

Unpacking Turkish EFL instructors' Challenges and coping Strategies for E- Assessment

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Background

This study is concerned with the response of this final group of professionals. Its purpose was to learn about preparatory school instructors' transitions from traditional classroom settings to online teaching as a result of school closures caused by the COVID-19 / Coronavirus pandemic.



Theoretical Framework

From a constructivist perspective, an educator gains knowledge about teaching and learning via all of their experiences as a student or as a teacher. Educators develop adaptive competence as a result of these experiences, which informs them as they make future decisions. However, many teachers lacked the competence necessary to make the seamless shift to online education necessitated by the COVID-19 epidemic. For example, the majority of preparatory language school educators in our Turkish context are unfamiliar with distance learning and the associated technologies for assessment as well. Research on instructional technology applications indicates that instructors generally lack the competence to integrate technology into their classrooms, and their attempts are limited in scope, diversity, and depth (Fredricks [on](#) & Warrington, 2020).

Methodology

During the COVID-19 pandemic, 57 full-time EFL teachers routinely teaching in foreign language schools in Turkey who were engaged in remote emergency online instruction completed the survey. They were male and female instructors holding MA and Ph.D. degrees in TEFL. Their age ranged from 25 to 48 years. Due to time constraint, the participants were selected using the purposeful sampling method. It was distributed by google form within 25 universities, based on purposeful sampling?. The participants were representative of the teachers across a variety of schools in Turkey with a range of teaching experiences, working with learners at different levels of English language proficiency who came from different socioeconomic backgrounds.

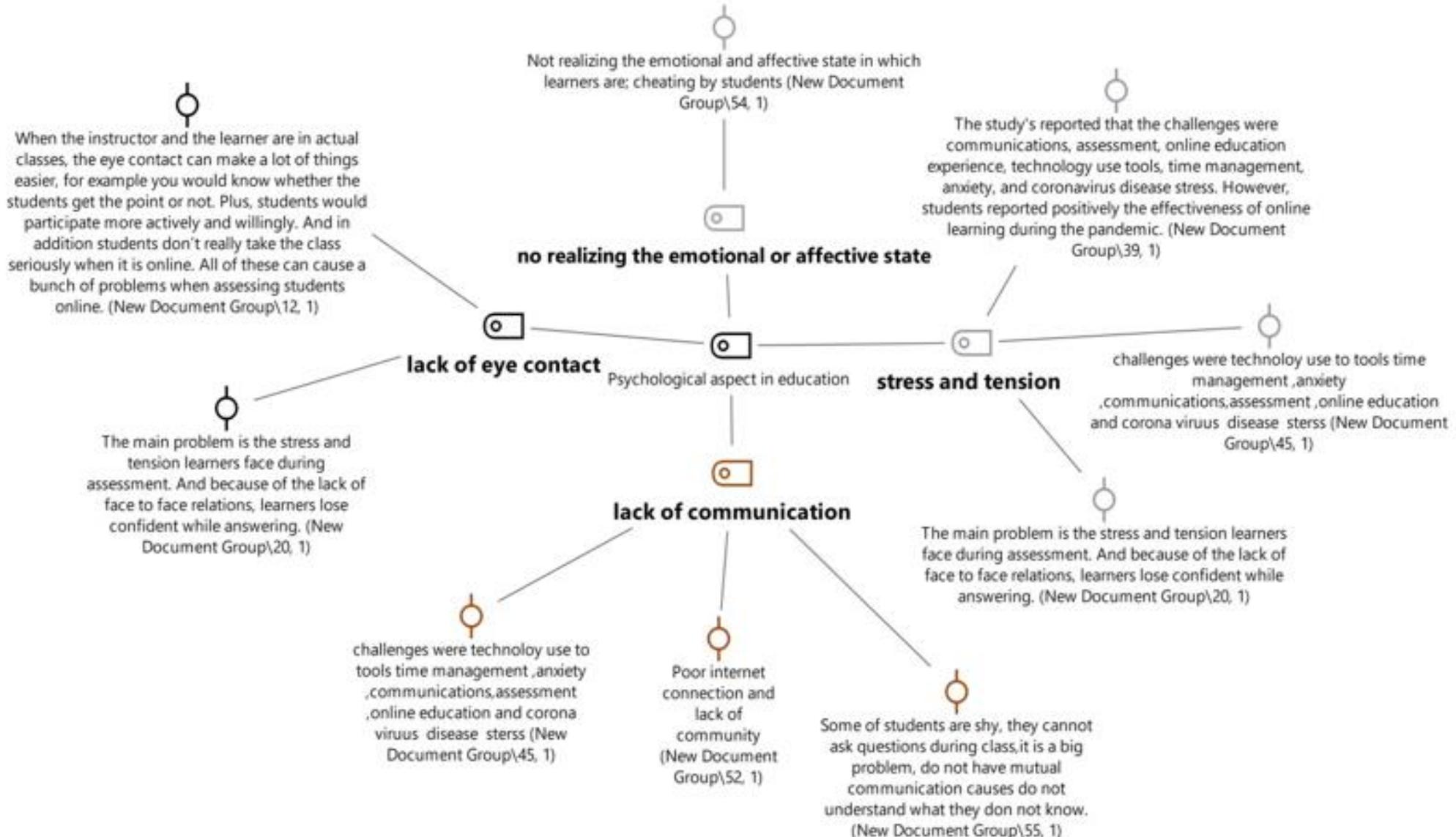
Instruments & Procedures

A demographic questionnaire was used to elicit personal information about the participants including age, first language background, gender, years of teaching experience, and so on. To elicit the participant teachers' problems in online assessment and their instructional approaches during the COVID-19 pandemic, while they were engaged remote emergency online instruction, a set of open-ended survey-type questions were extracted through literature review by the researchers. The questions were submitted to expert judgment to be discussed in terms of content and appropriateness whereby they underwent some modification stages until total agreement was reached about their content and face validity by the panel of experts.



Data Analysis

Braun and Clarke's (2006) six-stage coding process was used to identify and extract patterns and themes from the data. This procedure involved two stages. First, to insure the validity of the themes and subthemes, two expert researchers were asked to review the data and comment on their authenticity and genuineness before being considered by the researchers of this study for coding and thematic extraction. Next, the researchers separately read and reread the collected data in order to get acquainted with them. Then, drawing on previous literature and DCE as a reference point, they coded the data and extracted the themes and sub-themes using the MAXQDA 2022 software to explore the participant teachers' problems and challenges in online assessment. Following that, the researchers performed a comparative evaluation of the extracted themes against those in the existing literature to check their congruence and consistency. Finally, the researchers refined the themes and selected specific instances to exemplify each one. The procedure intended to increase the transparency and accessibility of the instructors' experiences with emergency remote online instruction and assessment.



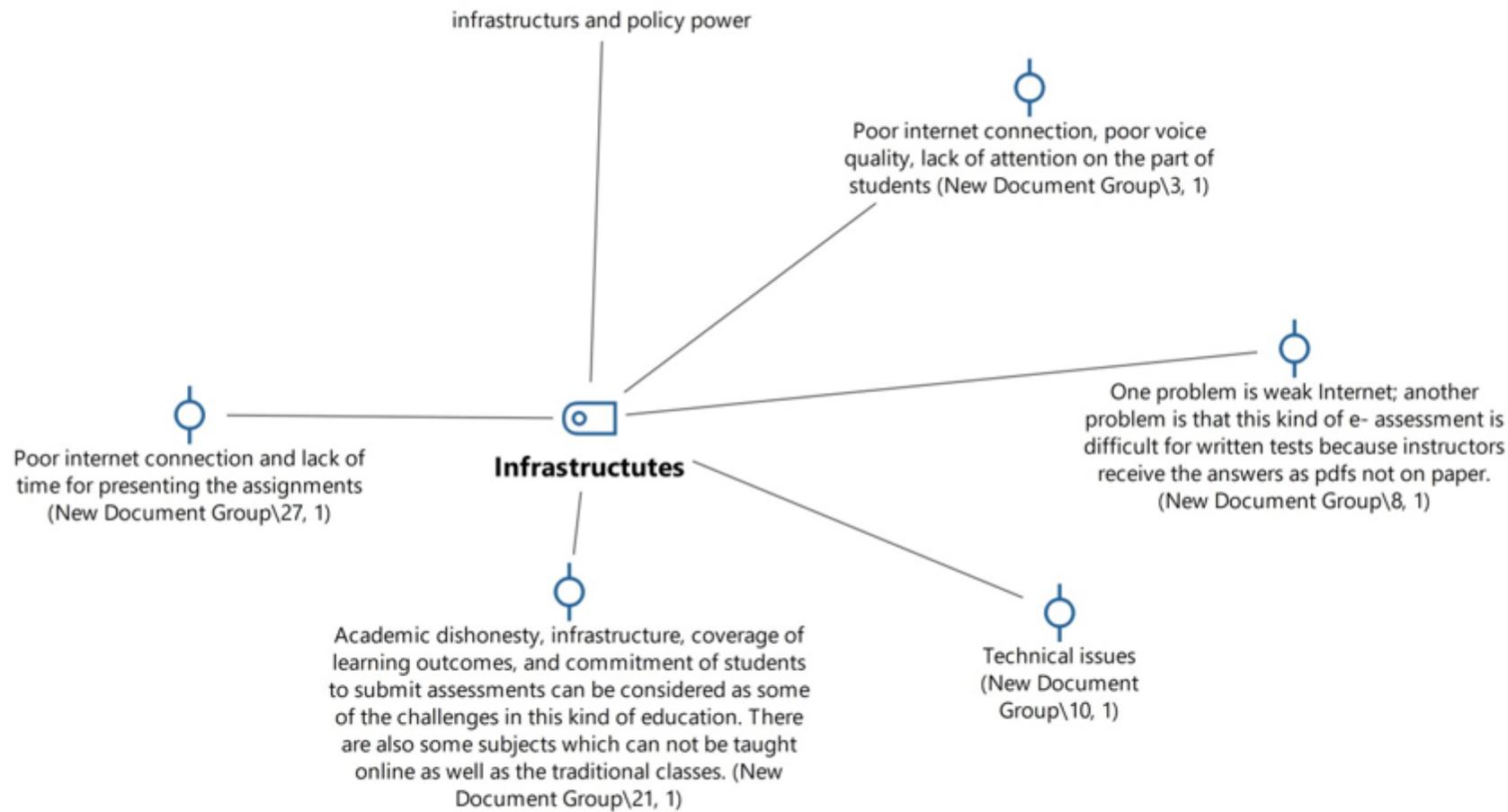


Figure 4: Infrastructure Challenges (Theme 4)

When the instructor and the learner are in actual classes, the eye contact can make a lot of things easier, for example you would know whether the students get the point or not. Plus, students would participate more actively and willingly. And in addition students don't really take the class seriously when it is online. All of these can cause a bunch of problems when assessing students online. (New Document Group\12, 1)

lack of active learning in online environment

Lack of possibility to monitor them. (New Document Group\30, 1)

One problem is weak Internet; another problem is that this kind of e-assessment is difficult for written tests because instructors receive the answers as pdfs not on paper. (New Document Group\8, 1)

lack of digital ways to assess

lack of monitoring

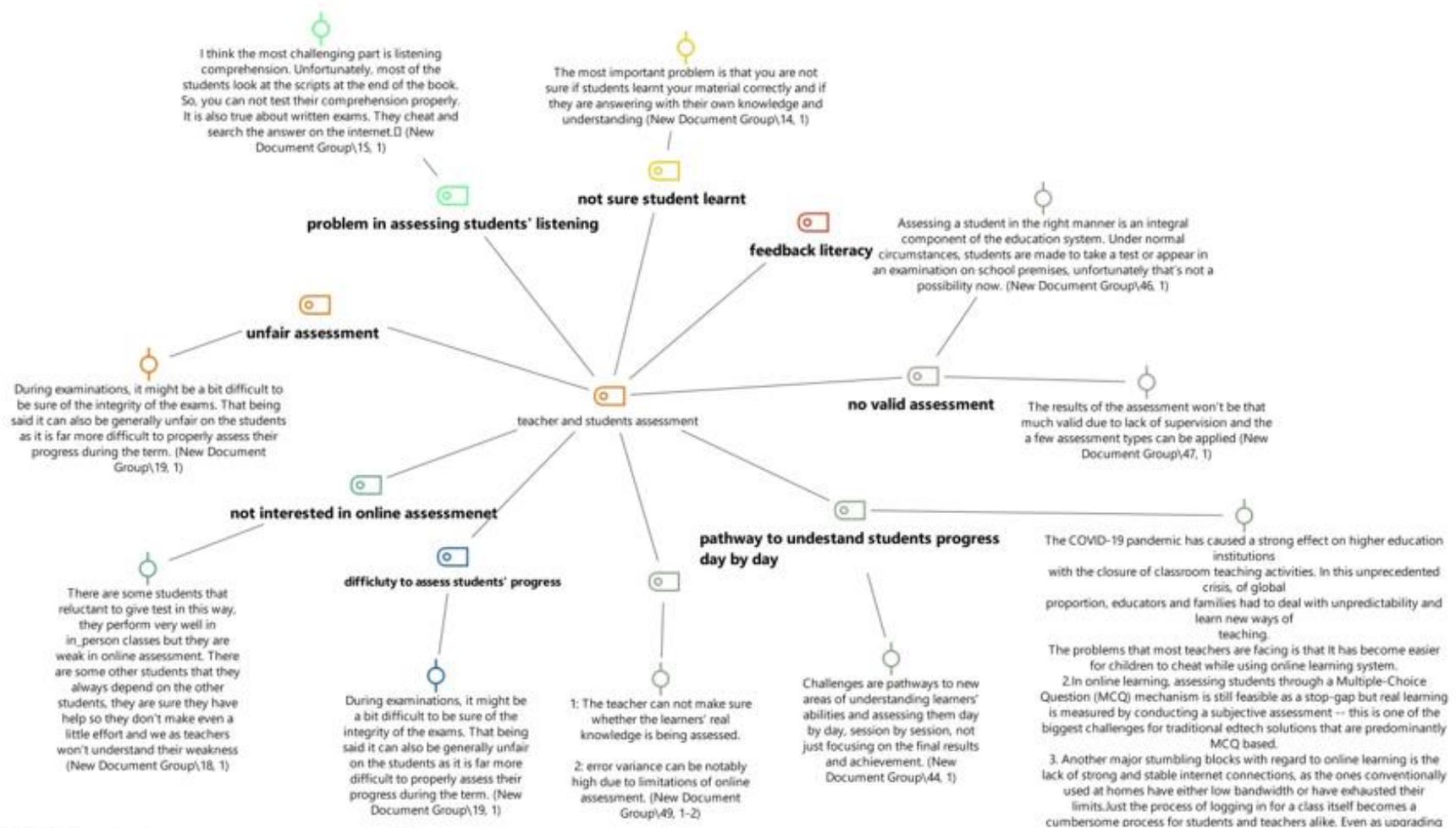
teacher and students technology literacy

To begin with, the fact that they are not observed by a proctor can be mentioned. Also, they may not be familiar with working with technological devices e.g. typing. (New Document Group\50, 1)

lack of flexibility

Security,
Cheating,

Lack of flexibility with some task types (New Document Group\1, 1-3)



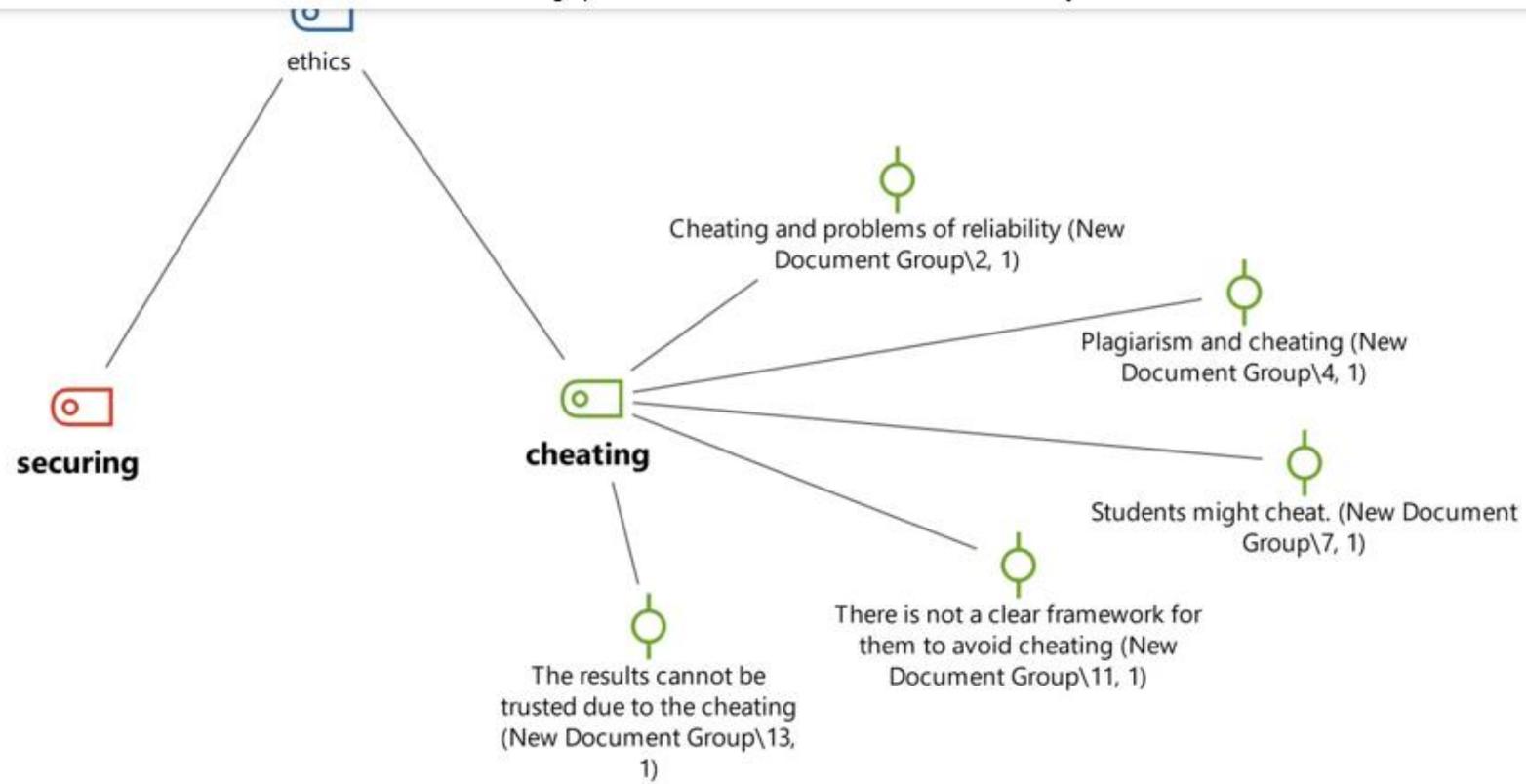
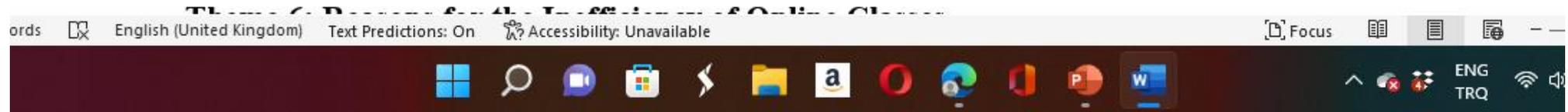


Figure 5: Ethical Issues in Online Assessment (Theme 5)



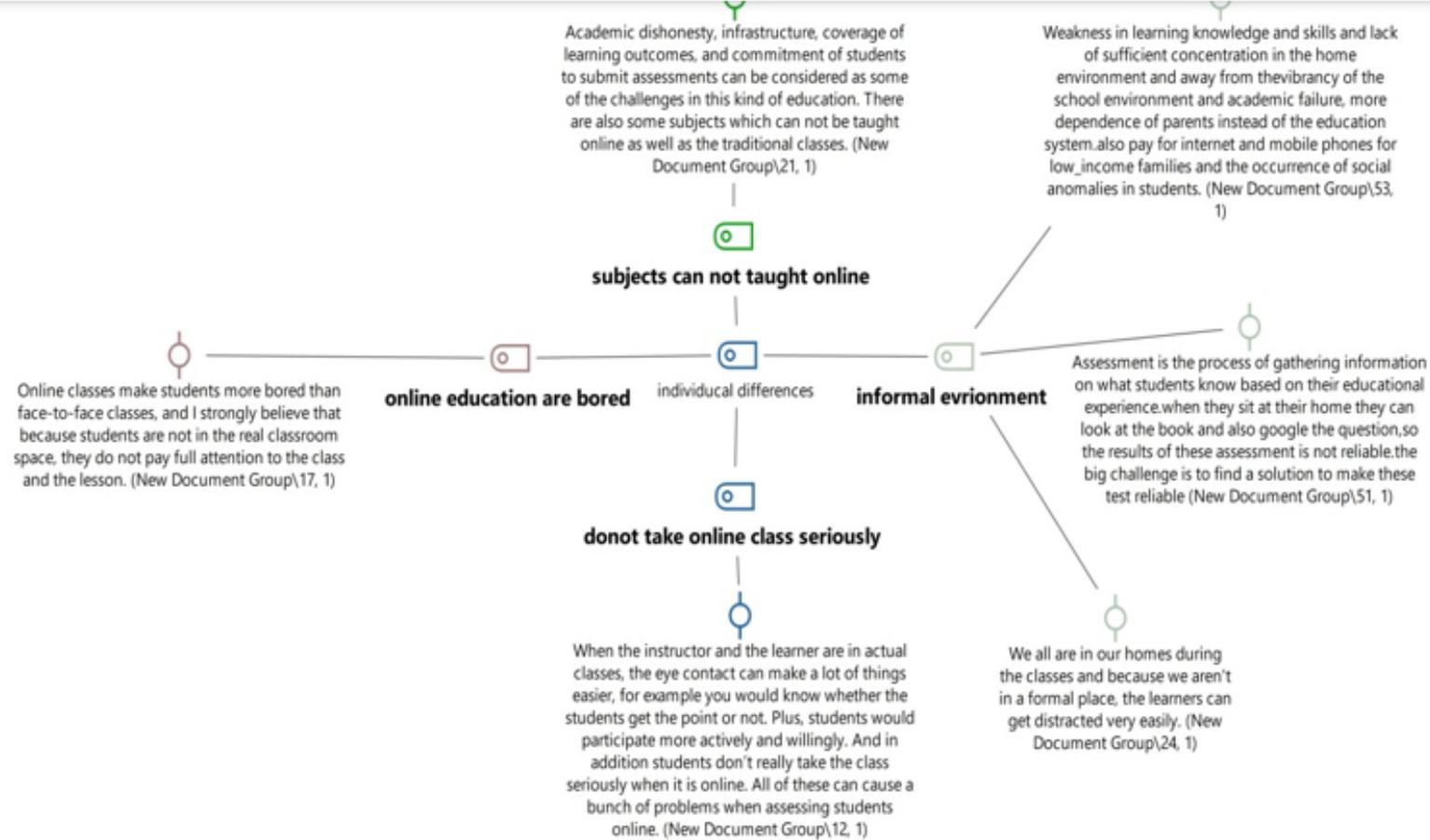


Figure 6: Reasons for the Inefficiency of Online Classes (Theme 6)

This study was an attempt to explore the challenges and problems facing EFL teachers in assessing their students' knowledge and ability in English as a foreign language (EFL) in online classes during the outbreak of the COVID-19 pandemic in Turkish schools. Generally, the findings of this study revealed that the EFL teachers' attitudes towards online assessment can be summarized in the form of six themes each with a number of subthemes. The six major themes included *psychological aspects of online assessment, teachers and students' technological literacy, teachers' attitudes about the drawbacks of online assessment, infrastructure challenges, ethical issues in online assessment, and reasons for the inefficiency of online classes.*