberate or accidental plagiarism need to be taught well. Teaching academic integrity to students could be integrated into the university curriculums. As Eaton et al., (2023) suggested in their research conducted in 4 different universities in Canada with the participation of 330 faculty members, department and institution-based factors have significant importance both in promoting academic integrity and preventing academic misconduct. Therefore, stakeholders need to do their part by making necessary research and conducting essential precautions.

Additionally, it was observed that some of the challenges were experienced because teachers and directors did not want students to feel like outcasts just because they did not have the proper technical tools to attend online lessons. It is known that Türkiye is a developing country, and it is possible to see students from different economic backgrounds

at a state university. In F2F education, these differences may not affect students' success or performance; however, inequality of opportunities became more visible during ERT. Ensuring that students have opportunities in equality is one of the indispensable principles of education. Even though this was not provided in such a swift change, future practices must be planned accordingly to overcome this problem. Therefore, if students would experience such a scenario in the future, necessary social support needs to be provided to include them in remote education like their advantageous peers. Governmental or institutional support may be thought to provide tablets, internet access, webcams etc.

Finally, the significant impact of curriculum on teaching has been highlighted in remote teaching context. Testing and assessment units in preparatory schools could work with curriculum designers and can make inferences from the current study. Suitable preparations can be created and held ready to use in terms of any emergency. Especially, policy makers and directors in preparatory schools can acquire serious benefits from this study. Because strengths and weaknesses along with the challenges of ERT assessment were clearly described in the study; therefore, they can comprehend it better and be prepared to integrate it. By doing so, stakeholders may understand the benefits and constraints of remote EFL assessment and can implement the program into the system in a more competent and assured way.

5.4. Suggestions for Further Research

Emergency remote teaching has come to our lives and left after the lockdowns. However, its effects on the education still remain and should be investigated because hybrid education practices will probably be used in the future. Some suggestions for further research regarding remote assessment will be presented. First, the present research is a case study focusing on only one state institution, another study can be conducted with different higher institutions combining private and state institutions to see the changes under the different economical support in a private case. Besides, the sample size was very small in the present research, another study can be conducted with a higher number of participants from different institutions. Collecting more data can affect the reliability of the research positively. Thirdly, this study only presented the perceptions of the teachers about the remote assessment,

students' perceptions regarding the matter can also be searched to perceive the process from a different perspective.

Next, the exams and tests for summative assessment were carried out asynchronously in this case, another example where exams were proctored can be investigated to see the differences in the proctored and unproctored remote assessment. Also, this study has a focus on remote EFL assessment; however, participants' perceptions might change if the assessment of other lessons such as math, social sciences, music, etc. would be investigated with the participation of other in-service teachers. Each lesson has its own objectives even though evaluation and assessment techniques show similarity, some parts of the process may show differences. Further research is required to discover the remote assessment process of other disciplines. Finally, the qualitative data collection procedures might be changed and done F2F. Two of the interviewees of the present research did not turn their camera on during the online meetings showing that they were not comfortable enough during the meeting. Seeing the participant in a real context or even meeting them beforehand might change their approach to the interview and they might feel more genuine.

5.5. Chapter Summary

This chapter presented the discussion of each research question, conclusion, implications, and suggestions for further research. The finding of the research in relation to the research questions were discussed by referencing the related literature. After that, conclusions were listed through checking the discussion. Following that part, some implications regarding the remote EFL assessment were explained in detail. Finally, recommendations for further research were put forward to address the limitations of the current study and fill the gaps in the literature.

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APPENDICES

APPENDIX A

THE ETHICS COMMITEE APPROVAL

T.C.
ÇANAKKALE ONSEKİZ MART ÜNİVERSİTESİ REKTÖRLÜĞÜ
Lisansüstü Eğitim Enstitüsü
Lisansüstü Eğitim Enstitüsü Etik Kurulu

Sayı : E-84026528-050.01.04-2100073599 24.05.2021
Konu : Başvuru İncelenmesi

Sayın Kübra GÜNAL

Yürütücülüğünüzü yapmış olduğunuz 2021-YÖNP-0398 nolu projeniz ile ilgili Bilimsel Araştırmalar Etik Kurulu'nun almış olduğu 20.05.2021 tarih ve 09/35 sayılı kararı aşağıdadır.

Bilgilerinize rica ederim.

KARAR-35- Kübra GÜNAL'ın sorumlu yürütücülüğünü yaptığı "Emergency remote EFL assessment practices: A case of Çanakkale Onsekiz Mart University" başlıklı araştırmasının, Bilimsel Araştırmalar Etik Kurul ilkelerine **uygun olduğuna** oy birliği ile karar verilmiştir.

Prof. Dr. Salih Zeki GENÇ
Kurul Başkanı

APPENDIX B

QUESTIONNAIRE ON EFL ASSESMENT PRACTICES DURING EMERGENCY REMOTE TEACHING

Dear English Language Instructor,

This study aims to collect information about the remote EFL assessment practices conducted during emergency remote teaching period because of COVID-19. Please note that there are no right or wrong answers to any of the items in this questionnaire. All of your responses will remain anonymous, and the collected data will only be accessed by the researchers.

Please note that participation is voluntary. Your willingness to take part in the research is indicated by the completion and submission of the questionnaire. In any case, if you decide to withdraw from being a participant, notice must be addressed to the researcher's e-mail within 7 days of the completion of the questionnaire.

The accuracy of your responses holds so much importance as the results may affect the future of remote English language assessment practices and shed a light on some of the problems. Please fill in all information below as accurately as possible.

If you need any further information about the study, please contact me.

Thank you for your contribution.

Kübra GÜNAL; MA student

Thesis Advisor; Dr. Salim Razı

1)Please check the boxes of the assessment tools/techniques used at your institution to assess English language skills during the emergency remote teaching process.

Check the <u>synchronized (S)</u> or <u>asynchronized (A)</u> box depending on how you carried out these techniques.

To avoid any confusion, I provided the descriptions of each type of assessment tool for your reference information.

Assessment tool	Description	S	A
☐ **Checklist**	A listing of skills, behaviors, and/or characteristics used by teachers, or by students themselves, to record students' progress toward predetermined objectives.		
☐ **e- Conference**	A meeting between individual learners, the teacher, and in some cases, family members, which entails an online conversation about a student's progress.		
☐ **Learning journal**	A log in which students may record reflections, responses to lessons, self-assessments of their own learning, and so on.		

☐ **[1]Multiple Choice/ [2]Open Ended Qs**	[1]An assessment item consisting of a stem, which describes the info. or problem, followed by a list of possible responses, also called as options or alternatives. [2]Questions requiring learners to formulate their own answers with several word or phrases.		
☐ **Oral assessment**	A usually-informal assessment of a student's reading skills and/ or oral fluency.		
☐ **Peer assessment**	An instrument used by students to assess their classmates' performance and provide constructive feedback.		
☐ **Performance assessment**	Performance assessment measures students' skills based on authentic tasks such as activities, exercises, or problems that require students to show what they can do.		
☐ **e-Portfolio assessment**	e-Portfolio is a purposeful collection of information and digital artifacts that demonstrate development or evidence of learning outcomes, skills or competencies.		
☐ **Project/ demonstration**	Independent work carried out by either individual learners or in groups and presented to the teacher and class.		
☐ **Rubric**	A formal evaluation tool which outlines the specific criteria on which a student's performance will be graded.		
☐ **Self-assessment**	Students' monitoring of their own development and forming judgments about their progress.		
☐ **Standardized test**	A formal examination of specific skills that is administered and scored in a consistent manner for all examinees. this is the most objective and scientific means of assessment.		
☐ **Task-based assessment**	An assessment in which learners are evaluated based on their ability to carry out a specified task "that involves individuals in using language for the purpose of achieving a particular goal or objective in a particular situation" (Bachman, 2002, p. 458).		
☐ **Interview (Online)**	Instructor interviews the learner via online technologies.		
Please indicate the names of the other assessment tools/ techniques with a short definition if they are not listed above. Remember to note whether they are synchronized or asynchronized.			
Others: **1)** **2)** **3)** **4)**			

*(F2F**: Face-to-face*)

Item	Strongly Disagree	Disagree	Slightly Agree	Agree	Strongly Agree
1. Emergency remote EFL assessment practices have been planned appropriately in our institution.					
2. Emergency remote EFL assessment techniques are more time consuming than F2F** assessment techniques.					
3. Emergency remote EFL assessment techniques are more practical than F2F assessment techniques.					
4. Emergency remote EFL assessment techniques are less reliable than F2F assessment techniques.					
5. Emergency remote EFL assessment techniques are less valid than F2F assessment techniques.					
6. Delivering feedback to students about their language achievement is easier in remote assessment.					
7. Within the emergency remote EFL assessment practices, each language skills are assessed adequately.					
8. Within the emergency remote EFL assessment practices, the time provided for the students is enough to complete the task.					
9. Proctoring in the remote EFL assessment practices is more manageable than F2F assessment practices.					
10. I have experienced some challenges when assessing students due to lack of IT skills.					

11. I have experienced some challenges because I did not have any online assessment experience before.					
12. I have experienced some challenges because of students' reluctance to complete the tasks.					
13. My students have reported some challenges due to inadequate technical equipment (such as no access to internet, not having a PC etc.).					
14. There has been enough administrative support provided for remote EFL assessment practices since the very beginning of the pandemic.					
15. Emergency remote EFL assessment practices have been designed by taking the instructors' skills (technical, pedagogical and others) into consideration in our institution.					
16. Instructors should receive in-service training on how to assess learners remotely.					
17. Instructors should receive in-service training on how to use technical equipment for online assessment from IT professionals.					
18. Instructors should contribute to the decisions regarding remote EFL assessment practices.					
19. Outcomes of remote EFL assessment practices should be used to improve the teaching and learning process.					
20. Remote EFL assessment practices should be compared to formal assessment in terms of learning outcomes and satisfaction.					

Demographic Information

- **Gender** ❑ Male ❑ Female
- **Native Language** ❑Turkish ❑English ❑Other (……..)
- **Graduation** …….. Department
- **MA Degree** ❑Yes ❑No

  if yes; …….. Department
- **PhD Degree** ❑Yes ❑No

  if yes; …….. Department
- **Teaching Experience**

  Total T.E …… years

  T.E at higher education …… years
- **Position at the Institution** ❑ Full-time ❑ Part- time
- **I have experience in distance education as a student.** ❑Yes

  ❑No
- **I have experience in distance education as a teacher.** ❑Yes

  ❑No
- **I have experience in distance education as a manager.** ❑Yes ❑No
- **I am a member of the testing unit at my institution.** ❑Yes ❑No
- **I used to be member of the testing unit.** ❑Yes ❑No
- **I was prepared for the emergency remote assessment practices because I had received related in-service training.** ❑Yes ❑No
- This is a mixed design study, so interviewees are needed for further data collection. If you are willing to take part in the interview which will only take 10-15 minutes, please share your e-mail so that I can arrange an online meeting with you. Thanks for your contribution.

  e-mail:

APPENDIX C

Semi-Structured Interview

A) Demographic Information

- Which department did you receive your BA degree?
- What was the latest education degree that you completed? (BA- MA- PhD)
- How long have you been teaching?

B) Interview Questions

1. How do you describe remote EFL assessment practices?
2. What points should be improved in remote EFL assessment? What would you like to change in this assessment procedure?

   (revised) What is the most important weakness in remote EFL assessment? What would you like to change in this assessment procedure? (
3. Have you experienced any challenges during this process?

   3a) If yes, what is the biggest challenge that you experienced. Did you manage to solve this problem and take any precautions about it? How?
4. What is the most significant achievement that makes you pleased in remote EFL assessment process? Why?
5. How would the testing and assessment practices be more beneficial in remote EFL teaching?
6. What are the strengths and weaknesses of the remote EFL assessment practices? Can you specify at least 3 of them for each category?
7. What are your suggestions to improve remote EFL assessment practices?
8. Do you have anything to add?