ANALYZING THE PRACTICES AND PERCEPTIONS OF LANGUAGE ASSESSMENT IN ONLINE ENVIRONMENTS

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ABSTRACT

In this study, researchers set out analyzing the practices and perceptions of language assessment in online environments focusing on male participants from diverse educational institutions in Sindh, Pakistan. The researchers employed a mixed-method approach to capture experiences of relevant teachers. Qualitative interviews with five teachers provided nuanced insights into their evolving practices and perceptions, while quantitative surveys using a 5-point Likert scale gauged the perspectives of the 80 participants. The analysis conducted and visualized through graphs and tables. Most notably, online assessments were found to dramatically impact students' scores, illustrating both potential opportunities and challenges. Interestingly, the study also observed a positive shift in teachers' practices and perceptions within the online environment. The quick and responsive nature of tools like multiple-choice questions and short answer formats were found to empower teachers with deeper analysis and improved understanding of their students' performance. As a substantial exploration in this specific context, the study underscores the need for further research to delve deeper and adapt these findings for a wider range of stakeholders, including future researchers, educators, and policymakers.

Key words: Online Assessment, Teachers' Perceptions, ESL Practices

INTRODUCTION

It is pointed out that language is a source of communication. In this regard, Shaikh, Jakhrani and Mazhar (2024) believe that with the faculty of language, humans are capable of expressing their emotions and transmit their thoughts with people around the world while Maitlo (2023) argues that language is a unique possession of man. Furthermore, he stated that "language learning is a sequential process"; and assessment plays a pivotal role in language instruction and learning by evaluating the efficacy of teaching and tracking students' language development during the learning process. Cheema (2023) stated that "human language is multifaceted and well-mannered phenomena owing to its natural complexity there is no particular rule rather, this is substance of regular innovations". According to Stiggins (2007), teachers typically

allocate a substantial portion, ranging from a quarter to a third, of their time to assessment-related activities. The significance of good assessment practices in successful language education is underscored, as subpar methods can negatively impact learners' motivation and overall learning experiences (Crusan et al., 2016). Acknowledging the critical nature of language teachers' assessment expertise, efforts have been initiated by researchers and teacher educators to provide accessible opportunities for teachers to enhance their proficiency in language assessment (Tsagari et al., 2018). The absence of such skill or language assessment literacy among teachers may impede their ability to assist learners and pose a threat to the learning process (Coombe et al., 2012; Lee, 2017). Despite the shift to online learning, assessment

remains a fundamental aspect of teaching and learning. To fulfill their assessment responsibilities, teachers may make decisions about modifications to their assessment tools and practices. Consequently, exploring the choices teachers make and the reasons behind them is crucial for a comprehensive understanding of the classroom assessment conducted in online language courses. As mentioned earlier, it is crucial to offer adequate and beneficial training to teachers on fostering effective assessment, and this applies equally to educators in the online setting. In fact, providing training becomes even more imperative in the online environment, given the unique challenges it poses to teachers in fulfilling their assessment responsibilities. Research studies, such as those by Bailey et al. (2015), highlight the difficulties associated with transitioning from traditional physical classrooms to online settings. They note the challenge of simply mirroring face-to-face strategies, emphasizing the need for a different approach. Sun (2011) supports this perspective, arguing that online teaching requires a departure from replicating traditional classrooms and instead represents a completely novel adventure.

To assist teachers in navigating this new landscape and making informed decisions regarding online assessment, it is essential to provide relevant resources and training. While the online environment introduces distinct challenges for language teachers, necessitating adjustments in instructions and assessments, another critical stakeholder group, the learners engaged in online courses, also faces unique challenges in meeting course requirements, including assessment activities. Surprisingly, there has been limited exploration of learner perspectives in online language education (Sun, 2014). According to Sun, learners must employ different resources, strategies, and skills to successfully adapt to online language courses. Therefore, this study aims to delve into teachers' assessment practices and perceptions within the context of online language teaching and learning, specifically focusing on a semester-long assessment. This exploration aims to offer valuable insights for enhancing the quality of assessment in online language classes and suggesting meaningful implications for future language teacher education (Bailey et al., 2015; Sun, 2014 Amin et al., 2023).

ONLINE ASSESSMENT

The term "online assessment" typically refers to assessments crafted in advance for online education delivery. However, it has also been used to denote assessments conducted online, diverging from the traditional context. This term, introduced by Hodges et al. (2020), aims to distinguish between online teaching and the conventional notion of high-quality online education. It encompasses various forms of measuring, monitoring, and evaluating learning and language development, as proposed by Leung (2014). This inclusive definition extends to ongoing informal observations and alternative assessment methods like self-assessment, peer-assessment, and portfolio assessment. In the traditional sense, online learning is defined as an educational experience utilizing technology tools, with the curriculum intentionally designed for fully remote teaching (Moore et al., 2011). Similarly, Bates (2020) characterizes "online education" as a form of distance education where courses are pre-planned with the explicit intention of full online delivery.

CONTEXT OF THE RESEARCH

This study primarily centered on the English as a Second Language (ESL) context in Sindh, Pakistan, where numerous public and private institutions offer courses aligned with different boards. These institutions, following their respective curricula and programs, have expanded their virtual outreach and recruitment efforts. This expansion includes merging classroom levels, investing in course/curriculum redevelopment, and acquiring technological equipment for online study. The adjustments at the program level may have influenced ESL teachers' assessment practices and experiences with online assessments. While the primary focus was on the ESL context in Sindh, this research also delved into the English as a Foreign Language (EFL) context within Pakistani institutions; because, "English language has greater importance related to people of different spheres i.e., teacher, pupil, seller, purchaser, doctor, patient, a jobless person, or an employed one" (Jalbani, Ahmad & Maitlo, 2023). This broader exploration aims to provide valuable insights into how assessment practices and perceptions in the EFL context may parallel those in the ESL context.

RESEARCH QUESTIONS
- How did language teachers approach and perceive online assessment?
- What were the viewpoints and difficulties faced by learners in the context of online assessment?

SIGNIFICANCE AND LIMITATION
This research, conducted at Pakistani universities in Sindh, investigated how online environments influence language assessment practices among male educators. While a broader scope could have been ideal, ethical considerations regarding institutional anonymity limited the participant pool. Notably, this study fills a unique gap in existing research as previous studies in this context haven't addressed online language assessment practices specifically. Therefore, this pioneering work sheds light on this novel area, offering valuable insights that pave the way for further, more extensive studies in the future. This exploration ultimately contributes to the advancement of effective language assessment in online learning environments.

LITERATURE REVIEW
Literature review is a section of an academic writing. Through literature review we come to understand what sort of research on the subject has already been carried out. In this context, Ahmad, Maitlo & Rao, (2022) stated "The purpose of literature review was to get understanding of the history. Moreover, "A review of literature may only be a clear overview of the sources, in an organizational pattern, and its function is to estimate and summarize the previous writings linked to current topic" (Ahmad, Sanober & Cheema, 2024). "The systematic analysis of previous related studies to follow and mention in your study" (Maitlo et al., 2022; Kalhoro et al., 2023; Jeevan et al., 2023; Maitlo et al., 2023).

THEORETICAL FOUNDATIONS FOR CLASSROOM ASSESSMENT
Traditionally, assessment was narrowly perceived as a distinct activity from teaching, often limited to testing or examinations (Abeywickrama, 2012). This perspective linked assessment primarily to testing. However, a more expansive view considers assessment as a comprehensive concept encompassing activities such as determining test content, scoring performance, interpreting scores, and making justifiable decisions (Green, 2014). In this broader understanding, testing becomes one element within the assessment cycle. The comprehensive concept of assessment involves both formal and informal procedures, such as quizzes, self-assessment, peer-assessment, or portfolio assessments. Furthermore, assessment occurs informally when teachers pose questions in class or observe students' performances, encompassing ongoing informal forms within the broader assessment framework in classrooms.

For the purposes of this study, the term "assessment" is used inclusively, referring to all forms of measuring, monitoring, and evaluating learning and language development (Leung, 2014), encompassing ongoing informal observations and alternative assessments like self- and peer-assessment and portfolio assessment. Specific or narrower terms like "test" or "exam" will be employed when necessary and appropriate. Historically, classroom assessment received limited attention in language testing and assessment research (Bachman & Palmer, 2010). However, a shift has occurred, with language assessment researchers recognizing the uniqueness and significance of classroom-based assessment (Purpura, 2016) and proposing theories related to classroom-based assessment (Davison & Leung, 2009). In language classrooms, assessment serves dual purposes: formative and summative. According to Wiggins (1998), summative assessment evaluates learning, while formative assessment guides it. Formative assessments inform both learners and teachers about the necessary steps to enhance student learning and improve instructional practices (Wiggins, 1998). Conversely, summative assessments measure acquired knowledge and communicates results to learners or other stakeholders (Green, 2014). Understanding the unique characteristics of classroom assessment is essential for comprehending teachers' assessment decisions and their impact on student learning. Classroom assessments are typically informal, employing diverse techniques and methods, making them low-stakes in comparison to large-scale standardized testing (Bonner, 2013).

ISSUES OF CLASSROOM ASSESSMENT IN THE ONLINE ENVIRONMENT

The majority of research on technology-mediated classroom-based language assessment has conventionally centered on the context of face-to-face language courses. These studies predominantly explore how technology can enhance the learning environment in English as a Second Language (ESL) classes. Notably, discussions on assessment in online contexts have been relatively scarce within the realm of second/foreign language education. However, the broader field of education has seen a focus on assessment in online classes, exemplified by research such as Gikandi et al.'s (2011) systematic qualitative review. Gikandi et al. (2011) conducted a comprehensive examination of the research literature on online formative assessment in higher education, emphasizing its application in blended and online contexts. Their conceptualization of online formative assessment involves the application of formative assessment within online classes where the majority of learning and teaching activities occur through web-based information and communication technology (ICT). Based on their systematic qualitative review, Gikandi et al. (2011) identified key characteristics of validity in formative assessment in online settings. These include authenticity, effective formative feedback, multidimensional perspectives, and learner support, all of which are particularly relevant when considering the specific context of online language assessment.

ONLINE TOOLS FOR CLASSROOM ASSESSMENT

In the realm of education, technology is widely acknowledged for enhancing accessibility and support in both course instruction and assessment. A prominent technological tool in this context is the learning management system (LMS) or course management system (CMS), exemplified by platforms like Moodle, Blackboard, Brightspace Desire2Learn, and Canvas. Berking and Gallagher (2013) define an LMS as a "key enabling technology for anytime, anywhere access to learning content and administration." A more comprehensive characterization by Dobre (2015) describes an LMS as a set of software platforms delivered by instructors through the internet, utilizing various hardware means. Its primary purpose is to swiftly deliver a high level of knowledge into a domain while ensuring the comprehensive management of the entire educational cycle, encompassing data and information. For the achievement of the "full management of the entire education cycle," most LMSs offer similar functionalities and features, as outlined in the literature (Suvorov & Hegelheimer, 2014)

ONLINE ASSESSMENT PRACTICES IN LANGUAGE CLASSROOMS

As education has transitioned from teacher-centered to learner-centered approaches, teachers employ various learner-centered activities and tools to facilitate and enhance learning experiences. This shift has prompted innovative approaches to classroom assessment, particularly through the integration of technology (Spanos et al., 2001). In the early 2000s, Spanos et al. (2001) demonstrated how technology could extend or introduce innovative methods for traditional Classroom Assessment Techniques (CATs) in language classrooms, specifically in German, French, and Spanish. Examples of CATs, such as Profiles of Admirable Individuals, were electronically implemented in foreign language classrooms. The results indicated that electronically conducted CATs fostered student-centered environments, enabling active engagement in materials and activities even beyond class meetings. Recognizing the potential of technology to enhance learner engagement and introduce innovations in 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). Scholars in CALL are actively working towards the effective integration of technologies in L2 classrooms (Hinkelman, 2018). Prior research in CALL has also explored the effectiveness of specific CALL tools in teaching and assessment. They emphasize that pedagogical goals should precede technological means in technology-enhanced classrooms. Crucially, the quality of assessment hinges on the decision-making process of key agents in classrooms—namely, teachers. Teachers' assessment expertise is deemed critical for achieving effective assessment in language classes.

LAL OF CLASSROOM TEACHERS IN THE ONLINE ENVIRONMENT

There is a widespread misconception that teachers can seamlessly transfer their knowledge and skills into the new online environment (Davis & Rose, 2007). However, Hampel and Stickler (2005) argued that online language teachers require distinct skills, differing not only from traditional language teaching but also from other subject teachers engaged in online instruction. The absence of readily available non-verbal cues for communication poses a considerable challenge for online language teachers. In a study by Park and Son (2020), pre-service English as Foreign Language (EFL) teachers were interviewed to explore their readiness and competencies in Computer-Assisted Language Learning (CALL). However, the actual adoption and application of technology and online tools in teaching practice were found to be limited. While Park and Son (2020) discussed the tools used for assessment, such as Learning Management Systems (LMS) and online quiz applications, there was a lack of exploration into how and why teachers specifically chose these tools for assessment purposes. Notably, the investigation into how teachers assess learners using online tools and the training of teachers for online assessment remains scarce in language teacher education. The study highlights the need for further research in this area.

IMPORTANCE OF LEARNER PERCEPTION IN LANGUAGE ASSESSMENT

Language testing researchers widely agree that the test validation process should involve various stakeholders (Moss et al., 2006). However, as noted by Bachman (2000), the exploration of validity threats in language testing research has primarily been conducted from the viewpoint of test designers or developers. In recent times, there has been an increasing interest and awareness of gathering evidence for validity issues from the perspective of test-takers, exemplified in studies such as Fox and Cheng (2007). Research studies on TOEFL iBT test-takers, for instance, have delved into their perceptions of test validity, the sections they find most challenging, and their test preparation strategies (Yu et al., 2017). While researcher attention has been given to test-taker perceptions in large-scale standardized tests, stakeholder perceptions in classroom-based assessment have not received as

much exploration. However, similar to large-scale testing, learners emerge as key stakeholders in classroom assessment (Lee & Butler, 2020).

ASSESSMENT ACTIVITIES IN THE ONLINE ENVIRONMENT

In the domain of language assessment and second language (L2) education, there is a paucity of research on teachers' perceptions regarding assessment activities in online settings. Given this scarcity in the literature, this review will encompass studies not only conducted in online education courses but also those investigating assessment issues in technology-mediated language education. Educators involved in online teaching are likely to encounter various pedagogical challenges, necessitating adjustments in teaching methods and innovative approaches to supporting learners. A pertinent study in the literature is the investigation by Koh and Kan (2021) into learners' utilization of Learning Management Systems (LMS). As assessment plays a crucial role in monitoring and reflecting on the learning process, its integration with learner autonomy becomes imperative in an online language classroom. The close relationship between assessment for learning and learner autonomy has garnered attention (Lamb & Little, 2016), leading to the concept of "assessment for autonomy" (Lamb, 2010). In this concept, teachers assume a critical role in fostering learner autonomy (Raya et al., 2017) by effectively developing, utilizing, revising, and providing feedback on ongoing formative assessment in classrooms. There is a need for further research to explore the potential of assessment in promoting learner autonomy and to incorporate these findings into language teacher education programs, aiding teachers in becoming assessment literate in the online language teaching context.

RESEARCH METHODOLOGY

It is generally perceived that research methodology is the cornerstone of a research study, where researchers meticulously detail the specific methods employed to collect and analyze data, ensuring the study's validity and reliability Maitlo et al., (2023).

DATA COLLECTION MATERIALS AND PROCEDURE

This study investigated how ESL teachers assess students in online classes at various institutions. To

achieve this, it employed a mixed-methods approach, combining quantitative surveys with qualitative interviews same was used by Maitlo, et al., (2023); (2023). This design facilitated efficient data collection and allowed cross-validation of findings. Quantitative methods were used to analyze trends from a large sample (80 participants), while qualitative methods provided in-depth understanding from a smaller group (5 teachers). Semi-structured interviews (20-30 minutes each) were conducted individually in person and via WhatsApp video calls, with English as the target language. The survey responses were organized and analyzed using MS-Excel. Quantitative data was collected through six closed-ended questionnaires with multiple options (agree, disagree, neutral, disagree, and strongly disagree). The data was then visualized in tables, graphs, and identified in themes.

APPENDIX: A
QUALITATIVE RESULTS
Assessment tasks for measuring different language skills in online settings.
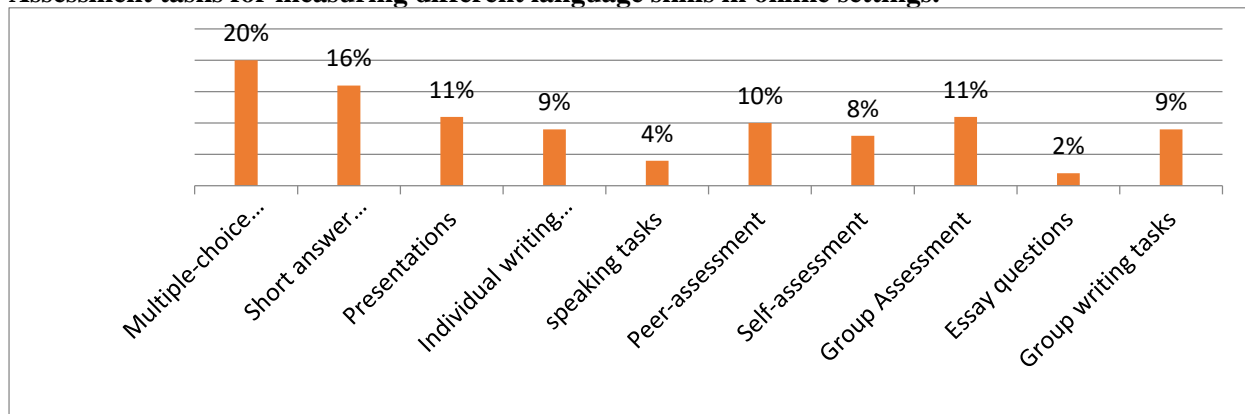
Figure: I **Online Assessment Methods**

In online environments, teachers reported using a similar variety of assessment methods as in traditional settings, including MCQs, short answer questions, presentations, speaking tasks, peer-assessment, self-assessment, group assessment, and writing tasks. However, the specific methods used differed statistically between the two environments. For ESL learners, the most common assessment methods were MCQs (20%), short answer questions (16%), and presentations (11%). In the online format, these methods remained popular, but their usage was slightly lower (20%, 16%, and 11%, respectively). Interestingly, the use of essay assessment (2%) and speaking tasks (4%) was significantly lower in the online environment compared to ESL learners. Overall, while online environments offer a variety of assessment options, the specific methods used may differ from traditional settings, particularly for methods like essays and speaking tasks that require more complex interaction or feedback.

APPENDIX: B
QUANTITATIVE DATA
Table: 01
Are users provided with clear feedback on their results? Give your opinion.

	Response	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	24	28.2%	28.2%	28.2%
	Agree	32	37.6%	37.6%	65.9%
	Neutral	13	15.3%	15.3%	81.2%
	Disagree	9	10.6%	10.6%	91.8%
	Strongly disagree	2	2.4%	2.4%	94%
	Total	80	100%	100%	100%

The above table shows that strongly agreed, 24(percent & valid percent 28.2%, cumulative percent 28.2%); agreed, 32(percent & valid percent 37.6%, cumulative percent 65.9%); neutral, 13(percent & valid percent 15.3%, cumulative percent 81.2%); disagreed, 09(percent & valid percent 10.6%, cumulative percent 91.8%); strongly disagreed, 02(percent & valid percent 2.4%, cumulative percent 94%).

Table: 02

Elaborate key challenges associated with language assessment in online environments.

	Response	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	13	15.3%	15.3%	15.3%
	Agree	39	45.9%	45.9%	61.2%
	Neutral	7	8.2%	8.2%	69.4%
	Disagree	16	18.8%	18.8%	88.2%
	Strongly disagree	5	5.9%	5.9%	94%
	Total	80	100%	100%	100%

Table above showing that strongly agreed, 13(percent & valid percent 15.3%, cumulative percent 15.3%); agreed, 39(percent & valid percent 45.9%, cumulative percent 61.2%); neutral, 07(percent & valid percent 8.2%, cumulative percent 69.4%); disagreed, 16(percent & valid percent 18.8%, cumulative percent 88.2%); strongly disagreed, 02(percent & valid percent 5.9%, cumulative percent 94%).

Table: 03

How do you adapt assessment practices and strategies in online environments?

	Response	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	19	22.4%	22.4%	22.4%
	Agree	41	48.2%	48.2%	70.6%
	Neutral	2	2.4%	2.4%	72.9%
	Disagree	15	17.6%	17.6%	90.6%
	Strongly disagree	3	3.5%	3.5%	94%
	Total	80	100%	100%	100%

Table above showing that strongly agreed, 19(percent & valid percent 22.4%, cumulative percent 22.4%); agreed, 41(percent & valid percent 48.2%, cumulative percent 70.6%); neutral, 02(percent & valid percent 2.4%, cumulative percent 72.9%); disagreed, 15(percent & valid percent 17.6%, cumulative percent 90.6%); strongly disagreed, 03(percent & valid percent 3.5%, cumulative percent 94%).

Table: 04

How do linguistic factors influence on online language assessment?

	Response	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	9	10.6%	10.6%	10.6%
	Agree	63	74.1%	74.1%	84.7%
	Neutral	1	1.2%	1.2%	85.9%
	Disagree	3	3.5%	3.5%	89.4%
	Strongly disagree	4	4.7%	4.7%	94%
	Total	80	100%	100%	100%

Table above showing that strongly agreed, 09(percent & valid percent 10.6%, cumulative percent 10.6%); agreed, 63(percent & valid percent 74.1%, cumulative percent 84.7%); neutral, 01(percent & valid percent 1.2%, cumulative percent 85.9%); disagreed, 03(percent & valid percent 3.5%, cumulative percent 89.4%); strongly disagreed, 04(percent & valid percent 4.7%, cumulative percent 94%).

Table: 05

What are the ethical considerations involved in using online language assessment tools and data?

	Response	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	25	29.4%	29.4%	29.4%
	Agree	35	41.2%	41.2%	70.6%
	Neutral	4	4.7%	4.7%	75.3%
	Disagree	10	11.8%	11.8%	87.1%
	Strongly disagree	6	7.1%	7.1%	94%
	Total	80	100%	100%	100%

Table above showing that strongly agreed, 25(percent & valid percent 29.4%, cumulative percent 29.4%); agreed, 35(percent & valid percent 41.2%, cumulative percent 70.6%); neutral, 04(percent & valid percent 4.7%, cumulative percent 75.3%); disagreed, 10(percent & valid percent 11.8%, cumulative percent 87.1%); strongly disagreed, 06(percent & valid percent 7.1%, cumulative percent 94%).

Table: 06

How is user data collected, stored, and accessed in online language assessment tools?

	Response	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	28	32.9%	32.9%	32.9%
	Agree	31	36.5%	36.5%	69.4%
	Neutral	5	5.9%	5.9%	75.3%
	Disagree	9	10.6%	10.6%	85.9%
	Strongly disagree	7	8.2%	8.2%	94%
	Total	80	100%	100%	100%

Table above showing that strongly agreed, 28(percent & valid percent 32.9%, cumulative percent 32.9%); agreed, 31(percent & valid percent 36.5%, cumulative percent 69.4%); neutral, 05(percent & valid percent 5.9%, cumulative percent 75.3%); disagreed, 09(percent & valid percent 10.6%, cumulative percent 85.9%); strongly disagreed, 07(percent & valid percent 8.2%, cumulative percent 94%).

DISCUSSION

This study explored teachers' views regarding online assessment environments. Analyzing the data, it found that most teachers hold a favorable opinion towards such resources. Notably, a strong connection exists between their perceptions and usage practices (Egbert, 2009). The study highlighted the engaging nature of online assessment, motivating teachers to utilize the best online resources to boost the academic performance of students. Furthermore, it suggests that teacher guidance and direction towards using online materials could potentially double the progress achieved. Most of the teachers used variety of test tasks but the most usable is MCQS and short question/answer activities. Further, research reveals that online assessment is the most common avenue for accessing online learning materials, with a cumulative 81.2%. This highlights the inadequate study exploration. However, even minimal guidance

from teachers could encourage more focused and frequent use of online assessment. Teachers find online material does not fully support to help and motivate: The study found that a significant majority (74.1%) of teachers perceive online assessment to save time and give easy feedback to students. This positive perception translates to regular usage, as evidenced by the above results respectively. Additionally, number of teachers reported feeling comfortable using different devices to access online material. These findings emphasize the need to address teachers' challenges to maximize the benefits of online assessment. Providing targeted support for technical issues, and finding relevant resources will empower teachers to leverage online resources effectively and enhance academic performances of the students (Courville, 2011). This study urges teachers to rethink their approach by integrating the power of online assessment into their

lessons. Imagine instrumental teachers using computers as readily accessible encouraging students to explore online tools and enrich their performances. As students increasingly utilize these interactive, engaging, and media-rich resources, their learning styles naturally shift. Policymakers, recognizing this evolution, should invest in technical and pedagogical support for both teachers and students, unlocking the full potential of Technology Assisted Language Learning. By embracing online resources and providing the necessary support, we can foster a more dynamic and empowering educational experience for all to offer online assessment.

CONCLUSION

In today's digital age, teachers are constantly connected to a vast pool of information. Integrating technology effectively into classrooms can raise academic achievement for both students and teachers across all skill levels. This study explored teachers' perceptions and practices regarding online learning environment or materials. Analyzing survey data revealed a positive attitude towards these resources, highlighting their effectiveness in enhancing teacher's performance to carry online activities. However, teachers also face challenges, with language difficulty and slow internet speeds being the most common. Importantly, the study emphasizes the assessment environments to engage students with language in diverse ways and develop their literacy skills for success in the digital world. This underscores the crucial role of teachers in guiding students towards choosing appropriate language learning, fast results and easy tasks to reveal accurate results through multiple online resources and websites and materials to maximize online learning benefits and improve their language proficiency.

RECOMMENDATIONS

The study recommends to explore innovative assessment models that leverage the affordances of online environments, such as performance-based assessment, portfolio assessment, and collaborative assessment. It is recommended to conduct longitudinal studies to examine how language assessment practices evolve over time in online environments. Moreover, the study recommends to focus on the user experience aspect of online language assessment, including usability, accessibility, and learner engagement. In addition to, it is also recommended to investigate the integration of emerging technologies, such as artificial intelligence, automated scoring systems, and adaptive learning platforms, in online language assessment. The current research recommends to assess the effectiveness, validity, and ethical implications of these technologies in supporting language assessment practices and enhancing the learning experience for diverse learners. Furthermore, the study recommends to compare language assessment practices and perceptions across different online platforms, contexts, and learner populations.

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