

## **EFL Students' and Teachers' Perceptions of Google Forms as a Digital Formative Assessment Tool in Saudi Secondary Schools**

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### **Abstract**

This study highlights students' and teachers' perceptions on using Google Forms as a formative assessment tool in EFL classrooms. The study implemented a mixed methods approach where a questionnaire was administered to students and interviews were carried out with English teachers in public secondary schools in two cities in Saudi Arabia. The questionnaire received 354 responses (32 males and 322 females) while in the structured interviews, 24 female English teachers provided their opinions on the advantages and disadvantages of integrating Google Forms into their classrooms. The purpose of this study is to explore students' perceptions of online formative assessment via Google Forms in terms of perceived usefulness, perceived risk of cheating, and perceived self-efficacy. It also aims to analyze the positives and challenges faced by EFL teachers while using Google Forms as an online formative assessment tool. The results showed that both students and teachers believe that using Google Forms positively impacts students' learning despite the risk of cheating and demonstrated several limitations with using Google Forms for teachers and students. However, English language teachers are recommended to engage all students in online formative assessment to monitor their progress over the course and design interventions to reduce cheating in online assessment. The present study helps increase the awareness of the positives and negatives of English online assessment in Saudi Arabia.

**Keywords:** Formative assessment, Google Forms, online assessment tools, perceived usefulness, perceived risk of cheating, perceived self-efficacy

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## Introduction

Education and assessment are interrelated in that educators combine them to achieve intended learning objectives. With advances in technology, teaching English as a Foreign Language (EFL) has become more flexible, and teachers can monitor learner progress through online formative assessments. Formative assessment is defined as a diagnostic process with feedback over the course, whereas summative assessment is the final judgment at the end of the learning period (Boston, 2002). In general, formative assessment has been argued to have advantages in retrieving information and stabilizing known materials not used due to a lack of knowledge or practice reflecting its influence on long-term memory (Yang, Razo, & Persky, 2019).

In recent years, utilizing new tools for ongoing formative assessments in the context of Saudi secondary schools was a demand (Assulaimani, 2019) that has become a necessity during the COVID-19 pandemic. To this end, the Government of Saudi Arabia has completely replaced face-to-face classes with virtual ones for both teaching and assessment (Akhter, 2020). One of the digital tools available to be used for assessment is Google Forms, which is the focus of the current study. Despite initially being a survey tool, Google Forms, which is free software developed by Google, along with Docs, Sheets, and Slides, to collect information automatically in surveys (Thuân, 2018), it has recently been used as a digital formative assessment tool. Despite the variety of other online survey websites, Google Forms is an ideal option for teachers to assess students because of its features regarding the various types of questions, means of administering tests, and automatic scoring (Love, 2014).

This study aims to quantitatively investigate EFL male and female students' perceptions of the use of Google Forms as an online formative assessment tool through three variables, namely perceived usefulness, perceived risk of cheating, and perceived self-efficacy. Additionally, the study qualitatively discusses EFL teachers' perceptions to determine the advantages and disadvantages of using Google Forms as an assessment tool, on public secondary school students, in the Saudi context. Through this research, educators, administrators, and academic institutions will be aware of the importance of online formative assessment using Google Forms in EFL courses. As digital assessment can be a double-edged sword, awareness of its drawbacks in the educational process may help to enhance its benefits regarding EFL students' assessment. In this respect, the current study intends to answer the following questions:

1. What are EFL Students' perceptions of online assessment via Google Forms regarding perceived usefulness, perceived risk of cheating, and perceived self-efficacy?
2. Is there a significant difference between class levels regarding perceived usefulness, perceived risk of cheating, and perceived self-efficacy by?
3. What are the most significant challenges that EFL students face when taking online exams via Google Forms?
4. How do EFL teachers perceive using online assessment via Google Forms?

## Education in Saudi Arabia during the COVID-19 Pandemic

After the spread of COVID-19, Saudi Arabia's education suddenly shifted from traditional classes to online classes at the beginning of March 2020 and accordingly, a national digital

educational platform named Madrasati was established by the Saudi Ministry of Education in the academic year 2020-2021 (Al-Samiri, 2021). It aimed to create a standardized platform for online instruction for all school grades from 1 to 12 across all Saudi public schools. There were two teaching periods: students from grade 7 to 12 took lessons online during the morning hours, while the afternoon period was specified for students from grades 1 to 6 (Oraif & Elyas, 2021).

## Literature Review

### *Perceived Usefulness*

The perceived usefulness of online testing refers to how one believes that implementing a new technological tool can enhance students' performance (Lee, 2006). Some scholars have highlighted the advantages of some online formative assessment tools, namely Google Forms, Blackboard, Plickers, Socrative, and Kahoot! (Alharbi and Meccawy, 2020; Dobson, 2008; Elbasyouny, 2021; Fageeh, 2015; Jazil, Manggiasih, Firdaus, Chayani, & Rahmatika, 2020). These platforms are perceived as positive tools that enhance students' achievement in different ways. "They offer not only informative content, but they provide also fun and interactive activities to improve learners' responses" (Elbasyouny, 2021, p.50). For example, online testing via Blackboard provides students with opportunities for multiple practices, consequently influencing achievement and furthermore, automated scoring and instant feedback help students to correct misconceptions immediately (Fageeh, 2015). Students perceived the use of Google Forms in an online grammar assessment as an effective tool that helped them to get immediate feedback after completing the exam (Jazil et al., 2020).

Similarly, Alharbi and Meccawy (2020) investigated the use of Socrative as a formative assessment tool in Saudi EFL classrooms, receiving positive feedback from students after the experiment. In another experimental research study, Dobson (2008) found that implementing formative online quizzes before each class positively affected students' scores in summative exams because it motivates students to read and be prepared before class. In contrast, Gürişik and Demirkan (2019) surveyed 50 high school students and found that, although the majority of students preferred using Plickers to a paper test because it is easy to use, there was no significant change in their recall questions and answers.

In terms of EFL teachers' attitudes, a large, growing body of literature has investigated EFL teachers' perceptions of the effectiveness of using different digital formative tools (Dobson, 2008; Nguyen & Yukawa, 2019; Sari, Iswahyuni, Rejeki & Sutanto 2020). These tools collect a large amount of data on students' understanding quickly, and this feature helps teachers modify materials and delivery methods to meet students' needs (Dobson, 2008). Similarly, it has been found that using Kahoot! as a formative tool saves teachers time when assessing their students more than traditional methods, which, as a consequence, helps EFL teachers to concentrate more on their instructional strategies (Nguyen & Yukawa, 2019). EFL teachers value some specific features of Google Forms, such as automatic scoring, the detailed results of students' progress, and the variety of question types that support adding videos, audios, and images, which are essential in EFL testing (Sari et al. 2020).

### ***Perceived Risk of Cheating***

The framework for the perceived risk of cheating in this study is built on previous studies that have examined the possibility of cheating in online assessments. In several studies, students who experienced using online assessments stated that it was easy to cheat (King & Guyette & Piotrowski, 2009; Rowe, 2004; Özden, 2005; Rofiah & Waluyo, 2020). The data collected through surveys by Özden (2005) suggest that most students agreed with the easiness of cheating in online tests. Many students felt more comfortable in online assessments and tended to cheat since what they did during the exam could not be seen (Rowe, 2004). Rofiah and Waluyo (2020) found that EFL students preferred using online quiz tools such as Socrative for vocabulary testing because it was easier to cheat; however, there was a lower probability of cheating among more proficient students. Therefore, although cheating is a common phenomenon in education that cannot be removed from online or traditional assessments, it does exist to a more considerable extent in online environments (King, et al., 2009).

### ***Perceived Self-efficacy***

Perceived self-efficacy plays a crucial role in English language learning and is defined as individuals' beliefs surrounding their ability to influence the events of their lives (Bandura, 1997). Most students with positive attitudes towards online assessments have a high sense of perceived self-efficacy (Chiang, 2020; Fageeh, 2015; Genc et al., 2016). Furthermore, self-efficacy among EFL learners impacts on how said learners approach tasks and the effort required to accomplish these tasks (Genc et al., 2016). Concerning online assessment, a study was conducted in Saudi Arabia by Fageeh (2015) on undergraduate EFL students to determine their self-efficacy towards online assessments via *Blackboard* and found that EFL learners felt confident with low-level anxiety in web-based testing (Fageeh, 2015). On the other hand, individuals with low self-efficacy had a negative view of things as being more complicated than they were (Pajares, 1997). Students' negative perceptions of online assessments also resulted from the limitations of test times, which, in turn, increase anxiety (Abdel Karim & Shakur, 2016).

### ***Challenges of Online Assessment***

As seen in the above-mentioned studies, integrating technology into EFL classes facilitates the evaluation process; however, a growing number of studies have highlighted some challenges experienced by EFL students and teachers alike (Chiang, 2020; Fageeh, 2015; Mahbub, 2020; Sari et al., 2020). For example, time constraints in Fageeh's (2015) study were the most significant challenge for learners in using online assessments, followed by internet connectivity problems. A similar issue arose in Chiang's (2020) study when investigating the effectiveness of Kahoot! in sustaining unit concepts in reading classes as a formative assessment with sophomore EFL students in Taiwan. According to Chiang (2020), students considered time limitations one of the prominent disadvantages of online quizzes, while, regarding internet connectivity issues as another deterrent from conducting online assessments. Mahbub's (2020) study investigated using Kahoot! with undergraduate students enrolled in the English education program, where although students perceived online assessment as practical, poor internet connection was the only impediment that affected continuous implementation. Furthermore, a recent qualitative descriptive study carried out on undergraduate students who used Google Forms as a formative assessment tool revealed that problems with internet connection, such as the suspension of the test submission and network

cuts that caused learners sometimes to re-start the online test, as hindrances of online assessments (Sari et al., 2020).

With respect to teachers' perceptions of the challenges of implementing English online assessments, Fageeh (2015) found that the lack of computer skills or knowledge of e-learning platforms was considered a hindrance for English teachers in creating efficient online tests. Moreover, the participants also considered internet connectivity and technical issues as other online obstacles (Fageeh, 2015). Based on the reviewed studies, the literature has paid significant attention to the effectiveness of implementing digital formative assessment tools such as Kahoot!, Socrative, Plickers, and Quizizz. However, there is a lack of studies that address the use of Google Forms as an online formative assessment tool from the perceptions of both learners and teachers in EFL contexts. As Google Forms is a widely used e-assessment tool, more literature is needed to fill this gap, which is what this study is aiming to do.

## **Method**

### ***Participants***

The study adopted homogeneous sampling to select the candidates who share a similar culture, background, age, and learning experiences (Etikan, Musa, & Alkassim, 2016). The sample size was 354 public secondary school pupils, 32 males and 322 females, who completed the online questionnaire. The students were from Grade 10 to 12, studying in two cities: Jeddah and Madinah, in Saudi Arabia, were between 15-18 years old and were native Arabic speakers. For the open-ended questions, 24 female English language teachers (15 from Madinah and nine from Jeddah), who taught at public secondary schools, participated in this study. EFL teacher selection was based on a convenience sampling strategy that proceeds individuals "who meet the required criteria and then selecting those who respond on a first-come-first-served basis until the sample size quotient is full" (Robinson, 2014, p.32). Both teachers and students participated in this study in the first semester of 2020-2021, where students received the online form of the questionnaire and teachers the open-ended questions simultaneously.

### ***Instruments***

An online questionnaire with a total of 10 items divided between three variables of perceived usefulness (four statements), risk of cheating (three statements), and perceived self-efficacy (three statements) was employed to gauge the perceptions of secondary school students. The items of the questionnaire were created by the researchers except for four of them.; for example, the fifth item of perceived self-efficacy was adapted from Fageeh's (2015) study and modified to meet the aims of this study and the fourth, seventh, and tenth items of the perceived risk of cheating were adapted from Rofiah and Waluyo (2020). The responses were based on a five-point Likert scale ranging from "1-strongly disagree" to "5- strongly agree". For teachers' perceptions, two online written open-ended questions were designed to investigate their attitudes towards the advantages and the challenges they faced while using Google Forms for formative assessment goals.

### ***Research Procedure***

This study was conducted using a questionnaire for students and open-ended questions for teachers, and since one of the researchers works as a teacher in a government school, access to

other teachers in other public schools was seamless. For instance, her English colleagues in both cities shared the questionnaire link within their virtual classes via Microsoft Teams. Before administering the questionnaire, items were translated into Arabic to avoid any confusion that may occur due to variances in learners' English language proficiency and to avoid random responses that may affect survey reliability. An Assistant Professor at the ELI specializing in TESOL checked all the items for face validity except for the three items of risk of cheating adapted from Rofiah and Waluyo (2020). Additionally, a pilot study was conducted on a convenient sample consisting of 35 students, who were relevant to the target population, to determine the feasibility and consistency of the questionnaire items before gathering actual data. The reliability coefficient of the piloting was .927 Cronbach's Alpha. The reliability of the research items relates to the degree to which results tend to be consistent during a particular period; if the results can be presented again, the instrument is certified as reliable (Merriam, 1995). It took a month to collect data from such a large sample and gathered 354 students' responses, while open-ended questions were distributed to English teachers to obtain responses online over two weeks. The researchers invited the educators to answer these questions either in English or Arabic. This was to encourage teachers to provide as much information as they could without language constraints. The anonymity and confidentiality of the given data were guaranteed for both teachers and students. After collecting all of the data from teachers and students, it was transferred to an Excel spreadsheet to translate into English to start the data analysis process. The quantitative data obtained from the respondents were computed using the Statistical Package for the Social Sciences (SPSS) Version 26. Before conducting the analysis, the Cronbach's Alpha value was obtained to measure internal consistency. The data in Table 1 below show the reliability coefficient of 354 responses was found to be .932.

Table 1. *Reliability statistics*

Cronbach's Alpha	N of Items
.932	10

## Results

In the data analysis, descriptive statistics included mean (M), standard deviations (SD), and percentages, and the analyzed data were presented in tables divided into three variables: perceived usefulness, perceived risk of cheating, and perceived self-efficacy. Percentages were used to determine the challenges that EFL students faced when taking online exams via Google Forms. In addition, a t-test was used to compare differences between participants in the two cities, namely Jeddah and Madinah. A one-way ANOVA was computed to determine if there was a difference among different grade levels across three variables. Qualitative data were coded and analyzed using the text analysis method.

### *Quantitative Data*

**Perceived Usefulness:** the data in Table 2 below suggest that students in general perceived the usefulness of using Google Forms in language formative assessment positively (Items one, three, six, and nine).

Table 2. *Perceived usefulness*

N	Items	M	SD
1	Using online assessment via Google Forms is useful for language tests.	3.21	1.41
3	Using online quizzes via Google Forms improves my exam performance.	3.29	1.40
6	Completing quizzes via Google Forms helps me figure out my problems with the course.	3.40	1.43
9	The immediate knowledge of my incorrect answers helps me get over my mistakes next time.	3.79	1.51

The item 'the immediate knowledge of my incorrect answers helps me get over my mistakes next time' had the highest mean score of all other items ( $M=3.79$ ,  $SD=1.51$ ). Additionally, almost all of the students agreed that completing the quiz via Google Forms allowed them to figure out their problems with the course ( $M=3.40$ ). Item three showed that most students believed that using online quizzes via Google Forms enhanced their exam performance ( $M=3.29$ ). Finally, item one, namely 'Using online assessment via Google Forms is useful for language tests', received the lowest score ( $M=3.21$ ).

**Perceived Risk of Cheating:** the second variable addressed students' perceived risk of cheating while taking English exams via Google Forms (Items four, seven, and 10). As shown in Table 3 below, the item 'It is easy to cheat during English tests on Google Forms' received the highest score ( $M=3.69$ ,  $SD=1.49$ ). In addition, students translated difficult words during English exams on Google Forms ( $M=3.62$ ), and the majority stated that they screenshotted questions during the exam and shared them with friends ( $M=3.24$ ).

Table 3. *Perceived risk of cheating*

N	Items	M	SD
4	I screenshot questions during exams and share them with my friends.	3.24	1.50
7	I translate difficult words during English exams on Google Forms.	3.62	1.58
10	It is easy to cheat during English tests on Google Forms.	3.69	1.49

**Perceived Self-efficacy:** the third variable addressed students' perceived self-efficacy (Items two, five, and eight) using the online formative assessment tool of Google Forms. As presented in Table 4 below, the item 'I can perform well in online assessment via Google forms' received the highest mean ( $M=3.47$ ,  $SD=1.46$ ), while items 'I feel confident using Google forms for taking online English tests' and 'I can remain calm when answering online quizzes via Google forms' also received high scores ( $M=3.39$ ,  $M=3.32$ , respectively). The results of perceived self-

efficacy suggest respondents' positive attitudes towards online formative assessment via Google Forms.

Table 4. *Perceived self-efficacy*

N	Items	M	SD
2	I can remain calm when answering online quizzes via Google Forms.	3.32	1.45
5	I feel confident using Google Forms for taking online English tests.	3.39	1.42
8	I can perform well in online assessment via Google Forms.	3.47	1.46

To examine the difference between secondary school students' levels concerning the three variables, a one-way ANOVA was calculated on perceived usefulness, perceived risk of cheating, and perceived self-efficacy. The ANOVA results suggest that the perceived self-efficacy of the students' levels differ significantly  $F(2,35) = 3.96, p = .020$ . To clarify the differences between levels, a post-hoc comparison using Dunnett T3 was employed, which showed the difference was between levels (11 and 12) to be  $p = .040$ . The test indicates that the mean score for Grade 11 ( $M = 3.17, SD = 1.29$ ) was significantly different from Grade 12 ( $M = 3.58, SD = 1.24$ ). The mean differences were significant at the 0.05 level; however, no significant differences with learners' levels emerged with the other two variables, perceived usefulness, and perceived risk of cheating (see Tables 5, 6 and 7 in Appendices).

Challenges of Online Assessment: as shown in Figure 1 below, students, in response to this question, could choose more than one option that they considered as an obstacle to online assessment. Internet connectivity was the most significant hindrance, with 48.2%, followed by time constraints with 47.5%, perceived as an obstacle almost as substantial as internet connectivity issues. On the other hand, 24.9% of the respondents did not face any challenges with online assessment, but at the same time, the rest chose the lack of typing speed, computer unavailability, and the lack of computer skills, with 18.9%, 15.3%, and 12.6%, respectively.

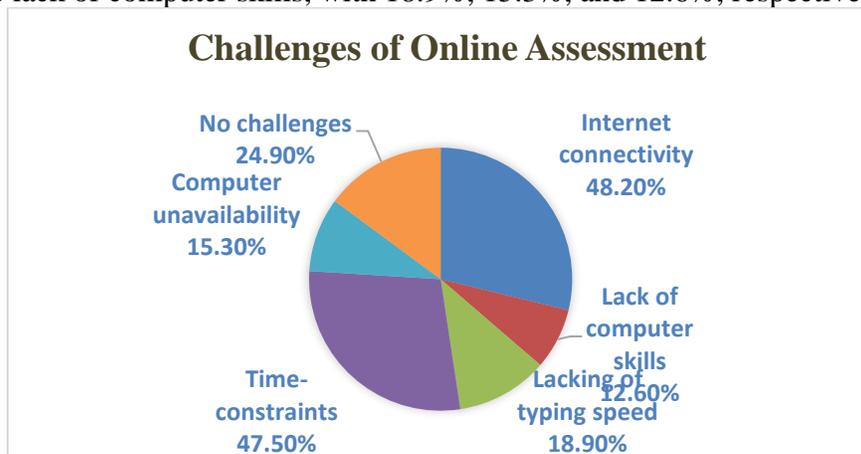


Figure 1. Students' responses to the challenges of online assessment

### ***Qualitative Results***

The qualitative data were collected through written, structured interviews with English language teachers based on two questions:

1. What are the positive effects of using Google Forms as an online formative assessment tool in English classes?
2. What challenges have you faced in using Google forms for online assessments, if any? How did you overcome them?

The responses to the first question, namely the positive effects of using Google Forms as an online formative assessment tool in English classes, indicated that the majority of teachers believed that Google Forms is an effective tool that helps them assess their students quickly and focus on the instructional methods and remedial programs. One of the teachers shared her opinion by saying:

It helps the teacher to assess students constantly. Also, students will be encouraged to do the tasks because of the instant feedback on their performance. The detailed information about a student's level of performance will help in making remedial programs for weaker learners.

Approximately six teachers preferred using Google Forms because it has various question types and different means of sharing, such as sending a link to students or generating a code for the test. One teacher stated: "One of the things that I like about Google Forms is that I can choose from a range of question options that support the sharing of pictures, videos, and audios."

The second research question discusses the challenges EFL teachers face when implementing online formative assessment via Google Forms and how they overcome them. Teachers' responses revealed that although three of the teachers did not consider online assessment as challenging, eight teachers experienced issues with inserting audio or video files, one of whom stated: "Sometimes pictures or videos don't appear for students, which requires me to recheck the test before administering it to the students." Regarding the challenge of dealing with unexpected issues, another teacher said: "Whenever I face difficulties, I watch a short lesson on YouTube, which usually helps me understand the process easily." However, four teachers thought that training the students helped them overcome specific challenges of online assessment, where one teacher suggested: "There would be no challenges if students are well prepared."

### **Discussion**

The current study aims to investigate the perceptions of EFL teachers and learners towards the use of Google Forms as an online formative assessment tool in an English language context. The first results of this study confirm that EFL learners perceive Google Forms as a valuable tool in formative language assessment. This finding corroborates findings from earlier studies that verified that online formative assessments, in general, are beneficial in language teaching and learning (Alharbi & Meccawy, 2020; Dobson, 2008; Elbasyouny, 2021; Fageeh, 2015; Jazil et al., 2020). However, this finding contradicts that of Gürişik and Demirkan (2019), who found that there was no significant change in students' recall questions and answers when using Plickers as an online formative assessment for language learning, which might be due to the difference in the assessment tool used.

The second finding of this study indicates the possibility of cheating during online tests on Google Forms, where the participants confirmed the ease and existence of cheating when completing online tests. This finding aligns with those of the existing literature (King et al., 2009; Rowe, 2004; Özden, 2005; Rofiah & Waluyo, 2020). Despite cheating being a common phenomenon in any environment, it occurs to a more considerable extent in online assessment according to King et al. (2009). It is worth noting that, despite the usefulness of online language formative assessments, EFL teachers should anticipate some cheating during tests; thus, teachers must raise students' awareness of ethical behavior and remind them that cheating will not help them later in summative assessments.

The present study also found a high level of learner perceived self-efficacy when using Google Forms as an online formative assessment tool expressed in items that reflect their confidence and positive performance. This finding is supported by Fageeh (2015), who reported a higher level of perceived self-efficacy when assessing the perceptions of EFL foundation year students via online assessments. However, the present finding on the effect of online assessment on keeping learners calm during the test is contradicted by Abdel Karim and Shukur's (2016) findings on learners' anxiety with online assessments as they found that time limitations heightened anxiety during online tests. As a result, enhancing learners' self-efficacy with online assessments is interrelated with their impression and awareness of the importance of online assessments. Concerning the challenges students faced when using online formative assessments, internet connectivity issues and time constraints have been identified as the top two concerns. This finding supports Fageeh (2015), who found that time limitations and internet connectivity problems, according to EFL students' perceptions, were the most significant obstacles to using online assessment. In addition, the findings of this study confirm what Sari et al. (2020) and Mahbub (2020) stated, that poor internet connection was the most significant impediment to online assessments.

Finally, the present study also examined EFL teachers' perceptions of using Google Forms as an online formative assessment, where participants claimed that online formative tests, such as Google Forms are an effective and valuable tool that saves class time and helps teachers focus on instructional methods and remedial programs. This is concurrent with previous studies' findings (Dobson, 2008; Nguyen & Yukawa, 2019).and additionally supports the idea that EFL teachers value certain features of Google Forms, such as the detailed results and the variety of questions type that supports videos, images, and audios. This finding is further reinforced by the results of Sari et al. (2020). Teachers' responses on using Google Forms to assess the performance of EFL learners revealed that the lack of computer skills, including difficulties with addressing problems that emerge with online assessment tools, seem to be critical issues that EFL teachers face. Overall, these findings are in line with those of Fageeh (2015), who found that many teachers tend to be computer illiterate, causing issues when assessing their students online.

## Conclusion

This study investigated the impact of using Google Forms as a tool for formative assessment of student learning in Saudi EFL classrooms. The main conclusion drawn from this study is that Google Forms is a valuable tool that enhances students' knowledge and self-efficacy,

and the findings contribute to an existing body of literature and practice of technology integration on two points. Firstly, Saudi EFL students and teachers expressed positive attitudes towards online formative assessment via Google Forms. Secondly, due to the ease of cheating in online assessments, EFL teachers should be aware of cheating techniques and design interventions to reduce cheating in online formative assessments. Some suggestions include setting a timer for each question, asking questions that cannot be easily retrieved from books or the internet, and raising students' awareness of ethical issues concerning cheating. However, this conclusion cannot be generalized because the instrument employed with students which was a self-reported questionnaire. This type of questionnaire is limited because there is little scope for valid measurement of beliefs. Furthermore, measuring the perceptions of both genders may not have been achieved due to the separation of males and females in Saudi education, and both researchers are female, access to male students was not seamless. Future experimental studies might want to evaluate how the use of Google Forms affects students' academic achievement. Finally, this study can help EFL teachers raise awareness of benefits and challenges of using Google Forms as a formative assessment tool as perceived by EFL students as well as help teachers overcome the challenges that they may face while using it, which in turn could help them become more confident in assessing student learning outcomes easily and efficiently.

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## Appendices

## Appendix A: Student Questionnaire (in Arabic)

مدى فاعلية استخدام نماذج قوئل كأداة تقييم بنائية في مادة اللغة الإنجليزية في المرحلة الثانوية					
عزيزي الطالب/-ة: صُمم هذا الاستبيان لأغراض بحثية فقط وذلك لقياس مدى رضا طلاب وطالبات المرحلة الثانوية عن استخدام نماذج قوئل كوسيلة تقويم مستمر في مادة اللغة الإنجليزية. نرجو قراءة العبارات جيداً ثم الاختيار من 1 إلى 5 حيث إن: 1-غير موافق بشدة 2-غير موافق 3-محايد 4-موافق 5-موافق بشدة					
الجنس: 1-ذكر 2-انثى					
المرحلة الدراسية: 1-أول ثانوي 2-ثاني ثانوي 3ثالث ثانوي					
المدينة: 1-المدينة 2-جدة					
العبارة					
5	4	3	2	1	
					1 استخدام نماذج قوئل كوسيلة تقويم مستمر مفيد في اللغة.
					2 أشعر بالثقة عند أداء اختبار عن طريق نماذج قوئل.
					3 أداء الاختبار عن طريق نماذج قوئل يُحسن من أدائي.
					4 التقط الشاشة للأسئلة أثناء الاختبار وأشاركها مع أصدقائي.
					5 أستطيع أن أؤدي اختبارات الأون لاین بشكل جيد في عن طريق نماذج قوئل.
					6 عندما أكمل الاختبار باستخدام نماذج قوئل أستطيع معرفة الصعوبات التي أواجهها في المنهج.
					7 اترجم الكلمات الصعبة أثناء أداء الاختبار عن طريق قوئل فورم.
					8 أستطيع البقاء هادئاً (غير متوتر) أثناء أداء الاختبار أون لاین باستخدام نماذج قوئل.
					9 يساعدني معرفة الاجابات الخاطئة بشكل فوري في التغلب عليها مستقبلا
					10 من السهل الغش أثناء أداء الاختبار عن طريق قوئل فورم.
					11 أكثر الصعوبات التي أواجهها أثناء تأدية الاختبار عن طريق نماذج قوئل. (اختر إلى 2 فقط)
					1-اتصال الإنترنت
					2-الافتقار إلى مهارات استخدام الكمبيوتر
					3-الافتقار إلى مهارة سرعة الكتابة
					4-قيود الوقت
					5-عدم توفر الكمبيوتر
					6-لا توجد صعوبات

Appendix B Tables:

Table 5. ANOVA Results

		Sum of Squares	df	Mean Square	F	Sig.
<b>Perceived usefulness</b>	Between Groups	8.349	2	4.175	2.87	.058
	Within Groups	510.459	351	1.454		
	Total	518.808	353			
<b>Perceived risk of cheating</b>	Between Groups	7.462	2	3.731	2.259	.106
	Within Groups	579.813	351	1.652		
	Total	587.276	353			
<b>Perceived self-efficacy</b>	Between Groups	12.382	2	6.191	3.960	.020
	Within Groups	548.777	351	1.563		
	Total	561.159	353			

Table 6. Multiple Comparisons

Dependent Variable: Perceived Self-efficacy  
Dunnnett T3

(I) level	(J) level	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
<b>Grade-10</b>	Grade-11	.09100	.18429	.946	-.3530	.5350
	Grade-12	-.32414	.15728	.117	-.7028	.0545
<b>Grade-11</b>	Grade-10	-.09100	.18429	.946	-.5350	.3530
	Grade-12	-.41514*	.16643	.040	-.8162	-.0141
<b>Grade-12</b>	Grade-10	.32414	.15728	.117	-.0545	.7028
	Grade-11	.41514*	.16643	.040	.0141	.8162

\*The mean difference is significant at the 0.05 level.

Table 7. Descriptive Results of ANOVA  
Perceived Self-efficacy

	N	Mean	SD
<b>Grade-10</b>	95	3.26	1.21
<b>Grade-11</b>	91	3.17	1.29
<b>Grade-12</b>	168	3.58	1.24
<b>Total</b>	354	3.39	1.26