TESOL Faculty United for Ukraine

Digital Technologies for Teaching English as a Foreign/Second Language

a collective monograph

Zhytomyr

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Друкується за рішенням вченої ради
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Рецензенти:
Дмітренко Наталя – доктор педагогічних наук, професор, професор кафедри методики навчання іноземних мов Вінницького державного педагогічного університету імені Михайла Коцюбинського;
Задорожна Ірина – доктор педагогічних наук, професор,проректор з наукової роботи та міжнародного співробітництва Тернопільського національного педагогічного університету імені Володимира Гнатюка;
Черниш Валентина – доктор педагогічних наук, професор, завідувач кафедри педагогіки та методики викладання іноземних мов Київського національного лінгвістичного університету.

Digital Technologies for Teaching English as a Foreign/Second Language: a collective monograph. Цифрові технології навчання англійської мови як іноземної/другої мови: колективна монографія / Антоненко Н., Коноваленко Т., Король Т., Подосиннікова Г., Прокопчук Н., Салюк Б., Шевченко М., Школа І. (кол.авт.); за заг.ред. Школи І., Салюк Б. Житомир: Видавництво "Євро-Волинь", 2024. 352 с.

Колективна монографія розкриває різні аспекти використання цифрових технологій у навчанні англійської мови як іноземної/другої мови (цифровий сторітелінг, мобільні застосунки, інтерактивне навчання і онлайн-ігри, тощо) та надає освітянам і дослідникам ресурс для збагачення їхньої професійної діяльності. Окрема увага приділена цифровим інструментам для впровадження соціально-емоційного навчання та інклюзивної освіти на уроках англійської мови.

Для вчителів англійської мови, методистів, викладачів вищих закладів освіти, науковців, здобувачів вищої освіти.

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Chapter 8.
ASSESSMENT AND EVALUATION IN TECH-BASED TEACHING

Assessment is today's means of modifying
tomorrow's instruction.
(Carol Ann Tomlinson)

Assessment appears to be one of the central components of EFL teaching and learning. On the one hand, it shapes teaching content in general and learning activities in particular, while, on the other, its outcomes report on their effectiveness and indirectly evaluate teachers' and learners' performance. Consequently, assessment is present at all the stages of EFL teaching/learning in different forms and manifestations. Its type strongly correlates with the particular training stage and incorporates relevant functions and objectives. In this key, Everhard (2015) singles out **formative** (assessment *for* learning) and **summative** (assessment *of* learning) **assessment types**. Brown (1999, p. 6) treats formative and summative assessment like logical unity of a cyclic nature.

According to the assessment agent, **hetero assessment** (assessment by the teacher / trainer), **peer assessment (**together with its specific variation in the form of **group assessment)** and **self-assessment** are distinguished. All these assessment types and forms require the development and use of a wide range of relevant assessment tools and instruments. They should be diverse and flexible, practical from the viewpoint of their employment in the EFL classroom and the further processing of the obtained results. They should also model real-life communicative situations, eliciting relevant students' responses, eliminate their stress and anxiety caused by the assessment pressure, motivate and engage them into further training and

personal growth. Basically, all the assessment tools are subdivided into two main categories:

1) **conventional** or **traditional assessment tools,** including essays, presentations, and well-known tests of different formats;

2) **alternative assessment tools,** directed to the performance by the students of some practical, often product-oriented assignments typically solved in real-life situations with the help of foreign language interaction and communication (Wiggins, 1998; Sambell, McDowell, & Brown, 1997).

The process of any assessment material development should follow the most comprehensive model named PADDIE+M, based on the traditional ADDIE model of training material development (see Figure 1).

Figure 1. Basic ADDIE Model of training materials development

Modified PADDIE+M model starts with planning and analysis phases, resulting in design, development, and implementation of the assessment tasks, evaluation of the received results and assessment materials efficiency. It is completed with the maintenance phase. Maintenance phase is based on the evaluation results and requires some changes in the

training process and improvement of the assessment materials themselves.

This model employment ensures the development of the efficient assessment materials to report objectively on students' learning outcomes and promote their progress and growth. Specific test task development should be based on its specification which describes its peculiarities and determines chosen types of assessment tasks and language materials selected.

Current studies concerning the enhancement of online teaching and learning boosted by COVID-19 showed that online training and assessment success was determined by the quality of formative assessment and received feedback, and appeared to be quite challenging in general (Ghanbari & Nowroozi, 2021). There is an assumption that online assessment is not about the simple transfer of ordinary assessment tools and techniques into a virtual environment but more about the changes in assessment philosophy and principles.

Anyway, digital technologies can be of great help to the EFL teachers in the process of designing and developing assessment tasks and tools of both categories mentioned above, as well as in administering assessment procedures, processing, analyzing and utilizing their outcomes. An appropriate digital tool can become a real game-changer and time-saver for contemporary EFL teachers, improving their current training and assessment practices. Their crucial role in both online or blended training environments caused the occurrence of a new term "digital assessment" or "e-assessment". Appiah and van Tonder (2018, p. 1454), define it as the type of assessment that "involves the use of any technological device to create, deliver, store and/or report students' assessment marks and feedback".

The given chapter attempts to present an overview of the digital tools to be used for:

1) the facilitation of the **assessment task design and content development**;

2) the optimization of the **assessment task delivery and administration** in a digital mode;

3) the automatization of the **checking, correction and feedback generation on the assessment task performance** by the students

8.1. Digital Tools for the Assessment Task Design and Development

There is an assumption that the boom of artificial intelligence (AI) will significantly change the content and flow of contemporary educational assessment procedures. According to some sources about 47% of Learning Management Systems (LMS) will be driven by AI capacities in the near future. The key advantages of AI involvement into the development and implementation of assessment in EFL training include:

- assessment differentiation, individualization and personalization achieved with the help of the models and strategies of dynamic assessment;
- automation of assessment processes;
- wide range of available assessment tools;
- instant feedback delivery;
- assessment gamification.

Primarily, these aspects contribute significantly to the optimization and diversification of formative assessment.

The AI tools to be used for the generation of different conventional assessment tasks are presented below. To our mind, they can be subdivided into two categories: 1) AI tools for the production of the assessment or test task content to be further presented with the help of another tool. The example of such an AI tool can be Chat GPT, widely used and spread nowadays; 2) AI tools for the production of the ready to use assessment task or test, which are of greater interest to EFL teachers.

The main advantages of such AI quiz generating tools are:

- **time saving** that opens more opportunities for teachers to select training materials, to design training courses more thoroughly, to check up more attentively and deliver more detailed feedback on students' productive task performance;
- **teacher's effort saving** lies in the possibility to review, adapt and modify some generated materials rather than develop everything from the scratch;
- **assessment task appropriateness** that eliminates the need for searching and selecting readymade test tasks relevant to the given training situation, it can be easily commissioned to an AI quiz generator.

Conventional test tasks are differentiated according to their type. In order to distinguish them properly we apply two criteria or dimensions at a time: 1) type of the expected response and its presentation; 2) type of the action to performed by the testee to deliver the expected response.

In terms of the expected response test tasks are subdivided into: 1) Test tasks with selective response based on the perception, identification and recognition mechanisms. This category includes: a) test tasks with alternative choice (containing two possible options); b) multiple choice test tasks (containing more than two possible answers to be considered by the testee). It should be noted here that modern digital tools tend to use MCQs extensively developing their several variations: MCQs with the single correct answer and MCQs with several correct answers to be identified; c) test tasks with cross-sectional choice (containing several sets of data to be matched); 2) Open ended test tasks whose performance is based on recollection, reproduction and production mechanisms. The expected response in this case varies in its volume (an isolated word, phrase, sentence, set of sentences, cohesive text). Expected response generation can be either scaffolded or not.

According to the second criterion we distinguish the following test task types: 1) answering the questions (relevant to all EFL speech activities in real life situations); 2) matching,

grouping and categorising; 3) detecting the nature of the statement as True/False 4) rearrangement or sequencing; 5) spotting and correcting mistakes; 6) transformation or paraphrasing; 7) gap filling; 8) producing either oral or written piece (Korol, 2010). This information is summarized in Table 1.

Table 1. **Test Task Types**

Test task type	
according to the expected response	according to the basic action to be performed to receive the response
1) Alternative choice test tasks	• answering the questions ; • true/false; • gap filling.
2) Multiple Choice Questions	• answering the questions ; • searching for mistakes; • gap filling.
3) Cross-sectional Choice test tasks	• answering the questions ; • matching; • grouping and categorizing; • rearranging and ordering; • gap filling.
4) Open ended test tasks	• answering the questions ; • searching and correcting mistakes; • transforming and paraphrasing; • gap filling; • producing oral or written cohesive passages

Let us consider the potential AI powered digital tools to assist EFL in the development of the content of the test tasks of these different types. First of all, it should be noted that any AI powered digital tool outcome in the form of generated assessment tasks should be treated quite cautiously. To receive the desired material we are to: 1) develop a precise and clear prompt listing all the terms and conditions; 2) select appropriate

linguistic materials (vocabulary, grammar, text, audio or video) to be processed and used; 3) review the content of the received assessment tasks and modify it where necessary; 4) trial the generated test task; 5) monitor its scoring by the digital tool in case it is provided.

AI Quiz Generator in PowerPoint ClassPoint AI

AI Quiz Generator in PowerPoint | ClassPoint

This AI tool allows EFL teachers to convert their PowerPoint presentations into interactive assessment tools mainly used for the purposes of formative assessment.

Built-in AI option is used for the quiz generation based on the instant content analysis of the current PowerPoint slide. The teacher can choose from 3 available test task types: MCQ, and 2 open-ended ones (Fill in the Blanks and Short Answers). The application enables the users to generate the quiz questions of different difficulty level according to Bloom's Taxonomy (Fig.2) which strongly correlates with the assessment of different language aspects acquisition (e.g. receptive vocabulary and grammar skills – remember and understand).

Figure 2. Bloom's Taxonomy

The generated question of the chosen type and difficulty level is placed on the slide and can be used for the interaction with the learners. The answers are collected and can be presented on the slide on the fly as well.

The app also features plenty of gamification options which help arrange real competitions and reward systems for the most active contributors.

The main drawback of this app is its free plan with limited set of options.

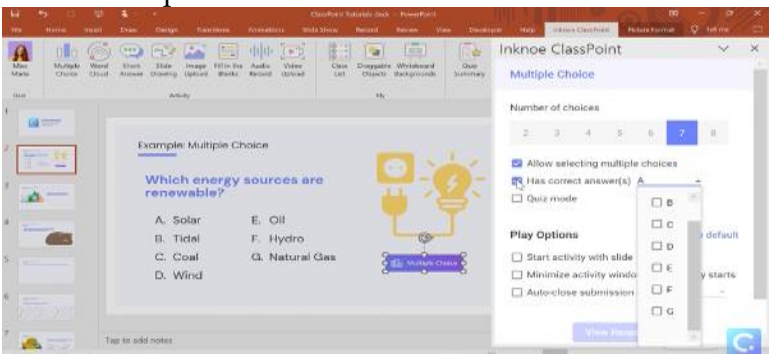

Figure 3. ClassPoint AI Screen

Online Form Builder Forms.app

Forms.app

Initially this tool is used for the development and administration of different online surveys and quizzes being similar to Google Forms which can also be used as the environment for different type of assessment presentation in the EFL classroom.

However, the introduction of AI module appeared to be game-changing for this online app. The teacher's task is to formulate precisely what kind of test they are interested in and the app will generate it. It should be kept in mind that AI software is familiar with the CEFR language proficiency level, so they can be indicated in the request. It can be also limited with the type of the test task, number of items to be developed,

vocabulary and grammar material to be employed. Obviously, the generated test tasks should be thoroughly revised by the teacher before sharing and administration.

Additional option provided by this app are:

- Wide choice of form designs;
- Multilingual task generation, including Ukrainian;
- Test performance notification option;
- Compilation of Welcome and Thank you pages that allows teachers to instruct learners as for the test aims and objectives, its structure and assessment policy;
- Test performance reporting;
- Varied sharing and placement options.
- Creating a personal library of the developed forms / tests in our case.

In the screenshot below you can see the results of the test generation on Indirect Speech by this app without any additional terms and conditions requested by the user.

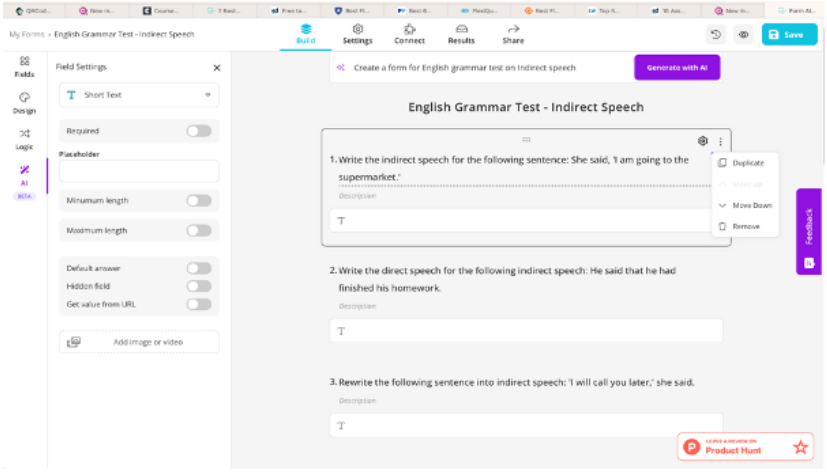

Figure 4. Forms.app Screen

Learning Platform Quizizz.AI

Quizizz AI | Your personalized teaching assistant

This learning platform can be used in two different ways: 1) to present and administer different types of tests developed by the teacher, converting different types of files into test tasks to be presented to learners; 2) to develop new assessment tasks from the scratch or select ready-made from the library with the help of built-in AI module. The distinguishing feature of its AI module is the user-friendly interface with the wide list of options and conditions to choose from. First of all, the teacher can select the course they work on, then pick up the topic from the given list or create their own. The next step will be to opt for a particular type of material to be developed (lessons only, lesson+quiz, and quizzes only). There is a list of the number of items to be included into the generated test. The test type variety is rather impressive: MCQs, reorder (that will be great for reading and listening assignments), matching, drag and drop (which allows to operate different types of graphical objects); drawing, labeling, graphing, categorizing, open-ended questions (Fill in the blanks, upload a file, audio and video responses). The last two options appear extremely helpful for distance and blending learning modes, when there is a need for oral productive skills evaluation. One more useful option is reviewing the previously developed test with AI directed to fixing grammar errors, paraphrasing existing questions to prevent cheating for example, developing prompts essential for dynamic assessment implementation. All the suggested items by AI can be easily modified by the user. The teacher can also use the bank of the test tasks to compile their own personalized tests.

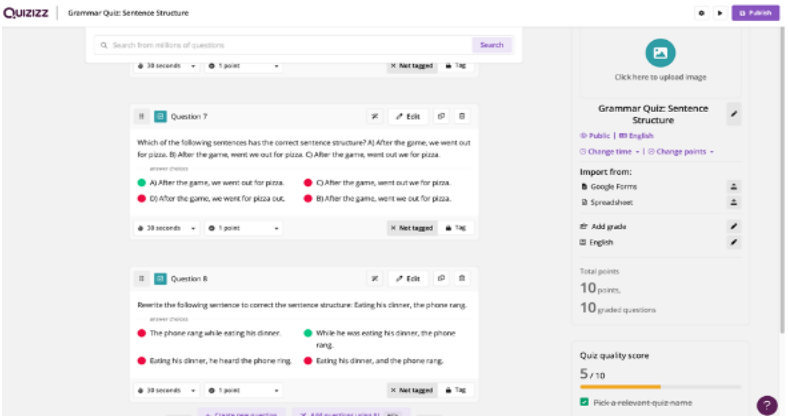

Figure 5. Quizizz.AI Screen

AI Quiz Generator QuizMaker

https://www.quiz-maker.com

Besides the option to present and administer diversified MCQs primarily developed by the user this tool features AI quiz generator which creates MCQ test based on the user's request. The request should be formulated properly to receive better results. The user can choose the testees' age group from the dropdown list and decide on the number of the questions to be generated for the test. The received outcome can be reviewed and modified by the user: the questions can be rearranged, deleted, modified, user's questions can be added manually or some new AI generated ones may be requested. The developed questions in the editor view provide correct answers and explanations.

The user can preview the generated test, choose the template design and adjust test settings to their learners' needs. In the screenshot given below you can see the generation outcomes of the grammar test on Past Simple Tense for the 5th graders.

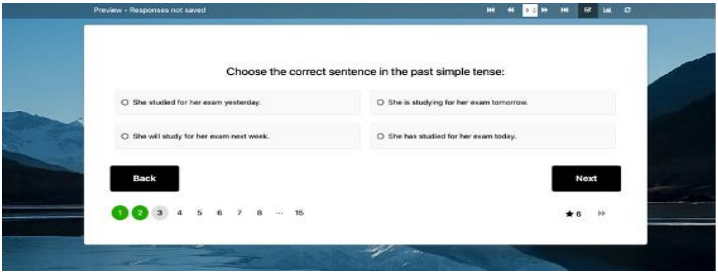

Figure 6. QuizMaker Screen

AI Quiz Generator Revisely

[AI Quiz Generator - Revisely]

This tool generates MCQs only on the basis of the doc. and pdf files in 50 available languages, including Ukrainian, graphic images, ppt slides, and websites through the links. The received test can be shared with the learners through a link or exported to the text document to be printed. Modification and reviewing options are limited. Free plan provides 5 quizzes of ten items each per month.

In the screenshot below you can see one out of ten questions generated on the basis of the picture of ADDIE Model for learning and assessment materials development. Its competitive advantage compared to the previously discussed tool is the processing of graphic images, files of different formats and pages. However, it obviously lacks interactive features to review and modify the content.

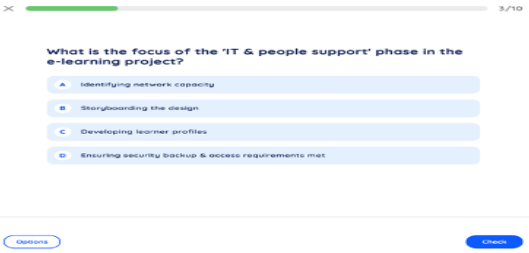

Figure 7. Revisely Screen

AI Quiz Maker

AI Quiz Maker

This AI quiz generator looks attractive due to its open access: neither registration nor logging in with your Google or Microsoft account is required to start creating your text-based quiz. However, the volume of the text to be processed is limited to 5,000 words. There is an opportunity to generate a quiz devoted to a particular topic, e.g. Christmas. MCQs are the only test type to be produced. The user may choose the test difficulty either easy or medium. There is a wide range of design schemes to be applied to the test. The tool automatically creates a starting or cover page. The correct answers are accompanied with the explanations. Preview options are quite functional. The generated test can be presented either in desktop or mobile version.

In the screenshot below you can see a reading test of medium difficulty based on the authentic article "The Elf on the Shelf".

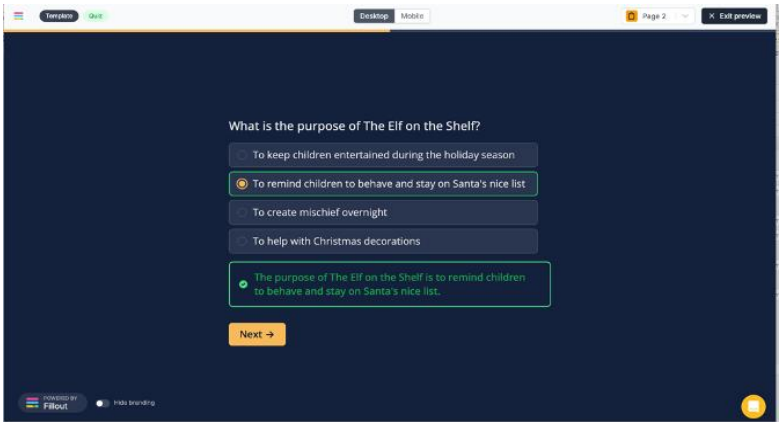

Figure 8. AI Quiz Maker Screen

AI Quiz Generator OpExams

https://opexams.com/free-questions-generator/

This tool can create text- or prompt-based test tasks of such types as MCQs, True/False and Open Ended Questions. There is an option of saving generated questions into collection for further use. Generated questions can be exported to .xls and .doc formats as well. It is limited by 10 free quizzes per month.

We have faced the problem with the automatic checking of open questions, since it does not work properly.

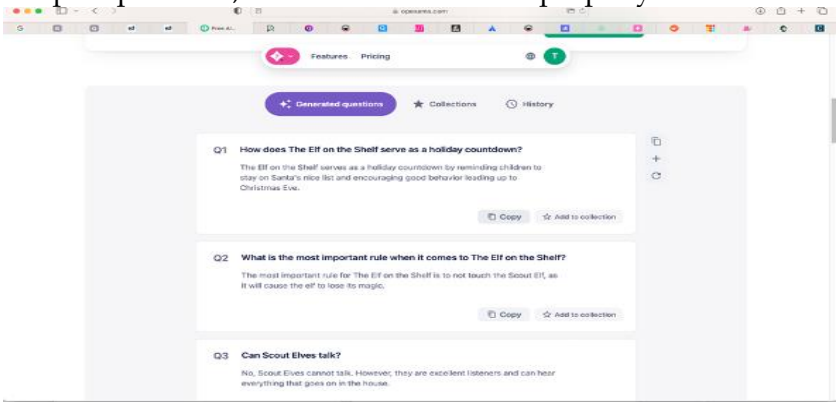

Figure 9. OpExams Screen

AI Quiz Generator QuestGen

Questgen.ai

This tool provides plenty of quiz generation opportunities in its paid version. In case of a free plan which is limited by 20 quiz iterations the users may develop MCQs, True/False, Gap-filling, and Higher Order questions according to Bloom's Taxonomy based on the text of 5000 words maximum. The number of the questions and distractors can be set by the user as well as the test task difficulty

level. Paid version provides the features of converting text into a series of illustrations and a graphic image based quiz.

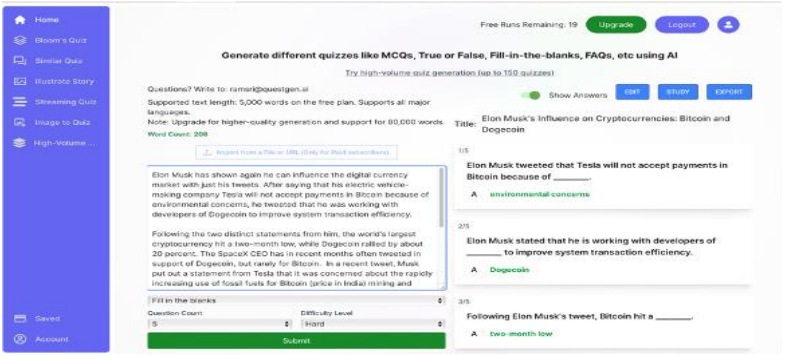

Figure 10. QuestGen Screen

AI Quiz Generator Quillionz
https://app.quillionz.com/

This online application was one of the first AI quiz generators launched in 2019. It has an open data processing mechanism which makes it useful not only for test generation but also for text linguistic and content analysis as well as written task checking-up and correcting. It produces test questions based on the downloaded text. Test generation takes place in several steps: 1) defining the key words (the received list can be modified and edited by the use) which can be useful for content and componential analysis purposes; 2) reviewing the content that actually deals with the linguistic features of the text being processed (highlighting too lengthy and as a result potentially difficult sentences or the ones requiring revision; searching for subjective sentences, which can help in creating different type of questions aimed at distinguishing facts and opinion while reading; detecting incomplete sentences to be corrected in case of written assignment grading; singling out

pronoun replacements which can cause some reading comprehension difficulties or break written text cohesion). Taken together these indicators are used for the text meter calculation which should reach 90% the least to be appropriate for question generation. The changes are suggested by the tool in the dropdown list and should be either accepted or dismissed by the user. Such options can be useful for written assignment checking and grading. After that the tool generates a list of questions of different types appropriate to the analyzed text form and content. It can contain gap-filling questions, True/False ones, MCQs. The last two are usually presented in several variations. The user has an opportunity to edit or delete the questions from the generated list. Open and interpretive questions are not available for free while text abstracting named Notes is provided for this plan. Approved questions can be exported to other quiz generating apps such as Bowling Rush, Mountain Climb, Cheese Quest, Happy Meter or to .pdf, .txt, and .doc files.

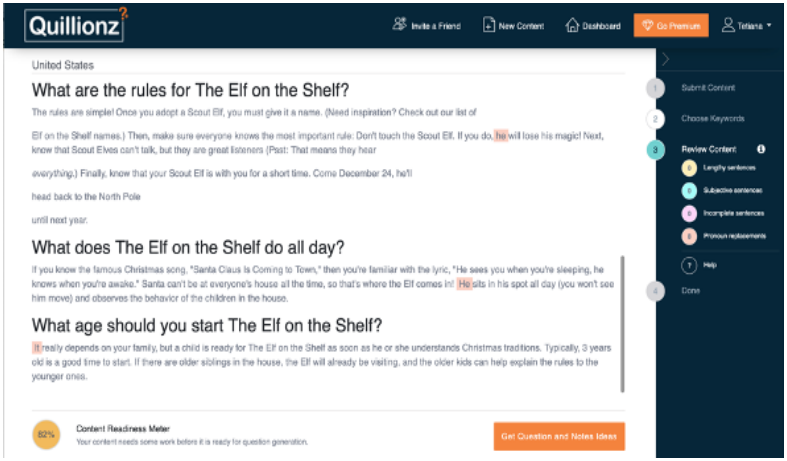

Figure 11. Quillionz Screen

AI Quiz Generator Arlinear
https://arlinear.com

This tool provides all options for free. The starting page provides clear examples of the prompts to be created by the user to generate the required set of test tasks. It should include the number of the questions and their type (MCQs, True/False, Open-ended Questions, Short Answer Questions), domain and the key concepts and ideas to be covered by the test. The text for generating test tasks in reading can also be inserted into the prompt. The generated questions can be either deleted or modified by the user. The received quiz can be shared with the help of the link.

The tool supports automated test grading, however, the user can review the received results when needed and make changes.

Figure 12. Arlinear Screen

AI Question Generator Yippity
Yippity

This tool is able to generate text-based questions of two types MCQs and open-ended ones. For this, the user has to paste either the text to be processed or the link to the relevant website.

The generated questions can be edited or deleted from the test by the user.

In our opinion, this tool creates quite relevant questions while distractors still need some refinement. The free plan allows users to develop 3 quizzes per month. All the developed quizzes are stored by the app.

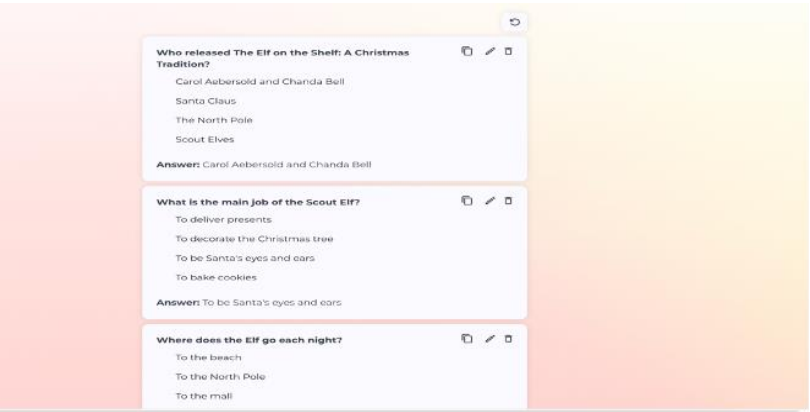

Figure 13. Yippity Screen

AI Powered Tool Twee

https://twee.com

This online tool was specifically developed to meet EFL teachers' practical needs. It is able to process the materials of different modalities and, as a result, provides opportunities for the development of different training and assessment materials to cover all the speech activities.

It can be used in several ways: 1) to receive the materials for further assessment task development; 2) to generate ready to use assessment tasks.

To assess vocabulary acquisition by the students, the tool provides such options as:

1) generating bank gap-filling activity on the basis of the text;

2) creating matching test tasks (a word and its definition) based on the provided wordlist;

3) developing sentences with the active vocabulary units. They can used for the development of other assessment tasks;

4) compiling topic wordlist according to the language proficiency level;

5) constructing gap-filling test task requiring the application of word formation skills;

6) selecting collocations from the given text that can be a great help for developing formative homereading assessment tasks;

7) generating bilingual vocabulary matching test tasks.

To evaluate grammar skills formation, we can use the following Twee options:

1) mixing the sentence components for further rearrangement;

2) creating matching test tasks in combining the beginning and ending of the sentences.

Twee offers the following options to deal with audio and video materials essential for the assessment of the students' listening skills: 1) converting audio and video into text / creating transcripts. It processes mp3, mp4 file formats as well as YouTube links;

2) creating MCQs, True/False, and Open-ended questions on the basis of downloaded audio or video;

3) developing three summaries for the audio or video, where one of them is precise and correct while the other two contain some mistakes and discrepancies.

As for the assessment of students' reading skills the following options can be of great help:

1) creating texts on the given topics. It should be noted here that AI generated texts usually contain repetitive vocabulary units and similar grammar structure. As a result,

such texts can serve as a great training material or basis for the formative assessment tasks;

2) developing the list of text-based open-ended questions;

3) generating MCQs with single correct item and True/False statements on the basis of the text;

4) suggesting three headings for the text or text fragment, where one of them is relevant and correct while the other two are erroneous. They can be used for the assessment of skimming and scanning reading skills.

In the context of productive skills, we can employ such Twee options as:

1) generating a set of words to be combined properly to receive a meaningful sentence that can be useful for speaking and writing skills assessment;

2) finding discussion questions, interesting facts on the chosen topic, quotations by famous people; listing advantages and disadvantages of the phenomenon or trend under consideration; compiling people's opinion on the problem. They can serve as perfect stimuli for the task to assess students' speaking or writing skills;

3) developing a list of topics for written assessment tasks.

Created questions can be reviewed and modified by the teacher. The received materials can be exported to .pdf file. Free version has some limitations as for the ability to generate a particular number of quizzes per month. The tool also offers the library of the quizzes and lesson plans previously created by the other users.

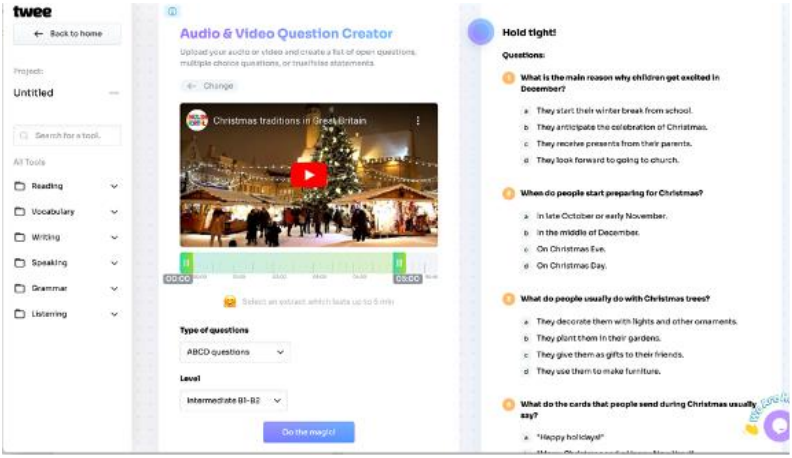

Figure 14. Twee Screen

AI Powered Spoken English Evaluation Tool Mettl
https://mettl.com/en/english-proficiency-test-software/

It can simulate in person speaking evaluation. This tool provides accurate evaluation using different scales, based on the updated CEFR scale, taking into account four basic aspects: fluency, pronunciation, grammar, listening-comprehension. Evaluation is carried out with the use of Carnegie Speech recognition tool. It can be securely administered online. The trial is free.

Summing up the AI test generating tools review presented above, we can single out the main requirements to be met by such kind of digital tools: 1) free access with maximum list of available options; 2) ability to process different types of information (texts, hyperlinks, graphic images, audio and video files); 3) ability to generate test tasks of different types not only MCQs or True/False but open-ended questions of varied types, matching, rearrangement, etc.; 4) opportunity for the user to review and modify the received assessment materials; 5) design and test setting options; 6) exporting options involving different file formats.

8.2 Digital Tools for the Assessment Task Delivery and Administration

There is a great number of digital tools which allow EFL teachers to deliver and administer conventional assessment tasks. A particular place in this list belongs to the software to be employed for the representation of the test tasks of different types. Most of these digital tools provide a wide range of features for free and are built-in online educational platforms. Let us consider some of them.

8.2.1 Digital Tools for the Delivery and Administration of Conventional Assessment Tasks

Interactive Presentation Software Ahaslides
https://ahaslides.com/features/

This software provides a great solution to the problem of formative assessment in the EFL classroom. It allows users to insert interactive quizzes, surveys, polls into the presentation slide. The received results can be presented with the help of summarizing charts of creative and appealing designs. The results can be demonstrated in progress or completely hidden. There is an option of time limit. Another useful feature is getting feedback from the learners after the quiz completion which can boost reflective practices and empower formative effects of the assessment tasks. Quizzes can contain graphic, audio, and video materials and are presented in live mode. The application also produces leaderboards and supports team challenges. Teamplay can be scored in 3 different modes.

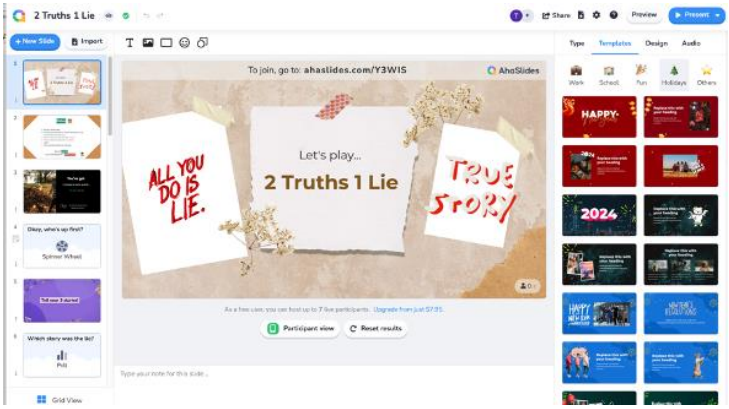

Figure 15. Ahaslides Screen

Collaborative Online Forum Socrative

https://www.socrative.com

This learning and training environment offers quizzes of three types (Multiple Choice Question (MCQ), True/False, Short answer) and provides several modes of their presentation:

- Space Race (competitive mode of taking the quiz);
- Quick Question (answering the questions asked orally online).
- Its specific features include as follows:
- Pictures can be incorporated into the questions;
- Real-time use in class is up to 50 participants;
- Interactive;
- Mobile friendly;
- Instant or scheduled feedback can be provided by the teacher;
- Access is given to any students' group with the help of a QR-code or link;
- Exit ticket option which will be discussed in the section of alternative assessment tools;
- The basic options and activities are free.

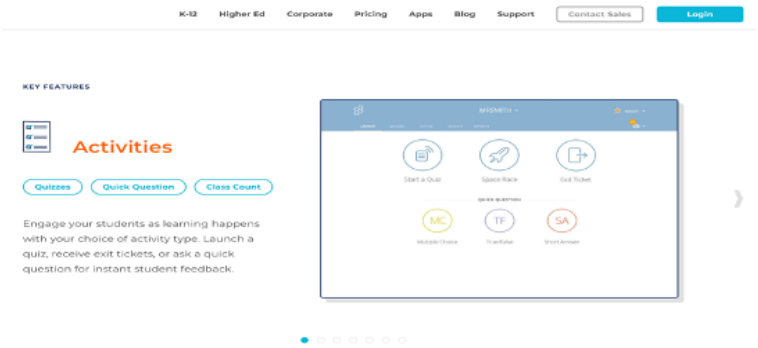

Figure 16. Socrarive Screen

Website and App-based Digital Tool Nearpod

https://nearpod.com

With the help of this tool EFL teachers can present and administer quizzes including MCQs, open-ended questions and different types of polls.

Its distinguishing features are:

- Video and audio materials can be incorporated into the questions;
- The question can be placed anywhere within the video;
- Responses can be given in the form of a picture or any other graphical object;
- Time limits for taking the quiz can be set and regulated;
- Immersive Reader option (built-in text scaffolding in the form of explanations, native language equivalents and pictures) is available;
- Time-to-Climb option (colourful gamified environment with the time limits and competitive elements) is especially attractive to young and teenage learners;
- The collection of materials contains a number of readymade tasks and solutions;
- Built-in integration option into the sessions of different online conferences such as Zoom, Google Meet, Microsoft Teams, etc.

- Students' results can be collected, summarized and even anonymized when necessary;
- The basic options and activities are free.

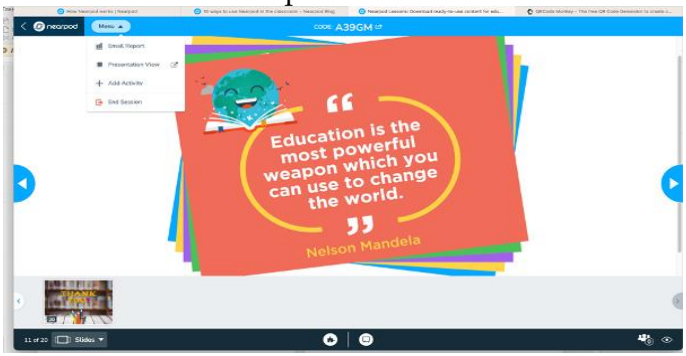

Figure 17. Nearpod Screen

Some digital tools are specifically designed for the development, presentation, administration and analysis of the assessment task performance by the students or for conducting business surveys and polls. They can be selected on the basis of different criteria such as free access for both test developers and testees, user-friendly interface, variety of functional options and features (range of available test task types, for instance).

Let us consider the leading examples of such digital tools in the light of our assessment needs and objectives.

Online Quiz and Test Maker FlexiQuiz

https://www.flexiquiz.com/

This tool is aimed at the development and presentation of learner-friendly online quizzes and tests to become great substitutes for conventional pen and paper in class formative and summative tests.

Compared to the previously discussed platforms it provides much wider choice of 8 test task types: MCQs with both single and multiple correct answers presented with different interfaces and tools (radio buttons, dropdown menus) in verbal

and graphical forms (picture choice option), matching tasks processing different types of information as well, and open-ended questions (fill in the blanks, free text and file upload).

Additional options include:

- Possibility to upload previously developed testing materials;
- Different modes of test presentation (classic and live quizzes (hosted in real-time)) for both synchronous and asynchronous learning;
- Complete quiz design (including welcome and thank you pages);
- Opportunity to include information pages between the questions containing additional text, audio and video materials that appears quite helpful for formative and dynamic assessment arrangement;
- Possibility to incorporate audio, graphic, video materials to any question (paid plan only) or additional page as well as downloadable files of any formats;
- Access to the test through a dedicated URL, Respondent account or by registering using mobile devices as well;
- Item division into optional and required can contribute to the application of dynamic assessment principles and provisions in the EFL classroom;
- Scoring options (setting points per question and per test, penalty points, etc.);
- Test configuration options: setting different time limits, number of available attempts, test completion deadlines, question randomization, question layout, progress bars;
- Flexible testing mode and route (redirecting learners to the other tests based on the received results, delivering feedback on test performance);
- Sharing testing outcomes with the learners (time to take a test or its separate part, correct answers, scores per section, etc.);
- Certificate generation option;

- Varied access options (individual, group, and open public access);
- Notification on taking the test by learners;
- Report generation and downloading on the received test results;
- Platform for selling designed tests to other users.

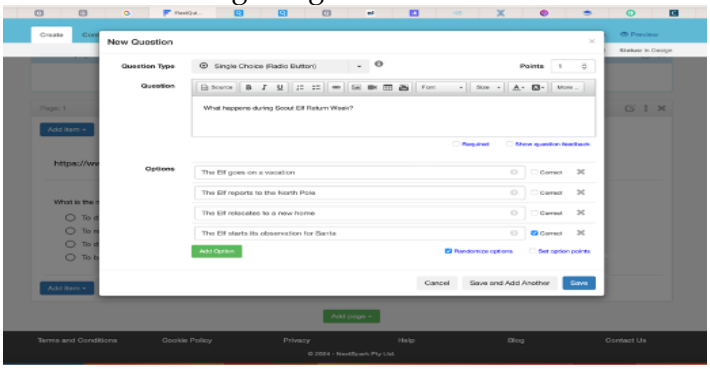

Figure 18. FlexiQuiz Screen

Online Test Generator EasyTestMaker

https://www.easytestmaker.com

This online test generator provides an opportunity to develop and present test tasks of 5 quite traditional types: MCQs, True/False, Matching, Fill in the Blanks, and Short Answer. They can be supplemented by the graphic materials; fonts can also be adjusted. The developed items can be checked for spelling and rearranged freely in the test layout being grouped into sections or parts that allows teachers to create integrated tests. The test can be administered and graded online or exported into either pdf or doc format to be printed and performed in class. There is an option of answer sheet generation according to the developed test and its printing out. The user interface looks simple and easy to use. However, the features are rather limited in the free version.

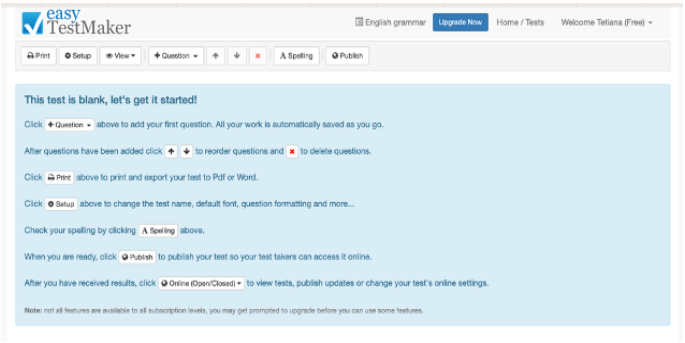

Figure 19. EasyTestMaker Screen

Online Assessment Generator TestMoz

https://testmoz.com

This free tool provides online test administration, automatic grading and result collection. Photos and videos can be added to the questions of 9 types: MCQs with single and multiple correct responses, True/False, Matching /Ordering, Open-ended questions (Fill in the Blank, Short answer, Essay, File Upload, Numeric). The test can combine the test tasks of different types. The colour scheme of the test presentation can be adjusted by the user as well as some other basic settings.

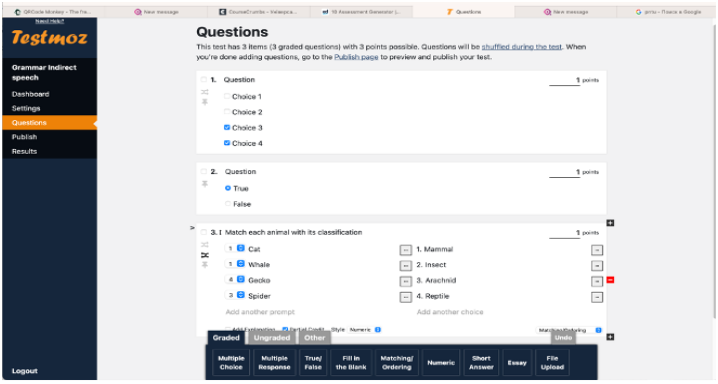

Figure 20. TestMoz Screen

Online Test Maker QuestionPro

https://www.questionpro.com

This tool is easy to use. It offers a list of customizable test templates. The teacher can add an unlimited number of questions to one test. The questions in the same test may have different weight. Tests in doc format can be imported to QuestionPro. This test maker supports 25 question types. The most appropriate of them to the EFL classroom needs are MCQs with single and multiple correct answers; graphical raters that can be used for reading and listening skills testing as well as for some productive assignments; ordering; open-ended questions; text and image choosers. The last one can serve a great alternative to conventional verbal tasks.

The tests can be accessed from different devices including mobile ones. The tool supports advanced analytics options of the testing results which allows students to track their assessment outcomes individually and follow their learning trajectories. The result dashboards can be shared within the involved parties.

In the screenshot below you can see a map-based interactive test task developed with the help of QuestionPro.

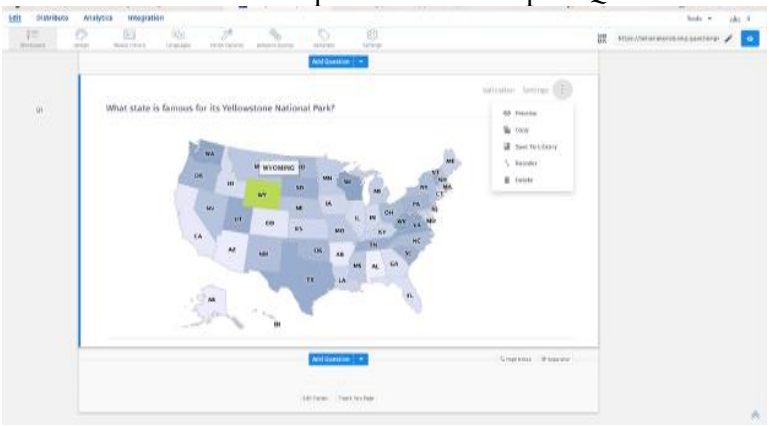

Figure 21. QuestionPro Screen

Digital tools open quite new perspectives to personalized training, allowing students to create their own learning trajectories, avoiding too simple tasks and activities and focusing on more challenging and exciting ones for them. In case of assessment this idea is closely connected with so called dynamic or adaptive testing. Adaptive testing is based on the concept of Zone of Proximal Development (ZPD) suggested by L. Vygotsky. According to it, any individual learns and acquires some new skills in the process of performing the task which appears a bit more difficult than the one they can complete successfully without anyone's help. Due to the interaction with more knowledgeable subjects, they get empowered and manage to perform the task either with their direct assistance, a hint, or even direct correction. Here learning takes place. These different types of support got a specific name – scaffolding. While the concept itself has become the theoretical substantiation of the concept of adaptive testing. In general, adaptive testing follows the algorithm of selecting the next assignment or test task on the basis of the previous performance. In such a way, strong students get the tasks of the highest level of difficulty while the struggling ones have to succeed with comparatively simple ones first. Such approach provides higher objectivity of the received testing results, on the one hand, and strengthens formative impact of the assessment.

There are two main models of adaptive testing implementation: 1) **a two-step model**, when the diagnostic test administered at the first stage serves as a benchmark for students' division into weak, medium and strong groups according to their performance. At the second stage each group deals with the tasks of the relevant level of difficulty. In such a way they do not waste time on performing too simple tasks and do not get frustrated because of the too difficult ones. This adaptive testing model can function in the traditional classroom within pen and paper tests. It requires the development of a wide range of test tasks varying in their difficulty levels. There are many different factors influencing test task difficulty, including

its type, linguistic features of the materials involved, scaffolding absence/presence and its type, etc (Korol, 2009b). To our mind, this test task bank can be generated with the help of AI tools discussed above. 2) **a multi-step model**, which has a cyclic nature, i.e. the results of the previous testing session determine the content and mode of presentation of the next one. It is completely context dependent and dynamic. This model allows creating a unique trajectory for each testee in the particular situation of testing. It can be only implemented with the help of digital tools (Korol, 2009a).

Rapid advance of cutting-edge digital tools opens new opportunities for the implementation of the multi-step model of adaptive testing into contemporary EFL classrooms. In this case learning and assessment are inseparable components of the whole system. Let us consider some available examples of adaptive testing and learning platforms.

Adaptive Learning and Assessment Platform Knewton Alta

Alta

Knewton Alta is one of the first and leading adaptive learning and assessment platforms nowadays. It offers the collection of ready to use adaptive courses mainly in the sphere of Sciences and provides an opportunity to develop one's own course with its further integration to one of the LMSs such as Canvas or Moodle. The teacher can use the materials from the collection, design and develop their own tasks and activities, monitor and analyze individual students' performance in an easy way. Pie and graph charts promote students' progress checking.

Every student gets immediate contextualized feedback on their performance regardless of the response correctness and just in time remediation to improve their learning experience in the form of text, graphic, audio, and video materials.

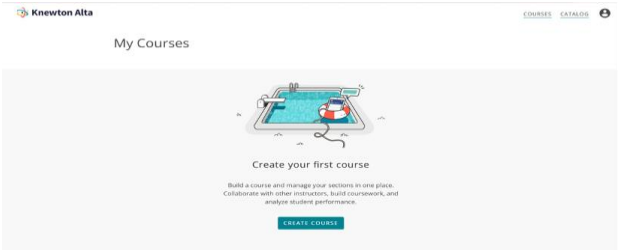

Figure 22. Knewton Alta Screen

Adaptive Learning and Assessment Platform CK12 https://www.ck12.org/group-assignments/2261887/

CK12 has ready-made adaptive lessons on different courses, including English, built on the principle of material selection and delivery according to the student's previous test and task performance. However, in the case of English, it is limited to spelling only. Its tasks and activities are based on particular concepts whose analysis chooses the next question to be delivered. The teacher can develop and add their own assessment tasks to be presented in the given unit. The questions are grouped into three main categories according to their difficulty level and are selected and sequenced on the basis of complex statistical calculations.

Another competitive benefit of this platform is its compatibility with the most popular LMS such as Google Class, Canvas, etc.

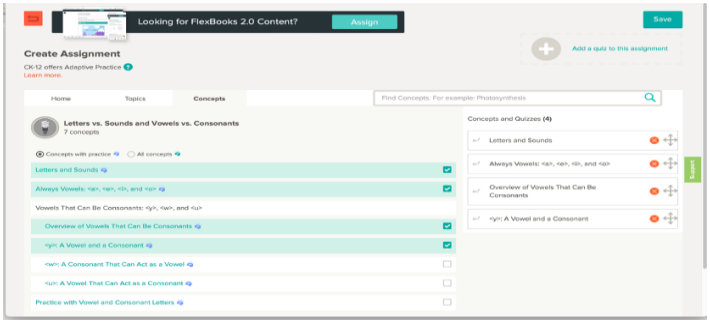

Figure 23. CK12 Screen

Adaptive Assessment Platform Edulastic
https://edulastic.com/

This platform is designed to spot students' gaps and success representing testing results with the help of clear visual means. It is an ideal digital tool for formative assessment. The platform is ready to provide instant automatic feedback on learners' performance. It also contains necessary resources to promote further training and learning. Educators can benefit form the use of the bank tasks available, customize to meet their students' current needs, develop their own assessment tasks and tie their assessment tasks to existing standards. Students progress is reflected in real time on the live classboard. The use of the platform is free for teachers. Upon registration it is necessary to add your educational establishment and choose the field of knowledge you teach. The next step should be the creation of the class. Now you are ready to assign tasks to your students. You may select the standards you need to follow in your teacher, use readymade assignments, selecting them from the bank and previewing, or create your own, using built in AI powered quiz generators processing both text and video materials. It features varied schemes of students' performance analysis to be carried out on the basis of multiple criteria. The platform interface is highly intuitive and user-friendly. It is compatible with Google Class LMS. Moreover, it supports the function of adjustable rubrics creation and scoring results processing and storing.

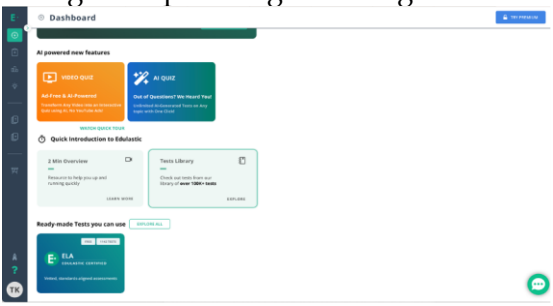

Figure 24. Edulastic Screen

8.2.2 Digital Tools for the Delivery and Administration of Alternative Assessment Tasks

Alternative assessment tasks are as valuable and informative as the conventional ones. However, their development and use are even more problematic. There is a great range of alternative assessment tasks used in the EFL classroom. They strongly correlate with the assessment agents (a teacher, a peer, and self). Sometimes they are employed by different parties simultaneously in the same or quite different ways.

Let us consider some examples of alternative assessment tasks which can be created and presented with the help of digital tools both in distance and blended learning environments.

Previously discussed, Collaborative **Online Forum Socrative** offers so called **exit cards** (a specific question or list of them to be reflected on by the learner at the end of the lesson/ topic/ term/ academic year). Obviously, this alternative assessment tool involves self-assessment and has a more formative function rather than summative. Mostly the questions included on the exit cards concern the students' aha-moments. Within this app they are formulated like this: *How well did you understand today's material? What did you learn in today's class? Please answer the teacher's question.* The third question that can be formulated by the teachers themselves appears to be very important.

Some digital tools are not initially aimed to be assessment tools. However, they appear rather functional and helpful when used appropriately. The examples of the software to be applied for the development of students' **reflective reports** are given below. **Adobe Spark Page** allows our students to create digital reflective reports and/or portfolios combining images, video and text based on the readymade templates to be shared in class. Another great tool for keeping reflective diaries to develop students' reflective skills and empower self-assessment practices are real reflective digital journals gaining a momentum these days. **Penzu** (https://penzu.com) can serve a good example of

the application of this category since it takes leading positions among similar applications in Google search lists. It provides safe and confidential entry storing, viewing and arranging, sharing and exporting. This app features such options as adding images, sounds and videos as well as has user-friendly interface for both desktop and mobile versions. Its use does not require any prior instruction or training. The basic set of the options is free.

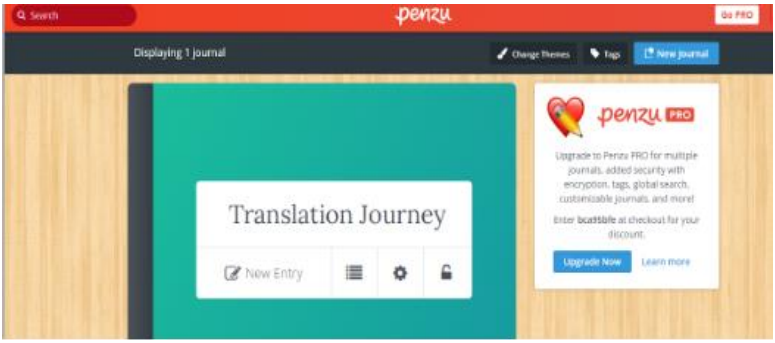

Figure 25. Penzu Screen

Some other alternatives include Day One (https://dayoneapp.com/), Journey (https://journey.cloud/), etc.

The entry structure and content should be initially discussed by the teacher and learners. The aims of such an assignment should be clarified. Reflective journal entries can contribute to the search for the reasons of the learners' achievements and failures, and reveal productive language learning strategies to be shared with others. They can become a powerful assessment tool only in case of timely and constructive feedback delivery by the teacher.

Reflective entries can be quite successfully incorporated into another alternative assessment tool that can be used in a digital mode, namely a portfolio. It offers a more holistic and continuous evaluation of students' progress within the time compared to summative tests and other conventional

assignments. A portfolio is defined as a multifaceted assessment tool dealing with the tangible evidence of a learner's accomplishments and skills development that must be updated as a person grows and changes (Gillespie et al., 1996). Student's active position in portfolio compilation and collection should not be neglected. The portfolio creation comprises such main stages: 1) collection of essays, projects, and tests; 2) selection of the materials that demonstrate their progress best; 3) reflection on their learning outcomes and progress. The digital tools for e-portfolio compilation and presentation include:

1) free website builder **Weebly** with easy drag-and-drop interface (https://www.weebly.com) allows students to focus on reflective moments and material selection rather than technical issues. Learning outcomes and products can be easily placed and showcased with the help of this tool;

2) student-driven digital portfolio **Seesaw** (https://app.seesaw.me/#/login) provides plenty of opportunities to present learning evidence in various formats (photos, drawings, videos and voice recordings). Teachers can leave some kind of comments or feedback;

3) digital portfolio **Bulb (**https://my.bulbapp.com) with pre-built templates to display students' outcomes in the form of text and media. It is compatible with many Learning Management Systems.

8.3 Digital Tools for the Assessment Task Checking-Up, Correction and Feedback Presentation

According to the check-up or grading procedures assessment tasks can be subdivided into two broad categories:

1) **Objective assessment tasks** that stipulate only one correct answer and as a result can be checked up and quantitatively graded fully automatically by relevant computer software. In this case either immediate or delayed notification such as "right" or "wrong answer", correct answer itself, some

kind of comment or even standardized feedback are generated and provided. Assessment tasks of this type are appropriate for the evaluation of vocabulary and grammar acquisition as well as for some receptive skills in reading or listening-comprehension. They serve pretty well for both formative and summative types of assessment. Quantitative evaluation dominates qualitative feedback in this case.

2) **Subjective assessment tasks** whose performance can not be checked up fully automatically by computer software and requires human's involvement and participation due to its flexibility and variety of possible solutions. The extent of this involvement can vary significantly. In some cases separate mainly mechanical aspects of the task performance can be evaluated automatically by computer software, while the final grade and judgment should be made by a teacher. This grading process can be automated to some extent by some technical digital tools. Such assessment tasks are usually aimed at the evaluation of the students' proficiency in EFL writing and speaking skills. Qualitative feedback is more relevant to this type of the assessment tasks.

In order to provide feedback on students' productive written test performance we are to check its language correctness and often suggest ready-made changes or give some hints for improvement. Let us consider some digital tools to be helpful in this case.

Online Tool Hemingway Editor
https://hemingwayapp.com/

This tool analyzes the written piece in terms of its readability according to the scale poor to excellent, carries out word count. It highlights different parts of speech and comments on the appropriateness of the use in the context. This feature can be helpful for checking written assignments primarily focused on accuracy and use of particular grammar

phenomenon. It also singles out Passive structures and evaluates their appropriateness. The tool suggests changes highlighting the passages, worth paraphrasing. It also selects the sentences difficult to read and comprehend and rates the severity of linguistic distortions. It offers built-in AI powered writing fixing option.

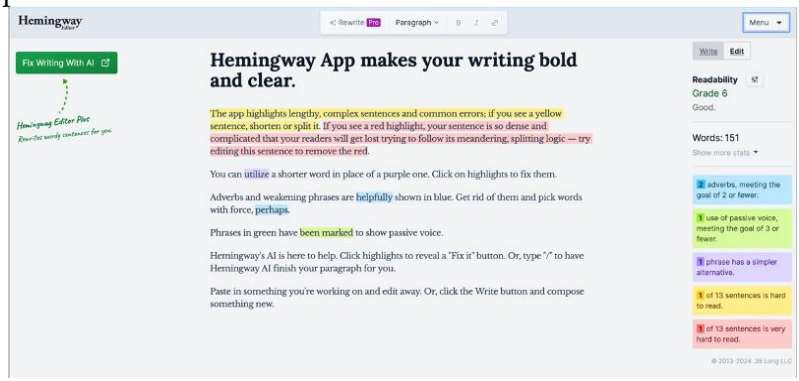

Figure 26. Hemingway Editor Screen

Online Tool LanguageTool

https://languagetool.org/

This tool has a simple and user-friendly interface. It can process copied and pasted text fragments in different languages as well as downloaded text files in all major formats. It provides automatic word and character count. The fragments to be corrected are underlined and commented on in the sidebar with dropdown explanations and improvement suggestions. Mistakes are classified into punctuation, grammar and spelling that is useful for coding them by the teacher.

Figure 27. Language Tool Screen

Grammar Checker and Paraphraser Ginger

https://www.gingersoftware.com/grammarcheck

This online tool is free and can be added to any browser. It offers two basic functions: text checking and paraphrasing. In case of checking the written piece, it spots, corrects, and underlines spelling, grammar and stylistic changes. The comment to ground them appears in the dropdown menu which also contains the option of dismissing the changes. Rephrasing option allows generating a set of paraphrased chunks highlighting in bold the differences with the initial text.

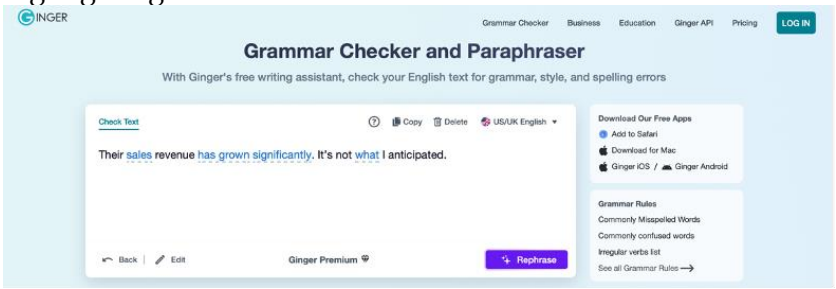

Figure 28. Ginger Screen

Plagiarism Checker Quetext
https://www.quetext.com

This simple online tool allows users to check up the uniqueness of the text up to 500 words.

It can be really useful to foster students' academic integrity.

Feedback is one of the crucial assessment components. It usually comes in the form of a comment outlining the strengths and weaknesses of productive task performance and gives some kind of recommendations as for its improvement in the future. Nowadays it tends to be delivered in a digital mode reflecting current trends in offline, online and/or blended university training and urges EFL teachers to master and use digital feedback on the productive tasks performed by their students in order to convert it into a powerful tool of formative assessment.

According to Hattie and Timperley (2007), we view digital teacher feedback as any information supplied by a teacher to a student as to particular aspects of their performance generated with the help of any appropriate software and delivered in digital mode (written, audio- or video-recorded).

Compared to live oral or handwritten one, digital feedback possesses a number of quite obvious benefits: 1) it allows to take into account individual students' needs with different learning styles and language proficiency levels due to a varied presentation modality; 2) it provides timely comment delivery, its optimal storage and subsequent retrieval of its content if the need arises; 3) it helps teachers to provide more detailed, emotionally saturated and personalized comment on a particular task performance; 5) it saves teacher's time and efforts thanks to simple generation and delivery procedures (Korol, 2021).

Finally, we provide a list of the digital tools which allow teachers to present their feedback on students' performance.

Website and App-based Digital Tool **Nearpod** mentioned above provides teacher-generated textual feedback. It also offers

Draw-It and Drag & Drop options; and screen sharing option for these purposes.

Written assessment tasks can be submitted in a digital mode. Then it is easier to check and correct them. For these purposes we can use any AI bots or even AI quiz generator **Quillionz** mentioned above. They can spot and detect potential linguistic mistakes and errors and even compile the relevant feedback itself. Feedback can be presented in the form of a textual comment within the written assignment being assessed in Google Docs.

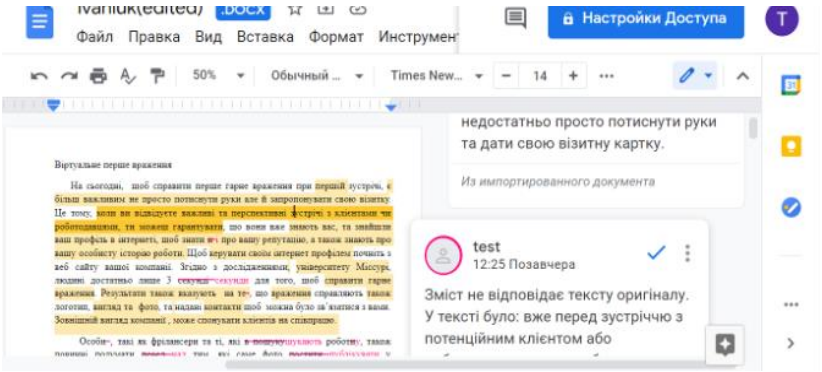

Figure 29. Google Docs Screen

It can also be presented in the form of an audio recording. For the generation of audio recording, we recommend using a free **Chrome extension** named **Mote**. It is simple to use and allows teachers to insert the comment in the appropriate place in the text. Audio feedback appeared to be more effective compared to a traditional handwritten or typed one in prospective translators' training (Korol, 2021).

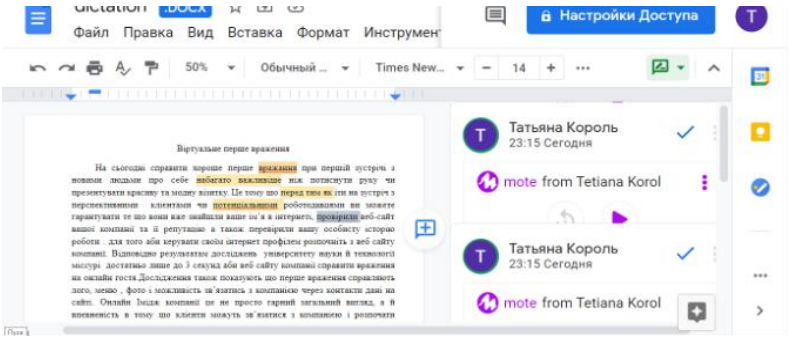

Figure 30. Mote Extension Screen

Feedback can also be presented in the form of video screen recording created with the help of free screen capturing tools and accompanied with the teacher's comments, e.g. **Bandicam** (https://www.bandicam.com). Another great tool to deliver video feedback on students' video recorded presentations is **Screencastify** (https://www.screencastify.com/). Its features include screen casting (for written assignment video feedback provision), video editing functions (for giving hints or changes in students' video recorded oral tasks), interactive questions (for developing video-based assessment tasks).

In order to grade students' performance of productive assignments the teachers usually apply rubrics. It is a scoring tool that describes in detail performance expectations in terms of assignment description, criteria that will be taken into account in the process of assessment, description of the expectations concerning each separate part of the assignment and performance levels corresponding to mastering various components of EFL proficiency. There are two main types of rubrics: 1) holistic (based on the overall impression of the performed and submitted assignment); 2) analytic (providing scores for each criterion separately) (Korol, 2020).

The algorithm of rubric generation with the help of relevant AI tools is traditional: 1) providing essential details of the assignment in the prompt; 2) reviewing and editing of the

received rubric; 3) saving and exporting the final rubric version for further use.

The range of AI rubric makers is quite broad. The examples of the following tools are: 1) **TeacherDashboard.ai**(https://teacherdashboard.ai/rubric-maker); 2) grading rubric generator **Clickup** (https://clickup.com/features/ai/grading-rubric-generator**;** 3) online tool **Quick Rubric (**https://www.quickrubric.com/r#/create-a-rubric), which provides a template for criteria and their descriptors relevant to several level, score distribution is calculated automatically and the received rubric can be used either electronically or in paper version; 4) online tool **iRubric** (https://www.rcampus.com/indexrubric.cfm) that helps to generate analytic rubrics for free and supports their attachment to the digital assignments to be performed by the students. As a result, the submitted tasks can be graded by the teacher automatically using electronic rubrics and the received results are stored in the register;

These rubrics can also be easily incorporated into different Learning Management Systems, for instance **Canvas**, which provides a highly functional and convenient **SpeedGrader** option. It represents the rubric and as the criteria matrix with detailed descriptors and relevant scores. The teacher's task is just to click on the appropriate indicators and get a final mark for the task performance by the student.

Generated in such a way scoring rubrics are mainly analytic. They can be very helpful for the arrangement of self- and peer-assessment procedures in the EFL classroom.

Modern online platforms for peer assessment include **TeamMates** (https://shorturl.at/xBDGT) which has been in operation since 2010; **PeerStudio (**https://www.peerstudio.org/**)** that is a cloud-based platform with easy assessment task distribution and tough deadline settings. WebPA (https://github.com/WebPA/WebPA) is a

tool for group assessment, since it provides options for digital peer assessment of the group projects, when each team member grades and comments on the contribution of their peers. The tool collects grades and feedback delivering final scores to be granted for the group performance.

When selected and used properly all these digital tools can convert assessment into a fruitful and exciting activity in the EFL classroom.

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