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Exploring Language Teachers' Assessment Practices and Language Learners' Perceptions
towards Assessment in the Online Environment

by

Yunjung Nam

Under the Direction of Sara Cushing, PhD

A Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree of

Doctor of Philosophy

in the College of Arts and Sciences

Georgia State University

2021

ABSTRACT

Despite the importance of teachers' assessment expertise for successful language teaching and learning, previous research studies reported insufficient or inefficient training in assessment (e.g., Vogt & Tsagari, 2014; Lam, 2015). While there have been efforts to provide better training opportunities, language teachers and teacher educators were faced with another challenge: the forced transition to online teaching (i.e., emergency remote teaching) in response to the COVID-19 pandemic. This study aimed to explore teachers' assessment practices and learners' perceptions in that specific online context. To offer valuable implications for teacher education, the graduate teaching assistant (GTA) group was highlighted in the investigation. The three overarching research questions guided this study: 1) What were language teachers' practices and perceptions regarding online assessment? 2) What were the challenges and opportunities faced by GTAs regarding online assessment? 3) What were language learners' perceptions and challenges related to online assessment? The data were collected quantitatively (online surveys) and qualitatively (semi-structured individual interviews). The survey participants included 124 teachers and 97 learners in language courses offered online in Fall 2020 at US universities. The interviews were conducted with eight GTAs, three language program coordinators (who were responsible for teacher training), and eight learners. The findings suggested that teachers made modifications in different aspects of assessment (e.g., medium, weight), explored new methods (e.g., open-book exams, audio/video-recording), and utilized different feedback types (e.g., typed feedback, audio-recorded feedback) in the online assessment. Teachers expressed the need for more hands-on training opportunities specific to language teaching/assessment. GTAs were faced with challenges in time management for fulfilling their responsibilities but had the opportunities to engage in critical reflection on

assessment. Compared to face-to-face (F2F) assessment, teachers' concerns about academic dishonesty (cheating) were higher and more learners agreed that cheating would be easy in online assessment. To ensure academic honesty, teachers reported the use of various measures (e.g., plagiarism detector, video proctoring). Learners appreciated the additional individualized feedback they received in the online environment but wanted more interactive and helpful assessment activities that involved authentic language use. Implications for teacher education and recommendations for language programs, program coordinators, and teachers are provided.

INDEX WORDS: Classroom language assessment, English as a second language, Korean as a foreign language, Emergency remote teaching, Online language education, Language teacher education

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Exploring Language Teachers' Assessment Practices and Language Learners' Perceptions
towards Assessment in Online Environments

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December 2021

DEDICATION

I would like to dedicate this dissertation to my family members who supported me both financially and emotionally throughout the journey. I am extremely grateful to my parents for instilling in me the drive to learn and the passion for education. Thank you for always being there for me, my father, Sangnam Nam, and my mother, Myungsook Kang.

ACKNOWLEDGEMENTS

First of all, I want to acknowledge the funding source that helped me successfully finish the dissertation project, the Provost Dissertation Fellowship from Georgia State University.

I am immensely indebted to my advisor, Dr. Sara Cushing, for the completion of this dissertation and my Ph.D. study, for guiding me on research and academic life, for encouraging me to become a better scholar, and for providing invaluable help with all my research projects.

I am grateful to my dissertation committee, Dr. YouJin Kim, Dr. Eric Friginal, and Dr. Margaret Malone, for their guidance and support. I would also like to thank Dr. Ute Römer, Dr. Diane Belcher, Dr. Stephanie Lindeman, Dr. Scott Crossley, and Dr. Viviana Cortes in the department of Applied Linguistics and ESL, for their teaching and mentorship.

I also would like to extend my gratitude to all the Intensive English Program faculty and staff members who provided guidance, mentorship, and support for my assistantship and research projects.

In addition, I would like to thank the fellow teachers and Dr. Hakyoon Lee in the Department of World Languages and Cultures for their guidance and support in teaching and researching in the Korean language program.

Finally, my cohorts and friends at the GSU made this journey enjoyable and bearable. I would like to acknowledge their friendship and support. I would not have been able to finish the dissertation and Ph.D. program without the mental support from my kind, thoughtful, smart, and sweet friends. In addition, I would like to extend my gratitude to friends outside of the GSU, including old friends from my high school, my alma mater, and the MATESL program at the University of Illinois at Urbana-Champaign. Finally, I also thank the members of the AAAL Graduate Student Council and the ILTA Graduate Student Assembly for surviving together.

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LIST OF ABBREVIATIONS

Emergency Remote Teaching (ERT)

Emergency Remote Teaching (ERT) refers to the temporary shift of instructional delivery from face-to-face teaching mode to an alternative mode due to crisis circumstances. The main purpose of ERT is to continue education by providing temporary support to the learners. In this project, ERT is referred to as “online” teaching where instruction is carried out by using online tools/technologies designed for education and learners utilize their own devices to access online instructional materials and complete learning tasks/activities.

Face to Face (F2F)

Face to Face (F2F) instruction refers to the instructional environment where teachers meet learners in person, create a rapport with students, easily utilize classroom management techniques, and employ strategies for instruction and assessment. In this research project, it refers to the in-person environment prior to the COVID-19 pandemic.

English as a Second Language (ESL)

English as a Second Language (ESL) programs are commonly offered where English is a predominant language or an official language. ESL learners are from non-native English-speaking countries who come to the US and learn English for an extended period of time. They usually receive ongoing language input in the community and at schools. For example, in this study, ESL learners were either pre-matriculated international students who plan to receive admission to college or graduate programs or international students who already started their degree program but need additional language support.

Intensive English Program (IEP)

Intensive English Programs (IEPs) refer to English language programs offered to non-native English-speaking international students, focusing on English for academic study or advanced level daily communication. IEPs usually require students to have completed secondary school and to devote most of their time to language studies while in the program. In this project, participants were teaching or learning in IEPs offered at institutions in the US, which means they were in the ESL context. Therefore, IEPs were included under the category of ESL.

Korean as a Foreign Language (KFL)

Korean as a Foreign Language (KFL) programs are offered in countries where Korean is not a dominant language. For example, in this study, KFL learners take Korean language courses for credits at a university in the US. KFL learners do not receive ongoing language input in the community and at schools. Instead, KFL teachers, textbooks, media, or online resources can provide the language input.

1 INTRODUCTION

1.1 Motivation for the Study

Assessment plays a critical role in language teaching and learning by measuring the effectiveness of teaching and monitoring student language development in the learning process. Teachers have been found to spend about a quarter to a third of their time in assessment-related activities (Stiggins, 2007). This is because good assessment is essential for successful language teaching and learning, and bad assessment practices can have detrimental effects on learners' motivation and overall learning experiences (Crusan et al., 2016). Recognizing the importance of language teachers' assessment expertise, researchers and teacher educators have started making efforts to provide more accessible training opportunities for language teachers to enhance their language assessment expertise (e.g., Tsagari et al., 2018). Nevertheless, previous research studies on teachers' language assessment expertise have found that teachers still reported insufficient training in assessment (Vogt & Tsagari, 2014; Firoozi et al., 2019; Xu & Brown, 2017) or inefficient training that did not meet their expectations (Lam, 2015; Sultana, 2019, Xie & Tan, 2019). The lack of teachers' language assessment expertise – or language assessment literacy (LAL) – can lead to the inability to help learners and may jeopardize learning (e.g., Coombe et al., 2012; Lee, 2017). The impact of teachers' assessment expertise on student learning highlights the importance of providing training in assessment for pre- and in-service teachers.

While the field of language assessment/testing has started to pay increasing attention to teachers' assessment expertise, another challenge was faced by language educators and teacher educators in 2020: the forced transition to online teaching and assessment due to the COVID-19. This transition has been referred to as emergency remote teaching (ERT), which is different from pre-planned online instruction. Unlike traditional online education, ERT offers temporary

instructions that are rapidly developed over a short period of time without pre-planned resources or infrastructure (Hodges et al., 2020). The online environment demands different approaches and strategies from The F2F environment (Sun, 2011), changing the way teachers teach. However, assessment is still an essential part of teaching and learning in the online environment. To fulfill assessment responsibilities during ERT, teachers would have made decisions on what to change and modify from their F2F assessment tools and practices. Thus, it is worth exploring what teachers changed or did not change and why they made those decisions, to better understand the classroom assessment carried out in online language courses during the pandemic.

As discussed above, providing sufficient and helpful training for teachers in how to promote good assessment is important, and teachers in the online environment are no exception. Training may be even more important for this context, as the online environment may present unique challenges to teachers in carrying out assessment responsibilities. Research studies have shown the challenges of a transition from F2F to online teaching and assessment. For example, Bailey et al. (2015) discussed how transitioning from a physical classroom environment to an online environment is challenging because “often the temptation or commonly used approach is to mirror face-to-face strategies and practices” (p.112). Sun (2011) also argued that teaching online does not mean re-creating a traditional classroom in a virtual setting. Rather, it is “a completely new adventure”. To support teachers in this “completely new adventure” and help them make informed decisions about assessment in the online environment, it is necessary to provide relevant resources and training. This is another aspect that can be investigated to gain useful insights for language teacher educators and language program coordinators who are responsible for supporting teachers.

While the online environment poses unique challenges to language teachers and demanded adjustments to instructions and assessments, another group of key stakeholders, learners taking the courses online, have also experienced different challenges while completing course requirements, including assessment activities. Learner perspectives toward online courses have not been explored much in language education, though. According to Sun (2014), learners need to use different resources, strategies, and skills to successfully adapt to online language courses. Without investigating learners' voices, it is harder to grasp the complete picture of classroom assessment carried out in online courses. Also, listening to learner voices is important for enhancing our understanding of teachers' assessment practices and expertise and learners' engagement process in learning (Lee & Butler, 2020).

Therefore, this study attempts to explore teachers' assessment practices and learner perceptions in the context of online language teaching and learning, specifically in the context of a semester-long ERT. This understanding will provide valuable insights for improving the quality of assessment in online language classes and will suggest meaningful implications for future language teacher education.

1.2 Contexts for the Study

There are several contextual aspects of this study that need clarification: 1) how "online assessment" was defined in this study, 2) which language teaching/learning contexts were investigated, and 3) why a specific group of teachers – graduate teaching assistants (GTAs) – received particular attention for more qualitative investigation.

1.2.1 Definition of Online Assessment

The term, "online assessment," generally refers to assessment administered in online education that is designed in advance with the intention of online delivery. However, in this

dissertation project, “online assessment” was used to refer to the assessment carried out during emergency remote teaching (ERT) or emergency remote assessment (ERA) that occurred in the Fall 2020 semester. Although teachers had a few months of time to prepare for online teaching before the semester, they did not have sufficient time and resources as much as typically required for a well-planned online course. Thus, for the purposes of this dissertation, the term “online assessment” is used to refer to “assessment carried out during ERT” unlike the traditional definition of it. In addition, the term “assessment” inclusively refers to all the types of measuring, monitoring, and evaluating learning and language development (Leung, 2014), including ongoing informal observations and alternative forms of assessment such as self- and peer-assessment and portfolio assessment.

The concept of ERT is not completely new to educational institutions in the US. For example, universities in New Orleans shifted their courses online in response to the Hurricane Katrina crisis in 2005 (Lorenzo, 2008). While the ERT was previously limited to local crisis situations, the COVID-19 pandemic was unique in that it forced teachers and learners around the world to pivot classes to an online format. Due to this worldwide disruption caused by the COVID-19 pandemic, educational institutions utilized some type of remote online teaching and learning to replace in-person instructions (UNESCO, 2020). This rapid transition sparked a debate among scholars about how to define the online teaching that occurred in response to the public health crisis. One alternative term that has emerged from the debate was emergency remote teaching (ERT). This term was proposed by Hodges et al. (2020), and it was expected to draw a clear line between the crisis online teaching and the traditional concept of high-quality online education. Traditionally, online learning can be defined as a learning experience with the use of technology tools and the curriculum intentionally designed and planned for fully remote

teaching (Moore et al., 2011). In the same vein, Bates (2020) defined “online education” as a form of distance education where the courses are designed in advance with the intention of full online delivery. Bates also emphasized, “Faculty use pedagogical strategies for instruction, student engagement, and assessment that are specific to learning in a virtual environment.” In contrast, ERT is characterized by the “temporary shift of instructional delivery to an alternate delivery mode due to crisis circumstances.” However, like online education, ERT still involves the use of fully remote teaching through online tools and Internet access to continue to provide instruction and education during the crisis or emergency (Hodges et al., 2020). According to Hodges et al. (2020)’s definition, the transition to online in the middle of the Spring 2020 semester can be referred to as ERT. However, online teaching continued in Fall 2020 due to the prolonged pandemic. To prepare for the online instruction for Fall 2020, teachers were given about two months during the summer, which was a longer time than the time given to prepare for online transition in Spring 2020. This makes the line between online teaching and ERT blurrier. However, to deliver a well-planned university-level “online course”, it typically takes about six to nine months to plan, prepare, and develop the curriculum and assessment (Hodges et al., 2020). Also, Hodges et al. (2020) argued that effective online education requires “careful instructional design and planning, using a systematic model for design and development”, which was not possible for the Fall 2020 semester. Thus, online teaching that occurred in the Fall 2020 semester still seems to be a prolonged version of ERT rather than the traditional definition of online education.

Nevertheless, instead of ERT or ERA, I used “online teaching” and “online assessment” in this project. This is because teachers and students in the current study used the terms “online teaching/learning”, “online classes”, and “online assessment” when they referred to their

teaching and assessment practices in ERT throughout the data collection process. In addition, face-to-face (F2F) teaching/learning or classes refer to the context of in-person instruction before the COVID-19 pandemic.

1.2.2 Target Contexts of Investigation

The primary focus of this study was on the English as a Second Language (ESL) context in the US. Hundreds of US educational institutions offer ESL courses for university-bound students in Intensive English Programs (IEPs) or language support courses for matriculated international students. The COVID-19 pandemic impacted the enrollments and administration of hundreds of ESL programs across the country. For example, the total number of students in IEPs in the US decreased to 37,365 in 2020, almost half of what it was (75,379) in 2019, as stated in the Institute of International Education's report (2021). According to the same report, 99% of IEPs reported that the pandemic impacted their programs, leading them to increase virtual outreach and recruitment, combine classroom levels, invest in the course/curriculum redevelopment, or invest in technological equipment for online study. These program-level changes may have influenced ESL teachers' assessment practices and learners' experiences of the online assessment.

While the primary focus of this research project was to investigate the English as a Second Language (ESL) context, this study also investigated the Korean as a Foreign Language (KFL) context. Assessment of languages other than English (LOTE) has been underrepresented in major assessment/testing journals despite its unique characteristics and challenges (Bowles et al., 2021). This lack of research on LOTE results in a loss of valuable knowledge and insights in the field of language testing and assessment. In response to growing research interests and needs in LOTE assessment, this study also investigated the KFL context as a way of beginning to

address the lack of research and encourage further research in this area. Among the possible languages, Korean was chosen for two major reasons. First, the enrollment in KFL programs in the US increased from 7,146 to 13,936 over a decade, between Summer 2006 and Fall 2016 (Looney & Lusin, 2018). This impressive growth warranted more research into the context to better help teachers and learners in KFL programs at the institutions. Second, Korean does not share a similar alphabet system with English, which might pose challenges to the L1 English learners of Korean. In the online environment, beginner-level learners need to master the Korean alphabet in a self-guided manner. In addition to mastering the alphabet system, online learners also need to develop keyboarding skills to be able to type Korean on computers or devices. This might be a new skill for the intermediate- or advanced-level learners of Korean if their previous F2F courses relied heavily on handwriting activities. Such challenges may influence teachers' assessment practices and learners' perceptions of assessment in the online KFL courses. Thus, exploring the KFL context may provide valuable information about how assessment practices and learners' perceptions were similar to or different from those of the ESL context.

1.2.3 Focus on Graduate Teaching Assistants

This project aimed to investigate teachers' language assessment practices in the online environment and learners' perceptions of those practices. As a mixed-methods study, for the quantitative part of the study, "teachers" include various types of primary instructors of the language courses, including professors, lecturers, part-time instructors, and graduate teaching assistants (GTAs). However, for the more qualitative part of the study, the focus was on the population of GTAs as a sub-group of teachers because they are a group that may have been impacted by the COVID-19 pandemic the most.

In general, GTAs in language courses are not only expected to fulfill the role of a primary instructor, but also to successfully complete their own academic and professional activities as graduate students, such as completing coursework, conducting research studies, presenting at conferences, or writing manuscripts for publications. At the same time, the GTA experience is an integral part of the pre-service teacher training because GTAs can improve their teaching skills and apply theoretical knowledge to their teaching practices. GTAs thus need to manage their time well to play multiple roles, including, but not limited to, student, teacher, scholar, and trainee. Playing these multiple roles is already challenging, but the pandemic and the transition to online teaching might have added more burdens.

Particularly, among the roles GTAs need to play as a teacher the role of assessor requires time commitment. Stiggins (1988) argued that classroom assessment is a demanding task for teachers: “classroom assessment requires a great deal of time and effort’ teachers may spend as much as 40% of their time directly involved in assessment-related activities (p.363).” Carrying out assessment-related responsibilities during ERT may have posed challenges in GTAs’ time management while fulfilling other responsibilities. This suggests that GTAs needed relevant support, resources, and mentoring to successfully carry out assessment responsibilities with the limited time they had. Understanding how GTAs were supported and what kind of professional development opportunities they experienced during ERT could provide valuable insights for language teacher education and language program policy formation.

1.3 Overarching Research Questions

This study aimed to explore the teachers’ assessment practices along with learners’ perceptions of assessment, in ESL and KFL courses offered online for ERT, at higher education

institutions in the US. The investigation was guided by the following overarching research questions:

RQ1. What were language teachers' practices and perceptions regarding online assessment?

RQ2. What were the challenges and opportunities faced by graduate teaching assistants (GTAs) regarding online assessment?

RQ3. What were learners' perceptions and challenges related to online assessment?

1.4 Organization of Dissertation

This introductory chapter is followed by a review of relevant literature in Chapter 2. Chapter 3 discusses the methods of this research project. Chapters 4, 5, and 6 are each devoted to one research question, presenting results and discussion. Chapter 7 discusses the implications and limitations of the research along with possible future research.

2 LITERATURE REVIEW

In this chapter, the first section focuses on classroom assessment in language education as an area of research focus. The discussion of theoretical foundations in classroom assessment is followed by the discussion of assessment practices in the online environment. The second section discusses how classroom teachers' expertise in language assessment has been explored and investigated. The third section discusses the importance of examining learner perception in the field of language assessment. Finally, the final section presents the research gap and the research questions of the dissertation study.

Even though this project focuses on the context of ERT, at the time of proposing the study, studies that focused on classroom-based language assessment during ERT were scarce. ERT has unique characteristics of its own as one form of distance teaching, but it still shares

important features with the traditional concept of online education – instruction is delivered online without physical interactions between teachers and learners. Thus, to better understand teachers' assessment practices and learners' perceptions in ERT, it would be helpful and necessary to review the previous literature about how teachers carried out assessment in the online environment or they used online tools for assessment, and how learners perceived the assessment experiences in the online environment. The literature review would include the review of such studies that were conducted in the online environment in general or studies that investigated the use of online tools for assessment purposes in language classes.

2.1 Classroom Assessment in the online environment

2.1.1 Theoretical Foundations for Classroom Assessment

In traditional views, assessment was considered separate from teaching because assessment was narrowly defined as the activity of testing or taking examinations (Abeywickrama, 2012; Green 2014). Assessment has been mostly identified with the activity of testing in this view. However, some consider assessment as a broader concept, which covers a cycle of activities of deciding on the content of the test, scoring the performance, deciding on the meaning of the scores obtained, and making decisions for justification (Green, 2014). In this view, testing is a part of a cycle of assessment. A broader concept of assessment includes both formal and informal procedures. For example, assessment can involve activities such as quizzes, self-assessment, peer-assessment, or portfolio assessments. In addition, assessment can also happen when teachers informally ask questions in classes, or when teachers engage in observing students' performances in classes. Such ongoing informal forms can be included in a broader concept of assessment in classrooms. In this dissertation, I will use the term "assessment" inclusively to refer to all the types of measuring, monitoring, and evaluating learning and

language development (Leung, 2014), including ongoing informal observations and alternative forms of assessment such as self- and peer-assessment and portfolio assessment. When necessary and appropriate, specific terms or narrower terms such as “test” or “exam” will be used.

It has long been the case that classroom assessment was not a major focus of research in the field of language testing and assessment (Bachman & Palmer, 2010). Recently, however, language assessment researchers have begun to acknowledge the uniqueness and importance of classroom-based assessment (Leung, 2004; Rea-Dickins 2006; Purpura, 2016), and even suggested theorization of classroom-based assessment (Davison & Leung, 2009). Along with the recognition of the importance of classroom assessment, different countries and educational institutions have started to mandate regulations on language assessment at schools or classrooms. With the recent developments in assessment and education reforms all around the world, accountability in educational institutions is considered a critical part of education, which had led to the increasing use of assessment to measure the effectiveness of education and monitor student development in language classrooms.

In language classrooms, assessment serves two main purposes: formative and summative. Wiggins (1998) explains that summative assessment *audits* learning, while formative assessment *informs* it. To elaborate, formative assessments are used to guide what learners and teachers will do next to improve student learning and teachers' instructional practices. On the other hand, summative assessments are used to measure what has been learned and to report to learners or other stakeholders (Green, 2014). However, it should be also noted that, as Leung (2014) explains, assessment activities themselves are purpose-neutral. This means that the purpose of assessment activities is at the discretion of the classroom teacher who decides how to use certain assessments. For example, if a teacher-created writing test was administered at the end of a

chapter to measure how much students have learned and how much they have achieved in writing development, this would be a summative use of the writing test. However, at the same time, teachers might use the writing outcomes as evidence to understand what has not been learned. If the results of the writing test are used to improve teaching and learning, this would serve the formative purpose in the classroom.

It is necessary to understand the distinctive characteristics of classroom assessment to better understand teachers' assessment decisions and their impact on student learning. Generally, assessments in a classroom are frequently informal and often become quite complex by using a variety of assessment techniques and methods (Bonner, 2013). It is generally considered low-stakes compared to large-scale standardized testing, but aggregated evidence can be used for high-stakes decisions. For example, evidence collected from classroom assessments in Intensive English Programs might be critical for making decisions whether a student will be exempt from a language requirement for college admission. Another important characteristic is that assessments in a classroom are highly situated and contextualized (Fulcher & Davidson, 2007), so it is hard to generalize to other settings (Bonner, 2013). Quite often, assessments policies in a classroom are created by the teacher who has the best understanding of the context and learners. Particularly, teachers use formative assessments for ongoing gathering and use of evidence about students' development. Such use of assessments is also often discussed under the name of assessment *for* learning (AfL) in contrast to assessment *of* learning (Black & William, 1998). The principles of assessment *for* learning suggested by Assessment Reform Group (2002, p. 2) are the following:

Assessment *for* learning....

1. is part of effective planning
2. focuses on how students learn

3. is central to classroom practice
4. is a key professional skill
5. has an emotional impact
6. affects learner motivation
7. promotes commitment to learning goals and assessment criteria
8. helps learners know how to improve
9. encourages self-assessment
10. recognizes all achievements

As Leung (2014) discussed, at the core of this AfL approach lies “active open dialogic interaction” between teachers and students. This kind of assessment happens as part of regular teacher-student interaction in classes. The evidence collected from this regular interaction can be used for formative purposes: developing additional or alternative teaching strategies for more effective learning and conducting a diagnosis of what has been learned or achieved by the students. However, planned formal assessments can be also used for formative purposes in a learning-oriented way. For example, a teacher-created midterm test at the end of the semester can be used for reporting purposes (i.e., summative) but also for improving teaching practices and student learning through feedback communication (i.e., formative). Then, the aim of AfL is to facilitate student learning through both formal and informal assessments.

Though classroom assessment is a different and distinctive context from large-scale testing, the concept of validity is still critical. However, the concept cannot be just translated from one context to the other one (Fulcher & Davidson, 2007). Validity is central to educational assessment and large-scale testing. There has been a considerable body of research on validity particularly in standardized assessment in testing and examinations (e.g., Messick, 1989;

Stoyhoff & Chapelle, 2005). While validity theory itself has changed and evolved, validity refers to the extent to which an assessment can be justified in terms of constructs, contents, and social consequences. For example, it concerns whether an assessment measures the knowledge and skills that it intends to measure (i.e., construct validity), or what consequences the assessment might have on stakeholders such as students. As mentioned above, classroom assessment is highly contextualized. This gives the '*context*' of assessments a different status. In large-scale testing, context is usually considered construct irrelevant since the test score should be based on the test taker's ability on the construct, not contextual factors such as an uncomfortable chair or people in the same testing location. However, in the classroom, the learning environment is the context of assessment. The context is not irrelevant to constructs, but part of the construct, because it is directly related to their learning and progress (see Fulcher & Davidson, 2007 for further discussion). In classroom assessment, the assessment tasks should reflect the learning objectives and content of the curriculum. Also, there should be a stronger criterion-based consideration (Leung, 2014). That is, when teachers created assessments, they should consider the intended uses and utilize local knowledge, so that such teacher-created assessments include better tasks that measure students' learning progress, achievements, and development in the classroom. In classroom assessment, teachers can design tasks that are process-based over an extended period of time which large-scale testing does not do. However, the evidence teachers can collect from classroom assessment is not limited to planned and designed tasks. To make judgment about the learning success of students, Moss (2003) suggested collecting evidence about how students engage in tasks, ongoing conversations, or interaction with others. In doing so, teachers play the role of assessor by collecting different types of evidence.

2.1.2 Fundamental Issues of Classroom Assessment in the online environment

Most of the investigation on technology-mediated classroom-based language assessment issues has focused on the context of face-to-face (F2F) language courses by default. Studies have been mostly conducted from the perspective of how technology can enhance the learning environment of F2F classes. The discussion on the assessment in online (or blended) contexts has been quite limited in the field of second/foreign language education. However, in the field of education, several research studies have focused on assessment in online classes. For example, Gikandi et al. (2011) provided a systematic qualitative review of the research literature on online formative assessment in higher education. The reviewed articles include studies with a key focus on the application of formative assessment in blended and online contexts. In their article, *online formative assessment* was operationalized as “the application of formative assessment within online/blended classes where most of learning/teaching activities are conducted through web-based ICT” (p.2337). They present fundamental issues of assessment, including validity, reliability, and dishonesty, in the online environment. As Wolsey (2008) suggested, the fundamental issues should take on new dimensions considering that the online environment offers a new way of interaction among students and teachers. Gikandi et al. (2011) thus called for a new approach to these issues in the context of online formative assessment considering the fact formative assessment gathers evidence from both processes and products of learning (Sorensen & Tackle, 2005) in multifaceted contexts (Rickards et al., 2008). In the following paragraphs, I summarize Gikandi et al. (2011)’s discussion on the issues of *validity*, *reliability*, and *dishonesty* in online formative assessment. In doing so, I also connect the findings to the specific context of online language assessment where relevant.

Validity is defined 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” (Messick, 1989, p. 13). This definition is conceptualized in standardized testing or summative assessment. Validity has evolved to include considerations of the consequences of test score use, concerning the appropriateness of the inferences and uses made from assessment outcomes (Shaw & Crisp, 2011). However, in the classroom-based formative assessment, as the fundamental purpose of formative assessment is to support learning, *validity* can be reconceptualized as “the degree to which the assessment activities and processes promote further learning” (Gikandi et al., 2011). With this reconceptualization, for online formative assessment techniques to be more valid, the assessment technique should promote learning (Pachler et al., 2010). Blindly using available online assessment tools for formative purposes does not automatically contribute to the validity of the assessment. Teachers should carefully design assessment tasks using relevant online tools, which can engage learners in the learning process for positive washback.

Based on the systematic qualitative review of the previous literature, Gikandi et al. (2011) identified the characteristics of validity in formative assessment in online settings, including (1) authenticity, (2) effective formative feedback, (3) multidimensional perspectives, and (4) learner support. In the following, I summarize the findings of Gikandi et al. (2011) and further discuss additional considerations specific to language assessment issues.

First, when the assessment activities and processes lack authenticity, then there may be threats to validity. There is a need to offer more authentic assessment activities so that learners can engage in decision-making and problem-solving processes that are relevant for real-life problems. This provides implications for language classrooms in the sense that tasks for

assessment should be authentic and relevant to their real-world communications. However, this has been a complex issue in task-based language performance assessment (TBLPA) because real-life communication is complex and diverse, and it is extremely difficult to provide evidence that certain tasks are relevant in content and representative enough for real-life tasks (Bachman, 2002). Another layer of the issue is related to what kind of computerized tasks can better represent authentic language use (Jamieson, 2005).

Secondly, the validity of online formative assessment depends on how feedback is timely, ongoing, useful, and easy to understand (Tallent-Runnels et al., 2006; Wolsey, 2008). Online settings offer available technology and tools to increase immediacy and clarity of feedback, and only such timely, clear, and meaningful feedback can be incorporated into the learning process for improvement. In language education, there has been a large body of research on the importance of timely and useful feedback enabled by technology-mediated language teaching and learning. For example, Hartshorn et al. (2010) argued that feedback should be immediate and manageable in classroom settings to enhance student learning experiences, and AWE systems can make it available. Recognizing the potentials of AWE systems for such feedback, researchers have found that the AWE corrective feedback encouraged drafting and revision process and led to increased accuracy (e.g., Zhang & Hayland, 2018). However, incorporating online tools into the classroom assessment demonstrated its limitations. The level of engagement varied depending on their familiarity with the tool (Zhang & Hayland, 2018; Zhang, 2020), which might have affected the level of learning progress. To carry out a more valid and successful formative assessment in the online environment, student engagement is a critical factor. However, the online environment lacks the physical interaction between students and

teachers. This would pose a challenge to online language teachers regarding the provision of timely, useful, and interactive feedback.

Thirdly, validity of online formative assessment can be achieved through a multidimensional approach. Taking a multidimensional approach, teachers provide a variety of choices or open-ended assessment tasks that can foster learner autonomy and flexibility (Vonderwell et al., 2008; Mackey, 2009). In particular, the online environment can enhance this approach by offering a variety of online tools or resources learners can easily utilize to demonstrate their competences. In using this approach, it is important for teachers to make informed decisions regarding how much flexibility can be allowed for assessment tasks and options because learning objectives still should be achieved through the assessment.

Finally, adequate learner support is required for more valid online formative assessment. This relates to teachers' responsiveness to individual students so that they can stay engaged in the online environment, especially in an asynchronous format. In online learning, Tallent-Runnels et al. (2006) argued that teachers should play the role of mentors in guiding students to attain target domain knowledge and encourage them to engage in a constant inquiry. This kind of learner support is expected to facilitate the development of their metacognitive skills.

In addition to validity, *reliability* was discussed as a fundamental issue in online assessment. Reliability of online formative assessment is conceptualized as "the degree to which what is assessed is dependable or sufficient to measure the level of knowledge structure being developed" (Gikandi et al., 2011). Based on this conceptualization, three characteristics of reliability were discussed: (1) opportunities for documenting and monitoring evidence of learning, (2) multiple sources of evidence of learning, and (3) explicit clarity of learning goals and meaning of rubrics.

First, in the online environment, formative assessment should provide teachers and students with opportunities to monitor the learning process and identify learners' strengths and weaknesses. Additionally, the learners should be given chances to remedy their errors or weaknesses. This would provide sufficient evidence to evaluate learners' progress for teachers, but also it would give room for learners to monitor their progress.

Second, reliability within the online formative assessment is related to multidimensional approaches. This means students should be provided with multiple opportunities to demonstrate in various assessment activities, including exams, quizzes, projects, self-tests, peer assessments, and weekly review questions (Gaytan &McEwan, 2007). Various assessment techniques would lead to collecting evidence from multiple sources, which would enhance reliability.

Third, reliability of assessment then will be jeopardized if grading rubrics are unclear or confusing. Rubrics, especially analytical rubrics, will help students to understand how to define good work and assess their own learning (Vonderwell et al., 2007). The use of rubrics also helps teachers to maintain accuracy and consistency in scoring and reflect on practice in order to facilitate students' learning (Gaytan &McEwan, 2007). Scoring formative assessment activities using clear rubrics would provide more transparency, which would enhance reliability.

Dishonesty is particularly critical in online formative assessment with the physical interaction barriers. Dishonesty is related to the verification of learners' identity and ownership of their work. Oosterhof et al. (2008) suggested that dishonesty could be minimized when the purpose of assessment is clear and expectations are well communicated with learners, through analytical rubrics and exemplars. It was also found that authenticity is important in reducing dishonesty because authentic tasks increase students' commitment in task completion (Duers & Brown, 2009). In addition, assessment activity should be meaningful, and teachers need to

develop assessment tasks that can holistically assess elements of target knowledge. Thus, if validity and reliability are enhanced, aspects of dishonesty would be well managed.

This section focused on the fundamental issues of formative assessment in the online environment: validity, reliability, and dishonesty. The review of the literature demonstrated that to make online (formative) assessment more valid and reliable, while preventing dishonesty issues, teachers need to utilize various assessment techniques, sustain immediacy of feedback, and provide sufficient learner support.

2.1.3 Technology and Online Tools for Classroom Assessment

The previous sections reviewed the theoretical foundation of classroom assessment and fundamental issues of online classroom assessment. This section discusses what tools and technologies are available for classroom assessment in the online environment and how teachers have utilized them to carry out assessment responsibilities.

In higher education, technology is believed to offer much more accessibility and support in course instruction and assessment. One such technology is a learning management system (LMS) or course management system (CMS) (e.g., Moodle, Blackboard, Brightspace Desire2Learn, Canvas), which was defined as “a key enabling technology for anytime, anywhere access to learning content and administration” (Berking & Gallagher, 2013, p.6). Dobre (2015)’s definition provides provide more comprehensive characteristics of an LMS:

a set of software platforms, delivered to users by instructors through internet and by the use of various hardware means, having as purpose the delivery in the shortest time possible a high level of knowledge into a domain assuring in the same time a full management of the entire educational cycle, including data and information (p.314).

For the “full management of the entire education cycle,” most of LMSs provide similar functions and features in the following, adapted from previous studies (Lonn & Teasley, 2009; Suvorov & Hegelheimer, 2014).

- *Announcements*: Non-threaded, asynchronous messages can be created for all participants to read. Email notifications may be generated as well.
- *Assignments*: Teachers can post assignment prompts and students upload and submit their completed assignments and projects. Teachers can grade and comment on students' submissions with automatic updates for their scores in the gradebook with a relevant setup.
- *Content Sharing*: Any type of contents may be stored; including files, texts, or URLs to other websites.
- *Survey*: Teachers can gather data to help students monitor and reflect on their learning.
- *Discussion*: Threaded, asynchronous messages can be created for all participants to read and respond to.
- *Calendar/Schedule*: A shared calendar where teachers can post assignment due dates or assessment deadlines.
- *Quiz*: Teachers can design and set quizzes or tests using an automated scoring system.

Believing that all those features listed above can be utilized to make education more accessible and teaching/learning more efficient, an impressive number of higher education organizations in the US have adopted one LMS (Dobre, 2015). According to Fathema et al. (2015), approximately 99% of higher education institutions have an LMS. However, research studies reported that the use of LMS had been limited among the higher education instructors – until ERT started due to the COVID-19 pandemic. LMSs have been utilized as popular platforms

to support distance education or hybrid/blended courses (Dahlstrom, et al., 2014), but their use had been limited in the traditional F2F instruction (Lonn & Teasley, 2009) before the transition to online for ERT. The instructors mostly used only a few features of LMSs (e.g., posting course syllabus or recording grades) (Jaschik & Lederman, 2014) and other features were not used to the fullest capabilities. However, when teachers and learners utilize the features and functions to the fullest capabilities, LMS can contribute to more efficient teaching and learning (Morgan, 2003). The use of LMS enables the distribution and management of course materials. In addition, LMS provides functions and features teachers can use to facilitate synchronous/asynchronous interaction between students and instructors and among students (West et al., 2007).

LMSs have the potentials for supporting and facilitating the assessment cycles in the courses. LMSs can provide a virtual environment where teachers can easily present assessment tasks to learners (both assignments and tests/exams), collect learners' outcomes, and track and record their grades and learning progress through the most essential feature, the *Quiz* function (Wichadee, 2015). Using the *Quiz* function is considered as efficient (i.e., reducing teachers' preparation time for tests) and accurate (i.e., minimizing the inaccurate rating) (Albajbeg et al., 2017). In particular, teachers can set up a special arrangement using features of the *Quiz* function, (Obeidallah & Shdaifat, 2020) in terms of timing (when the test is available, how much time is given), administration (how many attempts are allowed), submission views (whether the students can see their scores and incorrectly answered questions and answers), and grading and feedback (whether it is automatically exported to gradebook and what kind of feedback teachers automatically or manually provide). Despite the potential benefits of using LMS for learner assessment in the courses, there is a general lack of investigation on LMS use for assessment. To maximize the benefits of using LMS for online assessments, it seems necessary to investigate

what kinds of features/functions teachers utilize for different assessment methods and how teachers and learners perceive the experiences of using LMS for assessment purposes.

In addition to LMS, other types of technology and online tools have been utilized in classroom assessment in the online environment. While LMS provides diverse features for the entire assessment cycle including item design, grading, and feedback, other online tools have more distinctive features. Some tools are available for creating assessment activities such as quizzes (Google Forms) or audio/video recording (VoiceThread) and providing feedback. Other tools have more specific purposes such as remote proctoring (Respondus, LockDown Browser) or preventing plagiarism (Turnitin). Other online tools used for classroom assessment are commercially available and usually purchased by institutions. Most of the tools are embedded or incorporated in the institutional LMS, so that teachers and learners can easily have access to those tools for assessment. In the following, information about each of the tools is presented along with relevant research findings.

Google Forms (<https://forms.google.com>) has been a good free solution for the teachers who want to create quizzes or tests and publish them online. Google Forms is a survey administration tool that is part of Google Drive or Google Classroom, along with Google Docs, Google Sheets, and Google Slides. When a form is created, it can be designed as a quiz, which enables both automatic and manual scoring functions. This tool offers several different question types including multiple-choice, checkboxes, text (short answer), or paragraph text (extended writing), and checkboxes (choosing from the list). Teachers can change settings regarding whether the response would be limited to one time, whether respondents can edit their answers after submitting it, whether the question will be shuffled for each respondent, and if the grade will be released immediately after submission or after manual review. When the grade is

released, students can see missed questions, correct answers, and point values if teachers make those options visible to students.

VoiceThread (<https://voicethread.com/>) is a multimodal asynchronous computer-mediated communication tool (Dugartsyrenova & Sardegna, 2017). VoiceThread allows users to create presentations online using different modalities including images, documents, and videos. Once the presentations are created other users can add comments for discussion by text, audio, video, or file uploading, whenever they want. It is considered easily accessible and applicable to all age groups (Brunvand & Byrd, 2011) as an interactive educational tool that can enhance users' collaboration and engagement. The benefits of using VoiceThread for language learning and learner's positive perception have been reported in previous research studies (Dugartsyrenova & Sardegna, 2017; Lee, 2019; Mango, 2017). For example, in Dugartsyrenova and Sardegna's (2017) study on learners' strategic uses and views of VoiceThread, foreign language learners believed that the use of VoiceThread enriched their learning experiences. The learners used the playback and record features for recording themselves practicing speaking and use the recordings for self-assessment and reflection process.

Respondus® is a commercial assessment tool (<http://www.respondus.com>), which can be used for creating and managing assessment. Respondus company also provides LockDown Browser®, which is a custom browser that locks down the testing environment within LMS. In addition, Respondus Monitor®, built upon the power of LockDown Browser, uses a student's webcam and video analytics to prevent cheating by recording videos of the test-taking process. LockDown Browser and Respondus Monitor together in combination can be utilized to secure the test administration process with video recorded proctoring. The proctoring and lockdown services can be integrated for online testing in various LMS to assure the integrity of the testing

process (Küppers et al., 2017; Teclehaimanot et al., 2017). Previous research findings suggested that using Respondus Monitor and LockDown Browser can be an effective alternative when human proctored testing is not feasible (Teclehaimanot et al., 2017) for high-stakes online assessment. However, the use comes with some drawbacks. For example, lockdown software requires administrative privileges from the students' devices. Sometimes, when students try to install the software, compatibility issues may arise, which can be an obstacle to taking tests. Also, research has suggested that online proctoring and lockdown software services might have some cybersecurity issues (Küppers et al., 2017), leading to increased controversy and concerns about privacy issues (e.g., Dennien, 2020; Swauger, 2020). To my knowledge, no research has investigated the use of video proctoring and lockdown software in language classrooms.

Turnitin® is a plagiarism detection service (<https://www.turnitin.com/>), which can be embedded in the institutionally supported LMS. To ensure academic integrity and identify plagiarism higher education institutions have adopted one of the plagiarism detection or prevention tools (e.g., Turnitin, SafeAssign). According to the information from the official website of Turnitin, the tool can do “address the originality of student work and emerging trends in misconduct with this comprehensive solution,” which was a primary purpose of using Turnitin. Previous research studies have shown that Turnitin has benefits. For example, academic staff positively evaluated Turnitin for its capacity to provide clear and timely results for originality check (Buckley & Cowp, 2013). In addition to detecting instances of plagiarism, the use of Turnitin was found useful in supporting the development of student writing because it offers chances for student writers to look at their own work and become responsible for their writing (Penketh & Beaumont, 2014). Turnitin has been expanding its additional features to facilitate

classroom teaching/learning process. For example, a newly developed module, PeerMark, can be used for a more effective peer review process (Li & Li, 2018).

In addition to the tools discussed above, there are diverse options of free and commercially available tools and software products available for carrying out classroom assessment in the online environment. While these tools offer convenient features and potential for online classroom assessment, they also have challenges and limitations. For example, online tools should be compatible with teachers' and learners' devices, and training should be provided for teachers and learners to become familiar with the tools prior to assessment activities. The current section discussed the technology and tools for online classroom assessment in general. In the field of language teaching and assessment, research in the context of language classes fully offered online is rather scarce. Thus, in the following section, I will discuss the technology and online tools used for assessment by reviewing studies conducted in the context of computer-assisted language learning regardless of the default instructional format (i.e., F2F, hybrid, or online). I believe this still would enhance understanding about how assessment can be carried out with technology and tools available in the online environment.

2.1.4 Online Assessment Practices in Language Classrooms

With a shift from teacher-centered to learner-centered instruction and assessment, teachers use various learner-centered activities and tools to facilitate and enhance learning experiences. This kind of shift witnessed innovative approaches to classroom assessment by integrating technology into classrooms. Such efforts were made in the early 2000s (e.g., Spanos et al., 2001). Spanos et al. (2001) provided examples of how technology can extend or provide some innovative methods of conducting traditional Classroom Assessment Techniques (CATs) (Angelo & Cross, 1993) in German, French, and Spanish classrooms. Several CATs such as

“Profiles of Admirable Individuals” (see Angelo & Cross, 1993 for details) were implemented in foreign language classrooms, and the results indicated that electronically carried out CATs provided student-centered environments where students were able to actively engage in materials and activities even outside of class meetings.

As technology use is believed to increase learner engagement (Laird & Kuh, 2005) and offer innovations for language assessment and learning (Chapelle & Voss, 2016), there is a growing body of research in the field of language assessment and computer-assisted language learning (CALL). Researchers in the field of CALL also have been making efforts to achieve more effective and successful incorporation of technologies in L2 classrooms (e.g., Beatty, 2010; Chapelle & Jamieson, 2008; Gruba & Hinkelman, 2012; Hinkelman, 2018).

One major trend in CALL research is to investigate a certain type of assessment technique and method in language classrooms. For example, some researchers examined the use of e-portfolio assessment, which refers to the assessment technique that uses electronic technologies to collect and organize artifacts of learning in different formats. The research on e-portfolio assessment suggested that e-portfolio can provide a clear picture of students' growth and development and generate positive perceptions from students due to enjoyment (Baturay & Daloğlu, 2010) and benefits of convenient feedback communication (Hung, 2008). However, the use of e-portfolio does not necessarily lead to enhanced effectiveness in learning gains. Cummins and Davesne (2009) thus recommended more localized design and implementation of e-portfolio for higher effectiveness in learning. Another research focus was on the use of online discussion forums as one assessment method. For example, Kol and Schcolnik (2008) investigated the use of asynchronous online discussion forum tasks as one form of assessment in an English for academic purposes course. Based on the findings, Kol and Schcolnik suggested the online

discussion forum tasks can be a more meaningful and informative assessment activity by using evaluation criteria and scoring rubrics rather than simply counting the numbers of threads or responses for participation points. The study also found doing so helped the teachers better understand their own teaching goals in assigning such online discussion tasks as assessment. Ritchie and Black (2012) also utilized discussion forums as their part of class writing activities in French classroom. The finding suggested that the activities help students to improve their argumentative writing skills, intercultural competence, and confidence in communicating with native speakers of the target language.

Another major trend has been investigating the effective use of technology and tools to provide feedback and increase learning opportunities. For example, computer-mediated feedback (CMF) has received researchers' attention for its benefits. CMF was found to enhance the achievement and engagement of learners (Gašević et al., 2016) and facilitate language development (Bitchener & Ferris, 2012; Lyster et al., 2013). Using the affordances offered by different tools and computer software, CMF was provided in diverse types across different types of language classrooms, including synchronous/asynchronous written – typed – feedback in Google Doc (e.g., Shintani, 2015), multimodal video feedback (Alan Hung, 2016), audio-recorded feedback (Rassaei, 2019), and video-synchronous computer-mediated feedback using communication tools (e.g., Skype) (Sato et al., 2016). Another type of feedback that received researchers' attention is automated feedback, using various AWE automatic writing evaluation (AWE) systems, such as *Criterion*® from Educational Testing Service. Some of the investigated student perceptions of the usefulness of feedback from AWE (e.g., Chen & Cheng, 2008; Lai, 2010). Others focused more on the effects of automated feedback on writing (e.g., Attali, 2004; Li et al., 2017). Collectively, the research findings suggest that the feedback from automated

systems would be beneficial when provided together with scores and human guidance for how to improve their writing. So far, the review of the literature showed that technology and online tools made different types of CMF available in the online environment. It is language teachers' responsibility to choose the most relevant feedback types with respect to learners' needs and individual differences and to diversify feedback practices for learner engagement. Thus, when it comes to the use of technology and tools for giving feedback, teachers still need to play a critical role.

As discussed above, technology use certainly offers potential benefits in language assessment and education. Unfortunately, still, most of the previous research in CALL has investigated the effectiveness of certain CALL tools in teaching and assessment (see Golonka et al., 2014, for a review of technology types and their effectiveness). Golonka et al. (2014) called for more research on the actual impact of technology use on learning or proficiency improvement. Golonka et al. also provided a meaningful piece of advice: pedagogical goals should precede technological means in technology-enhanced classrooms. This is also applicable to assessment because merely using technology for delivering the same paper-and-pencil tests may not lead to effective assessment. While various technologies and online tools could be utilized for assessment, it should be achieved based on a sound understanding of theoretical foundations for classroom assessment. More importantly, the quality of assessment depends on the key agents' decision-making process for assessment in classrooms (i.e., teachers). As teachers' assessment expertise is critical for good assessment in language classes, the following section presents the review of literature on the topic.

2.2 Language Teachers' Assessment Expertise

This section focuses on the topic of language teachers' assessment expertise, framed as language assessment literacy (LAL). This section first presents how researchers have defined LAL of classroom teachers, problematize the current understanding about LAL, and identifies the gap in understanding teachers' LAL for the online language assessment.

2.2.1 Definition of LAL and Teacher Education

The definition of Language Assessment Literacy (LAL) is rooted in the field of general education. The term, Assessment Literacy (AL) was first coined by Rick Stiggins (1991), who lamented the reality where teachers lacked the ability to interpret assessment information and specialists in educational measurement did not make efforts to provide effective communication or training. Since then, assessment literacy is considered as an essential part of teacher professionalism (Stiggins, 1995). The accountability issues in the field of education made AL an important issue to consider because teachers are the key agents in assessment (Leung, 2014; Rea-Dickins, 2004). There is a widespread general consensus in education that teachers need to develop sufficient and appropriate levels of AL (Stiggins, 1995). However, up until recently, research findings report the lack of or insufficient background or training in assessment among teachers (DeLuca, 2012; Lam, 2015).

This increased acknowledgment and recognition of AL as an integral part of educational measurement is not limited to the context of general education. Language assessment researchers started paying attention to the importance of AL. Language assessment researchers noted that there are unique complexities that are specific to testing and assessing linguistics skills and knowledge (Harding & Kremmel 2016; Inbar-Lourie, 2008; Taylor, 2013). The emphasis on "language-specific" AL is present in definitions provided by different researchers. Pill and

Harding (2013) defined LAL as “a repertoire of competencies that enable an individual to understand, evaluate and, in some cases, create *language* tests and analyze test data” (p. 382, emphasis added). For example, Malone (2013, p.239) emphasized that “stakeholders’ (often with a focus on instructors’) familiarity with measurement practices and the application of this knowledge to classroom practices in general and specifically to issues of assessing language”. Pill and Harding (2013) acknowledge that definitions may vary depending on the context, but LAL was defined as “a repertoire of competences that enable an individual to understand, evaluate and, in some cases, create language tests and analyze test data” (p.382). Scarino (2013) also emphasized the distinctiveness of LAL from general AL, in that “in the field of second language education, which arguably relies in a distinctive way on the assessment of student achievements, teacher knowledge, understanding and practices of assessment” (p.310).

While the definition of LAL above mentioned included the word ‘language’, Fulcher (2012)’s frequently quoted working definition did not specifically mention language:

The knowledge, skills, and abilities required to design, develop, maintain, or evaluate, large-scale standardized and/or classroom-based tests, familiarity with test processes, and awareness of principles and concepts that guide and underpin practice, including ethics and codes of practice. The ability to place knowledge, skills, processes, principles and concepts within wider historical, social, political and philosophical frameworks in order understand why practices have arisen as they have, and to evaluate the role and impact of testing on society, institutions, and individuals.

Although this definition does not include the word language in it, ‘language assessment’ is explicitly indicated in the visualization of the components (see Figure 1, p.126). Therefore, Fulcher (2012)’s working definition is likely to interpret in the specific context of language

assessment. According to Kremmel and Harding(2020) and Stabler-Havener (2018), it is the most detailed and comprehensive definition of LAL to date.

As for previously mentioned definitions, several researchers have provided valuable insights regarding definitions of LAL. Green (2016) commented that Fulcher (2012)'s definition was "test-centered" while Inbar-Lourie (2008) considered teaching as the central concern for LAL. Inbar-Lourie borrowed the definition from Falsgraf (2005) and operationalized assessment literacy as "the ability to understand, analyze, and apply information on student performance to improve instruction", and elaborated that being literate in assessment means having "a toolbox" of competencies and the capacity to make decisions about a variety of assessment procedures (p.389). Such different emphases in the definition of LAL may be related to different theoretical approaches. That is, if researchers' primary concern is about teaching and learning, they would prefer Vygotskian sociocultural theory (Vygotsky, 1978) over psychometrics. Recently, Levi and Inbar-Lourie (2019) stated that Fulcher (2012)'s definition was rather limited when it comes to the role that language plays in the knowledge base of LAL. However, Levi and Inbar-Lourie considered Harding and Kremmel (2016)'s definition was more substantial. Levi and Inbar-Lourie provided this evaluation along with the argument that understanding the role of language is essential to determining knowledge base required for assessment stakeholders. Based on their content analysis of assessment artifacts created by 16 language teachers, Levi and Inbar-Lourie suggested that LAL consists of "an amalgamation of different skills: the generic, the language-specific and the contextual" (2019, p. 12). They further argued that there was the multicomponential complexity of AL among language teachers, and more language-related assessment expertise may be al to promote more meaningful language assessment.

Until now, defining LAL presents a major challenge as Inbar-Lourie (2013) acknowledged that in her guest editorial to the special issue on LAL. As discussed above, there are varying degrees of detailedness and different emphases in defining LAL. However, it is clear that LAL involves skills and knowledge that are considered essential and required specifically for *language* education and *language* testing/assessment. In advancing the understanding about teachers' LAL, more research on teachers' actual assessments practice in classrooms would provide valuable data.

2.2.2 LAL of Classroom Teachers in the Online Environment

As contextual and mediating factors are critical in investigating teachers' LAL (e.g., Fulcher, 2012; Xu & Brown, 2017), one of such contexts to examine would be online language classes. It is a common myth that a teacher can easily transfer their knowledge and skills from F2F class into the new online environment (Davis & Rose, 2007). Hampel and Stickler (2005) suggested that online language teacher need different skills from those of F2F classes, but also different skills from other subject teachers teaching online. For online language teachers, the lack of non-verbal cues readily available for communication would be very challenging.

In the field of CALL, several researchers discussed teacher education (e.g., Hubbard & Levy, 2006; Torsani, 2016) Hubbard and Levy (2006)'s edited volume included chapters for degree programs or pre-service or in-service teacher education courses. Torsani's book focused on the concept and application of CALL in language education along with example lessons or activities in classrooms. Elements of assessment were mentioned throughout the books, but no chapter primarily focused on the topic of assessment. Let alone this assessment expertise in the online environment, it was found that teachers are generally not sufficiently trained to teach with technology in general (Compton, 2009; Hubbard, 2008). This is still the case even in the most

recent article about teacher education in CALL. Park and Son (2020) interviewed pre-service EFL teachers to investigate their readiness and competencies in CALL. Based on their interview data, Park and Son discussed pre-service teachers' previous experiences with technology use, their attitudes, and their first-year experiences in teaching practicum. Teachers were found to be positive and confident about integrating technology into language classes. However, the adoption and application of technology and online tools in actual teaching practice was rather limited. Park and Son (2020) also discussed what kind of tools teachers used for assessment (e.g., LMS, online quiz applications), but there was no discussion of how and why teachers specifically used such tools for assessment purposes. This points to a dearth of research in the topic of assessment in the online environment. The investigation into how teachers assess learners using online tools and how teachers can be trained for online assessment is still scarce in language teacher education.

2.3 Learner Perceptions of Language Assessment in Online Language Learning

In this section, I present the review of relevant literature focusing on learners of classroom assessment – equivalent to test-takers of large-scale standardized testing. It is vital to know how learners – another key player group in classroom assessment – perceive assessment activities to understand what can be done to better help their language learning process.

2.3.1 Importance of Learner Perception in Language Assessment

Language testing researchers have agreed on the assertion that test validation process should include various stakeholders (Haladyna & Downing, 2004; Messick, 1996; Moss et al., 2006). However, as Bachman (2000) pointed out, language testing research has been investigated the validity threats mostly from the perspective of test designers or test developers. Recently, there has been increased interest and awareness regarding collecting evidence for validity issues

from test-takers' perspective as in Fox and Cheng (2007). Several research studies on TOEFL iBT test takers, for example, have reported how they perceive the validity of the tests, which section they find the most challenging, or how they prepare for the test (Cheng & DeLuca, 2011; Malone & Montee, 2014; Stricker & Attali, 2010; Yu et al. 2017). The previous studies have underscored how important it is to include test-takers as stakeholders to better understand what tests are measuring and how tests can be improved.

While test taker perceptions towards large-scale standardized tests have been explored by researchers, stakeholder perceptions in classroom-based assessment have not been explored as much. However, just as in the large-scale testing, learners are key stakeholders of classroom assessment (Lee & Butler, 2020). Learner perceptions towards assessment might provide evidence directly related to validity in classroom-based assessment. As Lee and Butler (2020) suggested, learners' voices might suggest some insight for revising and improving the existing models of LAL to better understand teachers' assessment practices and expertise. Also, for learners themselves, the more informed of assessment, the more autonomous they become in their learning. Therefore, there is a need for more empirical studies on learner perspectives to assessment in classrooms.

2.3.2 Learner Perceptions of Assessment Activities in the online environment

In the field of language assessment and L2 education, learner perceptions of assessment activities in online settings are scarce. Due to this limited literature in the field, in this literature review, I will include not only studies conducted in online courses in education, but also studies that investigated assessment issues in technology-mediated language education.

Educators teaching online are likely to face various pedagogical challenges which required changes from F2F teaching and innovation in the way teachers support learners. (Bower

& Hardy, 2004) Sun (2011) research described such challenges specifically identified in a Chinese language course delivered online. The research aimed to bridge online teaching theories and practices based by reflecting on hands-on experiences of teaching Chinese online. The two major challenges discussed in the paper include: (1) unattainable virtual classroom class-meeting and (2) lack of interactions amongst members in the online learning community. For the first challenge, Sun (2011) described how it was challenging to encourage students to participate in synchronous meetings in a virtual "classroom". Throughout the discussion, Sun emphasized the difficulty of teaching language online. As for the second challenge, for interactions to happen, Sun (2011) attempted to build online learning community. Then, soon she realized that socialization and interaction were not happening as expected in traditional classrooms. To foster a functioning community, learning activities were revised to become more interactive and authentic. Assessment was also changed to include more collaborative pair or group tasks. Based on these discussions, Sun (2011) suggests pedagogical implications for rethinking online language teaching with a learner-centered approach. A change of learner profile was recommended where teachers interact with students individually or in small groups, and teachers provide individualized feedback. This is how the teachers and students were able to thrive in online classes. Sun also cautions about the impact and pressure of technical failing on students, which should not be overlooked. She concludes the paper by proposing "learner-centered online language teaching design" (p.445). Among the teaching components, for assessment, she argues that assessment tasks should be learner-focused, real-life, problem-solving tasks and individualized feedback should be given.

As Sun (2011) argued, there should be a critical emphasis placed on learner-centeredness in online teaching. However, there had been extremely few learner perception studies in the

context of fully online language classes. Research into learner perception to online learning experiences focused on certain tools or methods, which produced mostly positive and favorable attitudes (Wiebe & Kabata, 2010). Nevertheless, considering online language teaching has challenges for teachers, learners also would have to face challenges and overcome those to adapt to online learning environments. To investigate the challenges and coping strategies, Sun (2014) investigated learner perspectives on online language learning experiences. Sun (2014) conducted surveys on the 46 students who participated in fully online learning of Chinese. The questionnaire included 32 questions with two parts. Part 1 was about learners' experiences in terms of online participation, collaborative e-learning/group work, learning strategies, and styles. Students were asked to respond to five-point Likert scale questions to indicate the degree of agreement to given statements. Part 2 consisted of 13 open-ended questions, asking their personal experiences about online participation/collaboration and self-regulation of learning. Based on the analysis, it was found that the students had major difficulties including: (1) following (1) following the schedule and studying regularly, (2) getting hold of classmates and finding suitable time to work together, (3) pairing/teaming up and working collaboratively, (4) ensuring constant engagement with the class, (5) keeping self-motivated and being a self-directed learner, and (6) socializing (Sun, 2014, p.30). To focus on assessment aspect of the survey results, there might be some mixed perceptions. For example, 50% of the students reported that "Following the schedule and study regularly" was difficult, while only 2.9% reported "Keeping the assessment deadlines" was difficult. This might be related to the fact that four students in Sun's study reported assessment was a critical motivation to sustain engagement in the course. Another possibility is because of the nature of assessment in the course. Building on Sun (2011), the course used assessment that was largely interactive, with two individual

online assignments, two paired/group oral presentations. Students had to collaborate with each other to complete assignments and assessments. Although students reported it was not easy to find suitable time to talk to their classmates and collaborate with them, it seemed to have helped them move forward. This is closely related to self-regulated learning skills such as setting goals, planning, monitoring, and reflecting (Guichon, 2009). The kind of self-regulated skills are critical in online learning environments (McLoughlin & Lee, 2010; White, 1994). To better support students' development in these skills, researchers argue that online assessment should be designed to facilitate not only interaction and collaboration (Wang & Chen, 2013) but also reflection because the use of technology or online settings does not automatically facilitate reflectional skills (Wang, 2010). Sun (2014)'s study also demonstrated that students chose their own learning styles and tools to practice language, for example, using audio and video resources, or meeting online with classmates. When faced with challenges, learners were found to initiate changes themselves by utilizing new resources and tools. Based on the review of literature, it seems that there is a need to investigate learners' perception towards assessment specifically. This is because assessment tasks seem to help sustain their engagement and individualized feedback is a key factor in successful online language learning.

As for the learner perception studies whose primary focus is on assessment in classrooms, most of the studies investigated stand-alone tools or assessment types, such as electronic portfolio assessment or automated feedback on writing. For example, in Baturay and Daloğlu (2010), learners perceived e-portfolio as beneficial and enjoyable learning experience in an online English course. Students were satisfied with keeping an e-portfolios and enjoyed the process (Chen, 2006). Also, it was found that learners were able to develop self-regulation skills and autonomy in learning (e.g., Zhang, 2009). As for learner perceptions towards automated

feedback on writing, the research findings were inconclusive. Research on *Criterion* (Li et al., 2015) or *Grammarly* (Koltovskaia, 2020) found that learners' attitudes were positive, and they appreciated the feedback from the systems. Dikli and Bleyle (2014) also found that students perceived the feedback from *Criterion* as helpful, but it did not prevent them from valuing instructor feedback. While Grimes and Warschauer (2010) found students perceived *My Access!* to be useful, fair, and user-friendly, other researchers (Chen & Cheng, 2008; Lai, 2010) found that students' perceptions were not favorable or positive. However, students perceived the use of automated feedback system positively only when the instructor facilitated the process (Chen & Cheng, 2008). Among the above-mentioned studies, only Baturay and Daloglu (2010) conducted the study in an online course. More research seems to be necessary to understand how students perceive assessment tasks and activities in online settings.

Although it is not learner perception research in the context of online language course, one study is worth reviewing because it focused on the underexplored topic: proctoring in language testing. Domínguez et al. (2019) explored the differences between low stakes proctored and unproctored language tests that were administered via the online environment. The main purpose of study was to explore the differences in test takers' engagement reactions to the proctored and unproctored language testing. Here, unproctored manner refers to the situation where test takers take a test at home via web-based testing. Domínguez et al. found that unproctored manner led to better scores. This might be because the unproctored testing provided test takers with a familiar environment, which resulted in less pressure than in proctored testing in a lab or classroom. This may have implications for assessment activities and learner reactions or perceptions in online language courses. On the other hand, university students in Khan and Khan (2019)'s study demonstrated negative perceptions towards assessment when the stakes

were high-stakes in the online environment. The students reported the issues such as technology incompetence, too much reliance on multiple-choice questions, the lack of instant and individualized feedback in the online assessment experience. Based on the findings, Khan and Khan (2019) suggested that even in online assessment, the interaction with teachers should “remain personalized, active, and meaningful”. Also, they recommended that, in order to mitigate learners’ concerns, technology training for learners should precede assessments with high stakes.

One relevant study in the literature would be Koh and Kan (2021)’s investigation of learners’ use of LMS. The data were collected before the COVID-19 pandemic from students in Fine Arts major in Singapore. The survey results showed that learners reported more frequent use of LMS for submitting assignments for teachers’ feedback than taking online quizzes. However, there was no discussion about how learners perceived the experience as there were few comments about assessment in their responses to open-ended questions. Regarding whether the learners found it helpful to receive feedback or take online quizzes in LMS, more empirical research is necessary.

Clearly, there should be more empirical studies on learner perspectives and perceptions towards assessment in the context of online language courses. The studies reviewed here show that learners’ perceptions provide useful information to understand the effectiveness and usefulness of assessment activities for improving their language ability and fostering learner autonomy, which is especially important in online language learning. Since assessment is an essential tool for monitoring and reflecting on the learning process, assessment and learner autonomy should be intertwined in an online language classroom. This close relationship between assessment for learning and learner autonomy has been receiving attention (Clark, 2011;

Lamb & Little, 2016), which led to the notion of “assessment for autonomy” (Lamb, 2010). For this notion, teachers play a critical role in promoting learner autonomy (Raya et al., 2017) by effectively developing, using, revising, and providing feedback on ongoing formative assessment in classrooms. More research should be conducted to explore the power of assessment in promoting learner autonomy and how to incorporate the findings into language teacher education programs to help teachers become assessment literate in the online language teaching context.

2.4 Research Questions of the Study

As discussed above, the classroom assessment in the online environment needs more investigation, because little is known about what teachers do and how learners perceive when language classroom assessment was designed and planned for the courses fully offered online. Particularly, online assessment during ERT is planned and prepared within a short period of time, which requires teachers to make informed decisions faster and more efficiently. In addition, teachers also should utilize online tools and technologies for different stages of the assessment cycle. Thus, teachers need training, support, resources, and guidelines to fulfill their responsibilities and to develop their assessment expertise for the online environment. The current project aims to expand our understanding of teachers' assessment practices and perceptions in the online environment. In addition, listening to the learners' voices would provide further information about the assessment carried out by the teachers in the online environment and useful pedagogical implications for teachers. The overall results from the research will have implications for teacher education to train future online language teachers and policy makers of language programs.

The current dissertation study was guided by the following research questions (RQs):

RQ1. What were language teachers' practices and perceptions regarding online assessment?

- a. What strategies and methods did teachers use for online assessment compared to F2F assessment?
- b. What were teachers' perceptions towards online assessment compared to F2F assessment?
- c. What were teachers' perceived achievements, challenges, and training needs regarding assessment?

RQ2. What were the challenges and opportunities faced by graduate teaching assistants (GTAs) regarding online assessment?

- a. What were the challenges faced by GTAs in online assessment and the lessons learned from the experience?
- b. What were opportunities faced by GTAs in online assessment?
- c. What were the challenges faced by language coordinators in supporting GTAs and the lessons learned from the experience?

RQ3. What were learners' perceptions and challenges related to online assessment?

- a. What were learners' perceived helpfulness and relevance of online assessment activities?
- b. What were learners' perceptions regarding online assessment compared to F2F assessment?
- c. What were the challenges faced by learners and suggestions for future learners and teachers?

At the time of proposing the dissertation project and collecting data, there were very few research studies that empirically investigated the experiences of teachers and learners in ERT. At the time of writing, however, researchers around the world have published journal articles that have investigated the experiences of teachers and learners in ERT. Those studies that focused on the context of ERT and were published in the year of 2020 or 2021 are not reviewed in this chapter, but the following chapters include findings from the recent empirical studies to provide context to the results from the current project.

3 METHODS

3.1 The Pilot Study

To design survey tools and write interview questions, I conducted a pilot study by interviewing six language teachers at a southern public university in the U.S. The semi-structured interviews were conducted individually. Interview time ranged from 30 minutes up to 60 minutes. All were graduate teaching assistants (henceforth, GTAs), so there were not any power differences between them and me. This made the atmosphere comfortable enough for them to share sincere opinions. Their target languages of instruction included three alphabetical languages (2 English, 1 Spanish, and 1 French GTAs) and two non-alphabetical languages (1 Korean, and 1 Japanese GTAs). The pilot interviews were conducted to inform survey content. The interview questions can be found in Appendix A. The themes that emerged based on the transcribed interview data are shown in Table 3.1.

Table 3.1 Emerging Themes from Pilot Interviews

Assessment Practices and Strategies	Teacher Perceptions	Reflection on Teaching/Learning
Formative assessment	Teaching principles/philosophy	Lessons learned
Summative assessment	Student reactions	Challenges

Changes from in-person to online classes	Teacher collaboration for problem-solving	Strategies to overcome challenges
Successful assessment techniques for online	Technology use	Training for online teaching
Performance assessment		Future plans for professional development
Feedback communication		
Test security		
Online vs. face-to-face student achievement		

3.2 Overall Research Design and Procedure

This study aimed to explore teachers' assessment practices and learners' perceptions of assessment in ESL and KFL classes offered online at higher education institutions. To answer the research questions, the present study used a mixed-methods concurrent triangulation research design (Creswell et al., 2003). A mixed-methods concurrent triangulation is the most common and well-known approach to mixing methods in research "to obtain different but complementary data on the same topic" (Morse, 1991, p. 122). The benefits of concurrent triangulation design include time efficiency of data collection and cross-validation of the findings within a study through two different types of data. By using this design, a researcher implements the quantitative and qualitative methods during the same timeframe, involving concurrent (but separate) collection and analysis of quantitative and qualitative data. While the use of quantitative methods can describe trends with data collected from a larger sample size for generalization, qualitative methods are used to provide in-depth detailed information with a small sample size. These nonoverlapping strengths and weaknesses can be brought together in mixed-method research (Patton, 1990). The purpose of mixing two different methods has been discussed extensively in the previous literature (e.g., Greene et al., 1989; Morse, 1991).

In this current study, using this research design, I wanted to compare and contrast quantitative results with qualitative findings. I also hoped to validate quantitative results with qualitative data and vice versa. Figure 3.1 describes the design of this dissertation project and Table 3.2 shows how research questions were answered through different research and analysis methods.

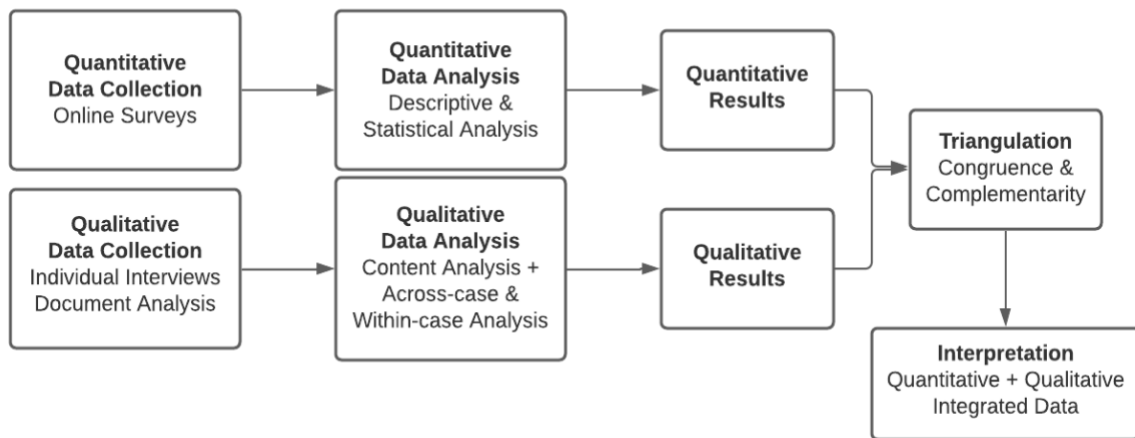


Figure 3.1 Concurrent Triangulation Mixed-methods Design

Table 3.2 Research Questions and Methods

Overarching Questions	Sub Questions	Methods
1. What were language teachers' practices and perceptions regarding online assessment?	a. What strategies and methods did teachers use for online assessment compared to F2F assessment?	Survey
	b. What were teachers' perceptions towards online assessment compared to F2F assessment?	Survey
	c. What were teachers' perceived achievements, challenges, and training needs regarding assessment?	Survey

2. What were the challenges and opportunities faced by graduate teaching assistants (GTAs) regarding online assessment?	a. What were the challenges faced by GTAs in online assessment and the lessons learned from the experience?	Survey + Interview
	b. What were opportunities faced by GTAs in online assessment?	Interview
	c. What were the challenges faced by language coordinators in supporting GTAs and the lessons learned from the experience?	Interview
3. What were learners' perceptions and challenges related to online assessment?	a. What were learners' perceived helpfulness and relevance of online assessment activities?	Survey + Interview
	b. What were learners' perceptions regarding online assessment compared to F2F assessment?	Survey + Interview
	c. What were the challenges faced by learners and suggestions for future learners and teachers?	Survey + Interview

The data were collected between November 2020 to January 2021 through the quantitative method of online surveys and the qualitative methods of semi-structured individual interviews and document collection. Follow-up individual interviews were conducted in May and June 2021, to check for the trustworthiness of interview transcripts but also to gain further insights into any changes in their assessment practices and/or perceptions after one more semester of ERT. The overall data collection processes and participant information is summarized in Table 3.3.

Table 3.3 Overall Procedure of Mixed-methods Concurrent Triangulation Research

Data Collection	Time	Participants
Pilot interviews	August 2020	6 teachers at a southern public university in the U.S.
Survey pilot	September 2020 – October 2020	2 PhD students in Applied Linguistics, 2 ESL/EFL instructors, 2 ESL learners, 2 KFL learners
Online survey	November 2020 – January 2021	108 ESL teachers 53 ESL learners 16 KFL teachers 44 KFL learners
Document collection	October 2020 – December 2020	Analyze course syllabi and LMS Collect assessment-related materials & samples
Individual interviews	December 2020 – January 2021	4 ESL teachers (GTAs) 4 ESL learners 2 ESL program coordinators 4 KFL teachers (GTAs) 4 KFL learners 1 KFL program coordinator
Follow-up interviews	May 2021 – June 2021	Interviews of participants who were available for follow-up interviews at the end of Spring 2021.

Table 3.4 summarizes all participants in this current project. Ideally, a similar number of participants for ESL and KFL contexts should have been recruited. However, considering the total number of ESL programs and KFL programs offered at the university level in the US, it was not possible to achieve a similar number of teacher participants for surveys. While there are 340

CEA accredited ESL programs (IEPs) in the US¹, there are 137 accredited KFL programs at the level of higher education².

Table 3.4 Participants

Groups	Survey (N = 221)			Interview (N= 20)		
	Total	Language		Total	Language	
		ESL	KFL		ESL	KFL
Language teachers	124	108	16	8	4	4
Language learners	97	53	44	8	4	4
Program coordinators*	-	-	-	3	2	1

Note. Program coordinators who were interviewed also taught a course(s) during ERT.

The details of data collection and data analysis are described in the following subsections.

3.3 Survey

The survey targeted language teachers and learners in either ESL courses or KFL courses offered online in Fall 2020 due to the COVID-19 pandemic. For this project, the term “teachers” refers to the primary instructors of language courses, including professors, lecturers, and graduate teaching assistants (GTAs). “Learners” include the pre-admission young adult ESL students, matriculated undergraduate/graduate students who took an ESL course(s), or undergraduate/graduate students who took a KFL course online during the pandemic.

3.3.1 Survey Design

3.3.1.1 Teacher Surveys

In the survey for ESL/KFL teachers, the overall elements and themes were based on the analysis of pilot interviews. There were six sections: 1) Information about Study and Consent, 2)

¹ This information was obtained from the Commission on English Language Program Accreditation (CEA) website (<https://cea-accredit.org/accredited-sites>).

² This information was obtained from the American Association of Teachers of Korean website (<https://aatk.org/schools/>).

General Information about the Target Course, 3) Assessment Practice in Online Language Teaching, 4) Perceptions towards Assessment in Face-to-Face and Online Language Courses, 5) Reflection, Challenges, and Needs, and 6) Background Information. Among these sections, 3), 4), and 5) correspond to the themes identified from the pilot interviews, *Assessment Practices and Strategies*, *Teacher Perceptions*, *Reflection on Teaching/Learning*, respectively. In the section 5), there were five questions that were presented only to GTAs, to better understand their challenges and needs for future support.

Initial versions of the surveys were reviewed by two applied linguistics PhD students. After several rounds of revisions and removal of unnecessary items, the survey was piloted with two ESL/EFL instructors and one KFL teacher. The survey was first designed for ESL teachers, so minor adaptations were made to create a survey for KFL teachers. For example, “English course” and “teaching English online” were revised to “Korean course” and “teaching Korean online” respectively. However, both ESL and KFL versions of the survey share all the same set of questions.

For the section 3) Assessment Practice in Online Language Teaching, I adapted elements from the conceptual model of Xu and Brown (2016) to explore how teachers' knowledge and skills in assessment are used in practice. Because the focus of this survey is on classroom assessment in online context, throughout the survey, terms were carefully selected based on previous survey studies on classroom-based assessment (Vogt & Tsagari, 2014). The survey was delivered through Qualtrics. It was anticipated that participants would take approximately 15-20 minutes to complete it. Complete versions of the survey for ESL and KFL teachers can be found in Appendix A.

3.3.1.2 Learner Surveys

The learner survey had five sections: 1) Information about Study and Consent, 2) General Information about the Target Course, 3) Perceptions towards Assessment in Face-to-Face and Online Language Courses, 4) Perceived Helpfulness and Relevance of Assessment Activities, 5) Reflection, Challenges, and Needs, and 6) Background Information. Overall, the learner survey mirrored the elements and organization of the teacher survey.

The initial version of the learner survey was reviewed by an experienced ESL lecturer, leading to major revisions of language and content. Based on the feedback, technical terms were changed into more learner-friendly expressions. For example, instead of using “assessment of receptive skills”, the survey used expressions such as “taking reading tests” and “taking listening tests”. Then, the revised version was piloted with two ESL learners who had taken IEP courses online in Summer 2020. The ESL learner survey was adapted to the KFL context, and the survey for KFL learners was piloted with two KFL learners who had taken KFL courses online during the summer semester. The learners who took the survey found some minor spelling errors, but no major issues were reported during the pilot stage. The survey was anticipated to take about 10-15 minutes. All the complete versions of the survey questions for ESL teachers, KFL teachers, ESL learners, and KFL learners can be found in Appendix A.

3.3.2 Survey Data Collection Procedure

The surveys were administered from late November 2020 to January 2021. This time frame was chosen because by then the teachers would have had one full semester of ERT experience. To recruit participants, the survey invitations were distributed to teachers and learners through online forums and public work emails. Table 3.5 displays how the surveys were distributed to the target population.

Table 3.5 Survey Distribution Targets

Target Population	Distribution Methods	Notes
ESL Teachers	Listserves & Online Forums	16 listservs and online forums (e.g., MyTESOL communities)
	Work Emails	Total of 805 teachers Reminder sent within 2 weeks
ESL Learners	Online Forums	Three online communities twice (e.g., international students in USA)
	Student Emails	The exact number is unknown because it was distributed via the teachers
KFL Teachers	Online Forums	Two online forums (e.g., ACTFL Korean SIG)
	Work Emails	Total of 49 teachers Reminder sent within 2 weeks
KFL Learners	Online Forums	Two online communities twice (e.g., Study Korean!)
	Student Emails	The exact number is unknown because it was distributed via the teachers

For ESL teachers, the survey invitation was shared to 16 listservs and online forums (e.g., MyTESOL communities) and sent to a total of 805 ESL teachers through emails. ESL teachers' public work emails were collected from the websites of accredited intensive English programs or ESL programs at universities in the US. This included ESL full-time faculty members, part-time lectures and GTAs. Thirty-three out of 805 emails were returned for delivery failure because the email addresses did not exist, which meant the teachers might have left their position or moved to another program/institution. When the teacher survey link was sent to the teachers, an additional email was sent to ask the teachers to distribute the learner survey to their students. Three IEP directors asked me to fill out research approval forms, which I completed, and then the survey invitation was shared to their students who took the courses online in Fall 2020 semester. With the permission of one IEP director, I obtained a list of 67 students from the IEP

and the survey information was sent to them directly. A reminder email was sent twice within two weeks. In addition, the survey recruitment materials were shared to ESL learner online forums.

For KFL teachers, the survey invitation was translated into Korean and both English and Korean versions were shared to two online forums and a total of 49 teachers through email. One email was returned due to delivery failure, but no teachers indicated changes in their teaching status in response. KFL teachers also received an additional email about the learner survey and were asked to distribute it to their students. Additionally, the KFL learner survey was posted to KFL learner online forums. A reminder email was sent within two weeks.

3.3.3 Survey Participants

For the survey, I originally planned to recruit around 150 teachers and 150 learners. The teachers needed to be currently teaching a language course online at higher educational institutions. Likewise, the learners needed to be students who were currently taking a language course online at higher educational institutions, and who had previous experience of taking language courses in F2F format. There were no other restrictions on other criteria for participating in this survey research.

After three months of survey administration, I was able to collect responses from 221 participants for final analysis (See Table 3.6). For the ESL teacher survey, a total of 178 initial responses were saved into the Qualtrics platform. However, after several rounds of inspection, 70 responses were removed because there were no answers to major sections of the survey. A total of 73 responses were received for the KFL teacher survey, but only 16 responses were included for analysis since the other 57 responses had only minimal progress and were therefore removed. For the ESL learner survey, there were 86 responses initially saved, but only 53 of them were

included after 33 incomplete or invalid responses were removed. There were 73 saved responses for the KFL teacher survey. However, 29 responses were removed because the answers were meaningful or valid.

Table 3.6 Survey Participants

Groups	Survey (N = 221)						
	Total	Languages					
		ESL			KFL		
Language Teachers	124	108	M	24		M	3
			F	76	16	F	11
			Others	8		Others	2
Language Learners	97	53	M	20		M	6
			F	22	44	F	32
			Others	11		Others	6

Note. Others include the responses of “do not wish to answer” along with self-explanation.

3.3.3.1 ESL Teacher Survey Participants: Background Information

The overall background information about the participating ESL teachers is displayed in Table 3.7. Most of the ESL teachers (80.56%) worked for public universities, and the rest worked at private universities or community colleges. The participants held a variety of positions, including tenure-track faculty, non-tenure-track full-time, part-time or adjunct, and graduate teaching assistants. However, they are all referred to as “teachers” in this project given that they were the primary instructors who were responsible for instruction in the language courses taught online. Female teachers outnumbered male teachers and there were more teachers whose final degree was MA or who were currently enrolled in MA programs than teachers with PhD degrees or currently in PhD programs. While there were non-native English speaker teachers, more than 80% of the teachers were self-identified L1 English speakers, and eight respondents were simultaneous bilingual in English and another language such as Spanish, Arabic, or Chinese. Over half of the teachers had more than 11 years of experience, and there

was a much smaller number of novice teachers with 0 to 2 years of teaching experience.

Unfortunately, the survey did not include the question about their locations or institution names.

Although it was missing for some respondents, Qualtrics save the GPS information of the respondents including latitude and longitude. It was found that the respondents represented at least 27 different states across the country including California, Florida, Georgia, Illinois, Kansas, New York, Pennsylvania, Texas, Washington, and Virginia, to name a few.

Table 3.7 ESL Teachers' Background Information of Survey Participants (N=108)

Questions	Categories	Frequency	%
Institution Types	Public University	87	80.56
	Private University	17	15.74
	Community College	4	3.70
Position	Tenure Track Faculty	6	5.56
	Non-tenure Track Full Time	62	57.41
	Part-time or Adjunct	19	17.59
	Graduate Teaching Assistant	21	19.44
Gender	Male	24	22.22
	Female	76	70.37
	Do not wish to answer	8	7.41
Education Background	PhD in Applied Linguistics or other related areas (e.g., Education)	29	26.85
	MA in TESOL/Applied Linguistics or other related areas (e.g., Education)	76	70.37
	No response	3	2.78
First Language(s)	English	88	81.48
	Languages other than English	20	18.52
Teaching Experiences	0-2 years	5	4.63
	3-5 years	11	10.19
	6-10 years	26	24.07
	11-20 years	41	37.96
	21 or more years	25	23.15

Table 3.8 summarizes the information about the courses participating ESL teachers taught in Fall 2020.

Table 3.8 Types of ESL Teachers' Courses Taught in Fall 2020 (N=108)

Questions	Categories	Frequency	%
Target	Four-skills integrated	25	23.15
Skills	Written communication: Writing, Composition	35	32.41
	Oral communication: Speaking, Listening, Pronunciation	31	28.70
	Reading, grammar, and/or vocabulary	17	15.74
	Student	Pre-matriculated students	52
Group	Matriculated students	33	30.56
	Both of pre-matriculated and matriculated	14	12.96
	Others (e.g., immigrants or refugees)	9	8.33
Proficiency Level	Beginner/Elementary	2	1.85
	Low-intermediate	13	12.04
	Intermediate	14	12.96
	High-intermediate	33	30.56
	Advanced	34	31.48
	Mixed level	12	11.11
Class Format	100% synchronous	67	62.04
	100% asynchronous	12	11.11
	A mixture of synchronous/asynchronous	26	24.07
	Others	3	2.78

The courses were categorized into four major types in terms of target skills. The two most frequent types were courses focusing on written communication (e.g., academic writing, English composition) or oral communication (e.g., academic listening and speaking, pronunciation). Other courses include those incorporating all four skills in integration or the courses focusing on academic reading, grammar, and vocabulary that build foundations for academic English abilities. Almost half of the teachers (48.15%) taught pre-matriculated students, while about 30%

of the teachers taught matriculated students. Other teachers taught both pre-matriculated and matriculated students in the same course or taught the immigrants or refugees. Fourteen teachers who taught both groups at the same time in the same course. More than 60% of the teachers taught high-intermediate or advanced courses, while a smaller number of teachers taught lower proficiency levels ranging from beginner to intermediate. As for the class format, 62.04% of teachers reported that their classes met synchronously according to the regular class schedule. On the other hand, 11.11% taught the courses in a 100% asynchronously format in which learners completed their learning activities and tasks on their own. Twenty-six teachers (24.07%) taught the courses in a mixture of both synchronous and asynchronous. Other class formats included a situation in which the class met in an in-person setting when scheduled, but the attendance was optional, and the class was livestreamed.

3.3.3.2 KFL Teacher Survey Participants: Background Information

There was a smaller number of survey participants for KFL teacher groups (see Table 3.9). Similar to ESL teachers, more KFL teachers were working for public universities than for other types of institutions, yet they held various positions. There were more female teachers than male teachers. All respondents self-identified as native speakers of Korean. More teachers were either currently enrolled in PhD programs or had completed PhD degrees than those who were in MA programs or had received MA degrees. As for teaching experience, almost half of teachers had more than 11 years of teaching experience, and the other half were early or mid-career teachers with 3 to 10 years of experience. As for ESL teachers, the GPS information provided by Qualtrics was used to understand the representativeness of the respondents. It was found that KFL teachers represented at least four different states across the country including Georgia, Mississippi, Pennsylvania, and Tennessee.

Table 3.9 KFL Teachers' Background Information of Survey Participants (N=16)

Questions	Categories	Frequency	%
Institution Types	Public University	10	62.50
	Private University	5	31.25
	Community College	1	6.25
Position	Tenure Track Faculty	2	12.50
	Non-tenure Track Full Time	6	37.50
	Part-time or Adjunct	3	18.75
	Graduate Teaching Assistant	5	31.25
Gender	M	3	18.75
	F	11	68.75
	Do Not Wish to Answer	2	12.50
Education Background	PhD in Korean Linguistics or related areas	7	43.75
	MA in Applied Linguistics or related areas	5	31.25
	No response	4	25.00
Teaching Experiences	0-2 years	0	0.00
	3-5 years	3	18.75
	6-10 years	4	25.00
	11-20 years	6	37.50
	21 or more years	1	6.25

Table 3.10 summarizes the information about the courses participating KFL teachers taught in Fall 2020. The majority of KFL teachers (87.50%) taught courses that covered four skills in integration, while there were a small number of reading and writing course teachers who participated. Unlike ESL teachers, more than half of the KFL teachers taught beginner/elementary level students. There were a few teachers who taught intermediate levels overall, and 31.25% of teachers taught advanced level students. As for the class format, the same number of teachers taught in 100% synchronous courses as those who taught courses in a mixture of synchronous and asynchronous modes. Similar to the ESL teachers, the smallest number of KFL teachers taught their courses 100% asynchronously.

Table 3.10 KFL Teachers' Course Information Taught in Fall 2020 (N=16)

Questions	Categories	Frequency	%
Target Skills	Four skills integrated	14	87.50
	Reading and writing	2	12.50
Proficiency Level	Beginner/Elementary	9	56.25
	Low-intermediate	1	6.25
	Intermediate	1	6.25
	High-intermediate	0	-
	Advanced	5	31.25
Class Format	100% synchronous	7	43.75
	100% asynchronous	2	12.50
	A mixture of synchronous/asynchronous	7	43.75
	Others	0	-

3.3.3.3 *ESL Learner Survey Participants: Background Information*

ESL learner participants' background information is summarized in Table 3.11. There was a total of 53 respondents, with the mean age of 27.24 ($SD=9.82$). More than 60% of participants were taking courses at public universities, while 20.75% were at private universities and 15.09% were at community colleges. More than half of the ESL learners (56.60%) were identified themselves as pro-matriculated students, and 22.64% were already in their degree programs. There were 20.75% of learners who did not respond to this question. As for the school year, participants were from all different stages in their academic career, including pre-college, college, graduates, and graduate students. There were 20 male (37.74%) and 22 female (41.51%) respondents, with 11 who did not wish to answer (20.75%). Their current or future academic majors were organized into main categories of Business (e.g., Accounting, Finance, Marketing, etc.), Arts, Humanities & Social Sciences (e.g., Psychology, History, Education, etc.), and Sciences, Engineering, and Medicine (e.g., Computer Science, Physics, etc.), and No response. As for their L1 backgrounds, the greatest number of students were L1 Chinese (Mandarin)

speakers, followed by Arabic, Korean, Vietnamese, Spanish, Portuguese, and others. The GPS information provided by Qualtrics indicated that ESL learners represented at least 10 different states across the country including Arizona, California, Florida, Georgia, New York, Pennsylvania, and Texas, to name a few.

Table 3.11 ESL Learners' Background Information from Survey (N=53)

Questions	Categories	Frequency	%
Institution Types	Public University	32	60.38
	Private University	11	20.75
	Community College	8	15.09
	No response	2	3.77
Status	Pre-matriculated students	30	56.60
	Matriculated students	12	22.64
	No response	11	20.75
School year	Pre-college	13	24.53
	College students	11	20.75
	Graduates	5	9.43
	Graduate students (MA, PhD)	8	15.09
	No response	16	30.19
Gender	M	20	37.74
	F	22	41.51
	Do not wish to answer	11	20.75
Majors	Business (e.g., Accounting, Finance, Marketing, etc.)	11	20.75
	Arts, Humanities & Social Sciences (e.g., Psychology, History, Education etc.)	15	28.30
	Sciences, Engineering, and Medicine (e.g., Computer Science, Physics, etc.)	14	26.42
	No response	13	24.53
	First Language(s)	Chinese	13
	Arabic	7	13.21
	Korean	5	9.43
	Vietnamese	3	5.66
	Spanish	2	3.77
	Portuguese	2	3.77
	Others (e.g., Farsi, Hindi, Urdu, Punjabi)	10	18.87
	No response	12	22.64

As for the courses ESL learners took in Fall 2020, Table 3.12 presents the information. Like teachers, the learners were also asked to focus on one target course they took in that semester when responding to the survey questions. Learners were asked to provide the name of the target course, but the course names had to be categorized and coded. After the responses were coded, it was cross-checked by the second coder. Although respondents provided specific course names that indicate the target skills (15.09% for written communication courses and 9.43% for oral communication skills), the rest of respondents provided either general program names, such as ESL, or all the courses they took in Fall 2020. These responses were considered as four-skilled integrated courses (75.47%). Although the instructions on the survey specifically asked to focus on one course, learners usually take multiple courses in one semester as IEP students due to F-1 visa status requirements, they had the tendency to consider all different courses into one combined learning experience. This tendency was also observed during the interviews. As for proficiency level, there were more high-intermediate (35.85%) or advanced (30.19%) learners, than lower levels. However, it should be noted that this is based on self-reported data. In terms of class format, 71.70% of respondents reported that class formats were 100% synchronous, which means their class regularly met every week on Zoom or other similar platforms. Only 9.43% said their course was 100% asynchronous, where they did class work on their own without meeting in classes. 15.09% reported the mixture of synchronous and asynchronous formats.

Table 3.12 ESL Learners' Course Information in Fall 2020 (N=53)

Questions	Categories	Frequency	%
Target	Four-skills integrated	40	75.47
Skills	Written communication: Writing, Composition	8	15.09
	Oral communication: Speaking, Listening, Pronunciation	5	9.43
	Reading, grammar, and/or vocabulary	0	-

Proficiency Level	Beginner/Elementary	3	5.66
	Low-intermediate	1	1.89
	Intermediate	9	16.98
	High-intermediate	19	35.85
	Advanced	16	30.19
	No response	5	9.43
Class Format	100% synchronous	38	71.70
	100% asynchronous	5	9.43
	A mixture of synchronous/asynchronous	8	15.09
	Others	2	3.77

3.3.3.4 KFL Learner Survey Participants: Background Information

Table 3.13 presents the information about participating KFL learners. The analyses included a total of 44 KFL learners with the mean age of 21.39 (SD = 2.67). Compared to ESL learners (M = 27.24, SD = 9.82), KFL learners were relatively younger and less dispersed. Just like ESL learners, most KFL learners (86.36%) were taking KFL courses at public universities while the rest of them were at private universities. The respondents from different school years included freshmen (2.27%), Sophomore (22.73%), Junior (25.00%), Senior (31.82%), and even graduate students (4.55%). There were six male and 32 female respondents, with six who did not wish to answer. The respondents' reported their current majors, and they were categorized into Business (e.g., Business, Economics, Marketing, etc.), Arts, Humanities & Social Sciences (e.g., Linguistics, Film and Media, Education, Asian studies, Journalism, etc.), Sciences, Engineering, and Medicine (e.g., Computer Science, Physics, etc.) and No response. While the four categories had similar numbers of ESL respondents, the greatest number of KFL learners (65.91%) were studying in the programs of Arts, Humanities, and Social Sciences. Almost 80% of the respondents were L1 English speakers, and seven out of 35 learners were self-reported bilinguals of English and another language (Spanish, Japanese, Gujarati, Vietnamese, or Mandarin

Chinese). There were two learners whose L1 was not English, but Vietnamese and Spanish, respectively. The GPS information provided by Qualtrics indicated that ESL learners represented at least four different states including Georgia, Texas, Pennsylvania, and California.

Table 3.13 KFL Learners' Background Information from Survey (N=44)

Questions	Categories	Frequency	%
Institution Types	Public University	38	86.36
	Private University	6	13.64
School Year	Freshmen	1	2.27
	Sophomore	10	22.73
	Junior	11	25.00
	Senior	14	31.82
	Graduate Students	2	4.55
	No response	6	13.64
Gender	M	6	13.64
	F	32	72.73
	Do not wish to answer	6	13.64
Majors	Business (e.g., Business, Economics, Marketing, etc.)	6	13.64
	Arts, Humanities & Social Sciences (e.g., Linguistics, Film and Media, Education, Asian studies, Journalism, etc.)	29	65.91
	Sciences, Engineering, and Medicine (e.g., Computer Science, Physics, etc.)	3	6.82
	No response	6	13.64
	First Language(s)	English	35
	Non-English (Vietnamese, Spanish)	2	4.55
	No response	7	15.91

KFL learners were also asked to indicate the course they took in Fall 2020 (see Table 3.14). Most KFL learners (93.18%) took four-skills integrated courses, except three respondents. One took a course about oral communication, and the other two took courses focusing on

reading, grammar, and/or vocabulary. They were from all different levels, with mostly similar numbers. As for the class format, KFL learners' experiences were different from ESL learners' experiences. The most popular class format was 100% synchronous for ESL courses (71.70%), but only 13.64% of respondents took a KFL course in 100% synchronous format. Much more respondents (63.64%) took a KFL course in asynchronous format, while only 9.43% of ESL learners took a 100% asynchronous course. Like ESL learners, some respondents reported that their class format was a mixture of synchronous and asynchronous modes (20.45%).

Table 3.14 KFL Learners' Course Information in Fall 2020 (N=44)

Questions	Categories	Frequency	%
Target	Four-skills integrated	41	93.18
Skills	Written communication: Writing, Composition	0	-
	Oral communication: Speaking, Listening, Pronunciation	1	2.27
	Reading, grammar, and/or vocabulary	2	4.55
	Proficiency	Beginner/Elementary	7
Level	Low-intermediate	10	22.73
	Intermediate	10	22.73
	High-intermediate	7	15.91
	Advanced	10	22.73
Class Format	100% synchronous	6	13.64
	100% asynchronous	28	63.64
	A mixture of synchronous/asynchronous	9	20.45
	No response	1	2.27

Overall, for both ESL and KFL learners, respondents in this project were mostly from public universities and they were from different stages of their school years or academic paths. However, ESL and KFL learners demonstrated differences, in terms of age dispersion, distribution of majors, and popular class formats.

3.4 Interviews

For the qualitative part of this study, semi-structured individual interviews were conducted. It should be also noted that the teachers who participated in the interviews were all GTAs. One important purpose of focusing on GTAs as a target population was to 1) explore what challenges GTAs as teacher-learners faced and what lessons they learned and 2) offer valuable insights and implications for teacher education and professional development. In addition, language program coordinators were also interviewed because they had the responsibility for training and supervising GTAs. The aim of interviewing language program coordinators was to 1) understand current practices of supporting teachers and GTAs and 2) explore what challenges they faced and what lessons they learned. gain insights for improvement in supporting them. The findings from both groups would provide implications for teacher education.

3.4.1 Interview Participant Recruitment Process

3.4.1.1 Graduate Teaching Assistants (GTAs)

The original plan was to focus on one specific university as a target context and conduct focus group interviews with both ESL and KFL teachers – GTAs – at that university. The interview participant recruitment requests were officially sent out to the IEP director and KFL program coordinator. However, there were several practical challenges. At the time of data collection, there were not enough ESL GTAs. There were only two available GTAs who taught ESL courses online in Fall 2020. Meanwhile, two GTAs from other institutions contacted me to show their willingness to volunteer for interviews. As for KFL GTAs at the same university, there were four GTAs in different times zones with individual or academic responsibilities during the pandemic. I had to be flexible in accommodating volunteer participants based on the

times when they were available. In the end, the most viable way to collect qualitative data was to conduct individual interviews.

3.4.1.2 Coordinators

For individual interviews, language coordinators were also recruited to better understand the contextual factors that influence assessment practices in language classrooms. When ESL teacher survey invitation emails were sent out, interview recruitment information was also shared. In this project, “language coordinators” include program directors or those who are responsible for program-level decisions. One IEP interim director agreed to participate upon my request. Another volunteer, who was working as a language specialist at an IEP, also responded to my invitation email. Her job responsibilities included coordinating curriculum and assessment design and developing training materials and recourses for IEP teachers. For the KFL context, an interview invitation was sent to one KFL program coordinator at the same university as the KFL teachers and learners who were interviewed, and she agreed to participate. There were no other volunteers from the KFL coordinator population.

3.4.1.3 Learners

For learners, the interview participant recruitment materials, along with the survey information, were sent to student emails. Only two ESL learners responded to my initial email and reminder emails were sent out two more times. After sending out two more reminder emails, I was able to recruit two more learners. Two of them were back in their home countries, which meant they were in different time zones while taking ESL courses in Fall 2020. For KFL learners, I sent the interview participant recruitment materials in the reminder email for the learner survey. Three students volunteered to be interviewed in response to the first email. After sending out the second reminder email, one more KFL learner agreed to participate. All the

learner participants were from the same university, but they all took different types of language courses. Since assessment could be a sensitive topic for the learners who might need to share their performance or achievement, individual interviews were conducted instead of focus group interviews. This decision was also based on the intention to allow more time for the learners to describe their own course context and to elicit more in-depth responses.

3.4.2 Interview Protocols and Procedure

After confirming their participation, an email was sent out to each individual participant to schedule an interview. The email included the consent form (Appendix B) and a Zoom link. Interviews were conducted immediately after Fall 2020. Each interview began with receiving oral consent to participate and be recorded. After the consent was obtained, the recording started. To elicit more in-depth reflections, specific and personal questions were asked during the individual interviews. As it was a semi-structured interview, I prepared the guiding questions for each group of participants (Appendix C), but the interviewees were allowed to contribute to the conversation during the interview (Mann, 2011). The individual interview time length ranged from 60 minutes to 90 minutes. The ESL teachers, the ESL learners, the ESL program coordinators, and the KFL learners were interviewed in English. However, the interviews with the KFL teachers and the KFL program coordinator were conducted in Korean because they preferred to speak in Korean to share sincere opinions and perceptions without any language barriers.

3.4.3 Interview Participants

3.4.3.1 GTAs

Table 3.14 summarizes the background information of the teachers who were interviewed. All participants were given pseudonyms. The teachers were all female graduate

teaching assistants (GTAs) in Fall 2020. Lydia and Yunhee were in the MA programs, while the others were PhD students in the Applied Linguistics or Education departments.

Table 3.15 Interview Participant Background Information: Teachers (N = 8)

Pseudo nyms	Teaching Experience	Origin	Program	Courses Taught in Fall 2020	Levels
Lydia	13 years (ESL/EFL)	US	IEP at University B (a Midwestern university)	Listening and Speaking (synchronous)	High beginner & upper intermediate
Naomi	15 years (ESL/EFL)	Vietnam	IEP Pathway Program at University C (a Southern university)	Grammar and Writing (synchronous)	Low intermediate (CEFR B1)
Sophie	2 years (ESL)	US	IEP at University A (a Southeastern university)	Writing for University Exam (synchronous)	Advanced
Amy	9 years (ESL/EFL)	China	ESL for Graduate Students Program at University A	Listening and Speaking (asynchronous)	Advanced
Eunji	7 years (EFL); 3 years (KFL)	Korea	KFL program at University A	Elementary Korean I (asynchronous)	Beginner
Yunhee	8 years (KFL)	Korea	KFL program at University A	Elementary Korean I (asynchronous)	Beginner
Mina	7 years (EFL); 7 years (KFL)	Korea	KFL program at University A	Elementary Korean II (asynchronous)	Upper Beginner
Hannah	3 years (EFL); 5 years (KFL)	Korea	KFL program at University A	Advanced Korean I (asynchronous)	Intermediate *

Note. The course name includes “advanced” because it was a third-year (3000-level) course, but the textbook was for the intermediate level.

3.4.3.2 Coordinators

For coordinators, there were two ESL coordinators and one KFL coordinator (see Table 3.15). One ESL coordinator, Hugh was the interim director of an IEP with 28 years of teaching experience. It was his second year as an interim director. The other, Maria, was a language specialist at an IEP, with the responsibility of assisting teachers with training and workshops or developing assessment tools. However, she also taught courses depending on the situation. At the time of data collection, the KFL coordinator, Yumi, had been the KFL program coordinator for eight years and had been teaching and coordinating at the same time. All three participants had different titles in their own programs, but they are referred to as coordinators in this project since they were responsible for coordinating their language programs in terms of curriculum, assessment, and teachers' professional development.

Table 3.16 Interview Participant Background Information: Coordinators (N = 3)

#	Pseudonyms	Gender	Teaching Experience	Language Program	Current Position
1	Hugh	M	28 years (ESL/EFL)	Interim director in IEP at University A	2 years
2	Maria	F	11 years (ESL/EFL)	Language specialist in IEP at University D (a Midwestern university)	4.5 years
3	Yumi	F	5 years (ESL); 12 years (KFL)	Korean language program at University A	8 years

3.4.3.3 Learners

All learner participants were recruited from University A in the US at the time of data collection. The interview participants were recruited on a voluntary basis only through email

communications during the pandemic. This particularly limited the representativeness of the sample, which is a limitation of the current project.

Table 3.16 presents the participating learners' background information. The participants included four ESL learners (three students in IEP and one in ESL support course) and four KFL learners. While the IEP students self-reported as being in an upper-intermediate or advanced level with more than 10 years of English learning experiences, the KFL learners were from different proficiency levels, with relatively shorter experiences of Korean language learning. The ESL learners were from Vietnam (2) and China (2). The KFL learners were all from the US.

Table 3.17 Interview Participant Background Information: Learners (N = 8)

Language Program	Pseudonyms	Gender	Learning Experience	Home Country	Proficiency Level
IEP at University A	Natalie	F	15 years	Vietnam	Advanced (IEP Level 5)
	Heather	F	NA*	Vietnam	Advanced (IEP Level 5)
	Yelena	F	10 years	China	Upper intermediate (IEP Level 4)
ESL for Graduate Students Program	Mika	F	16 years	China	Academic Listening & Speaking for Graduate Students
Korean language program at University A	Selena	F	0.5 years	USA	Upper Beginner
	Lucy	F	1 year	USA	Lower Intermediate
	Amber	F	1 year	USA	Lower Intermediate
	Erika	F	2 years	USA	Lower Advanced

Note. Heather only reported that it had been one year since she started studying English in the US.

3.5 Data Coding and Analysis

3.5.1 Survey Analysis

The survey responses were first organized in Microsoft Excel sheets and descriptively analyzed using R (R Core Team, 2019). Then, the data for different sections were analyzed using different methods.

First, in the section 3) Assessment Practice in Online Language Teaching, the teachers' responses were organized into tables with frequencies and proportions. For the questions related to assessment methods in F2F and the online environment, a series of Fisher's exact tests were conducted to check if there is a significant association between class formats (F2F vs. Online) and assessment methods (Use vs. No use). Due to the small sample sizes of the current data, Fisher's exact tests were conducted instead of the chi-squared tests, because Fisher's exact test was designed to overcome the issues of small sample sizes (Upton, 1992). For the questions about feedback types and frequencies, the teachers' responses were plotted into graphs for better visualization. To check for significant differences between F2F and the online environment, a series of Wilcoxon-signed rank tests (the non-parametric equivalent of paired t-tests) were conducted because the data were not normally distributed. For the rest of the open-ended questions, the responses were manually coded and analyzed.

Another section, 4) Perceptions towards Assessment in Face-to-Face and Online Language Courses, included Liker-scale questions. For the responses to this section, Cronbach's alpha was calculated to check the internal consistency. With a 95% confidence interval, the results showed that the reliability was in the acceptable range for the three surveys, with .82 for ESL teachers (N = 108), .93 for ESL learners (N = 53), and .92 for KFL learners (N = 44). However, as for KFL teachers (N = 16), the alpha reliability was calculated as .62, which is a

questionable level of internal consistency. However, this was almost unavoidable since there was a very limited number of volunteer participants for the KFL teacher survey. Among the responses to the five-point Likert scale, neutral (i.e., neither agree nor disagree) responses were removed before determining the mean ratings. The ratings utilized for analysis include 1 for “strongly disagree”, 2 for “disagree”, 3 for “agree”, and 4 for “strongly agree”. For rating scale items like this, one common criticism is that the distance between two response categories. That is, the distance from “Strongly disagree” to “Disagree” may not be the same as the distance from “Agree” to “Strongly agree” (Cohen et al., 2011; Harpe, 2015). Considering the controversies over how to interpret the ratings for Likert scale responses the responses were aggregated into two categories of Disagreement (ratings 1 and 2) and Agreement (ratings 3 and 4). Then, for each statement, a Fisher’s exact test was conducted.

Finally, for the section 5) Reflection, Challenges, and Needs, close-ended questions were descriptively analyzed, and open-ended questions were manually coded to identify emerging themes. The same procedures were followed for the learner survey responses.

3.5.2 Interview Data Coding Process

Over the next few weeks after each interview, the recordings were transcribed with the help of Transcribe by Wreally (Wreally Studios, 2015). The software produced machine-transcribed versions of the interview recordings. I listened to the recordings again to improve the accuracy of the transcription.

The transcribed interview data were coded by the researcher and a second coder who was a Korean native speaker PhD student in applied linguistics. A Korean native speaker PhD student was chosen to code for both English and Korean transcriptions. The second coder also validated the accuracy of translation from Korean to English for quotes throughout this dissertation.

Using content analysis (Ho, 2012), I aimed to identify key points from the interview data. According to Ho (2012), “content analysis is an interpretive approach and therefore includes extracting examples from the data” (p. 2). To follow this approach, I began to code all different types of actions, events, and/or processes through an open or substantive coding process (Dillon, 2012). I repeated reading while taking analysis notes and creating initial codes. The multiple interpretive coding was done using NVivo for Mac (released in March 2020), to answer the research questions.

The major themes in the initial coding scheme were adapted from the pilot study results, but the coding scheme was further revised and refined through an iterative coding process. After three rounds of the initial coding process, I had a 90-minute meeting with the second coder for training, in which we reviewed the coding schemes and co-coded 10% of data. We resolved any discrepancies once they arose during the co-coding process, and revisions were made to the coding scheme based on the discussion. After the meeting, the coders also had additional meetings to revise the coding scheme by adding more themes or subcategories and removing unnecessary or irrelevant codes. Among the entire data set, 25% of data were coded for checking intercoder reliability. Using an exact agreement percentage, the intercoder reliability reached 0.89, which was within the acceptable range. Discrepancies were resolved through further discussion. The final version of the coding scheme is displayed in Appendix D.

3.5.3 Researcher Positionality and Trustworthiness

For qualitative research, it is important for researchers to clearly and explicitly discuss how much researcher involvement happened in the process in terms of ethical issues, including access to the research site, connection with the participants, and potential bias towards the research topic (Creswell, 2003; Glesne, 2011). I played different roles throughout the research

process; I was the researcher of this project, a PhD student in applied linguistics, an experienced second/foreign language teacher, and a GTA of a KFL course. In this section, I describe my personal and professional background that is relevant to the current project and consider some ethical issues involved in the research process.

Adopting Breen (2007)'s continuum between insider and outsider researcher, I could be considered as an insider who was also teaching a foreign language course online, which may have helped me better understand the situation of the participants. However, at the same time, as an outsider who was not a member of each course, I could analyze and interpret data from a relatively objective perspective to better understand teachers' assessment practices in the courses. My position on the continuum allowed me to develop a more comprehensive explanation of teachers' assessment practices and learners' perceptions.

When I started this project, I had more than ten years of language teaching experience and had been researching topics related to language assessment for three years in the PhD program. More specifically, as a teacher, I taught EFL for seven years in Korea and taught ESL courses offered at universities in the US, including IEP courses, for four years. At the time of data collection, it was my second year as a KFL GTA. Although the courses I taught before the pandemic were in an in-person format, I had long been interested in utilizing technology and online tools in language classrooms for several different purposes. First, to motivate students to actively participate in in-class activities, I used several interactive online tools or educational websites (e.g., Kahoot, Padlet), and students were invited to use their own mobile devices for more interactive participation and engagement. Second, to create more out-of-class learning opportunities, I encouraged the students to utilize digital vocabulary flash cards (e.g., Quizlet). Third, to collect and record learners' performances, I used a function in the learning management

system (LMS). LMS discussion boards provided an online platform for students to share their written or recorded products and engage in peer assessment asynchronously. For example, students shared their final products for individual or group projects such as making a skit in groups, creating a video log, or creating a poster. I was interested in the potential benefits of using online tools for language teaching and learning, and I was also encouraging students to develop strategies to use available online tools and resources. Therefore, I was already quite familiar with how to use several different online tools, including the LMS functions. Such professional background and experiences influenced the research process, in terms of understanding teachers' perspectives and identifying positive opportunities from challenges the participants experienced.

My past experiences might have influenced the research related to assessment in language classrooms. I used to teach English in Korea, where fairness is considered as a critical issue in education. For example, mass media annually reports the test fairness problems of college entrance exams (Choi, 2008) and high-stake standardized tests have been preferred over alternative tests and learning-oriented assessment for fairness and reliability reasons (Kwon et al., 2017). Classroom assessment often mirrors the high-stake standardized tests, so I was trained in the culture of strict human-invigilated test administration. This experience influenced me to take academic dishonesty issues seriously in assessment. The review of literature also suggested that dishonesty was a fundamental issue in online assessment (e.g., Gikandi et al., 2011) or one of the difficulties in online education (e.g., Etter et al., 2006; Grijalva et al., 2006). In the online environment, when the teacher is not physically present together with the learners in the process of assessment administration, there might be more unknown behaviors or events that are beyond the teacher's control. For this reason, I believed it was important to include academic dishonesty

issues in the investigation of assessment practices. Academic dishonesty would not only corrupt the fairness of assessment but also misrepresent the language ability of individual students, preventing teachers from making informed decisions in choosing subsequent learning activities to better help the learners.

At the time of data collection, I believed that my status as a GTA facilitated the interview process, particularly for the teacher group. All the participating ESL and KFL teachers were GTAs like me. We had equal status as fellow GTAs, which may have facilitated building rapport during the interviews. Rapport leads to trust, which can encourage people to share more personal or sensitive issues (Glesne, 2011). My past experiences and my GTA status also facilitated the interview process as I was able to adopt an *emic* perspective. An emic perspective reflects an insider's view, which means the researcher attempts to capture the insider's view with understanding and consideration of their cultural and contextual factors. As Nunan and Bailey (2009) explained, "emic analyses incorporate the participants' perspectives and interpretations in the descriptive language they themselves use" (p.197). For instance, during the interview, I was able to understand how challenging it was for the participants to balance their teaching responsibilities and study/research activities with limited time, resources, and supports. More specifically, when KFL teachers were discussing the issues of using a digital companion workbook, I already had a sufficient understanding of the decisions to utilize it for participation and of the potential issues the teachers were describing. Regarding learners in this research, since I also had direct personal experience with learning second/foreign languages in both face-to-face and online environments, those experiences helped me better understand learners' experiences, perceptions, and challenges. In addition, my experiences of teaching ESL courses and KFL

courses at US universities allowed me to observe how ESL and KFL learners learn the target language at higher educational institutions.

To provide credibility and trustworthiness in this research, I followed suggestions from Shenton (2004). First, I made efforts to allow the data to speak for itself, without imposing any preconceived ideas or assumptions based on my past experiences. I tried to take an *etic* perspective when analyzing the data, by taking the perspective of an outsider. I used existing research findings on classroom-based assessment in the online environment as guidance for understanding how classroom teachers were acting as active assessors in online language courses. In addition, for better dependability and confirmability, I triangulated the interview by analyzing assessment-related documents (e.g., syllabi, assessment prompts) and examining how online courses were designed and presented to the learners in the LMS. Also, to address the issue of transferability, I provided the information about the participants, contexts, and data collection process of this study. However, because the COVID-19 pandemic forced second/foreign language courses to transition to online formats, it would not be possible to generalize the findings from this research to all language teaching/learning contexts. Nevertheless, this research presents lessons and possible insights to enhance the understanding of teachers' decision-making practices as assessors and learners' perceptions of assessment in online classes.

The following sections combine results and discussion to answer each of the research questions more effectively.

4 RESEARCH QUESTION 1: RESULTS AND DISCUSSION

In this chapter, I attempt to answer *RQ1. What were language teachers' practices and perceptions regarding online assessment??* The overall background information about teacher participants was presented in the methods chapter, which helps better contextualize the findings

in this chapter. The results of ESL teachers are followed by those of KFL teachers. As mentioned above, the participant numbers for the two groups were different, so direct comparisons were not desirable or available.

4.1 Teacher's assessment Strategies and Methods

This section presents the answers to *RQ1-a. What strategies and methods did teachers use for online assessment compared to F2F assessment?* The answers are presented in the following major categories identified from the pilot study: 1) changes/modifications in assessment, 2) assessment methods and tools, 3) feedback types, and 4) academic honesty. The primary results from the survey are presented in four sections. The first section, *changes/modifications in assessment*, presents the teachers' strategies for changing or modifying different aspects of assessment when transitioning from F2F teaching to online teaching. The second section, *assessment methods and tools*, discusses what types of assessment methods the teachers used in the online environment as reported in the online survey. The third section, *feedback types*, reports what types of feedback teachers utilized and how often they used such types in online teaching, compared to F2F teaching. The last section, *academic honesty*, reports the degree of concerns teachers expressed about plagiarism and cheating in online assessment, along with their strategies to ensure academic honesty.

4.1.1.1 ESL Teachers' Strategies and Methods - Survey Results

4.1.1.1.1 Changes and Modifications in Assessment

ESL teachers' responses regarding the changes and modifications they had made, along with their further comments, were manually coded and summarized in Table 4.1. The aspects of assessment are in the order of most frequently changed/modified to the least.

Table 4.1 ESL Teachers' Changes/Modifications in Online Assessment (N=108)

Aspects of Assessment	Frequency	Details
Assessment medium (e.g., using digital/computer-based work or scanning/uploading pictures of handwritten work)	83 (76.85%)	Digitalized assessment through LMS or learning platforms (e.g., Blackboard, Canvas, Google Classroom, Desire2Learn) (24) External online tools (e.g., Zoom, Google docs, Google forms, Survey Monkey, Turnitin, publisher's website, Extempore app, PowerPoint, Proctoring service) (10) Digital scans/screenshots of homework (8) Typed assignments/assessments instead of handwritten (7)
Assessment time/duration (e.g., allowing more or less time for tests)	53 (49.07%)	Allowing more time and/or relaxed deadlines with multiple submissions (19) Asynchronous or untimed assessments (2)
Assessment format (e.g., replacing written exams with multiple-choice questions)	39 (36.11%)	Replacing paper exams with online versions (7) (e.g., Google forms) More use of MCQ items or close-ended questions instead of written exams, class discussions, or group activities (5) New assessment formats (7) (e.g., orally presenting questions, grammar reports on the use of online analytic tools such as concordances, less intensive guided analysis activities, presentation video, auto-graded tutorials, open-note exam, creative response in the form of narratives or drawings)
Scope of assessment (e.g., assigning less or more content for tests)	34 (31.48%)	Less content for tests (4) More content for practice (2) Shorter test length (3) Assigning less homework (1) More graded formative assessment for motivation (1) More frequent low-stakes assessment (3)
Assessment weight (e.g., assigning more weight to pronunciation and less weight to eye contact in speaking assessment)	24 (22.22%)	More weight on participation, daily/weekly homework assignments, or low-stakes quizzes/formative assessments (5) More weight on content and pronunciation instead of volume, eye contact, or body language when assessing presentation (5) More weight on certain skills (4) (e.g., written skills, listening skills, comprehension skills) Less weight on quizzes (1)
Focus of assessment (e.g., focusing more on writing skills or grammar knowledge than other skills)	18 (16.67%)	Focus on vocabulary, grammar, comprehension, and/or error correction (4) Focus more on writing skills than oral skills (2) Focus more on listening than speaking (2) Focus more on discussion/debate (1) Focus on application of knowledge and skills rather than comprehension (1)

Topics covered in the assessment (e.g., reducing/increasing reliance on current news stories as input)	17 (15.74%)	More focus on current events (3) (e.g., social justice, inequality, and/or cultural bias) More focus on relevant contexts (3) (e.g., academic context, or topics relevant to the tech-oriented environment)
Others (Please explain)	13 (12.04%)	More frequent daily/weekly assignments (6) Use of low-stakes quizzes for diagnostic purposes (2) More individual work (1) Lenient grading (1)

Among the aspects of assessment identified, the greatest number of ESL teachers (76.85%) reported changing the *medium of assessment*. While it would be natural that teachers would have changed the *medium of assessment*, one respondent reported “Before I would use a mix of paper-based and computer-based mediums. Now, it's all digital.” In their detailed answers, 24 teachers reported digitalizing assessment using LMS functions or other learning platforms. 10 other teachers reported the use of external online tools for assessment. External online tools (e.g., Zoom) were used for speaking assessment (e.g., presentations) or live proctoring during the test.

Assessment time/duration was the second most frequent aspect that was changed or modified. Nineteen teachers said they allowed more time and/or relaxed deadlines with multiple submissions. As for reasons why more time was allowed, teachers said they “allowed more time due to technical issues.” More specifically, one teacher commented that “students were allowed extra time than usual to complete assessments due to difficulties of using new technology and tools.” Allowing more time was, thus, to accommodate the learners in all stages and steps necessary for the assessment cycle, not only for assessment administration or test-taking time. Another teacher said, “slightly more time was allotted for test-taking as well as uploading and/or submitting as appropriate.” However, one respondent pointed out that allowing more time was not necessarily for assessment-related purposes; rather, it was a decision made to accommodate students' needs and mental health in response to the pandemic situation.

The third most frequent choice was *assessment format*, chosen by 39 teachers. Their detailed comments suggest that teachers relied more heavily on the use of multiple-choice questions. Rather than open-ended questions, close-ended questions were used for practicality issues such as auto-grading. However, teachers also explored more alternative assessment formats such as oral presentations or analysis activities. As for the reasons why assessment formats were changed, two teachers in the survey specifically explained that the test formats or question types were modified to reduce the opportunity for plagiarism. For example, questions that learners could respond to by Googling, copying, and pasting answers from online or their class materials were changed to other formats to avoid the issue of academic dishonesty.

Regarding the *scope of assessment*, teachers reported the tendency to reduce the amount of content for summative assessment but more practice-oriented assignments. One teacher from the survey reduced the range of tests because “online assessments can be very taxing mentally for students (especially after long, online classes).” For similar reasons, some teachers in the survey reported that they tried to make online assessments shorter, for example, by removing some repetitive questions. In addition, other teachers used “more graded formative assessments” to motivate students. They commented that in online classes they graded formative assessment activities that used to be ungraded in-class activities in F2F classes. The grades were then included in “participation points”, and they did so to motivate students to participate in the activities.

Assessment weight was modified for different reasons. The first reason was affective factors. For example, teachers placed more weight on homework assignments or participation, to motivate students to complete the assignments and to encourage their participation. Another example of an affective factor was to reduce anxiety. One teacher commented that formal tests

(e.g., final exams) were worth much less not only to reduce anxiety but also to avoid “the temptation to cheat”. The second reason for changing *assessment weight* was to maintain ecological validity in assessment. In particular, in speaking-focused classes, teachers reported they “assigned more weight to content and pronunciation and less weight to eye contact” and removed “volume or body language” from the evaluation criteria. They chose to do this because learners were not able to practice the traditional concepts of eye contact, volume, or body language in online speaking assessment. If they still assessed with the previous evaluation criteria, it would not reflect what learners would practice in the online environment.

Focus of assessment was not affected too much as only 18 teachers reported changes or modifications. Overall, more focus was placed on receptive skills (e.g., reading or listening comprehension) or linguistic knowledge (e.g., grammar, vocabulary) than productive skills. One teacher reported having more focus on the application of knowledge and skills rather than comprehension or other aspects. The teacher focused on those aspects because some comprehension questions could be easily looked up on the Internet or outside helpers could offer help to find correct answers. Another teacher said “I tried to focus more on vocabulary, grammar skills, reading comprehension, and error correction instead of having a more writing-focused assessment” because writing can be done with the help of other friends. It seems that teachers made different decisions when it comes to the focus of assessment depending on the target skills of their courses.

As for the *topics*, current events that suit students' interests (e.g., social justice, cultural bias) or topics more relevant to the target contexts were covered. In the further comments of the survey, one teacher said the class “covered current events weekly but students did not particularly enjoy it as many news stories are stressful/triggering” and another teacher reported

covering more topics to better reflect technology-oriented environments. Unfortunately, the teacher did not elaborate on the specific topics that were covered in classes.

Other changes teachers reported include the use of formative assessment for diagnostic purposes, more individual work, and lenient grading to accommodate learners' burden and anxiety caused by the new learning mode and stressful pandemic situation.

4.1.1.1.2 Assessment Methods Used for Online Assessment

In this section, more detailed information about assessment methods ESL teachers utilized in online assessment compared to F2F assessment. Table 4.2 shows the frequency of reported use of each assessment method both in F2F and online assessments along with statistical test results.

Table 4.2 ESL Teachers' Assessment Methods in F2F vs. Online Contexts (N=108)

Assessment methods	F2F		Online		Fisher's Exact Tests (<i>p</i>)
	Freq.	%	Freq.	%	
Multiple-choice questions	72	66.67	75	69.44	.77
Short answer questions	80	74.07	76	70.37	.65
Open-book exams	18	16.67	44	40.74	< .001***
Essay questions	70	64.81	69	63.89	1
Presentations	75	69.44	67	62.04	.32
Audio/video recordings	37	34.26	57	52.78	.009**
Group project	62	57.41	36	33.33	< .001***
Collaborative speaking tasks	59	54.63	45	41.67	.08
Collaborative writing tasks	51	47.22	35	32.41	.04*
Individual speaking tasks	63	58.33	56	51.85	.42
Individual writing tasks	78	72.22	75	69.44	.76
E-portfolio	10	9.26	9	8.33	1
Peer-assessment	71	65.74	53	49.07	.02*
Self-assessment	64	59.26	62	57.41	.89
Others	4	3.70	6	5.56	-

The respondents were allowed to select all that applied. A series of Fisher's exact tests were conducted to check if there is a significant association between class formats (F2F vs. Online) and assessment methods (Yes vs. No). Figure 4.1 was plotted to provide better visualization of the results.

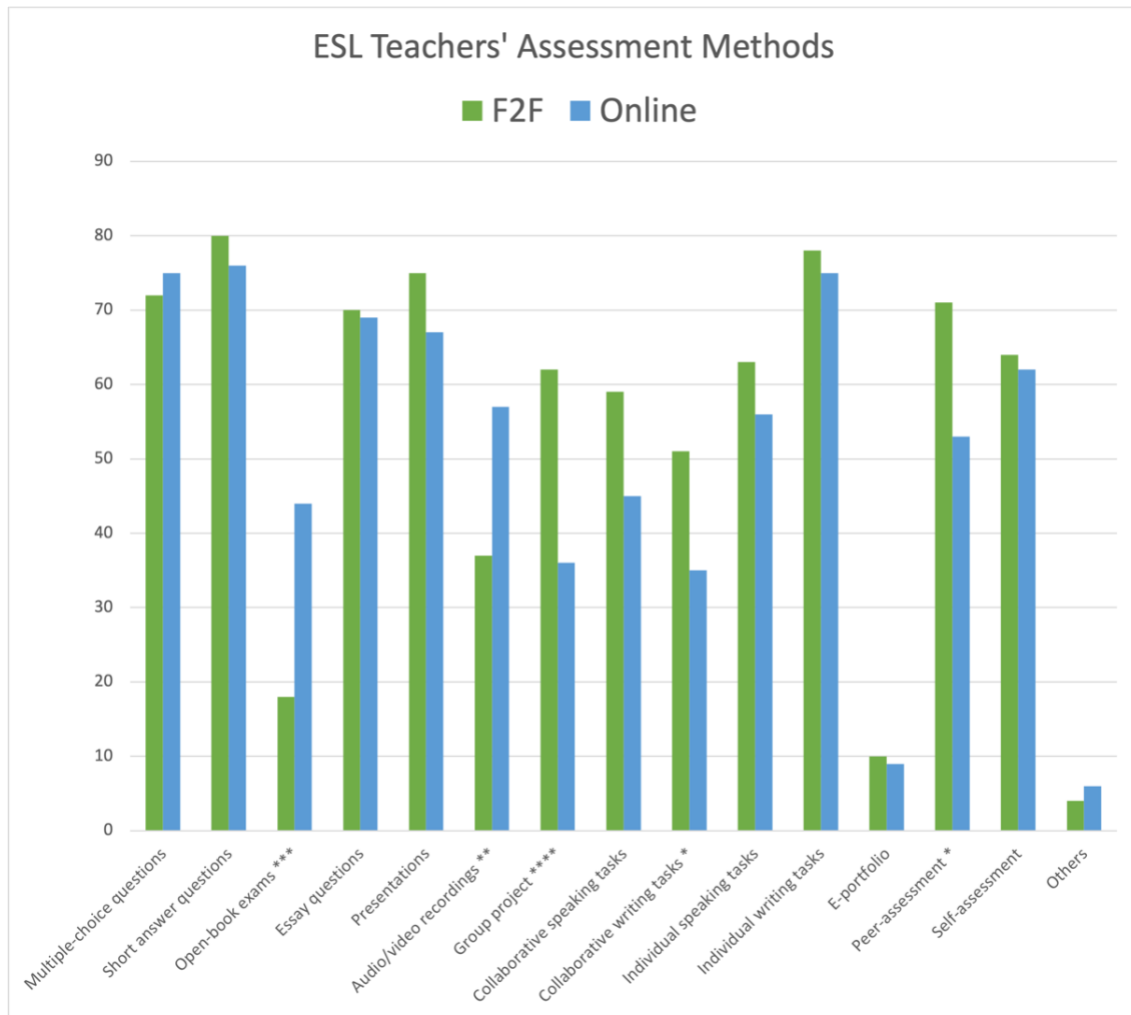


Figure 4.1 ESL Teachers' Assessment Methods

For both online and F2F environments, a similar number of teachers reported the use of *MCQs, short answer questions, essay questions, presentations, individual speaking tasks, individual writing tasks, e-portfolios, and self-assessment*. However, assessment methods such as *open-book exams* (16.67% for F2F and 40.74% for online) and *audio/video recordings* (34.26%

for F2F and 52.78% for online) were utilized by more teachers in the online format. The difference was found to be statistically significant. On the other hand, there was a significant decrease in the use of assessment methods that involved peer or group interaction in the online environment, compared to the F2F format. Fewer teachers reported the use of assessment methods, such as *group projects* (57.41% for F2F and 33.33% for online), *collaborative writing tasks* (47.22% for F2F and 32.41% for online), and *peer-assessment* (65.74% for F2F and 49.07% for online) in the online environment.

4.1.1.1.3 Feedback Types and Their Frequencies

In this section, the feedback types and the frequencies reported by the ESL teachers are summarized and discussed. Table 4.3 tabulates the feedback types and their frequencies reported in the survey responses. Also, to visualize the frequency counts of each response for each feedback type used for F2F and Online respectively, Figure 4.2 was plotted. Observation of Figure 4.2 suggested the stark differences in responses for handwritten and typed feedback.

Table 4.3 ESL Teachers' Feedback Types and Frequencies (N=108)

Feedback Types	F2F (%)					Online (%)				
	1	2	3	4	5	1	2	3	4	5
a. Hand-written	10 (9.26)	11 (10.19)	24 (22.22)	37 (34.26)	26 (24.07)	75 (69.44)	16 (14.81)	7 (6.48)	4 (3.70)	6 (5.56)
b. Typed	8 (7.41)	18 (16.67)	16 (14.81)	39 (36.11)	26 (24.07)	1 (0.93)	1 (0.93)	6 (5.56)	28 (25.93)	72 (66.67)
c. Audio	59 (54.63)	15 (13.89)	12 (11.11)	14 (12.96)	8 (7.41)	42 (38.89)	13 (12.04)	22 (20.37)	18 (16.67)	13 (12.04)
d. Video	74 (68.52)	15 (13.89)	11 (10.19)	5 (4.63)	3 (2.78)	57 (52.78)	13 (12.04)	17 (15.74)	13 (12.04)	8 (7.41)
e. Conferencing	18 (16.67)	4 (3.70)	31 (28.70)	31 (28.70)	24 (22.22)	15 (13.89)	8 (7.41)	30 (27.78)	27 (25.00)	28 (25.93)

Note. 1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Always

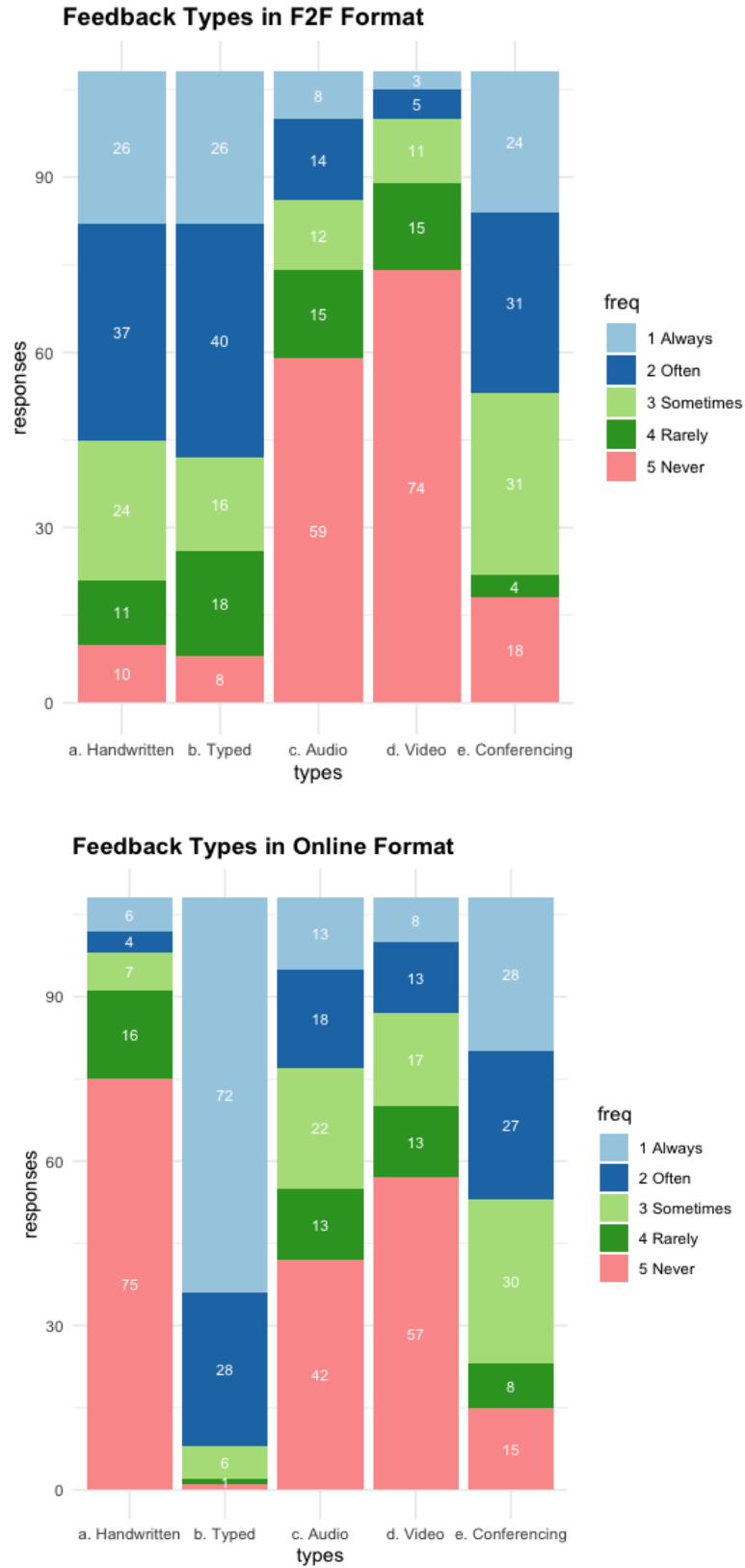


Figure 4.2 ESL Teachers' Feedback Types in F2F vs. Online Assessments

While only 10 teachers (9.26%) never used handwritten feedback in F2F courses, 75 teachers (69.44%) reported that they *never* provided handwritten feedback in online courses. On the other hand, in F2F courses, 26 teachers (24.07%) *always* used typed feedback, but the number of teachers increased to 72 (66.67%) in online courses.

To check if there were significant differences between F2F and the online environment, a series of Wilcoxon-signed rank tests were conducted using mean frequency ratings. Table 4.4 summarizes the descriptive statistics of different feedback types used in F2F and the online environment and the results of Wilcoxon-signed rank tests.

Table 4.4 ESL Teachers' Feedback Types and Frequencies: Statistical Tests (N=108)

Feedback Types	F2F		Online		Wilcoxon-signed Rank Tests		
	M	SD	M	SD	V	<i>p</i>	Cohen's <i>d</i>
Hand-written	3.54	1.23	1.61	1.13	3884	<.001***	.78
Typed	3.54	1.23	4.57	0.73	186	<.001***	.60
Audio	2.05	1.36	2.51	1.45	32	<.001***	.43
Video	1.59	1.33	2.09	1.36	20	<.001***	.47
Conferencing	3.36	1.13	3.42	1.33	476	.6	.05

Note. 1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Always

The test results indicated that there were significant differences between the two different teaching contexts (Online vs. F2F) in frequencies of feedback types. Compared to F2F, the frequency of handwritten feedback decreased significantly ($p < .001^{***}$) in online assessment. The effect size for this analysis ($d = .78$) was found to exceed Cohen (1988)'s convention for a medium effect ($d = .50$). On the other hand, teachers utilized typed feedback more frequently in the online environment compared to F2F ($p < .001^{***}$) with a medium effect size ($d = .60$). For audio feedback and video feedback, the frequency mean rating was significantly higher in online courses compared to F2F courses, but with small effect sizes ($d = .43$, $d = .47$). The frequency of conferencing-style feedback communication did not demonstrate any significant differences ($p = .6$) between F2F and online contexts.

4.1.1.1.4 Academic Honesty Issues in Online Assessment

Table 4.5 shows the frequency counts of responses to the survey questions regarding issues of test security and academic honesty. For the degree of concerns, the mean rating was 2.97 with the *SD* of 1.23. The greatest number of teachers chose “A little” or “Somewhat” as their answers, which could suggest that while there were concerns about the issues, the majority of teachers were not seriously worried about those issues. Nevertheless, there were still teachers who expressed “a great deal” of concerns. The degree of concern might be only perceptual because of the uncertainty stemming from the transition from proctoring with the high level of controls in classrooms to administering tests with little to no control over time and space.

In the survey, the ESL teachers were also asked about what strategies they used to ensure test security and academic honesty in the survey (see Table 4.6).

Table 4.5 ESL Teacher's Degree of Concerns and Measures for Academic Honesty (*N* = 108)

Degree of Concern for Cheating and Plagiarism (%)				
Not at all	A little	Somewhat	A lot	A great deal
11 (10.19)	31 (28.70)	32 (29.63)	15 (13.89)	18 (16.67)
Measures to Ensure Test Security and Academic Honesty (%)				
Video Proctoring	Lockdown Browser	Changing Assessment Methods	Nothing in Particular	Others
29 (26.85)	11 (10.19)	44 (40.64)	28 (25.93)	44 (40.74)

Note. 1 = Not at all, 2 = A little, 3 = Somewhat, 4 = A lot, 5 = A great deal

As opposed to the measures such as video proctoring (26.85%) or lockdown browser (10.19%), more ESL teachers decided to change their assessment methods (40.74%). However, about a quarter of teachers (25.93%) reported that they did *nothing in particular*. Forty-four teachers (40.74%) chose the option “Others”. Out of 44 teachers, two teachers commented that

plagiarism or cheating was not an issue. The rest of 42 teachers left further explanation and their responses were summarized in the following, with the frequency counts in parentheses:

- using plagiarism detection software services such as Turnitin for written work (15)
- enforcing a strict(er) time limit (10)
- creating multiple test versions, randomizing test items or utilizing a test bank system (6)
- using diverse alternative assessments or process-based assessments (4)
- increasing the ecological validity of assessment through individualized assessments (4)
- focusing on certain assessments such as open-book tests, presentations, essays, or a live interview through Zoom (4)
- providing clear warnings in test instructions or providing protocols/guidelines (3)
- lowering the stakes of assessments (3)
- using third-party services to add extra security to Google Form assessment (1)

When it comes to the use of plagiarism detection services such as Turnitin, teachers said it was provided as an additional function embedded in their LMS, which made it easier to check for plagiarism in writing assignments. When discussing the reasons for enforcing strict time limits on tests, one ESL teacher said she had to give an extremely short time for tests because she did not have other options. At her institution, lockdown browsers were not available for use, which forced her to use other measures to prevent cheating. Another ESL teacher utilized different methods such as embedding quiz questions in lecture videos or using live proctoring through Zoom because “these are the main steps I have taken as I have had issues with the remote proctoring system the school has a contract for.” Those teachers who said plagiarism or

cheating was not an issue were teaching an advanced-level elective course, where students had little motivation to cheat or plagiarize because they were not pressured too much to achieve higher grades. Two teachers reported using the strategy of lowering the stakes of assessments.

One of them even raised a concern about the use of test proctoring:

Test proctoring online is so invasive and damaging. Students don't need this in this pandemic (or ever). I will never make students do high-stakes tests where I feel it is easier to cheat. I will rethink how to assess them.

The use of test proctoring necessitates an installment of software to students' devices and video-proctoring even collects students' process of test-taking. This teacher was concerned about the privacy and cybersecurity issues, which forced her to rethink assessment beyond the pandemic.

4.1.1.2 KFL Teachers' Strategies and Methods - Survey Results

4.1.1.2.1 Changes and Modifications in Assessment

This section reports the results from the survey questions about the changes and modifications KFL teachers made in online assessment. It also discusses the answers to the open-ended questions that asked these participants to further explain what changes and modifications they had made. The answers were manually coded and summarized in Table 4.6, along with the frequency information.

Table 4.6 KFL Teachers' Changes/Modifications in Online Assessment (N=16)

Aspects of Assessment	Frequency	Details
Assessment medium (e.g., using digital/computer-based work or scanning/uploading pictures of handwritten work)	13 (81.25%)	Digitalized assessment through LMS or learning platforms (2)

Assessment weight (e.g., assigning more weight to pronunciation and less weight to eye contact in speaking assessment)	11 (68.75%)	More weight on the written portion of the class, such as vocabulary and writing (1) More weight on participation and preparation process (2)
Assessment format (e.g., replacing written exams with multiple-choice questions)	10 (62.50%)	More use of multiple-choice questions (1) Replacing paper exams with online versions (1)
Assessment time/duration (e.g., allowing more or less time for tests)	9 (56.25%)	Allowing more time (3) (e.g., up to 48-hour time window for summative tests)
Focus of assessment (e.g., focusing more on writing skills or grammar knowledge than other skills)	7 (43.75%)	Focus more on writing skills than verbal skills (1) Focus more on listening than speaking (1) Focus more on attitude (1)
Scope of assessment (e.g., assigning less or more content for tests)	4 (25.00%)	No response
Topics covered in assessment (e.g., reducing reliance on current news stories as input)	3 (18.75%)	More focus on essential topics for achieving learning objectives (1)
Others (Please explain)	2 (12.50%)	Changes in the grading rubric (1) Replacing quizzes with performance tasks (1)

For KFL teachers, *assessment medium* was the most frequent aspect they changed or modified when they taught in the online environment, reported by 13 teachers (81.25%). However, the respondents did not provide details about specific changes except the two teachers who reported that the assessments were digitalized through functions of the LMS or learning platforms.

The second most frequent aspect KFL teachers have changed or modified was *assessment weight*, reported by 11 teachers (68.75%) Again, there were not many detailed further explanations, but teachers reported placing more weight on participation or the task completion process.

Assessment format was changed or modified by 10 teachers (62.50%). Two teachers provided further explanation in the survey, reporting that paper-based exams were replaced with online versions, and written items were also replaced with multiple-choice questions. The increased use of multiple-choice questions was also reported during the interviews.

Nine teachers (56.25%) indicated that *assessment time/duration* was changed in online courses. Three teachers said they allowed more time for tests in online courses compared to F2F courses. For example, one teacher said, “up to 48-hour window was open for the final exam according to the university-level policy.”

The focus of assessment was also modified by seven teachers (43.75%). Two teachers reported that the focus was more on writing skills or receptive skills than speaking skills. One teacher even said the focus was on attitude in online courses because self-discipline in the learning process was important in language courses taught online.

Four teachers (25.00%) reported changing the scope of assessment, but none provided details of the changes and modifications. Three teachers (18.75%) changed the topics covered in assessment to focus on essential topics for achieving learning objectives. Other reported strategies included modifying grading rubrics or replacing quizzes (formal tests) with ungraded performance-based tasks.

4.1.1.2.2 Assessment Methods Used for Online Assessment

This section reports what methods the KFL teachers used in online assessment. Table 4.7 summarizes the frequency and percentage of each assessment method in F2F and online assessments along with statistical test results. Figure 4.3 provides a better visualization of the frequencies of each method in F2F and online assessments. The statistical test results showed significance for *open-book exams* and *audio/video recordings*.

Table 4.7 KFL Teachers' Assessment Methods in F2F vs. Online Assessments (N=16)

Assessment methods	F2F		Online		Fisher's Exact Tests (<i>p</i>)
	Freq.	%	Freq.	%	
Multiple-choice questions (MCQs)	8	50.00	12	75.00	.30
Short answer questions	13	81.25	12	75.00	1
Open-book exams	0	-	8	50.00	.002**
Essay questions	8	50.00	12	75.00	.50
Presentations	11	68.75	13	81.25	.70
Audio/video recordings	4	25.00	13	81.25	.005**
Group project	10	62.50	10	62.50	1
Collaborative speaking tasks	10	62.50	10	62.50	1
Collaborative writing tasks	7	43.75	9	56.25	.70
Individual speaking tasks	9	56.25	14	87.50	.10
Individual writing tasks	10	62.50	15	93.75	.08
E-portfolio	1	6.25	1	6.25	1
Peer-assessment	5	31.25	6	37.50	1
Self-assessment	4	25.00	6	37.50	.70
Others	1	6.25	1	6.25	1

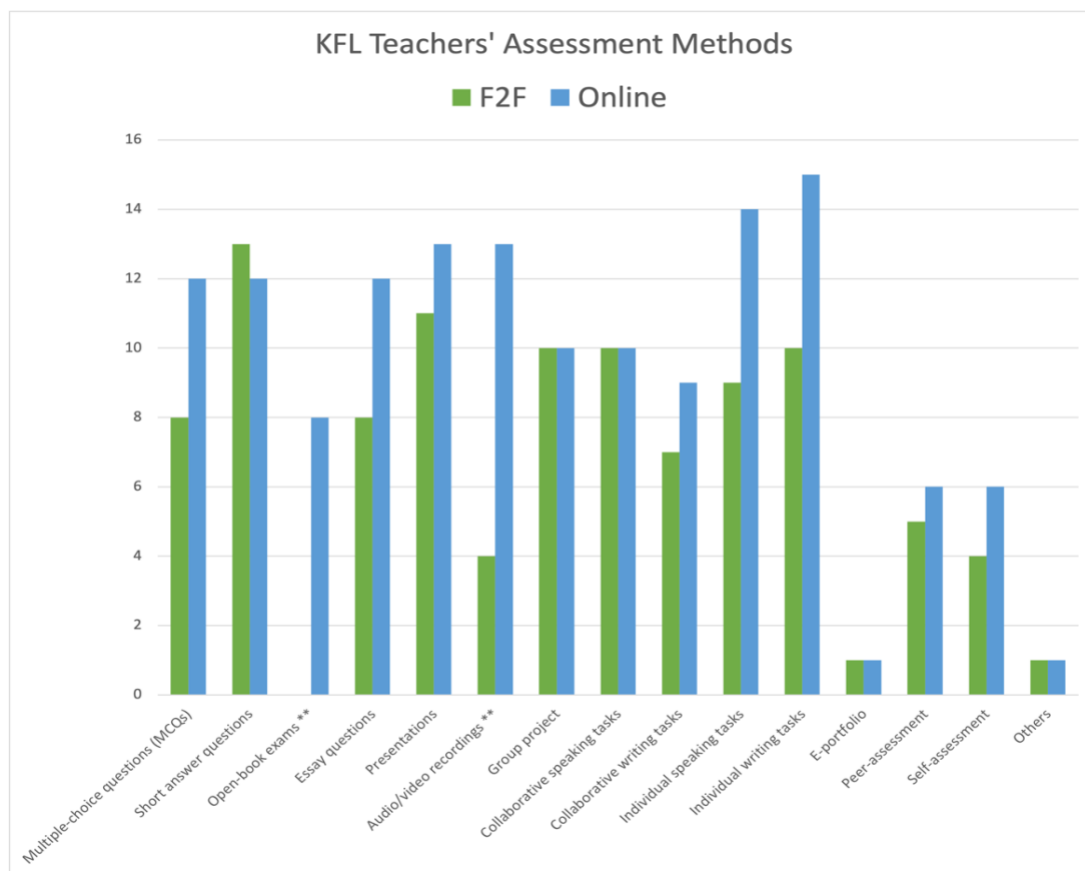


Figure 4.3 KFL Teachers' Assessment Methods

While KFL teachers reported no use of *open-book exams* in F2F teaching contexts, eight of the teachers (50%) indicated that they used *open-book exams* in the online environment. *Audio/video recordings* were used for F2F classes (25.00%), but significantly more teachers reported the use of *audio/video recordings* for assessing speaking in online classes (81.25%). Although not statistically significant, the frequency and percentage indicate that KFL teachers used *MCQs*, *essay questions*, *presentations*, *collaborative writing tasks*, *individual speaking/writing tasks*, *peer- and self-assessment* more frequently in online classes than F2F classes. The assessment method, *short answer questions*, was the only method that was used

more frequently in F2F than online classes. However, it is worth noting that KFL teachers did not decrease the use of collaborative or group-based assessment methods, unlike ESL teachers.

4.1.1.2.3 Feedback Types and Their Frequencies

Table 4.8 tabulates the KFL teachers' responses in terms of feedback types and their frequencies. For better visualization of their response, Figure 4.4 was plotted to show the frequency counts of each response for each feedback type used for F2F and online respectively. The data shown in the figure suggests that KFL teachers used types and audio/video recorded feedback more frequently in the online environment.

Table 4.8 KFL Teachers' Feedback Types and Frequencies (N=16)

Feedback Types	F2F (%)					Online (%)				
	1	2	3	4	5	1	2	3	4	5
Hand-written	2 (12.50)	1 (6.25)	2 (12.50)	1 (6.25)	10 (62.5)	5 (31.25)	1 (6.25)	2 (12.50)	5 (31.24)	3 (18.75)
Typed	4 (25.00)	3 (18.75)	3 (18.75)	2 (12.50)	4 (25.00)	0	1 (6.25)	0	7 (43.75)	8 (50.00)
Audio	13 (81.25)	2 (12.50)	0	0	1 (6.25)	7 (43.75)	1 (6.25)	-	4 (25.00)	4 (25.00)
Video	12 (75.00)	2 (12.50)	1 (6.25)	0	1 (6.25)	5 (31.25)	1 (6.25)	3 (18.75)	4 (25.00)	3 (18.75)
Conferencing	6 (37.50)	1 (6.25)	2 (12.50)	2 (12.50)	5 (31.25)	4 (25.00)	0	5 (31.25)	3 (18.75)	4 (25.00)

Note. 1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Always

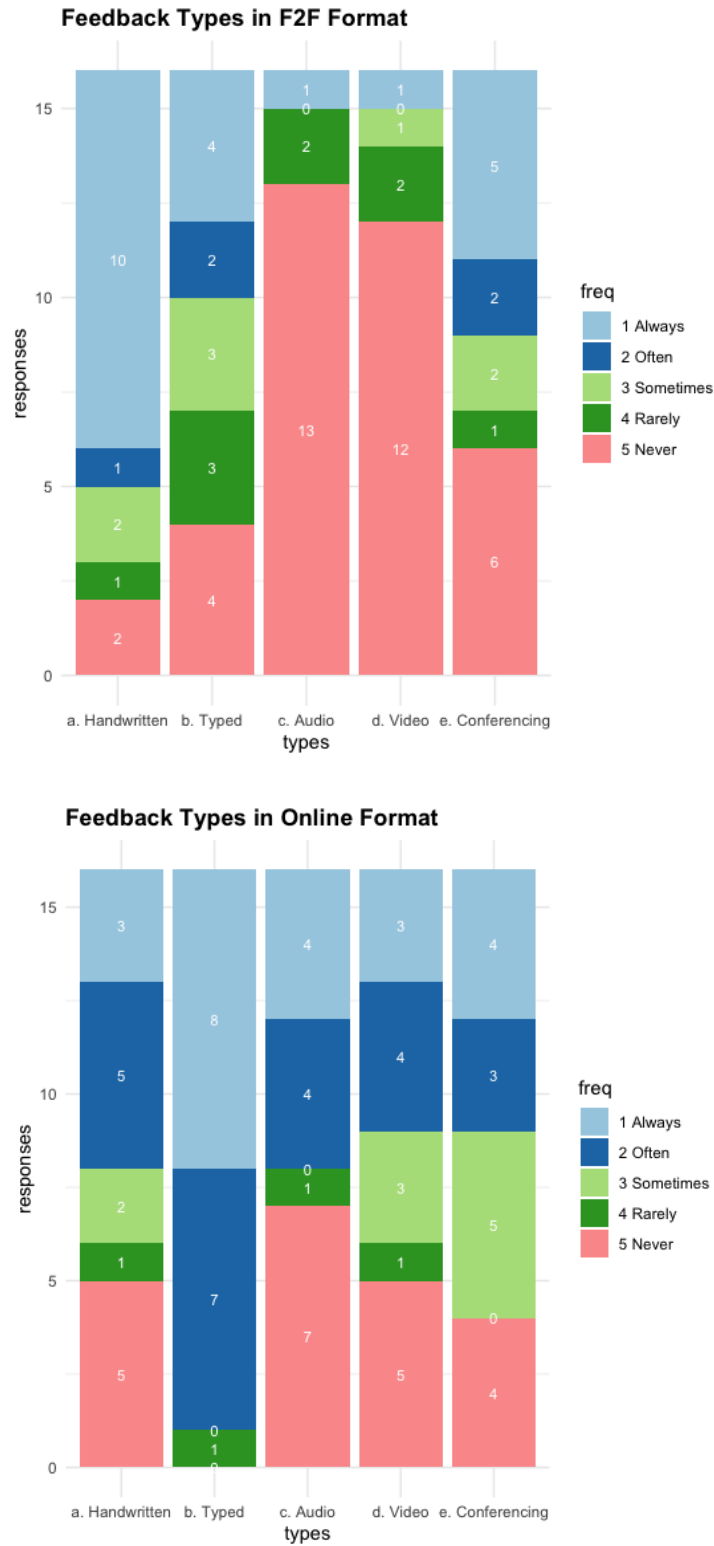


Figure 4.4 KFL Teachers' Feedback Types in F2F vs. Online Assessments

Table 4.9 shows mean frequency ratings and standard deviations for different feedback types used in F2F and the online environment, along with the results from Wilcoxon-signed rank tests. The test results indicated that there were significant differences between the two different teaching contexts in the frequencies of three feedback types. The KFL Teachers utilized typed feedback, audio feedback, and video feedback more frequently in the online environment compared to F2F ($p = .02^*$, $p = .01^*$, $p = .005^{**}$, respectively), but with small effect sizes. The small effect size might be attributable to the extremely small sample size. On the other hand, the frequency of handwritten feedback ($p = .09$) and conferencing style feedback ($p = .6$) did not demonstrate any significant differences between the two contexts.

Table 4.9 KFL Teachers' Feedback Types in F2F vs. Online Assessments (N=16)

Feedback Types	F2F		Online		Wilcoxon Signed-Rank Paired Test		
	M	SD	M	SD	V	<i>p</i>	<i>Cohen's d</i>
Hand-written	4.00	1.51	3.00	1.59	70	.09	.16
Typed	2.94	1.57	4.38	0.81	7.5	.02*	.22
Audio	1.38	1.03	2.81	1.80	1.5	.01*	.24
Video	1.50	1.10	2.94	1.57	0	.005**	.27
Conferencing	2.94	1.77	3.19	1.52	22	.6	.05

Note. 1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Always

No significant difference was found in the frequency of handwritten feedback among KFL teachers between F2F and online assessments, which is different from ESL contexts. This might be because nine out of 16 respondents were teaching elementary-level KFL courses. As beginner-level KFL learners were expected to master the Korean alphabet and syllable blocks in elementary courses, teachers were more likely to give handwritten feedback. However, it should be noted that the medium for handwritten feedback was changed from paper-based to online. The

handwritten feedback in online courses was technology-mediated handwritten feedback, using tablet devices and wireless stylus pencils.

In addition to the continued use of handwritten feedback and increased use of typed feedback, audio- or video-recorded feedback was more frequently used by KFL teachers.

4.1.1.2.4 Academic Honesty Issues in Online Assessment

Table 4.10 shows the frequency counts of responses to the survey questions regarding issues of test security and academic honesty. For the degree of concerns, the mean rating was 3.40 with the SD of 1.09. Although a statistically rigorous comparison was not possible, the mean rating of 3.40 (KFL teachers) was higher than the mean rating of 2.97 (ESL teachers). Unlike the ESL teacher group, more KFL teachers chose “a lot” or “a great deal” to describe their degree of concern for cheating and plagiarism than “not at all” or “a little.” Table 4.10 also shows what kinds of measures teachers employed.

Table 4.10 KFL Teacher's Degree of Concerns and Measures (N = 16)

Degree of Concern for Cheating and Plagiarism (%)				
Not at all	A little	Somewhat	A lot	A great deal
1	1	8	3	3
(6.25)	(6.25)	(50.00)	(18.75)	(18.75)
Measures to Ensure Test Security and Academic Honesty (%)				
Video Proctoring	Lockdown Browser	Changing Assessment Methods	Nothing in Particular	Others
8	6	6	2	4
(50.00)	(37.50)	(37.50)	(12.50)	(25.00)

Note. 1 = Not at all, 2 = A little, 3 = Somewhat, 4 = A lot, 5 = A great deal

Half of the KFL teachers reported the use of video proctoring (50.00%) while others reported the use of lockdown browser (37.50%) or changed the assessment methods (37.50%). Two teachers reported that they did “nothing in particular” (12.50%). A quarter of the teachers

(25%) described other measures including utilizing multiple different assessment methods or open-book tests. However, no further explanation was provided in the survey responses.

4.2 Teachers' Perceptions towards Online Assessment

This section presents the answers to *RQ1-b. What were teachers' perceptions towards online assessment compared to F2F assessment?* To answer this question, the analyses of survey responses are reported in the following subsections.

4.2.1 ESL Teachers' Perceptions

This section reports the survey responses and interview data from the ESL teachers to discuss teachers' perceptions connecting F2F and online assessments. In the survey, the section *4) Perceptions towards Assessment in Face-to-Face and Online Language Courses*, both ESL and KFL teachers were asked to indicate the degree of agreement with several statements using a 5-point Likert scale (1= Strongly disagree, 2= Disagree, 3= Neutral, 4=Agree, 5= Strongly agree). To visualize the ESL teachers' agreement levels, Figure 4.5 displays the proportions of participants' responses for different agreement levels.

Initial inspection of data suggested that the data were not normally distributed, which means parametric tests were not appropriate. In addition, as "Neutral" responses do not provide meaningful information, they were removed as recommended in the literature (e.g., Cohen et al., 2011). After the neutral responses were removed, the scale was transformed into a 4-point scale for the convenience of further analyses (1= Strongly disagree, 2= Disagree, 3=Agree, 4= Strongly agree).

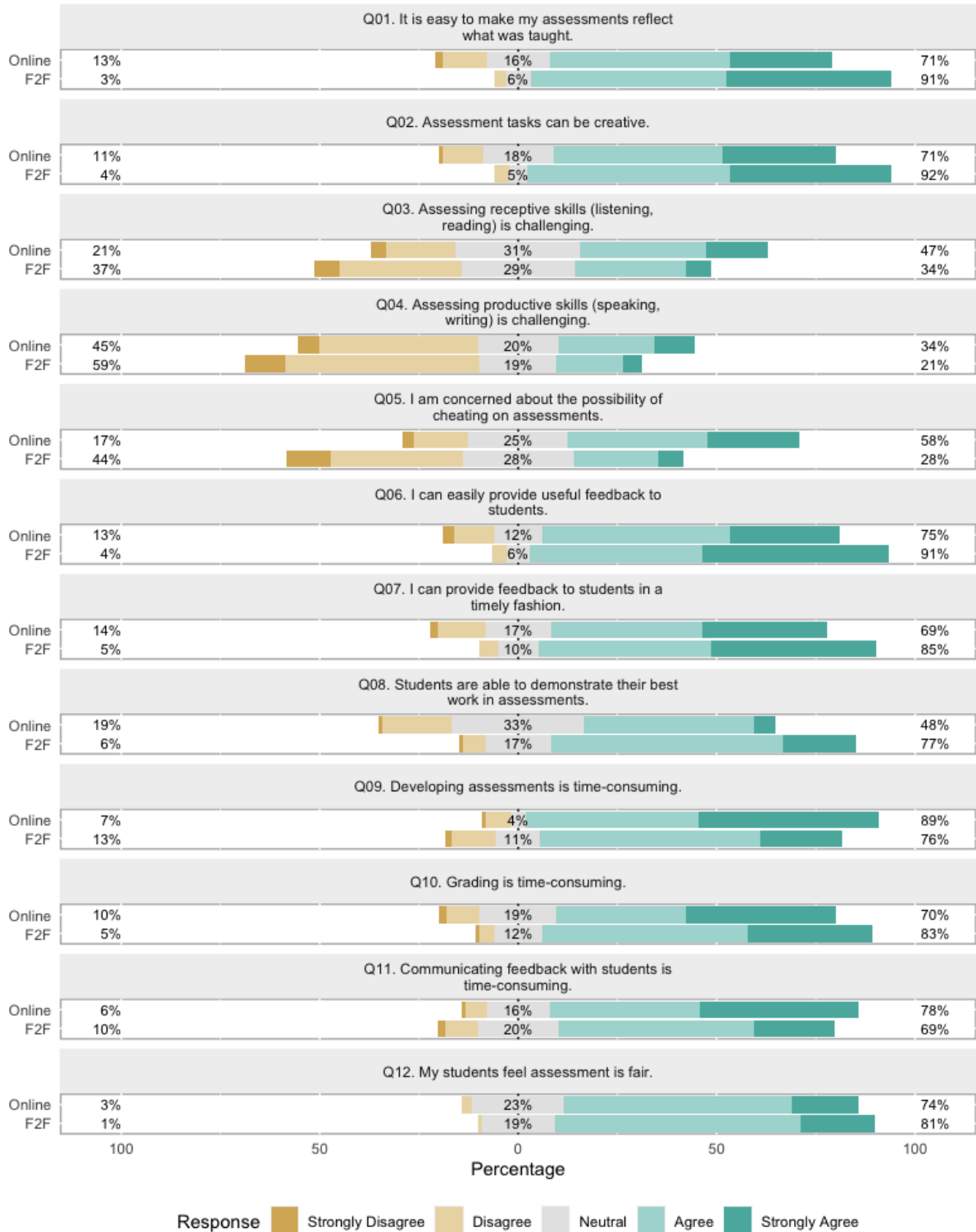


Figure 4.5 ESL Teachers' Perceptions in F2F and Online Assessments

Table 4.11 shows the frequencies and percentage values (in the parentheses) along with the descriptive statistics (i.e., mean ratings and standard deviations). For each statement, the total number of responses (N) is not always 108 because the neutral responses were removed.

Table 4.11 ESL Teachers' Perceptions in F2F and Online Assessments (N = 108)

#	Statements Agreement Level	F2F					Online				
		1	2	3	4	M (SD)	1	2	3	4	M (SD)
1.	It is easy to make my assessments reflect what was taught.	0 (0.00)	3 (2.78)	53 (49.07)	45 (41.67)	3.42 (0.55)	2 (1.85)	12 (11.11)	49 (45.37)	28 (25.93)	3.13 (0.72)
2.	Assessment tasks can be creative.	0 (0.00)	4 (3.70)	55 (50.93)	44 (40.74)	3.39 (0.56)	1 (0.93)	11 (10.19)	46 (42.59)	31 (28.70)	3.20 (0.69)
3.	Assessing receptive skills (listening, reading) is challenging.	7 (6.48)	33 (30.56)	30 (27.78)	7 (6.48)	2.48 (0.79)	4 (3.70)	19 (17.59)	34 (31.48)	17 (15.74)	2.86 (0.83)
4.	Assessing productive skills (speaking, writing) is challenging.	11 (10.19)	53 (49.07)	18 (16.67)	5 (4.63)	2.19 (0.72)	6 (5.56)	43 (39.81)	26 (24.07)	11 (10.19)	2.49 (0.81)
5.	I am concerned about the possibility of cheating on assessments.	12 (11.11)	36 (33.33)	23 (21.30)	7 (6.48)	2.32 (0.85)	3 (2.78)	15 (13.89)	38 (35.19)	25 (23.15)	3.95 (0.8)
6.	I can easily provide useful feedback to students.	0 (0.00)	4 (3.70)	47 (43.52)	51 (47.22)	3.46 (0.57)	3 (2.78)	11 (10.19)	51 (47.22)	30 (27.78)	3.14 (0.74)
7.	I can provide feedback to students in a timely fashion.	0 (0.00)	5 (4.63)	47 (43.52)	45 (41.67)	3.41 (0.59)	2 (1.85)	13 (12.04)	42 (38.89)	34 (31.48)	3.19 (0.76)
8.	Students are able to demonstrate their best work in assessments.	1 (0.93)	6 (5.56)	63 (58.33)	20 (18.52)	3.13 (0.56)	1 (0.93)	19 (17.59)	46 (42.59)	6 (5.56)	2.79 (0.6)
9.	Developing assessments is time-consuming	2 (1.85)	12 (11.11)	60 (55.56)	22 (20.37)	3.06 (0.66)	1 (0.93)	7 (6.48)	47 (43.52)	49 (45.37)	3.38 (0.66)
10.	Grading is time-consuming	1 (0.93)	4 (3.70)	56 (51.85)	34 (31.48)	3.29 (0.60)	2 (1.85)	9 (8.33)	35 (32.41)	41 (37.96)	3.32 (0.75)
11.	Communicating feedback with students is time-consuming	2 (1.85)	9 (8.33)	53 (49.07)	22 (20.37)	3.10 (0.67)	1 (0.93)	6 (5.56)	41 (37.96)	43 (39.81)	3.38 (0.66)
12.	My students feel assessment is fair.	0 (0.00)	1 (0.93)	67 (62.04)	20 (18.52)	3.22 (0.44)	0 (0.00)	3 (2.78)	62 (57.41)	18 (16.67)	3.18 (0.47)

Note. 1= Strongly disagree, 2= Disagree, 3= Agree, 4= Strongly agree

However, one criticism with rating scale items is the distance between two response categories (e.g., the distance from “Agree” to “Strongly agree” may not be the same as the distance from “Strongly disagree” to “Disagree”) (Cohen et al., 2011). This suggests that the central tendency might not be able to provide meaningful information. Moreover, respondents may have only used two categories of agree vs. disagree, even though they were presented with more categories (from 1 = “Strongly Disagree” to 5 = “Strongly Agree”) (Harpe, 2015). To address this issue, responses were aggregated into two categories of Disagreement (ratings 1 and 2) and Agreement (ratings 3 and 4). Then, for each statement, a Fisher’s exact test was conducted to see if there were any significant association between format (F2F vs. Online) and perceptions (Disagreement vs. Agreement). Table 4.12 reports the aggregated data with frequencies and percentage values (in the parentheses) and the results of the statistical tests (p values of Fisher’s exact tests).

Table 4.12 ESL Teachers Perceptions in F2F vs. Online Assessments (Aggregated) (N = 108)

#	Statements	F2F		Online		Fisher’s Exact Test p
		D	A	D	A	
1.	It is easy to make my assessments reflect what was taught.	3 (2.78)	98 (90.74)	14 (12.96)	77 (71.30)	.003**
2.	Assessment tasks can be creative.	4 (3.70)	99 (91.67)	12 (11.11)	77 (71.30)	.02*
3.	Assessing receptive skills (listening, reading) is challenging.	40 (37.04)	37 (34.26)	23 (21.30)	51 (47.22)	.01*
4.	Assessing productive skills (speaking, writing) is challenging.	64 (59.26)	23 (21.30)	49 (45.37)	37 (34.26)	.03*
5.	I am concerned about the possibility of cheating on assessments.	48 (44.44)	30 (27.78)	18 (16.67)	63 (58.33)	<.0001***
6.	I can easily provide useful feedback to students.	4 (3.70)	98 (90.74)	14 (12.96)	81 (75.00)	.01*
7.	I can provide feedback to students in a timely fashion.	5 (4.63)	92 (85.19)	15 (13.89)	75 (69.44)	.02*
8.	Students are able to demonstrate their best work in assessments.	7 (6.48)	83 (76.85)	20 (18.52)	52 (48.15)	.001**

9.	Developing assessments is time-consuming	14 (12.96)	82 (75.93)	8 (7.41)	96 (88.89)	.20
10.	Grading is time-consuming	5 (4.63)	90 (83.33)	11 (10.19)	76 (70.37)	.10
11.	Communicating feedback with students is time-consuming	11 (10.19)	75 (69.44)	7 (6.48)	84 (77.78)	.40
12.	My students feel assessment is fair.	1 (0.93)	87 (80.56)	3 (2.78)	80 (74.07)	.35

Note. D = Disagreement, A = Agreement, * $p \leq 0.05$, ** $p \leq 0.01$, *** $p \leq 0.001$

Regarding the issues of alignment between assessment and instruction (#1), teachers were more likely to agree that it was easy to have the alignment in the F2F environment (90.74%) than in the online environment (71.30%). When it comes to the creativity in designing assessment tasks (#2), teachers still demonstrated the general tendency to agree that assessment tasks could be creative for online assessment as well as F2F assessment, but more teachers agreed for F2F assessment (91.67%) than online assessment (71.30%). When it comes to assessing receptive skills (#3), there was a significant difference between F2F and the online environment. Fewer teachers (34.26%) agreed that assessing receptive skills was challenging in the F2F environment than those who disagreed (37.04%). In contrast, more teachers (47.22%) agreed that assessing listening and reading was challenging in the online environment than those who disagreed (21.30%). As for assessing productive skills (#4), more teachers agreed that assessing productive skills (speaking and writing) was challenging in the online environment (34.26%), compared to in the F2F environment (21.30%). However, they showed a general tendency towards disagreement for both F2F (59.26%) and online (45.37%) formats. For the issues of cheating (#5), teachers demonstrated different perceptions between the two formats. In the F2F environment, fewer teachers (27.78%) agreed with statement #5 than those who disagreed (44.44%), which means more teachers were not concerned about the possibility of cheating in F2F classes. However, significantly more teachers (58.33%) agreed that they were concerned

about the possibility of cheating in the online environment than those who disagreed (16.67%). Regardless of the two different environments, ESL teachers generally agreed that it was easy to provide useful feedback (90.74% for F2F, 75.00% for online) and they could provide feedback in a timely manner (85.19% for F2F and 69.44% for online), but feedback communication was time-consuming (69.44% for F2F and 77.78% for online). The statistical tests indicated significant differences in the proportions of agreement/disagreement between F2F and online assessment for #6 *I can easily provide useful feedback to students* and #7 *I can provide feedback to students in a timely fashion*. This indicates that ESL teachers were more likely to agree that they could easily provide useful and timely feedback in F2F assessments, compared to in online assessments. *Statement #8 Students are able to demonstrate their best work in assessments* was included in the survey because eliciting best performance through assessment is essential in *assessment-for-learning*. The survey results indicated that more teachers (76.85%) agreed that their students were able to demonstrate their best performance in F2F assessments than those who disagreed (6.58%). However, for online assessments, a significantly lower proportion of teachers agreed with that statement (48.15%) while disagreement increased among teachers (18.54%). More teachers agreed that learners could demonstrate their best work in F2F assessments than in online assessments. In the online environment, more teachers (88.89%) agreed that developing assessments is time-consuming (#9) than in the F2F environment (75.93%), but it was not a significant difference. As for grading (#10), more ESL teachers agreed that it is time-consuming for both F2F (83.33%) and online (70.37%) formats than those who disagreed (4.63% for F2F and 10.19% for online, respectively). The results indicated no significant differences between F2F and online assessment in terms of agreement that grading is time-consuming. This might be because in the online environment, digitalizing assessments was

sometimes accompanied by auto-grading in LMS. As for time spent on feedback communication (#11), more ESL teachers agreed that feedback communication was time-consuming in F2F assessment (69.44%) and online assessment (77.78%). For statement #12, teachers generally agreed that the assessment was fair to students in both F2F (80.56%) and the online environment (74.07%) without any statistically significant differences.

The test results indicated significance for the first eight statements. In F2F assessment, the ESL teachers were found to more strongly agree that it was easy to make assessments reflect what was taught, and assessment tasks could be creative, than in online assessment. In addition, they showed stronger agreement with that they could easily provide useful feedback in a timely fashion, and assessment could elicit the best work from students in F2F assessment compared to online assessment. When it comes to assessing receptive skills (listening, reading), teachers were more likely to disagree that it was challenging in the F2F environment, while more teachers agreed that it was challenging the online environment. For assessing productive skills (speaking, writing), the ESL teachers were more likely to agree that it was challenging in the online environment than in the F2F environment. In addition, the ESL teachers were more likely to agree that they were concerned about the possibility of cheating in the online environment than in the F2F environment.

There were no significant results were found for the rest of the four statements (#9, 10, 11, and 12). This means that for both F2F and the online environment, the ESL teachers showed a general tendency to agree that developing assessments, grading, and communicating feedback with students was time-consuming and the assessment was fair to their students.

4.2.2 KFL Teachers' Perceptions

This section reports the results of the KFL teachers' survey. For data analyses, the procedures used for ESL teacher survey analyses were also followed. Figure 4.7 displays the proportions of participants' responses for each statement to provide a better visualization.

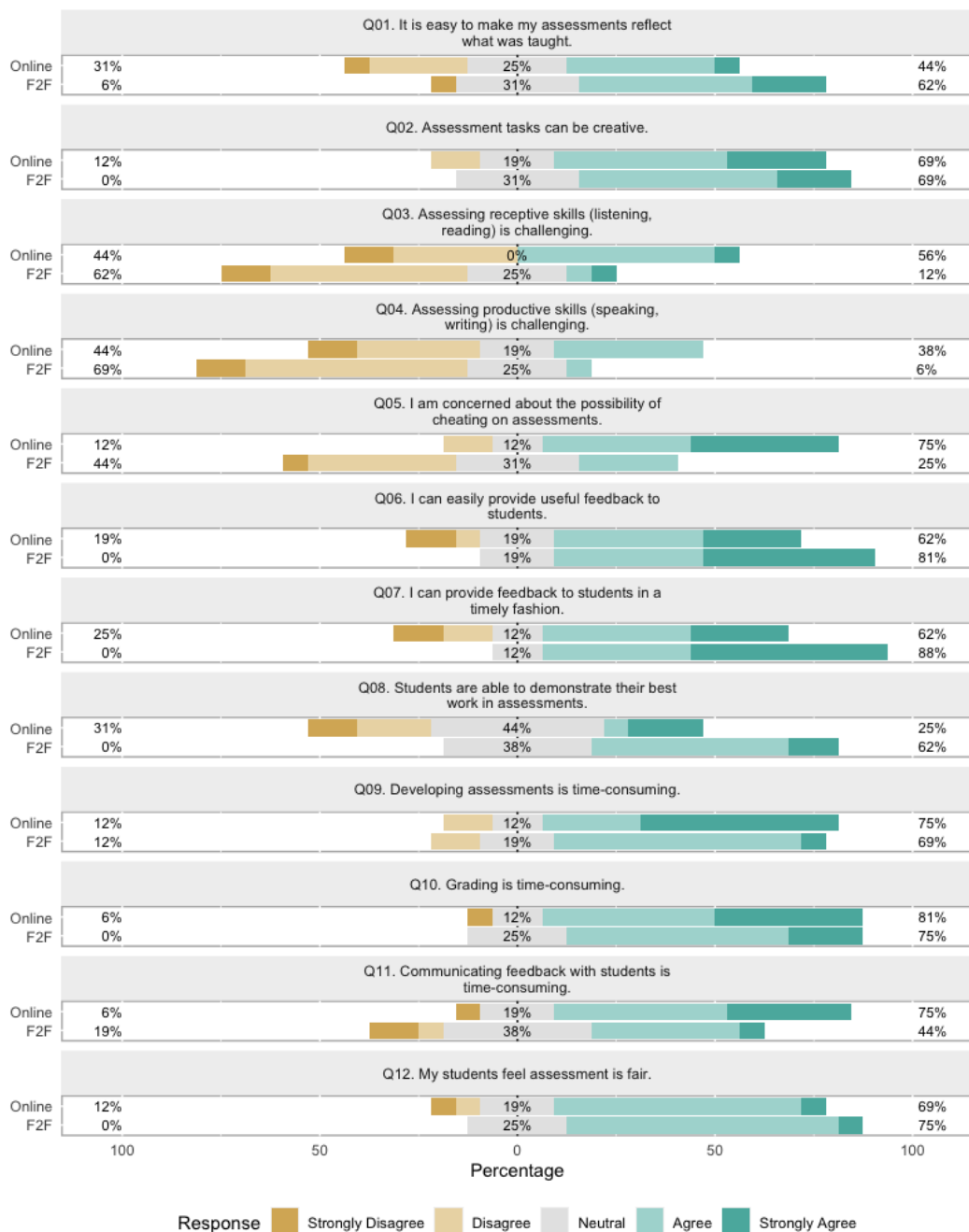


Figure 4.6 KFL Teachers' Perceptions in F2F vs. Online Assessments

Table 4.13 shows the frequencies and percentage values of KFL teachers' responses to the Likert scale items in the survey, along with the mean ratings and standard deviations. The total number of responses (N) is not always 16 because the neutral responses were removed.

Table 4.13 KFL Teachers' Perceptions in F2F vs. Online Assessments (N = 16)

#	Statements	F2F (%)				M (SD)	Online (%)				M (SD)
		1	2	3	4		1	2	3	4	
1.	It is easy to make my assessments reflect what was taught.	1 (6.25)	0 (0.00)	7 (43.75)	3 (18.75)	3.09 (0.83)	1 (6.25)	4 (25.00)	6 (37.50)	1 (6.25)	2.58 (0.79)
2.	Assessment tasks can be creative.	0 (0.00)	0 (0.00)	8 (50.00)	3 (18.75)	3.27 (0.47)	0 (0.00)	2 (12.50)	7 (43.75)	4 (25.00)	3.15 (0.69)
3.	Assessing receptive skills (listening, reading) is challenging.	2 (12.50)	8 (50.00)	1 (6.25)	1 (6.25)	2.08 (0.79)	2 (12.50)	5 (31.25)	8 (50.00)	1 (6.25)	2.50 (0.82)
4.	Assessing productive skills (speaking, writing) is challenging.	2 (12.50)	9 (56.25)	1 (6.25)	0 (0.00)	1.92 (0.51)	2 (12.50)	5 (31.25)	6 (37.50)	0 (0.00)	2.31 (0.75)
5.	I am concerned about the possibility of cheating on assessments.	1 (6.25)	6 (37.50)	4 (25.00)	0 (0.00)	2.27 (0.65)	0 (0.00)	2 (12.50)	6 (37.50)	6 (37.50)	3.29 (0.73)
6.	I can easily provide useful feedback to students.	0 (0.00)	0 (0.00)	6 (37.50)	7 (43.75)	3.54 (0.52)	2 (12.50)	1 (6.25)	6 (37.50)	4 (25.00)	2.92 (1.04)
7.	I can provide feedback to students in a timely fashion.	0 (0.00)	0 (0.00)	6 (37.50)	8 (50.00)	3.57 (0.51)	2 (12.50)	2 (12.50)	6 (37.50)	4 (25.00)	2.86 (1.03)
8.	Students are able to demonstrate their best work in assessments.	0 (0.00)	0 (0.00)	8 (50.00)	2 (12.50)	3.20 (0.42)	2 (12.50)	3 (18.75)	1 (6.25)	3 (18.75)	2.56 (1.24)
9.	Developing assessments is time-consuming	0 (0.00)	2 (12.50)	10 (62.50)	1 (6.25)	2.92 (0.49)	0 (0.00)	2 (12.50)	4 (25.00)	8 (50.00)	3.43 (0.76)
10.	Grading is time-consuming	0 (0.00)	0 (0.00)	9 (56.25)	3 (18.75)	3.25 (0.45)	1 (6.25)	0 (0.00)	7 (43.75)	6 (37.50)	3.29 (0.83)
11.	Communicating feedback with students is time-consuming	2 (12.50)	1 (6.25)	6 (37.50)	1 (6.25)	2.60 (0.97)	1 (6.25)	0 (0.00)	7 (43.75)	5 (31.25)	3.23 (0.83)
12.	My students feel assessment is fair.	0 (0.00)	0 (0.00)	11 (68.75)	1 (6.25)	3.08 (0.29)	1 (6.25)	1 (6.25)	10 (62.50)	1 (6.25)	2.85 (0.69)

Note. 1= Strongly disagree, 2= Disagree, 3= Agree, 4= Strongly agree

KFL teachers' responses were also aggregated into two categories of Disagreement (ratings 1 and 2) and Agreement (ratings 3 and 4). Then, for each statement, a Fisher's exact test was conducted to see if there were any significant association between format (F2F vs. Online) and perceptions (Disagreement vs. Agreement). Table 4.14 reports the aggregated data and the test results. However, unlike the ESL teachers, the KFL group only had the total of 16 participants, which means the results should be interpreted with extreme caution, and direct comparison with the ESL teacher group would not be feasible.

Table 4.14 KFL Teachers Perceptions in F2F vs. Online Assessments (Aggregated) (N = 16)

#	Statements	F2F		Online		Fisher's Exact Test <i>p</i>
		D	A	D	A	
1.	It is easy to make my assessments reflect what was taught.	1 (6.25)	10 (62.50)	5 (31.25)	7 (43.75)	.20
2.	Assessment tasks can be creative.	0	11 (68.75)	2 (12.50)	11 (68.75)	.50
3.	Assessing receptive skills (listening, reading) is challenging.	10 (62.50)	2 (12.50)	7 (43.75)	9 (56.25)	.05
4.	Assessing productive skills (speaking, writing) is challenging.	11 (68.75)	1 (6.25)	7 (43.75)	6 (37.50)	.07
5.	I am concerned about the possibility of cheating on assessments.	7 (43.75)	4 (25.00)	2 (12.50)	12 (75.00)	.02*
6.	I can easily provide useful feedback to students.	0	13 (81.25)	3 (18.75)	10 (62.50)	.20
7.	I can provide feedback to students in a timely fashion.	0	14 (87.50)	4 (25.00)	10 (62.50)	.10
8.	Students are able to demonstrate their best work in assessments.	0	10 (62.50)	5 (31.25)	4 (25.00)	.01*
9.	Developing assessments is time-consuming	2 (12.50)	11 (68.75)	2 (12.50)	12 (75.00)	1
10.	Grading is time-consuming	0	12 (75.00)	1 (6.25)	13 (81.25)	1
11.	Communicating feedback with students is time-consuming	3 (18.75)	7 (43.75)	1 (6.25)	12 (75.00)	.30
12.	My students feel assessment is fair.	0	12 (75.00)	2 (12.50)	11 (68.75)	.50

Note. D = Disagreement, A = Agreement, * $p \leq 0.05$, ** $p \leq 0.01$, *** $p \leq 0.001$

The results show that more KFL teachers agreed with the statement #1 *It is easy to make my assessments reflect what was taught* in F2F assessment (62.50%) than in online assessment (43.75%). When it comes to the issues of creativity in assessment tasks (#2 *Assessment tasks can be creative.*), KFL teachers generally demonstrated agreement for both F2F environment (68.75%) and online environment (68.75%). In the F2F environment, the KFL teachers generally disagreed that it was challenging to assess receptive skills (#3) (62.50%) and productive skills (#4) (68.75%). However, in the online environment, more teachers agreed that it was challenging to assess receptive skills (56.25%) in the online environment than those who disagreed. For productive skills, although there were more teachers who agreed that it was challenging to assess productive skills in online (37.50%) than in F2F environment (6.25%), it was still less than those who disagreed (43.75%). There were not any significant differences, though. However, for the issue of cheating (#5 *I am concerned about the possibility of cheating on assessments*), the association between online mode and the KFL teachers' agreement was found to be significant. That is, the KFL teachers were more likely to be concerned about the possibility of cheating in online assessment. More KFL teachers agreed with the statement in online assessment (75.00%) than in F2F assessment (25.00%), while disagreement was higher in F2F assessment (43.75%) than in online assessment (12.50%). Overall, KFL teachers agreed that they can easily provide useful feedback in both F2F (81.25%) and online (62.50%) assessments (#6 *I can easily provide useful feedback to students.*). Also, they agreed with the statement #7 *I can provide feedback to students in a timely fashion.* (87.50% for F2F and 62.50% for online assessment). However, the agreement proportion was lower for giving useful feedback and timely feedback in the online environment than the F2F environment. Also, in F2F assessment, none of the KFL teachers disagreed with #6 *I can easily provide useful feedback to students* and #7 *I can easily provide*

useful feedback to students. However, some KFL teachers expressed disagreement for online assessment (19% for statement #6 and 25% for statement #7, respectively). Regarding whether assessment could elicit students' best performance (#8 *Students are able to demonstrate their best work in assessments.*), more KFL teachers showed agreement in F2F assessment (62.50%) than in online assessment (25.00%). While no KFL teacher disagreed with that statement in F2F assessment, five teachers (31.25%) indicated disagreement in online assessment. The tests demonstrated significant results, meaning that the KFL teachers were more likely to agree that students were able to demonstrate their best performance in F2F assessment. Generally, most KFL teachers agreed that assessment development is time-consuming (#9 *Developing assessments is time-consuming*) for both F2F environment (68.75%) and online environment (75.00%). When it comes to statement #10 *Grading is time-consuming*, there was no statistical significance. The interview data suggested that teachers might have developed strategies or found new methods to reduce the burden of spending too much time on grading. As for time spent for feedback communication (#11 *Communicating feedback with students is time-consuming*), more KFL teachers agreed that it is time-consuming in online assessment (75.00%) than in F2F assessment (43.75%). Regarding the issue of fairness in assessment (#12 *My students feel assessment is fair*), KFL teachers overall agreed that assessments were fair to students both in F2F (75.00%) and online assessment (68.75%), but two teachers (12.50%) reported disagreement in online assessment, while no teachers showed disagreement for F2F assessment.

The KFL teachers' survey results demonstrated significant results for statements #5 and 8, but others did not indicate any significant results. For the possibility of cheating (#5), KFL teachers were more likely to agree with the statement in online assessment. On the other hand, regarding the elicitation of the learners' best work in assessment (#8), KFL teachers were more

likely to agree that students were able to demonstrate their best performance in F2F assessment. The ESL and KFL teachers demonstrated similarities in agreement patterns for the issues of teaching (#5) and elicitation of best performance in assessment (#8), but not for other statements.

4.3 Teachers' Achievements, Challenges, and Training Needs

To answer *RQ1-c. What were teachers' perceived achievements, challenges, and training needs regarding assessment?*, this section first presents teachers' previous training experiences related to assessment as well as the resources/training they received prior to ERT. It also presents teachers' responses related to successful assessment strategies and challenges/difficulties they faced in online assessment. Finally, this section reports the ESL and KFL teachers' future needs for assessment training.

4.3.1 ESL Teachers' Survey Results

To better understand their previous experiences, the following two questions were asked:

- *Prior to Spring 2020 semester, did you ever teach online? If Yes, how many courses did you teach online?*
- *How comfortable are you with technology (i.e., new software or device)?*

Table 4.15 presents teachers' general experiences related to teaching online. The majority (75.93%) of them said they had no experience with online teaching prior to Fall 2020.

Familiarity with technology (i.e., digital literacy) is important in online teaching and assessment, but 38.89% of teachers reported that they did not feel comfortable with it, which means they “do not like using new technology for teaching and assessment,” as stated in the choice of the survey question.

Table 4.15 ESL Teachers' Experiences of Online Teaching and Familiarity with Technology (N=108)

Questions	Answers	Frequency	%
Online Teaching Experience	Yes	26	24.07
	No	82	75.93
Familiarity with technology	Extremely comfortable	3	2.78
	Somewhat comfortable	61	56.48
	Not comfortable	42	38.89
	Others	2	1.85

It would be also important to understand how much teachers have trained for classroom assessment. Table 4.16 presents teachers' previous training experiences with developing expertise in general language assessment. According to their self-reported previous training experience, most of the teachers had some experience of learning about language assessment in general either prior to their job or during the job. The greatest number of teachers said they had learned "on the job" (i.e., informally) about language assessment. Inspection of the responses confirmed that every teacher chose at least one option for their previous training experiences. While it seems that the ESL teachers mainly learned about language assessment informally on the job, other experiences include reading scholarly or published materials and pursuing PhD programs with a specific concentration on language assessment.

Table 4.16 ESL Teachers' Previous Assessment Training Experiences (N=108)

Where did you learn about language assessment in general? (Select all that apply)	Frequency	%
Pre-service teacher training (e.g., BA, MA programs)	84	77.78
In-service teacher training	61	56.48
Professional conferences, workshops, etc.	65	60.19
On the job	95	87.96
Co-workers and mentors	76	70.37
Online resources (websites, online courses, webinars, etc.)	59	54.63
Others (e.g., academic materials, degree programs)	5	4.63

Note. The total number of responses is not 108 since some participants selected all that applied.

As for training experiences for emergency remote teaching and assessment, Table 4.17 shows that mostly the teachers received resources or general instructions for online teaching, rather than resources that specifically targeted online *language* teaching or *assessment* strategies.

Table 4.17 ESL Teachers' Resources/Training Prior to ERT (N=108)

When preparing to teach online in Fall 2020, which of the resources/support did you receive from your institution or program? (Select all that apply)	Frequency	%
General guidelines for online teaching	83	76.85
Instructions for using the institution's Learning Management System	74	68.52
General training for online instructional tools and technologies	74	68.52
A list of useful resources for teaching online	73	67.59
General training for assessment strategies	36	33.33
Training specific to online language teaching	32	29.63
None	4	3.70

Note. The total number of responses is not 108 since some participants selected all that applied.

The results suggested that most teachers had received training or resources from their institutions or programs, except the four ESL teachers (3.70%) who reported that no training or resources were provided for online teaching. The most frequent resource or training provided was “general guidelines for online teaching”, followed by “instructions for using LMS”, “general training for online tools and technologies”, and “a list of useful resources for teaching online.” Nevertheless, the current survey results show that only around 30% of teachers received training in assessment strategies or training specific to language teaching in an online format.

4.3.1.1 ESL Teachers' Achievements and Challenges

In the survey, teachers were also asked an open-ended question, *What has been your greatest achievement in online assessment?* As for achievements, Table 4.18 presents the emerging topics identified from the teachers' answers.

Table 4.18 ESL Teacher's Perceived Achievements/Success in Online Assessment

Emerging Topics	Frequency	%
Successful development/modification/adaptation of assessment methods and use of diverse, creative, and authentic assessment tasks, with the integration of relevant, interesting, interactive, user-friendly online tools	21	19.44
Providing sufficient amount of individual scaffolding and detailed feedback in either immediate or delayed fashion, through multiple communication methods, including audio/video recordings, or one-on-one conferencing for successful feedback incorporation	19	17.59
Ongoing improvement in assessment expertise, ability to use technologies (online tools such as LMS) for assessment; increased flexibility and tolerance needed for the learning process; developing strategies to motivate students	14	12.96
Student improvement, positive learning outcomes, and successful completion of courses measured through assessment despite all odds	12	11.11
Alignment between teaching and assessment and effective use of formative assessment to facilitate learning	6	5.56
Successful control of test security and academic honesty through assessment design and effective implementation strategies	4	3.70
Automated grading or easy grading or faster grading	3	2.78
No responses or nothing	26	24.07

The most frequently mentioned topic was related to the successful development, modification, or adaptation of assessment methods. For example, one respondent described her success:

I think my greatest achievement has been having a variety of assessments and having them be more authentic than I usually do in F2F classes. For example, although I used MyEnglishLab (<https://www.pearson.com/english/digital-tools/myenglishlab.html>) for some homework assignments, I really had trouble figuring out how I could use this information for formative assessment in grammar. It was difficult for me to see in the system which questions they got wrong, and why. And there wasn't a way for me to give feedback. So mostly, that was good to give them some practice, but I couldn't really see how they learned from it. So I gave students speaking and writing prompts where they would need to use the grammar. I think this is more authentic. Of course, it also means I need more time to create prompts and to score the assignment, but it is a more authentic task and thus worth it.

Nineteen teachers were proud of the quality of feedback they could provide in online assessment. Several respondents reported the use of audio/video-recorded feedback or conferencing style feedback:

- *I have developed a good method of exchanging my feedback and student responses via audio recordings.*
- *Providing rich verbal feedback in online conferencing.*
- *Providing lots of individualized feedback through the LMS. I give written, audio, and (digital) handwritten feedback and comments on their assignment submissions. (The digital handwritten feedback is thanks to iPad and Apple Pencil). After having digitized my exams, the grading and feedback process is faster and more efficient.*

The ESL teachers started using different types of feedback in online assessment.

Another emerging topic worth attention is that teachers considered the online teaching/assessment experiences as ongoing professional development in improving their expertise in assessment and technology integration. For example, one survey respondent said it was her biggest achievement to learn “how to give and facilitate assessments online since I had really never done this before.” Also, another teacher commented, “I have been forced to learn new tools, which was initially really not my strong point; luckily, none of them took a lot of time to grasp, and now I feel empowered.”

Twelve teachers considered it a success that their students passed the courses with their guidance and facilitation even in tough situations. The survey data did not provide further information about if they adjusted exit criteria based on the evidence from Fall 2020, and this seems to be an important question to explore.

Other topics include alignment between teaching and assessment, effective use of formative assessment to facilitate learning, successful control of test security and academic honesty through assessment design and effective implementation strategies, and automated grading or easier/faster grading.

In addition to their perceived success/achievement, teachers were also asked to share their challenges. Table 4.19 shows the topics that emerged from the manual analysis of their answers to the question, *What has been your greatest challenge in assessing your students online, and how have you dealt with it?*

Table 4.19 ESL Teacher's Perceived Challenges in Assessing Learners Online (N = 108)

Emerging Topics	Frequency	%
Assessment quality	30	27.78
Issues of test security, academic honesty, and cheating	17	15.74
Decreased validity/authenticity in assessment (e.g., recording presentation for oral assessment) and not being able to use certain assessment methods (e.g., impromptu speaking quizzes)	10	9.26

Ensuring fairness and adequacy of assessment	3	2.78
Lack of interaction and physical presence	24	22.22
Difficulty in facilitating peer or group assessment activities or keeping students engaged/motivated due to	13	12.04
Difficulty of checking student progress and their feedback incorporation through frequent formative assessments	10	9.26
Lack of communication and collaboration among teachers	1	0.93
Time management	20	18.52
Time-consuming process of developing new assessments or adapting existing assessment	15	13.89
Time-consuming process of grading and giving feedback	5	4.63
Technology-related issues	15	13.89
Technological issues that hindered assessment cycles	6	5.56
Mastering how to use online tools (e.g., LMS) for assessment	5	4.63
Simultaneous coordination of synchronous sessions and arduous preparation process for synchronous/asynchronous classes	4	3.70
Facilitating students' learning experience	12	11.11
Dealing with logistical problems (e.g., different time zones, mixed levels, giving clear instructions, sending reminders)	6	5.56
Ensuring the quality feedback (e.g., timely feedback or sufficient feedback)	4	3.70
Training students for online assessment and providing the same level of quality in learning experience	2	1.85
No response; No challenges	14	12.96

The most frequently mentioned challenge is related to assessment quality, including issues such as test security, validity/authenticity, or fairness. Among these issues, most teachers commented on the *issues of test security, academic honesty, and cheating*.

As for the issues of validity and authenticity, teachers who were teaching courses focusing on oral communication skills commented that the live presentation performance was replaced with recorded presentations for assignments and formal assessment, which might have decreased the validity. One teacher in the survey commented:

For a listening and speaking class, presentation skills and oral communication are harder to practice and assess in a totally online format. Eye contact, body language, not reading from the slides, are not possible to fairly assess, so we need to change those elements of the rubric to better reflect the online environment.

However, recording presentations or speaking performances sometimes was interpreted as a new, innovative way of assessment rather than a challenge. One teacher in the survey wrote “having a recording along with a transcript has revolutionized our assessment procedure,” especially due to the convenience of conducting assessments, such that teachers (or additional raters) do not have to be physically present for the assessment together with students. As such, teachers in the interview did not consider that recorded speaking assessment was all negative and invalid for their purposes.

The second most frequently mentioned challenge was related to the issues caused by lack of interaction and physical presence. Teachers expressed difficulties in facilitating peer/group work for assessment activities because they could not monitor learners' participation or progress as they used to in the classrooms. One survey respondent wrote:

Students seem to be shyer now that courses are only offered online. It's harder to draw them out in group discussions (which I find helpful in other assessments). If I only hear from students during graded assessments, it's sometimes difficult for me to tell why students are performing poorly.

Another challenge they faced was that it was difficult for teachers to see how much progress students were making and if they were incorporating teachers' feedback. One teacher in the survey provided detailed explanation about how it was challenging:

The F2F mode of instruction provides so many more opportunities for small, immediate formative assessment (e.g., in-class writing time & conferencing; questioning to assess reading comprehension & understanding of writing genre conventions). The greatest challenge in assessing students online is that those short, interpersonal opportunities are almost absent unless a student schedules -- or shows up for -- an individual Zoom meeting to discuss their writing in progress or to ask questions about the content of any assigned reading upon which a writing task is based. I have tried to emphasize my availability for individual and group conferencing via Zoom and email, and I have also encouraged students to e-mail me with questions or send me small sections of their writing for brief, immediate feedback. However, I find that only a small portion of my class has taken advantage of this offer. I even tried scheduling individual conferences so I could talk to each student. Only 30% actually showed up for their scheduled time.

Time management was also perceived as a challenge by teachers in the survey. They spent a lot of time either on assessment development or on grading and/or giving feedback. For example, one survey respondent said: "Creation, development, and modification of materials and assessments were the most challenging aspects of teaching online. I devoted an excruciating amount of time to this aspect of the course." Another respondent shared that:

Creating grammar tests was time-consuming to put into an online format. Also, time-consuming was writing feedback on papers because I had to print out papers, write comments, scan paper and send in an email back to students.

This comment shows that some teachers still provided handwritten feedback – not digitally handwritten – on student writings, which was time-consuming. In addition, giving feedback was time-consuming for teachers either because different types of feedback (typed,

recorded, and individual conferencing) were provided or feedback for students' presentations had to be provided to "one after another", not simultaneously as in an F2F class.

Technology-related issues were also challenging for teachers in online assessment. Teachers had to first master the online tools to create and implement assessments in a timely manner and also had to make sure to deal with technology failures effectively. One respondent compiled all the issues with technology based on her experience:

One particular issue that seems to always arise for at least one student is technology glitches. The most common glitches were that the student can't access the learning management system (for whichever of several reasons), they can't correctly upload or download something, and/or they lose internet connectivity midway through the assessment (affecting their access into the assessment and/or their ability to fulfill the "live and cameras on" proctoring requirement).

As described in this comment, technology failures did happen, and some teachers also reported the challenges of scheduling make-up exams or relaxing deadlines. In the end, as some survey respondents reported, these experiences of online assessment encouraged teachers to become more "flexible and tolerant."

Another topic emerging from survey responses was that teachers had challenges in facilitating learners' experiences in online assessment. Some challenges were contextual, such as having mixed-level students in one course or accommodating students in different time zones. Teachers also found it challenging to keep students on track despite multiple reminders they sent out. One respondent said:

The greatest challenge has been making sure students understand the task and the deadline. Students "get lost" more often with online tasks.

In conclusion, the online assessment posed different types of challenges to teachers, and some of them found strategies and methods to overcome those challenges. One survey respondent said:

I think the greatest challenge has been replicating as much as possible the experiences of an in-person class, creating a sense of community, and getting the students to “buy in” for the online format since students did not necessarily choose to be in online classes.

As this teacher commented, teachers tried to maintain their resilience to provide effective learning experiences for their students online, while learning how they could adapt previously developed assessments and what should be done differently in online assessment.

4.3.1.2 ESL Teachers' Needs for Future Training/Support

As for ESL teachers' perceived needs of support and training, an open-ended question was asked to gather teachers' suggestions and needs. The question broadly asked, *In retrospect, what additional support for online assessment from your department, program, and/or university would have been helpful to you in teaching online in Fall 2020?*. Based on the hand-coding of the responses, the results are summarized in Table 4.20.

Some ESL teachers (13.89%) expressed satisfaction with the current level of training and support, but other teachers shared their specific needs for future training. The most frequent answer (22.22%) was that teachers would like to receive training in using online tools or LMS functions for language assessment, with actual examples and hands-on activities. Others want to receive relevant resources or support (16.67%), including assessment materials, test banks, or ongoing support for professional development opportunities. The rest of the opinions were contextual factors that they hoped to see changed (e.g., class size) (8.33%), or more learner support from their program/institution (5.56%), and more collaboration opportunities (5.56%).

Table 4.20 ESL Teachers Perceived Needs of Support/Training (N=108)

Emerging topics	Frequency	%
Training on using online tools or LMS for assessment	24	22.22
Hands-on training with specific examples of online language assessment	10	9.26
How to use various types of online tools (e.g., proctoring)	8	7.41
How to use LMS functions for effective assessment	6	5.56
Relevant resources and support provided by department/program/university	18	16.67
More resources such as materials, assessment strategies, test banks	7	6.48
Online language assessment specialists or experienced teachers	5	4.63
Promoting teacher autonomy for assessment through ongoing support	6	5.56
General perceptions around current and future support/training	15	13.89
Satisfying level of current support	8	7.41
Overwhelming amount of information and resources provided	4	3.70
Higher importance of individual teachers' ability during ERT	3	2.78
Contextual supports	9	8.33
Needing more time to prepare or focus on teaching/assessment	2	1.85
Miscellaneous (e.g., class size, payments to teachers, learning models)	6	5.56
More learner-friendly practices and policy	6	5.56
Accommodating students' needs in assessment	2	1.85
Learning how to promote learners' engagement and interaction	2	1.85
Learner training and technology supports	2	1.85
More collaboration and communication for improving assessment	6	5.56
Collaboration among teachers for assessment development	4	3.70
Professional development through observations and regular meetings	2	1.85

4.3.2 KFL Teachers' Survey Results

To better understand their previous experiences, the following two questions were asked:

- *Prior to Spring 2020 semester, did you ever teach online? If Yes, how many courses did you teach online?*
- *How comfortable are you with technology (i.e., new software or device)?*

Table 4.21 shows KFL teachers' previous training experience for assessment. Six out of 16 teachers had experience teaching online prior to Spring 2021. Almost 70% of the teachers reported that they felt comfortable with technology use and three teachers said that they did not feel comfortable.

Table 4.21 KFL Teachers' Online Teaching Experiences and Familiarity with Technology

Questions	Answers	Frequency	%
Online Teaching Experience	Yes	6	37.50
	No	10	62.50
Familiarity with technology	Extremely comfortable	1	6.25
	Somewhat comfortable	10	62.50
	Not comfortable	3	18.75
	Others	2	12.50

As for their previous training experience for language assessment in general, all of 16 teachers received at least one type of training (see Table 4.22). All the different types of training and resources had similar frequencies.

Table 4.22 KFL Teachers' Previous Training Experiences (N=16)

Where did you learn about language assessment in general? (Select all that apply)	Frequency	%
Pre-service teacher training (e.g., BA, MA programs)	6	37.50
In-service teacher training	8	50.00
Professional conferences, workshops, etc.	6	37.50
On the job	6	37.50
Co-workers and mentors	7	43.75
Online resources (websites, online courses, webinars, etc.)	8	50.00
Others	1	6.25

Table 4.23 displays what kind of resources or training they had received before teaching courses online. No participant chose *None* as an answer to this question, which means teachers were provided at least some form of support or training before teaching online. The most frequently selected resources/training included *General guidelines for online teaching* and *General training for online instructional tools and technologies*. Five teachers (31.25%) in the survey reported that they received training specific to online language teaching.

Table 4.23 KFL Teachers' Assessment Training Experiences Prior to ERT (N=16)

When preparing to teach online in Fall 2020, which of the resources/support did you receive from your institution or program? (Select all that apply)	Frequency	%
General guidelines for online teaching	10	62.50
General training in online instructional tools and technologies	9	56.25
Instructions for using the institution's Learning Management System	7	43.75
Training specific to online language teaching	5	31.25
General training in assessment strategies	4	25.00
A list of useful resources for teaching online	0	-
None	0	-

Note. The total number of responses is not 16 since some participants selected all that applied.

The survey responses showed that KFL teachers were provided with most training opportunities and guidelines for online teaching in general before they started teaching online.

4.3.2.1 KFL Teachers' Achievements and Challenges

The survey also asked the open-ended question, *What has been your greatest achievement in online assessment?*. Table 4.24 presents the emerging topics related to teacher's perceived achievement and success in assessment.

Table 4.24 KFL Teacher's Perceived Achievements/Success in Assessing Learners Online

Emerging Topics	Frequency	%
Using creative and innovative assessment methods	4	25.00
Strategies to keep students encouraged and facilitate students' learning	1	6.25
Frequent use of formative assessment	1	6.25
Providing immediate feedback	1	6.25
No response or irrelevant response	9	56.25

The most frequent answer was *Using creative and innovative assessment methods* (25.00%), possibly signaling that they have developed some new assessment in the online environment. Others include assessment techniques they employed to better facilitate student learning through encouragement, formative assessment, and immediate feedback. Overall, KFL teachers' responses were similar to ESL teachers' responses. For example, the most frequently reported achievements by ESL teachers include *Successful development/modification/adaptation of assessment methods* and *Providing a sufficient amount of individual scaffolding and detailed feedback*.

The KFL teachers were also asked to share their perceived challenges in assessment. Table 4.25 shows the emerging topics from the analysis of the answers to the question: *What has been your greatest challenge in assessing your students online, and how have you dealt with it?*

Table 4.25 KFL Teacher's Perceived Challenges in Assessing Learners Online

Emerging Topics	Frequency	%
Time-consuming process of developing assessment, grading, and feedback communication	4	25.00
Difficulty in communicating with students (e.g., students' lack of responses to emails) and keeping them engaged/motivated	3	18.75
Lack of control over test security and academic integrity	3	18.75
Balancing accuracy, validity, and practicality of assessment	2	12.50
Mastering how to use online tools (e.g., LMS) for assessment	1	6.25
No response or no challenges	5	31.25

The most frequent answer was time-consuming process in carrying out assessment responsibilities such as development, grading, and feedback provision (25.00%). It is followed by two challenges caused by a lack of direct interaction in physical classrooms. One was about difficulties in communicating with students (18.75%). The other was a lack of control over test security and academic integrity (18.75%). Others include the issues around the quality of

assessment (12.50%) and challenges in using online tools (LMS) (6.25%). Overall, the challenges of KFL teachers were similar to what ESL teachers reported: assessment quality, lack of interaction, time management, and technology-related issues.

4.3.2.2 *KFL Teachers' Needs for Future Training/Support*

KFL teachers were also asked, *In retrospect, what additional support for online assessment from your department, program, and/or university would have been helpful to you in teaching online in Fall 2020?*. Table 4.26 summarizes KFL teachers' survey responses about what additional support or training they would like to receive from their departments, programs, and/or institutions to improve the quality of classroom assessment in the online environment.

Table 4.26 KFL Teachers Perceived Needs of Support/Training (N=16)

Emerging topics	Frequency	%
Workshop or training specific to online language assessment	4	25.00
Purchasing more useful online tools or platforms	1	6.25
Training on using LMS for assessment	1	6.25
Individual mentoring	1	6.25
Help with grading	1	6.25
More prep time	1	6.25

Nine teachers responded to this question with specific descriptions of their perceived needs for training. They expressed the preference to have more workshop or training opportunities that are specific to classroom-based language assessment in the online environment (25.00%). All the respondents hoped that the future training provides them with the experience of "learning from actual examples that are relevant to their specific contexts". It was followed by other opinions, such as purchasing more useful online tools, specific training on using LMS for language assessment purposes, individual one-on-one mentoring sessions, or help with grading to save time.

4.4 Summary and Discussion for RQ1

4.4.1 Summary and Discussion for RQ1-a.

To answer, *RQ1-a. What strategies and methods did teachers use for online assessment compared to F2F assessment?*, this study focused on four major aspects of assessment: 1) changes/modifications in online assessment; 2) methods used for online assessment; 3) feedback types and frequencies; and 4) academic honesty issues in online assessment.

The most frequent change/modification was made in the *medium of assessment* to digitalize assessment using available online tools and resources for both ESL and KFL teachers. For ESL teachers, the second most frequent change was made in *assessment time/duration* and *scope of assessment* to accommodate learners (e.g., helping them adapt to a new learning mode, considering emotional well-being during the pandemic). KFL teachers reported *assessment weight* as the second most frequently modified aspect. For both groups, *assessment format* was the third most frequently changed aspect. The *assessment weight* was modified to motivate and encourage students to continue learning, and to maintain ecological validity. In the current study, teachers decided to place more weight on participation, which was perceived as necessary in the online environment to encourage more learner engagement (Meccawy et al., 2021). Changes in the *focus of assessment* demonstrated the limitations of assessing learners in the online environment, with more focus on assessing receptive skills or grammar/vocabulary, because teachers perceived it was more challenging to assess productive skills effectively. The smallest number of teachers reported changing the *topics in assessments*. When teachers modified the topics of assessment, it was done so as to meet the needs of learners.

As for the assessment methods, the survey results showed that there was significant differences between F2F and online assessment. The ESL teachers more frequently used open-

book exams and audio/video recordings in online classes compared to F2F classes. On the other hand, group-based assessment methods (group projects, collaborative writing tasks, and peer assessment) were not used in online classes as frequently as in F2F classes. This indicates that in online assessment teachers tended to use more individual assignments/assessments. As for KFL teachers, there were similar and different results. Just as the ESL teachers, KFL teachers demonstrated significantly more frequent use of open-book exams and audio/video recordings. However, the KFL teachers' use of group-based assessments did not decrease in the online environment. Due to the big gap between the number of participants, the current data set is not suitable for direct comparisons between ESL and KFL teachers' assessment practices. Thus, the reasons for the differences cannot be explained within this project. Nevertheless, given that most of the KFL teachers (87.50%) were teaching integrated skills courses, KFL learners might have been asked to do more pair or group work for speaking or listening assessment activities. In contrast, ESL teachers were teaching courses with a more specific focus (e.g., 32.41 % for writing-focused courses), so ESL learners might have been encouraged to engage in more individual assessments to develop the target skills. However, more research is necessary to better understand the different assessment practices and the rationale behind the decisions.

In the use of different feedback types and their frequencies, the ESL and KFL teachers demonstrated significant differences between F2F and online assessments. Among both ESL and KFL teachers, there was a significant increase in the use of typed feedback, audio feedback, and video feedback for online assessment. This suggests that teachers started to acknowledge the potential usefulness of audio-or video-recorded feedback after experiencing online teaching and assessment in the Fall 2020 semester. However, there was a difference between ESL teachers and KFL teachers. While ESL teachers' survey responses indicated a significant decrease in the

use of handwritten feedback for online assessment, KFL teachers' responses did not show any significant difference between F2F and online assessments. The possible explanation for this was found in the interview data. The beginner-level KFL teachers reported the use of handwritten feedback to better help learners master Korean alphabets for writing assignments as necessary. However, the medium was different in the online environment (i.e., digitally handwritten feedback – handwritten feedback using tablet devices and wireless stylus pencils). As feedback is a critical part of online teaching (Simons et al., 2019), more research should be conducted to examine teachers' feedback practices in online assessment. The research findings will inform teacher training courses or in-service teacher education curricula, which will help teachers develop relevant strategies and expertise in providing appropriate, clear, and helpful feedback in online teaching.

Finally, the findings suggest that teachers were concerned about academic dishonesty issues such as plagiarism and cheating in online assessment. Overall, the survey results showed that KFL teachers in this project demonstrated a higher degree of concern about cheating (3.40), compared to ESL teachers (2.97). This heightened concern has been one of the most salient concerns related to online assessment, as reported in several recent research studies (Abduh, 2021; Chen et al., 2020).

To address the issues of academic dishonesty, teachers can employ diverse measures: preventive measures (e.g., use of open-book exams) and remedial measures (e.g., use of plagiarism detectors) (Mokdad & Aljunaidi, 2020). Teachers in the current study used both types of measures that were available and relevant for their courses. First, both ESL and KFL teacher groups used alternative methods of assessments (e.g., open-book exams) to avoid cheating. One such example was a take-home exam in an open-book format, where students' actual knowledge

and skills were evaluated rather than their recollection of information through rote learning (Kayed, 2013). Second, all KFL teachers in this project reported the use of remote proctoring software (e.g., Lockdown browser, Respondous). The use of the online proctoring tools was found effective in mitigating academic dishonesty in online courses (Dendir & Maxwell, 2020). However, while the use of such tools can limit cheating with online resources, it cannot become a strong and absolute deterrent for cheating, because “either way students who like to cheat will cheat.” (Khan & Khan, 2019). Third, ESL writing teachers utilized plagiarism detectors (e.g., Turnitin) to prevent plagiarism. As discussed above, both ESL and KFL teachers have employed diverse strategies to prevent cheating and plagiarism. In the online environment, traditional invigilated assessment is not possible, and teachers should take other measures to prevent cheating. As one teacher in Abduh (2021)’s study commented, “traditional assessment methods are no longer valid. I have to devise other techniques in order to ensure academic integrity”. Teachers might need to develop strategies of changing assessment methods or designing new assessment techniques that are different from F2F assessment.

4.4.2 Summary and Discussion for RQ1-b.

The survey results were presented to answer *RQ1-b. What were teachers’ perceptions towards online assessment compared to F2F assessment?* As presented above, teachers’ perceptions seem to be different depending on the mode of instruction and assessment (F2F vs. Online) but not in all aspects that were presented in the survey. Overall, ESL and KFL teachers demonstrated similar perceptions and agreement patterns.

For both ESL and KFL groups, regardless of formats (i.e., for both F2F and online assessment), more teachers agreed that it was easy to maintain alignment between assessment and instruction and they were able to make creative assessment tasks. Also, they mostly agreed

that they can easily provide useful feedback, in a timely manner. The teachers generally agreed that developing assessments, grading, and providing feedback were time-consuming. Finally, most of the teachers agreed that assessment was fair. Overall, the course format (F2F vs. online) did not affect the ESL and KFL teachers' perceptions about their ability to carry out fair and creative assessment and to provide useful and timely feedback. Also, the teachers perceived that fulfilling assessment responsibilities is time-consuming no matter what. This finding is encouraging in that the quality of assessment (validity, reliability, and fairness) was not too disrupted by the pandemic.

However, both ESL and KFL teachers showed differences in their perception between F2F and online assessment in terms of difficulty of assessing receptive skills and the possibility of cheating. That is, both ESL and KFL teachers were more likely to agree that it was challenging to assess listening and reading skills. This seems to indicate that teachers may have faced some challenges in assessing listening and reading skills in online language courses. Also, the teachers were more likely to agree that they were concerned about the possibility of cheating in online assessment than F2F assessment. This confirms that the issue of academic dishonesty was a serious concern for online assessment, as reported in the previous section. When it comes to assessing productive skills, more ESL and KFL teachers disagreed that it was challenging in both F2F and online assessment. However, the gap between agreement and disagreement became narrower, meaning that some teachers might have experienced some challenges. Regarding whether assessment can elicit students' best work, for both ESL and KFL groups, more teachers agreed that their students can demonstrate the best work on assessments in both F2F and online environments than those who disagreed. Nevertheless, there was a smaller gap between agreement and disagreement, which indicates that online environment might have affected

teachers' perception about this issue. All in all, it seems that the online environment might have affected teachers' perceptions around the difficulty of assessing receptive/productive skills, heightened their concern about academic dishonesty issues, and influenced their capacity to elicit students' best performance through assessment.

4.4.3 Summary and Discussion for RQ1-c.

This section presents teachers' previous experiences with online teaching (teaching experience, training/resources), reflections (achievements, challenges), and their needs for future training. In this study, all the survey respondents reported receiving some form of training or resources provided by either their programs or institutions. This was in line with the findings from Brooks and Grajek (2020). They collected survey responses from 150 faculty at higher education institutions through a quick online poll to investigate the institutional readiness during the transition to ERT. The report answered questions such as, *Have institutions made investments in student and faculty adoption of online learning? or Will institutions be ready to support remote access for instructors and students?* The findings suggest that the US higher educational institutions provided consultation, training, and/or support for faculty to prepare them to utilize learning/education technologies, including LMS training (93%), learning/education technology training (85%), and expertise on digital pedagogy and course development (84%). The most frequent form of training/support for ESL and KFL teachers in this study was general guidelines for online teaching (76.85% for ESL, 62.50% for KFL), which seems to be part of digital pedagogy. It was followed by instructions for using LMS and general training for using instructional tools. Although the frequency rankings are different, the current findings are in accordance with Brooks and Grajek (2020)'s findings.

However, Brooks and Grajek (2020) added, “It is unlikely that any of the support or training taking place presently can be anything other than basic or limited in scope, which could force institutions to reconsider what constitutes *adequate* provision when the new normal is established.” This seems to suggest that there should be follow-up research about whether the provision of support/training was adequate and satisfactory among teachers and learners. For the question Brooks and Grajek (2020) raised, this project can provide partial answers regarding the population of language teachers. Overall, the teachers agree that the trainings/supports they had received were “too general”, which implies that the trainings were not adequate in terms of quality. Teachers in the current project demonstrated the need for more training specifically designed and prepared for language education and assessment. Particularly to improve their expertise for language assessment in the online environment, teachers wanted to learn from actual examples and samples.

As for the achievements in online assessment, ESL teachers most frequently mentioned *successful development, modification, or adaptation of assessment methods in the online environment* and KFL teachers mentioned *using creative and innovative assessment methods*. However, transitioning to an online format created unique contextual challenges, such as institutional or program level policies for online assessment, or lack of physical presence for assessment. As argued by Yan et al. (2018), teacher training programs should consider the specific assessment context to provide the most appropriate training content and methods. Future research can explore more about how to better incorporate contextual factors into designing and developing more effective teacher training programs. This might be because of influences from contextual factors in classroom language assessment (Davidson & Leung, 2009, Vogt & Tsagari, 2014; Yan et al. 2018), such as institutional or departmental policy. For example, the focal KFL

program in this study followed their institutional policy of offering courses in an asynchronous format as a default. Synchronous and asynchronous formats in online education have stark differences in that a synchronous format allows real-time interactions between teachers and learners while an asynchronous format lacks real-time interactions (Salmon, 2013). This would have affected how teachers assess learners' language abilities and how they communicate feedback.

In summary, teachers need more training opportunities that are practical and useful and readily adaptable to their own contexts. Teachers also expressed a strong preference for learning from actual examples and samples in trainings and workshops. In addition to training opportunities, another important type of support needed was improvement in the LMS (e.g., to make plagiarism detectors compatible with the time writing test function, to easily embed external digital workbook in the system), so that teachers can easily carry out assessment responsibilities in the online environment. Both ESL and KFL teachers considered their biggest achievement was successfully developing and utilizing assessment methods that were relevant to the online context. As for challenges in online assessment, both ESL and KFL teachers collectively reported the institutional or program level policies imposed upon their assessment practices or lack of physical presence of students for assessment activities.

5 RESEARCH QUESTION 2: RESULTS AND DISCUSSION

5.1 GTAs' Challenges and Lessons

To answer RQ2-a. What were the challenges faced by GTAs in online assessment and the lessons learned from the experience? This section reports the GTAs' survey and interview responses to better understand GTA's challenges and lessons learned from online assessment experiences. The survey results is presented first, and the interview results follow.

5.1.1 Survey Results

In each ESL and KFL teachers' surveys, when the respondents self-identified as GTAs, an additional set of questions were presented to gain more information about what were some specific challenges GTAs experienced in teaching and assessing language learners online. In the following sub-sections, GTAs' background information and their responses will be discussed.

5.1.1.1 ESL GTAs' Challenges and Lessons

In the survey, 21 participants out of 108 self-identified as GTA at public universities.

Table 5.13 summarizes the information about the GTA group.

Table 5.1 ESL GTAs' Background Information and Course Information (N=21)

Questions	Categories	Frequency	%
Gender	Male	6	28.57
	Female	13	61.90
	Do not wish to answer	2	9.52
Degree	MA in TESOL or Applied Linguistics	5	23.81
	PhD in Applied Linguistics or Curriculum & Instruction	16	76.19
Online Teaching Experience	Yes	4	19.05
	No	17	80.95
Target Skills	Four-skills integrated	3	14.29
	Written communication: Writing, Composition	11	52.38
	Oral communication: Speaking, Listening, Pronunciation	6	28.57
	Reading, grammar, and/or vocabulary	1	4.76
Student Group	Pre-matriculated students	11	52.38
	Matriculated students	10	47.62
Proficiency Level	Beginner/Elementary	0	-
	Low-intermediate	1	4.76
	Intermediate	4	19.05
	High-intermediate	5	23.81
	Advanced	8	38.10
	Mixed level	3	14.29
Class Format	100% synchronous	8	38.10
	100% asynchronous	10	47.62
	A mixture of synchronous/asynchronous	3	14.29

There were six male and 13 female GTAs. While five GTAs were enrolled in an MA program in TESOL or applied linguistics, the majority – 16 GTAs – was in a PhD program either in applied linguistics or curriculum & instruction with a concentration in language, literacies, and culture. Four teachers had previous experiences in teaching online while it was the first time teaching online for the majority of GTAs. Half of the GTAs were teaching writing/composition courses and the other half taught oral communication or other types of courses. As for the student group, half of GTAs taught pre-matriculated students while the other half taught matriculated students. Almost 60% of the GTAs were teaching higher proficiency levels including high-intermediate (23.81%) and advanced (38.10%) while no GTAs taught a beginner course. About a half of the teachers (47.62%) were teaching in an asynchronous format, and the other half taught synchronously or in the mixture of synchronous and asynchronous formats.

To better understand what GTAs would need to improve the quality of assessment in online courses, their perceived challenges and needs were surveyed. Table 5.14 summarizes their answers about their experiences with teaching online compared to their experience with F2F teaching.

Table 5.2 ESL GTA's Experiences During ERT (N=21)

Compared to F2F, how much does online teaching create problems for you in balancing your study/research and teaching duties?

Not at all	A little	Somewhat	A lot	A great deal
1	1	4	7	7
(4.76)	(4.76)	(19.05)	(33.33)	(33.33)

Compared to F2F, how much time do you spend for assessment-related activities in an online environment?

A lot less	A little less	Similar	A little more	A lot more
0	0	8	6	6
-	-	(38.1)	(28.57)	(28.57)

The majority of ESL GTAs (80.95%) did not have online teaching experience prior to ERT in Spring 2020. Among the four GTAs who had the previous experience, three had taught 1-2 courses and the other one GTA had taught 3-5 courses online.

The GTAs were also asked: *Compared to F2F, how much does online teaching create problems for you in balancing your study/research and teaching duties?* more than half of GTAs (66.66%) indicated they have *A lot* or *A great deal* of challenges or problems in maintaining the balance between study/research and online teaching duties compared to F2F. They were also asked to further comment in detail on the challenges they faced during online teaching. Out of 21 respondents, 17 GTAs provided their answers, suggesting that this topic was salient for a large majority. The responses were manually coded and summarized in Table 5.15.

Table 5.3 ESL GTAs' Challenges in Balancing Study/Research and Teaching (N = 21)

Emerging topics	Frequency
Time-consuming process of developing new instructional or assessment materials	9
Time-consuming process of grading and providing timely feedback	5
Emotional and mental pressure, low motivation, and fatigue	4

Nine GTAs expressed the challenge of spending much more energy and time to develop or create new resources, materials, and assessments while learning how to use new technology and learn from trials and errors on the way. To accommodate learners' needs, GTAs had to create new assignments, which also required additional grading and feedback communication.

This was another challenge reported by five GTAs. They said they spent more time giving timely feedback for individual students and responding to students' questions in mostly written communication via emails. In addition, technology or screen fatigue was also mentioned as a challenge by five GTAs. More specifically, two GTAs reported that the online environment made them stay connected with their learners 24/7, which forced them to be available and

provide support whenever the learners needed them. Thanks to the technology, communication with learners was available anytime or anywhere, but this led to GTAs' burdens. One GTA lamented that despite the efforts to stay connected with the learners, they still felt quite disconnected with the learners.

Four GTAs also shared the candid feelings they had, such as "low motivation to focus on their work", "being exhausted by fulfilling teaching duties", or "being overwhelmed by the amount of work they had to do for teaching online or logistical problems." The GTA who reported "being overwhelmed" had to teach the learners in China who were in a different time zone and had limited accessibility to online resources/platforms.

Overall, the GTAs who shared detailed information about their perceived challenges had to spend more time and energy in online teaching compared to in F2F instruction. Sixteen GTAs' further comments included mostly negative responses. However, one GTA who taught a writing course left a slightly different comment. He said the online format did not add more burden to balancing study/research and teaching. He believed that there was a kind of trade-off in the use of time. While he had to spend more time planning and organizing the online environment, he did not have to commute and physically be in class for a designated time. He also perceived that the writing course in an F2F format already demanded more time for grading and giving feedback than other types of courses. Thus, he did not feel that the online environment itself added more burden.

GTAs were asked another question that was more specifically targeted at assessment, "Compared to F2F, how much time do you spend on assessment-related activities in an online environment?". Among the 21 GTAs, eight GTAs reported the time spent was similar while 12 GTAs spent a little or a lot more time in the online environment compared to The F2F

environment. They were also asked to further comment on the question, and 12 GTAs provided detailed answers. Among the eight GTAs who spent a similar amount of time in the online environment, three GTAs further commented on their answers. They were all teaching writing courses to advanced level students. One of them said “I teach writing so most of the assessment was fairly similar.” Another GTA echoed, saying “assessing writing online and F2F feels pretty similar” because he already was using the system of collecting written outcomes through an online platform (e.g., LMS) and providing computer-mediated feedback. One GTA also said that “Major assignments of the course did not change much in an online environment”, and the only major adaptation the GTA made in relation to assessment was mainly focused on revising rubrics. Another GTA said:

Because I went from F2F to asynchronous online, I did not get much of a chance to perform in-class assessment, such as scaffolding during class. Instead, I had to rely totally on anticipating student needs and building that into the online lessons, as well as the traditional written feedback on assignments.

In this GTA's writing course, the feedback type and the feedback communication method remained as they used to be. Also, the GTA reported that teachers' in-class ongoing informal assessment (e.g., observation of learners' drafting process) was not available and was possibly replaced with students' individual completion of asynchronous online lessons. This may have led the GTA to believe that a similar amount of time was spent on assessment.

However, there were three writing course GTAs who reported the use of a little more time in the online environment than in F2F instruction. One GTA's comment suggested that more time was spent to figuring out how to assess writing in online in the beginning of the semester, not necessarily throughout the whole semester, because the GTA said “now I figured

out.” The other two writing GTAs reported that they had to spend more time either adapting tests to the online environment or providing audio recorded feedback. The GTA who provided oral recorded feedback said “In the F2F format, this would be done extemporaneously in quick, in-class conferences. The online format requires a bit more time and planning to achieve the same layering of feedback.” Three other GTAs reported that they spent “a lot more time” in online instruction, compared to F2F instruction, and their comments were similar to those who chose “a little more time”. For example, one GTA said that informal assessment in a classroom became all individual assignments that were formally graded, which was “extremely time-consuming.” Another GTA commented, “I think it takes longer to give feedback on both formative and summative assessments in the online environment because the feedback is predominantly written.”

The rest of the comments were provided by three non-writing GTAs who either reported “a little more” or “a lot more time” for online assessment. Two of them were teaching courses focused on oral communication skills. One GTA who chose a little more time said, “It takes longer to give instructions and distribute/collect tests” while the other reported using a lot more time because “I had to develop most of the assessments from scratch.” Finally, one GTA who taught a grammar and vocabulary course reported the use of a lot more time for assessment in the online environment because their LMS was not efficient for setting up assessments.

5.1.1.2 KFL GTAs' Challenges and Lessons

This section reports the KFL GTAs responses to surveys and interviews. Out of the 16 KFL teacher participants in the survey, five were GTAs. Information about the KFL GTAs is presented in Table 5.16. Out of the five KFL GTAs, four were females and one did not respond. One GTA was an MA student in applied linguistics, and three other GTAs were PhD students in

teaching and learning, education, or language and literacy education. Among the five GTAs, three had taught online courses (two GTAs had taught 1-2 courses, and one GTA had taught 3-5 courses), while the other two had never taught online courses. In Fall 2020, four GTAs were teaching beginner-level courses with four skills integrated and one GTA was teaching an advanced-level course. All the integrated skills courses were taught in the mixed format (synchronous and asynchronous). The advanced level course – Reading and Writing course – was taught in a 100% asynchronous format.

Table 5.4 KFL GTAs' Background Information and Course Information (N=5)

Questions	Categories	Frequency	%
Gender	Male	0	-
	Female	4	80.00
	No responses	1	20.00
Degree	MA in Applied Linguistics	1	20.00
	PhD in Teaching and Learning, Education or Language and Literacy Education	3	60.00
	No response	1	20.00
Online Teaching Experience	Yes	3	60.00
	No	2	40.00
Target Skills	Four-skills integrated	4	80.00
	Reading and Writing	1	20.00
Proficiency Level	Beginner/Elementary	4	80.00
	Advanced	1	20.00
Class Format	100% asynchronous	2	40.00
	A mixture of synchronous/asynchronous	3	60.00

KFL GTAs were also asked *Compared to F2F, how much does online teaching create problems for you in balancing your study/research and teaching duties?* Table 5.17 shows KFL GTAs' reflections on the experiences during ERT. Regarding the degree of challenges in balancing study/research and teaching, GTAs reported a range of answers from *A little*, *Somewhat*, to *A lot*.

Table 5.5 KFL GTA's Experiences During ERT (N=5)

Compared to F2F, how much does online teaching create problems for you in balancing your study/research and teaching duties?				
Not at all	A little	Somewhat	A lot	A great deal
0	1	2	1	0
-	(20.00)	(40.00)	(20.00)	-
Compared to F2F, how much time do you spend assessment-related activities in an online environment?				
A lot less	A little less	Similar	A little more	A lot more
0	0	0	2	2
-	-	-	(40.00)	(40.00)

The GTA who said, *A little* commented that:

It was my first semester to do both study and teaching, and it was my first semester to teach language online, so it took some time and energy to develop teaching materials.

Even though it was her first time teaching online, this GTA seemed to have successfully

balanced studying and teaching. The other GTA who chose *Somewhat* said:

I am sure the teaching workload has affected my own researching/learning to a certain degree, but it was not a big deal since I did not have much coursework. I could complete two research studies.

The two GTAs who indicated *A little* and *Somewhat* above were the beginner-level teachers.

However, the GTA who chose *A lot* taught an advanced course level. She seemed to have engaged in more adaptation and development of new assessment tools:

I had to spend more time setting up the online learning platform. Also, I had to modify the learning activities and create new final projects, which resulted in less time for my own research.

It seems that teaching different proficiency levels might bring different types and degrees of challenges for KFL GTAs. This tendency was not observed among the ESL GTAs in the current

study. However, with this extremely small sample size, it cannot be generalized, and other factors might have played roles in the KFL GTAs' perceptions.

As for the time spent for assessment-related activities, two GTAs said they spent *a lot more* time on online assessment than F2F assessment. One GTA commented that it took a lot of time to master the LMS functions to create test questions. The other GTA said:

I need to make sure that students are on the same track. In order for me to check if students are following the class well, I create different types of learning activities available on the online learning platforms. Compared to F2F, I feel the necessity of creating more learning activities so that I make students study on a regular basis.

Two GTAs chose *a little more* time as their responses and only one left a further comment that she had to spend a little more time checking students' assignments.

5.1.2 Interview Results

In this study, four ESL GTAs (Lydia, Naomi, Sophie, Amy) and four KFL GTAs (Eunji, Yunhee, Mina, Hannah) were interviewed. The two ESL GTAs, Sophie and Amy, and all four KFL GTAs were from University A. Lydia and Naomi were from University B and University C, respectively.

In the interview, teachers were asked the following set of guiding questions:

- How did you decide what to assess? How did you design/write assessment items? What tools did you use?
- What do you think you did well (or not) in terms of assessment design/test administration/grading/feedback communication? Why?
- What were the biggest problems/challenges did you have in online assessment? What were the biggest challenges as a GTA?

- What advice do you have for people who are teaching language courses online, in terms of assessing students? What were the lessons you learned?

The participant information is summarized in the section 3.4.3.2, but the detailed information about each participant is in the following to better contextualize the findings. For more in-depth discussion and understanding, the interview results are presented case-by-case, with explanation about what online tools and what assessment methods they have used.

5.1.2.1 ESL GTAs

Despite the difficulties in balancing study and teaching, managing time and energy, completing assessment-related responsibilities, GTAs shared their experience, challenges, and lessons learned from ERT. The GTAs were asked to offer advice for the future GTAs, along with their suggestions for future online assessment. All GTAs were asked the same questions, including questions such as: *What were the biggest problems/challenges did you have?* or *What advice do you have for people who are teaching language courses online, in terms of assessing students?* (see Appendix B for all the guiding questions for the interviews)

In this project, there were four ESL GTAs. They represent three different institutions and four different programs. Lydia, Naomi, and Sophie were GTAs for intensive English programs at different universities in different regions of the US (Lydia at University B, Naomi at University C and Sophie at University A). Amy was a GTA for an ESL support program at the same university as Sophie.

5.1.2.1.1 Lydia

Lydia was a GTA working at an IEP at University B. She had 13 years of teaching experience in ESL/EFL contexts. She is from the US, and her original BA training was in K-12 Language Arts education. At the time of data collection, she was enrolled in an MA program in

ESL teaching. She did not have experience with online teaching prior to the pandemic. In the Fall 2020 semester, she was assigned to teach a Listening and Speaking course. The class met three days a week synchronously through Zoom and each session lasted for two hours. Due to low enrollment, as influenced by the pandemic, her classes included five students of different proficiency levels, ranging from high-beginner to upper-intermediate. This arrangement caused issues and challenges in carrying out assessment responsibilities.

Lydia also used Zoom for administering listening assessment through the live proctoring method. In the process, she ran into several technical challenges. For instance, at the beginning of the semester, when she was presenting listening input through Zoom:

We did a diagnostic at the beginning of the semester and there were some problems with the Internet during the listening test. So, the video was a little bit choppy. So then I ended up having to play it more times than I had originally intended to in order to make sure that they got full listening with good quality audio. I gave them time to take the test.

After this experience, she always double-checked the quality of the audio before giving listening tests.

During the semester, she continued to use Zoom to administer the listening assessment during a synchronous session. She first shared the test questions in the format of a word document with students. Then, she would play the video clip as listening input, and she controlled how the video clip played and how many times it played. She used the same listening video clip for all the levels but assigned different questions depending on the levels. As she said “I had the three different levels, I actually had to have three different tests. So that got a little bit crazy.” She explained how she carried out the listening assessment:

so the lowest level, and they had more questions like this that were comprehension questions that were multiple choice or like down here. You can see there's a true-and-false question. So all of these tests were structures that they'd have two parts one being the comprehension part and then the other being a response question where they had to respond in writing to what they heard and some somehow connect it to something in their life or connect it to something and that they are read or heard from our class. So what it looks like for the higher level? It was more of like getting them to actually write out the answers, so more of a short answer type of thing.

Because of the level differentiation, she had to prepare different types of questions, but also the lowest-level students were allowed to listen to the clip twice while the highest-level students were asked to respond to the questions after one listening. This assessment setup brought more issues for her because generally students with different levels needed a different amount of time for completing their answers:

the higher-level students often finish way before the lower-level students, even though their questions are different, and more is required of the higher-level students. They were still finishing for so there was like this kind of time difference.

She discussed that this was one of the challenges she experienced in online assessment because administering listening tests through Zoom already was a burden, but with level differentiation, it was overwhelming to her because there were too many things that could go wrong. She had to make sure that the audio quality was good, the test questions were differentiated for different proficiency levels, and students were not neglected during the assessment. Lydia summarized her experience as “quite a bit of juggling with different levels”.

Despite all challenges and difficult experiences, Lydia shared some lessons she learned.

The first one was related to clarity in assessment procedure:

I think one of the things that I maybe learned a little bit more was how to give really clear instructions. Giving instructions in various ways so like both verbally telling them as well as having it written down, providing a sample.

Another lesson she learned from the experience was what she wanted to continue in the future teaching:

I think one thing that I liked about the online format was doing conferences with the students because it was very easy to schedule. And I like having the screen sharing function. I like it that the students could share their screen. So they could actually be making some changes as we talked about it.

When asked to provide advice for future GTAs who would teach the same course online, she emphasized the importance of self-care:

So my main advice is more focused on the teacher as a person than the students but I would say maintain a work-life balance because when you're yeah, the biggest challenges for me with everything that was coming at me for this course, I could just work and work and work and work. And try to imagine every potential scenario for what might go wrong with an assignment and like what I would do in such cases? And at some point it's just ... you have to take care of yourself as a teacher and as a person. So yeah, I think that's one of my big pieces of advice for anyone who's doing this for the first time. It just has to be different, and you have to kind of lower the bar a little bit for yourself to stay sane and actually help the students. I think it gets different if it's a class that is specifically formatted online.

She pointed out that the ERT was different from the “online education” that should be designed and planned with more resources and time. As she pushed herself too much towards “good teaching” even during this emergency crisis teaching, she even said she went to counseling for the first time in her life.

Good teaching drove me to counsel. So I thought that was helpful though. I mean that was it and then I was able to get some outside perspective. I think everybody everyone just feels pretty isolated. It was helpful for me when I could connect with another GTA at the same program and there were a couple of times a day and got together and we shared it. So I think any kind of support you can get from other teachers or outside sources is good, right?

While her course situation required much extra work and made her struggle with burnout, Lydia managed to receive professional help from the counselors and community support from other fellow GTAs.

5.1.2.1.2 Naomi

Naomi was a GTA for a pathway ESL program at University C. She is originally from Vietnam, with 15 years of ESL/EFL experience. At the time of data collection, she was in the first year of her PhD program in applied linguistics. She had some experience in assisting with an online TESOL certificate program in her MA program, through which she gained some indirect knowledge about online teaching. In Fall 2020, she was teaching a grammar and writing course. The course objective was to provide timed writing practice and develop writing strategies to help learners improve accuracy and build fluency. Her program hosts students from China for their two years of overseas study. However, in Fall 2020, the Chinese students were not able to come to the US, so the courses were offered entirely online. The level of the students was low

intermediate level, which she reported as B1 according to CEFR (COE, 2001). The class met once a week through Zoom for 75 minutes. However, the students were in China in a different time zone, which created issues and challenges for Naomi.

First of all, in the planning assessment, Naomi reported challenges because she could not use many online tools due to students' limited accessibility, which she was not aware of at the beginning of the semester:

Unfortunately, the thing is that... we didn't have enough knowledge of technology in China... in order to use an alternative one [if something is blocked]. So, for example, I asked my Chinese friends and then there's also just use a VPN of course everyone knows that but the thing is even now when I am at home and use a VPN to access to the network and then you have to work, but my computer is frozen. So I know that it is not pleasant to use VPN. Or when I use, for example, use some alternatives, some Chinese version of YouTube, some Chinese version of Google, it didn't actually work.

She said she ended up using an external website for quizzes and tests because some students could not access their LMS, because the whole university's email accounts and cloud services were based on Google, which was blocked in China. For group work or pair work, she tried some alternative online tools that were accessible in China so that students were able to comment on each other's writing. However, it did not work very well so she decided not to use them anymore. These technical difficulties limited her assessment practices:

Peer assessment is the part that we totally missed in our writing class because in the beginning I planned that they would give peer feedback, you know, like the trend nowadays collaborative writing and peer feedback.... I'm not a fan of collaborative

writing actually, but I was thinking of using peer feedback but in my class I couldn't... I was not successful in that.

However, Naomi did not give up and tried out a new tool, QQ Doc, which is a Chinese version of Google Doc for sharing documents and collaborating:

With QQ Doc, for example, they can get access in China, but I myself didn't know the functions of QQ Doc enough in order to utilize it. Hmm. I thought that is very similar to Google doc but I don't actually know how to use it effectively. I have to admit that and it takes a long time for me to learn that. So it's not effective in terms of technology as well.

Obviously, because of the technology issues, Naomi had to spend more time and energy. She said it was easier to improvise in in-person classes (e.g., creating relevant grammar exercises for individual students on the spot when noticing certain repeated errors). However, in online classes:

Everything needs to be planned. It's harder to improvise in asynchronous sessions and even in synchronous sessions. You need to expect problems and have something ready to add into the recorded lectures but sometimes you have unexpected problems with technology.

Due to the tremendous number of challenges caused by technology-related issues, Naomi said she lost the balance between her study and teaching. As it was the first year of her PhD program, she had to take online courses herself. She said “Honestly, it's no fun doing PhD during the pandemic, and you take online classes. I was like what's the point of doing all this?” Despite the hardships and struggles, she commented that the support from her supervisor and the ESL pathway program helped her survive through the semester. Naomi said, “We have a very good supervisor,” and her team had a weekly meeting where she felt supported and encouraged. In

particular, the supervisor was aware of the importance of assessment in the transition to online and coordinated well while adjusting the curriculum and assessment range.

I think one thing that is very good is that my coordinator... cares about assessment. He cares about assessment and curriculum development... that's why he empowers teachers to make changes, you know, like we were very flexible. He didn't say that you need to cover this thing in the book. We have fixed learning goals, but we can change it with the teaching context that we have. He treated GTAs as mature teachers and independent teachers as long as you know what you're doing and also he cares a lot about assessment.

Because of such a positive experience with program-level support, she emphasized the importance of having a good team for better teaching experience during ERT.

As for advice for future teachers, Naomi suggested using a “backward design”:

I think when you design the course, using a backward design is important, like knowing exactly what you want the students to achieve and start from there. And I think more is not always better.

This is in line with her experience as a teacher and learner. As a teacher, she worked with a supervisor who guided teachers to adjust learning goals as necessary. As a learner, she wanted to focus on important things rather than just doing busy work such as posting on the discussion boards.

I was very frustrated by online learning because professors assign more work. I don't know why I had to do so much more work, including posting discussion board.... I don't want it if it is supposed to be just busy work. I would like something maybe more focused, more organized, more structured, but less busy work.

Naomi had a rather strong opinion about the assignment of posting comments on the discussion boards. As she believes doing “more focused” work would be efficient, assessment activities should be designed to help learners achieve essential learning goals. In addition, she emphasized the accessibility and feasibility of assessment in the online environment, as she had issues with students’ accessibility to online tools throughout the semester.

5.1.2.1.3 Sophie

Sophie was a GTA for an IEP at University A. She was in her PhD Applied Linguistics program at the time of data collection. She had two years of ESL teaching experience, but no experience with online teaching. In Fall 2020, she taught the advanced academic writing course, offered to the highest level (Level 5) students in the IEP. The course was unique in that students were expected to practice academic writing in preparation for university exams. The course was designed based on the content-based language teaching approach; the course materials were the chapters from an undergraduate-level American history textbook. The learning objective was for students to demonstrate comprehension of the textbook contents, by producing written responses to the short answer or essay questions using academic vocabulary/structures. Her class size was rather large, with 20 students in total. The class met twice a week and each class lasted for 75 minutes.

As Sophie’s course was focusing on writing for exams, the students were expected to practice a lot of timed writing to be ready for producing a written response under time pressure. Therefore, assessments in the course required the use of timed writing. Sophie administered unit tests, as summative tests, at the end of each of the four units she covered in Fall 2020. Each tests included 3-4 short-answer questions and one long essay questions. The tests were set up in the institutional LMS, using the Quizzes function, with an enforced time limit. Another tool Sophie

used for the tests was the plagiarism detection service, Turnitin, embedded in the LMS as a function. She had to use two different functions to administer timed writing tests and check for plagiarism:

However, Sophie had challenges for implementing the timed writing tests:

One of the big challenges is that in LMS, if you use the Quizzes function, you can't use Turnitin. If you use the assignments, you can use Turnitin, but you can't like time it, so for for the course I was teaching, if I follow the rules, I'm supposed to put a time limit. So I was using quizzes for their tests, but then I couldn't use Turnitin. So, if I suspected her as plagiarism that I was trying to Google, trying to find it, like finding plagiarism or knowing if the students actually wrote, was difficult and time-consuming, but if our LMS could just add Turnitin into Quizzes. It would make a big difference.

Due to these incompatible functions, she could not benefit from the plagiarism detector for timed-writing tests. It seems that to ensure academic honesty in online assessment, diverse options and functions should be available for different assessment formats and purposes, so that teachers would not struggle because of technological incompatibility.

Sophie said another challenge for her was providing timely feedback for 20 students on their writing while taking her PhD courses:

You know, during coursework... I was so busy. Sometimes I didn't give feedback as quickly as I wanted to.... so that was difficult for me because it was a very it was a busy semester.

Sophie said this was partly because the course content and assessment were too much for an online writing course. As she was going to teach the same course again online in the following semester, she had advice for herself:

One of the changes I'm going to make is that there were five tests total with five different units in the curriculum and I'm going to cut it shorter.... I'm gonna try four instead of five because the students were generally overwhelmed with all their work for all the classes in the IEP in the online environment and that happens in face-to-face classes also, but five feels like a lot because it's like every two and a half weeks, there's a test. The students have to do so much difficult reading to be able to prepare and to know what to write about. So if I eliminate one unit, then they're going to have less difficult reading and I think it will like help take our time on each unit and not rush as much

It seems that Sophie wanted to help students have opportunities to have meaningful practice with a relevant amount and pace of learning. In other words, when it comes to achieving the essential learning goals of the course, more would not always be better, and focused practice might be more helpful. Additionally, Sophie also discussed the need for updating the curriculum and assessment:

The teacher who taught it before me was able to like talk to undergraduate course instructors and ask them about what kind of tests they have to make sure what activities would be realistic for the students. I've just been trusting the curriculum that our program developed because I'm sure whoever developed it did the needs analysis and stuff.. But since it might be a bit outdated and as things are moving more online. It might be a good idea to see what our undergraduate instructors what kind of tests they are giving online and what kind of questions..... if their needs analysis could be revisited, it might help you make sure that the assessments are like realistic practice.

As Sophie mentioned, higher education in the US experienced the forced transition to online during the pandemic, which had an impact on the assessment practices including the

applicability of common assessment types or the need for adjustments (Hodges & Barbour, 2021). If those changes could be reflected in the IEP curriculum and ESL courses, international students would become better prepared for their future college or graduate education in the US.

While juggling responsibilities between her own PhD coursework and teaching as a GTA, she said the semester was extremely busy for her, and particularly the beginning was tough. One thing Sophie hoped for the department was that they would provide more preparation time before the semester started:

It helps if we have like preparation time, so it's difficult when we find out what we're teaching right before the semester starts and then were suddenly having to plan. So I found out my teaching assignment around the same time that I was getting homework assignments due before like by the first day of classes, so we had reading and things and um, so it was difficult to quickly plan and review the curriculum and then the person who usually teaches that course was a part-time instructor and so he wasn't teaching at our program this semester, unfortunately, so I was trying to contact him to see like what the course was about. Finding out what the most updated curriculum took a few days of emailing back and forth.... just to find out what to teach and then like reading it and planning and all that. So that would be the best way our department could help GTAs... I mean I am okay with our coursework and teaching load, if we just know earlier in advance what we're teaching so that we can prepare.

Although she did not have enough time to prepare for teaching and assessment for the course in the beginning of the semester, she said her program directors and full-time instructors provided necessary support when she had issues. She was also given flexibility and autonomy in

terms of making adjustments in assessment as long as she mainly followed the assessment materials approved by the program director and the assessment committee.

5.1.2.1.4 Amy

Amy was a GTA for an ESL support program for international graduate students at University A. At the time of data collection, she was in her PhD Applied Linguistics program. Amy was working at the same institution as Sophie. The institution had two separate programs for ESL learners. Sophie's program was primarily for those who were preparing to apply to undergraduate programs. However, Amy's program was intended to support matriculated international graduate students. Amy is from China and had nine years of ESL/EFL teaching experience. In Fall 2020, Amy taught an academic listening and speaking course in the program, which had 12 international graduate students in the course. The objective of the course was to improve aural/oral communication skills to help students participate fully and effectively in their graduate education. Unlike the previous three ESL GTAs, her teaching experience had unique characteristics. First, the course was offered entirely in an asynchronous format. Second, Amy had a co-teacher, who already had experiences with that course.

Amy first shared her challenge of time-consuming process of assessment development. Although Amy and her co-teacher tried to recycle the materials as much as possible, she was involved in the assessment modification and development process. Her work ranged from making small changes in grading rubric to developing brand new assignments. For example, Amy reported that "making eye contact with the audience" was removed from the speaking assessment grading rubric to reflect the online situation. When Amy evaluated the speaking performance, she focused more on whether the learner was looking into the camera without reading from the script. The new types of assignments Amy developed in collaboration with her

co-teacher required the use of two online tools: VoiceThread and COCA. Amy utilized VoiceThread (VT), a multimodal asynchronous computer-mediated communication tool, which allows users to create presentations online using different modalities including images, documents, and videos. She used the VT to collect speaking assignments (audio recording and presentations) and provided oral recorded feedback. She was quite satisfied with the use of VT because the platform made it possible for her to effectively provide audio-recorded feedback by specifically pinpointing where the learner made pronunciation errors and provided correct pronunciation as a model. Another new assignment necessitated the use of an online tool, COCA (Corpus of Contemporary American English). COCA is a corpus of American English and one of the most widely utilized corpora for research and practical purposes. The COCA tools can be utilized to inspect how certain words or phrases are used in authentic contexts. Amy developed a new assignment in collaboration with the co-teacher to facilitate the students' learning of English idioms. Her students also learned how to use COCA to complete the assignment. To complete the assignment, the learners worked in pairs to create an original conversation using the target idioms, using the information they learned from COCA search results. Overall, Amy said the assessment development was a time-consuming process, but she was proud and satisfied with the new assignments she developed as a part of online assessment.

Amy commented that her other biggest challenge was the time-consuming process of checking assignments and providing feedback:

In terms of giving feedback in the past where something could happen simultaneously like, you know, you can give feedback right away ... Now we have to do that one after another so yeah, it's time-consuming...

Amy said she and her co-teacher usually gave feedback to six students each to share the responsibility. Nevertheless, she said it took a long time to listen to their video recordings and make comments. This is partly because Amy valued fairness and accuracy of grading. Amy said she went back to all the assignments again to check grades and feedback after the first round of grading “to make sure I was being fair” in online assessments.

Amy's advice for the future online teachers of online teaching was to be flexible. Amy said she and her co-teacher had to be flexible with the deadlines and requirements for students because *“It's very important for us to be always like aware of the fact that I know student also struggling so we can try to be as tolerant and as flexible as possible.”* However, she also held her students accountable to a certain point, by allowing a second chance for late submission but reminding them of important upcoming future assignments for which extension would be not allowed. Amy commented that this was already a major adjustment the co-teacher had to make, compared to the in-person version of the equivalent course, where late submission was not allowed.

Amy's case certainly showed that co-teaching or having two teachers for one course might be beneficial for teachers and students. Teachers can share the burden of assessment-related activities, developing tools and materials, grading, and giving feedback. For students, there would be more opportunities for receiving feedback and engaging in interaction with the teachers. Improvement of the course curriculum was also possible through utilizing each teacher's expertise. The more experienced co-teacher was familiar with the course objectives and target population. As a senior lecturer, she had more capacity to change the curriculum and assessment for the course. For example, Amy and the co-teacher planned to take a more systematic approach to teach idioms in the course. Amy, as a graduate student in the PhD

program, had interests and knowledge related to listening assessment and phraseology, which contributed to the process of developing new materials and assignments. For example, the learners were asked to create an original conversation using the target idioms, using the information they learned from COCA search results. This was quite a synergistic co-teaching achievement, and they were planning to develop it into an action research project in the future. This experience brought satisfaction to Amy, who said:

I know we have learned a lot from each other and also two minds are usually better than one so sure, you know, so actually I think for most of these online courses we should have two instructors [R: to improve the quality?] Yeah, not just to improve the quality of the course, but also split the work of grading. That took a lot of my time.

Nevertheless, developing new assignments was another time-consuming aspect of assessment. Amy said that while carrying out the assessment responsibilities, she was not able to maintain a good balance between her PhD work and teaching: “We all know how time-consuming is gonna be, you know, when developing new materials. So yeah, that's why I couldn't work on my research.”

5.1.2.2 KFL GTAs

In this project, all four KFL GTAs who participated in the interviews were from the same program at University A. Eunji and Yunhee taught different sections of the same beginner-level course. Mina taught the course for the upper-beginner level. Hannah taught an advanced-level course. Their program-level policy required them to teach in an asynchronous format by default.

5.1.2.2.1 Eunji

Eunji was a GTA for a KFL program at University A. She was in a PhD program in education at the time of data collection. She had seven years of EFL teaching experience and

three years of KFL teaching experiences (including tutoring). It was her first time teaching a language course online. In Fall 2020, she taught an elementary Korean course. The objective of the course was to help students develop the ability to communicate in Korean with Korean native speakers for basic everyday tasks including 1) self-introduction, 2) asking questions, 3) counting numbers, 4) giving directions, 5) expressing needs, and 6) making requests. Eunji had 30 students in total, and the course was offered in a synchronous format. However, she said she used Zoom to hold synchronous meetings in small groups of four to five students because she wanted to check students' progress.

The first challenge she shared was related to the unfriendly and inefficient LMS functions and interface:

I did not have a lot of issues in the assessment except that the LMS was not user-friendly. I was trying to edit some questions. For example, I wanted to present audio stimuli before text but once I insert the audio file, the order was not editable.

She further commented that the limitations of LMS functions resulted in time inefficiency. Because it was an elementary course, she just had to edit a few questions, which was not supposed to take a long time. However, navigating through LMS functions and making compromises because of the technical limitations took her more time. Eunji said that “the LMS functions were not easy to navigate to create items” and “sometimes the test items were limited because they were not possible in the LMS platform.” In addition, she was afraid of changing the grading scheme, but she had to set up the course without any proper training even though setting up the grading scheme is essential preparation for the assessment of the whole semester. “I did not know what would happen if I chose this option for grading, and the instructions within the LMS were not clear”. Due to these limited functions for assignments and assessment in the LMS,

test questions were mostly multiple-choice questions or matching questions. Eunji said “If I were a student in the course, I would have hated this because of limited formats of activities”. After this experience, she hoped to incorporate more creative ways in assessment to help students learn. For example, instead of using too much summative assessment, she suggested assignments such as multimodal composition activities, taking advantage of the online environment.

Another challenge she shared was related to the issue of academic dishonesty. To prevent cheating, Eunji used the video proctoring service and a lockdown browser embedded in their LMS, to monitor students' actions and/or activities in more summative tests, such as vocabulary/grammar quizzes, lesson tests, or final exams. When Eunji checked the recorded videos of the test-taking process, she caught a student cheating on a test by checking the recorded videos of student actions and activities during the tests. While reflecting on this experience, she expressed frustration over the situation:

I actually did not know what to do and I had to invest time to search for what do to about this situation. I wish our program or department had some protocol to follow when cheating happens.

After noticing the occurrence of cheating while checking the video recordings in the test proctoring service, Eunji had to do her own research to find the best practices. She received some support and guidance from the program coordinator, but she hoped that the program or department would provide protocols or guidelines to follow when GTAs had academic dishonesty issues in their classes. Although she had previous teaching experience, it was her first semester teaching a course over a regular academic semester. Eunji did not have many resources or experiences to deal with the situation, and novice GTAs might have similar experiences. Her experience suggests that program-level or institutional-level protocol or guidelines would be

necessary to support teachers who faced that kind of difficult situation. Language program coordinators and teacher education programs might need to consider incorporating guidelines to deal with academic dishonesty issues into their resources, supports, and training for GTAs.

Eunji's advice for future teachers was to have interactive communication with the learners as much as possible. As mentioned above, Eunji placed emphasis on frequent interaction with the students either through having group meetings or communicating feedback. While elaborating on this piece of advice, she shared her struggle as a GTA and PhD student at the same time:

I believe... for teachers and learners, communication is critical.... As the online environment delays communication, it is important for teachers to maintain some amount of interaction with students and provide timely feedback. It would be necessary to provide detailed feedback to keep students motivated, but it is time-consuming and thus it is getting delayed. I have discussed this with my advisor, and I was told that my students also should learn how to wait for the teacher's feedback, and I don't have to provide instant feedback always. However, I know I should do just as much as required, instead of making extra efforts. But, in reality, I end up using extra time. I am not doing a good job of balancing time to focus on my personal time or research.

As time management was an issue for her online teaching experience, her advice for future teachers was that they should determine how much detailed and timely feedback they can provide and plan because feedback communication can be time-consuming, despite its importance. In addition, as time management is important for GTAs, she also argued that the program should continue using the electronic version of the workbook even in F2F classes because the auto-grading feature can save time for grading. In addition, she hoped to utilize web-

based vocabulary tests in the LMS instead of paper-based vocabulary tests in F2F classes to save instructional time.

5.1.2.2.2 Yunhee

Yunhee was a GTA for a KFL program and was a MA student in applied linguistics at the time of data collection. Yunhee had eight years of KFL teaching experience, but mostly in non-institutional settings, such as community-based classes at culture centers or private tutoring. Like Eunji, it was Yunhee's first time teaching a course over a regular academic semester. Yunhee also taught the same course Eunji taught and had about 30 students. They shared instructional and assessment materials they received from the previous instructors. However, they made adjustments by adding new materials or modifying existing ones depending on their preferences and teaching philosophy. While Eunji had synchronous meetings with students in smaller groups, Yunhee had synchronous meetings with a larger group through Zoom. She commented the attendance had declined over time, and she would consider other alternative ways in the future.

In online assessment, the most challenging part for Yunhee was related to the validity and reliability of assessment:

I could not directly monitor students' progress through synchronous interaction.... The biggest challenge in online assessment for me was reducing the gap between students' actual ability and what tests can show to me. I was worried if the assessments we use can show students' progress.

Yunhee thought that the lack of direct observation of the students in the online environment made her doubt the validity and reliability of assessment. She was not sure if the assessments showed the targeted ability and if the assessment results reflected the actual ability.

Another challenge was related to this issue, as she found challenging to customize existing materials to align her lecture videos with test items. She commented:

I think it's challenging and not easy to narrow the gap between what I taught in the recorded lectures and what students actually can do. It is hard to track their progress in the online environment, so I was worried about the validity of the assessment. I assume students are expected to study and learn at a self-paced style at home in this asynchronous format. However, I do not have enough evidence to track their progress, which forces me to lower expectations. Next semester, I would like to have more opportunities to interact with the students to be able to track their progress better.

Yunhee's concerns are important because validity and reliability are essential issues in assessment quality, which also affects washback – as Yunhee said she even lowered her expectation of the students.

Yunhee also discussed changes she would like to see in the LMS or the use of online tools that allow a more interactive interface. For example, she wanted to have a function that allows students to record their responses while listening to the teacher's lectures. She learned about these types of interactive setups from one of her friends who was teaching a KFL course at a different institution. Yunhee said that she was excited to see the actual samples and assignment setup. Although not required, Yunhee actively looked for external opportunities to learn more about how to improve the quality of students' experiences in online learning and assessment. She commented:

I would like to see many examples from other teachers who taught online. I would like to see how they set up their course online. The training provided by the university did not provide any examples.

Yunhee reported that she herself found an informal learning experience:

I don't think I have seen enough examples before I started teaching. I asked my acquaintance to show me how his online class was set up. He was a student of an online KFL course at another university. Looking at the actual examples like that helped me a lot.

Yunhee thought that general training provided by the university was helpful as survey respondents did, but what might be more helpful for GTAs would be the actual samples and examples from other teachers.

5.1.2.2.3 Mina

Mina was a GTA who was almost finished with her dissertation for a PhD degree in education. She was an experienced teacher with seven years of KFL and seven years of EFL experience. She taught a KFL course – Learning Korean through TV Dramas – in a hybrid format prior to the pandemic. In that course, the students met in person biweekly, and the learning materials were provided through the LMS. The week they did not meet in person was primarily for students to watch the drama and complete assignments in preparation for the in-person sessions. In Fall 2020, she taught a KFL course for upper-beginner level students, which was a subsequent course they took after completing the beginner-level course Eunji and Yunhee taught. The course had 20 students in total and the course was offered in an asynchronous format. The course objective was to help students to be able to 1) utilize basic Korean grammatical structures, 2) successfully speak/write in Korean about themselves, their families, friends, and school, 3) communicate with Korean native speakers at basic everyday tasks and understand Korean culture learned in class. As Mina had experience with teaching a hybrid

course, she said she was already familiar with the LMS and online tools such as VoiceThread, prior to Fall 2020.

Throughout the interview, Mina mentioned that her challenge was in providing feedback in a timely manner to 20 students. However, she also positively interpreted this experience as she could provide more individualized feedback. She was satisfied that she could provide more frequent individualized feedback in online courses, but still it was a time-consuming process.

Another challenge Mina mentioned in the interview was related to the important quality of assessment, validity. She shared her concern about “if this item assesses what it intends to assess” especially for her vocabulary tests. She said that for the sake of practicality the most convenient item types were multiple-choice questions in the LMS Quiz function and she provided one example (see Figure 5.1).

In one vocabulary test, the target item was a verb, “운동하다(to exercise)”. In the format of an online vocabulary test, she made a multiple-choice item to assess vocabulary knowledge. In the actual test item, she provided 18 options instead of giving four options. The 18 different options included combinations of verbs of wrong meanings (e.g., 연습하다 – practice, 일하다 – work, 쇼핑하다 – to shop, 선물하다 – to gift) and different forms of verb endings

She thought choosing one correct answer from only four options would be too easy, so she wanted to maintain an appropriate level of difficulty. Then, she reported that

Some students complained that they knew the correct verb should be “운동하다” but they were confused between the options 운동해요 and 운동하요. I assumed that they would know the correct answer 운동해요 because they learned it before. Since we are teaching and testing online, I just wanted to make it into a multiple-choice item, but I

wondered if this kind of question achieved its purpose. After getting that kind of complaints from students, I made efforts to write better items.

* (6)-(8) Please provide the polite ending -어요/아요 to each verb.

(7) 소피아는 아침에 _____. [Sophia exercises in the morning.]

연습해요

일해요

운동해요

쇼핑해요

연습해요

선물해요

쇼핑해요

연습해요

쇼핑해요

일어요

운동해요

선물해요

일아요

운동해요

연습해요

운동어요

선물해요

일해요

Figure 5.1 Mina's Sample Vocabulary Multiple Choice Item

While the question asked the students to identify the meaning of the word, to choose the correct answer, they also had to know the accurate conjugation that she assumed they already have mastered. After receiving some students' complaint, she said she reduced the number of options down to six or seven and carefully chose the distractors.

Despite the challenges she described, Mina constantly maintained her positive interpretation of the experience during the interview. When asked to provide advice for teachers teaching KFL courses online, her first reaction was: "You will do a great job!", which implied that she believed in teachers' ability to adapt to new environments as she did. She further commented:

I appreciate that other fellow GTAs shared what they created over the summer semester.

It makes a huge difference if you have something to start with. It helped a lot to see how other people set up courses to teach fully online in an asynchronous format.

As Mina discussed, mutual collaboration and materials-sharing among GTAs helped her to adapt to the new teaching context.

5.1.2.2.4 Hannah

Hannah was a GTA, pursuing a PhD degree in education. She had five years of KFL teaching experience and three years of EFL teaching experience. She had been interested in technology-mediated language teaching and learning, and prior to the pandemic, she already had completed the training for online teaching. In her previous courses, she utilized multiple online tools, including VoiceThread, and assigned multimodal assignments such as creating vlogs as a final project. A vlog, or video log, refers to a short video posted on a personal website or social media account to share their daily lives, events, experiences, or information. In the Fall 2020 semester, Hannah taught an advanced Korean course, with 23 students in total. The course

objective was to equip students with skills in speaking, writing, listening, and reading at the advanced level. Students in the course had exposure to everyday life contexts likely to be encountered in contemporary Korean society and were expected to use Korean in a pragmatically appropriate way.

Hannah first mentioned that teaching online increased her burden as an instructor:

While teaching from home, I had to figure everything out on my own. I did not have any section buddies. I had to develop new assessment materials and grading rubrics. I wished I had been able to see how teachers in other language programs or at other institutions were teaching language courses online. I think the quality of online courses depends on individual instructors' capacity. How you set up the course structure changes will have a huge influence on students' learning experience.

In addition to this, she also commented that, compared to the content-based courses she had taught before in the KFL program (e.g., Korean culture and society), in language-focused courses, teachers have more responsibilities to provide input and demonstrations as native speakers.

In terms of assessment, Hannah's challenge was in time management. She created more daily assignments for participation to motivate students to study Korean every day. However, more assignments meant more work for her:

[in online assessment] I developed more daily/weekly assignments for the participation portion of the final grade. Giving more assignments means providing more feedback. It was tough. While providing feedback, I also had to record lecture videos. It was very challenging.

Because giving feedback was too time-consuming, to manage her time, she created a structured weekly schedule for feedback provision, and she followed the schedule to keep the balance between her PhD study and teaching. Although it was challenging to do more grading and to give more feedback, she also positively perceived this process: by checking more assignments more frequently, she felt she could have a better understanding of the students' progress.

When asked for advice for future teachers, Hannah also echoed Mina – the importance of mutual collaboration among GTAs and instructors:

I think it's important to share and collaborate with other GTAs and instructors. I believe in online teaching the most critical part is the setup before the class starts. You should be able to see actual examples of online courses, preferably the courses of more experienced teachers. You can learn more efficiently how to create a course structure. Going through this process will help a lot.

Hannah also emphasized collaborative professional development and the effectiveness of learning from actual examples rather than reviewing theoretical guidelines for online teaching and assessment.

5.2 Opportunities in Online Assessment

Despite the challenges the GTAs in the study faced, there were new opportunities regarding online assessment. In this section, findings from the interviews are presented to answer RQ2-c. *What were opportunities faced by GTAs in online assessment?* The data included interviews with four ESL GTAs (Lydia, Naomi, Sophie, Amy) and four KFL GTAs (Eunji, Yunhee, Mina, Hannah). The findings are presented in relation to the different stages of the classroom assessment process, adapted from Rea-Dickins (2001, p.435). The adaptation was

inspired by the interview data analyses, and the original four stages were reorganized into three stages of Planning, Implementation, and Monitoring (see Figure 5.1).

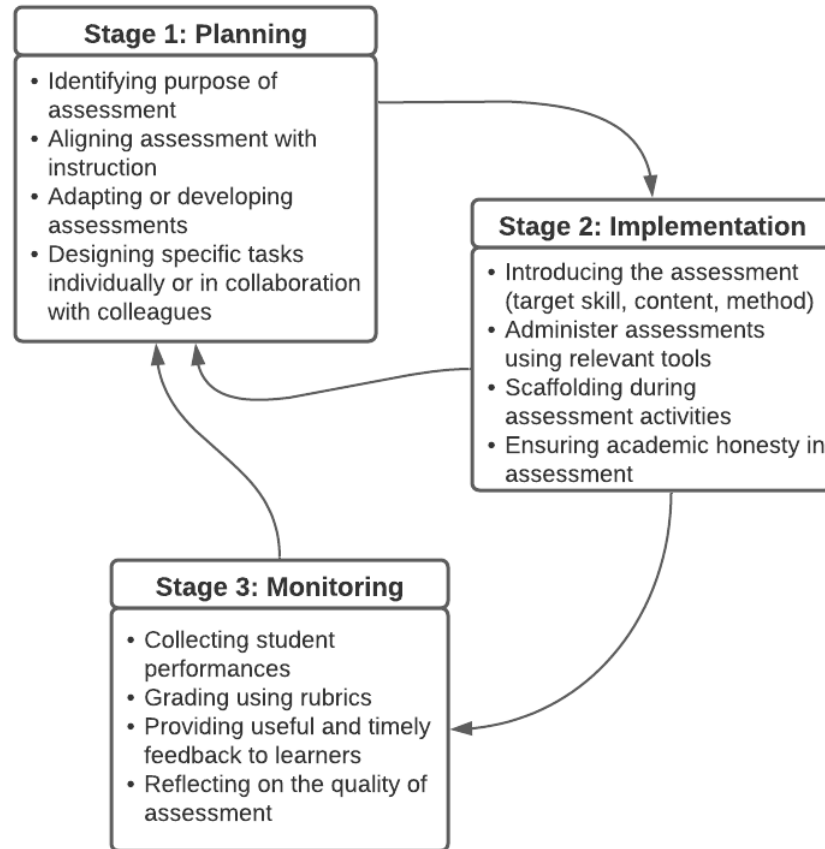


Figure 5.2 Assessment Process in Classroom Assessment

First, the planning stage of assessment is related to identifying the purpose of assessment activities, aligning assessment with instruction (and curriculum), adapting, or developing assessments, and designing specific tasks independently or with colleagues. Second, the implementation stage of assessment is related to introducing assessment activities to students, administering assessments using relevant online tools, scaffolding during assessment activities, and ensuring academic honesty in assessment. Finally, the monitoring state of assessment includes activities such as collecting student outcomes, grading student outcomes using rubrics,

providing useful and timely feedback to learners, and reflecting on the quality of assessment. However, it should be noted that as Figure 5.1 shows, the stages are not in clear-cut linear steps, but in an iterative continuum.

In the following sections, the emerging themes from the interview for each of the three assessment stages, along with the opportunities identified from their assessment practices.

5.2.1 The Planning Stage

For the planning stage of the assessment, there were four major themes that have emerged from the interviews: 1) Alignment between teaching (curriculum) and assessment; 2) Recycling or adapting previous materials; and 3) Preparing for assessment (developing new assessment and selecting online tools and platforms). In the following, each theme is discussed with relevant quotes from the interviews.

5.2.1.1 ESL GTAs

First, regarding the issues of alignment between assessment and instruction, the ESL GTAs in the interviews reported their experiences of adapting assessment or reducing the amount of content in the curriculum. Lydia said that she removed one unit from her curriculum and reflected this reduction in their assessments. That kind of decision was made to accommodate the difficult situation where students needed more time to deal with technical challenges and learn how to participate in learning activities and assessments. The GTAs all commented that there was no surprise in the assessment for students. For example, Lydia reported that her students did similar tasks before assessment, because “It's important to just make sure that the students are familiar with the testing format that you use and yeah that it doesn't come as a surprise to them.” Lydia and Naomi specifically said the important principle in

assessment was to align teaching and assessment, which did not change when they transitioned online.

Second, all four GTAs reported that previous assessments developed for F2F assessment were recycled for online assessment, with varying degrees. Sophie and Lydia received the assessment materials from previous instructors and made minor changes. For example, Lydia said *“Some of the changes were just very minor, for example, because the students weren't answering the test questions with pencil and paper. They were doing it with Microsoft Word. I would change instruction. So I said something like, highlight that correct response instead of circle the correct response. Those changes were very minor.”* As Lydia commented, recycling the assessment materials involved mainly digitalization of the questions along with modifications in the instructions.

However, GTAs also developed new assessment methods or explored other online tools. For example, Amy developed new also added new assessment methods using tools such as VoiceThread and COCA with some extra effort to learn how to use new technology. Also, in the planning stage, GTAs used their previous knowledge and experiences to select a relevant online tool, as Naomi discussed:

The technology that can apply to a certain population of students at different..... for example, for example, if you know technology, you will know for example, Flipgrid it's great but it is maybe it's great with kids or undergrads because Flipgrid looks fun. It doesn't look very professional if you use it with graduate students. So with graduate students, you need to use, for example, VoiceThread, right? But what if a student has very low of in digital literacy to do because VoiceThread looks intimidating to use? It looks

like.. it looks hard.... So I think choosing an alternative platform of assessment is also a hard job.

Naomi's comment indicates that teachers should carefully choose the online tools considering the characteristic of target learner groups such as their age and digital literacy level. These seem to be important factors in selecting online tools for assessment in the planning stage.

5.2.1.2 KFL GTAs

First, the issue of alignment between assessment and instruction was frequently mentioned in the KFL GTAs' interviews. Mina, Yunhee, and Eunji expressed concerns related to this issue. The KFL GTAs created video-recorded lectures and uploaded them as core learning content in their LMS, because their courses were designed as asynchronous by default under the university- and program-level policies. Mina was concerned about aligning assessment with what she taught in the lecture videos:

I develop test items, and I try to reflect what I emphasized in the course contents. The reason why I cover certain points is that I emphasized them in teaching. Although different sections cover the same grammar points, how I teach might be different from other teachers, so I do hope learners also realize that I made efforts to reflect what was taught, but I am not sure how they think.

This concern led to another problem about whether students were really utilizing and reviewing the learning materials (i.e., video recorded lectures) they were providing. It seems that KFL GTAs who were teaching asynchronously had some concerns about if assessments reflected what learners studied and reviewed on their own. This was different from the ESL GTAs because they did not express concerns like the KFL GTAs.

Second, similar to ESL GTAs, KFL GTAs recycled assessment materials from the past in-person courses. Mostly they digitalized the test items, but short-answer questions were changed into multiple-choice items in their LMS. Sometimes, they even removed one section as Hannah said:

When digitalized the test items, mostly they were changed into multiple-choice items. In the F2F test, there used to be a listening section, but I got rid of it. I assumed they practiced listening enough through assignments.

The other three KFL GTAs also shared the same strategies for modifying the assessment materials.

Finally, as for developing new assessments or selecting new online tools, KFL GTAs Hannah shared her experience. As she had long been interested in technology-mediated language teaching and learning, she already had been using VoiceThread for KFL teaching. Hannah said she originally planned to use VoiceThread, but one student could not access it for technological issues. She finally decided to use a similar platform, Flipgrid, as an alternative, to accommodate students' accessibility, which is an important element of fairness in learning and assessment.

5.2.1.3 Opportunities

Based on the interview results, it seems that the opportunities in the planning stage for online assessment can be summarized as follows. First, the GTAs had the opportunity to critically reflect on the alignment between curriculum and assessment. For example, considering the circumstance of online teaching (ERT), the amount of curriculum and/or learning objectives were revised and reflected in the assessment. Second, they learned what needs to be changed in digitalizing assessment. In other words, through the experience of making minor changes (e.g., rewriting the test instructions and changing item types to multiple-choice items), GTAs may

have realized that the strategy of merely mirroring F2F assessment strategies and practice in online assessment would not be effective, as pointed out by Bailey et al. (2015) and Sun (2011). Third, they examined determinant factors in selecting online tools for online teaching and assessment (e.g., learner characteristics, accessibility). Those factors are important to ensure the quality of assessment such as fairness and accuracy of grading.

5.2.2 The Implementation Stage

For the implementation stage, the emerging themes from the interview data include: 1) Issues of integrity, plagiarism, and cheating; 2) using online tools for assessment; 3) assessment practices to facilitate learning. The following discusses each of them with relevant quotes.

5.2.2.1 ESL GTAs

First, regarding the issues of academic honesty, cheating, and plagiarism, the interview data provided detailed information about GTAs preventive measures. Sophie and Naomi, who taught writing courses, used Turnitin, but they sometimes did a manual check by Googling sentences or parts of student writing outcomes when they were suspicious about who wrote it. Lydia and Amy, who taught listening and speaking courses, used different assessment methods and formats to prevent academic dishonesty. Lydia assigned open-book style exams and administered listening tests with live proctoring through Zoom. In Amy's class, students did more assignments where they had to incorporate their learning and reflection processes (e.g., using COCA to learn target vocabulary or idioms and creating their own conversations). Amy commented that "This listening and speaking class... How can they cheat? They cannot copy and paste. No, there's no such thing. You know, they can't do that."

One interesting trend emerged in ESL GTA's discussion about how they dealt with academic dishonesty. That is, all four teachers in the interviews emphasized the importance of

clearly understanding individual learners' progress and playing a facilitatory role in assessment by building trust and positive relationships with the learners. For example, Lydia used live proctoring through Zoom for vocabulary quizzes where students were asked to finish the given sentences using target vocabulary items and mark the stressed syllables for given words. She explained how she dealt with the issue of academic honesty:

I said to them [students], "Please use your brain don't use your book don't use your notes. Just the answer according to what you know", but of course, there's no way for me to really monitor that. I wasn't using Proctorio or any kind of other software. So it really just was an honor system.

When asked if her role was that of a strict proctor, she responded:

I didn't feel like I was as much of a monitor. It was like I was there in case something went wrong or not.

The role Lydia was playing during the quizzes was more like that of a facilitator than proctor because learners might need help and her honor system was implemented by trusting students. Naomi also emphasized the role of teachers as a facilitator of learning as she said:

I can't control that [plagiarism] in a way about students' academic integrity.... It's about their own honesty. We try to focus that this is for you. This is for your own future at the university you will attend. Maybe it's not a big thing since we are IEP? But what we try to encourage them is to take the opportunity to sharpen or improve their English. That's it. We try to deliver that message.

Naomi said she was teaching a rather lower level of writing course and plagiarism was not a serious concern compared to higher-level academic writing courses. She said the students practiced summary writing to prepare them for their academic study in universities, so her focus

was more on making sure students did not copy all chunks from the original sources they were supposed to summarize. In a sense, ensuring academic honesty was closely intertwined with the learning objective of the course. This similar view was also reported by the ESL coordinator, Maria. For example, in her program, when a student plagiarized in assignments, "There's no penalty and the idea is that this is a teaching moment." When it happens for the first time, her program policy is to have "a conversation" with the student first. The conversation had two major goals: 1) ultimately to teach them this should not happen again and 2) let them know teachers can help them learn how to avoid plagiarism.

Second, in terms of using online tools for assessment, ESL GTAs shared several challenges in the previous section, but there were some positive experiences. For example, Amy was excited that she learned how to use VoiceThread and benefitted from the tool:

I was glad that we used VoiceThread. This is new [to my co-teacher and me]. And in fact, we were fortunate and felt thankful that we decided to use that one, even though in the very beginning none of us knew [how to use it]."

In addition to learning about a new tool, Sophie said she found another way to better use the plagiarism detector Turnitin:

Maybe one of the things that I found helpful in our LMS is when you can set Turnitin scores to be visible for the users because for English Learners learning how to paraphrase can be a little bit difficult depending on their level of their experience. So if they can like actually see highlighted segments that are not paraphrased. Sometimes that can be good for that and then they can practice rewriting it. It could be helpful.

As Sophie realized, in addition to its plagiarism-prevention feature, Turnitin comes with different additional settings (e.g., student views) and features, which might be worth exploring.

Finally, the theme, assessment practice to facilitate learning, includes the ESL GTAs' assessment strategies to overcome the obstacle of lack of interaction. Due to lack of interaction, GTAs reported that they had difficulty in tracking learners' progress. As for Naomi, she developed the strategies to motivate students in online environments: "I think in online classes routine is important, so the routine assignments are important, and the journal went well." She added that in the online classes it was hard to check students' progress, but by asking her students to keep learning journals, she provided a routine schedule and a space where she could have ongoing conversations with students about their learning process.

5.2.2.2 KFL GTAs

First, issues of academic dishonesty – cheating – were also discussed by KFL GTAs. The interview data showed heightened concerns of KFL teachers regarding the issue of cheating in online assessment. All four GTAs used both a video proctoring service and a lockdown browser to prevent cheating and monitor students' actions and/or activities of formal tests, such as vocabulary/grammar quizzes, lesson tests, or final exams. They used the service because it was recommended at a program level. All teachers said it took some time to learn how to use the video proctoring services embedded in their LMS. Thanks to the use of the video proctoring service, Eunji caught a student cheating on a test by checking the recorded videos of student actions and activities during the tests. Another teacher, Hannah, shared the experience of being suspicious of one student in her advanced-level course. She explained:

Usually, the workbook questions are pretty challenging. I never expect anyone to have perfect answers. However, one student submitted 100% correct answers, and it was highly likely that the student googled answer keys for the workbook and copied the answers. I felt it was suspicious, but it did not happen repeatedly, so I made my own

justification that the student might have received some help from the tutor or friends.

Then, I did not accuse the student of cheating.

Mina discussed another type of context-specific concern for speaking assessment in online courses. As the course was taught asynchronously, the speaking assessment was in the form of audio- or video-recording rather than live performance. When students record themselves using their own laptops, it is possible that they can have the script on screen and read from it. Perhaps out of this concern, Mina included the following instructions in the syllabus:

Oral Performance Recordings – *Each team will virtually practice and video-record (show your face) their performance and submit it on LMS.*

In your video recordings, you should NOT read from the script. Instead, you need to memorize your lines and perform a natural conversation.

Even with this instruction, Mina still had some suspicious cases and considered this as the biggest challenge of assessing speaking in online courses.

While grading the last performance recordings, I had some suspicious cases, but it was difficult to tell if they were really performing the conversation or reading from the script. However, based on the students' overall performance throughout the semester, it seems like okay, so I moved on. I believe this is the difficulty of assessing students online. I cannot directly observe their performance in person, and sometimes, this puts me in a difficult situation where I should confront with the students if I have some suspicions or if I just have to take off points... in F2F setting, I can make sure that they are not looking at the script, so it is transparent. However, in online teaching, even if I ask students to perform the conversation synchronously through Zoom, I don't think I will know if they have the script open on the screen and read from it.

This lack of direct observation of the students' speaking performance might lead to unfair and inaccurate grading or false accusations. These kinds of incidents that KFL GTAs experienced may have led them to have a high level of concern about cheating and academic honesty issues.

As for the second theme, the use of online tools, the most frequently mentioned topic was the benefits and issues of the digital version of the workbook. As mentioned above, three KFL GTAs (Eunji, Yunhee, and Mina) started using the digital version of the workbook in Fall 2020, as it was a program-level decision. The workbook was assigned for graded activities throughout the semester, which was a part of the final grade. As it came with an automated grading function, the three GTAs agreed that it certainly helped reduce the time spent on grading, which allowed them to focus on improving other assessment strategies. As time management is important for GTAs to balance their study and teaching duties, all three GTAs argued that the program should continue using the electronic version of the workbook even in F2F classes. They hoped to continue using it because the auto-grading feature can save time for grading and the online workbook provides more visually appealing exercises to students than the paper-version workbook.

Third, regarding the assessment practices to facilitate learning, to overcome the lack of interaction, KLF GTAs used strategies such as assigning pair/group work or holding synchronous meetings in small groups to understand the learners' progress. One noticeable practice was Hanna's synchronous interviews for speaking assessment. Hannah used WebEx to meet up with individual students to administer the interview test. She explained the rationale behind the decision:

I already provided them with interview questions because I wanted them to practice by preparing for the live interview. I value their practice and participation process, so I did not grade harshly. During the interview, I also helped them correct the pronunciation and gave them more opportunities to try. At the end of the semester, students said that the interview was enjoyable and useful since we met synchronously, and individualized feedback was provided.

Hannah added that the purpose of this type of assessment was more for checking students' progress and providing more help as they needed it rather than just evaluating their speaking ability. She further commented that the interview test was positively perceived by her students because it also provided opportunities to interact with the teacher, a native Korean speaker, in a more spontaneous style in a private space.

5.2.2.3 Opportunities

For the implementation stage, the opportunities in online assessment faced by GTAs are presented in the following. First, the GTAs had the opportunity to rethink the definition and consequences of academic honesty/dishonesty in the online environment. Also, they learned the way how to prevent the issue by using software such as Turnitin, Lockdown browser, or to remedy the issue by having conversations, framed as a "teachable moment." As KFL GTAs experienced a few actual cases of cheating and suspicious cases, in terms of what to do and what not to do while taking tests online, what was obvious to teachers (GTAs) might not be understood by the learners. Learners might define, interpret, and approach academic dishonesty in online assessment differently from teachers. To better support teachers (GTAs), language program coordinators and members of the program should have constructive discussions and policies towards the issue at the program level or at the institutional level. Second, the GTAs

explored new online tools for assessment activities. Although some of them (e.g., Naomi, Mina, Hannah) already had some experiences with either teaching or assisting online/hybrid programs, all GTAs explored new online tools or new ways to use the tools for assessment. The experience in Fall 2020 may encourage GTAs to continue the exploration. Third, the GTAs developed assessment strategies to compensate for the lack of direct observation of learning progress in physical classrooms. Naomi and Hannah managed to find their own way to facilitate the learning process to have a virtual space to engage in continuous conversation with individual learners.

5.2.3 The Monitoring Stage

For the monitoring stage, the emerging themes from the interview included: 1) feedback practices in the online environment; 2) changes in grading practices; and 3) assessment quality (validity, reliability, fairness, and washback). In the following, each theme is discussed with relevant quotes.

5.2.3.1 ESL GTAs

First, as the ELS teacher survey has demonstrated in the previous chapter, the interview data provided more evidence of changes in feedback practices in the online environment. First, a noticeable trend was that GTAs moved away from hand-written feedback towards typed feedback or audio/video recorded feedback. Sophie reported that she used primarily typed feedback but did not consider using audio-recorded feedback because her class regularly met through Zoom where she could provide informal oral feedback or clarify her feedback to students. Naomi also reported the use of typed feedback through LMS. However, in addition to typed feedback, she used video-recorded feedback to provide key answers, explanations, or corrections on grammar assignments. She also added that video-recorded feedback was provided not only to provide more transparent feedback but also to motivate learners to attend classes

because the attendance was quite poor. Like Naomi, Amy also used different types of feedback depending on situations:

You can give different forms of comments [feedback]. You can either record yourself, especially if you want to correct their pronunciation, and also you can also leave some in your written comments for written tests. That really, you know, depends [on situations].

She used typed feedback, but also frequently used the oral recorded feedback in VoiceThread, which she found useful and efficient for interactive communication of feedback. However, in the case of Lydia, typed feedback was used primarily, as she explained:

I did the written feedback that was typed out. So I would give them the rubric that I had marked and then I'd leave additional comments on the rubric and then I would also respond to their self-evaluations and make little notes about where I agreed with them or they could see other things that they should perhaps think about and I think the future I'd actually like to give a little more oral feedback than what I did this semester. I did a lot of written feedback, but in the future, I think it would be good to actually meet with the students maybe and watch their video together and talk through that or for me to be able to record some feedback. It might be a little faster for me too because it takes a long time to just write out.

Lydia thought giving typed feedback was too time-consuming at the time of the first interview and expressed interest in utilizing new types of feedback, either conferencing style or recorded feedback. In the follow-up interview in Spring 2021, she reported that she started to use conferencing-style feedback in online teaching:

For the writing portion of the class, I did a couple of different things for feedback, I gave some written [typed] feedback to them and all of that was given through LMS, but I also

scheduled some student-teacher conferences, where we would actually talk about their drafts, so we would look at it together and discuss that. So I gave feedback in a couple of different ways because I had some students who responded really well to the written [typed] feedback and then others who responded a little more naturally to the conversations we had.

While trying this new type of feedback, she could find individual differences among learners in terms of how effectively feedback can be communicated depending on feedback types. Overall, ESL GTAs primarily used typed feedback but explore audio- and/or video-recorded feedback, and conferencing style feedback in online assessment as they have realized the benefits of using different types of feedback.

Second, as for the theme of changes in grading practices, most ESL GTAs reported how they become more flexible in the grading process – including the assignment collection process. For example, in collecting student outcomes, Lydia, mentioned relaxing deadlines because “students could have so many issues with figuring out where to put stuff on our LMS.” Similarly, Sophie also had the same issue, but she accommodated all the issues around the submission. Amy also becomes flexible with deadlines and requirements for assignments in agreement with her co-teacher to accommodate the difficult situation. While ESL GTAs reported they did not make major changes in the grading rubric, some of them mentioned they modified assessment weight. For example, Naomi reported that she placed more weight on daily and weekly assignments than on the final exam. She said that the final exam was now worth 10%, but it used to account for 30-40% of the final grade. She adjusted the weight partly because she was worried about any potential technology issues that might happen during the final exam. If the exam is

high-stakes, technology failure would be hard to manage. Also at the same time, she assumed that placing more weight on participation would motivate students to participate more in classes.

Third, some ESL GTAs discussed issues around the quality of assessment (validity, reliability, fairness, and washback) in the interview. For example, Amy commented that in assessment, the most important principle is to be fair regardless of assessment delivery format:

So no matter what, whatever I graded in [F2F or online], it's more about being fair to all the students and because you know, so usually, I finish grading and usually I will not submit my scores right away. I will go back to all the assignments I graded just to make sure no I was being fair... I was being fair. Yeah, I was yeah.

While Amy's assessment principle did not change, Naomi raised the possibility of a new conceptualization of validity in online assessment:

Comparing online to offline, accessibility is important. The feasibility is important. So probably when we talk about assessment theories, the face validity is... in terms of theory face validity thing is not that important, right? but I think in online that face validity ... even in online assessment, I don't know how to call it, but like, "accessibility validity" is important.. and also maybe it's good to revisit some of them, in terms of theory, some of the constructs. Because some linguistics competences sometimes you cannot measure in the online setting as we used to. for example, the microphone that the students maybe different and sometimes it affects our judgment.

Naomi's comment is important in terms of improving the quality of online assessment. Although Amy called it validity, whether the learners have access to equipment that can best show their performance – in this case, speaking – can affect accurate grading as well. Thus,

accessibility to technology, online tools, and equipment seems to also affect reliability and fairness as well.

5.2.3.2 KFL GTAs

First, there was a difference between ESL GTAs and KFL GTAs in feedback practices in online assessment. The difference was the KFL GTAs' use of handwritten feedback in online assessment while ESL GTAs did not use it. This was also evident in the teacher survey results. There was no significant difference was found in the frequency of handwritten feedback among KFL teachers. As explained in the previous chapter, handwritten feedback used by KFL GTAs was digitally handwritten feedback, using tablet devices and wireless stylus pencils. All the KFL GTAs reported the use of the type of feedback. Eunji said she intended to diversify her feedback types, but due to large class size, she primarily relied on the handwritten feedback:

I had the ambition to provide audio/video-recorded feedback in the beginning of the semester, but with the busy schedule and 30 students in the course, it seemed too overwhelming. So, I mostly made comments on their handwritten assignments using my iPad, correcting their errors, and complimenting on what they did well. In addition, I typed feedback and encouragement in the little box on our LMS website.

Hannah also utilized handwritten feedback for writing assignments, using the same method as Eunji did. However, technical challenges forced her to switch to typed feedback:

I used to give handwritten feedback, but it was too slow when I tried to open students' assignment files in LMS on my iPad. It was frustrating, and I switched to typed feedback.

Mina also provided typed feedback to the students, but she chose typed feedback rather than handwritten feedback, to give "more accurate corrections."

In addition to the continued use of handwritten feedback and increased use of typed feedback, KFL GTAs also explored audio- or video-recorded feedback. For example, Mina provided audio-recorded feedback for listening and speaking assignments, using the function provided in the LMS and VoiceThread (VT). Mina was extremely satisfied with VT:

I could see their faces on VoiceThread, which helped me quickly identify individual students. The online asynchronous format made it difficult to generate interaction between students and me, but VoiceThread facilitated a more interactive style of feedback communication.

In addition to VT, Mina also provided audio-recorded corrective feedback in the LMS: *Actually, it took me more time to give audio-recorded feedback to correct their errors in listening and speaking assignments. Even though it is not cognitively challenging work, the feedback is individualized so it is time-consuming. In a face-to-face setting, I provided global feedback to the whole class and moved on. However, in the online environment, I give individualized feedback, which may help them practice. I don't know how much they practice but I am quite satisfied.*

She was not sure how much her learners enjoyed it but she herself was satisfied with giving audio-recorded corrective feedback because she could provide individualized feedback. Similarly, Hannah also expressed satisfaction with providing more individual feedback. Hannah conducted synchronous interviews for speaking assessment, and she provided immediate corrective feedback during the interview assessment. She further commented that this type of assessment and immediate, individualized feedback was positively perceived by her students because it also provided opportunities to interact with the teacher, a native Korean speaker, in a more spontaneous style in a private space.

Second, regarding the changes in grading practices and grading rubric, a major trend among KFL GTAs was the increased weight of participation points. Hannah changed the weight for participation points from 10% to 15% of the final grade. She provided the justification for the decision:

I thought about what I cannot do in the online environment compared to F2F. It seemed to me that there would be a lack of interaction and limitations in feedback communication in online environments. I was also worried that it would be harder to create rapport with students. That's why I increased the participation portion. I actually cannot physically observe how they practice listening or speaking, for example, so I created more individual practice opportunities that were graded as participation.

Mina also shared a similar intention for increasing the weight of the participation category in the final grade:

In F2F, showing up for classes automatically was counted as participation, but in online classes, I don't know whether students are watching my lecture videos or doing the assignments or not. So it's like I am giving them participation scores for their individual self-directed learning process if they do the assignments.

Eunji and Yunhee did not specifically discuss this issue, but their syllabi information indicated that there was an increase in participation portion in online courses compared to previous in-person courses.

Third, the KFL GTAs mentioned issues related to the quality of assessment (validity, reliability, fairness, and washback). A major trend among GTAs was the concerns about validity and washback. Yunhee was generally worried about whether the tests and exams she was using could show learners' ability or not. Mina also shared the same concern, but more specifically

limited to the design of multiple-choice items in vocabulary tests (see 5.1.2.2.1). In the case of Hannah, she discussed two issues in relation to validity. One issue was related to the final project of her class – creating a vlog (e.g., making a short video about daily life).

Well, as for the vlog project, my students told me that they had to spend a lot of time learning how to use technology for recording and editing. Completing the final project is supposed to help them with language learning, so I believe the additional stuff such as editing should not add burden and stress. I would like to change the assessment guidelines. I know some students found it enjoyable to record and edit with different online tools, but I still think language should be the main focus.

Another issue was that assessment was limited to certain skills. Most of the speaking assessments were administered in the format of audio/video recordings. This assessment practice may have led her to believe that “students may have developed their written skills in an online format more than in a F2F mode but speaking skills did not seem to have improved.” Hannah’s comment suggests that limited assessment practices resulted in limited learner development.

5.2.3.3 Opportunities

Based on the discussion so far, the following summarized three opportunities GTAs had in the online assessment experience. First, the GTAs explored new types of feedback (e.g., technology-mediated feedback, audio-recorded feedback) and learned about the benefits of using the feedback. GTAs collectively mentioned providing feedback was time-consuming, but they could provide more individualized feedback in online assessment, which was positively perceived by their students. GTAs can continue to develop more strategies to provide different types of feedback. Second, the GTAs learned how to better facilitate the learners in the online environment in terms of issues related to the grading process, including assignment collection,

and grading process. Third, the GTAs had the opportunity to critically reflect on the quality of assessment (validity, reliability, fairness, and washback) in online assessment. All these opportunities should help the GTAs to critically reflect on their assessment practice, develop strategies to make assessment more learning-oriented, and design better online assessment based on the critical reflection.

5.3 Language Program Coordinator's Challenges and Lessons

This section reports the findings from the interviews with language coordinators to answer *RQ2-b. What were the challenges faced by language coordinators in supporting teachers (GTAs) for ERT and the lessons learned from the experiences?* The section begins with the information about how language program coordinators supported the teachers (and learners) in preparation for Fall 2020. Then, the language program coordinator's challenges and the lessons are discussed based on the interview data. One limitation of this part is that the coordinators generally focused on supporting teachers, including GTAs, during the interviews.

5.3.1 Overview of Coordinators' Practices in Fall 2020

This section presents what the three language program coordinators reported about the support and training opportunities provided for the teachers of their programs in preparation for ERT in the Fall 2020 semester. Table 5.18 shows the training opportunities or resources and support the teachers were provided either by the universities, programs, or coordinators themselves. It also shows what kind of resources or supports were given to learners prior to ERT.

Table 5.6 Coordinators' Reported Training/Supports for Teachers and Learners

#	Coordinators	Teachers	Learners
1	Hugh (ESL)	- University-level mandatory training - Individual support sessions	- Program-level or course-level general guidelines

2	Maria (ESL)	<ul style="list-style-type: none"> - In-house training (e.g., lunch and learn) - Technology training sessions - Daily tech hours for support 	<ul style="list-style-type: none"> - Program-level technology orientation session in the beginning - In-class practices through assignments
3	Yumi (KFL)	<ul style="list-style-type: none"> - University-level mandatory training for online teaching - Providing information about external training/workshop opportunities - Informal teacher collaboration 	<ul style="list-style-type: none"> - Course-level general guidelines

5.3.2 *Language Program Coordinators' Interview Results*

This section discusses what lessons the coordinators learned through their experience with ERT and what they were planning to do in the following semester. Table 5.19 summarizes their discussion of training and/or support for both teachers and learners, in terms of what they have learned and will continue in the future. More detailed information is presented with the relevant quotes from the interviews with the coordinators.

Table 5.7 Coordinators' Lessons Learned from ERT Experiences

#	Coordinators	Teachers	Learners
1	Hugh (ESL)	<ul style="list-style-type: none"> - Employ more informal assessment - More workshops and strategic plans to improve (and survive) 	<ul style="list-style-type: none"> - Support learners' emotional and mental health in addition to language development
2	Maria (ESL)	<ul style="list-style-type: none"> - Be flexible and understand teachers' perspectives - Engage in ongoing professional development to better support teachers - Transfer and adapt the new skills learned during ERT to future teaching 	<ul style="list-style-type: none"> - Continuous provision of tech orientations and enough practice opportunities for learners

- | | | | |
|---|------------|--|--|
| 3 | Yumi (KFL) | <ul style="list-style-type: none"> - Standardization of assessment formats, methods, and criteria - Maximize the potential of technologies in the assessment process - Need for training/support for language program coordinators - Peer evaluation or mentoring among teachers for collaborative teacher development | <ul style="list-style-type: none"> - Provide training for learning and assessment in online courses - Distribute clear guidelines about academic honesty and integrity for taking tests online |
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5.3.2.1 ESL Coordinator 1 - Hugh

Hugh was the interim director of an IEP at University A. He has a PhD in applied linguistics and 28 years of ESL/EFL teaching experience. At the time of data collection, it was his second year as the interim director of the program. The program primarily provides English for Academic Purposes (EAP) courses to prepare students for the language demands of university work. There are five proficiency levels, and completion of the highest level (Level 5) would exempt the students from the English language proficiency requirement at the institution. Due to the impact of the COVID-19 pandemic, the program was shrinking, similar to IEPs at other institutions. In the Fall 2020 semester, there were 67 registered IEP students. Hugh was supervising three lectures and two GTAs who were primary instructors. He also supervised graduate assistants who were working with smaller groups of students in community-based IEP courses. He taught a course himself while supervising and supporting the teachers in the program.

First of all, Hugh was concerned with teachers' and learners' mental well-being, arguing that teachers need to employ more low-stakes and informal assessment in the online

environment. When asked to provide advice for himself and other language program coordinators like him, he responded:

Well, we're going to try and keep expanding our list of things that work and strategies that people can use. One thing that we have been doing and I would recommend to other folks is to consider more informal assessment....rather than formal...

When asked for elaboration, he provided an example:

For writing classes, for example, I would recommend instructors during the actual. Synchronous classes can use the chat room, you know, we zoom in the chat room. Yes, they can yes a chat room have people write in it and then they evaluate that in real-time, but they can also evaluate it afterward so I think that's a useful thing so that you don't you're not always just depending on whatever it is that they're preparing outside of class. I also think it makes some more dynamic classes.

Hugh recommended that teachers collaboratively develop some creative ways to engage students so that they can have more opportunities to produce language for ongoing formative assessment. He also believed that audio- or video-recording the process would be beneficial so that teachers could go back for formative assessment. He also added that “more use of short low-stress assessments is effective.” This belief seems to relate to the support for learners as well. He believes that in crisis teaching, it is important to help learners feel emotionally stable so that they can be more successful in language learning.

When asked about what concerns IEP coordinators in terms of assessment in the online environment, he discussed:

Well kind of what we've already talked about is that people are concerned that that the results in online classes may lead us to believe that students are more proficient than they

really are because I'm getting support outside of it. And then how do you sort of compensate for that? How do you either stop it or address it as you know accepted and figure out how to move on with it. I don't think we've come up with answers yet, but those are definitely important questions.

Hugh's questions are related to the important issues of "exit criteria" for IEP as completion of the highest level in IEP allows an exemption for language requirements when the learners apply for undergraduate or graduate programs. As this is a high-stakes decision, it seems that there should be a valid and accurate assessment policy to ensure equivalence between F2F and online IEP courses. The coordinator should communicate with the teachers about this issue, and especially new GTAs especially should be reminded of this issue since the collection of their course-level assessment outcomes would eventually be translated into high-stakes decisions.

In terms of what he would do next semester to improve the quality of the program, he first mentioned providing more effective support for learners' emotional and mental health in addition to language development. He also had plans to provide more workshops to the teachers to ensure the quality of the program. However, Hugh expressed concerns about the shrinking size of the IEP program at his institution as well as nationally. Regarding this issue, he said he is a member of an organization of IEP directors around the country and they brainstorm about such issues in meetings.

5.3.2.2 *ESL Coordinator 2 - Maria*

Maria was a language specialist at an IEP at University D, with the responsibility of assisting teachers with training and workshops or developing assessment tools. Maria's program includes a short-term customizable English program and an EAP program that prepares students for university work. For the EAP program, there are five proficiency levels. By completing Level

5, the students can be exempt from the language requirements for university admission. At the time of data collection, she had been in that position for 4.5 years. She had 11 years of ESL/EFL teaching experience and a master's degree in applied linguistics. Depending on the situation, she taught classes on top of her specialist duties. Prior to the pandemic, the administrators and curriculum committee in her program had been working on curriculum development to launch a new online IEP. With the pandemic and transition to online, the process was accelerated. As a language specialist, Maria was responsible for making necessary changes in assessment methods and tools to prepare for online assessment. Another responsibility was to provide assessment-related training for new GTAs.

In the Fall 2020 semester, Maria provided in-house training or individual technology support. Throughout her experiences of supporting teachers, Maria emphasized the importance of flexibility. A case in point was how assessment policy was implemented in her program. For her program, moving online did not happen only in a top-down fashion, but with changes and adaptations in different layers. Maria, as a coordinator, adapted all the formal assessment materials to fit into the online environment and formal (summative) assessments were shared by the teachers to ensure consistency across different levels and courses within the program. The major part of adaptation was to digitalize the existing test items as she said "we are trying to recycle as much of it as possible." She worked together with other curriculum committee members to change short-answer questions into multiple-choice questions, true-or-false, or matching questions. However, true-or-false questions might be too easy, so they added new additional questions to maintain the difficulty of the overall assessment. For security reasons, she was not allowed to share the actual questions. Unlike summative assessment, for formative assessments, the teachers were given much autonomy because different courses had their own

distinctive contextual factors and unexpected issues related to learners or technology. She also added that flexibility might come from understanding teachers' perspectives:

As a coordinator, you're looking at the curriculum, you're thinking about the student learning outcomes, but a teacher could be just thinking I have a textbook, I have to teach this, and so they may just be looking at it completely different. So try to understand the teacher perspective of what that looks like when you're given a new course with the new curriculum and you know kind of put yourself in that position

As discussed above, Maria believed that language program coordinators should be flexible and understand teachers' perspectives

Maria also emphasized the ongoing efforts to improve her expertise in teaching and assessment as a coordinator to better support teachers:

So my own learning gives me ideas that I can then pass on so, you know, what I learned from the assessment course about item writing has helped me be able to give that information to other people so then they're thinking about that and so it's almost informal training all the time too. So, I guess that's my biggest advice is you know, always be a student yourself keeping up with research going to webinars and informing yourself improve your own practice because that's going to be the training because teachers trust you because you're learning teachers will trust you because you understand because you're doing it yourself.

In the follow-up interview, Maria commented that she trained and supported teachers in her program so that they could learn new technologies and tools. For example, her training workshops included information about how to use LMS assignments or quiz functions for

assessment or how to use online tools such as VoiceThread. She hoped that “teachers can transfer and adapt the new skills learned during ERT to the future teaching.”

Finally, Maria pointed out the importance of training and supporting the learners with technology in the online environment to help them learn better. Her program provided technology workshop sessions to all the registered students during the orientation at a program level, but she also argued that ongoing, low-stake, or ungraded practice would be necessary:

Before every assessment, obviously give them [learners] activities using that technology, so the technology itself is not new so if we're doing test through LMS, I'm going to give them practice tests, or something we're doing for review. It's not graded. Sometimes I do grade them if I just want to check them, but for the most part, I'll just give them feedback to see, Can you see my feedback? Do you know how to use it? Do you understand the timer? Where do you click? Click here? Let me share my screen and I do all of that live to really make sure. So, when they get to the actual test is like, Oh, I know exactly what to do. I don't want to give them an item on a test that they've never done before. So if they don't know how to do True or False questions, when they get to that part, they're going to freak out during the test or whatever. So I try to do all of that just to make that really clear. And it's very similar for VoiceThread too, if they're going to have to describe a picture then when we're practicing, we're going to use VoiceThread to describe a picture so when they get to the test, new content, but similar format.

As discussed above, Maria believed that language program coordinators should be flexible and understand teachers' perspectives in order to support their teaching and assessment practices in the online environment. In addition, low-stake and ungraded practice opportunities were considered essential in online courses to allow time for learners to be familiar with

assessment formats and tools (e.g., VoiceThread). Maria's discussion of her experiences of supporting teachers during ERT suggests that teaching and assessing online brought an unexpected opportunity to further develop teacher expertise in the use of technology as part of ongoing professional development. Since Maria's program had been exploring the opportunities to launch online IEP courses, this ERT experience became a great steppingstone for the program.

5.3.2.3 KFL Coordinator - Yumi

Yumi was a KFL program coordinator at University A. At the time of data collection, she had been in the position for eight years. She had 12 years of KFL teaching experience and five years of ESL teaching experience, with a PhD degree in second language studies. Yumi's KFL program offers elementary, intermediate, and advanced level courses with lower and upper sub-levels. Elective courses included language-focused ones (e.g., Learning Korean through Korean Drama) or content-focused ones (e.g., Korean Language, Culture, and Society). With the students' increasing interest in Korean culture, the KFL program had been growing. In the Fall 2020 semester, the KFL program decided to offer its courses in an asynchronous format by default to accommodate students' needs and situations. This was an attractive option for those who needed flexibility in time and location. To accommodate the increasing interest in learning Korean, Yumi's program offered three different sections of the beginner course. At the time of data collection, Yumi was the program coordinator supervising the KFL GTA interview participants: Eunji, Yunhee, Mina, and Hannah. In addition, she supervised one lecturer and was teaching a course herself in Fall 2020.

Yumi shared her perception that her teachers employed different instructional and assessment strategies across different sections and different courses. She was concerned that individual differences, such as both teachers' and learners' familiarity with using technology,

might have affected the quality of the course and the exit level of the learners. She believed that the online environment brought more gaps and differences among the learners in terms of quality of learning and progress making, when compared to F2F courses. Due to this concern, she shared a plan to establish more standardization in assessment formats, methods, and criteria in the online environment across different sections to ensure the quality of the learning experience and also across different levels within the program to more efficiently track learners' progress.

As for specific assessment that can be recommended for teachers, Yumi said that recorded presentations would be an effective way to save valuable instructional time even in F2F classes. She wanted to encourage teachers to utilize recorded presentations as one of the speaking assessment methods, and she herself planned to continue to use that method. In the traditional F2F format, sometimes everyone's time was wasted in dealing with technology issues. However, recorded presentations would make learners practice more before the final recording and present their best work for evaluation. In addition, if teachers use the assessment method of recorded presentations, it is easier to conduct peer feedback using digital tools (e.g., LMS Discussion boards, VoiceThread) and collect the student performance evidence for more accurate and fair grading. Yumi mentioned that the placement test was also moved to the online environment, which created challenges such as the issues of inaccurate placement or cheating. In the future, she would like to include more items that could provide accurate information about learners. For example, quite a number of non-heritage learners who enroll in elementary level courses these days already have exposure to Korean culture, including K-dramas or K-pops. It would be worth exploring for the KFL program how web-based or computer-based placement testing can capture those aspects of learners would be worth exploring for the KFL program.

While discussing lessons learned from the ERT experiences, Yumi first expressed this frustration:

It's quite interesting that pre-service teachers receive training, such as ESL teacher preparation programs or KFL teachers as well. But there is nothing like coordinator training. You sometimes get assigned to the position unexpectedly.

Then she said she had to learn on the job experience through trial and error. Based on her experience of doing by learning, she emphasized that:

It is important to understand the needs of teachers and learners. I have teachers in my program, but what they are good at, what they enjoy, and what they need, are three different things. I need to understand those and encourage them to help each other as a growing community.

Yumi also believed that peer evaluation or mentoring among teachers and GTAs for collaborative teacher development can be better facilitated in the online environment.

Each teacher has his or her own expertise in different areas, so I believe they can help and teach each other. I know some teachers informally share their online course set-ups in LMS. However, I would like to expand that to all the teachers in the program. I wish I had more time to give constructive and meaningful feedback to all individual teachers, but I think teachers helping each other would be better... I mean, ideally, the list can go on.

Another reason why she placed more emphasis on collaborative teacher development is:

Teachers share their experiences such as using strategies or resources for teaching and assessment, but then to utilize those online tools, assessment strategies or resources, you

need to make more efforts to learn with actual examples and more hands-on immediate assistance or guidance from those who have used them.

Yumi added that even though she is a coordinator, it does not mean that she has the most expertise in using technology or online tools for learning. She believed that it was important to consider teachers' different levels of expertise and familiarity with technology-mediated language teaching and encourage collaboration among teachers and GTAs to learn from each other. This reason seems to be in the same line with the GTAs' opinion that examples and samples were the most helpful for their learning about how to set up an online course.

5.4 Summary and Discussion for RQ2

5.4.1 Summary and Discussion for RQ2-a

This section summarized the findings to answer *RQ2-a. What were the challenges faced by GTAs in online assessment and the lessons learned from the experience?* The overall findings show that GTAs mostly experienced difficulties in managing time and balancing study/research and teaching duties. Also, they had to resolve the technical difficulties in the process of preparing for and implementing assessment. It seems that GTAs had to spend a lot of time controlling construct-irrelevant issues such as audio quality and environment control. However, there were contextual and situational differences that impacted the GTAs' use of time for assessment. For example, GTAs who were provided with assessment materials and who had to create new assessment tools on their own had different experiences.

The responses from the ESL GTAs can be synthesized as the following pieces of advice. First, be flexible and adaptable throughout the assessment cycles. When planning for assessment, teachers might need to try new things and take risks by making changes to the curriculum (Sophie) and the change should be reflected in assessment to better align instruction with

assessment through backward design (Naomi). In the implementation stage, instructions and guidance can be provided in multiple ways (Lydia) When providing feedback, teachers might need to use different tools to find the most effective method (Lydia, Naomi). Second, be strategic in using digital tools and platforms for assessment to facilitate learning. Teachers can consider using an LMS to create quizzes to encourage learners to complete reading assignments (Amy), or they can find an innovative way of using a digital tool (e.g., Turnitin) for learners (Sophie). Third, be proactive about maintaining the mental well-being of yourself and your learners. The disruption caused by the COVID-19 pandemic added mental stress on top of more complex teaching responsibilities in the new context of ERT. In this context, teachers need to be more mindful of their own health (Lydia) and learners' mental health (Amy).

Compared to ESL GTAs' responses, the responses from the KFL GTAs were more specific to their contexts. The lessons KFL GTAs shared can be summarized into the following pieces of advice. First, be strategic in using digital tools, platforms, and resources for assessment activities. For example, KFL GTAs emphasized the benefits of using an electronic workbook because of practicality and efficiency (e.g., auto-grading) and possibly higher engagement levels among learners (e.g., visual appeal) (Eunji, Yunhee). Second, develop strategies to provide efficient feedback. Giving feedback is time-consuming, which necessitates better planning for the amount and frequency of feedback that can help learners (Eunji). Individualized feedback is positively perceived by learners, and it can be more conducive to learning (Mina). Third, strive to learn and develop expertise. Teachers need to be open-minded and proactive in learning how to improve the quality of teaching and assessment. This can be done through learning from more experienced colleagues (Hannah) or collaboration with fellow teachers (Mina). Mina further

commented that the online environment may provide an interactive platform for teacher collaboration to improve teaching and assessment expertise.

5.4.2 Summary and Discussion for RQ2-b

This section attempted to answer *RQ2-c. What were opportunities faced by GTAs in online assessment?* by presenting the interview analysis results in the different stages of classroom assessment cycle: planning, implementation, and monitoring.

In the planning stage, the online environment provided the opportunities for GTAs to reflect on the purpose of assessment, the process of digitalizing existing materials, and the selection of online tools for assessment. Among these topics, it seems important to further discuss what should be the critical factors to consider when choosing online tools for assessment. For example, GTAs in the study chose certain tools for students' accessibility, which is an important element of fairness in assessment (Kunnan, 2000). Since the pandemic exacerbated the digital divide (Ong et al. 2020), the issue of fairness should be carefully accommodated in classroom language assessment.

For the stage of implementation, the GTAs had the opportunities to rethink the definition and the consequence of academic honesty in the online environment, explored new online tools, and developed strategies to facilitate learning. Among the emerging themes, the most salient theme was the issues of academic dishonesty for both ESL and KFL GTA groups. The issues surrounding cheating and academic dishonesty have almost always been discussed in the studies that have focused on online assessment during the COVID-19 pandemic (Abduh, 2021; Meccawy et al., 2021; Whittle et al., 2020, to name a few). In Abduh (2021)'s survey with 26 teachers, "There is a higher risk of students cheating in online assessments" received the highest mean rating as one of the teachers' perceived challenges in online assessment. Meccawy et al.

(2021) also revealed that teachers perceived online assessment as challenging because the main problem was cheating. In line with other research studies, the current project found that preventing cheating posed challenges. However, the interview data demonstrated how GTAs developed strategies and devised measures to deal with the issue of plagiarism and cheating in a more productive way. For example, GTAs teaching oral communication courses (Lydia and Amy) had trust in the honor system, while designing assessments that avoided the possibility of cheating or plagiarism. Teachers of ESL writing courses (Sophie and Naomi) showed the tendency to make a difficult conversation around the issues of plagiarism more productive and less accusatory, making it a “teachable moment.” This strategy has been recommended by L1/L2 writing researchers and educators (e.g., Sull, 2021; Williams, 2007). Nevertheless, none of the KFL teachers mentioned the strategy of making a conversation about plagiarism into a teachable moment to emphasize the importance of academic integrity. This difference may be due to the different objectives of ESL courses and KFL courses this project focused on. The objective of ESL courses was to prepare international students for academic studies or support their academic English skills at the US universities, where academic honesty is considered as an essential element to learn for students with different linguistic or cultural backgrounds. On the other hand, the objective of KFL courses was to help learners be able to communicate in Korean for practical purposes to perform tasks in daily life (e.g., Advanced Korean course). KFL teachers.

In the monitoring stage, the GTAs had the opportunities to explore different types of feedback in online assessment, develop strategies around the grading process, and critically reflect on the quality of assessment in the online environment. GTAs were able to diversify their feedback practices by exploring new feedback types such as audio recorded feedback or conferencing-style feedback. However, the interview data also collectively demonstrated it was

challenging to give feedback in online assessment because it was time-consuming. This was reported in other research studies (Mahapatra, 2021; Mäkipää et al., 2021) that investigated teachers' assessment practices in ERT. The teachers in Mäkipää et al.'s (2021) study changed their feedback practices in the online environment – providing written feedback more frequently than oral feedback, which may have required more time and increased their workload.

Anticipating this issue, teachers in Mahapatra's (2021) study utilized digital tools that require less preparation time and employed strategies that help them save time. For example, one teacher suggested using some synchronous teaching time to provide instant oral feedback. However, if the course is taught asynchronously, this would not be possible. Depending on contexts of teaching and learners' needs, GTAs may develop further strategies for how to utilize different types of feedback, but not overwhelm themselves. Another important opportunity GTAs had was to critically think about assessment quality, including validity, reliability, fairness, and washback. This opportunity is important because if assessment activities are valid, reliable, authentic, meaningful, and holistic, it is expected to reduce the possibility of cheating (Duers & Brown, 2009; Gikandi et al., 2011). Thus, by improving the quality of assessment, the biggest issue of dishonesty might be addressed in online courses.

5.4.3 Summary and Discussion for RQ2-c

This section summarizes and discusses the answer to *RQ2-c. What were the challenges faced by language coordinators in supporting GTAs and the lessons learned from the experience?*. Based on the coordinators' perceived challenges and lessons learned, three common themes have emerged as new opportunities from the interviews with the coordinators.

The first and the most important theme regarding assessment is related to the strategies of using assessments to facilitate learning in the online environment. Two ESL coordinators

believed that more frequent use of informal, ongoing, ungraded assessment would lower learner anxiety and provide meaningful practice opportunities for language development, which would also effectively prepare the learners for formal assessments, that is, to achieve the learning objectives and outcomes. Program coordinators and teacher educators may need to provide more opportunities to enhance expertise in developing the strategies for *assessment-for-learning*, or formative assessment, including how to better design informal and ongoing assessment activities in the online environment. However, as it was found that ESL and KFL learners in the project perceived the workload was higher in the online environment, teachers might need to pursue efficiency by assigning the assessment activities that are essential for achieving learning objectives.

Another emerging theme was a mutual collaboration for teacher development, enabling them to improve their assessment expertise for a new mode of teaching and assessment. The benefits of peer collaboration among teachers have been reported in the previous research (Boshell, 2002; Johnson, 2009) because collaboration helped teachers clearly capture their issues and improve their teaching practices. This was also observed in the online environment for ERT in this study. The coordinators reported that they would plan for providing more useful and practical teacher training opportunities to support their teachers. However, it seems that teachers with different expertise and experiences might help their colleagues with actual examples and hands-on guidance. For example, while some teachers found an effective way of using audio-recorded feedback using VoiceThread or other functions in LMS, others were experiencing the challenge of a tedious and time-consuming process of giving typed feedback. If the coordinators could arrange and support opportunities for collaborative learning workshops or peer mentoring, teachers would be able to learn how to provide multifaceted feedback in the online environment

by utilizing available tools and resources. Another benefit of peer collaboration would be psychological support. One ESL GTA shared frustrations over the situations where the supervisor did not allow flexibility in assessment and autonomy. However, with the mental and practical support from their fellow GTAs, she successfully completed her teaching and assessment responsibilities.

Finally, all coordinators, in addition to teachers in this study, demonstrated their hopes that what was learned through ERT could be part of their ongoing professional development for future teaching regardless of the instructional mode. Despite the challenges caused by the “forced” transition to ERT, the coordinators and teachers (including GTAs) demonstrated resilience and the ability to adapt their teaching and assessment to the online environment. Their experiences and lessons will be a great foundation for future teaching in different instructional delivery modes, including in-person, online (synchronous, asynchronous, or mixed), or hybrid. Teacher education programs might need to incorporate the discussion of these different instructional modes so that pre- and in-service teachers can be better prepared for sudden or forced transitions among different modes.

6 RESEARCH QUESTION 3: RESULTS AND DISCUSSION

This chapter presents the results and discussion to answer *RQ3. What were learners' perceptions, perceptions, and challenges regarding online assessment?* This chapter reports the learner responses to the survey questions and interviews data in terms of 1) what graded activities they participated in and how they perceived helpfulness in online classes, 2) what perceptions learners had regarding online assessment compared to F2F assessment, and 3) challenges faced by learners and the suggestions for future learners and teachers.

The survey responses from ESL learners (N = 53) and KFL learners (N = 44) are presented first to answer each research question. The survey results are followed by interview results (N = 8) with four ESL learners and four KFL learners. The information about interviewees is summarized in the method section, 3.4.3.2 but the information about the participants is provided again in the section 6.2.1.

6.1 Survey results

6.1.1 Graded Activities and Learner Perceptions

To answer *RQ3-a. What were learners' perceived helpfulness and relevance of online assessment activities?*, this section reports the learner responses to the survey questions in the section "Perceived Helpfulness and Relevance of Assessment Activities." For this part of the survey, the questions asked learners about what graded activities they participated in. Fourteen types of graded activities were presented, and learners were allowed to select all that applied. For each of the graded activities learners completed, follow-up questions asked them to indicate the degree of their perceived helpfulness and relevance to the online format.

6.1.1.1 ESL Learners' Perceived Helpfulness and Effectiveness of Graded Activities

A total of 53 ESL learners responded to the survey. Table 6.1 shows the frequency of different graded activities ESL learners reported that they participated in. Table 6.1 also includes the descriptive statistics of the perceived degrees of helpfulness and relevance to the online language learning context.

The results show that the three most frequent assessment activities were performance assessment of productive skills, including *Writing paragraphs and essays* (71.70%), *Participating in discussion/debate* (69.81%), and *Giving presentations* (67.92%). They were followed by more traditional assessment that required learners to answer questions correctly

through single-skill tests rather than skills-integrated assessment, such as *Taking reading tests online* (64.15%), *Taking vocabulary tests online* (62.26%), *Taking grammar tests online* (62.26%), and *Taking listening tests online* (58.49%). The next group of assessment activities required communication or collaboration with peers by *Writing on online discussion boards* (56.60%), *Completing homework in groups* (56.60%), and *Giving feedback to classmates* (52.83%). In addition, the participation frequency for self-assessment was lower than peer-assessment, *Giving scores to myself* (35.85%). The least frequent activity was *Recording with a partner* (28.30%). The frequency was much lower, compared to *Recording my voice* (62.26%) or *Recording a video of myself* (49.06%).

Table 6.1 Graded Activities in Online Courses Reported by ESL Learners (N=53)

Graded Activities	Frequency	%	Helpfulness		Relevance	
			<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Writing paragraphs and essays	38	71.70	4.26	0.75	4.15	0.93
Participating in discussion/debate	37	69.81	3.93	0.88	3.79	0.94
Giving presentations	36	67.92	3.91	0.95	3.85	0.93
Taking reading tests online	34	64.15	3.78	0.97	3.97	1.02
Taking vocabulary tests online	33	62.26	3.73	1.08	3.84	1.07
Taking grammar tests online	33	62.26	3.91	0.96	3.81	1.00
Recording my voice	33	62.26	3.94	0.93	3.90	0.87
Taking listening tests online	31	58.49	4.03	0.72	4.07	0.94
Writing on online discussion boards	30	56.60	3.89	0.99	3.86	1.11
Completing homework in groups	30	56.60	3.38	1.05	3.46	1.20
Giving feedback to classmates (peer-assessment)	28	52.83	3.41	1.08	3.56	1.19
Recording a video of myself	26	49.06	3.88	0.95	3.74	1.18
Giving scores to myself (self-assessment)	19	35.85	3.42	1.17	3.37	1.34
Recording with a partner(s)	15	28.30	3.73	1.03	3.40	1.12

Note. 1 = Not at all, 2 = A little, 3 = Somewhat, 4 = A lot, 5 = A great deal

The most frequent assessment activity, *Writing paragraphs and essays* (71.60%), also had the highest mean rating for both helpfulness (4.26) and relevance (4.15) among all the activities. The performance-assessment activities such as *Participating in discussion/debate* (3.93 for helpfulness, 3.79 for relevance) and *Giving presentation* (3.91 for helpfulness, 3.85 for relevance) also had relatively higher ratings.

Overall, the ESL learners did not demonstrate negative evaluations of taking single-skill tests online, as their mean ratings for helpfulness and relevance were not too low. One observation worth discussing is that the mean ratings for helpfulness (4.03) and relevance (4.07) for *Taking listening tests online* were relatively higher than those of other activities. This suggests that ESL learners who completed listening tests online found it helpful and relevant to the online environment. Nevertheless, the frequency was not as high as other activities with similar helpfulness and relevance ratings.

In addition, the helpfulness and relevance ratings for *Recording with a partner* (3.73 for helpfulness, 3.40 for relevance) were lower than for *Recording my voice* (3.94 for helpfulness, 3.90 for relevance). This suggests that the respondents found it more helpful and relevant to complete speaking assessment activities individually rather than in collaboration with others. This tendency might also be true for other types of assessment activities. For example, the lowest mean rating of helpfulness was for *Completing homework in groups* (3.38) and the relevance rating (3.46) was rather low.

The mean ratings were relatively low for less frequent activities such as *Giving scores to myself (self-assessment)* (3.42 for helpfulness, 3.37 for relevance) and *Giving feedback to classmates (peer-assessment)* (3.41 for helpfulness, 3.56 for relevance). However, the mean

ratings were still above 3, indicating that the ESL learners generally perceived the activities to be somewhat helpful and relevant to the online context.

6.1.1.2 *KFL Learners' Perceived Helpfulness and Effectiveness of Graded Activities*

KFL learners also responded to the same questions as ESL learners did. The learners were first asked to select all the graded activities they participated in while taking online courses. For each of the graded activities, learners were asked to indicate the degree of their perceived helpfulness and relevance to the online context. Table 6.2 shows the frequency of each of the graded activities, along with the descriptive statistics of their perceived degrees of helpfulness and relevance in the online context.

Table 6.2 Graded Activities in Online Courses Reported by KFL Learners (N=44)

Graded Activities	Frequency	%	Helpfulness		Relevance	
			<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Taking vocabulary tests online	40	90.91	3.26	1.06	3.16	1.28
Participating in discussion/debate	39	88.64	3.27	1.10	3.60	1.24
Recording with a partner(s)	39	88.64	3.27	1.19	3.35	1.18
Writing on online discussion boards	39	88.64	3.00	1.09	3.26	1.25
Recording a video of myself	37	84.09	3.25	1.02	3.28	1.16
Taking grammar tests online	36	81.82	3.24	1.00	3.33	1.22
Giving presentations	34	77.27	3.24	1.16	3.59	1.23
Recording my voice	28	63.64	3.31	1.12	3.58	1.17
Writing paragraphs and essays	18	40.91	3.76	1.09	3.76	1.25
Taking listening tests online	17	38.64	3.86	1.03	4.14	0.77
Taking reading tests online	16	36.36	3.57	1.02	3.64	1.08
Giving feedback to classmates (peer-assessment)	15	34.09	2.67	1.05	2.73	1.22
Completing homework in groups	10	22.73	3.33	1.12	3.67	1.32
Giving scores to myself (self-assessment)	6	13.64	2.67	0.82	3.50	0.84

Note. 1 = Not at all, 2 = A little, 3 = Somewhat, 4 = A lot, 5 = A great deal

Unlike the ESL learners, *Writing paragraphs and essays* was not the most frequent activity. Instead, for KFL learners, *Taking vocabulary tests online* was the most frequent activity (90.91%). It was followed by a group of assessment activities that involved communication or collaboration with peers, such as *Participating in discussion/debate*, *Recording with a partner*, and *Writing on online discussion boards*, with the same frequency (88.64%). Another difference is that *Recording with a partner* was the least frequent activity for the ESL learners (28.30%), but the KFL learners reported a much higher frequency (88.64%) of participation in this assessment activity. The next group of activities was mostly performance-based assessment activities for speaking skills – *Recording a video of myself* (84.09%), *Giving presentations* (77.27%), and *Recording my voice* (63.64%). Performance-based writing assessment – *Writing paragraphs and essays* (40.91%) was not as frequently as reported, though.

In addition, while more than half of the ESL learners reported participation in *Taking listening tests online* (58.49%), KFL learners' participation in *Taking listening tests online* (38.64%) was not as frequent. The frequencies of *Taking reading tests online* (34.09%) and *Writing paragraphs and essays* (40.91%) were relatively lower, compared to *Taking grammar tests online* (81.82%) or *Taking vocabulary tests online* (90.91%). This suggests that the KFL learners participated in online tests that focused on grammar and/or vocabulary more frequently than they did in other activities focusing on assessing listening, reading, or writing skills.

However, one noticeable similarity in frequency between the ESL and the KFL learners was that there was less frequent participation in self- and peer-assessment – *Giving scores to myself* (13.64%) and *Giving feedback to classmates* (34.09%) – and *Completing homework in groups* (22.73%) among KFL learners as well.

In terms of helpfulness and relevance as well, as the ESL learners did, the KFL learners gave the highest mean ratings to *Writing paragraphs and essays* (3.76 for helpfulness, 3.76 for relevance) and *Taking listening tests online* (3.86 for helpfulness, 4.14 for relevance). For both helpfulness and relevance, *Taking listening tests online* was given the highest mean ratings among the KFL learners. However, it was reported by only 38.64% of learners.

Similar to the ESL learners, the KFL learners also gave the lowest ratings to *Self-assessment* (2.67 for helpfulness, 3.50 for relevance) and *Peer-assessment* (2.67 for helpfulness, 2.73 for relevance). The self-assessment received a higher rating for relevance than helpfulness, meaning the KFL learners perceived it as somewhat relevant to the online environment, but not necessarily helpful for their learning. Except these two activities – self- and peer-assessment, the ratings were above three, which means the KFL learners generally found the activities helpful and relevant to the online context.

6.1.2 Perceptions towards F2F vs. Online Assessments

This section presents the survey findings that answer the *RQ3-b. What are learners' perceptions regarding online assessment compared to F2F assessment?* As the teachers were, learners were also asked to indicate the degree of agreement for statements about assessment in the survey. The learners responded to nine statements about assessment issues, including alignment between instruction and assessment (*#1 Tests reflect what we learned in class*), issues with time (*#2 Taking tests takes a lot of time, #3 Doing homework takes a lot of time*), fairness and accuracy in grading (*#4 Grading is fair, #5 Grading is accurate*), the efficacy of feedback (*#6 Teacher's feedback is easy to understand, #7 Teacher's feedback is helpful for learning*), and academic dishonesty (*#8 It is easy to cheat on tests, #9 It is easy to copy somebody else's homework*). Analysis for learner survey responses also followed the same procedures for teacher

survey responses. The neutral responses were removed, and the 5-point scale was transformed into a four-point scale for analysis. The results for the ESL learners are followed by the results for the KFL learners.

6.1.2.1 ESL Learners' Perceptions – Survey Results

A total of 53 ESL learners responded to this section. Figure 6.1 displays the proportions of the responses to better visualize the responses.

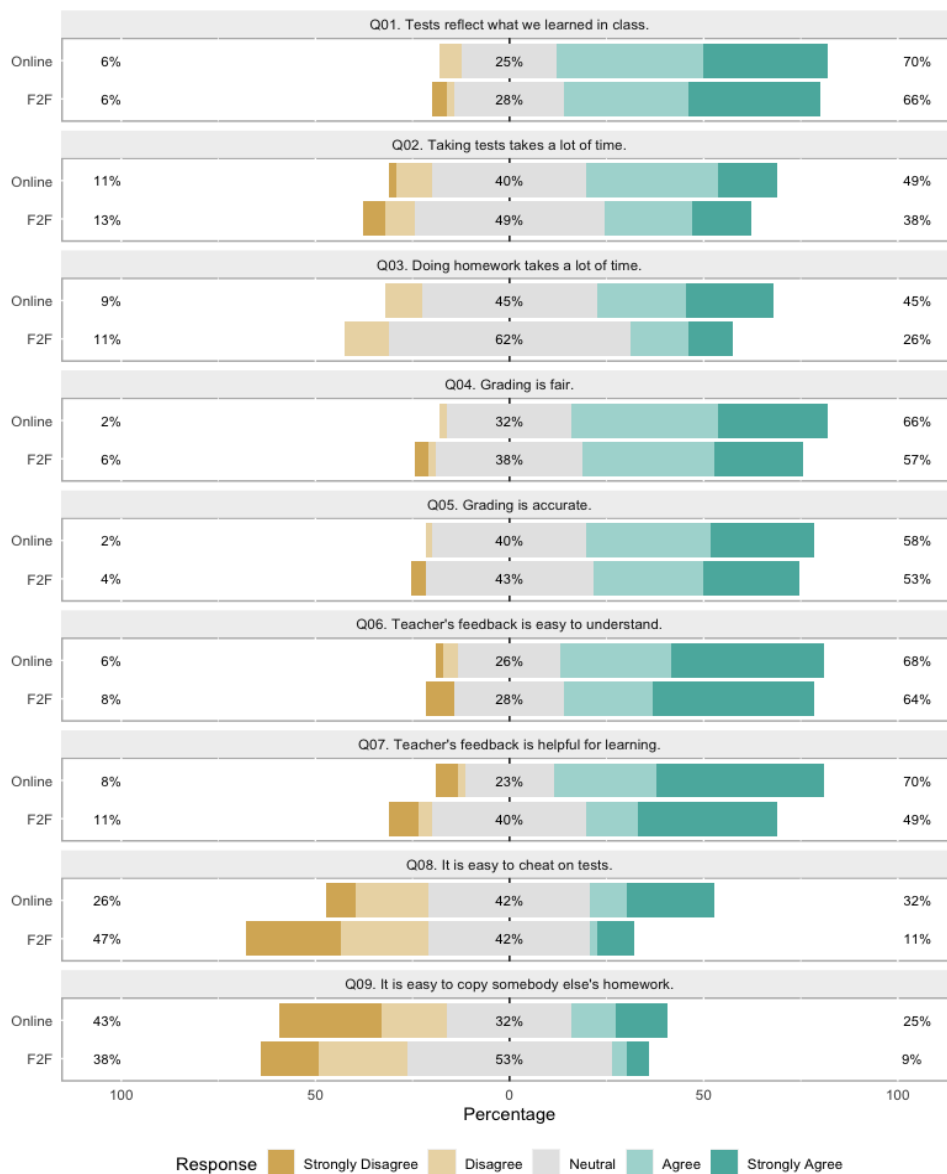


Figure 6.1 ESL Learners' Perceptions about Assessment: F2F vs. Online

Table 6.3 shows the frequencies and percentage values of the ESL learners' responses to each statement for F2F and online assessments, along with mean ratings and standard deviations.

Table 6.3 ESL Learners' Perceptions in F2F vs. Online Assessments (N = 53)

#	Statements	F2F					Online				
		1	2	3	4	M (SD)	1	2	3	4	M (SD)
1.	Tests reflect what we learned in class.	2 (3.77)	1 (1.89)	17 (32.08)	18 (33.96)	3.34 (0.78)	0 (0.00)	3 (5.66)	20 (37.74)	17 (32.08)	3.35 (0.62)
2.	Taking tests takes a lot of time.	3 (5.66)	4 (7.55)	12 (22.64)	8 (15.09)	2.93 (0.96)	1 (1.89)	5 (9.43)	18 (33.96)	8 (15.09)	3.03 (0.74)
3.	Doing homework takes a lot of time.	0 (0.00)	6 (11.32)	8 (15.09)	6 (11.32)	3 (0.79)	0 (0.00)	5 (9.43)	12 (22.64)	12 (22.64)	3.24 (0.74)
4.	Grading is fair.	2 (3.77)	1 (1.89)	18 (33.96)	12 (22.64)	3.21 (0.78)	0 (0.00)	1 (1.89)	20 (37.74)	15 (28.30)	3.39 (0.55)
5.	Grading is accurate.	2 (3.77)	0 (0.00)	15 (28.30)	13 (24.53)	3.3 (0.79)	0 (0.00)	1 (1.89)	17 (32.08)	14 (26.42)	3.41 (0.56)
6.	Teacher's feedback is easy to understand.	4 (7.55)	0 (0.00)	12 (22.64)	22 (41.51)	3.37 (0.94)	1 (1.89)	2 (3.77)	15 (28.30)	21 (39.62)	3.44 (0.72)
7.	Teacher's feedback is helpful for learning.	4 (7.55)	2 (3.77)	7 (13.21)	19 (35.85)	3.28 (1.05)	3 (5.66)	1 (1.89)	14 (26.42)	23 (43.40)	3.39 (0.86)
8.	It is easy to cheat on tests.	13 (24.53)	12 (22.64)	1 (1.89)	5 (9.43)	1.94 (1.06)	4 (7.55)	10 (18.87)	5 (9.43)	12 (22.64)	2.81 (1.11)
9.	It is easy to copy somebody else's homework.	8 (15.09)	12 (22.64)	2 (3.77)	3 (5.66)	2 (0.96)	14 (26.42)	9 (16.98)	6 (11.32)	7 (13.21)	2.17 (1.16)

Note. 1= Strongly disagree, 2= Disagree, 3= Agree, 4= Strongly agree

By following the same procedures with the teacher survey analysis, the responses were aggregated into disagreement vs. agreement after removing the neutral response (see Table 6.4). A series of Fisher's exact tests were run. The result for statement #8 only was found significant. While only 11.32% of learners agreed that it was easy to cheat on tests in the F2F context, 32.08% agreed with the statement in the online context. On the other hand, disagreement was 47.17% for F2F assessment, but 26.42% in online assessment. The ESL learners were more likely to agree with #8 in online assessment context, while they were more likely to disagree with that statement in F2F assessment.

Table 6.4 ESL Learners' Perceptions in F2F vs. Online Assessments (Aggregated) (N = 53)

#	Statements	F2F		Online		Fisher's Exact Test <i>p</i>
		D	A	D	A	
1.	Tests reflect what we learned in class.	3 (5.66)	35 (66.04)	3 (5.66)	37 (69.81)	1
2.	Taking tests takes a lot of time.	7 (13.21)	20 (37.74)	6 (11.32)	26 (49.06)	.5
3.	Doing homework takes a lot of time.	6 (11.32)	14 (26.42)	5 (9.43)	24 (45.28)	.3
4.	Grading is fair.	3 (5.66)	30 (56.60)	1 (1.89)	35 (66.04)	.3
5.	Grading is accurate.	2 (3.77)	28 (52.83)	1 (1.89)	31 (58.49)	.6
6.	Teacher's feedback is easy to understand.	4 (7.55)	34 (64.15)	3 (5.66)	36 (67.92)	.7
7.	Teacher's feedback is helpful for learning.	6 (11.32)	26 (49.06)	4 (7.55)	37 (69.81)	.3
8.	It is easy to cheat on tests.	25 (47.17)	6 (11.32)	14 (26.42)	17 (32.08)	.009**
9.	It is easy to copy somebody else's homework.	20 (37.74)	5 (9.43)	23 (43.40)	13 (24.53)	.3

Note. Percentage values in parentheses

It is worth noting that in both F2F and online formats, ESL learners generally agreed that tests reflected what they learned in class (66.04% for F2F, 69.81% for online), grading was fair (56.60% for F2F, 66.04% for online), grading was accurate (52.83% for F2F, 58.49% for online), teacher's feedback was clear (64.15% for F2F, 67.92% for online), and teacher's feedback was helpful for learning (49.06% for F2F, 69.81% for online).

Also, for both F2F and online formats, less than half of ESL learners agreed that taking tests took a lot of time (37.74% for F2F, 49.06% for online) and doing homework took a lot of time (26.42% for F2F, 45.28% for online). Still, more learners agreed with the two statements than those who disagreed. However, more ESL learners disagreed that it was easy to copy somebody else's homework in both formats (37.74% for F2F, 43.40% for online) than those who agreed (9.43% for F2F, 24.53% for online). This means ESL learners did not find it easy to copy someone's homework, or plagiarize, in both F2F and online assessments.

6.1.2.2 KFL Learners' Perceptions – Survey Results

KFL learners were also asked to indicate the degree of agreement for each statement given in the survey. Figure 6.2 presents the KFL learners' responses to provide a more effective visualization of the contrasts between F2F and online assessments.

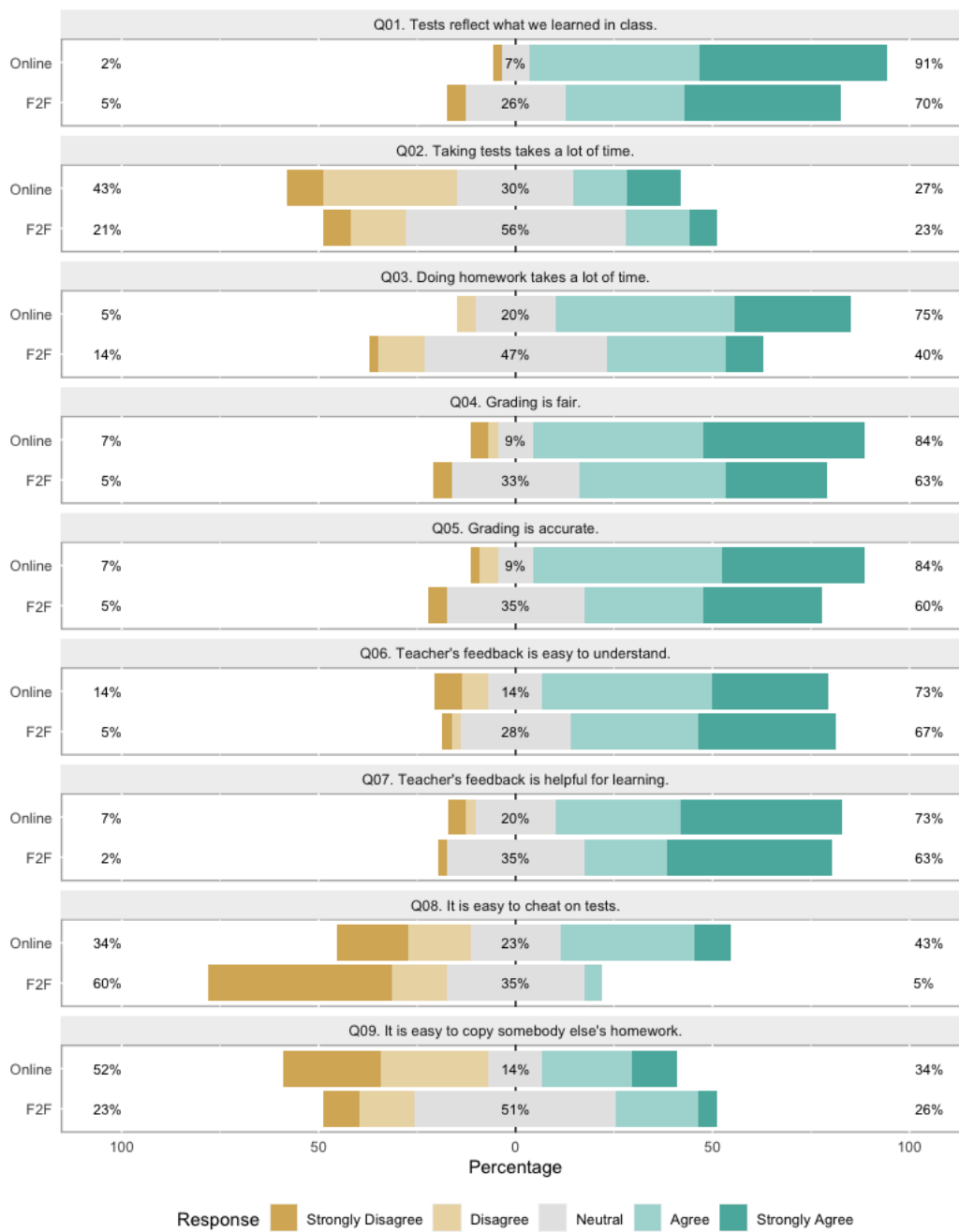


Figure 6.2 KFL Learners' Perceptions about Assessment: F2F vs. Online

Table 6.5 shows the proportions of each response for agreement levels for both F2F and online assessments, with the neutral responses removed. Table X also displays the descriptive statistics for KFL learners' agreement with each statement, including mean ratings and standard deviations.

Table 6.5 KFL Learners' Perceptions about Assessment: Descriptive Statistics (N = 44)

#	Statements	F2F					Online				
		1	2	3	4	M (SD)	1	2	3	4	M (SD)
1.	Tests reflect what we learned in class.	2 (4.55)	0 (0.00)	13 (29.55)	17 (38.64)	3.41 (0.8)	1 (2.27)	0 (0.00)	19 (43.18)	21 (47.73)	3.46 (0.64)
2.	Taking tests takes a lot of time.	3 (6.82)	6 (13.64)	7 (15.91)	3 (6.82)	2.53 (0.96)	4 (9.09)	15 (34.09)	6 (13.64)	6 (13.64)	2.45 (0.96)
3.	Doing homework takes a lot of time.	1 (2.27)	5 (11.36)	13 (29.55)	4 (9.09)	2.88 (0.74)	0 (0.00)	2 (4.55)	20 (45.45)	13 (29.55)	3.31 (0.58)
4.	Grading is fair.	2 (4.55)	0 (0.00)	16 (36.36)	11 (25.00)	3.23 (0.77)	2 (4.55)	1 (2.27)	19 (43.18)	18 (40.91)	3.33 (0.76)
5.	Grading is accurate.	2 (4.55)	0 (0.00)	13 (29.55)	13 (29.55)	3.35 (0.81)	1 (2.27)	2 (4.55)	21 (47.73)	16 (36.36)	3.3 (0.69)
6.	Teacher's feedback is easy to understand.	1 (2.27)	1 (2.27)	14 (31.82)	15 (34.09)	3.41 (0.71)	3 (6.82)	3 (6.82)	19 (43.18)	13 (29.55)	3.1 (0.86)
7.	Teacher's feedback is helpful for learning.	1 (2.27)	0 (0.00)	9 (20.45)	18 (40.91)	3.65 (0.81)	2 (4.55)	1 (2.27)	14 (31.82)	18 (40.91)	3.37 (0.81)
8.	It is easy to cheat on tests.	20 (45.45)	6 (13.64)	2 (4.55)	0 (0.00)	1.52 (1.06)	8 (18.18)	7 (15.91)	15 (34.09)	4 (9.09)	2.44 (0.99)
9.	It is easy to copy somebody else's homework.	4 (9.09)	6 (13.64)	9 (20.45)	2 (4.55)	2.64 (1.33)	11 (25.00)	12 (27.27)	10 (22.73)	5 (11.36)	2.24 (1.03)

Note. 1= Strongly disagree, 2= Disagree, 3= Agree, 4= Strongly agree

Table 6.6 displays the aggregated responses for disagreement vs. agreement, and the Fisher's exact test results. Like ESL learners' survey results, the KFL learners' survey results also suggested that the issue of cheating loomed larger to the learners in the online environment.

The test result indicated significance for the statement #8, *It is easy to cheat on tests*. Only 4.55% of the KFL learners agreed that it was easy to cheat on tests in F2F assessment, but 43.18% agreed. In contrast, more than half of KFL learners (59.09%) disagreed with the statement in the F2F context, but there were less KFL learners (34.09%) who disagreed in the online context. Thus, the KFL learners were also more likely to agree that it was easy to cheat on tests in online assessment, while they were more likely to disagree in F2F assessment.

Table 6.6 KFL Learners' Perceptions towards F2F vs. Online Assessments (N=44)

#	Statements	F2F		Online		Fisher's Exact Test <i>p</i>
		D	A	D	A	
1.	Tests reflect what we learned in class.	2 (4.55)	30 (68.18)	1 (2.27)	40 (90.91)	.60
2.	Taking tests takes a lot of time.	9 (20.45)	10 (22.73)	19 (43.18)	12 (27.27)	.40
3.	Doing homework takes a lot of time.	6 (13.64)	17 (38.64)	2 (4.55)	33 (75.00)	.05
4.	Grading is fair.	2 (4.55)	27 (61.36)	3 (6.82)	37 (84.09)	1
5.	Grading is accurate.	2 (4.55)	26 (59.09)	3 (6.82)	37 (84.09)	1
6.	Teacher's feedback is easy to understand.	2 (4.55)	29 (65.91)	6 (13.64)	32 (72.73)	.30
7.	Teacher's feedback is helpful for learning.	1 (2.27)	27 (61.36)	3 (6.82)	32 (72.73)	.60
8.	It is easy to cheat on tests.	26 (59.09)	2 (4.55)	15 (34.09)	19 (43.18)	<.001***
9.	It is easy to copy somebody else's homework.	10 (22.73)	11 (25.00)	23 (52.27)	15 (34.09)	.40

Note. D = Disagree, A = Agree, Percentage in parentheses

Just as ESL learners, KFL learners also generally agreed that, in both F2F and online formats, tests reflected what they learned in class (68.18% for F2F, 90.91% for online), grading was fair (61.36.60% for F2F, 84.09% for online), grading was accurate (59.09% for F2F, 84.09% for online), teacher's feedback was clear (65.91% for F2F, 72.73% for online), and teacher's feedback was helpful for learning (61.36% for F2F, 72.73% for online).

However, for other statements, KFL learners' perceptions were different from ESL learners' perceptions. More KFL learners disagreed that taking tests took a lot of time in online assessment (43.18%) than in F2F assessment (20.45%). Nevertheless, when it comes to doing homework, there was a big difference in agreement proportion between the F2F format (38.64%) and the online format (75.00%). That is, much more KFL learners agreed that homework took a lot of time in online courses. Finally, KFL learners demonstrated more disagreement with that it was easy to copy somebody else's homework in online format (52.27%) than in F2F format (22.73%).

6.1.3 Learners' Challenges and Suggestions for Future Learners and Teachers

To answer the *RQ3-c. What were the challenges faced by learners and suggestions for future learners and teachers?*, this section reports the learners' perceived challenges and lessons based on the survey results. To investigate their perceived challenges, learners were asked questions about what difficulties/challenges they had despite the resources/supports they received. As for lessons learned, the learner participants were asked to share the advice they have for future students and suggestions teachers.

6.1.3.1 ESL Learners' Challenges and Suggestions – Survey Results

To better understand learners' challenges, their previous experiences with online learning and familiarity with technology are reported in Table 6.7.

Table 6.7 ESL Learners' Previous Online Learning Experiences and Familiarity with Technology (N=53)

Questions	Answers	Frequency	%
Online Learning Experience	Yes	23	43.40
	No	30	56.60
Familiarity with technology	Extremely comfortable	12	22.64
	Somewhat comfortable	29	54.72
	Not comfortable	2	3.77
	No response	10	18.87

Half of the students reported that they had had experience with online learning. Most ESL learners (77.36%) indicated that they were either extremely comfortable or somewhat comfortable with technology use in language learning. Only two learners said they were not comfortable with technology.

Regarding the resources and supports, ESL learners were asked the open-ended question *When you started taking classes online, which of the resources/support did you receive from your teachers, your program, or your university?* Table 6.10 shows the types of resources or support that ESL learners reported in their responses.

Table 6.8 Resources and Supports Provided for ESL Learners (N=53)

Resource/Support Types	Frequency	%
General guidelines for online learning	29	54.72
Instructions for using the Learning Management System (LMS) (e.g., iCollege, Canvas, Moodle)	26	49.06
A list of useful resources for learning online	23	43.40
Specific information related to language learning (e.g., using mobile apps or tutoring information)	22	41.51
General study skills and strategies	21	39.62
None	4	7.55

Note. The participants selected all that apply.

The most frequent answer was *General guidelines for online learning* (54.72%), followed by *Instructions for using the Learning Management System* (49.06%), *A list of useful resources for learning online* (43.40%), *Specific information related to language learning* (41.51%), and *General study skills and strategies* (39.62%). However, four learners reported that they did not receive any resources or support. The results suggested that the learners were not provided as much support as teachers; the frequency rating was only around 40-50% while teachers' frequency proportion was around 80-90%.

In the survey, ESL learners were also asked to indicate their perceived difficulty levels for five assessment-related activities. Table 6.9 reports the frequencies of their responses and mean ratings.

Table 6.9 ESL Learners' Perceived Difficulties of Assessment-related Activities (N=53)

Assessment activities	1	2	3	4	5	NR	M	SD
Understanding what to do for homework and tests	16	12	16	3	0	6	2.13	0.97
Knowing how my teacher gives grades	14	14	11	7	0	7	2.24	1.06
Taking tests/exams with a new program on the computer	13	10	16	8	0	6	2.40	1.08
Checking my teachers' feedback	15	15	11	5	1	6	2.19	1.08
Completing homework in time	13	11	14	5	4	6	2.49	1.25

Note. 1 = Very easy, 2 = Easy, 3 = Neutral, 4 = Difficult, 5 = Very difficult, NR = No Response

The mean ratings of difficulty levels and the distribution of their answers showed that the activities were perceived as more easy than difficult. Among the activities, *Completing homework in time* had the highest number of responses for either Difficult (5) or Very difficult (4) with the highest rating of difficulty.

For the lesson learned from the online assessment experience, learners were asked the question: *Think about preparing for tests and completing assignments in your online language course. What advice would you give to your friends taking the same course in the future?.* Out of 53 survey participants, 26 provided responses to the question. Although the question specifically asked learners to provide advice for assessment-related issues, the responses seem to be related to the overall experiences of online learning. Table 6.10 presents the emerging themes from the ESL learners' responses. More frequent types of advice include active participation, using effective learning strategies, or developing time management strategies. Some respondents in the survey mentioned the importance of technology readiness (e.g., stable internet) to better manage the learning process and to become prepared for emergency situations.

Table 6.10 ESL Learners' Suggestions/Advice for Future Students

Emerging themes	Frequency	Details
Active participation and daily attendance	8	<ul style="list-style-type: none"> - Actively participate in class activities - Ask questions when something is not clear - Practice every day
Study with effective strategies	8	<ul style="list-style-type: none"> - Increase study time - Work together with classmates - Pay attention to details of teacher's instructions
Time management strategies	7	<ul style="list-style-type: none"> - Do assignments ahead of time to finish before deadlines - Review all the materials for the tests ahead of time
Technology readiness	3	<ul style="list-style-type: none"> - Have a stable internet connection - Get ahead of schedule in case of technical difficulties or emergency

In addition to the advice to future learners, the ESL learners were also asked to provide suggestions for future teachers. Among the 53 participants, 22 participants provided suggestions for teachers. Five of them expressed satisfaction with the level of quality in assessment practices and learning support. The other 17 respondents shared their hopes and suggestions for future teachers. Table 6.11 presents the emerging themes from the responses to the question *What are your suggestions for language teachers, to make assessment (tests, assignments, and graded work) better and helpful for learning?*

Eight ESL learners believed that they would want more effective learning opportunities and resources provided by teachers. Two out of eight learners specifically pointed out that they want more engaging and interactive activities in classes rather than just sitting and listening to the teachers' lectures.

More learner-friendly assessment administration was also one of the emerging topics for suggestions. Here, "learner-friendly" refers to the teachers' accommodations and/or facilitation to meet the needs of learners during ERT. Most of the suggestions the ESL learners shared were

related to homework assignments, such as the need for frequent reminders for assignments/tests. Also, some learners suggested that the amount and difficulty should be relevant and manageable. This suggestion would seem to be also applicable to F2F classes but considering that previous in-class activities were changed into assignments the learners had to do on their own, their suggestion still provides implications for teachers.

Another suggestion was related to the quality and type of feedback in the online environment. As discussed above in the section of learner's perceptions, learners positively evaluated the idea of more individualized and detailed feedback in online assessment. Thus, they suggested that teachers should improve the quality of feedback along with providing clear grading rubrics.

Table 6.11 ESL Learners' Suggestions for Teachers

Emerging themes	Frequency	Details
More effective learning opportunities and resources	8	<ul style="list-style-type: none"> - more helpful practice opportunities and/or resources - more engaging/interactive activities in classes - differentiation for different learning styles
More learner-friendly assessment administration	6	<ul style="list-style-type: none"> - clear presentations of learning objectives - frequent reminders for assignments - more time allowed for tests - manageable amount of assignments - assignments not too easy, not too challenging
More individualized and detailed feedback	3	<ul style="list-style-type: none"> - more individualized feedback for specific strengths and weaknesses - more readily accessible detailed feedback - feedback based on clear grading rubrics

6.1.3.2 KFL Learners' Challenges and Suggestions – Survey Results

To understand the KFL learners' previous experiences, Table 6.12 shows their previous online learning experience and familiarity with technology use.

Table 6.12 KFL Learners' Online Learning Experiences and Familiarity with Technology (N=44)

	Answers	Frequency	%
Online Learning Experience	Yes	17	38.64
	No	27	61.36
Familiarity with technology	Extremely comfortable	17	38.64
	Somewhat comfortable	20	45.45
	Not comfortable	1	2.27
	Others	6	13.64

Similar to the ESL learners (43.40% with previous experience vs. 56.60% without experience), less than half of the KFL learners (38.65%) had previous experiences with online learning before Spring 2020 while more than half of the learners (61.36%) did not have that experience. Among the 17 learners who had online learning experiences prior to the COVID-19 pandemic, 12 learners had taken 1-2 online courses, three learners had taken 3-5 semesters, and two learners had taken more than 5 online courses.

Their level of technology familiarity was similar to that of the ESL learners in that the majority of KFL learners (84.09% in total) were either extremely or somewhat comfortable (ESL learners, 77.36%). Only one KFL learner chose *Not comfortable* while two ESL learners chose this option.

Table 6.13 shows the resources and support KFL learners received from teachers, the program, or the university before they took courses online. The most frequent answer for the KFL learners was *General guidelines for online learning* (61.36%), as for ESL learners. It was followed by other answer choices, but not in the same frequency rankings with the ESL learners. Three KFL learners received no support/resources. While there seems to be a similar pattern for

both ESL and KFL learners overall, the frequency for *Specific information related to language learning* was slightly higher among the KFL learners (54.55%) than the ESL learners (41.51%).

Table 6.13 Resources and Support Provided for KFL Learners (N=44)

Resource/Support Type	Frequency	%
General guidelines for online learning	27	61.36
Specific information related to language learning (e.g., using mobile apps or tutoring information)	24	54.55
Instructions for using the Learning Management System (e.g., iCollege, Canvas, Moodle)	22	50.00
A list of useful resources for learning online	17	38.64
General study skills and strategies	17	38.64
None	3	6.82

Note. The participants selected all that apply.

The KFL learners were also asked to rate the difficulty level of assessment-related activities. Table 6.14 reports their response for each activity with descriptive statistics. Overall, the mean ratings suggest that KFL learners also found most of the assessment-related activities relatively easy, as ESL learners did.

Table 6.14 KFL Learners' Perceived Difficulties of Assessment-related Activities (N=44)

Assessment Activities	1	2	3	4	5	NR	M	SD
Understanding what to do for homework and tests	7	14	11	5	1	6	2.45	1.03
Knowing how my teacher gives grades	14	17	6	0	1	6	1.87	0.88
Taking tests/exams with a new program on the computer	9	12	12	3	1	7	2.32	1.03
Checking my teachers' feedback	12	15	8	3	0	7	2.05	0.93
Completing homework in time	10	11	11	5	1	6	2.37	1.10

Note. 1 = Very easy, 2 = Easy, 3 = Neutral, 4 = Difficult, 5 = Very difficult, NR = No Response

Similar to ESL learners, KFL learners overall rated the activities as more easy than difficult. Among the activities, *Understanding what to do for homework and tests* (2.45) and *Completing homework in time* (2.37) had the highest mean rating, with the most number of responses for choices Difficult (5) and Very difficult (1). *Completing homework in time* (2.49) also had the highest mean ratings for the ESL learner group but *Understanding what to do for homework and tests* was given the lowest (2.13) by the ESL learners.

The KFL learners also were asked to offer suggestions/advice for future KFL learners in online courses. Out of 44 KFL learners, 32 left their comments in the survey. Table 6.15 presents the emerging themes from the KFL learners' responses to the question *Think about preparing for tests and completing assignments in your online language course. What advice would you give to your friends taking the same course in the future?*

Table 6.15 KFL Learners' Advice for Future Students

Emerging themes	Frequency	Details
Time management strategies	13	<ul style="list-style-type: none"> - Study/practice (almost) every day, preferably with a structured schedule - Start doing homework as early as possible - Plan well to finish assignments in time
Develop and utilize learning strategies	11	<ul style="list-style-type: none"> - Strategically plan the study amount - Review recorded lectures and resources in the LMS system provided by the instructor - Utilize diverse strategies, including read-aloud, create sentences on your own, study with friends, or study alone depending on the purposes
Active role in learning	8	<ul style="list-style-type: none"> - Ask questions when struggling - Ask for help from the instructor/tutor - Communicate with the instructor as much as possible for feedback and extra practice
Technology issues	3	<ul style="list-style-type: none"> - Get ahead of schedule in case of unexpected technical difficulties - Ready to use Korean keyboard - Develop strategies for taking quizzes and tests on computers/laptops

As ESL learners did, the KFL learners suggested developing effective time management strategies (11), which was the most frequently mentioned suggestion. More specifically, effective time management was related to practicing every day or at least on a regular basis – daily or weekly – as designed by the course structure and assignment deadlines. Another suggestion was to be an active learner and to be proactive, not reactive, with technology use.

The KFL learners were also asked to make suggestions for future KFL teachers teaching online. Among 44 total participants, 27 offered their suggestions. Three of them expressed satisfaction with the level of quality in assessment practices and learning support. Table 6.16 presents the emerging themes from their answers to the question *What are your suggestions for language teachers, to make assessment (tests, assignments, and graded work) better and helpful for learning?*

The KFL learners in this project offered six major suggestions for the teachers to improve learners' experience with online assessment. Five of them – *More synchronous/interactive class activities, Engaging and helpful assessments, More practice to improve oral skills than written skills, Clear and concise instructions and study guides, and More instant and individualized feedback* – share the same frequency count of six, and three learners suggested providing *more resources and support*. In addition to more interactive and synchronous activities, learners suggested that there should be more resources and assessments should be more engaging and helpful for learning. Another suggestion was to provide more practice opportunities for improving oral skills than for written skills. The KFL learners also suggested to teachers that there should be more instant and individualized feedback. A few other survey respondents gave suggestions directly related to assignments and tests (e.g., *Clear instructions for assignments and tests, Longer time window for quizzes/tests*).

Table 6.16 KFL Learners' Suggestions for Teachers

Emerging themes	Frequency	Details
More synchronous (interactive) activities	6	<ul style="list-style-type: none"> - Preference for synchronous meetings to participate in class activities or review sessions - Needs of study groups or learning communities
More resources for learning and study guides	6	<ul style="list-style-type: none"> - Examples or modeling of assignments or test formats - Provide various in- and out-of-class resources available online - More practice of test formats or well-organized study guides
Engaging and helpful assessments	6	<ul style="list-style-type: none"> - More ungraded but helpful assignments that help practice - Less amount of homework in total but more engaging homework - More assignments that help you learn, not to burn or to - Tests/quizzes that help to learn rather than just check mere memorization of vocabulary
More practice to improve oral skills than written skills	6	<ul style="list-style-type: none"> - More speaking or listening practices - More chances to practice and use the target language in authentic communication - More opportunities to use the target language with audience (e.g., discussion boards)
More instant and individualized feedback	6	<ul style="list-style-type: none"> - Informal constant feedback on daily practices - Feedback or review after testing - Individual feedback on open-ended questions - Individual live testing with more instant feedback
Other assessment-related supports	3	<ul style="list-style-type: none"> - Clear instructions for assignments and tests - Longer time window for quizzes/tests

6.2 Interview Results

In this section, findings from the interviews are presented to confirm and enrich the answers to RQ3. In this study, four ESL learners (Natali, Heather, Yelena, and Mika) and four

KFL learners (Selena, Lucy, Amber, and Erika) were interviewed. All the learners were from University A. Their participant information is summarized in the section 3.4.3.2, but the detailed information about each participant is in the following to better contextualize the findings.

This section presents themes that emerged from interview data to complement the findings from the survey to better answer RQ3.

In the interviews, learners responded to the following questions:

- What strategies did you use to complete assessments and assignments in the online language course? What resources did you use? Which were helpful?
- What did you like about online assessment and assignments?
- What do you think you did well (or not) in the course?
- What were the biggest problems/challenges did you have? How did you solve the problems and deal with the challenges?
- How did you communicate feedback with your instructors? How effective was it?
- What do you know now compared to when you started this course? What do you wish you knew before starting to learn the language online?
- What advice do you have for people who are teaching language courses online, in terms of assessing students?

6.2.1 ESL Learners – Interview Results

All ESL learners were at University A. Natali, Heather, and Yelena took IEP courses, while Mika took an ESL support course.

6.2.1.1 ESL Learner 1 – Natalie

Natalie was an advanced-level IEP learner at University A. She is originally from Vietnam and had 15 years of English learning experience at the time of data collection. She had

studied at a university in Vietnam for two years but decided to take IEP courses to improve her academic English skills to transfer to a US university. In the Fall 2020 semester, she was at the highest level in IEP, taking five courses as a full-time student, including academic listening and reading, structure and composition, extensive reading, writing for university exam, and pronunciation courses.

6.2.1.1.1 Perceptions Regarding Online Assessment

Natalie shared her experiences and opinions related to collaborative work in online assessment. She said she was lucky to have a great partner, but her friends had some issues working with their partners. She discussed the negative aspects of working in collaboration online:

We can't connect with a partner or the partner just ignore when we try to talk... when we don't have time to prepare with partners, if we study in face-to-face,, after class, we can work together and talk about the presentation. [However] in online class, everyone has to do each part and... if they get lazy or they don't have time or the time is different..... and they don't have time to practice together. If we [are responsible for] different parts [for presentation], like if in the face-to-face class... we can change [parts] and if we missed something the partner can do [those parts], that helps you. And in online class... we...practice each person. And we like ... we do practice alone.. and one person change slides. ...the other people have to tell [the partner] and we do that which is [time-consuming] clearly, we don't have time to the practice together because I am now back in Vietnam but my partner, they have to work so....

Natalie pointed out many layers of issues related to logistical issues surrounding doing collaborative presentations online. Firstly, in the preparation stage, they had to set the date and

time and platform to meet up, which sometimes became challenging because one member was not motivated or responsible. Different times zones or work schedules could also be obstacles especially during Fall 2020 when travel was restricted. Second, in the rehearsal stage, due to the same reasons, it became more challenging for them to practice together unless they were determined or motivated. Third, in the actual performance stage, final revisions could not be spontaneous but needed to be planned. Natalie also added that recorded presentation in the online environment might not be helpful for language learning, especially done in collaboration:

I have some stories... I used to, no, actually, I have one case that's not my partner, but that's my friend's partner [who is the problem]. I don't know he has any problem, but he didn't do anything, and my friend had to write down all the information for him and he just read that but he's like a little bit time to read that line. That's too weird for me.

One of the emerging topics was that learners found it helpful to receive individual feedback more frequently in online classes. Natalie, smiled when she was saying:

The teacher usually had a short appointment after class to explain and remind us to repair our pronunciation, to help our pronunciation.... I think when we do face-to-face classes, we don't have time to do that. But with online so you can!!

However, she said the feedback was as detailed and specific as it used to be in the F2F courses she took at the same IEP.

6.2.1.1.2 Challenges and Suggestions

Regarding the resources and support provided, Natalie said the resources and training provided for her were not much, but then she continued:

Because the first time I studied online is the Spring 2020 semester that was a half semester..., I think that semester... students still had many problems. That's why they had meetings and teach how to use the LMS ... but after that, we were better.

Natalie seems to suggest that students have benefited from the training – even though it was a general training for using LMS – was helpful for avoiding certain problems if not all.

When asked about the biggest challenge in online assessment experience, Natalie mentioned the overwhelming amount of work to do. She reported one situation that happened in an extensive reading course, where learners read a novel and participated in activities based on the novel. Natalie said that she had to complete weekly quizzes based on the chapters assigned to read for each week. She commented that:

because you do many quizzes.... the teacher gives us many quizzes, but the quiz [questions] we can search [the answers] in online, just search Google. So we [got] really lazy to read the book before class.

Natalie said that because of too much workload, her classmates and she was not able to resist the temptation to cheat. However, she further explained that it was not the problem of the teachers, but more of a situational problem. Natalie and her classmates became extremely tired after attending several Zoom synchronous meetings, and then it was too tempting to search for the answers to the quiz questions even without reading the book. This also led Natalie to perceive that the quizzes were not helpful for learning. Natalie provided suggestions for the teachers regarding this issue:

I know many people feel comfortable with the quizzes because they have answers if they Google, but if I can suggest, I hope we can do less tests like that.

Natalie further clarified that she would want more tests or assignments that are helpful, but no redundant tests or unnecessary assignments.

Just as the learners in the survey wanted more engaging/interactive activities in classes, Natalie also discussed the need for more interactive class activities in response to the question, “What are the suggestions for future teachers to make online classes and assessment better?”

I think definitely teacher can.... I think, the teacher can make more interactive with test that make an early age the good environment or the connecting with another people [sic] that's better because I think the problem of student in the IEP is not grammar. Grammar is the biggest thing, the biggest problem when we write, but the communication, I think, is the most important problem because a student comes from another country ...

Natalie's comments seem to suggest that grammar practice is important but there should be “interactive” – more spontaneous and authentic – practice opportunities to apply the grammar knowledge in authentic communication.

In response to the question “Are there any advice for the future IEP students?” Natalie emphasized self-care for mental health while studying and preparing for the final tests.

I don't know but try to study and relax. Because the pressure in this situation is not necessary, because we live in a pandemic now and we really are stressed every day.

Although this kind of advice or suggestion was not mentioned in the survey responses, Natalie echoed the IEP coordinator Hugh, in that it would be ideal if IEP courses and assessments were not stressful and more helpful for learning during the difficult time.

6.2.1.2 ESL Learner 2 – Heather

Heather was also an advanced-level student in the same IEP as Natalie at University A. Heather is from Vietnam, and she had been studying English in the US for one year. Heather was

also taking the same courses as Natalie in the highest level of the IEP, Level 5. She started taking IEP courses in the hope of getting accepted to a university in the US. At the time of data collection, she received admission from the university with the exemption of the language requirement upon completion of the highest level of IEP.

6.2.1.2.1 Perceptions Regarding Online Assessment

Heather, also said the individual feedback was “very helpful”. Heather specifically shared her experience of participating in in-class timed writing assignments, administered through Zoom. For timed writing, the students were sent to individual breakout rooms. Heather explained what happened in the individual breakout room when she was showing her writing through screen share:

I also asked if this word is suitable for the whole sentence and then the teacher would ... suggest such as use another word or and for how to do I also ask how my writing is, and the teacher would answer it was good. It was great. And if it's not great, the teacher would suggest me use another word to change something. It is very helpful, because we just can ask the teacher if we are not about sure anything, and make sure they are all right before you submit.

Heather seems to have enjoyed the time and space designated to her for instant feedback.

6.2.1.2.2 Challenges and Suggestions

Heather's biggest challenges include a high workload and technology issues. In responding to the interview questions, Heather focused on discussing the writing course she took in Fall 2020, because it was the most challenging course for her.

I think the most challenging course was the Structure and Composition because I have to do a lot of assignments, take the quizzes. Because we have a lot of assignments and

quizzes. So I often write down the list what date that assignments I will be on and I'll and before that I will study for the exams for the assignments and then and make sure that I'm ready for to take the quizzes and exams.

In addition to the increased amount of homework assignments, another issue she had was technology failures:

Because we were online, so the internet was the big challenge in for me. It's a big challenge for me. I remembered I wake up and go to the class early the day and I have problem with the internet, and I cannot get in get into the class. I had to ask my friend if I could come to his house and use his laptop to enter the class.

Heather's experiences with technology issues even happened while trying to take the final exam:

At first, it was really great, but just a little internet struggle because my laptop, it got lost, you know, So I could not submit the final exams. The teacher told me to take a picture of my exam answers so, I just take a picture and have it sent to the teacher.

Her technology issue was partly due to the use of lockdown browser. When asked if she still agreed that the teacher needed to require such tools like a lockdown browser to prevent cheating and to ensure academic honesty, Heather expressed agreement, mentioning worries about potential dishonest classmates. She believed that teachers should be equipped with such preventive tools because as she reported, "my friends said that it is very easy to cheat online."

When asked to offer further suggestions and advice to the future IEP students, Heather once again discussed the increased amount of workload in online classes:

You should write a checklist to track assignments due dates for the quizzes you have to do, what you need to do on that day and what they do need to complete. Yeah, because

you will be kind of following our work, you will be studying, but... you lose [forget] the assignments and because they are a lot in online. It is a lot for me. I always heard that all the students say, in the previous semester, when the courses were not online, we didn't have to study this much and we didn't have to do this much assignment.

Using this strategy of keeping a good record of her assignment deadlines, Heather successfully completed all the assignments in time. Thus, she considered herself as a good online learner, aside from the Internet struggles.

Despite all the struggles and challenges, Heather also reported the positive experience of participating in timed writing through Zoom, which is related to her suggestions for future teachers. In the timed writing sessions, students would go to individual breakout rooms and stay there while the teacher would circulate around the rooms to provide necessary feedback and support. She positively evaluated the timed writing session through Zoom because she was efficient and had individual time with the teacher:

During the timed writing session, I have to concentrate a lot and you have to finish the timed writing on time. So it's very efficient.

When asked how she thought about the teacher's support or assistance during the session, she responded:

It was really great experience because we have to go into the individual room and then we have to turn on the camera and the microphone and if you need any help you can click on ask for help the teacher will come and you can ask anything. [R: Okay? That's great. So what kind of questions did you ask generally?] I always asked about the structure. I'd write some sentences, and I often ask, if this is okay for the outline, and if there is anything I can change the teacher will help me with that.

Based on this positive experience of communicating individually with the teacher about feedback in Zoom writing sessions, Heather offers a suggestion for the future teachers teaching online – increase the individual time for feedback:

If you do want to be the IEP teacher, I think.... you create time for the all the students like, I don't know what to say, but like the individual meeting, you know? And... during the individual meeting, we'll meet individual person and help that student... you can help the students... you can ask the student if there anything that they want to improve for their assignments...

6.2.1.3 ESL Learner 3 – Yelena

Yelena was also a student in the same IEP as Natalie and Heather, but she was taking the upper-intermediate level courses. Yelena is from China, with 10 years of English learning experience. She also started studying at the IEP to get admitted to a university in the US. It was her second semester in the IEP at the time of data collection. In Fall 2020, she took five IEP courses in IEP fully online: grammar and writing, reading and listening, academic writing for university exams, intensive reading, and oral communication.

Natalie and Heather positively perceived feedback received during the breakout room sessions. However, Yelena expressed different opinions on the similar experience of receiving instant feedback in a Zoom breakout room. Yelena's teacher gave her corrective feedback while she was participating in an in-class writing activity, as she shared her screen with the teacher. Yelena commented that:

I think that this part is not necessary because we can do it out of class and teacher can correct my essay also because that she's maybe spend a lot of time on that. So I think

everybody was waiting for ... waiting for her to visit our breakout rooms. I think we need help after we are already prepared for that.

Yelena wanted corrective feedback after she had produced a written or spoken outcome in order to improve and correct errors. Yelena further commented that she received corrective feedback on her recording assignments, and she said, “for me this is really helpful because my pronunciation is not good”. Yelena was satisfied that it was individualized and corrective feedback, targeted at her common mistakes, which was not frequently available for in-person speaking activities.

6.2.1.3.1 Perceptions Regarding Online Assessment

As a first time taking an ESL course online, Yelena discussed her perceived differences between F2F and online writing activities:

In class, when you write your answers, you cannot use your phone or other devices. In online assessment, it takes more time, but you can use resources from the Internet to make my writing [written responses] better.

Yelena seemed to positively perceive the online assessment activities she participated in. She mentioned how she appreciated all different types of individualized feedback she could receive including the feedback given during the individual conferencing through Zoom breakout room sessions or the color-coded feedback she received through the annotation functions in the LMS. Yelena also commented that she took vocabulary tests online every week was helpful, saying that “I prefer vocabulary tests. I can learn more vocabulary I never learned before.”

6.2.1.3.2 Challenges and Suggestions

As for the challenges of taking all IEP courses online, Yelena said she had to do research on her own, to learn about unfamiliar topics such as religions and politics in the US, in order to

write essays for assignments or tests. Such pre-writing brainstorming or pre-research often could be done as in-class activities in F2F classes, along with more interaction with peers and facilitation from teachers. However, in the online environment, Yelena had to develop her own skills and strategies to complete homework on her own, which might have been challenging.

As for advice or suggestions for future IEP students, Yelena provided a piece of advice in relation to assessment-related activities:

I think it's important to follow teacher's directions and the study guides. You can do better in your exams then. I think the directions for the test are really important. [R: Why do you think so?] I think it's probably important to read the directions because the more mistakes you will avoid.

In F2F assessment, instructions can be given in several different modes in the classroom (e.g., on the test sheet, teacher's verbal announcement) in the classroom and the stimuli/prompts can be presented in front of the class. Learners can ask questions on the spot if they have doubts or if some parts are unclear. However, in online assessment, the learners must pay conscious attention to the instructions and assignment prompts by reading textual information or listening to the videos, without immediately available elaboration or clarification.

When asked to provide suggestions for future teachers, Yelena offered specific ideas for teachers:

Ummm. I think teacher should give us more opportunities to talk with others. Sometimes organize games to attract students so they can pay attention to classes. Sometimes I found that the games we play... the games are related to our assignments. If you did good in the game, teachers give you scores, like bonus points, to improve your performance in future assignments.

Yelena further explained that her class played games using Kahoot!, a game-based learning platform, which she found enjoyable and helpful. However, Yelena still perceived that the learners in online IEP courses lacked opportunities to engage in meaningful interaction with their classmates in their classes. Yelena added that “we would want more practice opportunities so that we can talk to other students about our opinions or ideas about a topic,” echoing the learners’ survey results and Natalie’s suggestion.

6.2.1.4 ESL Learner 4 – Mika

Mika was a graduate student who was taking an academic listening and speaking course in an ESL support program at the same Southeastern university. She is from China, with 16 years of English learning experience. She completed an MA degree at a UK university where she attended a 6-week ESL bridge program before she started the MA program. AT her current institution in the US, she started a second MA degree in statistics. At the time of data collection, due to visa issues, she was taking the ESL course while staying in China.

6.2.1.4.1 Perceptions Regarding Online Assessment

Mika, the graduate student in an academic listening and speaking course, perceived the feedback in the online course extremely positively. Mika submitted her recording through VoiceThread. As reported above, Mika’s teacher, Amy, provided oral recorded feedback on students’ recordings on VoiceThread. Just as Amy was satisfied, Mika also appreciated the detailed, targeted, and individualized corrective feedback. Mika explained:

Sometimes they will record themselves, give the comments on VoiceThread so I can hide me I noticed that you say University [ju:nɪ 'vɜ:sɪti] but it should be University [ju:nɪ 'vɜ:səti]. Like that and sometimes they also type... make some comments that were recorded on VoiceThread or recording both great. It's really effective because I really

*cannot notice what mistakes I have made but they point out them directly so I can say..
wow. I really make that mistake. It's amazing.*

Mika was very excited to share these experiences while demonstrating her corrected pronunciation of the word. Then, when asked if this was the biggest advantage of taking ESL listening and speaking course online, she responded:

Yeah, I really think so. When I take the face-to-face course if I don't want to speak if I don't want to talk, I can be quiet, and no one will notice me. But in online I have to open my mouth and something I can get individual feedback. That's really good.

As reported by all four ESL learners, increased availability of individual feedback was perceived as helpful and useful. The interview data seems to provide some useful pedagogical implications and insights. First, online conferencing tools such as Zoom can be utilized for feedback communication for writing when instant feedback is necessary because learners can share their screen while writing. Second, online tools such as VoiceThread can provide a great platform to share and store teachers' oral feedback as well as students' performances. This is a great advantage for learners because they can go back and play their own recordings and teachers' feedback again if necessary.

In terms of peer assessment, Mika, discussed her experiences, which might provide more understanding of what could be different in online assessment when learners engage in peer assessment activities. Mika participated in peer assessment for an oral presentation assessment. For the oral presentation assessment, the learners first were asked to prepare their script for the presentation, complete a self-reflection (self-assessment), give peer feedback to their partner(s) (peer-assessment). Based on the feedback from peers and teacher(s), they made revisions and recorded the presentation with the revised script. They submitted the final version of the script

and video recording through VoiceThread, so that teachers and classmates could all access them for evaluation. For the recorded presentations, the learners were expected to leave comments for peer assessment. Throughout this process of activities, Mika first commented that self-reflection was helpful, but it was more effective to receive feedback from others, including her teacher and peers.

Mmm, I think... If you make some mistakes when you are recording a video and then someone else pointed out it is really easy to remember that. (R: either by the teacher or classmates?) Yes. It's really a shock.

By saying “shock”, Mika was trying to say that feedback from others helped her realize the errors she was not aware of, or that she could not identify through self-assessment activities. Mika also elaborated on what kinds of helpful feedback she received from her classmates:

As far as peer feedback we only hmm... we only talk about some grammar mistakes as well as about the contents. If they [classmates] say they can't understand what I'm talking about, I will change my script. About the pronunciation or others..... we won't talk about that because we don't know if that was right or wrong.

Mika added that the feedback for pronunciation was provided by her teacher, and all feedback from both classmates and teachers was helpful. As for the differences between F2F and online contexts for peer assessment activities, she discussed how those shifted the focus in peer feedback:

It's really different. I think when I was in face-to-face course, we won't pay more attention to their [classmates'] grammar. We are..... we're hearing about what they are talking the content and think about what does it mean [sic] if we receive the script, we

can pay more attention to some details. Every mistake we can find, we will... we will... tell him... tell your peer.

In the specific context of Mika's course, oral presentations were recorded, which was accompanied by presentation scripts as well. As exemplified in this case, in the online environment, speaking assessment methods and procedures were different from in the F2F context, which also affected the focus of the peer feedback content and process. Nevertheless, the interview was not extended to more discussion about how the different focus would be related to the perceived relevance of peer assessment. In addition, this example is only one learner's experience from a course specifically focused on academic presentation skills. Thus, to understand more about how the learner perceived the helpfulness and relevance of using peer-assessment in the online environment, and to learn how to use peer-assessment more effectively, it would be necessary to investigate other course contexts (e.g., academic writing courses) with a more targeted research design for more sophisticated understandings.

6.2.1.4.2 Challenges and Suggestions

Overall, throughout the interview, Mika expressed satisfaction with the online course compared to the F2F courses she took in the UK. She had ample opportunities to practice speaking by completing the recording assignments through VoiceThread. Individual recording assignments were evaluated with individualized corrective feedback, which she utilized for improving her pronunciation. However, Mika discussed one issue with using the online tool:

I need to mention is that the first time I used VoiceThread [in Fall 2020], I was really confused about if I need to click "share it with your classmates." I don't know. What does it mean if I need to share my video or share my recording with my classmates? So that's the only one problem I had about VoiceThread. And this semester [in Spring 2021]. I

take another ESL course and at the beginning the instructor gave us the video to teach us how to use VoiceThread and where to find it. I think this is helpful.

As Mika pointed out, course-level learner training specifically targeted at the tools they will use for assessment-related activities might be necessary and helpful.

Mika also agreed that there was a higher workload in online courses, and thus she recommended that the learners should create their own strategies to keep a record of multiple deadlines for different assignments:

Since instructors won't push us too much and we need to set our schedule by ourselves. So maybe the time you divide it into this course is It's not really.... it's not enough, really, not enough and I usually finish the assignment right before the deadline.

Mika's comments suggest that learners in the online environment should develop autonomy and self-discipline to be successful.

6.2.2 KFL Learners – Interview Results

All four KFL learners who participated in the interviews were also from University A. They took different courses in the same KFL program.

6.2.2.1 KFL Learner 1 – Selena

Selena was in the upper-beginner KFL course in Fall 2020 and it was her second semester learning Korean. However, she started learning Korean in the Summer 2020 semester, which means she did not have the experience of taking in-person KFL courses. Nevertheless, she had learned Spanish as a foreign language in F2F classes. She was majoring in media and had been watching Korean dramas, which motivated her to learn Korean language. She had a long-term plan to work in Korea at some point in the future.

6.2.2.1.1 Perceptions Regarding Online Assessment

The survey data showed that the most frequent assessment activity among the KFL learners was taking vocabulary tests online. During the interview, the vocabulary tests were discussed in terms of their individual preferences and perceived helpfulness for learning. First, they reported the dominant use of multiple-choice questions in vocabulary tests. However, Selena, from an upper-beginner level course, discussed how fill-in-the-blank questions in F2F written tests would be more helpful for learning:

I think to be honest, it [handwritten fill-in-the-blank questions] would push me to study a little harder. If I had to write out or type out what the word was, just because sometime, if I could remember what the whole word was, I would remember some unique combination of characters or unique syllable block, not necessarily the whole one. But when I looked at the choices that were available, I knew like oh, that's the only one with that character. So I know that that's this word. So, while I'm taking it, I was super grateful for the multiple-choice today, but I do know that I probably would have remembered and learned better if it was written tests.

The KFL learners' interview responses might provide some possible reasons for those high ratings. For example, Selena believed that their written communication skills improved in online classes:

I think I probably... well... there is the whole like I feel like if it was... say like a little scale and my written is like up here and my verbal is kind of like going down with online [classes]. I feel like it almost would have just shifted equally for a different class format. So I think if it were in- person class I probably wouldn't be as comfortable as I am with written [skills] in Korean.

The elementary-level learner, Selena, discussed the lack of individual feedback on homework assignments, which included completing exercises in the textbook or workbook.

Selena said:

We didn't get any feedback on homework but,, sometimes during her lecture videos, she'd start off going over the homework. And so she'd be like, "all right. this is the homework. I saw a lot of you have problems with this" which I thought was fine except for some of them, some of the questions in the textbook, are like, you fill in the blanks. It's not like a black or white..... And so sometimes I would look at my answer, and it would be different from her [the teacher's] answer, but I think about it and I think mine's still right. I just chose a different word. It's so because it's all about like, you know, the predicate and like different word and doing something. Well, that was like my only hard time with it. I think (more) feedback would have been great. And I know that like online learning, like everyone's still like learning and it might have been probably her first semester doing that online structure, but we didn't get feedback on our homework and we didn't get our homework graded. It wasn't great until the end of the semester and so I was like I think I'm doing well, you know, but even knowing just like a grade even without the feedback would have been helpful because so that way I could have self-evaluated if I need to adjust anything. But yeah feedback would have been more helpful. Just especially with those ones that for the questions where I thought I did differently.

Selena seems to have struggled with the lack of feedback on more open-ended questions in the homework assignments.

6.2.2.1.2 Challenges and Suggestions

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Regarding the biggest challenge, Selena discussed her experience with taking multiple-choice vocabulary tests online had limitations in improving vocabulary knowledge. She commented that fill-in-the-blank questions in F2F written tests would be more helpful for learning:

I think to be honest, it [handwritten fill-in-the-blank questions] would push me to study a little harder. If I had to write out or type out what the word was, just because sometime, if I could remember what the whole word was, I would remember some unique combination of characters or unique syllable block, not necessarily the whole one. But when I looked at the choices that were available, I knew like oh, that's the only one with that character. So I know that that's this word. So, while I'm taking it, I was super grateful for the multiple choice today, but I do know that I probably would have remembered and learned better if it was written tests.

Although it was not perceived as a challenge, Selena also discussed a concern when completing speaking assignments in relation to the issues of cheating. Selena, as the KFL survey respondents, frequently participated in recording assignments. She said:

I remember the teacher would be very clear on you can't read your script and then in her email it was like if I can tell if you're reading your script, and if you do that, you get a zero and so I was like, I'm not reading for my script but what if she thinks I am... I had no idea ... so I was like looking at my feedback like this. She didn't say anything, but mostly it was just like "Good job!" and then like I got 97 ...

Selena's concern shows how the context of online assessment added another layer of concern in that teachers might be misled by false cues to unfair and inaccurate grading. Although she did not have any issues in reality, this kind of concern certainly shows the issues of cheating should be carefully addressed in online assessment.

As for advice for future students, Selena, discussed more specific learning strategies that can be beneficial:

If I was talking to a student who was about to take it would be to read aloud your homework and stuff as I think even if I did that all my studying everything, I didn't speak it... I'm writing my flashcards and I'm not like reading out the word like I might even be thinking in my head but most of the times like I'm a very visual person... so if I see the set of syllable blocks, I'll remember that set but not necessarily the sound of how they're supposed to sound. So I think that would be something that would really help with future students and I think especially at the beginning of the semester just to do your work early, especially the workbook, because I would think I was doing the workbook early and then the due date would come up and I'm like, oh my god, is so

much work. The same thing every single time. Doing the workbook assignments early really would be helpful for people like almost even to break it up because you know, you had a whole lesson but then you had Conversation One and Two [subsections of the lesson]. I would I remember I would start working on it that first week, but I wouldn't want even to finish conversation one really and then like my other classes would Like take over along with like work and stuff and all the other assignments I had to do for my Korean class and then I'll send its next week and I'm like to open it it would take all day. So especially starting on the workbook doing that early and especially the beginning of semester doing everything early.

Selena began with the strategy of reading aloud, then moved onto the advice of doing homework as early as possible. Selena emphasized that it would be important to understand how much work would be required in a college-level foreign language course offered online, especially asynchronously as in her case.

As KFL learner survey results indicated, time management for completing assignments and staying on schedule was a big challenge for Selena. Although she identified herself as quite a self-disciplined person, she admitted that she missed a few deadlines in online courses. It seems that assessment-related facilitation or a more structured class-level policy would be helpful as suggested by the survey respondents. Selena made practical suggestions for teachers:

I think one thing that was really it's really helpful is having the same due dates and times for everything ... we had our stuff that was due on Fridays do at midnight instead of 11:59. So like only one minute later but I get why she did that and just like for me I get so frustrated because at 11:59, I'll try to turn something in sometimes and it's like... the assignment folders shut and I'm like, it's only 11:59, you know. But it was confusing...

And then we had our vocab quizzes that were due at noon on Tuesdays and so like different days but also different times, so I think I missed at least one. I believe it's most helpful if every single thing is due on one day at the same time, because I'm not going to wait till that one day to finish it. I'll do one earlier in the week.

Another challenge Selena described was more closely related to the linguistic aspect of activities she did in online classes:

I think that my biggest challenge was definitely the written-to-spoken language disconnect, but I've had especially because like I wanted to actually be able to go out and speak Korean. It was just learning it to knock it out of like my requirements and I couldn't do it unless I had pre-prepared phrases. I remember when I learned how to say I did my homework yesterday. I was saying it's like a week to everyone I was like, yeah, so that's how you say this and they're like, okay keep saying something else. I was like, "No, give me a minute", then I'll write it out. I could read it.... Yeah, so I think the disconnect between the written and spoken was my biggest struggle.... On one side, I think the guidelines for how the semester was laid out in both classes were communicated really well, and I think I understand how the semester works and how the assignments work. I'm super comfortable. And so I think that written parts, I feel like I picked up really well especially we did have some assignments that I thought were really helpful where the teacher would say "write a paragraph" like at least five sentences about what you did this weekend, and those ones where I had to sit and write multiple sentences were really helpful because I was having to come up with stuff on my own.

Selena's comments nicely synthesized the KFL learners' perception of the assessment experience in the online environment. In the survey, respondents specifically suggested for

teachers that there should be more practice opportunities to improve oral skills in addition to written skills.

6.2.2.2 KFL Learner 2 – Lucy

Lucy was in a lower-intermediate level KFL course in Fall 2020. It was her second year of Korean learning. She was interested in learning foreign languages, and she had been learning Spanish and Japanese as well as Korean. She grew up in a neighborhood with a lot of Korean ethnic restaurants and stores and her interest in Korean culture motivated her to register for the courses. Prior to taking credit-bearing courses, she used language learning software such as Rosetta Stone to learn Korean. She took beginner-level courses in F2F format and Fall 2020 was her first time learning Korean online.

6.2.2.2.1 Perceptions Regarding Online Assessment

Lucy discussed the details of the collaborative process of the activity, *recording with a partner*, which was called “lesson performance” in her course because it was assigned as a summative speaking assessment at the end of each lesson in the textbook:

So for the lesson performances, we would always have a partner. It was always a conversation between two people and would write the script out and memorize it and then we would usually like FaceTime or get up a zoom call and someone would record the screen. So they have that video once we were done we would practice and record like the final version of it, I guess and then we would submit that video and I liked the process. It was a little bit harder to I guess coordinate it in an online setting because it was.... I don't know just harder to find a time that we could sit down and call each other without, you know having to rush to get it done. So it was kind of harder and it was harder to work on it together if I had classes in person if I knew my partner, I would go up to them

during class or before or after class and we work on it then in person, but this had to be done all through email or by text. So that was just a little bit more difficult to actually work together and collaborate in that sense.

Lucy found the activities a little harder due to logistical issues such as time scheduling and making decisions about which platform to use for meeting and recording. However, Lucy also shared a positive aspect of the activity:

But then when we had time to sit and get on the video call, practicing with each other was always helpful and then, in the final product, the final conversation is always really good.

Nevertheless, she also added that mismatch between learning styles forced her to switch to another partner:

I remember the partner that I had for the first couple performances. She was never able to help until like kind of the last minute like right up until the assignment was due. So that was always a little stressful for me and then for the last couple performances. I worked with other people but since I was working with people that I hadn't worked with before it was still hard to coordinate with them and find a time that worked for them. So that was probably the most difficult part of the semester.

Lucy, an intermediate-level learner, commented how multiple-choice questions were dominant in vocabulary tests, while there were different types of questions in F2F vocabulary tests:

Yeah, so vocab tests were all done through the quiz tab on LMS and they were always multiple-choice.... I know there were some more like open-answer questions in in-person tests. But the questions always remain the same, I mean, we would have some questions

that were just basic vocabulary. Like what does this word mean and vice versa and then there were a lot of questions focused on grammar since we had learned in classes. I think the tests really tried to see how we were doing with the grammar. So there would be like full sentence questions and full sentence answers that we had to match together. And then there were a lot of fill-in-the-blank questions. But again, it was a multiple-choice thing. So we had options to decide the best answer there.

As Lucy explained, vocabulary tests in F2F classes included a combination of questions that assessed different aspects of vocabulary knowledge, including form, meaning, and/or use. For example, learners were asked to write out correct words (spelling), match the words with correct meanings (form-meaning association), or fill in the blanks (collocation).

Lucy discussed reported that teachers' feedback was mostly limited to performance assessment rather than formal tests or exams.

I think it was always just the feedback from the quiz function the place where we would get the most direct feedback from the professor was with our performances or anything where we were speaking or writing like the weekly assignments that we submitted with our textbook answers and any other like we had to answer there. We would always get feedback from her on those assignments. Not really all the tests.

However, individual feedback was sometimes missing for more formative assessment activities such as weekly homework assignments.

6.2.2.2.2 Challenges and Suggestions

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don't know just harder to find a time that we could sit down and call each other without, you know having to rush to get it done. So it was kind of harder and it was harder to work on it together if I had classes in person if I knew my partner, I would go up to them during class or before or after class and we work on it then in person, but this had to be done all through email or by text. So that was just a little bit more difficult to actually work together and collaborate in that sense.

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When asked about challenges in online learning and assessment, Lucy discussed a lack of a regular schedule:

I had never taken an online class before this, and I struggled taking time to make my own schedule. I liked the schedule that was made for me when I had classes in person. Like I know that on Mondays at this time, I'm having classes and afterward I would usually work on my homework for the class. But, with everything being online, I had to regulate that time for myself and kind of make a schedule and make time to dedicate to each class.

Lucy said it was challenging to be self-disciplined in creating schedules for the homework assignments. Lucy then further discussed the nature of assignments in online KFL classes, which did not align well with her learning style or preference:

So the most difficult part I think is that I've never loved online assignments. Again, I like to write my notes by hand. I like doing things myself like in a physical sense so that I can learn it better. So even with oral presentations, it was difficult doing those online, because I like being able to see people's reactions and see how they're interacting with it. So I think I mean I ended up doing fine in my online classes, but it was something I was worried about in the beginning because I know it's not something that I have enjoyed before so I was just a little worried going into the semester, but everything ended up fine.

The challenges of online courses that the learners – both ESL and KFL – discussed so far were related to non-linguistic aspects (e.g., difficulty of time management, burden for self-disciplined learning, or lack of motivation/pressure), but Lucy's comments were more directly related to language learning and assessment in online contexts. Based on her experience, it seems that being online forced the teachers to rely on certain types of assignments, such as typed writing exercises, or recorded oral presentations. For example, while the choice between typed or handwritten responses allowed for teacher-created homework, some of the electronic workbook exercises only required typed responses. Lucy might not have benefited as much as expected

from the workbook exercises. Nevertheless, Lucy seemed like she got adjusted to the online context with time and experience.

When asked to offer advice for future learners, Lucy also offered suggestions for having a more structured schedule and utilizing useful resources such as a Korean-speaking friend:

So I would just suggest to students taking this class online or really any language class online is to make that kind of schedule for yourself. Also, to just make sure that there are ways for you to practice every aspect of the language. So I would tell somebody taking this class to try to speak in Korean to themselves or find somebody that they can maybe call and just have a conversation with so that you get that aspect of it as well because again, you are kind of missing that some conversational part of the class online.

Lucy's strategies such as practicing with yourself, other language learner peers, or a native speaker friend, are not novel strategies for language learners. However, her suggestion implied that those kinds of practice opportunities were not sufficiently provided in online KFL courses, which teachers might need to pay attention to.

When asked to offer suggestions for teacher or changes she would like to see, Lucy once again demonstrated the strong need of more speaking practice in online classes:

Um, I feel like I would have been speaking the language more if it was in-person. Ummm. I listened a lot, I read a lot, and I wrote a lot in the online classes. I think I would have been actually speaking it more if this had been a face-to-face class. I really don't think there's much that needs to be changed if there's like speaking aspect added to the class.

It seems that KFL teachers and program coordinators might need to develop ideas to incorporate more speaking practice opportunities into online KFL courses, to better support learners like Lucy.

6.2.2.3 KFL Learner 3 – Amber

Amber was a KFL learner in the lower-intermediate level. Amber was a senior student majoring in business and minoring in Korean language and culture at the time of data collection. She started a study abroad program in Fall 2019 in Seoul, but due to the pandemic, she had to come back to the US in Spring 2020 without completing the whole year. Prior to the study abroad program, she took the beginner-level KFL course in F2F mode. She continued with the upper-level beginner course online in Summer 2020, so Fall 2020 was her second semester to take a KFL course online.

6.2.2.3.1 Perceptions Regarding Online Assessment

Amber, show that vocabulary tests with the multiple-choice questions were helpful but with limitations:

The vocab test has helped a lot because it made sure that we really keeping up with the vocab and memorizing it but I wish that we had more opportunities to practice speaking, because when we were in class the professor would like we would be able to see her pronouncing the words for like she would repeat the same thing over and over and over again, which would help our pronunciation and our listening skills. But it's kind of hard to do that when we're online because you could listen to like the Google translate pronounce it for you or something, but it's not going to be the same as like an actual person.

Amber, who negatively perceived vocabulary tests, primarily multiple-choice tests. When asked about the difference between F2F and online vocabulary tests, Amber responded:

I feel like when we were in person, it [vocabulary tests] really made sure that you knew everything and that you understood it because it was like fill-in-the-blank or you had to

write the actual answer. So if you didn't know it, then you couldn't pick one of the answer choices, but now that it's multiple-choice. You can find the one, like it can help you remember it, like you see the correct answer be like, oh, I remember seeing that, it's this one. So it's like more of like associated memory and not like you actually know or you actually memorized it. So I feel like the multiple-choice is easier as since we don't actually have to I feel like we don't actually need to like know everything in order to do well on the test because we can just like associate the answer with the question.

Amber further commented:

Well, it [a vocabulary test with fill-in-the-blank questions] would be harder but I think it would be helpful for, like in the long run, for learning, for actually learning the language, like making sure that we actually know what we're doing. I like online tests and quizzes and stuff, but I wish it was like less multiple-choice and I needed some fill in the blank or so, because I practice applying the things that we know.

Regarding the quicker speed of feedback in the online environment, the intermediate-level learner, Amber commented:

It's actually easier to contact the teacher and classmates, and respond to their feedback because you don't have to wait as much [in F2F] since everyone's online and everyone is like always on their computer during the day for work or school and everything that like ... I feel like the speed [of the teacher giving us feedback] is a little quicker than if we were in person.

However, Amber's experience was quite limited to the context of ERT, which might not be true in non-ERT the online environment. Other KFL learners did not specifically mention the speed of feedback, but no one complained about feedback getting late or delayed.

Amber, shared a more positive experience of the collaboration process for completing assignments in pairs and groups:

My partner and I worked together a lot. So like if she didn't know how to pronounce something I would help her or if I didn't know that she would help me even if we both didn't know then we just did our best guess and hope that it was correct.

Nevertheless, when given options to choose between working individually or working in groups, Amber chose to work individually, sharing the similar logistical issue as Lucy did:

I just felt like it would be easier for me with my class schedule and everything to be able to.... it would be difficult for me to meet up with someone to find a time, and to call someone to finish the project.

Selena and Lucy pointed out that feedback was mostly on formal assessment, but not daily/weekly assignments. In addition, Amber discussed another type of feedback that was missing in the online context: positive feedback on speaking performances. The intermediate-level KFL learner, Amber commented:

She [The teacher] usually just posted the feedback within our LMS, as like a comment and like under my video, but I personally didn't receive that much feedback. I'm assuming I did pretty well. I got really good grades on those so I wouldn't be able to tell like how other students received feedback.

Amber reported how she “assumed” she did pretty well, instead of clearly knowing what specifically she did well for the speaking. One KFL teacher, Mina, said that when “they did well I did not make any comments to save time.” If there was nothing wrong or needed improvement, no comments, or simple phrases such as “Good job!” or “Great job!” was the positive feedback on the speaking assignment provided by all four KFL teachers based on the observation of their

written feedback in their LMS. The advanced-level teacher, Hannah, sometimes used Korean “잘했어요(you did a good job!)” or made suggestions for improvements, such as “you did a great job. But need more confidence.”

6.2.2.3.2 Challenges and Suggestions

Another challenge for Amber was self-assessment. It was more of a self-grading process – checking answers for the workbook writing exercises and correcting errors on their own without teachers' feedback. where learners df was not mentioned during the interview except when Amber discussed the self-grading she had to do. Amber commented that:

The questions would be like you would ask a question and then you would write your own answer but whenever the teacher would give the answers in class, she only gives maybe like one or two examples, but if my answer to that question was not given as an example then I might not know that my answer is also correct and just assume that because she didn't say it was as one of her examples, that it's not right.

Perhaps such challenges in self-grading may have been why learners perceived that self-assessment – including grading their answers on their own – was not helpful and relevant to the online environment. Especially in Amber's case, she was in asynchronous classes, which means that she had to either email the teacher to ask questions or schedule a meeting. This might have added an additional burden to her time management. Amber reflected on her experience, saying:

I feel when we were in class we were able to [receive immediate feedback or answers] since we were able to ask the professor directly, like oh, how would I be able to say this or how could I say this? But since the lecture video is pre-recorded, we don't have that interaction or maybe we could like email her or go to her office hours. But because of my school schedule I'm not able to make it. I'm not able to go to office hours or like

sometimes because of busy work and school. Through email, we would only be able to receive a written response and not like her speaking the phrase or sentence I would like to know or learn.

When asked about challenges, Amber pointed out that there was no external pressure to motivate or force her to work for the course assignments:

Sometimes it's hard for me.... I'm just doing assignments because I have to, not because I want to actually learn the material, so that aspect of the online is more difficult because I'm not being forced to sit in the class and watch the lectures. It's my own choice to watch the recordings.

As Amber pointed out, self-disciplined learning was important for the asynchronous online course she was taking. Then, Amber further described how self-discipline was important in actual learning as well as completing assignments for grades:

Because it's now like more responsibility is on me to practice and make sure that I am doing it myself as the professor isn't there like three days a week to tell me that I need to be keeping up with my reading or that I need to be studying this and that. I have to be able to enforce the learning onto myself. In order to actually learn, because if I just sometimes like end up doing the assignments just to complete them and not to learn anything from it. I'm just like doing it to do it. So I learned that I need to actually enforce myself to learn the materials and not just do the assignment to complete the assignment.

Amber's comments point to the important issues teachers should consider regarding online courses, in order to ensure that learners do their assignments to improve their language ability, not for the sake of completing them.

As for suggestions/advice for future students, Amber echoed the survey respondents' advice that students should "study or practice every day:"

I would say just to make sure that to practice often, like more often than you would, like four days a week at least to be able to learn.

When asked to offer suggestions for future teachers to make the online learning and assessment experience better, Amber said:

For online tests and quizzes and stuff, I wish it was like less multiple-choice and I needed some like a fill-in-the-blank or.... I think I need to practice applying the things that we know, and I think and maybe, even if it's not assignments for grading, maybe just like supplemental listening like resources where we could listen to passages with different difficulty types and, also passages for further reading and that kind of thing, so we can challenge ourselves to read and understand more.

Amber's first suggestion relates to more helpful assessment for learning. As multiple-choice questions only assessed the learners' receptive knowledge about the target words, learners might have only focused on developing receptive knowledge in preparation for the vocabulary tests. The further clarification during the interview showed that Amber believed that it would be better if there were more opportunities to apply vocabulary and grammar knowledge into actual speech or communication with others.

6.2.2.4 KFL Learner 4 – Erika

Erika was a student in a lower-advanced level KFL course. She was a senior student majoring in politics. She started learning Korean because of her extreme interest in K-pop. At the time of data collection, she had been learning Korean for two years. She took beginner-level and

intermediate-level courses in F2F mode and Fall 2020 was her first time taking KFL courses online.

6.2.2.4.1 Perceptions Regarding Online Assessment

As for the higher ratings of helpfulness and relevance for writing, Erika's experience might provide some insights. She reported that:

I think reading and writing would have been kind of ... I would say maybe better in the online course just because you do them more than anything else, but speaking I think would definitely be better in the in-person course just because like even like even just like having little partner assignments like sometimes you'll be partnered with someone who's really speaking Korean so they can help you out or even just like you would just hear a lot more, you hear the vocab being used, recycled, but online once you learn the vocab and the units over and it's like you don't use it until the test. And I think that if you were in-person you would hear a lot more from the professor and everyone else.

Her comments suggest that she practiced written skills rather than oral skills when taking courses online, and even though she did audio/video recording assignments for speaking practices, she was missing out the opportunities to practice in spontaneous conversation. This also affected her vocabulary learning experiences; she took the vocabulary tests, but it might not be as helpful as being exposed to the target words repeatedly through written or oral activities in F2F classes.

Erika positively evaluated the experiences of *recording with a partner* for online assessment:

For the conversations, we had to make sure you're looking at the camera and also we had to memorize it which I get I understand why but I don't I feel like that that was the

only thing that was easier because I think before you had to find a time to meet with your partner and then write the script and memorize better than all of them come to the class same day, but this was much more recording yourself, memorize it on your own, like you can record it. I think that was the only thing that was easy as a semester.

Erika considered working with a partner in an online environment to be easier, unlike Lucy and Amber who experienced challenges. This might be because Erika met with her partner only when they were ready for recording. For example, Erika said “memorize it on your own”, which implied that her practice was more individually oriented, while Lucy and Amber might have wanted more synchronous practice in pairs. In particular, Amber mentioned that she was helping her partner with pronunciation (see above). It seems that individual differences in practice style might have influenced their perceptions of pair- or group-based activities in online assessment.

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Erika said that there was more frequent individualized corrective feedback on her speaking performance, which was a noticeable difference in online classes compared to F2F classes:

The only thing we would get graded on in-person would be when we would volunteer to speak or when we had conversations. And so now we are doing all conversations for recording assignments, which we used to speak as a class. So I feel like I got no criticism back then, but I wasn't used to being like Oh, you're saying this wrong. Um... yeah...

Erika, however, did not express any opinions about the quality of feedback. Instead, Erika said that she was not used to the feeling of being criticized for her speaking. The increased frequency of corrective feedback might have different influences or cause different reactions. For example, the ESL learner, Mika, appreciated more of individualized corrective feedback on her pronunciation for recording assignments in online classes, but it might have come as a surprise to Erika.

In addition to individual feedback, more immediate and interactive feedback was also perceived as missing. For example, Erika argued that the online environment was not suitable for language teaching and learning because she wanted more interactive feedback communication

either with the teacher or classmates throughout the process of completing the in-class activities or assignments:

I think reading and writing would have been kind of maybe better in the online course just because you practice a lot ... more than anything else. But speaking, I think would definitely be better in the in-person course just because like, even just like having some partner assignments like sometimes you'll be partnered with someone who's really good at Korean so they can help you out or like even just like you would just hear a lot more of the vocab being used. In online classes, once you learn the vocab and the units over and it's like you don't use it until the test. And I think that if you were in-person you would hear a lot more from the professor and everyone else and then you would have more opportunities to speak and then get feedback directly, like immediately.

Erika expressed a strong preference for more informal and ongoing feedback, coming from either superior peers or teachers, through spontaneous interaction with them. This type of feedback was missing partly because Erika's course was offered asynchronously by default as required by the institution.

Erika also shared her negative perception about the use of a lockdown browser. She said that the test-taking process was tedious and time-consuming because she was required to use the lockdown browser and video-proctoring tools:

I felt like it was kind of tedious especially, I don't know, because the vocab quiz has When we had them in person or very quickly they were like 10 minutes max and you just like write them out really quick and I just thought it was annoying because I would have to sit down and make sure the teacher can see me show my whole desk get my ID and all that stuff just to take a quiz which was like ten minutes? So I feel like it was a lot of work,

and I know why, I get it, but I feel like it's just like not.... It's may be unnecessary. I think all the steps are kind of unnecessary, but I know that it's just to protect people and make sure that no one is cheating. It's just a lot of work for me.

Erika argued that the whole process she had to go through to take the vocabulary tests took her a lot of unnecessary time. However, she also said, “I know why, I get it” and it was to “make sure that no one is cheating.” Indeed, as Erika agreed with the necessity of the procedures, all of the KFL teachers who were interviewed in the project utilized the lockdown browser and proctoring tools to prevent cheating for the vocabulary tests and summative exams. However, Erika’s experience suggested that in online assessments more time was spent not necessarily because of assessment content (e.g., different types of assessment tasks or components) or difficulty, but because of following instructions and procedures to take the tests. Erika also pointed out that it was too time-consuming when considering the stakes of the tests, by saying “just to take a quiz which was like ten minutes.” Erika seems to suggest that there may have been a misalignment between the stakes of assessment and invested time, which led to more pressure or stress. Chen et al. (2021)’s study also highlighted the negative perception of learners towards proctoring services because of the heightened anxiety and stress caused by using Lockdown browser (e.g., Hate the lockdown browser with webcam. It constantly says I should not move...making it more difficult for me to test). This issue might demand teachers’ consideration and strategies to achieve the goals of ensuring both academic honesty and the efficiency of the assessment procedure from the learners’ perspective.

6.2.2.4.2 Challenges and Suggestions

As for challenges in taking online courses and completing assessment-related activities, Erika commented that the lack of motivation and pressure made her complete assignments mostly at the last minute:

The hardest part in an online course was probably knowing that even if you wait until the last minute, you could probably still get the assignments done. So there's no point in doing it earlier hahaha. But I was only late on one important assignment, like one day late and that was it. I was almost like always on time but because I think that some people would maybe, when the semester started, they would do their assignments ahead of time. So like a week ahead you found all the assignments but nothing was that difficult that you needed to like take a couple of days to do it. So what was the use of time, if you could, I mean, regardless you're going to be spending the same amount of time on it. So you might as well just wait because you don't need that. It sounds really bad. I'm sorry, but like that's basically the mentality. I feel like a lot of students were thinking that there's no point of doing it earlier.

Erika said that completing homework in time – or ahead of time – was challenging because of her mentality that she could wait until the deadlines, not because of the difficulty or complexity of the assignments. In the interview, KFL teachers explained that daily/weekly homework was assigned to make sure that learners were getting enough practice, which could have been achieved together with the teachers' facilitation in F2F setting. Despite the intention of the teachers, as Erika reported, some learners may have completed the daily/weekly assignments within a few hours immediately before the deadlines instead of completing the assignments earlier for more regularly scheduled practices.

When asked to provide advice for future learners, Erika, with the longest experience – two years – of taking KFL courses in F2F and online formats, provided several pieces of advice:

My advice would be.... if people are starting language classes right now, I think it's a lot harder. At least for me it was. I know a number of Korean international students at my school and I contact them if I need help or anything, but like if you're coming into this and you just don't have any frame of reference and you have no background of the language, I would say, if something's assigned that day and it can be done and that day, do it that day. There's not enough time. Don't put it off.... And.. self-studying would help a lot more like, you can self-study with the textbooks, so I think that you should read them, and you should schedule your classes as if you have to spend the same amount of time in class as you do have class.

Erika advised the future online KFL learners to make sure they have some reference resources (e.g., Korean native speaker friends) that they can access whenever they need help. Also, Erika emphasized the importance of staying ahead of deadlines and not procrastinating. Finally, her advice resonated with the other KFL learners' advice: to self-study with a structured schedule.

Just as KFL learners indicated they would want more interactive class activities, Erika also made similar suggestions for future teachers teaching and assessing online. The suggestions were based on her experience of participating in two rounds of one-on-one synchronous individual interviews with her teacher, Hannah. The individual interview questions were provided first so that the learners could prepare their answers, using vocabulary and grammar points they had learned in classes. Then, the learners would meet with the teacher individually via WebEx. The learner was given a few minutes to rehearse before the actual assessment. The

teacher asked the questions already given to the students, but there were follow-up questions. During the interview, the teacher provided facilitation when necessary (e.g., correcting minor pronunciation or grammar errors) or even offered a second chance. The teacher provided the grades and feedback immediately upon the completion of the interview. Hannah, in the interview, commented that the goal of conducting oral assessment in the form of synchronous individual interviews was to encourage learners to practice more in preparation, to provide immediate feedback, and to check their learning progress. When Erika was asked about this more synchronous and interactive assessment activity, she excitedly discussed how much she enjoyed it:

It was nice. I liked it. It was nice to talk to someone in here. It was like I prepared a lot for those. I like would write she would give a list of questions and then I memorized my answers. I'll write them down and memorize them. And then that was like the most similar to the in-person classes that I felt because I think something was like, “오, 선생님! (Oh, teacher)!” I was excited to see her and then we had a talk a little bit after I was done.

As Erika said, “I prepared a lot”, which seems to suggest the teacher’s goal was achieved. According to the teacher, Hannah, the students positively evaluated their experiences of participating in a synchronous one-on-one interview speaking performance assessment.

6.3 Summary and Discussion for RQ3

6.3.1 Summary and Discussion for RQ3-a

This section summarized and discussed the answers to *RQ3-a What were learners’ perceived helpfulness and relevance of online assessment activities?*. In the survey, the ESL learners reported more frequent participation in individual work, such as writing essays, taking tests online, or completing individual recording assignments. Although there were several pair or

group activities they frequently participated in, the mean ratings for helpfulness and relevance of pair/group activities (e.g., *Completing homework in groups*, *Recording with a partner*, *Peer assessment*) were found to be relatively lower than individual activities (e.g., *Writing paragraphs and essays*, *Taking listening tests*). Interview data suggested that ESL learners experienced the logistical constraints of the online environment for completing group assignments, which might contribute to lower ratings for helpfulness and relevance. Nevertheless, it was not clear from the options for the survey did not have clarity if certain graded activities were individual or collaborative activities. For example, *Giving presentations* could be an individual work or collaborative work but the survey did not specify it. Further research seems to be necessary for a better understanding of which assignments and which types (individual vs. collaborative) would be perceived as more helpful and relevant in online assessment. Nevertheless, ESL learners mostly perceived the activities somewhat or a lot helpful and relevant to the online context.

KFL learners reported the most frequent participation in *Taking vocabulary tests online*, which was helpful but with limitations, such as lack of opportunities to practice the vocabulary in authentic communication. *Recording with a partner* was also rather frequent than other activities, but there were some logistical issues reported by the learners. The interview data also suggested that KFL learners might have had more practice opportunities to practice written skills through the graded activities in the online environment, while more spontaneous practice opportunities for oral skills might be necessary. As ESL learners did, KFL learners mostly perceived most of the activities as somewhat helpful for learning and relevant to the online context.

For both ESL and KFL learners group work was sometimes perceived as challenging due to logistical issues such as time conflicts, lack of communication, and/or differences in learning styles. This negative perception of group-based assessment was also found in Baily et al.

(2015)'s study. Their findings also indicated that group projects were perceived as the least enjoyable and the least engaging assessment activity among the activities students participated in within an online course. In group projects, students worked in randomly assigned groups using communication tools (e.g., email, chat tools in the LMS) to complete tasks and produce the final written product. The teacher of the course expected the group projects to promote more collaboration among students. However, some students shared negative views because such assessment would "bound students to one another in terms of time and content" (p.121), which led students to consider the experience as unproductive. Nevertheless, given the benefits of group-based assessments, as commented by one student in Baily et al. (2015), they are "a necessary evil." To utilize group-based assessment more efficiently in online assessments, teachers might need to develop more effective strategies to facilitate the process and to help students easily resolve logistical issues.

In addition, for both ESL and KFL learners, peer- and self-assessments were not reported as frequently as other types of assessment, and the ratings for helpfulness and relevance to the online context were rather lower than other activities. This might be due to the inherent difficulty of peer-and self-assessment or learners' negative perceptions of those types of assessment. Previous research studies have found that learners demonstrated negative perceptions of peer-assessment due to concerns about the fairness of peer assessment (Rushton et al., 1993), fear of negative comments from peers (Liu & Hansen, 2002), and the lack of instructor input in the peer assessment process (Liu & Carless 2006; Smith et al. 2002). In addition, learners' knowledge about essay topics and English competency levels, was also found to negatively influence their perceptions (Wang, 2014) because peers with less topical knowledge or lower proficiency levels were not able to provide helpful suggestions for content development or error correction.

Furthermore, research findings suggested that learners still preferred teacher feedback over peer feedback through peer assessment (Hu & Ren, 2012), which was also reported by the participants of this study (e.g., Mika). As for self-assessment, some of the common issues would be learners' lack of understanding of self-assessment or lack of objectivity in assessing their own work (Muñoz & Alvarez, 2007). However, the consensus was that learners can accurately assess their language ability if they were given relevant training and guidance (Carter & Nunan, 2001; Chen, 2008). Nevertheless, learners with lower proficiency levels found it difficult to identify their problems through self-assessment, such as pronunciation errors in speaking (Derwing, 2003, Derwing & Rossiter, 2002), and they were unable to self-correct word choice errors or structural level changes in writing (Ferris, 2003). Despite such challenges and issues, peer- and self-assessments have been encouraged for the benefits of enhanced learning effectiveness (Ndoye, 2017) and promoting learner autonomy (Harris, 1997; Gardener, 2000). In online education learners' self-directedness is considered critical (Chung et al., 2020) and learners are expected to be responsible for evaluating learning milestones (Geng et al., 2019). Therefore, as argued by previous researchers, peer- and self-assessments can be useful tools in online classes, for motivating learners to learn (Panadero et al., 2017), enhancing the understanding of evaluation criteria (White, 2009), and fostering learner agency and self-regulatory learning strategies (Little & Erickson, 2015; Ndoye, 2017; Ziegler & Moeller, 2012). More investigation on the use of peer-and self-assessments in the online environment would provide better pedagogical implications for language teachers to support their learners.

6.3.2 Summary and Discussion for RQ3-b

The survey results suggest that ESL learners were more likely to agree that it was easy to cheat online. This tendency was also observed in the interview data. However, for other issues

and aspects related to assessment cycles, their patterns of agreements and disagreements with the statements were not different between F2F and online assessments. Nevertheless, the interview data suggested that ESL learners were more likely to receive individualized feedback through new online platforms, which was perceived as helpful and useful.

The findings suggest that the KFL learners also agreed that cheating was easier in online assessment, but one learner expressed concerns that there might be some false accusations. The KFL learners in the interview appreciated certain aspects of feedback practiced in the online environment. One learner reported the quicker speed of feedback being provided but others reported the lack of interactive feedback and the unbalanced distribution of individual feedback among different graded activities. For example, the KFL learners received individual corrective feedback on their recorded speaking performances, but for some assignments (workbook exercises) the feedback was missing, or positive feedback was often replaced with no comments. However, it should be noted that all four KFL learners took asynchronous classes. Due to this limitation of the interview data, this study cannot provide the understanding of how KFL learners perceived feedback for other contexts, such as synchronous KFL courses, where more immediate and interactive feedback might have been available.

All in all, the survey and interview data suggest that, for both the ESL and KFL learners, academic honesty (e.g., plagiarism, cheating such as copying answers from the Internet, or reading from the scripts for recording performance assignments) was perceived as a critical issue in the online environment as learners believed that it was easier to cheat in online assessment. A similar finding was reported in Meccawy et al.'s (2021) study that focused on assessment practices in higher education during the COVID-19 pandemic. A total of 546 students at one Saudi Arabian university responded to a questionnaire that asked about topics such as changes in

assessment practices, overall experiences, and issues around cheating. About 20% of respondents agreed that there were ample opportunities for cheating. Almost 40% of them (n=217) admitted cheating during the ERT, because of either difficulty of understanding lessons (20.3%), ease of cheating online (18.9%), or general anxiety from the pandemic situation (18%). However, Reedy et al. (2021)'s study has shown contradictory results. The study focused on the perceptions of students and academic staff about academic integrity in online exams administered in response to the COVID-19 pandemic. The survey responses from the students at three Australian universities suggested that cheating in online exams was perceived as harder than in traditional invigilated exams. In contrast, the same study found that the perceptions of academic staff were different – they were more likely to agree that cheating was easier in online exams compared to traditional invigilated exams. Research on the topic of cheating – although not focused on language courses – has shown that online or “digital” cheating was perceived as easier due to a lack of in-person supervision (Dendir & Maxwell, 2020; Reedy et al., 2021), but there are deterrents to cheating in online exams such as those used by the teacher in the current study (e.g., online proctoring services, exam duration controls, different assessment formats, plagiarism detectors). As such, research findings about cheating in online assessment are inconclusive about whether it is perceived as easier or more prevalent in online assessment (Holden et al., 2020). Nevertheless, as academic dishonesty can be detrimental to assessment, if we move towards more frequent use of online exams and assessment in the post-pandemic era, it seems necessary to investigate more about the issue. As Reedy et al. (2021) recommended, it might be necessary to redefine academic integrity in the online environment and create a more suitable policy. As the KFL coordinator, Yumi discussed during the interview, more explicit training on the importance of “digital”

academic honesty can be provided for learners at the beginning of the semester to make sure online assessment can be better implemented and utilized throughout the semester.

The interview data provided some evidence of perceived differences in feedback types, amounts, and quality between F2F and online assessments among ESL and KFL learners. One point worth discussing is the issues of the lack of positive feedback in KFL classes. Considering that all four KFL teachers had a relatively large class – more than 20 or 30 students in one class – it will improve the amount and quality of feedback if the student size becomes smaller. With that condition, teachers might provide specific positive feedback that could reinforce learners' motivation and strength. Previous research on feedback has shown that positive feedback is motivating and can affect learners' attitudes and engagement levels (e.g., Hyland, 2019; Hyland & Hyland, 2001). The careful use of positive feedback (i.e., praise) might be more important in the online environment, where learners often need to motivate themselves to continue learning. However, general statements or “empty remarks” that are written with superficial feedback might not be valuable for facilitating the learning process (Ferris, 1997; Hyland & Hyland, 2001). Coca (2020) explored how L2 learners perceive different types of positive feedback. Coca's study found that learners rated praise geared toward their performance (e.g., “I like the way you've used modals to express your opinion.”) as more clear, valuable, encouraging, kind, and motivating than praise for their identity or behavior (e.g., “You are a really logical person.”). With a smaller class size and the adoption of the strategy of giving “performance praise”, KFL teachers would be able to make positive feedback more helpful and valuable for learners.

However, the current data did not provide any meaningful information about the learners' beliefs about the alignment between instruction and assessment and about the fairness/accuracy of grading. The topics are related to the critical aspects of assessment – validity, reliability, and

fairness. Future research can investigate such topics to provide insights for improving the quality of assessment in the online environment.

6.3.3 Summary and Discussion for RQ3-c

This section presents a summary of findings and discussion for RQ3-c, about challenges faced by learners and their suggestions for future learners and teachers.

First, most of the ESL and KFL learners received resources or training from their teachers, programs, or universities before the online courses began, but the training contents were mostly general guidelines. The training for how to use online tools specifically for assignments or assessment in language courses was provided in some courses, but not all the courses. Due to the lack of such training, the ESL learner, Mika, shared the experiences of getting lost at the beginning of the semester. Providing a pre-semester or first-week training for specific online tools used in courses would help avoid potential struggles and confusion among the learners. The necessity of preparing learners for technology used in online courses has been discussed as essential and critical. The learners in online courses may have no one who can help teach how to use certain tools and immediately troubleshoot their technology issues, which forced them to rely only on themselves and the available resources (Bichelmeyer et al., 2000). To avoid learners' frustrations in dealing with technology failures while completing their assignments, it seems that a detailed technology training for learners should be provided at the beginning of the semester. This would also help set a better tone for the whole semester because the learners would feel they are getting supported. In a follow-up interview, Naomi commented that, in Spring 2021, her program provided the learner training on technology and assessment in the beginning of the semester, which avoided a lot of the problems they had to experience in Fall 2020. As discussed above, the program coordinators and teachers could maximize the learning

quality and minimize the issues by providing the learners with pre-semester training/support upfront. With the training and support, learners would be prepared for using the necessary tools and resources to successfully complete learning and assessment activities.

Second, both ESL and KFL learners seem to have experienced some challenges in managing their time and motivation levels to successfully complete graded assignments and tests. The assessment-related activity, *Completing homework in time*, in the survey, received the highest rating among ESL learners and second-highest rating among KFL learners in terms of difficulty level. Interview results have shown that completing assignments or tests in time was challenging in the online context compared to F2F due to two major reasons: 1) increased workload and 2) low motivation or pressure. Based on the interview response, the challenges learners might have faced in the online assessment were not necessarily related to different assessment methods or task types. Rather, the challenges seem to be more related to the insufficient adjustment of the workload and affective elements such as lack of motivation or pressure to complete the tasks and manage the learning processes. This lack of motivation and loss of self-regulation was not limited to the learners in this study. The learners in Ma et al. (2021) reported becoming lazy and losing focus, caused by a lack of interaction in online courses during ERT. Lee (2021) suggested, “students’ self-regulation subsides and the yearn for ‘togetherness’ rises” as online classes continued during the prolonged pandemic. As the lack of F2F interaction and forced online mode during ERT affected learners’ motivation and language development, language teachers and program coordinators might need to brainstorm effective strategies to maintain the motivation level throughout the semester, by providing enough but helpful assignments and tests.

Third, in relation to the challenges just mentioned above, ESL and KFL learners in this project advised future online language learners to have a structured schedule and keep a record of all the deadlines on the learner side. While assuming learners would do their own share, teachers should develop some more effective assignment submission systems to better accommodate learners in the online environment (e.g., more flexibility in the format of assignments or deadlines). Other suggestions for learners learning a language online include care for mental health for better performance on the assessment, the use of specific learning strategies (e.g., read aloud), securing useful resources (e.g., native speaker friends), or reading instructions for assignments or tests carefully.

Fourth, the suggestions for future online teachers included two major themes: more practice opportunities for authentic (oral) communication and more individualized feedback for students. The ESL learners suggested that teachers should prepare more helpful practice opportunities and/or resources that are relevant to remote the online environment. In particular, learners mentioned the need for more engaging and interactive class activities, which would sustain their motivation to actively participate in learning activities online. The KFL learners in this project reported more frequent tests and assessments on written skills, which helped the learners to have enough practice of written skills, yet with a perceived lack of spontaneous practice opportunities for oral skills (as discussed in the previous section, 5.2.2). This certainly would be a challenge for the learners whose primary goal of learning was to improve oral skills for communication. Lucy discussed the lack of a speaking aspect in online assessment, which resonated with Selena and Erika's comments during the interview. Selena believed "the disconnect between the written and spoken" was the biggest challenge, since the practice was mostly focused on written skills. Erika also pointed out that the online context did not allow

opportunities to practice speaking by easily forming pairs or groups, compared to the F2F context. Finally, both ESL and KFL learners suggested having more individual meetings for feedback communication because synchronous interaction with the teacher, rather than checking the feedback on their own, might encourage learners to pay more attention to feedback and their learning process.

In conclusion, the challenges both ESL and KFL learners reported were not always due to linguistic issues or the complexity/difficulty of assessment activities. The challenges were related more to logistical issues or affective aspects in learning. For example, the learners mentioned coordinating with others for completing assignments was challenging and they were forced to develop more autonomy and self-disciplinary strategies to stay motivated. Both groups of learners suggested teachers should provide more practice opportunities through daily/weekly assignments or formal assessments, which helps or facilitates learning. Learners overall expressed strong needs and preferences for teachers to provide more individualized feedback. However, it should be emphasized that since the sample size for ESL (N=53) and KFL (N=44) learners was rather small, the results cannot be generalized to a larger group without further research.

7 CONCLUSION

This conclusion chapter presents a summary of findings, implications of this study, and recommendations for the stakeholders of classroom assessment and teacher education. Between the start of the data collection and the time of writing, several researchers in the fields of applied linguistic and education have published their studies on similar topics. Those research studies are discussed in line with the findings and implications of this study.

7.1 Summary of Findings

This section provides a summary of findings for each research question of this study and discusses how the findings are in line with recent studies on the assessment in the context of ERT.

7.1.1 *RQ1. Teachers' Assessment Practice and Perceptions*

7.1.1.1 *RQ1-a. Teachers' Strategies and Methods in Online Assessment*

In terms of the assessment strategies teachers used for online assessment, the focus of the study was on what aspects of assessment were changed or modified when teachers and learners moved to an online format for ERT. For both ESL and KFL teacher groups, the most frequent change/modification was the digitalization of assessment using available online tools and resources.

Both ESL and KFL teachers demonstrated significant differences between F2F and online assessments in the use of typed feedback, audio feedback, and video feedback for online assessment. However, there was a difference between ESL teachers and KFL teachers in the frequency of handwritten feedback, as KFL teachers utilized digitally handwritten feedback (i.e., handwritten feedback using a tablet device with a companion stylus pen instead of writing on paper) in online assessment. The interview data also demonstrated issues related to feedback practices, such as technical difficulties and an overwhelming workload, were also reported in the previous studies. For example, in Mäkipää et al. (2021), teachers commented that giving written feedback was tedious in online assessment, leading to increased workload. To avoid such a high workload, teachers in Mahapatra (2021)'s study reported they opted for giving group feedback instead of individual feedback. All these results point to the necessity of improving teachers'

strategies for providing clear feedback in online assessment while preventing too much workload because teacher fatigue can affect the quality of feedback.

Finally, the findings suggest that teachers were concerned about academic dishonesty issues such as plagiarism and cheating in online assessment, as reported in several recent research studies (Abduh, 2021; Chen et al., 2020). To address the issues of academic dishonesty, both ESL and KFL teacher groups employed strategies or measures such as alternative assessment methods, proctoring services, or plagiarism detectors. One difference between ESL and KFL teachers was that ESL teachers utilized the strategy of making a conversation about plagiarism into a “teachable moment” to emphasize the importance of academic integrity while KFL teachers did not. As mentioned above, this difference may be attributable to the contextual differences between ESL course and KFL courses. That is, the objective of ESL courses was to prepare international students for academic studies or support their academic English skills at US universities. Thus, academic honesty is included as an essential element of the curriculum for international students with different linguistic or cultural backgrounds. On the other hand, the objective of KFL courses was to help learners be able to communicate in Korean for practical purposes to perform tasks in daily life (e.g., Advanced Korean course).

7.1.1.2 RQ1-b. Teachers' Perceptions Regarding F2F vs. Online Assessment

The survey data showed that ESL and KFL teachers' perceptions were similar in agreement patterns for two different formats: F2F and online assessment.

Both groups generally agreed that the assessment reflected teaching, assessment tasks could be creative, and assessment was fair in both F2F and online courses. The teachers in this study agreed that developing assessments, grading, and giving feedback were time-consuming in both online and F2F formats. The interviews with GTAs also suggested that teachers had to

spend extra time on developing brand-new assessment materials or learning how to use their respective LMS to create online tests. Also, providing feedback – usually individualized – in the online courses was time-consuming. A similar trend was reported in Abduh (2021)'s study on teachers' experiences during ERT.

The ESL and KFL teachers demonstrated significantly higher concerns about the possibility of cheating in online assessment than in F2F assessment. The issues around cheating and academic dishonesty in ERT were also discussed as critical issues in the studies such as Abduh (2021) and Meccawy et al. (2021). In both studies, teachers considered cheating and plagiarism as major problems in online assessment.

Teachers generally agreed that they could easily provide useful and timely feedback in both F2F and online assessments. Nevertheless, interview data suggested that providing feedback in a timely manner was perceived as more challenging in online assessment than F2F assessment, echoing recent studies on teachers' feedback practices during ERT (Mahapatra, 2021; Mäkipää et al., 2021). In addition, for both ESL and KFL teachers, elicitation of the best performance from the learners was not considered readily available in the online environment.

7.1.1.3 RQ1-c. Teachers' Achievements, Challenges, and Lessons

The survey results showed that both ESL and KFL teachers were provided with some form of training or resources. However, the teachers wanted more training opportunities that are practical, and useful and readily adaptable to their own contexts. They expressed a strong preference for learning from actual examples and samples in training and workshops. The most frequently reported biggest achievement was the successful development and use of assessment methods that were relevant to the online context for both ESL and KFL teachers. However, there were some challenges in online assessment during ERT. For example, the challenges most

frequently reported by ESL teachers include *difficulty of maintaining assess quality* (e.g., decreased validity/authenticity) or *lack of physical presence and interaction*. KFL teachers, on the other hand, reported that the time-consuming process of carrying out assessment responsibilities was most challenging.

7.1.2 RQ2. GTA's Challenges and Lessons

7.1.2.1 RQ2-a. GTAs' Challenges and Lessons

The findings show that GTAs' biggest challenge was in managing time and balancing study/research and teaching duties. However, there were contextual and situational factors that impacted the GTAs' use of time for assessment (e.g., if the GTA was teaching a new course for the first time, if the GTA was involved in the development of new assessment). The lessons ESL GTAs shared during the interviews can be synthesized as the following pieces of advice. First, be flexible and adaptable throughout the assessment cycles. Second, be strategic in using digital tools and platforms for assessment to facilitate learning. Third, be proactive about the mental well-being of yourself and your learners. As for the lessons KFL GTAs discussed in the interviews, the following pieces of advice summarize their discussion. First, be strategic in using digital tools, platforms, and resources for assessment activities. Second, develop strategies to provide efficient feedback. Third, strive to learn and develop expertise. Teachers need to be open-minded and proactive in learning how to improve the quality of teaching and assessment. The advice both ESL and KFL GTAs provided in common was to be strategic in using online tools and platforms for assessment activities.

7.1.2.2 RQ2-b. GTAs' Opportunities

Based on the interview data analysis, the opportunities GTAs faced were categorized into different stages of assessment: planning, implementation, and monitoring.

In the planning stage, the GTAs had the opportunities to critically reflect on the alignment between assessment and instruction, learn how to digitalize previously developed in-person assessment tools, and examine the factors to consider when choosing online tools. In the implementation stage, the GTAs had the opportunities to reconsider academic dishonesty issues, explore the new online tools for assessment, and develop strategies to facilitate learning in the online environment. Finally, in the monitoring stage, the GTAs had opportunities to explore new types of feedback, develop accommodation strategies for learners in the grading process, and critically evaluate the quality of assessment in the online environment.

It was a forced experience to teach and assess language learners online. The process was not without obstacles, challenges, and issues. Nevertheless, the experience posed new opportunities to the GTAs and can be considered as part of their professional development.

7.1.2.3 RQ2-c. Language Coordinators' Challenges and Lessons

From the interviews with the language program coordinators, several common themes emerged as lessons and new opportunities. The first and the most important theme related to assessment was their recommendations that teachers should develop the strategies of using assessments to facilitate learning in the online environment. Another emerging theme was a mutual collaboration for teacher development to improve assessment expertise for a new mode of teaching and assessment. The coordinators reported that they would plan for providing more useful and practical teacher training opportunities to better support their teachers. Finally, all coordinators, in addition to the teachers in this study, demonstrated their hopes that what was learned through ERT could be part of their ongoing professional development for future teaching regardless of instructional modes. For example, the teachers in this study reported their enhanced knowledge and skills of using online tools, such as assessment features of the LMSs and the

most frequently mentioned external tool, VoiceThread. The teachers also mentioned the plan to continue to utilize the tools and employ the strategies they developed in the future F2F classes.

7.1.3 RQ3. Learners' Perceptions, Perceptions, and Challenges

7.1.3.1 RQ3-a. Learners' Perceptions of Assessment Activities

According to the survey results, the ESL learners in the current study reported more frequent participation in *Writing essays* as their assessment activity, which had the highest mean ratings for helpfulness and relevance to the online context. On the other hand, KFL learners reported the most frequent participation in *Taking vocabulary tests online*, which did not have the highest mean rating for helpfulness and relevance. For KFL learners, *Taking listening tests online* was perceived as most helpful and relevant to the online assessment. For both ESL and KFL learners, the survey and interview responses showed that group work was perceived as challenging in the online environment because of logistical issues (e.g., time conflicts, lack of interaction, individual differences in learning styles). Given that group-based assessment has benefits, such as opportunities for learners to actively engage in collaboration and communication with peers (Chau, 2005), teachers might need to develop more strategies to facilitate the group collaboration process and to help students easily resolve logistical issues.

7.1.3.2 RQ3-b. Learners' Perceptions Regarding Online Assessment

The survey suggested that both ESL and KFL learners shared similar opinions about both F2F and online assessments. Both learner groups generally agreed that grading was fair and accurate in both conditions, suggesting online assessment was perceived as fair and reliable as F2F assessment. Also, learners agreed that teachers' feedback was clear and helpful for both F2F and online assessments.

However, the most significant difference between online and F2F assessments in learner perceptions was awareness of the possibility of cheating or academic honesty issues. The ESL and KFL learners in this study were more likely to agree that it was easier to cheat in online assessment. Meccawy et al. (2021) reported that 217 out of 546 university students they surveyed had cheated on online assessment during the COVID-19 pandemic, either because of the difficulty of the content, anxiety, or the ease of cheating online. However, research findings of cheating in online assessment have been inconclusive about whether it is perceived as easier or more prevalent in online assessment (Holden et al., 2020). Nevertheless, the current study and other recent studies (Abduh, 2021; Mäkipää et al., 2021; Meccawy et al., 2021) that have investigated online assessment in ERT collectively found that teachers' concerns about academic dishonesty were higher in the online environment. To address the issue, teachers in this study reported that they were utilizing both preventive measures (e.g., use of open-book exams) and remedial measures (e.g., use of plagiarism detectors) to ensure academic honesty. As for learners, more explicit and detailed training on the importance of "digital" academic honesty can be provided so that online assessment can be better implemented.

7.1.3.3 RQ3-c. Learner's Challenges and Lessons

The survey data showed that most of the ESL and KFL learners received resources or trainings from their teachers, programs, or universities before the online courses began. However, the interview data suggested that trainings for online tools specifically used for assignments or assessment in language courses should have been provided before the semester started. Especially, the learners reported challenges of using unfamiliar tools or technology failure in the beginning of the semester. However, as they became more familiarized with the tools and they found alternative ways to cope with technology failures, those challenges were

overcome. Other salient challenges reported in the current data were mostly related to logistical issues (e.g., the cumbersome nature of proctoring services) and affective dimensions (e.g., declining motivation levels), which hindered successful and timely completion of assignments.

The learners in this study advised the future learners to develop strategies to have a more structured schedule to track their progress in completing assessment activities. As for future teachers, learners suggested that teachers should provide more practice opportunities for authentic communication – with a balanced focus between written and oral skills – and more individualized feedback through one-on-one interaction.

7.2 Implications

The primary goal of this study was to explore teachers' assessment practices and learners' perceptions regarding assessment activities in the online environment, specifically focusing on the ERT context. Despite the small number of participants, this project adds more empirical findings to the growing body of research on teachers' and learners' experiences of ERT during the COVID-19 pandemic (e.g., Abduh, 2021; Adedoyin & Soykan, 2020; Aljuaid, 2021; Lee & Yin, 2021; Meccawy et al., 2021; Moser et al., 2021; Shin & Hickey, 2021; Thomas et al., 2021; Yi & Jang, 2020) and assessment practices during ERT (Mahapatra, 2021; Mäkipää et al., 2021). The following presents implications of this study and discusses how the findings from this study corroborate or contradict those of the recent studies that investigated a similar topic.

The teachers in the current study generally reported making necessary adaptations for effective remote instruction (Moser et al., 2021) and utilizing their currently available resources and expertise to adapt feedback style or communication methods (Mahapatra, 2021; Mäkipää et al., 2021). It was found that academic dishonesty issues, such as cheating and plagiarism, were

considered critical issues and posed challenges to the teachers (Abdugh, 2021, Meccawy et al. 2021; Mahapatra, 2021), but teachers mostly employed relevant measures successfully.

To better understand their comprehensive experiences related to assessment activities, this study investigated several aspects of these experiences, in addition to teachers' assessment strategies and learners' perceptions. The survey and interview questions included questions about the challenges faced by different groups – language teachers (GTAs), language program coordinators, and language learners – and lessons learned from online assessment experiences to explore new opportunities for the future. To understand teachers' challenges in online assessment, their training experiences prior to ERT and their future needs were investigated. All the teachers in this study received some form of training, which was similar to the finding of Brooks and Grajek (2020) that 93% of the faculty they surveyed received training. However, the current study seems to provide an additional piece of information to resolve the issue that Brooks and Grajek (2020) raised in their report: “It is unlikely that any of the support or training taking place presently can be anything other than basic or limited in scope, which could force institutions to reconsider what constitutes *adequate* provision when the new normal is established.” Teachers in the current study reported that the pre-ERT training was useful and helpful but not satisfactory. The ESL coordinator, Hugh, described the biggest issue with the previous training provided by his institution, saying “The required training was presumably designed for undergraduate lecture-style classes with more than 100 students. Most of the procedures and policy were also written for those courses, but language courses do not always rely on the modality of lecture.” In other words, because a primary instructional method for language courses is not always a lecture, which might have created a higher level of challenge for language teachers and learners when transitioning to an online format. All the teachers who

participated in the interview expressed the need for training more specifically designed for language assessment in online classrooms.

In addition, there are two unique contributions to the current research project. First, the current project attempted to highlight GTAs' experiences to gain more insights into how to better support and educate the group. While there have been a few research studies that focused on the population of teaching assistants during the COVID-19 crisis (e.g., McLaughlan, 2021), to my knowledge at the time of writing, none of them investigated GTAs who were primary instructors for language courses. The findings of this study suggest that GTAs experienced difficulties managing time and striking a balance between their study/research and teaching/assessment duties. However, professional and emotional supports from fellow GTAs and mentors were helpful and essential.

Second, the current study went beyond studying teacher perspectives to investigate language learners' perceptions of their online assessment experiences. Few efforts have been made to explore language learners' experiences in ERT and online assessment. At the time of writing, two research studies in the field have investigated learners' experiences and perceptions in the ERT context. Focusing on the overall response and resilience of learners, Thomas et al. (2021) investigated how English as an additional language (EAL) pupil in a preparatory school – primary school – in the UK coped with ERT during the pandemic. The pupils were found to hold some degree of control over lesson content even in the online environment and the learning opportunities during the crisis were positively evaluated. However, Thomas et al.'s study did not contain a useful understanding of learners' assessment experience during ERT. Ma et al. (2021) investigated college students' feedback literacy in L2 academic writing courses during the pandemic. They found the learners appreciated the value of feedback provided by the teacher.

However, the forced online mode affected learners' motivation level, and lack of interaction led the learners to become less focused and less diligent. Ma et al. (2021) framed these two contradicting perceptions as "misalignment" – the learners positively perceived the feedback provided in online environments, but they were not favorable to the online mode of learning. A similar misalignment in learner perception was observed in the current study. The learners in this study acknowledged the benefits of online assessment as far as receiving more individualized feedback and having more individual time to practice. However, they were less positive about being forced to be online and losing opportunities to interact with their classmates. While Ma et al. (2021) investigated academic writing courses only, this study showed that similar perceptions were observed among the learners in oral skill courses or four-skills integrated courses.

Overall, despite the difficulties and challenges in the beginning, teachers and program coordinators in the current study seem to have adapted to the context and explored methods that were more relevant and effective for online assessment. Lee and Yin (2021) reported similar findings that EFL teachers in five different Asian countries (Bangladesh, China, Japan, Korea, and Indonesia) managed to find ways to motivate and engage learners in online classes. One teacher came to acknowledge the benefit of the ERT experience, by saying "COVID-19 makes people connected." In addition, teachers in the study reflected on their experiences as "eight-month-long training", "new or reflective opportunity", or "an unknown future I was not prepared for," to describe the positive influence on their professional development. Lee and Yin (2021) condensed their perceptions into the word: optimism (p.775). The optimism among Asian EFL teachers was also found among teachers in the US higher education. The teachers and program coordinators in this project framed the ERT experience as a part of their ongoing professional

development, as they learned new tools and improved knowledge and skills for assessing learners in the online environment.

7.3 Recommendations

This dissertation project explored what teachers did for assessment in the courses taught online during ERT and how learners perceived the assessment. What emerged from the current data should be regarded as a record of history as well as the lessons and reflections of the teachers, learners, and coordinators within the particular setting of online courses during the COVID-19 pandemic. The data were filtered through the research agenda, the methodology, and the analyses conducted here. The findings demonstrated teachers' practices with decision-making practices regarding tools and strategies for online assessment and described learners' perceptions, reflections, and suggestions within the online environment. Based on those findings, the following recommendations for different stakeholders can be considered.

7.3.1 Recommendations for Teachers

As a key agent of assessment in online courses, individual teachers can consider the following recommendations to effectively assess learners and facilitate their learning in the online environment.

7.3.1.1 Be Strategic in Assessing and Supporting Learners

Teachers are advised to be strategic in online assessment, based on what was learned from the online assessment experience during ERT. In investigating learners' perceptions of online assessment activities, one misalignment was observed. That is, learners wanted to have more interaction with their teacher and peers, but learners preferred doing individual work and receiving individualized feedback over group work. When assigned to complete group work, challenges such as time conflicts or miscommunication were reported, which learners wanted to

avoid. KFL learners' interview data in the study particularly suggested this tendency. They tended to prefer doing out-of-class assignments individually to avoid logistical issues and to receive more individualized feedback. However, when they had a synchronous class session, they wanted in-class activities or assignments that were more engaging and interactive so that they could have opportunities to practice the target language with their classmates in pairs or groups. Thus, teachers need to be strategic in using different assignments and assessment methods for different occasions. Out-of-class assignments can be designed to have them engage in more individual practices. Unlike individual assignments, group-based assessment activities can be assigned during synchronous meetings or can be organized through careful arrangements that support communication among learners. Nevertheless, it should be noted that the findings about learners in the current study might not be generalizable to all language education situations. Depending on local contexts, teachers should make informed decisions based on their understanding of the learners' needs and develop effective strategies for assessing learners online.

7.3.1.2 Maximize the Potentials of the Online Environment for Assessment

Teachers are also advised to maximize the potentials of the online environment for assessment purposes. For example, teachers can maximize the benefits of using technology and online tools for providing feedback. The findings of this study suggested that the online setting allowed teachers to provide more individualized and accessible feedback. Online tools or platforms, such as VoiceThread or Flipgrid, offered a private space where teachers provided feedback to individual learners. Also, the feedback was saved in the virtual space and accessed by the learners as many times as they wanted. This might have allowed learners to take time to digest the feedback and incorporate it into their work. In addition, the technology and online

tools can be utilized to increase the immediacy and clarity of feedback. Immediacy and clarity of feedback are critical factors for maintaining learner engagement in online education (Tallent-Runnels et al., 2006; Gaytan & McEwen, 2007). Thus, teachers can develop strategies to maximize the benefits of the online setting to provide feedback that is timely, clear, accessible, and tailor to individual learners' needs by choosing relevant online tools or platforms and diversifying feedback types.

7.3.1.3 Build a Learning Community

The final recommendation is to build a learning community in the online environment, which will ultimately lead to a better assessment experience. This requires efforts of all stakeholders of classroom language assessment in the online environment, but teachers should play the key role in taking initiative and facilitating the process. As Lee (2021) said, during the prolonged ERT period, learners started losing their self-regulatory motivation and yearning for 'togetherness'. A similar tendency was observed in this study. Learners reported losing focus and motivation to continue learning. They hoped to be present with their classmates with physical presence, which would motivate and pressure them to complete assessment-related activities more efficiently. The current study, however, found that the 'togetherness' was not necessarily achieved through working together in groups for assignments. Interviews with learners suggested that it was more related to the 'belongingness' in a learning community. During the interviews, learners suggested that teachers should consider building a form of learning communities where learners can have – even casually – authentic opportunities to create rapport and motivate each other to grow together as language learners.

7.3.2 Recommendations for Language Program Coordinators

To help teachers develop strategies for high-quality assessment in the online environment, the role of language program coordinators (and teacher educators) is also critical. Based on the current investigation, the following recommendations are suggested for language program coordinators who want to continue providing online courses or who need to be prepared for ERT in the future. These recommendations can be considered to better support language teachers and learners and improve the quality of assessment in the online environment.

7.3.2.1 Provide Tailored-Trainings for Teachers

It is recommended that program coordinators and teacher educators provide trainings tailored to their teachers. For As the ESL coordinator, Maria, said, “put yourself in the shoes of teachers and learners.” Teachers (GTAs) in the current project expressed a strong preference for learning from actual examples, such as how courses were set up in an LMS, or what and how different tools can be used for assessments. Program coordinators in the study provided training and support for teachers, but teachers wanted more ongoing support or training opportunities where they could learn from best practices or authentic examples with hands-on experience. Furthermore, the training could respond to the unique challenges faced by GTAs: challenges related to time management and mental health during ERT. This issue was reported by several media outlets and university-based media reports (e.g., Douglas-Gabriel, 2020; Funk, 2020; University of Maryland, 2020), illustrating the importance of supporting graduate students who had to balance teaching, learning, and working. The unique challenges of GTA population can be also reflected in the training, resources, or workshops that program coordinators (or teacher educators) provide.

7.3.2.2 Centralize Learners' Needs and Encourage Engagement

Language program coordinators are recommended to conduct a program-level needs analysis and create relevant policies to foster learner engagement. In the current investigation, the learners appreciated the additional individual feedback that was available in the online environment with private one-on-one communication with the teacher either synchronously or asynchronously. The learners also appreciated the flexibility of time because they were able to spend as much time as they needed to digest learning content or complete learning tasks whenever they wanted. However, the learners reported the loss of the opportunities to practice the target language in spontaneous interactions. The learners expressed a need for more practice opportunities for meaningful language use rather than repetitive daily assignments, such as posting the answers and opinions on the discussion boards in the LMS. To accommodate the learners' needs, future online language programs can incorporate interactive and spontaneous practice opportunities in their curriculum and ERT plans. For example, the program can offer a grammar/structure course in an asynchronous format to allow more time and flexibility for the learners to review and learn the target learning content. Meanwhile, a speaking course can be delivered synchronously to provide opportunities for engaging in more interactive and communicative activities. Those activities can be designed to help the learners practice the grammar points or key structures that they learned. This may also provide opportunities for teachers to provide immediate formative feedback. To enable this arrangement, the language program can encourage collaboration among teachers or promote co-teaching. Learners in the online language programs also should be provided with ongoing support and training sessions. The learners in the current study reported technical challenges and difficulties, which affected their motivation. Pre-semester and ongoing support and training would help learners to learn how

to use technology for assessment activities and how to troubleshoot. This would help the learners maintain the motivation to participate in the online assessment activities.

7.3.2.3 *Create ERA Action Plans*

The survey and interview data suggested that teachers made different types of adjustments depending on their objectives and goals for online assessment, using their expertise and available resources. It would be ideal if those useful and effective adjustments could be compiled and documented at a macro level for future reference. The documented strategies for switching from F2F to online can be used to create program-level action plans for ERA. The strategies can also be utilized to transform certain F2F courses or programs into online courses or programs. The ERA action plans can include information about how to redefine academic integrity in the online environment (Reedy et al., 2021) and how to manage the newly defined “digital” academic integrity issues. Such macro-level protocols and guidelines would better help GTAs, faculty members, and program coordinators to be prepared to educate their learners about digital academic honesty and to effectively resolve issues when they arise.

7.4 Limitations and Possible Future Research

Despite the implications of this research, the study is not without limitations.

First, this study had a small sample size, particularly for the KFL teacher group in the teacher survey. This resulted in an imbalanced sample size of ESL and KFL teachers. Nevertheless, the current investigation of the KFL context may point the way for more studies in the assessment of LOTE. Future research can recruit a large sample and strive to achieve the balance between the ESL context and another LOTE context. If the sample sizes are the same or at least similar to each other, more valid comparisons and contrast analysis would be possible to understand the unique characteristics of the target contexts.

Second, this study focused on the GTAs as a sub-group of teachers, as they were expected to be in their early teaching career and receiving pre-service training. However, all the GTAs who volunteered for this research turned out to be experienced teachers rather than novice teachers. The interviews with GTAs did not provide information about what novice teachers would experience and how they would develop assessment expertise when teaching online for ERT purposes. Nevertheless, as the ERT in Fall 2020 was their first time to carry out assessment tasks entirely online (except one KFL GTA), the findings still may offer useful tips for training novice teachers to develop and enhance their assessment expertise.

Third, the data was not maximally triangulated. Although this research attempted to be mixed-methods, other methods such as focus group interviews or collection of teachers' reflective journals might have provided more in-depth understanding and useful insights for teacher education. Focus groups were not conducted for this research due to practical challenges, but it would be a great way to explore collective wisdom among teachers and learners for better assessment in online classes. Ethnographic research could be another great option for better understanding how contextual factors mediate assessment practices. In that case, it is recommended that researchers focus on a specific language skill with a certain learner population (e.g., academic oral communication skills courses for international undergraduate students) to enable a deeper understanding of the target context.

Fourth, the research instruments also need further development. The research instruments were not systematically and rigorously validated because this project was time-sensitive. Also, the issues of negative bias were not properly addressed. The survey questions should be validated with more systematic statistical analysis and constructive feedback from the experts. In addition, a more systematic approach is necessary for analyzing documents such as syllabi or

assessment materials and tools shared in the LMSs. Online course observation tools for synchronous or asynchronous courses could be also developed for research purposes.

Fifth, as the data for the current study were collected online during the COVID-19 pandemic crisis, participants' general psychological anxiety over the pandemic situation might have influenced their responses to the survey or interview questions. The current data does not show how participants' general psychological anxiety over the pandemic situation and resilience affected assessment practices and student performances. Future research should consider this factor when collecting and analyzing data.

Finally, learner perceptions were explored in this study, but their actual performance was not investigated. However, the ultimate purpose of improving the quality of assessment is to facilitate learners' language development. Therefore, future research should examine how assessment activities in online language courses influence learner performance and language development. The findings from such research would generate valuable insights for improving online assessment in language classrooms.

Despite the global disruption in language education, teachers in this project demonstrated professional responses through exploring new possibilities of online teaching and assessment. Even while adjusting to the new environments, teachers and coordinators took the crisis as an unexpected opportunity to further develop their expertise and improve the curriculum. This similar resilience among educators was also reported in a recent study by Lee and Yin (2021). Based on the interviews with the teacher participants, the study suggested that "the teachers never lost hope and moved forward toward the light at the end of a dark tunnel we call COVID 19 (Lee & Yin, 2021, p.764)." This seems to hold true for the language teachers I interviewed in this study.

I hope the findings of this investigation will benefit teacher educators and policy makers. While teachers and learners are the key stakeholders of assessment in language courses offered online, teacher educators or language program coordinators at higher educational institutions play critical roles in supporting the teachers and learners in their programs with training and resources. The information from this investigation of teachers' experiences related to assessment practices and learners' experiences related to their assessment activities during ERT may shed light on policy decisions for language education programs, language teacher education programs, or professional development opportunities for teachers.

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APPENDICES

Appendix A Survey Materials

Appendix A.1 ESL Teacher Survey

Teachers' Assessment Practices in Language Courses Offered Online

Start of Block: Information about Study and Consent

Welcome to the survey!

This research is undertaken as part of a PhD dissertation, and it aims to get a better understanding of assessment practices in language courses taught online.

If you are teaching or taught any English as a Second Language (ESL) courses in Fall 2020, please respond to this survey.

Consent for Participation

Title: Exploring Language Teachers' Assessment Practices and Language Learners' Perceptions towards Assessment in the online environment

GSU IRB Number: H21246

Principal Investigator: Dr. Sara T. Cushing

Student Principal Investigator: Yunjung Nam

Procedures: You are being asked to take part in a research study. If you decide to take part, you will be asked to answer some survey questions about your experiences with assessment (e.g. tests, quizzes, and assignments) in language courses offered online. There will be questions related to your experiences with assessment-related trainings and challenges faced while teaching language courses online.

Estimated time: 10-15 minutes

Voluntary Participation and Withdrawal: You do not have to be in this study. You may stop participating at any time.

Contact Information: Yunjung Nam at ynam3@gsu.edu

Consent

If you are willing to volunteer for this research study, please check the box below.

Do you agree to participate in the study?

I agree.

I do not agree.

Skip To: End of Survey If Do you agree to participate in the study? = I do not agree.

End of Block: Information about Study and Consent

Start of Block: General Information

Which type of educational institution do you work for?

- Public university
 - Private university
 - Community college
 - Others (specify)
-

What is your position?

- tenured/tenure-track faculty
 - non-tenure-track full time
 - part time or adjunct
 - graduate teaching assistant (TA)
 - Others (Specify)
-

Prior to Spring 2020 semester, did you ever teach online?

- Yes.
- No.

Display This Question:

If Prior to Spring 2020 semester, did you ever teach online? = Yes.

Prior to Spring 2020 semester, how many courses did you teach online?

- 1-2 courses
- 3-5 courses
- more than 5 courses

In the next section of the survey, I would like you to focus on **ONE English as a Second Language course you are teaching online in Fall 2020.**

Please choose a class you are teaching online that you have previously taught face-to-face (F2F). There will be some questions that ask you to compare the two formats (F2F and ONLINE). If you haven't taught the same course in both formats, think about a course you are currently teaching that is most similar to a course you have previously taught F2F.

What is the course number and the full name of the course you are teaching?

<Examples>

IEP 0840 Reading and Writing for Academic Purposes

ESL 570 Academic Speaking and Listening

Which student group do you teach in the course?

- pre-matriculated students (students learning English in order to be accepted into a college or university)
 - matriculated students (students enrolled in a degree program but taking English support courses)
 - Others (please describe)
-

What level is the course?

- Advanced
- High-intermediate
- Intermediate
- Low-intermediate
- Beginner/Elementary
- Others _____

Please choose the format of instruction. If the options do not apply to your course, please explain.

- 100% synchronous (e.g. the class meets regularly every week in Zoom or Webex)
 - 100% asynchronous (e.g. the class does not meet but students do their work on their own)
 - A mixture of synchronous/asynchronous (e.g. the class meets in Zoom or Webex only when scheduled)
 - Others (Explain)
-

End of Block: General Information

Start of Block: Assessment Practices in Online Language Teaching

In this section, you will be asked about assessment in language courses. Here, “**assessment**” is used as a broad term, including - formal assessments (e.g. *midterms, tests, finals for summative purposes*) - informal assessments (e.g. *quizzes, participation, assignments, portfolios, peer- and self-assessment for formative purposes*) - other graded work in the course When you answer the questions, please focus on **the course you chose in the previous section.**

What kind of changes/modifications in assessment did you make when you started to teach the course **online**, when compared to **face-to-face (F2F)** classroom assessment?

(Select all that apply and provide specific details.)

- Assessment format (e.g. replacing written exams with multiple choice questions)

- Scope of assessment (e.g. assigning less or more content for tests)

- Focus of assessment (e.g. focusing more on writing skills or grammar knowledge than other skills) _____
- Assessment medium (e.g. using digital/computer-based work or scanning/uploading pictures of handwritten work)

- Assessment time/duration (e.g. allowing more or less time for tests)

- Assessment weight (e.g. assigning more weight to pronunciation and less weight to eye contact in speaking assessment)

- Topics covered in assessment (e.g. reducing reliance on current news stories as input) _____
- Others (Please explain) _____

What methods have you used for assessment in the course when teaching in the format of **F2F vs. ONLINE?** (Select all that apply)

	F2F	Online
Multiple-choice questions		
Short answer questions		
Open book exams		
Essay questions		
Presentations		
Audio/Video recordings for oral performance		
Group project		
Collaborative speaking tasks		
Collaborative writing tasks		
Individual speaking tasks		
Individual writing tasks		
E-portfolio		
Peer-assessment		
Self-assessment		
Others (Specify)		

What types of feedback have you used in the course when teaching in the format of F2F vs. ONLINE? (Select all that apply for each of F2F and Online formats)

	F2F					Online				
	Never	Rarely	Sometimes	Often	Always	Never	Rarely	Sometimes	Often	Always
Hand-written										
Typed										
Audio										
Video										
Conferencing										
Others										

Many teachers who teach online have concerns about assessment security without the same level of control in face-to-face instruction. How much concern did/do you have with student cheating and plagiarism?

- A great deal
- A lot
- Somewhat
- A little
- Not at all

To prevent cheating or plagiarism, or to ensure test security and academic integrity, what did/do you do? (Select all that apply)

- Using video proctoring
- Using lockdown browser
- Changing assessment methods
- Nothing in particular
- Others (Explain) _____

End of Block: Assessment Practices in Online Language Teaching

Start of Block: Perceptions towards Assessment in Face-to-Face and Online language Courses

Please indicate the degree to which you agree or disagree with the statements below.
For assessment in F2F and ONLINE language courses.....

	F2F				Online					
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
It is easy to make my assessments reflect what was taught.										
Assessment tasks can be creative.										
Assessing receptive skills (listening, reading) is challenging.										
Assessing productive skills (speaking, writing) is challenging.										
I am concerned about the possibility of cheating on assessments.										
I can easily provide useful feedback to students.										
I can provide feedback to students in a timely fashion.										
Students are able to demonstrate their best work in assessments.										
Developing assessments is time-consuming.										
Grading is time-consuming.										
Communicating feedback with students is time-consuming.										
My students feel assessment is fair.										

End of Block: Perceptions towards Assessment in Face-to-Face and Online language Courses

Start of Block: Reflection, Challenges, and Needs

How much have the following issues been problems for you in teaching a language course **online**?

	Not At All	A Little	Somewhat	A Lot	A Great Deal
Developing assessment materials and tasks					
Learning new tools and techniques for assessment					
Grading assessments/assignments					
Providing feedback to students					
Others (Specify)					

What has been your greatest challenge in assessing your students online, and how have you dealt with it?

When preparing to teach online in Fall 2020, which of the resources/support did you receive from your institution or program? (Select all that apply)

- A list of useful resources for teaching online
- Instructions for using your institution's Learning Management System
- General guidelines for online teaching
- General training for assessment strategies
- General training for online instructional tools and technologies
- Training specific to online language teaching
- None

What has been your greatest achievement in student assessment?

In retrospect, what additional support for online assessment from your department, program, and/or university would have been helpful to you in teaching online in Fall 2020?

Display This Question:

If What is your position? = graduate teaching assistant (TA)

To answer the following questions, focus on your experiences as a graduate student TA.

Compared to F2F, how much does online teaching create problems for you in balancing your study/research and teaching duties?

- Not at all
- A little
- Somewhat
- A lot
- A great deal

Please use the space below to comment on challenges you have faced in balancing study/research and teaching online during Fall 2020.

Compared to F2F, how much time do you spend assessment-related activities in an online environment?

- A lot less
- A little less
- Similar
- A little more
- A lot more

Please use the space below to comment on your answer to the previous question.

When you have had problems or challenges related to assessment in classes, how have you solved them? Check all that apply.

- I did research on my own and figure it out.
- I asked fellow TAs for ideas and suggestions.
- I asked coordinators for solutions and suggestions.
- I asked people on online forums or social media for ideas and suggestions.
- Others (Explain) _____

Do you have any suggestions for how your department, program, and/or university can support specifically “graduate student TAs” teaching language courses online?

Would you be interested in an interview to share your experiences?

If so, please leave your email address here. Thank you!

End of Block: Reflection, Challenges, and Needs

Start of Block: Background Information

How many years of overall language teaching experiences do you have?

- 0-2 years
- 3-5 years
- 6-10 years
- 11-20 years
- 21 or more years

How comfortable are you with technology (i.e., new software or device)?

- Extremely comfortable – People come to me for technology questions.
- Somewhat comfortable – I'm okay with using new technology for teaching and assessment.
- Not comfortable – I don't like using new technology for teaching and assessment.
- Others (Explain) _____

Where did you learn about **language assessment in general**? (Select all that apply)

- Pre-service teacher training (e.g. BA, MA programs)
- In-service teacher training
- Professional conferences, workshops, etc.
- On the job
- Co-workers and mentors
- Online resources (websites, online courses, webinars, etc.)
- Other (please specify) _____

What is your final degree and major? If you are a TA, use the current program you are in. (e.g. PhD in Applied Linguistics)

What is(are) your first language(s)?

Are you teaching your first language?

- Yes
- No

Gender

- Male
- Female
- Do not wish to answer
- Self-explain _____

End of Block: Background Information

*Appendix A.2 ESL Learner Survey***Learner Perceptions towards Assessment in Language Courses Offered Online****Start of Block: Information about Study and Consent**

Welcome to the survey!

Due to the global pandemic and public health crisis, many language courses are now being offered online. This survey aims to understand how learners perceive assessment in language courses offered in an online environment. Your opinions and feedback will be much appreciated.

Please respond to this survey, if you are 18 years of age or older and if you are taking or took any English courses in Fall 2020, including **Intensive English Programs (IEP) OR English as a Second Language (ESL) courses**.

Consent for Participation

Title: Exploring Language Teachers' Assessment Practices and Language Learners' Perceptions towards Assessment in the online environment

GSU IRB Number: H21246

Principal Investigator: Dr. Sara T. Cushing

Student Principal Investigator: Yunjung Nam

Procedures: You are being asked to take part in a research study. If you decide to take part, you will be asked to answer some survey questions about your learning experiences with assessment (e.g. tests, quizzes, and assignments) in language courses offered online. The survey questions are also related to any challenges you faced in the process of preparing for and taking tests, or completing assignments.

Estimated time: 10 minutes or less

Voluntary Participation and Withdrawal: You do not have to be in this study. You may stop participating at any time.

Contact Information: Yunjung Nam at ynam3@gsu.edu

Consent

If you are willing to volunteer for this research study, please check the box below.

Do you agree to participate in the study?

- I agree.
 I do not agree.

Skip To: End of Survey If Do you agree to participate in the study? = I do not agree.

End of Block: Information about Study and Consent

Start of Block: General Information

Which type of school do you attend?

- Public university
 - Private university
 - Community college
 - Others (specify)
-

Choose one that describes your current status.

- I am learning English to be accepted into a college or university.
 - I am already enrolled in a degree program (BA, MA, or PhD), but taking English support courses.
 - Others (please describe)
-

Prior to Spring 2020 semester, did you ever take English language courses online?

- Yes.
- No.

Display This Question: If Prior to Spring 2020 semester, did you ever take English language courses online? = Yes.

Prior to Spring 2020 semester, how many semesters did you study English online?

- 1-2 semesters
- 3-5 semesters
- more than 5 semesters

In the following survey, I would like you to focus on **ONE English course** you are taking online. If you are taking more than two courses, please choose the most challenging course. There will be some questions that ask you to compare the two different class formats, F2F (face-to-face or in person) and ONLINE.

What is the course number and the full name of the course you are taking?

<Examples> IEP 0840 Reading and Writing for Academic Purposes

ESL 570 Academic Speaking and Listening

Which level are you in?

- Advanced
- High-intermediate
- Intermediate
- Low-intermediate
- Beginner/Elementary

Choose the format of instruction. If the options do not apply to your course, please explain.

- 100% synchronous (e.g. the class meets regularly every week on Zoom or Webex)
 - 100% asynchronous (e.g. the class does not meet but students do their work on their own)
 - A mixture of synchronous/asynchronous, a blended class (e.g. the class meets in Zoom or Webex only when scheduled)
 - Others (Explain)
-

End of Block: General Information

Start of Block: Perceptions towards Assessment in Face-to-Face and Online language Courses

Please indicate the degree to which you agree or disagree with the statements below.

For assessment in F2F and ONLINE language courses.....

	F2F				Online Course					
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Tests reflect what we learned in class.										
Taking tests takes a lot of time.										
Doing homework takes a lot of time.										
Grading is fair.										
Grading is accurate.										
Teacher's feedback is easy to understand.										
Teacher's feedback is helpful for learning.										
It is easy to cheat on tests.										
It is easy to copy somebody else's homework.										

End of Block: Perceptions towards Assessment in Face-to-Face and Online language Courses

Start of Block: Perceived Helpfulness and Relevance

Based on your experiences, what kind of graded activities did you do in your **ONLINE** course?

- Taking vocabulary tests online
- Taking grammar tests online
- Taking reading tests online
- Taking listening tests online
- Participating in discussion/debate
- Giving presentations
- Recording my voice
- Recording a video of myself
- Recording with a partner(s)
- Give scores to myself (self-assessment)
- Give feedback to classmates (peer-assessment)
- Writing paragraphs and essays
- Writing on online discussion boards
- Completing homework in groups
- Others (Specify) _____

For each activity chosen, display the following questions:

How much did the activities help you learn?

- Not at all
- Little
- Somewhat
- Much
- A Great Deal

Did you feel this was a good way to show what you learned?

- Not at all
- Little
- Somewhat
- Much
- A Great Deal

End of Block: Perceived Helpfulness and Relevance

Start of Block: Reflection, Challenges, and Needs

In your online courses, how difficult is each of the following?

	Very Easy	Easy	Neutral	Difficult	Very Difficult
Understanding what to do for homework and tests					
Knowing how my teacher gives grades					
Taking tests/exams with a new program on the computer					
Checking my teachers' feedback					
Completing homework in time					
Others (Specify)					

Think about preparing for tests and completing assignments in your online language course. What advice would you give to your friends taking the same course in the future?

When you started taking classes online, which of the resources/support did you receive from your teachers, your program, or your university? (Select all that apply)

- A list of useful resources for learning online
- Instructions for using the Learning Management System (e.g. iCollege, Canvas, Moodle)
- General guidelines for online learning
- General study skills and strategies
- Specific information related to language learning (e.g. using mobile apps or tutoring information)
- None

What are your suggestions for language teachers, to make assessment (tests, assignments, and graded work) better and helpful for learning?

End of Block: Reflection, Challenges, and Needs

Start of Block: Background Information

Choose your school year.

- Pre-college
- Freshmen
- Sophomore
- Junior
- Senior
- Graduate
- Master's program
- Doctorate Program

How many years have you been studying English? (Use numbers only.)

How comfortable are you with technology (i.e. new software or device)?

- Extremely comfortable - People come to me for technology questions.
- Somewhat comfortable - I'm okay with using new technology for learning.
- Not comfortable - I don't like using new technology for learning.
- Others (Explain) _____

Gender

- Male
- Female
- Do not wish to answer
- Self-explain _____

Age?

What is(are) your first language(s)?

What is your major or area you are interested in? (e.g. economy, computer science.... etc.)

End of Block: Background Information

*Appendix A.3 KFL Teacher Survey***Teachers' Assessment Practices in Language Courses Offered Online****Start of Block: Information about Study and Consent**

Welcome to the survey!

This research is undertaken as part of a PhD dissertation, and it aims to get a better understanding of assessment practices in language courses taught online.

If you are teaching or taught any Korean courses in Fall 2020, please respond to this survey.

Consent for Participation

Title: Exploring Language Teachers' Assessment Practices and Language Learners' Perceptions towards Assessment in the online environment

GSU IRB Number: H21246

Principal Investigator: Dr. Sara T. Cushing

Student Principal Investigator: Yunjung Nam

Procedures: You are being asked to take part in a research study. If you decide to take part, you will be asked to answer some survey questions about your experiences with assessment (e.g. tests, quizzes, and assignments) in language courses offered online. There will be questions related to your experiences with assessment-related trainings and challenges faced while teaching language courses online.

Estimated time: 10-15 minutes

Voluntary Participation and Withdrawal: You do not have to be in this study. You may stop participating at any time.

Contact Information: Yunjung Nam at ynam3@gsu.edu

Consent

If you are willing to volunteer for this research study, please check the box below.

Do you agree to participate in the study?

I agree.

I do not agree.

Skip To: End of Survey If Do you agree to participate in the study? = I do not agree.

End of Block: Information about Study and Consent

Start of Block: General Information

Which type of educational institution do you work for?

- Public university
 - Private university
 - Community college
 - Others (specify)
-

What is your position?

- tenured/tenure-track faculty
 - non-tenure-track full time
 - part time or adjunct
 - graduate teaching assistant (TA)
 - Others (Specify)
-

Prior to Spring 2020 semester, did you ever teach online?

- Yes.
- No.

Display This Question:

If Prior to Spring 2020 semester, did you ever teach online? = Yes.

Prior to Spring 2020 semester, how many courses did you teach online?

- 1-2 courses
- 3-5 courses
- more than 5 courses

In the next section of the survey, I would like you to focus on **ONE language course you are teaching online in Fall 2020.**

Please choose a class you are teaching online that you have previously taught face-to-face (F2F). There will be some questions that ask you to compare the two formats (F2F and ONLINE). If you haven't taught the same course in both formats, think about a course you are currently teaching that is most similar to a course you have previously taught F2F.

What is the course number and the full name of the course you are teaching?

<Examples> *KORE1001 Elementary Korean*

Which student group do you teach in the course?

- pre-matriculated students (students learning English in order to be accepted into a college or university)
 - matriculated students (students enrolled in a degree program but taking English support courses)
 - Others (please describe)
-

What level is the course?

- Advanced
- High-intermediate
- Intermediate
- Low-intermediate
- Beginner/Elementary
- Others _____

Please choose the format of instruction. If the options do not apply to your course, please explain.

- 100% synchronous (e.g. the class meets regularly every week in Zoom or Webex)
 - 100% asynchronous (e.g. the class does not meet but students do their work on their own)
 - A mixture of synchronous/asynchronous (e.g. the class meets in Zoom or Webex only when scheduled)
 - Others (Explain)
-

End of Block: General Information

Start of Block: Assessment Practices in Online Language Teaching

In this section, you will be asked about assessment in language courses. Here, “**assessment**” is used as a broad term, including - formal assessments (e.g. *midterms, tests, finals for summative purposes*) - informal assessments (e.g. *quizzes, participation, assignments, portfolios, peer- and self-assessment for formative purposes*) - other graded work in the course When you answer the questions, please focus on **the course you chose in the previous section**.

What kind of changes/modifications in assessment did you make when you started to teach the course **online**, when compared to **face-to-face (F2F)** classroom assessment?

(Select all that apply and provide specific details.)

- Assessment format (e.g. replacing written exams with multiple choice questions)

- Scope of assessment (e.g. assigning less or more content for tests)

- Focus of assessment (e.g. focusing more on writing skills or grammar knowledge than other skills) _____
- Assessment medium (e.g. using digital/computer-based work or scanning/uploading pictures of handwritten work)

- Assessment time/duration (e.g. allowing more or less time for tests)

- Assessment weight (e.g. assigning more weight to pronunciation and less weight to eye contact in speaking assessment)

- Topics covered in assessment (e.g. reducing reliance on current news stories as input) _____
- Others (Please explain)

What methods have you used for assessment in the course when teaching in the format of **F2F vs. ONLINE?** (Select all that apply)

	F2F	Online
Multiple-choice questions		
Short answer questions		
Open book exams		
Essay questions		
Presentations		
Audio/Video recordings for oral performance		
Group project		
Collaborative speaking tasks		
Collaborative writing tasks		
Individual speaking tasks		
Individual writing tasks		
E-portfolio		
Peer-assessment		
Self-assessment		
Others (Specify)		

What types of feedback have you used in the course when teaching in the format of F2F vs. ONLINE? (Select all that apply for each of F2F and Online formats)

	F2F					Online				
	Never	Rarely	Some times	Often	Always	Never	Rarely	Some times	Often	Always
Hand-written										
Typed										
Audio										
Video										
Conferencing										
Others										

Many teachers who teach online have concerns about assessment security without the same level of control in face-to-face instruction. How much concern did/do you have with student cheating and plagiarism?

- A great deal
- A lot
- Somewhat
- A little
- Not at all

To prevent cheating or plagiarism, or to ensure test security and academic integrity, what did/do you do? (Select all that apply)

- Using video proctoring
- Using lockdown browser
- Changing assessment methods
- Nothing in particular
- Others (Explain) _____

End of Block: Assessment Practices in Online Language Teaching

Start of Block: Perceptions towards Assessment in Face-to-Face and Online language Courses

Please indicate the degree to which you agree or disagree with the statements below.

For assessment in F2F and ONLINE language courses.....

	F2F				Online					
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
It is easy to make my assessments reflect what was taught.										
Assessment tasks can be creative.										
Assessing receptive skills (listening, reading) is challenging.										
Assessing productive skills (speaking, writing) is challenging.										
I am concerned about the possibility of cheating on assessments.										
I can easily provide useful feedback to students.										
I can provide feedback to students in a timely fashion.										
Students are able to demonstrate their best work in assessments.										
Developing assessments is time-consuming.										
Grading is time-consuming.										
Communicating feedback with students is time-consuming.										
My students feel assessment is fair.										

End of Block: Perceptions towards Assessment in Face-to-Face and Online language Courses

Start of Block: Reflection, Challenges, and Needs

How much have the following issues been problems for you in teaching a language course **online**?

	Not At All	A Little	Somewhat	A Lot	A Great Deal
Developing assessment materials and tasks					
Learning new tools and techniques for assessment					
Grading assessments/assignments					
Providing feedback to students					
Others (Specify)					

What has been your greatest challenge in assessing your students online, and how have you dealt with it?

When preparing to teach online in Fall 2020, which of the resources/support did you receive from your institution or program? (Select all that apply)

- A list of useful resources for teaching online
- Instructions for using your institution's Learning Management System
- General guidelines for online teaching
- General training for assessment strategies
- General training for online instructional tools and technologies
- Training specific to online language teaching
- None

What has been your greatest achievement in student assessment?

In retrospect, what additional support for online assessment from your department, program, and/or university would have been helpful to you in teaching online in Fall 2020?

Display This Question:

If What is your position? = graduate teaching assistant (TA)

To answer the following questions, focus on your experiences as a graduate student TA. Compared to F2F, how much does online teaching create problems for you in balancing your study/research and teaching duties?

- Not at all
- A little
- Somewhat
- A lot
- A great deal

Please use the space below to comment on challenges you have faced in balancing study/research and teaching online during Fall 2020.

Compared to F2F, how much time do you spend assessment-related activities in an online environment?

- A lot less
- A little less
- Similar
- A little more
- A lot more

Please use the space below to comment on your answer to the previous question.

When you have had problems or challenges related to assessment in classes, how have you solved them? Check all that apply.

- I did research on my own and figure it out.
- I asked fellow TAs for ideas and suggestions.
- I asked coordinators for solutions and suggestions.
- I asked people on online forums or social media for ideas and suggestions.
- Others (Explain) _____

Do you have any suggestions for how your department, program, and/or university can support specifically "*graduate student TAs*" teaching language courses online?

Would you be interested in an interview to share your experiences?
If so, please leave your email address here. Thank you!

End of Block: Reflection, Challenges, and Needs

Start of Block: Background Information

How many years of overall language teaching experiences do you have?

- 0-2 years
- 3-5 years
- 6-10 years
- 11-20 years
- 21 or more years

How comfortable are you with technology (i.e., new software or device)?

- Extremely comfortable - People come to me for technology questions.
- Somewhat comfortable - I'm okay with using new technology for teaching and assessment.
- Not comfortable - I don't like using new technology for teaching and assessment.
- Others (Explain) _____

Where did you learn about **language assessment in general**? (Select all that apply)

- Pre-service teacher training (e.g., BA, MA programs)
- In-service teacher training
- Professional conferences, workshops, etc.
- On the job
- Co-workers and mentors
- Online resources (websites, online courses, webinars, etc.)
- Other (please specify) _____

What is your final degree and major? If you are a TA, use the current program you are in. (e.g. PhD in Applied Linguistics)

What is(are) your first language(s)?

Are you teaching your first language?

- Yes
- No

Gender

- Male
- Female
- Do not wish to answer
- Self-explain _____

End of Block: Background Information

Appendix A.4 KFL Learner Survey

Learner Perceptions towards Assessment in Language Courses Offered Online

Start of Block: Information about Study and Consent

Welcome to the survey!

Due to the global pandemic and public health crisis, many language courses are now being offered online. This survey aims to understand how learners perceive assessment in language courses offered in an online environment. Your opinions and feedback will be much appreciated.

Please respond to this survey, if you are 18 years of age or older and if you are taking or took any Korean courses in Fall 2020.

Consent for Participation

Title: Exploring Language Teachers' Assessment Practices and Language Learners' Perceptions towards Assessment in the online environment

GSU IRB Number: H21246

Principal Investigator: Dr. Sara T. Cushing

Student Principal Investigator: Yunjung Nam

Procedures: You are being asked to take part in a research study. If you decide to take part, you will be asked to answer some survey questions about your learning experiences with assessment (e.g., tests, quizzes, and assignments) in language courses offered online. The survey questions are also related to any challenges you faced in the process of preparing for and taking tests or completing assignments.

Estimated time: 10 minutes or less

Voluntary Participation and Withdrawal: You do not have to be in this study. You may stop participating at any time.

Contact Information: Yunjung Nam at ynam3@gsu.edu

Consent

If you are willing to volunteer for this research study, please check the box below.

Do you agree to participate in the study?

I agree.

I do not agree.

Skip To: End of Survey If Do you agree to participate in the study? = I do not agree.

End of Block: Information about Study and Consent

Start of Block: General Information

Which type of school do you attend?

- Public university
- Private university
- Community college
- Others (specify) _____

Prior to Spring 2020 semester, did you ever take English language courses online?

- Yes.
- No.

Display This Question: If Prior to Spring 2020 semester, did you ever take English language courses online? = Yes.

Prior to Spring 2020 semester, how many semesters did you study English online?

- 1-2 semesters
- 3-5 semesters
- more than 5 semesters

In the following survey, I would like you to focus on **ONE Korean course** you are taking online. If you are taking more than two courses, please choose the most challenging course. There will be some questions that ask you to compare the two different class formats, F2F (face-to-face or in person) and ONLINE.

What is the course number and the full name of the course you are taking?

<Examples> *KORE 1001: Elementary Korean*

Which level are you in?

- Advanced
- High-intermediate
- Intermediate
- Low-intermediate
- Beginner/Elementary

Choose the format of instruction. If the options do not apply to your course, please explain.

- 100% synchronous (e.g. the class meets regularly every week on Zoom or Webex)
 - 100% asynchronous (e.g. the class does not meet but students do their work on their own)
 - A mixture of synchronous/asynchronous, a blended class (e.g. the class meets in Zoom or Webex only when scheduled)
 - Others (Explain) _____
-

End of Block: General Information

Start of Block: Perceptions towards Assessment in Face-to-Face and Online language Courses

Please indicate the degree to which you agree or disagree with the statements below.

For assessment in F2F and ONLINE language courses.....

	F2F				Online Course					
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Tests reflect what we learned in class.										
Taking tests takes a lot of time.										
Doing homework takes a lot of time.										
Grading is fair.										
Grading is accurate.										
Teacher's feedback is easy to understand.										
Teacher's feedback is helpful for learning.										
It is easy to cheat on tests.										
It is easy to copy somebody else's homework.										

End of Block: Perceptions towards Assessment in Face-to-Face and Online language Courses

Start of Block: Perceived Helpfulness and Relevance

Based on your experiences, what kind of graded activities did you do in your **ONLINE** course?

- Taking vocabulary tests online
- Taking grammar tests online
- Taking reading tests online
- Taking listening tests online
- Participating in discussion/debate
- Giving presentations
- Recording my voice
- Recording a video of myself
- Recording with a partner(s)
- Give scores to myself (self-assessment)
- Give feedback to classmates (peer-assessment)
- Writing paragraphs and essays
- Writing on online discussion boards
- Completing homework in groups
- Others (Specify)

For each activity chosen, display the following questions:

How much did the activities help you learn?

- Not at all
- Little
- Somewhat
- Much
- A Great Deal

Did you feel this was a good way to show what you learned?

- Not at all
- Little
- Somewhat
- Much
- A Great Deal

End of Block: Perceived Helpfulness and Relevance

Start of Block: Reflection, Challenges, and Needs

In your online courses, how difficult is each of the following?

	Very Easy	Easy	Neutral	Difficult	Very Difficult
Understanding what to do for homework and tests					
Knowing how my teacher gives grades					
Taking tests/exams with a new program on the computer					
Checking my teachers' feedback					
Completing homework in time					
Others (Specify)					

Think about preparing for tests and completing assignments in your online language course. What advice would you give to your friends taking the same course in the future?

When you started taking classes online, which of the resources/support did you receive from your teachers, your program, or your university? (Select all that apply)

- A list of useful resources for learning online
- Instructions for using the Learning Management System (e.g. iCollege, Canvas, Moodle)
- General guidelines for online learning
- General study skills and strategies
- Specific information related to language learning (e.g. using mobile apps or tutoring information)
- None

What are your suggestions for language teachers, to make assessment (tests, assignments, and graded work) better and helpful for learning?

End of Block: Reflection, Challenges, and Needs

Start of Block: Background Information

Choose your school year.

- Pre-college
- Freshmen
- Sophomore
- Junior
- Senior
- Graduate
- Master's program
- Doctorate Program

How many years have you been studying Korean? (Use numbers only.)

How comfortable are you with technology (i.e., new software or device)?

- Extremely comfortable - People come to me for technology questions.
- Somewhat comfortable - I'm okay with using new technology for learning.
- Not comfortable - I don't like using new technology for learning.
- Others (Explain) _____

Gender

- Male
- Female
- Do not wish to answer
- Self-explain _____

Age?

What is(are) your first language(s)?

What is your major or area you are interested in? (e.g., economy, computer science.... etc.)

End of Block: Background Information

Appendix B Interview Consent Forms

Teachers GTAs

Georgia State University

Informed Consent

Title: Exploring Language Teachers' Assessment Practices and Language Learners' Perceptions towards Assessment in the online environment

Principal Investigator: Dr. Sara T. Cushing

Student Principal Investigator: Yunjung Nam

Procedures

You are being asked to take part in a research study. If you decide to take part, you will be asked to participate in an individual interview.

- You will be interviewed by a researcher through Zoom.
- Your individual interview will be scheduled at your convenient time. You can participate in the interview any place as long as you can have stable internet access.
- The interview questions are related to your experiences with assessment in language courses offered online.
- Before you are interviewed, you will be asked to provide consent via email.
- Before the interviews, you will be asked to share assessment-related documents, including not limited to course syllabus, assessment tasks, assignment prompts, teacher's model answers, grading rubrics, and sample feedback.
- Each individual interview will be about 1 hour or so.
- After the interviews, you might be asked for a follow-up interview.
- Your interviews will be audio recorded and transcribed for analysis.
- The transcription and initial coding schemes will be shared with you to check for trustworthiness.

Voluntary Participation and Withdrawal

You do not have to be in this study. You may stop participating at any time.

Contact Information

Contact Dr. Sara Cushing at stcushing@gsu.edu or Yunjung Nam at ynam3@gsu.edu, 404-368-4563

Consent

Read the following statement if you agree to participate.

"I am willing to volunteer for this research."

Learners**Georgia State University****Informed Consent**

Title: Exploring Language Teachers' Assessment Practices and Language Learners' Perceptions towards Assessment in the online environment

Principal Investigator: Dr. Sara T. Cushing

Student Principal Investigator: Yunjung Nam

Procedures

You are being asked to take part in a research study. If you decide to take part, you will be asked to participate in an individual interview.

- You will be interviewed by a researcher through Zoom.
- Your individual interview will be scheduled at your convenient time. You can participate in the interview any place as long as you can have stable internet access.
- Before the interviews, you will be asked to provide consent via email.
- Each of your interviews will be about 1 hour or so.
- The interview questions are related to your experiences with assessment in language courses offered online.
- After the interviews, you might be asked for a follow-up interview.
- Your interviews will be audio recorded and transcribed for analysis.
- The transcription and initial coding schemes will be shared with you to check for trustworthiness.

Voluntary Participation and Withdrawal

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Contact Information

Contact Dr. Sara Cushing at stcushing@gsu.edu or Yunjung Nam at ynam3@gsu.edu, 404-368-4563

Consent

Read the following statement if you agree to participate.

“I am willing to volunteer for this research.”

Language Program Coordinators

Title: Exploring Language Teachers' Assessment Practices and Language Learners' Perceptions towards Assessment in the online environment

Principal Investigator: Dr. Sara T. Cushing

Student Principal Investigator: Yunjung Nam

Procedures

You are being asked to take part in a research study. If you decide to take part, you will be asked to participate in an individual interview.

- You will be interviewed by a researcher through Zoom.
- Your individual interview will be scheduled at your convenient time. You can participate in the interview any place as long as you can have stable internet access.
- Before the interview, you will be asked to provide consent via email.
- The interview will be about 1 hour or so.
- The interview questions are related to your experiences with assessment policies for language courses offered online.
- After the interview, you might be asked for a follow-up interview.
- Your interview will be audio recorded and transcribed for analysis.
- The transcription and initial coding schemes will be shared with you to check for trustworthiness.

Voluntary Participation and Withdrawal

You do not have to be in this study. You may stop participating at any time.

Contact Information

Contact Dr. Sara Cushing at stcushing@gsu.edu or Yunjung Nam at ynam3@gsu.edu, 404-368-4563

Consent

Read the following statement if you agree to participate.

"I am willing to volunteer for this research."

Appendix C Interview Guiding Questions**Teachers - GTAs**

1. Tell me about your course in general.
2. How did you decide what to assess? How did you design/write assessment items? What tools did you use?
3. What do you think you did well (or not) in terms of assessment design/test administration/grading/feedback communication? Why?
4. What was the most interesting experiences when you were trying to assess students' language abilities online?
5. What were the biggest problems/challenges did you have (as a GTA)? How did you solve the problems and deal with the challenges? Was it because of technical difficulties or environmental factors (time, place, or families/roommates), or your teaching styles/strategies?
6. How did you communicate feedback with your students? How effective was it?
7. Were you concerned about cheating/plagiarism? How did you ensure academic honesty?
8. How did you use the results of assessment?
9. Do you think the students who passed an online class would have the same skills/abilities as the students who passed the same F2F class would have? Why or why not?
10. What do you know now compared to when you started this course? What do you wish you knew before starting to teach online?
11. What advice do you have for people who are teaching language courses online, in terms of assessing students? What were the lessons you learned from the experience?

Learners

1. Why did you decide to learn this language?
2. Tell me about your course in general.
3. Are you a good online learner? Why or why not?
4. What strategies did you use to complete assessments and assignments in online language course? What resources did you use? Which were helpful?
5. Compared to non-language courses, what was some distinctive characteristics of the online language course?
6. What did you like about online assessment and assignments?

7. What do you think you did well (or not) in the course?
8. What were the biggest problems/challenges did you have? How did you solve the problems and deal with the challenges? Was it because of technical difficulties or environmental factors (time, place, or families/roommates), or your learning styles/strategies?
9. How did you communicate feedback with your instructors? How effective was it?
10. What do you know now compared to when you started this course? What do you wish you knew before starting to learn the language online?
11. Do you think you would have developed the same skills/abilities as the students who passed the same F2F class did? Why or why not?
12. What advice do you have for people who are teaching language courses online, in terms of assessing students?

Language Program Coordinators

1. Tell me about your language program in general, along with description about your language program.
2. What are the rationales/reasons for changes if you have any new policies regarding assessment plans and tools for online teaching?
3. Did your program provide any workshop/training/guidelines for assessment in online courses? If so, what kinds of materials or methods did you use? (e.g. providing more information about online resources, tools to the teachers, sharing resources from the university, workshop offered by CETL, through synchronous/asynchronous Zoom meetings, etc.)
4. What do you think went well in terms of assessment policy and practice? Why?
5. What problems/challenges did you have as a program coordinator? How did you solve the problems and deal with the challenges?
6. How was reaction of the teachers/students?
7. What advice do you have for people who are coordinators for language programs that offer language courses online, in terms of assessing students?
8. Any other comments?

Appendix D Final Coding Scheme with Illustrative Quotes

Major Themes	Themes	Codes	Frequency (Reference)	Illustrative Quotes
Assessment Stages	Planning	Alignment between teaching (curriculum) and assessment	17 (11)	<p><i>Either is online or face-to-face is it is aligned with the teaching like it helps me to reflect students learning but comparing online to offline the accessibility is important. The feasibility is important. (ESL GTA Naomi)</i></p> <p><i>I felt like students are not watching my recorded lectures, so I tried to reflect the content from the lectures in assessment. It certainly costs more energy, but I believe this is the right thing to do as a teacher. (KFL GTA Yunhee)</i></p>
		Preparing for assessment (e.g., selecting relevant platform, technology, or online tools)	10 (7)	<p><i>the technology that can apply to certain population of students at different.... for example, for example, if you know technology, you will know for example Flipgrid it's great but it is maybe it's great with kids or undergrads because Flipgrid looks fun like it doesn't look very professional if you use it with graduate students. So with graduate students, you need to use for example, VoiceThread, right? But what if president student is very low of in digital literacy to do because VoiceThread looks intimidating to use it looks like.. it looks hard.... So I think to choose to choose an alternative platform of assessment is also a hard job. (ESL GTA Naomi)</i></p>
		Recycling or adapting previous assessment materials/items	5 (4)	<p><i>I you know, I think you know, we recycled all of you know, you know assignments and tasks from the previous, you know, this face-to-face though.... we removed some of them like some (in-person) discussion something like, you know having students form a group and then... (ESL GTA Amy)</i></p> <p><i>It's actually not new, but the grammar points are pretty limited, so I recycled another teacher's test items, but I also added some other items adapted from the textbook exercises.... I would not say I have</i></p>

			“developed” test items. (KFL GTA Mina)
Implementation	Issues of integrity, plagiarism, and cheating (proctoring issues)	25 (8)	<p><i>Whenever I feel suspicious, I put that in Google like I do it manually because I didn't have a big population... And other forms of cheating, like if they ask somebody to write for them. I can't... I can't control that in a way. It's about students' academic integrity.... about their own honesty. We try to focus that this is for you. This is for your own future at our school, so also, I think it's not a big thing because this is just English pathway program, So what I we we try to encourage them is to take the opportunity to sharpen the English or to improve the English. That's it. We try to deliver that message. We did try because that is our responsibility. (ESL GTA Naomi)</i></p> <p><i>The big issue for me is that I don't know what to do when students cheat on tests.... One student took out the textbook from the bag, which was recorded into the system.... I feel relieved to have lockdown browser but to really avoid cheating, different assessment methods are necessary. However, that seems impossible for elementary KFL course. (KFL GTA Eunji)</i></p>
	Using online tools for assessment (e.g., LMS, VoiceThread, Zoom)	21 (8)	<p><i>So I would be there on Zoom if they had questions. I be sharing the video clip through zoom and so I controlled how it played and how many times it played [for listening assessment] (ESL GTA, Lydia)</i></p> <p><i>[for Speaking assessment] We asked them to upload their recordings share it with the whole class. Because you know often times we ask them to do peer review. We just use this VoiceThread to make comments on their oral performance. (ESL GTA Amy)</i></p> <p><i>For the final exam, I used the LMS Quizzes function. It took me a while to figure out how to create and edit questions. (KFL GTA Eunji)</i></p>
	Assessment practices to	17 (8)	<p><i>So I think the process was more important and was why the</i></p>

	facilitate learning and class interaction (e.g., emphasis on process, use of group work/pair work, peer assessment/self-assessment)		<p><i>summative at the end of the achievement was not too important anymore because for sure if they've done well in you know in in progress test or inline formative assessment, they would do well in the summative one. (ESL GTA Naomi)</i></p> <p><i>[As for Vocabulary Log assignment] I just felt... I wanted to encourage students to develop self-directed learning skills through this assignment. The purpose of the assignment was that. However, students did not seem to understand my intention. (KFL GTA Hannah)</i></p>
Monitoring	Feedback practices in online assessment (feedback types, feedback incorporation, preference for individualized feedback)	45 (8)	<p><i>So I would copy paste the grading rubrics on to the feedback (section of the LMS) and so I would put the rubric and then I would also like give them like a grammatical corrections in the feedback also, so I for some of the corrections I would just underline if it's wrong to see if they could figure out how to fix it and then for others if I thought it would be too difficult to like to figure it out. I just fixed it for them and change the color to indicate that it was corrected. (ESL GTA Sophie)</i></p> <p><i>Students told me that it was very helpful to receive individual feedback because it is not easy to give one-on-one individualized feedback in in-person classes... so, this has been a benefit of being online (KFL GTA Mina)</i></p>
	Changes (or no changes) in grading and grading rubrics	27 (8)	<p><i>there weren't really changes because of the online format. A lot of the changes had to do with the level and maybe spelling out more of the details within the rubrics because in some cases the rubrics were kind of vague and I think because my class wasn't focused on formal presentation some of those Elements that would have changed, I think weren't included in the first place. So things like gestures or body language or none of that was in the rubrics to begin with so that didn't happen (ESL GTA Lydia)</i></p> <p><i>So because the situation in an online class, they have a big load of assignments like daily weekly</i></p>

			<p><i>assignments, for example the weight of assignments, I think I had to change it compared to the previous syllabus... the first main difference is I think is ... I put light weight on final. Yeah, even I think I just put like 10% or something, but before it was like 30-40%. (ESL GTA Naomi)</i></p>
	<p>Validity, Reliability, Fairness, and Washback</p>	<p>13 (8)</p>	<p><i>But comparing online to offline. But the accessibility is important. The feasibility is important. So probably when we talk about assessment theories, the face validity is... in terms of theory face validity thing is not that important, right? but I think in online that face validity ... even in online assessment, I don't know how to call it. But like,, "accessibility validity" is important.. and also maybe it's good to revisit some of the, in terms of theory, some of the constructs because the competence in online setting, sometimes you cannot measure those things as we used to. (ESL GTA Naomi)</i></p> <p><i>So, it is a multiple-choice question, and there were more than four choices given. Giving too many options does not feel right, but just giving four choices does not feel right. [R: What does it mean by "does not feel right"? Does it mean the questions are too easy?] So... mmm.. yeah I agree. It might be too easy, but also I am concerned if the purpose of the vocabulary quizzes might not be satisfied. I have been thinking a lot about this..... So if it was in face-to-face class, the students would have been just asked to write the Korean words. However, when moving online, vocab quiz questions were multiple-choice items for practicality concerns, so I wondered if the vocab quizzes really assessed</i></p>

				<i>the target learning goal. (KFL GTA Mina)</i>
Teacher/TA Issues	Collaboration and fellow support for better assessment	Helpful collaboration among fellows	32 (11)	<i>I feel nervous about test items because human beings make mistakes. I thought the items were written well and I double checked. However, I may have missed some mistakes or errors. I asked my section buddy teacher to review my test items. She points out a few mistakes. I think this is a sensitive issue for students. I really liked collaboration for this reason. (KFL GTA Mina)</i>
	Challenges of online teaching and assessment	Balancing study, work, and well-being (e.g., assessment development and grading)	21 (10)	<i>[R: Any advice for teachers who will teach online next semester?] I would say maintain a work-life balance because when you're yeah, the biggest challenges for me with everything that was coming at me for this course, I could just work and work and work and work. And and try to imagine every potential scenario for what might go wrong with an assignment and like what I would do in such cases? And at some point it's just like you have to take care of yourself as a teacher and as a person (ESL GTA Lydia)</i>
	Training and Professional Development for Assessment	Different professional development and training opportunities	18 (8)	<i>Well before when we first went online they were it was really intense. So it was a basically like three days of really intense training to get through Zoom and Media Hub is our version of like screen casting. And then also what was the other one there was.... Blackboard.... So those were the three main ones that we initially did and then in Spring 2020 we also did weekly and in fact it was daily tech hours. So essentially my office is open from 9 to 11 and teachers would drop in and say "Here's my Problem. Can you help me?" And so that worked out pretty well, and so that happened until mid-may and so daily tech hours daily tech support and three days of intense training. (ESL Coordinator Maira)</i>
Perceptions towards the quality of previous training		17 (7)	<i>I wish it [the workshop] had shared more actual examples of online courses and assessment. They just had discussions and presentations.</i>	

		and future training needs		<i>One of Chinese teachers showed her course setup, which I found very similar to mine. I heard about some famous online language programs from other universities. I would like to look at actual course setup to learn more about online language teaching and assessment. (KFL GTA Hannahh)</i>
Learners' Perceptions and Learning Strategies	Perception of Assessment and Feedback	Helpfulness of different assessment types or feedback types (Perceived quality and usefulness of feedback)	42 (8)	<i>if I don't pay attention to the pronunciation, the teacher will tell me again. Your pronunciation of "university" is not good. So so I just pay more attention [R: yeah, let's see. Do you think it sticks to your memory better when you received audio feedback?] Audio feedback don't need too much memory. Mmm, I think... If you make some mistakes when you are recording a video and then someone else pointed out [about your pronunciation], it is really easy to remember that. (ESL Learner Mika)</i>
		Individual preference for assessment methods and types	25 (8)	<i>We have the choice to either work with a partner and by ourselves and I chose to work individually. [R: Why did you choose that option?] I just felt like it would be easier for me with my, like class schedule and everything. It would be difficult for me to like meet up with someone for like find a time to like call with someone to finish the project. (KFL Learner Amber) I'm like, for online tests and quizzes and stuff, I wish it was like less multiple choice and I needed some like fill it like it's like a fill in the blank or like I think so because I practice applying the things that we know (KFL Learner Amber)</i>
		Perceived challenges (e.g., low or lack of motivation, tiredness in online courses, collaboration process)	21 (7)	<i>To be completely honest, I don't remember what was on the test that much or how hard it was. But I remember studying a lot harder for test 1 And then realized it was way easier and then not studying as much for test 2 and then realizing that one was a lot harder and then just being really sad because I wasn't really prepared.. but yeah, I think also like</i>

			<i>once you pass the I feel like after the midpoint everyone's motivation just plummeted. I think yes. Yes. You just tired. I don't know. (KFL Learner Erika)</i>
	Increased opportunities to digest information and individual practice	15 (6)	<i>Yeah, I think online courses give me more opportunities [to practice] and if you take the course face-to-face, the teacher can only pay attention to who is talking in the classroom. So it will be much easier to practice online.(ESL Learner Mika)</i>
	Higher workload of graded assignments in online courses	9 (7)	<i>I think [I have more work and more assignments to do in online classes]. Sure, because in class we we just only have time in class and we do the homework there but a teacher will give you some homework but in online my class teacher gives in the homework, we can practice in online anytime. (ESL Learner Natalie) I think that when we were in person I kind of was able to just like like, you know, I didn't really need to do as much work because I was so getting the information in and because all we had I think all we had was like conversations.. and the workbook pages and then sometimes like stuff in the textbook that was it. But now we have so much more and I feel like a lot of it really helped overall. (KFL Learner Erika)</i>
Strategies for completing assignments	Use of virtual resources or personal resources (e.g., online tutoring, native speaker friends)	10 (6)	<i>We would on occasion submit our script to the tutor and I had I think she wasn't available on Fridays, but she was so nice. I remember the first day. I had emailed her like a late on Thursday. I didn't wish it wasn't available on Friday and she's like don't worry about it. Just send it to me and I'll do it sometime tomorrow and I'll get it back to you. And so It on her off time helping us with like the script and giving us her feedback, but that was the resource that we were given to contact the tutor. So I did that sometimes (KFL Learner Selena)</i>
	Collaboration process for pair	7 (3)	<i>[R: How was it like when you did presentations with three people, like</i>

		<p>or group assignments</p>		<p>group of 3? So usually what happens is you divide your work into three parts, and then you don't have time to practice together. or they do practice and ...?] <i>Clearly, we don't have time to the practice together because I live in Vietnam but my partner they have to work so that's what are you don't have to yeah, [R:I see so you usually practice alone and then you just make sure you are good with your part and then just present in class.] Yeah. (ESL Learner Natalie)</i></p>
		<p>Practice strategies (e.g., reading aloud, handwriting)</p>	<p>5 (4)</p>	<p>[R: How did you prepare for online tests and quizzes?] <i>For me, I learned things by like writing them down like over and over again. So I would like take.... I would take notes from the textbook and take notes from the lecture and write down all the vocab. And then I would rewrite that thing these things multiple times and if there is like passages, I think there's like a narration section like in the textbook words like a paragraph and I'm like all the grammar and word. Yeah, I would rewrite that. Couple times so I could like understand how the grammar is used. And when I while I'm rewriting I'm also reading all of that information again that helps me to like memorize the vocab and the grammar rules. So but I don't really have like opportunity to practice. (KFL Learner Amber)</i></p>
<p>Contextual Factors</p>	<p>Curriculum and Program</p>	<p>Ongoing curriculum development to improve quality of the course</p>	<p>14 (4)</p>	<p><i>We have developed new materials, you know, like the listening speaking tasks..... so my co-teacher also wanted to make some changes to the course. So that'sthat's another motivation to so it's like, you know, first of all, we have to cater for this online teaching on my platform and secondly because the things that were on the original syllabus has been unchanged, you know for for many years. And then we really wanted to make improvements for that. So yeah, I think those are the two motivations, you know to really improve that course. I don't think it's really compromising. I think you know, we we improve that, you know, we and</i></p>

				<i>then to cater for all this online teaching. (ESL GTA Amy)</i>
		Program level assessment policy and its influence	18 (7)	<i>Yeah there and anything that I modified had to be approved before I could do it in terms of assessment. I wasn't able to write any of my own assessments without being in touch with my supervisor receiving her input and having her approval on it. So in a lot of ways like what I did as a teacher was very much directed through my supervisors. Like it was her ideas about teaching that I then had to implement in the class. (ESL GTA Lydia)</i>
Online teaching & learning	Lack of interaction and disconnection		47 (15)	<i>I think there's one thing that really I think this group of student really missed out is like daily interaction with their you know in this, you know academic context in the US? So they they missed out on a lot of opportunities of listening and talking to those native speakers and that non-native speakers in this academic context..... I think that's the thing too. (ESL GTA Amy) I had a chance to study our communication face-to-face and we had a lot of interactions (Compared to online). We know we talked a lot and there, you know, if you there's anything I do not understand I could just adventure and teacher were family answer my questions and every other classmate they were so interactive. (ESL Learner Heather)</i>
	Practice and importance of autonomy (self-directedness)		20 (11)	<i>Since it is not.. since instructors won't push us too much and we need to set our schedule by ourselves. So maybe the the time you divide it into this course is It's not really it's not really enough and I usually finish the assignment before the deadline. So maybe I'm not serious enough.... but if I can set my timetable it's much better. I will pay more attention to this course. Yeah, and and and the thing I learned will be much more. (ESL Learner Mika) I had never taken an online class before this because I know I struggle like taking time to make my own schedule. I liked the schedule that</i>

			<i>was made for me when I had classes in person..... I had to regulate that time for myself and kind of make a schedule and make time to dedicate to each class. So that was that was the most difficult part I think and then I've never liked loved online assignments. (KFL Learner Lucy)</i>
	Needs of learning community	8 (6)	<i>If we don't have we don't have any assignment work together, we only had presentation... I want to be with my friends... and you know, like ... in class we can work on assignment together but in online class we turn in breakout room and do the assignment, but many people don't enjoy, and many people don't care, but we have to do that. (ESL Learner Natalie)</i>
	More practice opportunities for writing/reading than speaking	5 (5)	<i>I think I probably... well... there is the whole like I feel like if it was say like a little like scale and my like written is like up here in my like, you know verbal is kind of like going down with online. I feel like it almost would have just shifted equally for a in class format. (KFL Learner Selena)</i>
Technology issues	Student knowledge of technology and training	5 (4)	<i>I had oh, yeah student who's a bit older and so she just wasn't quite as quick with the technology as some of the other students I had, and her computer was also pretty slow..... it just stuff with her always took a little bit longer because of her computer or because she didn't know where to put things getting students to submit things in the right place (ESL GTA Lydia) we teachers did not think about that before, but even now when we have the second semester, our program had to include in the first week of the syllabus... Everybody is going to..... if you want to be successful in my class and you need this so interestingly curriculum design and the syllabus nowadays include Zoom etiquette including technology training. So digital literacy is part of the curriculum. (ESL GTA Naomi)</i>

		<p>Challenges caused by technology issues</p>	<p>8 (4)</p>	<p><i>Even though we have good recording and good connection the microphone that the students use, you know, may be different and sometimes it affects the our judgment.... sometimes there's some sounds we cannot catch and also when I deliver like a zoom test for the students listening if I play it we assume there's a delay there.</i> (ESL GTA Naomi)</p> <p><i>My internet cut out in the middle of one of my classes where I had the Respondus monitor on but luckily it was just the syllabus quiz and I sent her an email as like cut out and she goes... don't worry about it. So she was lenient. I've heard of some cases for some professors aren't leaving it with like technology issues like that.</i> (KFL Learner Selena)</p>
<p>Others</p>		<p>Learner population or other factors related to class context</p>	<p>12 (6)</p>	<p><i>So it was taught online through zoom and I actually had three different levels put into the same class because of lack of enrollment they levels together than they... so I had 200 through 400 and the 200 level is like a kind of high beginner level and 400 is Like an upper intermediate kind of level but had fight over a wide range with the students. I was teaching</i> (ESL GTA Lydia)</p>