

Utilizing E-learning Tools To Assess EFL Students: A Case Study Research At Eastern Province In Saudi Arabia

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Abstract

Teaching online requires different skills, roles, and competencies for online instructors compared to teaching in traditional learning environments. Students need to find out the integration between the teaching approach and the ways the teachers are assessing and evaluating their academic outcomes. Furthermore, teachers need a clear purposeful online assessment method to support their professional teaching development. Only a few studies have evaluated the impact of technology acceptance in using teachers' online assessment tools to measure their students' learning progress. The purpose of this study is to examine EFL teachers' attitudes toward the use of technology and how it impacted their use of online assessment tools. The researcher investigated whether there was any significant relation between the external variables' perceived usefulness (PU) and the perceived ease of use (PEOU) with the dependent variable (Teachers' attitude) and the independent variable (Self-efficacy). The study ranked the means for all the questions in the survey and found three questions with the highest mean, indicating better attitudes, and five questions with the lowest three means, indicating lower attitudes toward technology and online assessment. The results showed that the ease of use and the usefulness of the online assessment tools would enhance the intention to use. The attitude toward uses and influenced the intention to use.

Keywords: attitude , competency, teacher-efficacy, technology acceptance, self-esteem