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EFFECTIVENESS OF WEB 2.0 TESTING PROGRAMS IN TEACHING ENGLISH IN HIGHER EDUCATION INSTITUTIONS

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Abstract. This research encompasses a three-phase investigation into the integration of web 2.0 testing programs in English language teaching. The study begins with a comprehensive case study, analyzing the experiences of educators utilizing web 2.0 technologies in EFL classes. Subsequently, the researcher implements web 2.0 testing programs in their teaching practice, observing their functionality in the classroom. The final phase involves a survey capturing the perceptions and attitudes of both teachers and students regarding the incorporation of web 2.0 testing programs in the assessment process. Overall, the research reveals a high level of satisfaction among educators and students with the incorporation of these programs in the assessment process. While acknowledging the benefits of interactivity, immediate feedback, and assessment flexibility, the study also identifies challenges such as technical issues and limited device access. The consensus among teachers and students in favor of web 2.0 testing programs, despite diverse preferences, underscores their appeal over traditional assessments. The findings stress the need for ongoing exploration and improvement in this domain, providing valuable insights for educators and institutions seeking to enhance assessment experiences through technology integration in evolving learning environments. The positive reception of stakeholders and identified challenges contribute to a nuanced comprehension of

the role and possible enhancements of web 2.0 testing programs within the realms of English language teaching.

Key words: web 2.0 tools, assessment, language teaching, case study, educational technology, testing programs.

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ЖОҒАРЫ ОҚУ ОРЫНДАРЫНДА АҒЫЛШЫН ТІЛІН ОҚЫТУДА WEB 2.0 ТЕСТІЛЕУ БАҒДАРЛАМАЛАРЫНЫҢ ТИІМДІЛІГІ

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Аннотация. Бұл үш кезеңнен тұратын зерттеу студенттердің ағылшын тілінен білімін бағалау үшін web 2.0 тестілеу бағдарламаларын енгізудің тиімділігін зерттеу болып табылады. Зерттеудің бірінші кезеңнің барысында web 2.0 технологияларын қолданатын оқытушылардың тәжірибесін талдауға бағытталған кейс-зерттеу жүргізілді. Зерттеу нәтижелерінің қорытындыларына сәйкес web 2.0 тестілеу бағдарламалары педагогикалық практикаға енгізілді, олардың сыныптағы функционалдылығы бақыланды. Қорытынды кезеңінде web 2.0 тестілеу бағдарламаларын бағалау процесінде қолдану туралы оқытушылар мен студенттердің пікірлері мен көзқарастарын зерттеу үшін сауалнама жүргізілді. Жалпы, зерттеу нәтижелері web 2.0 тестілеу бағдарламаларын бағалау процесіне енгізуге қатысты оқытушылар мен студенттердің қанағаттанушылық деңгейінің жоғары екенін көрсетті. Бұл бағдарламалардың интерактивтілігі, жедел кері байланысы және бағалау икемділігі сияқты артықшылықтарына қарамастан, зерттеу барысында техникалық қиындықтар мен құрылғыларға қолжетімділіктің шектеулігі сияқты бірқатар мәселелер анықталды. Оқытушылар мен студенттердің әртүрлі көзқарастарына қарамастан, web 2.0 тестілеу бағдарламаларына деген ортақ оң пікір олардың дәстүрлі бағалау әдістерімен салыстырғанда тартымдылығын көрсетеді. Зерттеу қорытындылары web 2.0 тестілеу бағдарламаларын үнемі зерттеп, жетілдірудің маңыздылығын айқындап, мұғалімдер мен білім беру мекемелерге бағалау тәжірибесін жақсартуға көмектесетін құнды ұсыныстар беріледі. Мүдделі тараптардың оң пікірлері мен анықталған қиындықтар ағылшын тілін оқытудағы web 2.0 тестілеу бағдарламаларының рөлі мен олардың жетілдіру жолдарын тереңірек түсінуге ықпал етеді.

Түйін сөздер: web 2.0 құралдары, бағалау, тілді оқыту, кейс-зерттеу, білім бері технологиялары, тестілеу бағдарламалар.

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ЭФФЕКТИВНОСТЬ ПРОГРАММ ТЕСТИРОВАНИЯ WEB 2.0 ПРИ ОБУЧЕНИИ АНГЛИЙСКОМУ ЯЗЫКУ В ВЫСШИХ УЧЕБНЫХ ЗАВЕДЕНИЯХ

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Аннотация. Это исследование представляет собой трехэтапное исследование эффективности внедрения программ тестирования web 2.0 для оценивания знаний студентов при обучении английскому языку как иностранному. В рамках исследования проведено кейс-исследование, анализирующее опыт преподавателей, использующих технологии web 2.0 в классах EFL. Затем были исследованы программы тестирования web 2.0 путем введения их в педагогическую практику, проводились наблюдения за их функциональностью в классе. Последний этап включает в себя опрос, отражающий мнения и взгляды как преподавателей, так и студентов относительно программ тестирования web 2.0 в процессе оценивания. В целом, исследование выявляет высокую степень удовлетворенности как со стороны преподавателей, так и студентов в контексте внедрения этих программ в процесс оценки. Несмотря на выделенные преимущества, такие как интерактивность, мгновенная обратная связь и гибкость оценки, исследование также выявляет ряд сложностей, включая технические трудности и ограниченный доступ к устройствам. Консенсус между преподавателями и студентами в пользу программ тестирования web 2.0, несмотря на разнообразие предпочтений, подчеркивает их привлекательность по сравнению с традиционными методами оценки. Выводы подчеркивают необходимость беспрерывного исследования и совершенствования в области программ тестирования web 2.0, предоставляя ценные заключения для учителей и образовательных институтов, стремящихся улучшить опыт оценивания посредством внедрения технологий в развивающихся образовательных средах. Положительная отклик заинтересованных сторон и выявленные проблемы

способствуют тонкому пониманию роли и возможных улучшений в применении программ тестирования web 2.0 в сфере преподавания английского языка.

Ключевые слова: инструменты web 2.0, оценивание, преподавание языка, кейс-исследование, образовательные технологии, тестовые программы.

Introduction. In the dynamic realm of English Language Teaching (ELT), the integration of web 2.0 technologies has sparked a paradigm shift in how educators approach student assessment. This article embarks on an academic journey that employs research methodologies to delve into the efficacy of web 2.0 tools in assessing student knowledge within the ELT context.

The first phase unfolds as we embark on individual case studies within varied ELT settings. By analyzing other educators' experiences in utilizing web 2.0 tools in their classrooms, we seek to understand the contextual factors influencing the effectiveness of web 2.0 assessment tools. Each case becomes a narrative thread, weaving a comprehensive understanding of the challenges, successes, and potential areas of improvement as these tools navigate the intricacies of diverse language learning environments.

The next phase of our study involves observation of web 2 in action within ELT classrooms. The list of testing programs we used was formed by the help of the inferences drawn in the previous phase. Through systematic observation, we aim to capture the dynamics of student engagement, the utilization of technological features, and the overall impact on the teaching and learning environment. The observational lens allows us to witness how these tools shape the communicative interactions essential to language learning. At the last phase included a survey which consisted questions designed to discover the students' and teachers' perceptions on using web 2.0 in the classroom. This phase contributed to elicit the essential aspects of the integration process of Web 2.0 testing programs in the teaching practice, to examine the issue from various perspectives.

The aim of our research was to evaluate the efficacy of web 2.0 testing programs in ELT and underscore the key features that shape this efficacy. Through careful observation, exploration of diverse cases, and survey analysis, we endeavor to determine the main characteristics which have the strong impact on developing and integrating educational web 2.0 based materials successfully in English Language Teaching.

Theoretical Framework

The evolution of the modern educational system is impacted by the shifts and changes that have taken place in 21st century society. The information technology environment is now an essential component of the educational system. These days, a lot of professional commitments are completed by utilizing information technologies, which need some certain basic skills to operate. The competence to acquire fast and implement new technologies in practice becomes vital for success in life. (Abýhanova, et al, 2022: 432) Therefore, the developing of "digital culture" of pre-service (Koishygulova, et al, 2022: 237) and in-service educators (Asylbekova,

et al, 2023: 185) will contribute to the further digitalization of the teachers' professional activities. For instance, web 2.0 technologies which allow educators to develop educational materials without requiring advanced IT skills. However, it is crucial to emphasize that acquiring IT competences at an adequate level is also deemed necessary (Abil, et al, 2023: 346).

The array of options offered by web 2.0 tools enables teachers to involve students in the learning process by providing immediate feedback and monitoring their progress, fostering the development of autonomous learners (Regina, 2016: 116). While web 2.0 tools in higher education have gained prominence in recent years, the extent to which students' web 2.0 activities are formally assessed, and the specific affordances web 2.0 offers for assessment purposes remain unclear. Existing literature, notably Kathleen Gray, Jenny Waycott, Rosemary Clerehan, Margaret Hamilton, Joan Richardson, Judithe Sheard, Celia Thompson (Kathleen Gray, et al., 2008: 114), primarily emphasizes formative assessment in higher education, focusing on providing feedback during the learning process. Instances of low-stakes assessment, with minimal impact on overall academic standing, are prevalent. The scarcity of examples demonstrating Web 2.0 assessment practices for summative assessment, especially effective approaches, is attributed to various factors (Kathleen Gray, et al., 2012: 26).

An alternative perspective suggests that in the context of web 2.0, formative and summative assessment can intertwine, potentially becoming indistinguishable (Neil Cowie, et al, 2014: 282). The visibility of the content creation process throughout and after the task raises the possibility of assigning value to the methods students employ in generating their assessable work during summative assessment. This challenges the traditional alignment between required learning activities and intended learning outcomes.

Recognizing the need to enhance assessment practices in higher education is essential, as acknowledged by Boud D. (Boud, 2000: 155) and supported by studies on the impact of assessment on student learning (Rust, 2002: 149). Effective assessment, whether traditional or technology-based, can complement intended learning outcomes and function as a tool that promotes learning.

Web 2.0 technology, as indicated by Jenny Waycott, Kathleen Gray, Rosemary Clerehan, Margaret Hamilton, Joan Richardson, Judithe Sheard, Celia Thompson (Waycott, et al., 2010), has the potential to enhance assessment at every phase, from design to implementation, supporting, grading, and evaluating its efficacy. It can make assessment more authentic, personalized, engaging, and problem-centered, aligning with ideas presented by Elliott B. (Elliott, 2008: 67).

In the context of e-learning, online testing, a subset of Computer Assisted Assessment (CAA), plays a crucial role in evaluating learners' knowledge through digital means. It offers flexibility in terms of time and location, while also being cost-effective and efficient.

Examining real cases of the practical use of web 2.0 testing programs in education

can offer concrete examples showing the diverse applications and impact of these tools in assessing learning outcomes (Jenny Waycott, et al, 2010: 17).

The study conducted by Furqon Edi Wibowo (Furqon Edi Wibiwo, et al, 2021: 526) investigates the implementation and perceptions of online assessment methods in language learning. The teacher utilized diverse platforms for assessing speaking, reading, and writing skills, including Google Forms, Google Classroom, Quizzes, Edmodo, Instagram, and YouTube. Online assessments offered automated grading, prompt feedback, efficiency, and flexibility, but challenges such as poor internet signal and maintaining control over students surfaced (Danabekova, et al, 2022: 178). Students appreciated the convenience and engagement of online assessments, yet faced difficulties with internet access, distractions, and extended completion times. Ethical considerations were addressed, emphasizing the need for student consent when uploading digital content to public resources. The research contributes a nuanced understanding of the multifaceted landscape of online assessments, delineating both positive aspects and challenges in the realm of language learning.

In the study conducted by N. Cowie and K. Sakui (Jenny Waycott, et al, 2014: 9) titled “Take your pick: Out-of-class, blended language and web 2.0 projects, and online”, two projects in the UK and Japan are discussed. The experienced instructor in these projects employed diverse assessment methods to offer students multiple feedback opportunities. These methods included spoken and written feedback on assignments, automated assessment for online exercises allowing multiple revisions, and interactive computer-based assessments providing hints and relevant language notes. While students generally had positive perceptions of the online course and assessment, effectively integrating technology into education poses challenges. Educators, therefore, need guidance and resources to strike the right balance between technology and educational goals.

The next survey was conducted by Kazakhstani researchers (Shelestova, et al, 2021: 170) as T.Ju. Shelestova, T.V. Maryshkina, A.U. Aupenova, and A.N. Kalizhanova, online through the Google Forms platform and involved 158 respondents (teachers and students from tertiary and secondary education institutions).

The integration of technology into education is generally perceived positively by teachers and students. However, only 25% of teachers frequently use web 2.0 tools in their classrooms, and 75% of teachers rarely use these tools.

The results of the analysis conducted as part of this study indicate that many respondents use online technologies in their work. However, this is often done without careful consideration and at the discretion of individual educators. Addressing this issue requires a comprehensive approach that unlocks the huge potential of educational platforms. Above all, most teachers need a clear understanding of the nature and manifestations of the web 2.0 phenomenon.

Analyzing data from a survey of foreign language educators, the scientists found that despite their clear interest in new Internet technologies, most educators do not see the pedagogical potential of web 2.0 services in their work. Therefore, the researchers came to the conclusion that the digital applications were not being used

effectively due to lack of experience and knowledge in this field. It was recommended to provide many educators with an overview of the development potential of web 2.0 and demonstrate its effectiveness in serious distance and blended learning. Because it is the educators who harness the potential of these tools in the form of technology and technology. Technology conveys concepts to an educated audience in schools and universities.

The researchers also note that it is important to note that creating high-quality educational materials that integrate web 2.0 tools is a highly labor-intensive process and should not rely solely on educator enthusiasm. It must be promoted according to specific procedures set out by various levels of regulation. Specific regulations may need to be developed for the development and use of web 2.0 educational resources in schools and universities.

The potential benefits and prospects of using web 2.0 tools such Instagram for promoting students' engagement in writing classes were shown in the research conducted by Kazakhstani researchers in the academic year 2020-2021 at the Foreign Languages Teaching department of Khoja Akhmet Yassawi International Kazakh-Turkish University. (M. Seitova, et al, 2022: 202)

The integration of Instagram into writing classes has proven to be a transformative and beneficial approach. The use of Instagram not only increased student engagement and motivation but also contributed to notable improvements in the quality of their writing. The positive impact was evident in the decline of errors, such as missing topic sentences and inadequate supporting details, as observed in the analysis of final writing exam scores compared to mid-term exams. Additionally, the convenience of providing feedback through Instagram highlighted the adaptability of technology in enhancing the overall learning experience. Overall, this study underscores the positive outcomes of leveraging Instagram as a valuable tool for language learning in the contemporary classroom.

The other study concerning applying technologies in education organized by our local scientists investigated the problems that students faced within the distance learning format. The experiment was carried out in 2021 among Eurasian National University students. (Zharkynbekova, et al, 2022: 263)

The authors of this article drew a conclusion that online education represented a serious alternative to traditional education. Online education provides students with flexibility of learning (the learning materials are accessible anywhere, anytime and at their own pace). The instant feedback results in a more effective and productive acquisition of necessary knowledge. Among the problems students pointed out technical issues such as slow internet speed, poor connectivity, and the lack of required technical tools (headphones, microphones, high-resolution cameras). Other obstacles include low student self-organization and the importance of teacher's digital proficiency, ability to apply innovative methods and the clear understanding of competency formation outlined in the syllabus.

The findings of the study also emphasize that the implementation of technology in the teaching should be tailored by methodology and creativity.

The authors also claim that ENU as many other universities of Kazakhstan needs modern and well-designed curriculum and techniques that would be aimed at developing skills necessary for the 21st century specialist (Zharkynbekova, et al, 2022: 264). The other aspect is that the local education system is based primarily on the principle of classroom learning and not sufficiently adapted for independent forms of education. The article highlights that the demand for distance educational services is expected to grow and a gradual shift towards blended learning is considered appropriate.

Having analyzed these case-studies we can argue that integrating web 2.0 tools into classrooms poses both benefits and challenges for teachers and students. In the case of the teaching of foreign languages, problems include failures of websites, late placement and delivery of assignments, lack of video and audio communication, and technical support issues, with little emphasis on oral proficiency. M.V. Bondar (Karla, et al, 2020: 11) also points out a weak level of pedagogical design of educational materials (low task complexity) and the absence of a well-developed and diverse base of online tasks. However, there are positive aspects, as demonstrated by the successful use of Instagram in writing classes, and the possibility of ubiquitous learning.

In Kazakhstan during the quarantine, a significant portion of education has been shifted to a remote format, and many students found it challenging (Lopatina, et al, 2022: 34). Despite the potential of web 2.0 tools, there are obstacles to their effective and optimal use.

In conclusion, we can say that the educators emphasize the beneficial features of web 2.0 tools such as offered automated grading, prompt feedback, efficiency, and flexibility, but challenges such as poor internet signal and maintaining control over students surfaced. Moreover, the reason of the necessity of additional training or guidance about web 2.0 based education is also considered one of the essential issues. The reason for the low level of utilization of web 2.0 tools in classroom settings is the lack or insufficiency of knowledge and skills in employing them for educational purposes. As a result, we can argue that the exploration of the utilization of web 2.0 tools for assessment purposes remains an underdeveloped area in the existing body of research, demanding further investigation and development.

Research methods and materials

In the initial phase of my research, we engaged in a comprehensive analysis of relevant case studies to identify and evaluate potential web 2.0 tools for integration into my teaching practice. This involved scrutinizing diverse educational contexts where these tools have demonstrated efficacy and making informed decisions on their applicability to my specific instructional goals. Following this, in the second phase, we actively examined the selected web 2.0 tools in a classroom setting, closely observing their functionality and impact on the learning environment. It took place within my pedagogical internship (01 Oct 2023 – 01 Nov 2023, the discipline “Foreign language” for the first-year undergraduate students, pre-intermediate level). This hands-on approach allowed us to assess how these tools operated in real-

time, considering factors such as usability, engagement, and overall effectiveness. To garner a holistic understanding of the web 2.0 experience, the final phase involved conducting a survey among both students and teachers. This survey aimed to capture perceptions, insights, and feedback regarding the use of web 2.0 tools for knowledge assessment, shedding light on the practical implications and challenges faced by participants in incorporating these tools into the educational framework.

The research methods employed in the study included data collection, analysis, and interpretation, as well as statistical methods. Conclusions were drawn on the generalization of the findings derived from these processes.

Results and discussion

In this section, we conduct a thorough review of several web 2.0 testing programs integrated into educational practices. Our focus is on examining their functionalities, operational mechanisms, and deducing the benefits and drawbacks.

Review of web 2.0 testing programs. Formative.com is an online platform specifically crafted for formative assessments, primarily utilized for assigning homework. It offers a variety of question types that teachers can generate. Nonetheless, the free version has limitations on the diversity of tasks, encompassing drawing, free response, image, video, text, multiple-choice, multiple selection, short answer, and true/false questions. Additionally, there are restrictions on the duration of report storage, allowing access to students' assignment data for only 14 days. Despite these constraints, the platform facilitates the monitoring of students' performance and progress. The students generally found the app to be convenient and user-friendly. Nevertheless, there were a few who encountered difficulties in navigating the site.

We employed another assessment tool, Socrative, for the mid-term evaluation. Socrative operates as a cloud-based student response system, enabling teachers to craft quizzes, polls, and various interactive activities that students can engage with via smartphones, tablets, or computers. Socrative facilitates immediate feedback, fostering an interactive and engaging learning atmosphere. I utilized it to assess students' knowledge. The program offers features like shuffling answers and questions, and students have the flexibility to navigate between questions. However, a notable challenge is the difficulty in controlling academic honesty, as students can share correct answers and search for information online. Additionally, the tool allows for downloading comprehensive reports on students' achievements, both in general and individually, highlighting all errors. Overall, students hold a positive perception of this application.

Google Apps, now rebranded as Google Workspace, constitutes a suite of cloud-based productivity tools such as Google Docs, Sheets, Slides, and Forms. For assessment purposes, we employed Google Forms and Google Docs. Google Forms enables the creation of tests featuring multiple-choice questions, various text answer formats (short, paragraph), and multiple selections. While it is entirely free and allows result downloads in Excel format, some users find the interface less than optimal. We utilized it for home assignments and surveys due to its straightforward

and comprehensive interface. Its integration with Google Classroom proves highly convenient. Students generally hold a positive attitude towards this tool.

Nearpod serves as an interactive presentation platform designed for educators to craft dynamic and engaging lessons. It incorporates features such as quizzes, polls, virtual reality experiences, and collaborative activities. We opted to use Nearpod as a substitute for traditional PowerPoint presentations, taking advantage of its option for short tests integrated into the teaching process. The collaborative board feature facilitated idea sharing and interactive written exercises with immediate submission. At the conclusion of each session, comprehensive reports summarizing all activities and tests streamlined the assessment of students' participation, minimizing the time required by teachers. Nearpod is a free platform and offers a library of pre-made activities and lessons for added convenience.

Learning apps represent a diverse category of applications tailored for educational purposes, spanning subject-specific tools for math or language learning to comprehensive platforms offering interactive lessons and activities. We utilized these apps for self-education assignments, leveraging their ability to provide instant feedback and allowing students to repeat tasks until achieving satisfactory results. The extensive range of question types facilitates the creation of diverse activities, and assessments are streamlined when tasks are organized into collections. The platform does not mandate student registration; only their names are required for assessment purposes. With a vast library of tasks in multiple languages, the interface stands out for its intuitive and user-friendly design. Overall, students hold a positive perception of these learning apps.

Plickers is a formative assessment tool that integrates paper cards and a mobile app. Each student is provided with a unique paper card containing a QR code. The teacher utilizes a mobile device to scan the cards, capturing real-time responses and enabling quick feedback and comprehension assessment. We employed Plickers for surveys and self-evaluation. However, the limitations of the free version, which restricts the creation of only 5 questions at a time, hinder the development of comprehensive tests. Plickers prove particularly useful in situations where not all students have digital devices. Overall, students generally hold a positive perception of this tool.

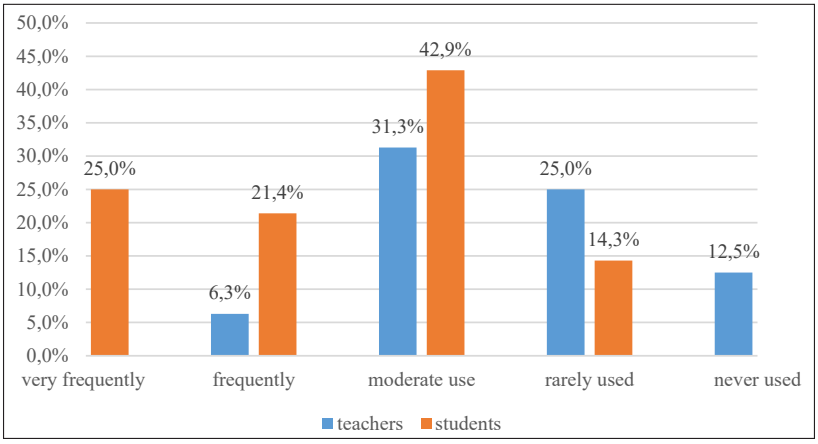
In summarizing the second phase of the research, which focused on the integration of testing into the teaching process, several noteworthy observations have emerged. Foremost among these is the paramount significance of instant feedback, a feature that empowers students to receive prompt assessments during their learning journey. This, in turn, allows both teachers and learners to customize the educational process based on these real-time results. Another notable outcome is the heightened engagement and competitiveness fostered by interactive activities within the testing framework. Furthermore, the ability to generate reports and monitor students' progress stands out as a valuable aspect of the integrated testing approach. Despite these positive aspects, the persisting challenge of academic dishonesty and cheating remains an actual concern, posing difficulties in complete avoidance.

The third phase was based on the analysis of the survey results about students

and teachers' perceptions and attitudes towards Web 2.0 testing programs and their application in the classrooms. Two types of survey were developed: for students and for teachers. In the survey, the 2-year master-students at Eurasian national university (12 females and 2 males), and the first-year undergraduate students participated (11 females and 5 males). The questionnaire was distributed through Google Forms which included the open questions (which require the extended answer) and multiple-choice questions.

In this section, we reveal the outcomes of the third research phase - a survey exploring teachers' and students' perceptions and attitudes toward web 2.0 testing programs.

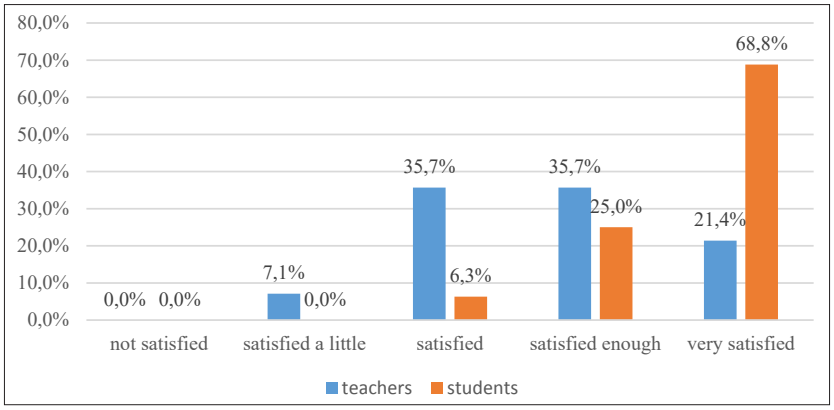
The frequency of using web 2.0 testing programs in the classrooms.



Picture 1. Frequency of using web 2.0 testing programs in the classrooms.

The majority of both educators and students expressed that the utilization of web 2.0 testing programs is at a moderate level, 42.9% and 31.3 % respectively.

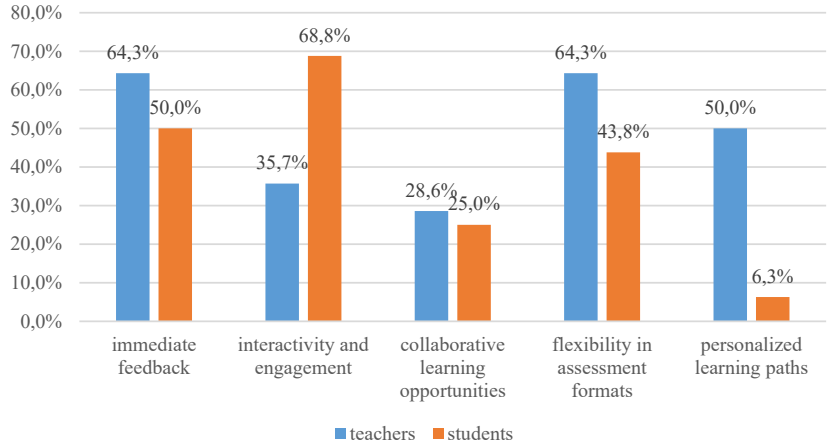
Satisfaction with web 2.0 testing programs.



Picture 2. Satisfaction with web 2.0 testing programs.

Findings from this study indicate that the majority of both students and teachers are content with the utilization of web 2.0 testing programs for assessment. Among students, there are no unfavorable responses, whereas only 1% of teachers expresses dissatisfaction with the approach.

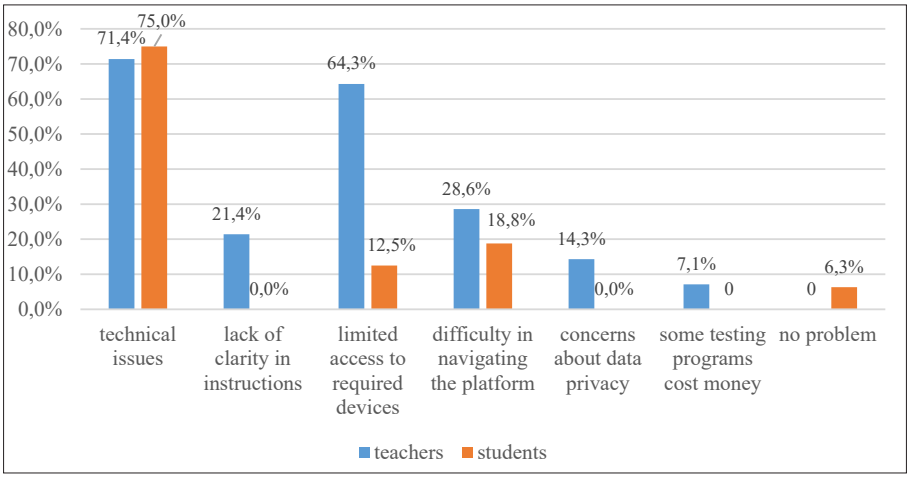
Benefits of web 2.0 testing programs



Picture 3. Benefits of web 2.0 testing programs.

Regarding the advantages of web 2.0 testing programs, students emphasize the benefits of interactivity with engagement, immediate feedback, and flexibility in assessment formats. Teachers concur with students on the significance of immediate feedback and flexibility in assessment formats. However, the third benefit, as identified by teachers, is a personalized learning path.

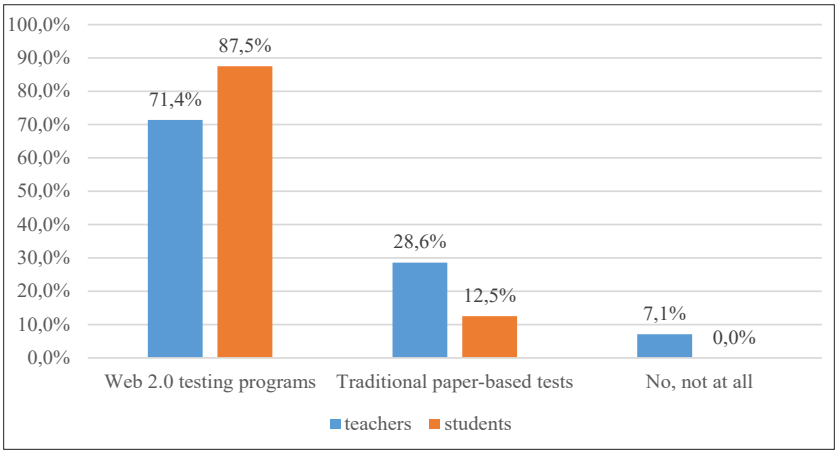
Challenges of using web 2.0 testing programs



Picture 4. Challenges of using web 2.0 testing programs.

Regarding challenges, both teachers and students identify technical issues, challenges in platform navigation, and limited access to necessary devices as the most significant hurdles.

Preferred assessment format



Picture 5. Preferred assessment format.

The vast majority of both teachers and students express a preference for utilizing web 2.0 testing programs for assessments, with percentages of 71.4% and 87.5%, respectively.

Concerning specific programs, students exhibit a preference for using Nearpod (75%), Formative.com (50%), Google Forms (50%), and Learning Apps (31.3%). On the other hand, teachers' preferences include Google Forms (85.7%), Kahoot (78.6%), Socrative.com, and Learning Apps (42.9%).

Regarding the distinctive features of web 2.0 testing programs that hold significance for teachers:

- Use of administration: over half of the surveyed teachers (21.4%, 35.7%) find that conducting web-based testing is less challenging than its paper-based counterpart.
- Evaluation efficacy: the outcomes in this category reveal that the teachers assert a comparable effectiveness in evaluating both assessment formats on average.
- Student engagement: nearly all surveyed teachers concur that web 2.0 testing programs enhance students' involvement in the learning process.
- Cheating and plagiarism: regarding concerns related to cheating and plagiarism, teachers perceive both testing formats as equally reliable.

Conclusion

In conclusion, the findings of this research underscore the overall satisfaction of both teachers and students with the integration of web 2.0 testing programs into the assessment process. Most respondents express contentment, highlighting the benefits of interactivity, immediate feedback, and flexibility in assessment formats. However, notable challenges, including technical issues, platform navigation difficulties, and limited device access, were identified by both teachers and students.

Importantly, teachers and students agree on the preference for web 2.0 testing programs, with significant percentages favoring this approach over traditional paper-based assessments. The specific programs of choice vary among students and teachers, showcasing diverse preferences within the educational community.

While teachers find both web-based and paper-based testing formats to be equally reliable in addressing cheating and plagiarism concerns, the research emphasizes the need for continued exploration and improvement in the realm of web 2.0 testing programs. The insights gained from this study provide valuable perspectives for educators and institutions aiming to enhance the assessment experience through the integration of technology. As technology continues to evolve, further research and adaptation of pedagogical practices will be essential to harness the full potential of web 2.0 testing programs in fostering effective and engaging learning environments.

The limitations

While the outlined research methodology has its strengths, it is crucial to acknowledge its limitations. First and foremost, the selection of web 2.0 tools based on case studies and subsequent classroom observations may introduce bias, as these tools might not universally cater to diverse educational settings. Additionally, the observational phase might be constrained by the relatively short duration of classroom interactions, potentially limiting the depth of insights into long-term effects and challenges. The survey phase, while providing valuable perceptions, is susceptible to response biases and may not capture the nuances of individual experiences comprehensively. Moreover, the study's generalizability may be limited, as it is confined to a specific context of one university, and variations in technological infrastructure and user familiarity might impact the transferability of findings to different educational environments. Ethical considerations related to privacy and consent in collecting survey data also need careful attention. Lastly, the dynamic nature of technology and the rapid evolution of web 2.0 tools could render certain findings outdated over time, emphasizing the need for periodic reassessment in the field.

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