

## Assessment and Feedback to Enhance Online English Language Learning

Rizky Eka Prasetya<sup>1\*</sup>, Achmad Syarif<sup>2</sup>  
Akademi Sekretari Budi Luhur  
Jl. Ciledug Raya No.99, RT.1/RW.2, Petukangan Utara,  
Kec. Pesanggrahan, Kota Jakarta Selatan  
rizky.ekaprasetya@budiluhur.ac.id<sup>1\*</sup>,  
achmad.syarif@budiluhur.ac.id<sup>2</sup>  
\* corresponding author

Received:  
28 October 2021

Revised:  
17 June 2022

Accepted:  
24 June 2022

Published:  
6 July 2022

### Abstract

The COVID-19 pandemic has promoted online learning-teaching on a large scale. During the pandemic, English language learners could not complete their learning in the traditional class. To maintain learners learning, most universities have adopted online teaching. Assessment and feedback are critical components of instructional scaffolding, particularly in the online learning environment. These components highlight how English language learners can aid in accomplishing learning objectives and developing self-regulated experiences. This study aimed to explore the design of assessment and feedback of online teaching activities and online teaching processes adopted by English lecturers during the pandemic. The ethnographic case study design is the framework to outline qualitative research. This thematic approach confirms the qualitative researcher's active participation in identifying assessment and feedback patterns in enhancing English language learners. Given the complexity of assessing and feedback, the study discovered that assessing and feedback could enhance learning English in online situations. These are included the specification of 15 characterizations of the assessment aspect, 15 recommendation elements for conducting the online assessment, and 10 practical online feedback features. The description assessment and feedback remain inextricably and undeniably connected. Online feedback means to be the English lecturers' reaction to an English learner's performance.

**Keywords:** Assessment, Feedback, English learners, Enhance Online Learning

### Introduction

Universities or Higher Education institutions must rapidly transition to online education in response to COVID-19, which may be an opportunity and a problem. Consequently, during the COVID-19 pandemic, much research was done on emergency remote instruction. Observing the effects of the global and national pandemic on education and training systems across the globe has undoubtedly been redundant, forcing them to depend, despite everything, solely on digital technologies and remote learning to guarantee their long-term viability. Indonesian



Universities or Higher Educations were challenged to choose resources and platforms that might assist online education in confronting a daily existence different from what defined our days until recently. English learning pedagogy has gone through and continues to go through digital immersion, with some drowning possibilities.

The English language is more than just a means of exchanging ideas and thoughts. Nonetheless, it is a language with a long and tangled history with economics. Jing (2017) explained that English was now the primary language of advertisement, satellite television, software applications, and the internet, influencing all aspects of mainstream culture. Huang (2019) enlightened that English language learners ought to be given the main language demands of each subject ahead of time. In a remote or online learning environment, this condition may involve deliberately embedding sentence frames or sentence starters within the material and exposing the connection between language usage and content. To assist students with verbal-language practice, an instructor or English lecturer may offer the information that learners need to comprehend and apply in written responses or sentence structures through the chatbot of the online teaching-learning platform (Cakrawati, 2017). Many resources are available to improve and support conventional teaching instruction, delivery, and learning in the online learning-teaching environment. It improves cooperation among individual English language learners by providing access to knowledge sources, encouraging significant interactions with subject-specific English language material, and enhancing meaningful assessment with English for Specific Purposes content.

One of the critical aspects of the online classroom is assessment. Pratawati et al. (2021) substantiated that it gave learners an understanding of how far they have progressed in an online course, recognized individual abilities and incapacity, and evaluated whether they have fitted the online course's learning objects. Although each of these qualities has a necessary teaching or pedagogical purpose, it is also critical that assessments interest learners and provide them for upcoming courses, training, and career. Assessment is essential from more than simply an English language learner's point of view. (Mahmud & Wong, 2018) stated that the primary goal of the evaluation should be to give interpretive information to lecturers and faculty members regarding their outcome on learners at the university level. These English instructors have the most advanced knowledge of teaching online mechanisms and modifying and adapting. English lecturers often transform their role in the online environment, and it is because of the demanded situation in distance learning that does not only deliver the material but also assists incapability learners with technical information in an online setting. This condition gradually became essential, and it is even more critical to utilize this knowledge to educate pedagogy members about their outcomes on English language learners (Ribeirinha and Silva, 2021). English lecturers may benefit much from using evaluations as feedback. Furthermore, this potential maximizes everyone when assessments are convenient, informative, and linked to instructors' guidance.

Computer-based tests (CBT) include using computers in the testing process. This testing has many benefits. In the testing field, Alakyleh (2018) affirmed that the use of computers contributed to increased productivity and creativity. CBT facilitated test authors to contribute identical test settings for all examinees, regardless of the size of the test population. (Jati & Ristanto, 2019) emphasized that Learners and instructors might get instant feedback from CBT, and examinees can

examine at any time. The use of online assessment in the academic environment should be founded on an academic justification and show how it encourages and is recommended by the syllabus, departmental, and institutional online or electronic learning initiatives to enhance learners' learning participation. Electronic assessments' principal goal is equal to that of traditional assessments. English language learners may accomplish learning objectives, receive constructive information, receive a category, or receive the instrument

There are six kinds of assessments. Dolin et al. (2018) explained assessment as diagnostic, summative, formative, ipsative, norm-referenced, and criterion-referenced assessments. However, online instructors often utilize summative and formative assessment techniques exclusively in their classrooms. Akib and Muhsin (2020) highlighted that their assessment refers to the methodical process of collecting and analyzing empirical data about knowledge, skills, attitudes, and beliefs. Teachers use the evaluation to attempt to enhance their students' learning. Although tests and assessments are seldom accepted reciprocally, these concepts have distinct purposes. The test is an "output" that assesses a particular performance or set of purposes. Additionally, the assessment identifies learning issues, promotes further learning, and evaluates learning outcomes in the learner-centered pattern.

Feedback is also an essential component of online instrument evaluation. Feedback may serve various purposes depending on the assessment's goal (Hodge and Chenelle. 2018). Their article discusses 'rich' feedback given as part of an online exam, allowing students to reflect on their progress. The student learning process may be improved by feedback from learners or instructors via the assessment of learning methods. Zhang and Lin (2018) intensified that it is composed to assist the learning process by implementing feedback to the English language learner, which can underline areas for further study and performance improvement. The role of feedback in the online assessment situation emphasizes formative assessment in the online testing mechanism. It is also of interest to identify and enhance the summative assessment in providing a variety of feedback mechanisms for promoting learning.

Previous research has been looked at, and conclusions are described. The kinds and distribution of educators' assessments that contribute to students' total marks in an online course have been documented in just a few research. Gredler (2018) observed the 73 online courses and found that conversation, papers, other written assignments, projects, quizzes and exams, and group work are among the techniques used. Online English educators were asked by Chanpet et al. (2020) to identify evaluation and feedback techniques and strategies that they found passionately successful in the online setting. The list items were the report, literacy analysis, self-examination, critical review, feedback, timed testing and tests, and asynchronous communication. They recommended implementing a broad range of commonly scheduled tasks and delivering timely, relevant feedback on their gathered information. According to these findings, there are insufficient theoretical and conceptual frameworks of assessment and feedback in the online mechanism, particularly English language learners' context. The research finding emphasized the need to review the written record of student discussion posts and electronic learning to stay current on student understanding. The following measures may be accommodated in creating a framework for researching and functioning online teaching with a better understanding of the assessment and feedback on enhancing

online English lecturers. As a result, the following research topics were addressed in this study.

1. What does characterize Online English language learning Assessment and Feedback?
2. How do assessments and feedback implemented in Online English language learning?
3. How do Assessment and Feedback practically apply in Online English language learning?

### **Method**

The study applied the qualitative research methodology. It aims to define the workflow of determining the phenomenon assessment and feedback usage to improve information and investigate indications, experiences, and learning events in an online environment. This method referred to the inductive approach to data analysis, selecting its thought from the most specific features of the research data. So, the study's purposes were to understand the inner perspective and application of assessment and feedback in online circumstances that concerned the context and participants' background

### **Research Design**

The ethnographic case study design represents qualitative research methods for documenting, interpreting, and understanding the typical behavioral patterns, beliefs, and language that emerge through time among members of a culture-sharing community. This study focused on multiple instrumental case studies or collective case studies. The research design may utilize this study approach to examine variations within and between instances. The objective is to duplicate results across instances. Because comparisons will be presented, the cases were explicitly chosen to anticipate comparable findings across cases or contradictory results based on a research question

### **Context of Study**

This research chose a specified system as a collective case study owing to its peculiar characteristics, which may exemplify the critical notion of assessment and feedback in online settings. The collective case study was utilized to scatter information on the assessment and feedback phenomenon of enhancing online English language learning settings. The participants' experiences were compared to other participants, illustrating the distinctions among the fundamental theory. Participants have represented from a criteria assessment-feedback sample and a convenience sample of roughly 43 English teachers who have previously taught English in an online setting for at least two years of Universities and Higher Educations level.

### **Instruments**

The design of the case study is to get a thorough knowledge of an assessment and feedback scenario using online education. When it comes to enhancing English language learners, this involved investigating English instructors' experience and background. The open-ended questionnaire instrument was adapted from Alharbi (2017). The questionnaire instruments elicit respondents' written responses to questions or their marking of objectives indicating their responses. Google questionnaire forms implied a virtualized data management application that can be

used to respond to the participants' feedback quickly and efficiently. Meanwhile, focus group discussion-interview adjusted to Aguerrebere et al. (2018), this interview questions demand deliberation and compel respondents to expose attitudes or views. The Modular Assessment System for Modern Learning Settings (MASS) method was used to gather data via semi-structured interviews with a demographic group in an informal setting. The characteristics of FGD activities are accomplished objectively and extrinsically.

### Data Analysis

This thematic method reaffirms the qualitative researcher's active involvement in finding assessment and feedback patterns throughout the dataset and requires deliberation, reflection, and thoroughness. Thematic data analysis was used as a qualitative technique incorporating data categorization into analysis units. Tables and data maps assist in coding the data by illustrating connections, common threads, and inconsistencies. The codes were methodically reduced to code categories. The conceptual lens was presented, which explains the subsequent analysis stage and allows for the extension of the results. Themes were created inductively from data patterns informed by the report's previous information. Ando et al. (2014) concluded that there were two steps in the analytical process to develop and refine a codebook. Using an inductive technique, this step employ's theme analysis to construct a codebook from six transcripts. The codebook was then used on the remaining transcripts to amend the codes and their definitions.

Table 1. Overview of Data Sources

Data Sources	Data Descriptors	Theoretical Frameworks	Research Question
English Lecturers Forum Group Discussion Semi-Structured Interview	English lecturers teaching experiences in the online setting	Modular Assessment System for Modern Learning Settings (MASS)	Address to the characterize assessment online English
Open-Ended Questionnaire Electronic Forms	English lecturer's perspective toward assessment feedback in online teaching experience	Online module evaluation feedback	Address implement assessment feedback in Online English language learning

### Findings and discussion

Qualitative case studies generated extensive classifications from data extracts via thematic analysis and interpretation, depending on the participants' information to verify the explanation. This section details a heterogeneous method to comprehend various data sources, including an open-ended electronic Google Form questionnaire and a Zoom semi-structured forum group conversation. Thus, a combination approach handled the evaluation and feedback to improve online

learning experiences and identities part of the study question and allowed the classification of significantly related themes to the data.

Table 2. Codebook for Analyzing Assessment and Feedback to Enhance English Learners

Code Name	Definition	Representation
Improve (+)	Demonstrate the ability to implement the assessment and feedback to the proper usage in context.	<i>Not only will authentic assessment provide a representative image of students' abilities, but it will also act as a tool for learning.</i>
Degenerate (-)	Invalidate the assessment and feedback in the Online English language learning context.	<i>Contextual realism may be the most challenging aspect to achieve. This condition implies, for example, that grammar learned in context should not be examined in isolation and that scientific subject knowledge gained via experimentation should be evaluated using various methods in the same scenario.</i>
Emphasized (+)	Establish the technical ability to apply assessment and feedback variety in an English online learning setting.	<i>Examples of practical assessment methods include linguistic publicizing, observation, storytelling, illustrated organizers, role-playing, diaries, portfolios, and self-evaluation. While these principles and examples make the evaluation process in language classes seem relatively straightforward, it may not be straightforward in practice.</i>
Recede (-)	Disapprove understanding of necessary assessment and feedback skills in pedagogy mechanism online circumstances.	<i>Electronic devices are used to conduct assessments or to assist in conducting assessments. For instance, some online software systems may grade English learners depending on how many questions they correctly answer.</i>
Extend (+)	Amplify the ability to locate assessment and feedback strategies in online English learning.	<i>Computers may aid in assessment by enabling English learners to publish their work on the Web for comments or submit their work to professionals for evaluation electronically. External evaluators' comments may subsequently be used to calculate a portion of the project's grade. Additionally, computers may be utilized to construct rubrics and keep track of observations and comments.</i>

Dwindle (-)	Minimize independently creating assessment and feedback progress in sharpening examination skills online environment	<i>English lectures evaluate students' work both as a result and as a process using and via the computer. In other words, students' performance in computer-enhanced activities and the work processes they use while performing the tasks may be evaluated.</i>
-------------	--	--

The discussion in focus groups and the Open-Ended Questionnaire Electronic interviews were instantly transcribed after each procedure. Informally, these tools were verified with participants. However, familiarization may continue beyond the transcription of spoken data into written form to focus groups and open-ended questionnaires. The coders assessed the deductive codes in the data context through a series of validating correspondences and conference sessions. Numerous code comparisons and conversations were performed to guarantee consent and demonstrate the study's precision.

### Online Characterization Assessment Aspects

Designing assessment procedures and instruments may be essential to English language learning if English educators or lecturers investigate and exchange ideas and test out the most suitable ones in English pedagogy and assessment framework. It affects easing a measurement of evaluation on English instructors. Based on the Learning Management System features, it is critical to have valid, reliable, and transparent assessment procedures, practices, and tools (Learning Management System-LMS). English language learners would be better positioned to receive more and better feedback from more students in less time with online learning.

Table 3. Overview Characterization Assessment and Feedback Online Aspect

Data Sources	Characterization	Theme
English Forum Discussion Structured Interview Lecturers Group Semi-	Assessment and feedback should be justifiable(A1)	Improve (+)
	Assessment and feedback should be dependable(A2)	Improve (+)
	Assessment and feedback should be self-evident(A3)	Degenerate (-)
	Assessment and feedback should be veracious(A4)	Improve (+)
	Assessment and feedback should impassion to learn (A5)	Improve (+)
	Assessment and feedback should enhance intelligent retrieval (A6)]	Degenerate (-)
	Assessment and feedback should be equitable (A7)	Degenerate (-)
	Assessment and feedback should be unbiased (A8)	Improve (+)

Prasetya & Syarif	Assessment and Feedback to Enhance Online English Language Learning	
Open-Ended Questionnaire	Assessment and feedback should be developmental	Improve (+)
Electronic Forms	Formative assessment should start as promptly in a course or module (A10)	Degenerate (-)
	Assessment should be suitable (A11)	Improve (+)
	Assessment and feedback should be phased (A12)	Improve (+)
	Assessment and feedback should be operable (A13)	Improve (+)
	Assessment should be challenging (A14)	Degenerate (-)
	Assessment and feedback should be methodical (A15)	Improve (+)

A1, A9, A10, and A13 should evaluate the objectives of English instructors. For instance, when evaluating problem-solving abilities, the online evaluation or assessment should be based on the quality and style of the written reports produced on the problem-solving process rather than the quality of the solutions developed. Suppose task briefings, assessment criteria, and marking schemes are appropriate. In that case, A5, A9, and A15 should be high inter-assessor reliability and intra-assessor dependability. It means that assessors should produce the same results when marking the same work on different occasions). Each assignment in a batch should be graded following the same criteria. There should be no evaluation that is deemed insulting to English language learners. They should not be engaged in the game of guessing what our assessors are thinking. Assessment should be compatible with the intended learning objectives as stated in student handbooks and syllabus material, and the connections between these aims and the assessment criteria employed should be readily possible. A4, A7, A12, A13, and A15 must assess each student's success so that we are confident it is the student's and not someone else's. Second, we need to assess students' attainment of planned goals in settings near the intended outcomes as feasible - for example, performance skills should be assessed in performances, not commonly in exam opportunities where English learners compose about performance.

English learners should not be promoted toward superficial or conceptive learning due to the assessment methods adopted. They should not be forced to clarify their thoughts on the previous topic to make way for the following. At this point, English learners should have equal chances for success regardless of their prior experiences. A3, A5, A7, A8, A6, and A10 were crucial when evaluating work performed under individual learning contracts. Additionally, all learners must notice all online evaluation instruments and procedures as appropriate. While assessment may be structured to discriminate amongst students according to their achievement of the desired learning objectives, assessment methods should not discriminate between learners and endeavor to benefit no individual or group. A9, A12, A13, and A15 are tedious procedures for everyone involved and consequently seem to be a lost opportunity if it is not utilized to inform English learners about their performance and areas for improvement. Summative assessment provides learners with little information rather than often confirming their preconceived notions about themselves. Assessment towards the conclusion of a learning program is ineffective in providing feedback and contributes to the tiebreaker phenomenon, in which learners have little opportunity to practice before passing or



failing. Even if there is just one official evaluation at the end, prior chances for preparation and feedback should be given.

Higher Education or Universities require that all online evaluation systems include mechanisms for redressing failure. Not only is this condition fair, but it also prevents excessive attrition rates. Passing an assessment or exam should not be effortless, and ensuring quality is challenging if assessment techniques do not require English learners to develop. That is not to assume that practices should allow a fixed percentage of learners to achieve each standard. Instead, a practical assessment scheme should allow all students recognized as capable of proceeding with an online course of study to have a possibility of passing the assessment, provided they learn effectively and accomplish diligently.

### Recommendation Online English language learning Assessment and Feedback

When online instructors consider the reasons for assessment, they may choose which techniques are most suited for their teaching objectives, who is best suited to do the assessment, and when and where to conduct it. Several most often cited justifications for evaluating English learners center on the procedure. English educators might find it beneficial to examine these and determine which were the most critical in the context of their field and with English learners at their current level of study.

Table 4. Outline Recommendation English Learners' Assessment and Feedback

	Recommendation	Theme
English Lecturers Forum Group Discussion Semi- Structured Interview	To assist English language learners in their development (B1)	Emphasized (+)
	To assist English language learners in deciding which choices to pursue (B2)	Emphasized (+)
	To support English language learners in learning from their errors or challenges (B3)	Recede (-)
	To enable English language learners to assess how well they are doing as learners (B4)	Emphasized (+)
	English language learners are classified or graded in this way (B5)	Emphasized (+)
	to establish benchmarks (B6)	Emphasized (+)
	To enable English language learners to make informed choices about whether they can complete a course or module (B7)	Recede (-)
	To observe the adaptability and versatility of English language learners (B8)	Emphasized (+)
	to provide us with feedback on how the online English language course is doing (B9)	Recede (-)
	To stimulate English language learners to focus on their studies (B10)	Emphasized (+)
	To make the desired learning outcomes a reality (B11)	Emphasized (+)

Open-Ended Questionnaire Electronic Forms	To provide English language learners with a more diverse learning experience. (B12)	Emphasized (+)
	To assist English language learners in structuring our instruction and aligning learning objectives with assessments in a productive manner. (B13)	Recede (-)
	To facilitate English language learners to see themselves in the context of the whole class (B14)	Emphasized (+)
	To give data for the course or the university(B15)	Recede (-)

English learners might improve because of the comments they get. Primarily formative evaluations B5, B7, B10, B13, and B14 do not count toward a final honor and may sometimes be improved. The more thorough the feedback English lecturers give, the more likely students will have more chances for growth. If students are required to choose electives within a subject, knowing how well (or poorly) they perform in foundation studies can help them develop a more accurate picture of their performance skills in various topic areas. These B3, B9, B11, B12, and B14 Scenarios may guide them in deciding which preferences to determine next. Numerous kinds of B2, B3, B6, B7, B8, and B15 of formative evaluation may benefit students by diagnosing mistakes or weaknesses and enabling them to correct errors. Nothing is more demotivating than striving for low grades and being unsure of what went wrong. The practical assessment identified English learners' weaknesses and gave them information to help them correct them.

Assessment does not only evaluate subject-specific abilities and knowledge in the online environment. It served as a continuous indicator of how effectively learners improve their learning and communication capabilities. Learners may utilize evaluation opportunities to calibrate their progress in developing study skills and invent necessary adjustments. The conditions B1, B2, B6, B9, and B10, are often compelling reasons to categorize English learners' individual and relative performance levels among a learners' peers. The online assessment techniques would typically be summative and entail assigning number values or letter grades to various types of student work. Contrastingly, continuous online assessment methods B3, B5, B9, and B15 may handle the classification and grading of English learners while providing chances for constructive developmental input simultaneously the learning path. The most accurate approach to determine the quality of an English educational online course or content is to explore the different methods used to assess learners' accomplishments. The assessment tasks and the quality of learners' work attached to the different duties exemplify the standard of the online course.

English learners online learning seldom prefer content or material based on their interest in the topic, and it is only to discover that significant portions of the module are excessively challenging or uninteresting. When the module's assessment outline was specified in advance, English learners may determine how significant the component they are interested in is in the broader understanding and be informed of other critical skills they may need to succeed in these specific subjects. Learners cannot begin a course of study without a solid framework of prior knowledge or experiences. As a result, assessment techniques to facilitate learner development

must clearly understand learners' present performance levels to determine whether they are ready to proceed. If there are wide gaps in student understanding, this often advises that the topics in question are being taught inaccurately. Many English language learners obtain outstanding results due to the high-quality facilitation of online student learning.

### Practical Online Assessment and Feedback

If the evaluation is the engine that propels learning, then how we provide feedback is critical in tuning and lubricating the engine to maximize the impact of everyone's work. This chapter discusses different methods for providing feedback to students and provides numerous recommendations for optimizing such input. The subsequent investigation and suggestion elucidate how English instructors may ensure that the feedback given to English learners considers the abovementioned variables. Additionally, the notions are designed to assist English online pedagogy in maintaining high-quality feedback to learners without excessive time and energy.

Table 5 Outline Practical Assessment and Feedback Online

Forum Group	Attempt to do more than confirming (C1)	Recede (-)
Discussion Semi-Structured	Avoid using crosses wherever achievable (C2)	Extend (+)
Interview	Make writing feedback interesting (C3)	Extend (+)
	Implement some input before beginning the assessment method (C4)	Recede (-)
Open-Ended Questionnaire	Provide comments to groups of learners at present (C5)	Extend (+)
Electronic Forms	Feedback should be objective. (C6)	Recede (-)
	Recommendations should be straightforward. (C7)	Extend (+)
	Feedback might be presented before the assignment of grades or scores. (C8)	Extend (+)
	Consider adopting audiotapes or files to provide feedback. (C9)	Extend (+)
	Consider providing comments through e-mail or the environment of a Learning Management System (C10)	Recede (-)

Challenging students' performance was frequently associated with unpleasant emotions that learners carry over from their online learning. Putting feedback comments on the feedback feature is a practical compromise, so they can still figure out which points the comments apply. English learners may read this material while their efforts are still preserved in their thoughts and immediate feedback. While assessing, English lecturers may focus on providing extra reviews individually rather than in-depth on topics that educators have already covered in the general discussion remarks. When providing online feedback individually, C2, C3, C6, C8, and C10 are frequently beneficial to allow English learners online to question and dispute the remarks to clear up any uncertainties.

When offering recommendations for enhancing student work online environment, English instructors should carefully apply and examine if they can be accomplished with the online feedback mechanism. It is conceivable that learners would not have been able to get materials or books in the time allotted. Individual online face feedback sessions with sure learners may be the most suitable option. Consider if C1, C4, C5, C8, and C9 are occasionally essential to return learners' activity with commentary but no grades but having written down forms in the grade books system. Then ask students to calculate their grades or scores and report back in a week. As a result of this scenario, learners read and observe all the feedback remarks to ascertain how they did. Most students would make knowledgeable estimates about their marks.

C3, C6, C7, and C10 may be challenging to provide explanatory comments on students' work on specific topics in English learning, particularly online mechanisms. Giving specific rubrics could be the solution to enhance the feedback for English learners. Using written feedback in the comment section for emphasis and explanation can be advantageous in this kind of feedback. Another benefit is that learners may replay it until they understand entirely English instructors' comments. Some learners feel most at ease while working alone at a computer terminal. Students may get the comments through different mechanisms and instruments. E-mailing would be considered one of them. English learners may go back and review and save it. Instead of waiting until the whole set of writings is returned to a class, English instructors may offer students feedback asynchronously as the English course goes through their scripts via e-mail or inside Learning Management System.

## Discussion

Assessment (testing) and feedback (evaluation) are essential aspects of language acquisition because they may be used without learning. Bekkulova and Akramova (2021) clarified that Recognizing the impact on learning three significant interactions—perspectives of instructors, English lecturers, and learners—can be done via a systematic online method. This framework assists educators in identifying the fundamental problems that must be considered in the context of predicted assessment or actual usage (Lee, 2017). Among English as a Foreign Language (EFL) academics and academicians, technology in English for Specific Purposes (ESP) has exploded in popularity. Holiver et al. (2020) affirmed that ESP teaching signified goal-oriented and tailored to individuals' requirements, and the LMS aids in evaluating communication skills and efficiency. The English learners' understanding of content, language, grammar, and vocabulary are being tested regularly to evaluate approach and teaching style. Masrai and Milton (2018) authenticated that the essential aspect of testing was vocabulary and language usage for a particular purpose, such as business, medical, legal, science, and technology. The main task is to evaluate learners' competencies and capabilities. Online assessment and feedback need a much bigger item pool to restrict item exposure, making such tests more expensive and time-consuming. Creating assessment and feedback systems that produce automatic mechanisms is one method to prevent English learners from getting a unique experience.

Another paradoxical aspect of online testing and feedback is automated arrangements. (Mehri Kamrood et al., 2021) asserted that online mechanisms only looked at a restricted range of characteristics in English language learners' output

was one of the significant problems with the automated adaptation of constructed answers and feedback for writing and speaking assessment. Even though research studies show relatively high correlation coefficients between the scores assigned by (automated writing evaluation) AWE systems and human reviewers, critics argue that AWE dehumanizes the writing circumstances. Decreasing the complexity of written communication occurred because machines do not understand concepts and theories and cannot evaluate meaningful writing assessments (S.-M. Lee, 2020).

Online speaking evaluation is a different stage in the online assessment mechanism. The computerized assessment does not recognize the speech input. Unlike writing assessments, Evanini et al. (2017) explained that speaking assessments involved the examination of segmental and suprasegmental characteristics of sounds and phonemes. Other summonses that online mechanisms face are related to task types and design, such as multimedia and integrated tasks. Su et al. (2018) supported that it was because automated evaluation online systems cannot perform at the level of human rater and cannot evaluate adherence, content, and logic in the same approach that English lecturers or assessors can. Although multimedia in test activities is thought to increase authenticity by giving more realistic material and contextualization signals, Andrade (2019) discovered that it was unclear how this impacts the foreign language construct evaluated by the online assessment mechanism. Integrated activities are usually used in online assessment and feedback because they represent better what English learners would be expected to perform in real-life circumstances. As a result, the inclusion of integrated activities is thought to improve the validity of language exams. However, Hodge and Chenelle (2018) explained that integration activities might be challenging since it is almost impossible to recognize poor performance due to target abilities or their sequence if the learners' performance is inadequate. This issue is affirmed to be more significant in high-stakes testing than in low-stakes measurement.

## **Conclusion**

Traditional education techniques depend on the learner being imbued with information that is very passive and largely theoretical. This educational approach has been explored and improved via online assessment and feedback. Creating a Web Authoring System, Interactive instruments, the online method attempted to systematize this experience synchronously and asynchronously. The goal was to continuously create and improve a writing toolset that allows for testing a pedagogical approach based on the logic of seeing learning experiences as a sequence of discrete learning objectives. Each of these units has many conventional components, such as issues, suggestions, additional information, other answers, solutions, and others. The toolkit is presently based on conventional stylesheets or schema, but the architecture was designed to allow it to develop to use new technologies such as Java or Macromedia Flash in the future.

Online technology allows learners to study in settings suitable to their study and learning styles. It is conducted to various virtual learning, open-distant learning, online learning, real-time feedback, and others. Innovative online assessment and feedback tools enable students to learn more and engage with the world by enhancing the learning process. The situation provided learners with the necessary new abilities. The modern workforce requires abilities such as brainstorming,

teamwork, analytical thinking, accountability, and innovation. Many English instructors nowadays adopt technological devices and the internet in their online courses. It may be used for cooperation and to encourage the exchange of real-time feedback. Through sharing ideas, lecturers' comments to students, and peer-to-peer feedback may be used. English students might experience competence with peers from other schools using modern technologies.

The research implications show that online assessment and feedback would be implemented and adjusted into the English as foreign language online course, and it raises the quality of interaction in the online course and English learners' involvement much more deeply in their education. It is examined that online mechanisms and technology significantly influence the teaching-learning process. Technology can also improve the communication between English lecturers and learners, often commencing with enhanced learning. It contributes to learners' motivation. Online tools start the course with digital learning tools, such as computers and handheld media; develop course contributions, participation, and learning materials. English educators and learners may use technology to help them collaborate to generate new information, reflect on their learning, or work together to comprehend course content better in the online environment. Exploring and investigating how technology may also explain and excite thinking by converting words into images is critical. Further study would be completed on the current finding by highlighting that technologies encourage learners to think critically by graphically organizing knowledge.

## References

- Aguerreberre, C., Cabeza, S. G., Kaplan, G., Marconi, C., Cobo, C., & Bulger, M. (2018). Exploring feedback interactions in online learning environments for secondary education. *CEUR Workshop Proceedings, 2231*, 1–10.
- Akib, E., & Muhsin, M. A. (2020). Critical thinking in cognitive domain: Exploring assessment of English teaching at pandemic period of covid-19. *JEES (Journal of English Educators Society), 5*(2), 178–184.
- Alakyleh, A. S. (2018). Evaluating the comparability of PPT and CBT by implementing the compulsory Islamic culture course test in Jordan University. *International Journal of Assessment Tools in Education, 5*(1), 176–186.
- Alharbi, W. (2017). E-feedback as a scaffolding teaching strategy in the online language classroom. *Journal of Educational Technology Systems, 46*(2), 239–251.
- Ando, H., Cousins, R., & Young, C. (2014). Achieving saturation in thematic analysis: Development and refinement of a codebook. *Comprehensive Psychology, 3*, 03-CP.
- Andrade, H. L. (2019). A critical review of research on student self-assessment. *Frontiers in Education, 87*.
- Bekkulova, H. Z., & Akramova, K. A. (2021). Language Testing, Evaluation and Feedback: Ielts Primary Tests. *Scientific Progress, 2*(6), 1006–1009.

- Cakrawati, L. M. (2017). Students' perceptions On the Use of Online Learning Platforms In Efl Classroom. *Elt Tech: Journal of English Language Teaching and Technology*, 1(1), 22–30.
- Chanpet, P., Chomsuwan, K., & Murphy, E. (2020). Online project-based learning and formative assessment. *Technology, Knowledge and Learning*, 25(3), 685–705.
- Dolin, J., Black, P., Harlen, W., & Tiberghien, A. (2018). Exploring relations between formative and summative assessment. In *Transforming assessment* (pp. 53–80). Springer.
- Evanini, K., Hauck, M. C., & Hakuta, K. (2017). Approaches to automated scoring of speaking for K–12 English language proficiency assessments. *ETS Research Report Series*, 2017(1), 1–11.
- Gredler, J. J. (2018). Postsecondary Online Students' Preferences for Text-Based Instructor Feedback. *International Journal of Teaching and Learning in Higher Education*, 30(2), 195–206.
- Hodge, E., & Chenelle, S. (2018). The challenge of providing high-quality feedback online: Building a culture of continuous improvement in an online course for adult learners. *Transformations*, 28(2), 195–201.
- Holiver, N., Kurbatova, T., & Bondar, I. (2020). *Blended learning for sustainable education: Moodle-based English for specific purposes teaching at Kryvyi Rih National University*.
- Huang, Q. (2019). Comparing teacher's roles of F2f learning and online learning in a blended English course. *Computer Assisted Language Learning*, 32(3), 190–209.
- Jati, H., & Ristanto, R. D. (2019). Implementation of CBT (Computer-Based Test) System on Aptitude Test Development Using C4. 5 Algorithm as Potential Detection Tool for Choosing High School Major. *Journal of Physics: Conference Series*, 1413(1), 012037.
- Jing, Y. U. (2017). A Study on Usage and Translation Strategies of Puns in English Commercial Advertisement. *Sino-US English Teaching*, 14(1), 42–46.
- Lee, I. (2017). *Classroom writing assessment and feedback in L2 school contexts*. Springer.
- Lee, S.-M. (2020). The impact of using machine translation on EFL students' writing. *Computer Assisted Language Learning*, 33(3), 157–175.

- Mahmud, M. M., & Wong, S. F. (2018). Facebook and collaborative learning: An empirical study on online assessment. *International Journal of Learning and Teaching*, 4(2), 107–113.
- Masrai, A., & Milton, J. (2018). Measuring the contribution of academic and general vocabulary knowledge to learners' academic achievement. *Journal of English for Academic Purposes*, 31, 44–57.
- Mehri Kamrood, A., Davoudi, M., Ghaniabadi, S., & Amirian, S. M. R. (2021). Diagnosing L2 learners' development through online computerized dynamic assessment. *Computer Assisted Language Learning*, 34(7), 868–897.
- Pratawati, F. M., Ukhrowiyah, N. F., & Nasihah, M. (2021). A Language Assessment in Online Learning: Challenges and Effective Strategies for ESP Classrooms. *Acitya: Journal of Teaching and Education*, 3(1), 131–145.
- Ribeirinha, T., & Silva, B. D. da. (2021). *The flipped classroom model potential in online learning: an assessment focused on pedagogical interactions*.
- Su, Y., Zheng, C., Liang, J.-C., & Tsai, C.-C. (2018). Examining the relationship between English language learners' online self-regulation and their self-efficacy. *Australasian Journal of Educational Technology*, 34(3).
- Zhang, J., & Lin, H. (2018). The New Developments of Constructivism Theory and Its Reflection on College English Teaching in the Era of New Media—A Case Study of International Textile Trade English. *Theory and Practice in Language Studies*, 8(6), 649–655.