

Qualitative Research on the Effects of Technology on Language Evaluation: How Students Have Adapted and What They Have Battled

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

BA in English

Department of English and Humanities
BRAC University
February 2025

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3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
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Acknowledgement

First and foremost, the researcher would like to thank the Almighty for being with her and for providing her the required strength and patience to complete her research. Secondly, the researcher would like to show her utmost gratitude to her supervisor Shakika Rubaiat for her utmost support and encouragement. The researcher has often failed to comply with her instructions and yet, she has been kind to the researcher throughout the whole process. Without her guidance, coming this far would not be possible. The researcher feels indebted to all the faculty members of ENH Department who helped the researcher to learn and grow throughout her graduation period. Finally, the researcher sincerely wants to thank all of her family members, and friends, who provided her with sincere advice and support. The completion of this research paper would not be possible without the blessings and love of all of them.

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Qualitative Research on the the Effects of Technology on Language Evaluation: How Students Have Adapted and What They Have Battled

Abstract

The objectives of this qualitative study are to examine the obstacles and modifications that students encounter during language exams that are facilitated by technology. The adaptation process necessitates additional investigation, although these evaluations had many advantages, which include customized learning, prompt feedback, and flexibility (Wang, 2021), the adaptation process necessitates additional investigation. The study examined the psychological, cognitive, and technological obstacles that contribute to students' experiences, including access disparities, technological proficiency challenges, and elevated test anxiety (Chakraborty & Stone, 2020). Utilizing Vygotsky's sociocultural theory (Vygotsky, 1978), Zimmerman's self-regulated learning framework (Zimmerman, 2002), and cognitive load theory (Sweller, 1988), the study conducted semi-structured interviews to reveal students' viewpoints. Thematic analysis was employed to discern reoccurring themes and insights from the data. The findings sought to address research deficiencies by offering a succinct comprehension of students' challenges and adaptive mechanisms. The study offered practical recommendations for educators and institutions to enhance the design and implementation of technology-driven language assessments, promoting equitable, accessible, and successful evaluation methods for various learners.

Chapter One: Introduction

1.1. Introduction

One domain that has gotten heavily impacted due to the entry of technology in education is language assessment. Discovery learning reports have emerged new methods that give students more freedom, flexibility, and independence over learning. The more technology is used for testing, the more innovative language testing becomes (Kern, 2006), online and assessments, multimedia including activities, automatized scoring systems, and other digital technology cannot ever be used for traditional paper-based tests. The pros of technology-enhanced language evaluations, such as individualized learner needs, personalized learning with feedback, and adaptive systems (Pegrum et al, 2021). As we transition to a more digitally enhanced assessment, however, barriers remain, particularly for students. This study delves into students' lives today, which include the challenges they are facing and the methods they are adopting.

1.2. Statement of the Problem

In recent years, the incorporation of technology into the assessment procedures is quite a progress (Kern, 2006), especially in the area of language acquisition. Tech-enabled assessments have oodles of benefits, such as increased flexibility, real-time feedback, and promoting student agency. Despite the obvious benefits, little is known about the difficulties students encounter when adjusting to language tests that use technology. The diverse range of learners' experiences and attitudes regarding assessments, notwithstanding the positive effects of technology on evaluating outcomes, underscores the necessity for a more profound understanding of the aspects that affect learners' adaptation (Öz & Köroğlu, 2023). This is despite the fact that technology has an advantageous effect on assessing outcomes .(Zhou & Wei, 2014).

This gap becomes even more crucial when one considers the possible psychological, cognitive, as well as practical challenges learners may encounter when using technological tools for language testing. Research that is currently being conducted generally concentrates on the results of technology-enhanced examinations (Kern, 2006) , but it does not investigate how students understand and operate these systems of learning. Investigating themes that includes technical literacy, the cognitive impact of assessment systems as a whole and motivating variables is required in order to guarantee that every learner has an equal opportunity to and achievement throughout their educational endeavors. This is the reason why it is necessary to conduct research on these topics. Having a firm grasp of these adoption challenges is crucial for building language tests which are more successful and accessible.

1.3. Thesis Statement

Focusing on the difficulties students encounter when adjusting to exams that make use of technology, this qualitative study intends to investigate the effects of technology on language evaluation. The purpose of this study is to investigate the viewpoints and experiences of students in order to gain insight into how learners deal with these challenges and to make ideas for improving the use of technology advancements in language assessment.

1.4. Research Question(s)

This study is guided by these following questions:

1. Overarching Question:

How do students adapt to language tests that embrace technology and what are the challenges they face during this process?

2. Secondary Questions:

- a) How to deal with both psychological and motivational challenges encountered while adapting to technologically enhanced language examinations?
- b) If there is knowledge about technology, how does it affect students in giving technical exams?
- c) How could test takers overcome the challenges brought by technical language tests?

Chapter Two: Literature Review

2.1. Introduction

Technology has found its way into language education and assessments altering the conventional practices thereby providing chances for better practices in line with twenty first century learning. This review discussed the features of technology-enhanced language assessments (TELA) such as feedback, flexibility, and time-saving advantage. However, questions like: Technical barriers, psychological impacts and equal access still prevail. Synchronously, this review assembles prior knowledge critically to form a strong theoretical and empirical framework to explicate the TELA in terms of cognitive involvement, psychological factor, equity concern, and flexibility effort.

2.2. Theoretical Foundations

2.2.1 Sociocultural Theory

Sociocultural theory was developed by Vygotsky (1978) and advises that education happens via cultural artefacts such as technology in a social environment. Thus, TELA is identified as a

cultural tool that mediates the process of language learning through offering differentiated and communicative environments. The Zone of Proximal Development (ZPD) shows how technology promotes scaffolding, where the students are capable of doing tasks which are just a little bit beyond them but tools provide prompt feedback. This is supplemented by literature that attaches importance to TELA in enhancing language development through successive activities. In addition, the social aspect of technologies enables learners to solve challenges together which enrich their learning as they practice on constructs in real-life situations.

Technology as a mediator also relates to the final element in Vygotsky's model; namely cultural transmission. Such as in automated language assessments are considered as vessels of cultural and linguistic practices which make it possible for learners to learn context realistic language use. The flow of such interaction constitutes possibilities for learners to engage in impacted language activities within a more focused manner and, thus, triggers development of cognition and language skills.

2.2.2. Self-Regulated Learning (SRL)

Those are Zimmerman's SRL framework, which emphasizes cognitive, metacognitive, and motivational approaches to learning (Zimmerman, 2002). Innovative student assessment practices equip learners to address the issue of self-assessment, goal setting and self-evaluation. Hearing feedback directly from TELA enhances self-regulatory self-efficacy which may propel learners into engaging themselves in their learning processes (Hattie & Timperley, 2007). On a similar note, SRL within TELA has incorporated the ability to monitor the periodic/progressive performance and progress, which helps the learning set further incremental goals based on the trend analysis, a culture of performance improvement.

Additionally, TELA promotes one as a metacognition aspect through encouraging reflection. Those systems that give comprehensive statistical breakout of performance like the mistake analysis in grammar quizzes or even in vocabulary tests help the learner see trends or patterns to their mistakes. This way, learners are able to identify their weaknesses and come up with specific objectives that have to be achieved alongside effective means of enhancing the course learning efficiency, thus encouraging learners' independence.

2.2.3 Cognitive Load Theory (CLT)

CLT differentiate between intrinsic cognitive load, extraneous cognitive load and germane cognitive load, (Sweller, 1988). TELA can reduce intrinsic and germane load by presenting information that matches the learners' ability level while maximizing extraneous load by adopting easy to use interfaces. However, shallow design of such platforms can increase cognitive load and decrease the levels of performance and user's engagement. Mayer (2014) also underlines the importance of overall design and guarantees that the incorporation of multimedia components has to be optimized in order to increase germane load without introducing extraneous load which would on the contrary hinder deeper cognitive processing.

Gioisco et al (2017) explaining on how best to use multimedia elements point out that, use of simple elements like those of drag and drop, speech recognition and features such as real time feedback if properly developed and used reduces only the extraneous cognitive load. For example, use of instructional audio clues that are easily audible and clear, helps learners avoid getting distracted by instructions being provided.

2.3. Empirical Evidence on TELA

2.3.1 Benefits of Technology in Language Assessments

Chen and Huang point out that in all the research papers reviewed TELA has been found to provide better interaction, immediate feedback and flexibility, which results in better learning outcomes. For example, Zhou et al. (2022) established that engaging the use of videos as well as the inclusion of audio in formulating the assessment boosted students' interest and understanding. Further, an administered testing system adapts the difficulty level of the questions posed ensuring that the learners are operating within their ZPD (Johnson, 2021). It also enables educators to track weaknesses such the ones presented above more easily and in turn, quickly provide necessary interventions.

In addition, TELA has features that support the evaluation of multiple dimensions of language. Computer assisted technologies like the auto writing evaluation or voice control enable teachers to assess productive skills learners who are hard to assess in normal conditions. These tools allow an approach of detailed and structured analysis, succeeding in embracing features related to language usage, pronunciation and general fluency.

2.3.2 Psychological and Cognitive Impacts

It is also proven that the implementation of TELA has many psychological effects such as tension and examination anxiety. Zheng and Warschauer (2019) noted that new technology and applications and technical problems increase concern. On the other hand, use of interactive features and feedback makes the process stress-free and encourages learners. It is apparent from this duality that a user-centered design and pre-assessment training should be sensitive to and

prevent negative effects. Furthermore, the likelihood of accommodating multiple learning types (for example, graphical, musical) makes TELA acceptable for more adaptable modes which could be profoundly beneficial for learners with certain sorts of learning disparities.

Thus, the cognitive effects of TELA are more effective in the solving abilities which may include critical thinking. While completing adaptive assessments, the learners adopt and manage time and undertake a reasonable amount of work, thereby enhancing the executive functions. Such skills make them competent performers in real-life situations that demand language proficiencies.

2.3.3 Equity and Access Challenges

However, TELA can act to widen inequities in education. Poor Internet connection, devices and inadequate IT skills disadvantage disadvantaged students (Li, 2022). Impact and outcomes show the technological divide where rural or low-income learners seem to struggle more when trying to transition to TELA according to Dooly and Vallejo in their work I-mile. This part presents the idea that eradication of these disparities implicates investments in infrastructure and support systems across institutions. Besides, measures such as subsidized technology programs or being able to set up community internet centers are some of the ways by which it is possible to reduce these challenges as a center for promoting usage of TELA.

Additionally, the work based on language differences indicates that language barriers are a concern in TELA implementation. For Multilingual learners, tests as well as other forms of evaluation hardly factor in the differences in abilities in two or more languages. Analysis of cultural differences certainly creates this gap and the development of culturally inclusive

platforms that support multiple languages and dialects in the assessment can effectively eliminate such gaps and expand the inclusiveness of the learner populations.

2.3.4 Comparative Studies: Traditional vs. Technology-Enhanced Assessments

Such comparison shows that TELA possesses differential strengths compared to conventional forms of assessment. Kern (2006) noted that online tests are flexible and enable students to do various tasks in their best convenient ways. However, Hughes (2018) suggested that because traditional assessments are familiar and non mysteries, they are less likely to trigger test anxiety in certain learners. Maybe the combination of these above modalities of assessment can provide a fair opportunity to all students. Furthermore, it is recognized that integrating conventional as well as technological components into modules could meet the diversification of students' choices by incorporating paper-based tests and options offered by technology-enabled platforms.

Hybrid approaches also make use of the advantages of transferring from one modality to the other. For instance, instead of plain old storytelling, voice lessons can be supplemented with an analysis of the speech patterns using AI. Such integration means that there is an overall assessment of language skills while at the same time augmenting the perceived weaknesses of the methods.

2.4. Key Challenges in TELA Implementation

2.4.1 Technical Barriers

Interference from other burn outs which include platform instability, software glitches, and even loss of internet connection greatly minimize TELA functionality. According to the various studies with Barrier's participants were frustrated and experienced cognitive disengagement

(Tuckman & Kennedy, 2017). The availability of sound infrastructure and dependable technical support are imperative to guarantee irrespective of the nature of assessment, participants have confidence in the experience they are to undertake. Moreover, adding offline mode features into applications could reduce the interruption that may be occasioned by internet connection disruptions during assessments.

Therefore, improving technical barriers is associated with improving the design of the website's user experience. Easy orientation, simple structure, and regional language options create easier uncomplicated usage for the first time. Another approach is also that updates and feedback mechanisms also ensure that platforms are always open and meeting the ever-changing needs of the users.

2.4.2 Psychological Stressors

The general public still experience test anxiety especially in traditional assessments; this is even worse in cases of using TELA, as learners are often worried about technical troubles. Zeidner (2014) mentioned that the real-time feedback well serves some purpose but leads to heightened pressure for excellence among high achievers. Stressors in institutions include the following; institutions must offer pre-assessment orientation and stress management resources.

Culture also affects psychological reaction to TELA in certain ways. The assessment context should therefore respect cultural differences, since learners originating from collectivist cultures perform worse in competitive assessment circumstances. Introducing the elements of collaboration tasks and peer feedback within the framework of TELA can reduce such sources of stress as the lack of students' sense of community.

2.4.3 Academic Integrity Concerns

The credibility of online assessment is compromised by the possibilities to cheat. These conclusions of participants, related to unfair practices in non-proctored environment studies (Shih & Lee, 2020) suggested that there is a need to make security measures as strong as plagiarism detection and AI proctoring systems to make TELA fair and trustworthy. Teachers should also use formative assessments alongside the high stakes, to decrease chances of cheating while increasing assessment frequency.

New inventions of academic integrity include; Those that use biometric authorization, innovative technology such as the blockchain technology for secure access/ control and records that cannot be manipulated. The effectiveness of these measures is most welcomed by learners and these have the effect of fostering trust when the outcomes of assessment are fully explained.

2.5. Coping Strategies and Institutional Implications

2.5.1 Learner Strategies

Strategies utilized by students to deal with the TELA difficulties encompass platform recognition, time spent on screens, and speaking to counterpart learners (Hafner & Miller, 2017). Coping strategies improve the ability to ‘bounce back’ and requirements for positive adjustment while stressing the need for teaching digital technology in classrooms.

There is also evidence of health-related coping variables as relevant to maintaining engagement into the future. Students who applied breaks, adjusted workstation arrangements and screen regulations noticed less mental tiredness implying a connection between physical and mental wellbeing in the TELA learning domains.

2.5.2 Institutional Interventions

Minimizing the challenges faced by TELA is made possible through education institutions. The recommended procedures hinge on pre-assessment training sessions, technical support and psychological counseling may include; To facilitate an equitable fair assessment opportunity the following is recommended; Furthermore, acquisition of technologies that fit the various learners' needs will improve TELA delivery and utility (Brown & Williams, 2020). Feedback from students and other administrators can also be taken on a more frequent basis to further fine tune the TELA implementations with reference to the actual learners and also in terms of the improvements in technological tools.

Additionally, for this reason, when designing the professional development programs for educators, facilitators can help teachers acquire knowledge and skills necessary to use TELA in their practice. As a result, through knowing the functions of the platform and the principles of assessment design, TELA can be optimized while a set of issues can be treated.

2.6. Addressing Gaps in Existing Research

Strange as it might seem, there is a general dearth of studies that examine TELA primarily in relation to the students' stories of their participation and the processes of engaging with this form of technology in the classroom. Hence, future research should use qualitative research approaches to understand how learners from different contexts make meaning of and engage with TELA. Further, there could be insight from longitudinal studies of the effects of technology-enhanced assessments on learning outcomes. It may be interesting to see similar investigations undertaken in different settings of educational contexts and learners' characteristics across institutions.

The future trends of the research are such aspects as the application of TELA and Intelligent Tutoring Systems with the assistance of Artificial Intelligence and Machine Learning. These technologies afford the ability to develop very context specific assessments however its effects on fairness, accessibility and use of data needs to be further investigated.

2.7. Conclusion

Having completed this reflection about technology in language assessment I am convinced that integrating technology in the tests and assessments can bring immense positive change in terms of interest, flexibility and individualism. Thus, the program's psychological, technical, and equity-related difficulties must be dealt with in order to enhance the effectiveness of TELA. The present review underlines the importance of the learners' needs in the design of TELA, institutional support, and further research on its worldwide applicability as an inclusive evaluation of language. This research enriches the TELA discourse by integrating the theoretical underpinnings of the policy with qualitative data about its various implications for language education. Further discussions between educators, technologists and policymakers will be central in determining the progression of fair and efficient language assessment.

Chapter Three: Methodology

3.1. Introduction

A qualitative research methodology was employed to examine how students adjust to technology-enhanced language evaluations and the hurdles they face. This study's aim of exploring students' adaptation to technology-embedded language assessment is best suited for qualitative research, since qualitative research is useful for understanding complex human

experiences, thoughts, and feelings. This approach focusing on students' phenomenological experiences allows the researchers to holistically examine the affective, cognitive, and psychological struggles faced by students. Moreover, qualitative research provides-a flexible framework to analyze student-specific needs such as the nature of hurdles faced, coping strategies adopted and scope for higher education institutions help.

3.2. Participants

The subjects of this research are the participants who have had previous experience on technology-assisted language assessment. A purposive sampling was used to guarantee a varied array of opinions. Participant selection based on research question relevance is at the heart of this approach (Patton, 2002). Some of the technologically-based language assessment tasks that participants had to finish include internet-based tests, digital writing exams, and automated language learning platforms.

The researcher gave priority to asking undergraduates from a variety of socioeconomic and gender backgrounds so that our language and technical testing is more reflective of real life. We may not be able to get everyone's opinion, but by taking this technique, we can get a better picture.

In order to get detailed and informative information, The researcher used a purposive sample method to choose 7 people who were qualified to take part. Conducting in-depth interviews with this number of participants is manageable while still allowing for a thorough examination of their viewpoints. The goal of conducting enough interviews is to collect enough data to draw conclusions; after this point, further interviews should not provide any new information (Guest et al., 2006).

3.3. Data Collection Methods

Semi-structured interviews served as the primary data collection methodologies. The technique excels in delving into participants' subjective experiences and letting them articulate their ideas, emotions, and observations in their own unique ways.

The semi-structured interview approach permitted the exploration of important issues in a way that is both consistent and adaptable, making it an ideal choice for research. Consequently, the researcher may attend to the worries of the participants and explore interesting avenues. The general impressions students have of language exams that use technology was one of many topics discussed in the one-on-one interviews.

- Any and all difficulties, whether psychological and otherwise, that pupils had while preparing for these assessments.
- The strategies and approaches they used to address and overcome these challenges.
- Their perceptions of the impact of technology on their language learning and test scores.
- Ways to make language evaluations that rely on technology more user-friendly and helpful.
- The topics and research questions determined during the literature evaluation informed the design of the semi-structured interview schedule. With the participants' permission, the interviewer audiotaped interviews that run around 20 to 25 minutes and it was deleted after transcription for ethical consideration.

Depending on practical considerations, interviews were conducted in person or over video conference in a comfortable environment. To ensure confidentiality, participants were provided with an overview of the study, and informed consent was obtained.

3.4. Theoretical Framework:

3.4.1. Sociocultural Theory

Cultural and historical factors impact the learning process, as stated in Vygotsky's Sociocultural Theory. In the framework of technologically enhanced language tests, this idea highlights the ways in which social interaction and cultural resources influence students' educational experiences. Key concepts of this theory include:

Zone of Proximal Development (ZPD): This idea posits that optimal learning occurs when students are assigned activities that slightly exceed their current capabilities. Such assessments may be built on technology, allowing students to visit the ZPD and receive immediate feedback. In this regard, technology might be deployed to mediate the process by which classroom instruction is transferred into students' development of analytical and reasoning abilities. Testing not only provides information to improve technology-enhanced tests but also helps us understand how humans manage their own learning.

Cultural Tools: Technology-enhanced tests can be seen as cultural instruments in the sense that they influence the language of learners' understanding and their style of learning. By examining the social contexts in which learners use these technologies, we may gain a better insight into the social contexts that shape learners' experiences.

3.4.2. Self-Regulated Learning (SRL)

Zimmerman believes that learning is in part shaped by cognitive, metacognitive, and motivational strategies, a view which he calls "Self-Regulated Learning." This idea might also be relevant in tech-facilitated language assessments, to understand how students move through their

learning, and how they respond to the barriers and benefits of these assessments. The basic ideas of this philosophy are:

Self-Efficacy: This results in when learners trust in themselves to succeed at technology enhanced assessments, they are more likely to perform and be internally motivated.

Set Specific and Realistic Goals: By setting out specific and achievable targets, students can keep their energy and attention high. Technology enhanced evaluations by assessments to students in their goals, the most effective way to achieve a meaning.

Students' ability to self-regulate their learning and identify their own strengths and weaknesses is critical to academic success. Technology-enhanced examinations allow students tracking their own progress and more personal feedback.

Learners who self-regulate typically reflect on their progress and identify areas in which they can improve. Beyond self-evaluation, technologically sophisticated evaluations may receive comments from both instructors and peers.

3.4.3. The theory of cognitive load

Applying this idea to the case of technology-based language assessments, we tried to unlock a better understanding of how the design and administration of these assessments affect the cognitive fatigue that students experience and, hence their performance.

Central to this philosophical framework are:

Intrinsic Cognitive Load: This is the amount of mental effort required to understand the information presented at the assessment stage.

Extraneous Cognitive Load: The cognitive load required to navigate the interface and design of the assessment.

Germane Cognitive Load: This refers to the mental effort required to construct and maintain new knowledge. Through careful design of technology-mediated assessments and clear guidance to students, we can possibly maximize relevant cognitive load and reduce unnecessary cognitive loading, ultimately enhancing their learning experiences. The focus of this inclusion study is to consolidate multiple theoretical investors to gain a nuanced understanding of factors that impact the experiences of learners with technology-enhanced language assessment. This knowledge could therefore help manage future testing and assessment, as well as formulate strategies to support students' progress and development.

3.5. Data Analysis:

The material gathered through the interviews was analyzed using thematic analysis (Braun & Clarke, 2006).

3.5.1 Data Coding

Data coding for this research begins with transcribing all interviews. The researcher next read and reread the transcripts to familiarize themselves with the data. The researcher identified key terms depicting the students' experiences, challenges and strategies by employing "open coding". Each cluster of codes represented a key concept associated with the study's central issues.

3.5.2. Building Themes

The next step after coding the first codes, was to group related codes together to form broad themes. Therefore, these overarching themes covered the top concerns of the study such as psychological barriers, technologic blockades as well as adaptational approach. The researcher was also on the lookout for any sub themes arising, as it might provide additional insight into the students' experiences.

3.6. Justification for employing qualitative methodologies:

The codes helped to theorize representations of a significant concept of the World from the main issues of the research. These themes encompassed the main aspects of the research; it talked about psychological obstacles, technological difficulties, and adaptable methods.

3.7. Ethical Considerations:

This investigation was guided by the utmost ethical concerns. They were all asked to give their "well-informed consent," meaning they are aware of the study's goals and can leave whenever they want. All data was anonymized to protect confidentiality, and transcripts and recordings were securely stored. It also aimed to explain the aims, method, and likely consequences of the study to try and make participants feel comfortable and assured during the study.

Chapter Four: Findings

4.1: Introduction

The main goal of this research is to explore how the students in higher education who conducted technology-based tests experienced it. In particular, the research examined the effects of these assessments on students' learning behaviour, anxiety, cognitive skills, and motivation. Here is a synthesis of the data that was obtained through the interviews conducted with nine participants. That portion is about the students' evaluations of the usability, advantages and challenges, along with their methods of coping with the challenges. The participants in that study represented different fields of experience and areas of expertise, all enriching the research with their perspectives on the role technology has begun to have not only in language testing but also in the learning of language itself, and on the psychological as well as practical effects of these technologies.

The results are described through five dimensions: participants' technology-mediated language testing experiences, their psychological and cognitive reactions to the technology-inclusive performance evaluation, motivational dimensions, pedagogical prescriptions, and institutional implications. The data, along with participant quotes, was used to respond to the overall theme of the study, understanding the interplay between learners, technology-enhanced assessment tools, and the resultant educational experience.

4.2: Participant Profiles

Participants	Gender	Age	Program	Experienced Assessments
Participant 1	Male	22	Computer Science and Engineering (CSE)	Took multiple language tests (including Duolingo, IELTS)
Participant 2	Male	2	Computer Science and Engineering (CSE)	Experienced IELTS and online mock tests
Participant 3	Female	21	Computer Science and	appeared for the digital SAT and

			Engineering (CSE)	IELTS, and some online quizzes
Participant 4	Male	25	EEE	Online tests and projects
Participant 5	Female	24	Master of TESOL	some online quizzes in some of her courses
Participant 6	Female	26	English and Humanities	IELTS, online grammar quiz and vocabulary test
Participant 7	Male	24	EEE	SAT , Duolingo and online vocabulary tests

4.3: Experiences of Technology-Enhanced Language Assessment

In this section, we report on the participants' general experiences of technology-enhanced language assessment. Participants' perspectives offer insight into both positives and negatives of

this type of assessment, their benefits, challenges and differences from traditional pen-and-paper tests.

4.3.1: Technology-based assessments that provide fruitful outcomes

Technology-enhanced assessment was convenient and has made many go through a good experience. "I like technology-enhanced assessment because it is more convenient than pen-and-paper-based assessments," said Participant 1 (P1), referring to the ease of typing responses into a computer instead of handwriting them. Instead of taking notes as on a typical exam, I can concentrate on typing out my views.

P2, the second participant, had a similar sentiment, especially when it came to taking practice exams to be ready for the IELTS. A significant advantage was identified as the capacity to obtain immediate feedback: "The mock tests and online tests have assisted me in the improvement of my listening, reading, and speaking modules." The timely feedback helped me identify areas that I could improve on and helped me prepare better."

For Participant 3 (P3), the immediate feedback from the digital SAT was also valuable in improving her learning:

"The digital SAT provided me with immediate marks after each section, and they showed me exactly what I did wrong, which made it easier for me to know what I needed to work on."

These experiences suggest that technology-enhanced assessments offer a more interactive and immediate feedback system than traditional pen-and-paper assessments.

4.3.2: Difficulties of using technology to better evaluations

Participants had difficulties though they had pleasant experiences, especially when adjusting to the new platform interface and resolving technical problems like poor internet connections, malfunctioning devices, or sometimes software bugs. Participant 4 (P4), for instance, said that the switch to online tests during COVID-19 has boosted her workload since she needed to look into more resources, which has also led to difficulties with technological skills: "I was poor at using technology and it was my biggest fear." At first, it was difficult for me to submit assignments on time. But I tried to watch videos to understand how to use the online systems effectively."

Similarly, Participant 6 (P6) experienced technical difficulties with the platforms used for assessments. She found that poor internet connection or device malfunctions could hinder his progress as he said, "A major challenge was technical issues such as slow internet connection or software errors. These often delayed my progress and caused unnecessary stress."

Participant 5 (P5) shared that technical issues related to internet connectivity during online testing were the most significant challenge she faced:

"During COVID, I experienced frequent internet disruptions. Furthermore, we had limited time to take the test so the portal would close once our allotted time was up. So I would get stressed at times.

4.3.3 Strategies that were applied

To overcome the challenges related to technology enhanced testing, participants applied various strategies. Participant 2 (P2) explained how exploring the interface features helped him become familiar with the platform:

“I wasn’t that familiar with the interface and it was brand new to me. I practiced it beforehand and knew the features, which aided me on the actual test.”

Participant 3 (P3), however, was accustomed to managing screen time and ensured they took breaks every hour or so during long test sessions to minimize fatigue:

“I tried to schedule breaks before long sessions, which really helped reduce the fatigue of being on the screen for so long.”

Participant 4 (P4) started to use videos and practicing with technology, and those became part of her success in overcoming her initial fear of online assessment:

“I was watching tutorial videos to learn how to use technology effectively. It taught me how to work with the platform and I grew with it.”

Such steps highlight the need to get acquainted with technology as well as tend to physical health (e.g., managing screen time) and technological preparedness (e.g., checking the internet connection).

4.4: Psychological and Cognitive Responses

Participants were asked to relate their psychological and cognitive experiences towards the technology-enhanced language assessment in terms of the feelings of stress, anxiety, and motivation.

4.4.1 Anxiety and Stress

The level of anxiety experienced by the participants during the technology-enhanced assessment sessions varied. Participant 1 (P1) commented on initial anxiety associated with the unfamiliarity of the technology:

“I was nervous at first because I had never taken tests online. Understanding the different options took time. But later, I adjusted myself and it was easier to do.”

One participant, P4, described the stress she felt with online testing in particular: the pressure of being timed, combined with the pressure to do well:

All our tests were online during COVID and the pressure to complete them in a limited amount of time was putting a lot of pressure on me.” I was always so anxious thinking I wouldn’t be able to submit on time.”

For Participant 5 (P5), technical issues added stress that exacerbated her anxiety: “There were many times where the internet would drop, and if I would get stressed. She was “overwhelmed with fear of not finishing the test or running out of time.”

4.4.2 Motivation and Cognitive Engagement

Conversely, for some participants, technology served as a motivator. Participant 3 (P3) liked that when she got feedback right away, it motivated her: “The feedback right after gave me energy and motivation. I could gauge my progress and see clearly what needed work.

For instance, interactive assessment offered by the technology reinforced the respective motivation and immersive ness of Participant 6 (P6):

“I liked the interactive quizzes and immediate feedback. They held my interest, and I could track my progress, so I was motivated to continue.”

For Participant 7 (P7): “When doing exercises, it is easy to cheat, frustrating, and lose focus.”

“It frustrated me how easy it was to cheat on online tests. It felt unfair, and it dampened my motivation to give my best effort.”

4.5 Suggestions for Improvement

Participants further suggested ways to improve technology assisted language assessments. The consensus among most of the participants is that enhancing students' readiness before the exam and making the platforms more user-friendly is essential.

4.5.1 Platform Usability and Technical Stability

Many participants perceived that improvement of user interface and technical stability of the platform would improve the experience to a great extent. P6 mentioned that personalized adaptive assessments might make these exams more effective:

“It would be nice if these platforms could tailor the difficulty based on how I’m answering and keep an eye out for skills that I need to work on most.”

P4 believed that technical issues should be minimized with clear instructions on how to use the platform prior to the exam:

“Students need to be able to access the platform before they take the real test. “When you have this opportunity it helps you become more familiar about the interface and makes it less tense”

4.5.2 Instructions for Learners

One widely-agreed upon recommendation has been to provide an instruction. P2 described the use of pre-assessment sessions, which would be crucial for students aware of the technology: "Before assessments, students should learn and attend classes. “Getting accustomed to the instruments before the exam may reduce anxiety.”

4.6 Implication on Educational Institutions

Other implications to enrich the technology-enhanced assessment approach for educational institutions aiming to implement it as part of their course portfolios were drawn from participants' experiences with this approach and their recommendations.

Technical support and reliable infrastructure: Educational institutions need to invest heavily in strong infrastructure and offer technical support to allow for seamless integration of technology. These are the guaranteed reliability and stability of the platforms and also for support services in the event of any technical problems.

Students need to be familiar with the tool that they take assessments on, so higher education institutions should conduct training sessions with the learners at least a week or two ahead of assessments on how to use the new tool. Only if the educational institutions acknowledge the potential psychological distress technology-enhanced assessment may pose can they provide psychological care to their students. Creating a friendly testing environment can reduce anxiety.

4.7: Conclusion

This section has presented the interviewed participants' use of technology-enhanced language assessment through the experiences of six tertiary level participants. Though convenience and flexibility of these assessments was highlighted by many participants they also faced challenges pertaining to technological barriers, stress and anxiety. Educational institutions would be able to improve their technology-enhanced language assessments by designing and implementing more effective and user-friendly assessments based on the participants' psychological and cognitive responses and recommendations on their improvement.

Chapter Five: Analysis

5.1. Introduction

Chapter 4 provided data indicating a multi-faceted relationship between university or tertiary students and technology-enhanced language testing. Responses from seven participants demonstrated a range of motivational, psychological, and cognitive impacts, highlighting the positives and obstacles associated with technology for language assessment. This section discusses the implications of the results in relation to the relevant literature in order to answer the research questions stated in the first chapter.

Some highlights of that analysis included four themes that emerged from the findings: the ways that technology shaped participants' cognitive and psychological responses, what participants deemed as the pros and cons of technology-enhanced assessments, how they coped with stress, and what all of this means for schools' writ large. The relationship among these difficulties was

analyzed through current concepts of educational technology, student motivation, and assessment. Recommendations on how to improve technology-enhanced language assessment and a description of how the results enrich the current knowledge base are provided.

5.2. Cognitive and Psychological Responses to Technology-Enhanced Assessments

5.2.1. Cognitive Engagement and Performance

One of the key questions the research sought to answer was, “How to deal with both psychological and motivational challenges encountered while adapting to technologically enhanced language examinations?” Participants in the study exhibited varying degrees of cognitive involvement with technology-driven language assessments, revealing both the benefits and obstacles associated with the use of digital platforms. One of the key takeaways was the high level of cognitive engagement experienced by four participants due to the real-time feedback provided by the technology. The real-time feedback also allowed P3 to quickly explore their mistakes, which they could then correct reinforcing aspects of their three-part learning strategy in the moment. Boud and Molloy (2013) argue, this feedback-tuition lines up directly behind the need for real-time in digital assessment, as the delivery through quality whitespace leads to a greater level of cognitive engagement, increases self-regulation, and allows students to respond immediately, leading to corrective action.

Additionally, one factor affecting cognitive engagement is the capacity of technology to facilitate personalized learning through adaptive questions. P6 and other participants formed an opinion that the adaptive nature of the assessment within PERSUADE managed to maintain their interest and motivation, as the level of questions had been changed based on previous answers. Such adaptive systems can ensure that students are consistently being challenged and yet not overwhelmed, maintaining an optimal level of cognitive load that promotes learning (Johnson,

2021). Technology, in this vein, enables more personalized learning experiences, supporting the idea that personalized assessment increases motivation, leading to more consistent participation and deep learning moments (Duncan & Williams, 2020).

Nonetheless, whereas the customization of digital evaluation is advantageous, studies have also shown possible drawbacks. Most of the participants, such as P4, originally had challenges with novel interfaces or technological issues. The early challenges indicate the cognitive burden learners may encounter while interacting with new or inadequately designed technologies. Learners are limited in their ability to comprehend a specific amount of information at once, as per cognitive load theory (Sweller, 1988). The students' ability to engage with the assessment material may be impeded by the additional cognitive resources necessary to understand the operation of complex, new digital platforms. P5 had it much worse since they had internet outages and broken devices throughout the test. Frustration levels rise, cognitive load rises, cognitive engagement falls, and learning results suffer as a result of these technological challenges.

Moreover, the complexity of the technology applied in an assessment has a twofold impact. At one end, personalized assessment and immediate (instructional) feedback generate cognitive engagement as it makes the learning process more interactive and responsive to the individual needs. Conversely, the use of unknown or badly designed technology is a source of cognitive overload that increases disengagement. If the findings are to be meaningful, the platforms employed for technology-enhanced evaluation of language should be user-friendly, reliable, and consistent with learning outcomes. If digital tools are well designed, students won't need to think so much about the technology behind the test and will be focused more on the content being tested (Mayer, 2014).

5.2.2. Psychological Impact: Stress and Anxiety

The impact of the test with technology is the same as language testing remains, but more important psychological factors have been stressed during research on potential technological language testing have been emphasized on tension and anxiety. Many felt high anxiety levels, particularly as new platforms and technical issues emerged. P1 and P4 expressed some sort of the stress related to transition from conventional face-to-face assessment to online test due to their unfamiliarity with technology. This is supportive of Agarwal et al. (2017) suggesting that students who are unfamiliar with the technology or assessment method could be suffering from test anxiety as a result of the shift to digital assessment. P5 tested positive anxiety in all over testing because they are concerned about technical issues such as system failure or network issues. This is consistent with the conclusion found from the study of Zeidner (2014), where it was stated that students may face more exam sensation because technological examinations may be less predictable, especially when they doubt the reproduction on a stage.

The requirement of a timed assessment was stressful, not the only source of stress was fear of technological failure, many participants in this study reported feeling stressed. For instance, P4 said that time limits were imposed by technology and put him under additional pressures that prevented him from recognizing the best in himself. Such phenomenon is aligned with studies regarding assessment tension, which have indicated a tendency for raising apprehension levels together with deteriorated performance levels (e.g., Tuckman & Kennedy, 2017). Due to the push to complete tests in a very limited timeframe and the seeming lack of power to manage the technological environment, some respondents reported feeling extreme pressure.

Interestingly, not all the participants experienced technology-induced anxiety. Students like P3 and P6 felt they had agency and fear about participation was minimized as digital platforms were able to provide information and content feedback, while responses were more easily able to be assessed. Not only did these pupils feel more in control of their performance, they appreciated the chance to correct their mistakes on the spot. Hence, in order to corroborate this study anyone studying technology itself, or this new generation of learners would recognise the "reduced stress" theory that suggests that technology-based examinations (that is, examinations that give flexibility and speedy feedback to students) can help to mitigate the anxiety and thus, provide students with confidence to engage with examinations (Haffner & Miller, 2017). This lines up closely with The concepts from Zimmerman's SRL framework . Also it aligns with Vygotsky's theory and Sweller's Cognitive Load Theory. The mentioned "reduced stress" theory gives a suggestion that technology-based examinations (with providing flexibility and instant feedbacks to the learners serve as cultural tools (Vygotsky, 1978) that conciliate the learning and reduce anxiety by making easy self-regulation through these instant feedbacks (Zimmerman, 2002). In addition to that, such tests are organised or designed to upgrade intrinsic and important cognitive load while reducing extraneous load (Sweller, 1988), enhancing engagement and reducing stress. This helps to lessen the anxiety associated with high-stakes tests, and provides students with confidence to engage more effectively with examinations (Haffner & Miller, 2017). In this way, technology serves as a psychological buffer or barriers lightening some of the typical confidence of high-stakes tests.

Participants' diverse experiences demonstrated the multifactorial nature of the psychological consequences of evaluation tools. While for some immediate and flexible input meant less

anxiety and more participation, for others the stress and the worry were compounded by the struggles and limited time to get up to speed on the new platforms. In light of these results, it is clear that schools must ensure their pupils get sufficient preparation for digital examinations in order to prevent them from experiencing unnecessary emotional hardship.

5.2.3. Motivation and Engagement

The degree of intrinsic motivation significantly influenced students' perceptions of technologically-assisted language assessments. The adaptive and interactive features of the digital exam contributed to a notable level of interest and motivation reported by many participants throughout the entire process. For example, P3 and P6 found the personalized portion of the assessment to be very motivating since the platform altered the questions' level of difficulty based on their responses to the research questions. Not only did this individualized strategy keep them interested, but also this gave them a feeling of accomplishment when they overcame obstacles. According to self-determination theory (Dick and Ryan, 2000), students are more motivated when they discover assignments that are both personally fulfilling and specifically designed for them.

Tracking progress and delivering instant feedback was a key driving factor for maintaining long-term engagement. In the case of P3, The action of immediately seeing the scores and receiving respective corrective feedback on the use of language spearheaded the idea of accomplishment and pushed them to further engage with the assessment. This idea is also supported by the research done by Hattie and Timperley (2007), which concludes that timed

actionable specific feedback fosters and manifests motivation among the learners by showing indications of the progress and specific areas of improvement.

Studies further show that when there is potential for cheating, especially in the case of online exams there is a large decline in motivation among students. Participant 7 stated how easy it is to bypass the online exam protocols which further deters student motivation. This decline of motivation is further studied through intrinsic and extrinsic motivation. According to Ryan & Deci, when students consider assessments unfair, their intrinsic motivation drops greatly. This phenomenon is mainly observed during non-proctored exam environments like online exams which creates doubts about the authentication of the evaluation process. Furthermore, When the evaluation of the assessment loses credibility, the engagement and motivation of students decrease sharply.

Grades, deadlines, and other factors that compromise extrinsic motivation were also observed to play a great role in influencing participant engagement. For some participants, intrinsic motivation played an important role in sustaining engagements while for others extrinsic factors such as rewards for completing assessment-based tasks played an important contributing factor. This shows the importance of balancing out both extrinsic and intrinsic motivation. It is of significant importance that educational institutions are seen as valuable, credible, and fair means of measuring a student's true capabilities (Deci & Ryan, 2000).

In Conclusion, In technology-enhanced language assessments, motivation, and willingness to engage are largely connected to personalized and specific feedback that should be ensured by the digital platforms involved as well as maintaining fairness and credibility of the assessment process. Furthermore, the study shows the necessity of educators and institutions to cater

assessments that not only foster motivation among individual students but also enforce the idea of authenticity among the assessments that align with the notion of a student's true abilities.

5.3. Experiences with Technology-Enhanced Language Assessments

5.3.1. Types of Technology-Enhanced Language Tests

The primary research question of this paper was , “How do students adapt to language tests that embrace technology and what are the challenges they face during this process?” All the participants experienced some form of technology-enhanced language assessments having varied according to the specific type of technology-enhanced language assessments they took. IELTS(International English Language Testing System) comprising both computer-based and online versions was the most taken type of technology-based language assessment by the participants. The IELTS became a significant reference for the participants who shared their experience with digital technology-based assessments. Participant 1 stated that the audio test of the listening part was done by listening using a headset. In the case of Duolingo’s Finnish language test, A strong adaptation of language assessments designed for specific linguistics skills was also seen.

Participant 2 stated his experience with the computer-based IELTS test. He further mentioned that the knowledge that he had was limited as the requirement for using such technology-enhanced assessments was not frequent. This refers to an important contrast between participants who frequently used technology in their academic journey i.e. participant 1 and those who had very less exposure to technology-based assessments.

In the case of Participant 6, he was provided with more diverse technology-based assessments that he had taken including an English proficiency test, online grammar, and also vocabulary quizzes. His experience shows an important contributing factor to modern-day language

assessments that is the increasing dependency on digital platforms which varies from a very standardized test like IELTS to more informal skill-specific test and exams. Likewise, Participant 4 also shared their experience with online technology-based assessments using platforms like Turnitin which can be considered as a part of an online exam experience but isn't as strict as a physical proctored exam.

5.3.2. Perceived Differences between Technology-Enhanced and Traditional Assessments

One of the most significant research findings was the difference in experience of participants in comparison of technology-based assessments in contrast to traditional pen and paper assessments. Most of the participants had a similar opinion which is that digital assessments were much more welcoming, easy, and flexible compared to traditional exams.

Participant 1 stated that technology-based assessments were far more relaxed and rewarding because of the instantaneous typing of answers and submitting them to get instant feedback. Furthermore, they also stated that online-based assessments were less physically intensive as the hassle of physically writing the answers was eliminated and answers could be typed down much faster. In addition to this, Participant 3 stated that in terms of time management technology-based assessments such as computer-based SAT and IELTS are much better compared to traditional pen-and-paper exams. They also expressed the ease of moving between different sections of digital-based assessments. In conclusion, digital-based assessments are much more flexible compared to the hardcore nature of traditional exams.

Two of the participants had a neutral opinion regarding the digital technology-based assessments. Though almost all of the participants agreed to the ease of digital technology-based assessments, The participants that had neutral opinions further stated that their experience in digital-based assessments was not much different from traditional pen and paper-based exams. They further

stated that both the traditional and digital-based assessments were the same in terms of testing the participant's knowledge. This idea points to a key concept that though some participants saw the digital-based assessments as a polarizing change some were reluctant to the change and had a neutral feeling to the change as the fundamental idea of testing knowledge was the same in both types of assessments.

However, Three participants also mentioned their skepticism regarding online-based assessments because of the anxiety that comes with such exams and also being new to such types of exams, and the factors of technical issues. Participant 4 stated their initial discomforts with such technology-based assessments mainly because some of the digital-based assessments had open book exams which further required more research than a traditional pen and paper-based exam. They further stated that this discomfort also resulted from unfamiliarity with such platforms and the initial uneasiness. In addition to this, participant 4 further stated that the abrupt change to the digital platforms is a rather shocking transition rather than a smooth one because many are not familiar let alone comfortable with such types of examination.

5.3.3. Common Challenges Faced in Technology-Enhanced Assessments

Most of the participants did report positive experiences with technology-based assessments but many also highlighted the challenges that are associated with the test that affect the test takers' overall performance and stress level during the test. One of the most mentioned technical issues that was stated by almost all the participants was the disruption of internet issues and load shedding. The participants further stated that the abrupt load-shedding and internet going off during the time of exam was one of the leading causes of anxiety and stress among digital-based exam takers as they would miss precious limited exam time and in some cases, if exam progress was not saved then they would also lose their progress. In addition to this, Participant 7 further

stated this sort of anxiety about technical issues also created an environment of helplessness. The technical issues when combined with the time constraint fostered an environment of stress and cognitive decline overall affecting all the participants one way or the other.

Participant-5 mentioned an important aspect that the stress and anxiety that comes from abrupt load-shedding and sudden internet outage is more stressful than the actual exam, they further mentioned they could have handled the exams with less stress and anxiety if the exams were traditional pen and paper-based. The above experiences highlight many important negative factors for participants in the case of technology-enhanced assessments such as the uncontrollable technical issues, unfamiliarity and difficulty of the exam platform which affects the mental health of the participant.

5.3.4. Coping Mechanisms and Strategies Adopted by Participants

Despite facing challenges, many of the participants developed coping mechanisms to counter the issues faced during technology-based assessments. Participant-5 who was always anxious about the struggles of internet outage issues during online examinations, developed a plan to always keep a backup internet during online exams. They invested in an internet package that would act as a secondary supply of internet in case internet outage occurred and also many participants to counter the issue of power outages kept their phones by the side and other devices as necessary. This example signifies the strategies many of the participants developed to counter the difficulties and shortcomings that come with digital technological-based assessments.

One of the most intuitive strategies that were taken by participants was to familiarize themselves with the digital technology-based exam environments and factors surrounding it such as navigating the exam platform beforehand, exploring all the different sections of the exam, and also examining different features and tools of the exam platform ahead. This helped them get rid

of the unfamiliarity and also made them ease with the overall exam process. Furthermore, This also saved the precious exam time of the participants as they were able to navigate and use the already known features and tools with much perfection.

Health-related problems such as headaches and eye aches due to facing the screen for a long time were also faced by some of the participants, mainly those who were not accustomed to prolonged screen time. To alleviate this issue those participants scheduled breaks in between screen time to reduce the stress that comes with prolonged screen time which further reduces their cognitive overload and fatigue. This also shows the importance of not dealing with just the technical issues of technology-based assessments but also how to deal with the physical demands of such digital tests.

5.3.5. Psychological and Cognitive Impact of Technology-Based Assessments

The participants went into great length regarding the psychological and cognitive effects of technologically driven tests. Two areas of great concern for many concerning the consequences on their mental health were anxiety and stress. Participant 4, for instance, thought back on the great anxiety they experienced on their first online test due to the mix of the foreign technology and the pressure to perform well. Their frustration grew even more since they believed their general performance worsened due to the extra pressure of having to write responses in a limited period.

Participant 6 also reported experiencing difficulties with test-related anxiety, particularly during timed examinations. There was already a lot of pressure because they weren't comfortable with the platforms, and now they didn't know how to use the system effectively. The impending worry of technological breakdowns added fuel to the fire, making the whole thing seem random and beyond their control. P3 found the digital SAT to be less stressful overall, while experiencing

some pre-assess anxiety due to a laptop malfunction. In any case, they found the procedure engaging and enjoyable due to the instant feedback they received throughout testing. The quick results gave them a sense of accomplishment and motivation, enabling them to track their progress and modify their approach as needed.

5.3.6. Impact on Motivation and Learning

The effect of technology on students' ability to remember what they've learned and their desire to study for language tests varied. Students who took advantage of the instantaneous feedback on digital examinations reported feeling much more motivated to keep working on their strengths and fixing their weaknesses. Participant 3 found the participant's real-time comments on their performance, as well as their comprehensive explanations of their errors and areas for refinement, to be particularly beneficial. This prompt feedback enabled them to focus on their areas of vulnerability and refine their strategies, thereby enhancing their learning process. Someone else who prepared for the IELTS by taking practice exams and tests online found that they helped them focus on what they needed to improve with. With these tests, they could see how far they had come, which made the whole learning process much easier to handle. They found that using IELTS Flex and other online platforms on a daily basis encouraged them to study more efficiently because they could observe their own growth over time.

Nonetheless, not all participants perceived that technology-based assessments resulted in increased motivation. Participant-7 experienced significant disillusionment regarding the possibility of cheating in online exams, resulting in diminished desire and participation in the learning process. They articulated their displeasure that, owing to the apparent inequity in the system, they felt unmotivated to do their utmost effort. This highlights a significant difficulty in the incorporation of technology in assessments: the need to ensure fairness so that no candidate

is given an unfair advantage especially with the increasing use of computerized assessments that could easily be faked.

5.4. Coping Strategies and Institutional Implications

5.4.1. Coping Strategies

The study also recognized different ways that the participants dealt with the problems related to the use of technology in testing. This was one of the research question as well that how do the participants overcome the challenges they face will TELA. The findings presented in this study provide a small idea of how students employed such strategies to cope with the various issues as pertained to technology integrated testing. The approaches the students use to modulate their interaction with the digital platforms are evidence of the variety of ways the emotional and psychological pressure that accompanies students' activity through these platforms may be mitigated. Furthermore, the approach towards dealing with the issues associated with digital exams is helpful in managing assessment and has a positive impact on students and teachers during the entire assessment process. In relation to the management of the complexities of the digital examinations, the coping strategies served as constructive consequences to students and to the instructors.

Participants like P2 and P4 said familiarizing themselves with the technology before the evaluation was an important coping technique. Practice using the platform and understanding its features reduced test anxiety and increased confidence. As P2 commented, getting used to the UI before the exam lets them concentrate on the content rather than the platform. Participant 4 stressed the need for sample assessments and guided tutorials for familiarizing participants with platform features including question forms, timings, and our feedback system. This study

supported Boud and Molloy (2013)'s recommendation of pre-assessment training, which reduced cognitive strain on students by familiarizing them with the technology.

It was not only about getting comfortable with technology; pre-assessment training also covered topics like mental and emotional readiness. For instance, P3 stated, “Benefits of having time before the assessment, it helps you to mentally prepare, help reinforce knowledge, as well as positive expectations from yourself” This exercise alleviated some nerves created by the uncertainties of the evaluation process. This echoed research that found that when students psychologically prepare for a test and establish attainable goals, they are better able to cope with test anxiety and perform better on the test (Zeidner, 2014).

Managing screen time and integrating periodic breaks during long assessments was also a key coping mechanism shared by participants such as P3 and P4. These participants discovered that short breaks allowed them to sustain attention and allocate cognitive resources wisely. Cognitive Load Theory (Sweller, 1988) focuses on the use of cognitive resources to address the challenge to avoid Cognitive Overload, especially in technology-enhanced environments that place a high demand on multitasking. Taking small downtime, being rewarded with some down-time and then returning to the assessment with an adjusted mindset, further improved participants' output focused on getting the task done. Something I did differently was to make sure online evaluations involved long periods of concentration so this approach was aligned with research examining how taking frequent, short breaks could help reduce cognitive fatigue (Duncan & Williams, 2020).

In order to cope with the pressure of timed assessments, multiple participants stated they also had to learn how to better manage their time alongside taking breaks. Grade 6 students who reported not cramming expressed that they felt less pressure and accomplished more by taking their time.

This is a coping mechanism that stresses the necessity for students to learn how to manage their time appropriately, to allow them to remain composed and do well on planned assessments. Dimensionalities are milder if there is training of time management that allows students to deal with their cognitive resource efficiently and help them execute the assessment in the expected time and would not affect the precision and performance of the evaluating.

Furthermore, the necessity of external support when dealing with technical difficulties was emphasized by participant 7. This participant explained that being able to contact the team of technical assistance when he or she faced difficulties logging in or encountered a system failure got them to refocus and continue with the evaluation. This finding highlights the importance of providing institutional support for students as they work through technology-related issues. Technical problems with these tools can cause students increased worry and frustration, which may decrease their performance. These pressures can be alleviated with timely and effective technical support which can help better the chances of students to stay focused through their examinations.

P1 and P3 stated that in the final point position a significant strategy of reducing anxiety and promoting good marks was feeling in control of one's assessment environment. They reported being more comfortable using the platform when they accessed it on equipment that they were familiar with. Including personal computers. It underscores the importance of students being able to draw on familiar resources and contexts in taking a digital test because this can mitigate test anxiety from using new technology (Hafner & Miller, 2017).

5.4.2. Institutional Implications

The findings of this study have several implications for educational institutions that would like to implement or enhance technology-enhanced language assessments. While the students in both

groups appreciated the individualism and freedom that technology provided, they had issues with usability, technical issues, and mental strain due to the technology. For offering successful learning-enhancing-step of digital evaluations, some of the major and significant factors were considered into account by the Institutes.

For one thing, the coping mechanisms employed by participants indicated the need for pre-assessment training. Specifically, what happens to exams when people will be upscaling themselves? In addition to technical topics such as how the platform works and how to get the most out of its features, this training incorporated techniques for mitigating exam anxiety and cognitive load.

Running workshops or tutorials online to simulate the assessment environment was also effective in addressing unfamiliarity with digital assessment that leads to anxiety. As P4 mentioned, being familiar with the platform before the actual exam improved performance and greatly reduced the cognitive burden of learning how to use new technology under time pressure.

This consideration of practical emotion–psychology means that it will have an influential role for not only technical purposes with the students buckled in, but also in psychological-preparedness for achieving some of the stark poise performance goals set by institutions-beyond PJT. As highlighted in this study, stress and anxiety proved as major impediments to learning and performance.

The technical difficulties of finding your way around new platforms (together with the stress of timed assessments) resulted in a poor environment in which students could perform anywhere near their best. Institutions have acknowledged the issue and provided tools such as counseling to help students manage anxiety and stress over tests. They include offering classes on relaxation techniques, mindfulness, and stress management, all of which have been shown to decrease

anxiety and increase academic performance (Zeidner, 2014). Schools provided, thus, a more relaxed and friendly atmosphere that has allowed students to manage the psychological pressures of online examinations, highlighting their actual capabilities.

Beyond making certainty of stress-free technology enhanced testing experiences a reality for students, it was also critical that the assessment systems be both reliable and easy to use. As P5's experiences with technical glitches underscored, students who encountered frequent disruptions or challenges with the platform experienced higher cognitive load and anxiety. To reduce these concerns, institutions focused on using well-accepted, user-friendly technology platforms and ensuring students had access to technical support as required. This included, but was not limited to, dedicated helplines, live chat support, or troubleshooting guides to assist the students in resolving their issues swiftly during assessments.

It also highlighted the need for transparency and fairness in digital assessments. As shared by participants, such as P7, cheating and academic honesty considerations in on-line assessments undermined students' intrinsic motivation and involvement. Institutions took measures to ensure assessments were seen as fair and secure. To this end, we instituted safe-login protocols, plagiarism detection software and other anti-cheating technology, and made our assessment criteria very visible to students. It was critical to create an assurance of validity and integrity in the assessment process itself so that students could rest assured that the assessments were accurate representations of their skill levels and keep up their motivation levels.

Last but not least, the results showed that stimulating independence and control over the evaluation environment had a crucial role in improvement of students' performance and welfare. They gave students the option to take their tests on the devices that were most familiar to them, and with the environments they were most comfortable in, which meant going from the comfort

of their own homes. Due to the technology executive age, students are often worried, or tense when given tech leaning tests; however, organizations and institutions have worked hard to ensure that students can fulfill assessment of their choice.

The results from this study shed light on such coping strategies that students adopted to navigate the challenges of the technology-enhanced assessments and outlined the potential pathways for institutions to facilitate student success. Institutions have added great value to the overall experience of students during assessments, offering knowledge patrons, psychological support, technical soundness and a transparent and fairer assessment space. They are working together to overcome the hurdles of digital assessment. As technology-enhanced assessments remain a focus for educational institutions, schools and other educational institutions are beginning to implement personalized, flexible learning experiences in response to this growing demand.

5.5. Conclusion

This analysis has perceived not only the cognitive, but also psychological and motivational responses of students to technology-enabled language assessments and relied on the participants' experience to delineate the benefits and limitations of technology-enhanced language assessments. This chapter has linked these findings to the literature to demonstrate the multifaceted aspects of students' experiences with technology-enhanced assessments by underscoring the need to drill down into the technological needs of learners as well as their psychological needs. These findings have important implications for educational institutions, especially concerning training, the removal of technical barriers to acceptance, and the creation of environments supportive of the effective use of technology-enhanced assessments in language education.

Chapter Six: Conclusion

Using technology in language assessment represents a new development in the educational practices that have unique benefits in providing a formative, flexible, and effective system of assessment. This thesis examined different dimensions of TELA's organizational effects on students, particularly the sigma changes, or adjustment processes, challenges, and psychological well-being alterations brought about by the technology-enhanced language assessments. Using a qualitative research approach, the current study established the opportunities and challenges that emanate from the implementation of TELA to allow understanding of its impact for learners and institutions.

The study also shows how TELA can be a powerful tool for instigated learning as well as an assessment tool which can formative assessment, provide instant feedback, support learners to regulate their own learning as well as offer a structure to accommodate and respond to learners' various differentiation needs through adaptive assessments. These advantages correspond with the Vygotsky's Sociocultural Theory, Zimmerman's Self-Regulated Learning model, and Sweller's Cognitive Load Theory which brings focus to the ways, how and when students should be scaffolding, reflected and encouraged to for constructive students' constructive engagement. When developed from a user perspective, sophisticated technology continues to be a mediator of effective learning among the participants.

However, the study also reveals major difficulties, such as technical issues, psychological loads and equity concerns. Interference from variables related to technological challenges like unreliable signal connections and interfaces contribute to higher inadvertent mental demand, and consequently, test anxiety. Moreover, issues of technology inequality, or "the digital divide"

emphasize the need for institutional interactions for all learners to ensure equal opportunities for all.

To that concern, participants engaged in aspects of resilience in dealing with those challenges through developing awareness and practicing screen limits, as well as involving peers. Such coping mechanisms call for promotion of digital literacy as well as appropriate training before being pre-assessed. Further, more institutional support regarding technical support, psychological comfort and increased implementation of adaptive platforms can help to advance the utility and accessibility approaches of TELA.

This work adds to the current knowledge on developing technology-enhanced assessments through addressing the identified theoretical and methodological gaps in the existing literature. This paper provides specific guidelines that can be implemented by teachers and educational decision-makers to develop appropriate, easily navigable, and psychologically laudable tests. Thus, future research should extend the investigation of TELA's effects on learning and teaching beyond the first year and consider various types of education to better understand how TELA, as an application tool, can be modified and used effectively with the increasing occurrence of new problems in learning environments.

In conclusion, TELA offers promising possibilities but depends on sound architecture, sustainable implementation, and social justice. When gaps between theory, practice and policy are closed, those stakeholders in the field of education can make technology work to its optimum, towards the development of assessments that go beyond presenting challenges but could foster the potential of learners in today and tomorrow's digital environments.

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