

Online Assessment and Feedback in developing Students' Productive Language Skills: A Tertiary Level Study in Bangladesh

By

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A thesis submitted to the Department of English and Humanities in partial fulfillment of the requirements for the degree of Bachelor of Arts in English

English and Humanities

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Declaration

It is declared hereby that-

1. The thesis presented is my original study at BRAC University when completing my degree.
2. The thesis does not contain material previously published or written by a third party, except where a complete and detailed reference is properly cited.
3. The thesis does not include content that have been approved or submitted at a university or other institution for any other degree or diploma.
4. I have acknowledged all main sources of help.

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Approval

The thesis titled “Online Assessment and Feedback in developing Students’ Productive Language Skills: A Tertiary Level Study in Bangladesh” submitted by Adrita Azad Archi (ID:16203006) of Spring 2022 has been accepted as satisfactory in partial fulfillment of the requirement for the degree of Bachelor of Arts in English.

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Ethics Statement

All participants who took part in the study signed a consent form that is attached to Appendix A.

Abstract

This study aims to explore the fruitfulness of assessment and feedback online in measuring tertiary level students' productive language skills and the student-teacher perceptions on this issue. To achieve the study, qualitative approach is followed to get the information from few private universities tertiary level students and teachers about their experiences and thoughts on the issue of this study. As a result, questionnaires are designed containing questions about various aspects of online assessment and feedback. The findings of the study reveals the efficacy of online tests in enhancing students' writing abilities and their inefficacy in enhancing students' speaking skills, as well as the efficacy of online feedbacks in enhancing both skills. In addition, students' perceptions revealed a preference for receiving feedback in traditional settings as opposed to online settings, and teachers' experiences concur with students' perceptions in stating that writing skill can be measured more accurately than speaking skill via e-assessment and e-feedback.

Keywords: online assessment, online feedback, productive language skills, tertiary level

Dedication

I would like to dedicate my work to my parents and teachers who helped me achieving in my academic success.

Acknowledgment

I am thankful to all the teachers of English Department of BRAC University since their assistance throughout my undergraduate years improved my performance gradually. I am grateful to them for their kindness and sincerity which helped me build my mental rapport with them.

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Chapter 1: Introduction

This chapter includes the background of the study explaining the issue of online assessment and feedback for productive language skills development, by and large, followed by discussing the issue in view of the countries outside Bangladesh and in Bangladesh. Moreover, the chapter discusses the research problem identified by the researcher, the significance of the study, the objective of the study, the research questions to support those objectives and finally the limitations of the study addressing a few potential weaknesses related to the study.

1.1 Background of the study

In a traditional classroom setting, taking assessments and giving feedback to the students are regular procedures in the teaching-learning process in any course curriculum. Students come to the classroom and participate in assessments often by writing scripts or maybe by giving a presentation on their assigned topics physically. Besides, the course instructor evaluates students' performances from the assessments and provides comments on their written pieces or oral explanations. Although these practices are similar in online assessment and feedback, the manners are not the same while executing these procedures. Without the face-to-face interactions and observations that allow teachers to evaluate student progress towards reaching the standards, evaluations become even more critical in online classrooms (Rovai, 2000). Moreover, as soon as one begins speaking in a traditional classroom, one is immediately aware of how others are responding and as there are no nonverbal clues in an asynchronous online environment, the learner cannot be confident that anyone has received their communication without frequent acknowledgment (Rovai, 2000). As a result, students often struggle to

strengthen their productive language skills through online administered tests and online feedback by teachers.

In other countries outside Bangladesh, online assessment and feedback practices are also common. For example, an Indonesian study (Fitriyah & Jannah, 2021) investigates the positive and negative effects of online assessment on EFL students' learning practices and teachers' instructional preparation and discovered favorable sentiments from students and unfavorable perceptions of teachers about students' performances. Regarding the e-feedback practice for measuring students' speaking skills activities in the online environment, there is another Chinese study (Sun & Yang, 2021) that explains the suggestions for e-feedback to be as effective at clarifying expectations as in-person. Moreover, an Iranian study (Farshi & Safa, 2015) explored the effectiveness of electronic feedback in comparison to traditional feedback which is almost similar to the findings of the study of Tuzi (2001).

Very few studies talk about the scenario of online assessment and feedback practices in Bangladesh. For example, the study (Mahapatra, 2021) about ESL teachers of India, Bangladesh, and Nepal and their practices of online assessment and feedback, talks about how they actively engaged in various formative assessments and in student-friendly feedback practices. (Rahman & Babu, 2011), in their qualitative study explores assessment and feedback practices of junior secondary schools in English language classrooms which talks about students' favorable opinions on written assessments and teachers' providence of verbal feedback on only a few occasions. However, it does not talk about these practices in an online environment. The other studies (Islam 2017; Islam et al.,2021) talk about the “applicability of Collaborative Language Learning through the web-based Learning Management System in Bangladeshi Higher Secondary Level Education system” and discusses many facets and concerns of English language

assessment in Bangladesh in relation to English language learning as a curriculum reform and the country's education strategy. Nevertheless, these studies miss out on the practice of e-assessment and e-feedback through the Learning Management System (LMS) (Islam,2017) and the policy, principles, and problems of e-assessment in Bangladesh (Islam et.al., 2021).

1.2. Research Problem

The private universities in Bangladesh offer different language courses for students to improve their language skills. Although students have accustomed themselves to attending traditional assessments and receiving traditional feedback in the classroom, it is often noticed that they struggle in terms of participating in online assessments and getting online feedbacks. The major event regarding this issue is the Covid-19 pandemic situation when the educational institutions operated their activities online. It is also not deniable that there are a number of students who are comfortable with these procedures online, but the overall language learning outcomes somehow differentiate among the students. Therefore, it is necessary to know the actual scenarios of how the assessment and feedback procedures are executed online resulting in students' language development skills whether it is positive or negative which will be covered by this study.

1.3 Significance of the study

This study tries to highlight important issues related to tertiary level students' language performance through e-assessment and e-feedback. It is essential since the outcomes of the study clarify the circumstances with the online perspective of assessment and feedback and therefore it would be easier to know the problem areas they struggle in. Moreover, by identifying those challenges, future researchers can execute studies related to how students' would overcome the

problems and the educational authorities can modify the curriculum according to the needs of their students.

1.4 Objective of the study

The objective of this study is to explore the effectiveness of online assessment and feedback in tertiary level students' productive skills development and to acknowledge the teachers and the students say about online assessment and feedback in the development of students' productive skills learning.

1.5 Research questions

To accomplish the mentioned objectives above, the following questions are formulated to execute the study:

1. What are the ways through which the teachers of tertiary level take assessments and give feedback online with aim of productive skills development of the students and how the students are incorporating them?
2. What are the perceptions of both parties regarding online assessment and feedback in progressing productive skills learning?

1.6 Limitations of the study

In the opinion of the researcher, the current study lacks from few aspects. The major limitation of this study was to choose and gather participants' from among the students and teachers which the researcher felt were insufficient in numbers. It would be better if more participants voluntarily participated in the study to assist the researcher in gathering more data related to the issue.

Moreover, this study could have the scope of executing it in a mixed-method study to add value to its authenticity, but for time constraints and lack of participants, it was not feasible.

Literature Review

2.1. An overview of assessment and feedback

Assessment is a multifaceted process that determines the nature and scope of pupils' learning and accomplishment (Linn & Gronland, 2005). It is one of the important features that help with the process of teaching and learning through which students' academic progress is measured and classified (Thambusamy & Singh, 2021). As a result of this process, both students and teachers are aware of their relative positions with respect to both their subject matter and the manner in which to provide and participate in assessments.

Assessment or evaluation comprises two types of techniques- formative and summative assessment. The term "formative assessment" refers to a set of strategies used to discover and address students' misconceptions, difficulties, and unmet learning needs as they progress through a course (Thambusamy & Singh, 2021). This implies that the students who take this kind of test realize that they need to improve their learning process, and they often take on the responsibility to do better by becoming self-motivated students. According to (Thambusamy & Singh, 2021) few examples of formative assessments are short quizzes, presentations on different topics, short tests etc and they help in students' continuous progress throughout a course since their progress is measured through the above-mentioned formative assessments. Moreover, summative assessments are formally graded to measure the overall success of the students' learning that usually take place at the end of a course such as, final examinations, project or assignment. While the former evaluates the course's progressive and ongoing progress, the latter evaluates the full syllabus in its entirety and both methods have significant impact (Thambusamy & Singh, 2021).

Giving students feedback on their progress, as demonstrated by Akter (2010), is an essential part of good teaching. According to (Rahman & Babu, 2011), whether positive or negative, feedback may serve a variety of purposes, including showing students their progress and motivating them as well as creating a positive learning environment. Feedback methods include written corrective feedback as well as spoken corrective feedback, both of which are done in a variety of settings and contexts according to the requirement of certain circumstances.

In terms of effectiveness, written corrective feedback is considered fruitful facilitator in the L2 development of learners (Bitchener, 2012). He further states that while many researchers have concentrated on fresh pieces of writing, other studies have looked into whether written corrective feedback may be beneficial in helping learners rewrite their texts, as well as whether this emphasis can assist learners to improve their L2 proficiency. Van Beuningen et al. (2012) conducted a longitudinal investigation into the ability of text revisions to predict learning and discovered that corrective feedback on writing resulted in improved accuracy in both text revisions and new texts. Moreover, regarding oral corrective feedback and the development of speaking skills, Dehgani et al., 2017 states that it is important to understand that when we talk about oral communication and speaking, he along with the other researchers are referring to a type of meaning negotiation in which the teacher and students are attempting to get the meaning through oral communication, scaffolding, and other types of oral corrective feedback, with the goal of encouraging the learners to speak fluently and accurately and thus oral corrective feedback is highly correlated with learners' ability to communicate verbally.

2.2. Traditional assessment and feedback vs online assessment and feedback

Assessment and feedback practices in the online environment are different from the traditional

environment, although there are similarities sometimes. Sometimes the impacts of both of the environments are different or the same in the case of various types of platforms they are practiced. (Rovai, 2000) states that student learning can be assessed in a variety of ways, including through traditional testing. He adds that assessment's larger definition encompasses not only standard tests but also other procedures such as watching students perform, commenting on their work, and interviewing them, therefore assessments need to take advantage of the unique talents and abilities that each learner brings to the classroom. He further states that since instructors can't observe and interact with their students in person to gauge their progress toward meeting the criteria, online assessments are even more critical and consequently, the instructor and the learner might benefit from creative design and approach to evaluation and measurement methodologies in the context of distant education.

One of the studies has compared the usefulness of written feedback in person versus electronic feedback and found that students were more engaged and better able to understand the comments that the assessor provided while using electronic feedback (Alharbi, 2017). He emphasizes the difficulty to provide students useful feedback when they're learning online because the teacher is not with the student in person and most online learning platforms have limitations that make it difficult to give students the feedback they need. After reviewing the literature on the factors that influence the quality of feedback, (Alharbi, 2017) demonstrated how providing e-feedback utilizing screencast technology can significantly improve the effectiveness of feedback supplied electronically in online environments. He concludes stating that students' feelings about using video e-feedback boosted their level of engagement with and understanding of the assessment feedback they had received previously.

2.3. E-feedback and E-assessment on measuring productive skills

In their study regarding the effect of two types of corrective feedback on writing skills “Farshi & Safa, (2015)” concluded that both methods were found to be effective because the scores of both experimental groups were significantly higher than the scores of the control group, but electronic feedback was found to be more effective and profitable than traditional feedback because the scores of the learners in group B (Electronic feedback) were significantly higher than the scores of class C (Traditional feedback). Besides, Tuzi (2001) found that electronic feedback can have a bigger impact on learners' writing skills than conventional handwritten feedback, but that traditional handwritten feedback is not as successful as electronic feedback in terms of improving students' writing abilities. Moreover, this study discusses that there are significant distinctions between oral and written feedback that raise questions about whether e-feedback can replicate the benefits discovered through oral feedback. In addition, during a conversation, for example, nonverbal and intonational information is frequently conveyed through spoken response. These linguistic components aid in the “deciphering, understanding, and negotiating of meaning” for all parties involved and these helpful components are not transmitted via e-feedback. Furthermore, the author of the study Tuzi (2001) asserts that negotiating meaning is a crucial communication process that is impeded by the temporal lags between communications, which is common in real-time communication. He concludes by saying that nonverbal aspects are lacking, the dialogue is delayed, and the extra writing filter makes it more difficult for L2 writers to encode and decode messages in e-feedback meaning that L2 writers may not be able to participate in a wide range of communication activities in traditional oral response.

According to the study of (Sun & Yang, 2021), in an online classroom, students' speaking activities are evaluated in a totally different way than they would be in a classroom setting. Teachers' and students' perspectives on Chinese-UK joint-venture university's online feedback

techniques for speaking skills were examined in this study. When it came to receiving input from others, electronic methods were rated lower than those that involved meeting in person. The findings of this study state that for e-feedback to be as effective at clarifying expectations as in-person feedback practitioners must be well-versed in the features of various e-feedback types and pick the most appropriate kind based on learning outcomes and students' preferences and students must also learn how to use e-feedback in order to get the most out of it.

2.4. Tertiary level online language education

Kohnke & Zou, (2021) in their study on reflection of the practices of EAP course in online identified the teachers' recognition of the need of emergency remote teaching and awareness of their involvement in their students' academic progress, and believed in the importance of incorporating technology into language teaching and learning. Moreover, EAP instructors' transition to "emergency remote teaching" experiences were studied in this study, as well as how these experiences might influence their post-COVID teaching practices. Their trust in online teaching was first questioned by a lack of digital preparedness and competency, and these findings suggest that current professional development in digital competency and preparedness has been insufficient. Teachers' professionalism, on the other hand, became apparent as they overcame technological and pedagogical hurdles and swiftly improved their ability to teach effectively online.

2.5. Student and teacher perceptions of online feedback and assessment

(Yang, 2019) in his study regarding the “implementation of peer assessment” in online states peer assessment was undertaken to assess students' reading aloud and oral presentation skills in two higher diploma/associate degree English language courses in Hong Kong. The findings indicated that more than half of students favored peer evaluation due to its perceived benefits of consolidating topic knowledge, promoting critical thinking, and encouraging active student participation in the assessment process. Moreover, in terms of peer feedback, a few participants expressed lack of confidence in English proficiency. Additionally, the vast majority of students interviewed expressed dissatisfaction with the quality of their classmates' feedback.

Another study (Fitriyah & Jannah, 2021) explores the beneficial and detrimental effects of online assessment on students' learning behaviors and teachers' preparation in EFL classroom. This study discovered that during the Covid-19 pandemic, online evaluation in EFL Indonesian classes, particularly in the IC program, had both positive and negative effects. By and large, students gave favorable opinions towards the use of online assessment. Furthermore, the effects were observed when assessment flexibility was increased, awareness of preparing online language assessments was increased, language assessment knowledge was improved, students' autonomy was increased, assessment administration was complicated, teacher-student engagement was decreased, and students experienced anxiety during English tests. Furthermore, teachers' concerns about test scores and students' talents being misread, internet connection issues, and so on are some of the unfavorable opinions uncovered by the survey.

To explore the understanding of e-feedback from student –teacher perspectives in development of writing skill, McCabe et al., (2011) discuss the ratings on electronic editing on written

assignments. In comparison to paper-based techniques, students noted enhanced convenience, clarity of requirements, amount of feedback, and writing abilities, as well as significant development in EE skills. Additionally, ratings and e-feedback usage were found to be strongly connected with final report grades. Meanwhile, faculty respondents were ambivalent on the subject of e-feedback requiring less time and effort but noted that students may benefit from it more than paper-based alternatives.

(Xu, 2021) in his research chose participants from five universities that offered online English writing courses and classified the surveyed group as Chinese students of English enrolled in Chinese higher education institutions who took the online English writing courses. Throughout COVID-19, the selected universities conducted an online English writing course in which teachers employed a synchronous technique to teach online, providing written corrective feedback in electronic written form utilizing Zoom or VooV meeting software. The quantitative findings indicated that students generally favored online written corrective feedback, while the qualitative findings indicated that teaching online during COVID-19 prompted teachers to expand online tutorials and feedback, that multiple students can benefit from a teacher's feedback to a single student, and that this online feedback created a convenient space for students to evaluate the online feedback multiple times.

Research Methodology

3.1 Research Strategy & Design

For conducting this research, qualitative method has been followed which the researcher felt is appropriate to fulfill the purpose of the study. This is because it was necessary to know the experiences and thoughts of the participants in details about the issue of this study which is mostly possible by following qualitative method. However, the researcher was unable to employ the mixed approach in this study due to time constraints and a lack of willing volunteers. According to Creswell (2018) he defines this method that deals with with assumptions and “interpretive/theoretical frameworks” to explore the meaning people or groups give to a “social or human problem”. He adds that qualitative researchers employ a developing qualitative method to inquiry, data gathering in a natural context, and inductive and deductive data analysis to establish patterns or themes. Then finally the written report or presentation incorporates participant voices, researcher reflection, a comprehensive description and analysis of the problem, and a request for change.

The researcher acquired firsthand knowledge through speaking with people on a comfortable platform and interpreting how they behaved in their environment. Moreover, the researcher gathered data by studying documents, interpreting individuals' responses, and interviewing them. The researcher formulated her own made open-ended questions related to the study instead of the usage of questionnaires or instruments developed by other researchers. After the collection of data and the completion of the process of reviewing and interpreting of them, the data were categorized into themes by the reasoning skills of the researcher. While this process, she maintains an emphasis on eliciting the participants' interpretations of the problem or topic, rather

than on eliciting the other researchers' or writers' interpretations from the secondary sources literature. Finally, the researcher attempts to give a comprehensive picture of the problem or issue under investigation. This entails presenting different views, identifying the several aspects of the participants, and drawing the resulting broader image of the issue.

The narrative approach of qualitative study is followed to not only describe the participants' experiences of the event but also to highlight their social surrounding scenarios in which their experiences were constituted. According to (Bryman, 2012) regarding narrative analysis, he states that Narrative analysis is an approach to eliciting and analyzing data that is sensitive to the sense of temporal sequence that individuals, as account providers (typically in the form of stories), detect in their lives and surrounding occurrences and inject into their reports. He also states that Narrative analysis switches focus from "what happened?" to "how do individuals make meaning of it?"

The documentation of the participants' experiences in this study describes their own stories regarding the topic and these emerged from the interaction or dialogue of the researcher and the participants. As a result, it shows the reflection of their identities and how they perceive themselves. Moreover, their stories give contextual details of various social situations they have faced. While describing their stories, they reveal information related to their past experiences, and sometimes their present experiences.

3.1.1 Formulation of questions for interviews

Before the administration of the interviews to the teachers and the students, interview questions are made which consist of several open ended questions those are related to the research questions. The questions are made in such ways which are helpful eliciting significant

information since they answer on their own ways, enabling the researcher utilizing them to explore new areas or those in which they have little or no prior experience. Since the teachers and the students are the active members who have the experiences in getting online feedback and assessment, they responded to the questions sharing their perceptions, beliefs and knowledge about the situations they have faced.

3.2 Sampling of the study:

The researcher chose four private universities in Dhaka for the interview and from each of these universities the teachers and students are selected. Since the researcher herself is from a private university, she could locate them by communicating with her peers' assistance and got access to the selected participants. The most important part was to identify the people who have already faced the process of attending the online assessment and feedback procedure and also who took the language courses specifically from speaking and writing class. The focus was tertiary level since they have the most experiences in online platform rather than any other participants from other level of education.

Table 1: List of teacher participants

Institution	Number of teachers participated	Pseudo name	Language class
University 1 (U1)	1	T1	writing
University 2 (U2)	1	T2	writing
University 3 (U3)	1	T3	speaking
University 4 (U4)	1	T4	speaking

Table 2: List of student participants

Institution	Number of students participated	Language class
University 1 (U1)	2	One from writing and other from speaking class
University 2 (U2)	2	Both from speaking class
University 3 (U3)	2	One from writing and other from speaking class
University 4 (U4)	2	Both from writing class

3.3 Setting of the study:

For conducting the research, the researcher relied on digital platform to interact with the selected participants' to gather data. For example, interaction through email was the primary way to reach the participants and also the social media played major role to connect with them. Due to time constraints of both the researcher and her selected participants, it was not possible to collect data physically and both of the groups were comfortable interacting through online. The researcher chose four private universities as the main context for the study. Besides, she focused on tertiary level students and teachers from the selected universities who faced assessment and feedback process in online.

3.4 Data Collection Procedure:

To collect data, participants for purposeful sampling are selected based on their proximity to the central phenomenon (the participants who directly involves with online assessment and feedback) and their ability to assist the researcher in understanding it better. Most importantly, to ensure the greater level of participation researcher attempts to clarify the purpose and significance of the study to all the participants in order to create the space of comfort between her and the participants. The form of data collection is the conduction of interviews through email and social media based on the ease of both of researcher and the selected participants. It was not necessary to record any collected data of the participants' since it was easy to check the digital platforms whenever it was necessary to perceive the information for further analysis.

3.4.1 Interview

This qualitative research interview is defined as an attempt to understand the world from the perspective of the subjects revealing the significance of their experiences, and to discover their actual universe of existence. Keeping this in mind, the designed interview questions (3.1.1) addressing the issue of feedback and assessment in online platform are addressed to unravel the present situations at tertiary level language classrooms. It is advantageous to collect data using web-based platforms since travel and data transcribing costs can be decreased. Additionally, it allows participants to have more time and space to think about and reply to requests for information. As a result, they can help participants think more deeply about the things they're talking and create a more welcoming and relaxed atmosphere for them. As a result, the researcher mostly conducted the email interviews for the teachers and few students and the other rest of the students responded through social media (Messenger, Whatsapp). Before the initiation

of the interviews the consent form was sent to each participant for their permission accessing to them.

3.5 Data Analysis Procedure

According to (Creswell, 2018), the step in data analysis is to organize the data, do a preliminary database review, code and organize themes, portray the data, and make an interpretation of them. The researcher follows “three analysis strategies” for the analysis of the collected data. This includes preparing and organizing the data, reducing the data into themes through a process of coding and condensing the codes; and finally representing the data in discussion section (Creswell, 2018).

Understanding the underlying phenomenon through description and thematic development is the primary goal of describing and developing themes from the data (Creswell, 2014). For this reason, the responses accumulated from the interview questions are repeatedly read and interpreted by the researcher to build up themes which are the fundamental part of data analysis since they combine related codes to generate a central concept. Finally, the findings are represented through summarizing the interpretation of the researcher as narrative discussion. Here, she (R) includes dialogues that provide support for the themes, reporting quotes from interview data from individuals, writing the experiences of them in detail ways.

3.6 Ethical Considerations

Ethical concerns were a top priority for this researcher. No one was compelled to participate in this study, as it was entirely voluntary. Instead, they gave their agreement to the interview, which was done in strictest confidence. Before conducting interviews with participants, a permission form is created for this purpose. This research will not expose the identity or background of any

of the interviewees; instead, their comments will be utilized by their pseudonyms, which they were informed of at the outset. The collected data will only be utilized for this study, and they have been made aware of that fact as well. Data will also be stored in a safe location to prevent it from being abused. In addition, the questions were written in English, but participants were allowed to speak in whichever language they are comfortable with. Furthermore, the interviewees were able to select their preferred method of interviewing. Record and submit their replies, or appear on Zoom for an interview or even by phone call, were all options available to the interviewees. However, the interview was conducted by email and social media because of their preferences. Finally, the study is free of bias because the researcher has no personal familiarity of the participants.

Chapter 4: Findings and Analysis

This chapter explains the findings which contains information from the qualitative interview taken by the researcher. It further analyzes the findings of the study elaborately in the each of the following sections.

4.1 Process of Taking Online Assessments and Giving Feedback Online

4.1.1 Use of digital tools

The most important aspect while taking assessment and giving feedback online is the utilization of various digital tools, such as, softwares or apps etc. The first and foremost responsibility of both the teacher and the students is to use these tools effectively. Only then the assessment and feedback processes go smoothly in online. The findings from the interviews show that the students use various software to participate in online written exam or to give live presentation through those software. Some of very common software they use are: Google Meet, Zoom, Discord etc. These tools have the necessary features to use it in productive way and helps students' to acquire hands-on-experiences to use it effectively.

Besides, online feedbacks for written assignments are given through Google Docs, Google Classroom by adding comments or annotating on the scripts and sent through email. For speaking feedback, it is either given orally as soon as the presentation ends in online or there are occasions when the feedback is not given often. Few of the students state as follows:

Although we can check the written feedback in our assignments in online tools, it is nearly impossible to get feedback for speaking presentation as there are many students and there is less time for our teacher to give feedbacks orally to everyone in one class

4.1.2 Teachers' instruction in online assessment and feedback

The findings ensure the proper instructions given by the teacher on how to give the assessment in online platform and also how to incorporate feedback of their written pieces. For example, two of among eight student participants reveals that they struggle to give assessment in online often because of the guidelines of how to submit the paper in moodle and their course instructor made it easier by giving instructions to them thus helped them during the assessment. Besides, their teachers also give guidelines on how to organize the re-drafts of checked script papers. This helps the students in rectifying the mistakes and they are able to submit their fresh and final draft.

4.1.3 Time constraints during online assessments

The online assessments such as, quizzes, mid, final etc have time limitation within which the students have to complete their writing or speaking exam. In most cases, during writing or while speaking students complain of internet connectivity issues, which hampers their participation in the tests and ultimately hampers in improving their productive language skills. They are always in tension of completing the paper in time and sometimes they are in anxiety while speaking for the fear of having less time to cover their presentations.

In short, the students are the successful users of technology and therefore, participate in online assessment properly and get feedback online in writing class and struggles to get feedback in speaking class. Moreover, directions from the teachers enable students to improve in their writing skills. Finally, because of the poor network issues they lack of time in tests which also elicits their fear and thus hindering their productive language skills development.

4.2 Student Participation in Online Assessment

Students regarding their participation in online assessment claim that it has improved their writing and speaking skills. One of the students show positivity of online assessment in improving her writing and speaking ability:

It gives us time to put our thoughts together. It's a good way. The online assessments helped me develop my writing courses as the topics were given before and I had time to think about the topic and organize informations. For speaking, online assessments were a bit different but it helped me talk in an online platform more freely. Gave confidence and improved my speaking skills. To me, they were very much effective.

Other students oppose the online assessment since it is not helpful in developing their productive skills, specially in speaking skill:

I don't think online assessments evaluate our skills (writing/speaking) properly. Sometimes it is effective for writing but not speaking at all.

One of the students who show resentment towards online assessment talks about her experience in a language course and denies the progress in her speaking skills:

I think there is no point of improving in terms of speaking skill as during the presentation often the video is muted. So, there are chances of students to read from their scripts.

4.3 Student Incorporation of Received Online Feedback

Students' productive language skills development depends on how they are responding to the received online feedback given by their teachers. In query of the effectiveness of online feedback in written pieces or in speaking presentation, the respondents showed negative reactions:

I think feedback from our teacher is more effective in an offline setting. Because in a traditional classroom setting we are more attentive and connected to our teacher which ensures the total process expected outcome more effectively. It also saves time and effort for both teachers and students.

Other respondent states:

Of course in classroom. It is helpful both for teacher and student. There is not internet and electricity issue, student have not chance to cheat, for teacher it become easy to monitor the students and easily they can find out their lacking in different field.

One of the students from writing class shared her experience of getting feedback online:

I am able to pay more attention to the teacher's words in-person than in online and if I make a mistake he is interested in correcting it immediately, whereas in online the curiosity sometimes decline.

4.4 Students' Perceptions on Online Assessments and Feedbacks

The student participants agree upon the positivity of online assessments and feedbacks, but then again their experiences show contradictory results. Although, maximum of the students adapted these new experiences in online setting without any doubt, the queries related to their progression showed mixed reactions among them. Some of them agree that assessments and feedbacks in online are more effective as it is in traditional classroom strengthening their writing and speaking skills and few others disagree on this saying the reverse.

However, after analyzing the data collected from the interviewed participants, the researcher finds out the majority of the participants' admittance of developing their writing skills through online assessment but not in terms of their speaking skill. Moreover, in terms of online feedback majority of the students prefer getting feedbacks in-person for developing their writing and speaking skills.

4.5 Teachers' Perceptions on Online Assessments and Feedbacks

To explore teachers' perceptions, the researcher interrogates them various questions related to the issue of the study. The teacher participants showed mixed reactions towards assessment and feedback online developing students' productive language skills learning outcomes. Firstly, they struggle in taking online assessments, since maximum of the time they find few students to have problems with internet streaming. This happens mostly during the speaking presentations. As a result, sometimes the presentation is postponed and students are asked to send the presentation through recorded audio-clip. In this way, the speaking skill is not measured authentically. Secondly, regarding online feedback, they preferred it giving effectively for the written pieces of the students but not for their oral presentation. This is because they think although speaking

presentations are taken effectively in online, the teachers are unable to give feedback on their physical gestures, such as, body posture, eye contact etc which are also as important as giving speeches. Therefore, the skill is not measured properly.

However, they showed positive reactions on measuring writing skills of the students through online assessments and feedbacks as their learning outcomes seemed satisfactory. They state that taking writing online assessment is much easier than taking speaking assessment online, since they give topics for the written assignments in the beginning of the assessment and students can complete it within the allocated timeframe. In case of online feedback, teachers appreciate students' successful use of editing tools to modify the marked mistakes in their papers. As a result, overall writing skills learning seemed effective to them.

Chapter 5: Conclusion and Recommendations

This chapter includes the restatement of the overall execution of the study and few suggestions for the scope or implications of the study.

According to this study's goal, it aims to investigate the effectiveness of online evaluation and feedback that might help students enhance their productive language skills at a tertiary level, while also acknowledging what practitioners and students have to say about these practices. While the study reveals the mixed reactions (both positive and negative) regarding online assessment and feedback among the students and teachers, the researchers explored the efficacy of online assessments in improving writing skills and inefficacy in improving speaking skills of the students and efficacy of online feedbacks is explored in improving both skills of the pupils. Moreover, the students' perception highlighted the preference getting feedbacks in traditional settings than in online settings and teachers' experiences almost match with students' experiences stating that writing skill can be measured properly compared to the speaking skill through e-assessment and e-feedback.

The researcher recommends few suggestions for the future researchers for digging more in-depth issues related to this study. Firstly, the challenges or barriers of e-assessment and e-feedback in development of students' language skills can be identified of any educational level in Bangladesh. Secondly, the possibility of speaking skills development through online assessment can be carried out to know the factors which will be helpful for students attending online language learning. Finally, the comparisons of traditional vs online assessment and feedback in Bangladesh can be explored in assessing language skills of the students.

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Appendix A

Informed Consent Form

Information and Purpose: The interview for which you are being asked to participate in, is a part of a research study that is focused on examining the development of productive language skills (writing and speaking) through online assessment and feedback. For this reason, the researcher is interested in the experiences of tertiary-level students in various language courses they took. The purpose of this study is to gain a better understanding of the effectiveness of online assessment and feedback in the progression of students' productive language skill and their perceptions of the issue.

Your Participation: Your participation in this study will consist of this written interview. You will be asked a series of questions about the English language course/s you appeared in online. You are kindly required to answer the questions thoroughly to assist the researcher in her research.

Benefits and Risks: The benefit of your participation is to contribute information about your development in language skills and your perception of online assessment and feedback. There are no risks associated with participating in the study.

Confidentiality: Your name and identifying information will not be associated with any part of the written report of the research. All of your information and interview responses will be kept confidential. The researcher will not share your individual responses with anyone other than the research supervisor.

By signing below I acknowledge that I have read and understand the above information.

Signature_____ Date_____

Appendix B

Student Questionnaire

*** You are kindly requested to answer the questions based on your experiences and thoughts. Try to write at least 2-3 sentences (more would be good) for each of the following questions.**

1. What is your overall thinking about online feedback by your teacher in improving your language skills (writing/speaking)?
2. What could be some recommendations to improve online assessment and feedback in online for your language course?
3. Write briefly about the language course you did/ are doing at your university. (course name, the activities in brief which you did in this course etc)
4. What is your thinking about taking assessment and giving feedback through online? Do you think they are effective in developing your writing and speaking skills? Why? Also, if they seem ineffective please explain why?
5. Write few challenges you face while participating assessment in online (quiz, mid, final) in your writing/speaking course (writing any written piece/ giving speaking presentation).
6. Are you comfortable using technologies while giving assessments(writing/speaking quiz, mid or final)? Give answer for either it is positive or negative
7. Do you think online assessments evaluate your skills (writing/speaking) properly? Give answer for either it is positive or negative
8. Do you think participating in assessment is comfortable in traditional classroom settings or in online?

9. Do you think your course instructor assists you completely while assessments online?
10. What do you think about giving **feedback** (written/oral) by your teacher in online? Does it help to improve in your productive language skills (writing/speaking skill)? Give answer for either it is positive or negative
11. Do you understand the given feedback by your teachers in online whether it is written or oral feedback? if not, why?
12. Do you think giving feedback by your teacher on any “written piece” (assignments, final paper etc) or on a speaking presentation is effective in online or physically in a traditional classroom setting? Explain.