

TABLE OF FIGURES

Figure 4:1 The result of online assessment tools used in class while teaching can be seen in Figure 4:1 below	3
Figure 4:3	5
Figure 4:4	5
Figure 4:5	10
Figure 4:6	11
Table 4:4 4:7	Figure 12
Figure 4:8	16

List of tables

Table 4:1 The result of online assessment tools used in class while teaching can be seen in Table 4:1	4
Table 4:2	5
Table 4:3	6
Table 4:4 4:7	Figure 12
Table 4:5	16

Table of content

MOTTO	v
DEDICATION	vi
ACKNOWLEDGEMENTS	vii
TABLE OF FIGURES	viii
List of tables.....	ix
Abstract.....	i
CHAPTER I.....	1
INTRODUCTION	1
1.1 Background of the Research.....	1
1.2 Research Problem.....	4
1.3 Objectives of the Research	5
1.4 Methodology of the Research.....	5
1.5 Significance of the Research	6
a) Theoretical Significance of the Research.....	6
b) Practical Significance of the Research	6
i. Government and Policymakers	7
ii. English teachers	7
iii. Other researchers	7
iv. For the students of the education department who will become teachers	7
1.6 Research Questions	8
1.7 Scope and Limitation of the Study	8
1.8 Definition of Key Terms	8
Defining E-Learning	8
Assessment in Teaching and Learning Process	9
Technology-Enhanced Assessment	10

Online Quiz Application	12
EFL Classroom	13
CHAPTER II.....	1
REVIEW OF RELATED LITERATURE.....	1
A) THEORETICAL REVIEW	1
2.1 Significance of Information Technology (IT) platforms	1
6.1 2.2 Online Assessment	2
2.3 Learning assessment.....	4
2.4 Mobile-Assisted Language Learning.....	5
2.5 Integration of Mobile Devices and Applications into Language Learning	8
2.6 Integration of Mobile Phones into Language Learning	10
2.7 Perceived Usefulness.....	13
2.8 Perceived Risk of Cheating	15
2.9 Perceived Self-efficacy	17
2.10 Challenges of Online Assessment	18
2.11 Why Use Mobile Apps	20
2.12 Types of Language Apps.....	20
2.13 Searching for Mobile Apps	21
2.14 Criteria for Selecting Apps.....	21
2.15 Instructional Phases	22
Pre-Task Phase	22
Task Phase	22
Post -Task Phase	23
2.16 The role of the instructor	23
2.17 Teacher Beliefs and technology integration practices	23
CHAPTER III	1

RESEARCH METHODS.....	1
3.1 Research Design.....	1
3.2 The Setting of the Study	3
1. Place of the Study	3
2. Time of the Study	3
3. Subject of the Study.....	4
3.3 Data Collecting Method	5
1. Questionnaire.....	5
2. Interview.....	7
3.4 Data Analysis	9
CHAPTER IV.....	1
RESEARCH FINDINGS	1
4.1 Data Presentations	1
4.2 Qualitative Result.....	2
4.3 The usage of online assessment and using mobile applications in EFL classrooms, the benefits and challenges.....	2
4.4 Section 1: Overview of Online Assessment in EFL Classroom.....	3
Devices used by teachers.....	4
4.5 Section 2: perceived usefulness of online assessment tools in the classroom & EFL Teachers' Perceptions of E-learning Assessment.....	10
4.6 Section 3: Perceived Risk of Cheating using online assessment tools	16
4.7 Section 4: perceived self-efficacy using online assessment tools	18
4.8 Section 5: Challenges Faced by Teachers while Assessing Students Online	20
1) Bad Internet Connection	22
2) Sharing of devices	24
3) Internet access	25
5 Conclusion:	Error! Bookmark not defined.

CHAPTER V	1
RESEARCH DISCUSSION	1
5.1 Overview of the Findings:	1
5.2 Interpretation of the Findings:	2
5.3 Section 1: Overview of Online Assessment in EFL Classroom	4
5.4 Section 2: perceived usefulness of online assessment tools in the classroom & EFL Teachers' Perceptions of E-learning Assessment.....	7
5.4 Section 3: Perceived Risk of Cheating Using Online Assessment Tools	9
5.5 Section 4: Perceived Self-Efficacy Using Online Assessment Tools.....	12
6 Section 5: Challenges Faced by Teachers while Assessing Students Online	15
a) Bad Internet Connection	16
b) Shared devices	16
c) Internet access	18
CHAPTER VI	1
CONCLUSION AND SUGGESTION.....	1
6.1 Conclusion.....	1
6.2 Implications:.....	5
6.3 Suggestions.....	6
6.4 limitations.....	8
6.5 Future Research Directions:	9
References.....	1
APPENDIX.....	6
6.6 The questionnaire	6
6.7 The interview questions.....	11
The script of interview 1	12
The script of interview 3	22