***Pankovyk Nataliia**, senior lecturer*
Zhytomyr Polytechnic State University
ORCID: 0009-0008-0783-934X

DIGITAL ASSESSMENT IN EFL INSTRUCTION: EXPLORING WAYGROUND AS A TOOL FOR INTERACTIVE QUIZ AND TEST DESIGN

The integration of information and communication technologies into English as a Foreign Language (EFL) instruction has fundamentally transformed the way educators design, administer, and evaluate student learning. Among the most significant developments in this area is the shift from paper-based testing to dynamic, platform-driven digital assessment. This paper explores the use of Wayground, an AI-enhanced online assessment platform, as a practical tool for creating module tests and quizzes in EFL contexts at the tertiary level. Drawing on the author's classroom experience and the theoretical frameworks established in the CALL and language testing literature, the paper argues that Wayground offers a pedagogically sound, technically efficient, and inclusively adaptable environment for formative and summative assessment in higher education.

Literature Review

Chapelle (2001) laid the theoretical groundwork for understanding how computer-based environments can support second language assessment. She argued that well-designed digital tasks can measure language competence more authentically than traditional paper tests, provided that validity and reliability are carefully maintained. Her framework for evaluating CALL-based assessment is particularly relevant when automated platforms generate large item banks from existing texts, since the teacher's role in curating those items is central to ensuring construct validity [2].

Dudeney and Hockly (2007) offered one of the most widely adopted practical frameworks for integrating digital tools into EFL instruction. They emphasized that technology should serve pedagogical goals rather than replace them, and that familiar instructional materials — such as course textbooks — can be meaningfully digitized to create interactive learning experiences [3]. This perspective supports the approach of building module tests directly from students' coursebooks, ensuring alignment between what is taught and what is assessed.

Beatty (2010) examined CALL from both research and practice perspectives, highlighting the importance of immediate feedback and learner monitoring as key advantages of computer-assisted assessment over traditional methods. He noted that real-time data on student performance allows educators to make timely, evidence-based instructional decisions [1]. This directly corresponds to Wayground's live dashboard functionality, which enables teachers to observe student progress as it unfolds and to detect potential academic integrity violations.

Stockwell (2012) brought together diverse research on how digital platforms reshape language learning and assessment contexts, noting that technology affords new forms of learner accountability that are difficult to achieve in paper-based settings [5]. Contributors to his volume discussed the role of platform design in shaping student behavior during online tasks, including how interface features can encourage authentic independent performance — a concern addressed directly by Wayground's anti-cheating monitoring system.

Hughes (2003) remains the standard reference for understanding the principles of language test design, including validity, reliability, washback, and practicality. He argued that effective language tests must be both administratively feasible and pedagogically meaningful [4]. The editorial process of reducing an auto-generated item pool to approximately 47–50 carefully selected questions, calibrated against a university-mandated scoring band, directly reflects the principled approach to test construction that Hughes advocated.

Wayground as a Digital Assessment Platform

Wayground is an AI-powered educational platform designed to support the creation, administration, and analysis of digital assessments. One of its most distinctive features is the ability to automatically generate up to 100 test questions from an uploaded document — provided the source material does not exceed 100 pages. This functionality is particularly valuable in EFL contexts where assessment is grounded in coursebook content, as it allows the teacher to quickly produce a comprehensive item bank directly from the students' study materials. In the present case, questions were generated from two coursebooks: Flash on English for Construction and Business Partner B1, reflecting the specific academic and professional English courses delivered at the university.

Following automated generation, the teacher reviewed and edited the item pool, retaining approximately 47 to 50 questions per test module. This editorial step is critical to pedagogical validity: it ensures that items are appropriately levelled, contextually relevant, and aligned with the learning outcomes of the course. The resulting assessments were administered in Test Mode, requiring students to complete the quiz independently within a set timeframe. The scoring framework was calibrated to institutional requirements, with a minimum passing score of 24 points and a maximum of 40 points out of the available items.

Key Features Supporting EFL Assessment

Wayground's live monitoring dashboard represents a significant advance over traditional paper-based testing. During an active session, the teacher can observe each student's real-time progress on screen, including their current score trajectory and question-by-question completion status. Critically, the platform issues alerts when a student leaves the test window or performs actions associated with academic dishonesty, such as copying and pasting content from external sources or switching to another browser tab. These integrity safeguards address one of the most frequently cited concerns regarding online assessment — the difficulty of maintaining authentic, unassisted student performance in unsupervised digital environments [4].

The platform's post-assessment analytics provide a granular view of class performance. A results matrix displays each student's total score alongside a question-by-question breakdown, using a colour-coded system of green checkmarks and red crosses to indicate correct and incorrect responses. This visual representation allows the teacher to identify items that proved consistently challenging across the cohort, informing subsequent instructional decisions and potential item revision. In the assessments documented here, overall accuracy scores ranged from 54% to 92% across individual questions, highlighting specific areas of vocabulary and grammar that require reinforcement.

Perhaps the most pedagogically significant feature examined in this study is Wayground's Basic Accommodations system, which allows teachers to apply individualized settings for students with specific learning needs. Available accommodations include a Read Aloud function, Extended Time for Questions, control over Student Attempts, and an Extended

Deadline option — the latter marked as a newly introduced feature. In practice, the author employed the parallel PDF version of the test for a student with a visual impairment, enabling the student to engage with the content at a pace commensurate with his reading speed while still completing the same assessment instrument as his peers. This capacity for differentiated delivery within a standardized assessment framework aligns with contemporary principles of inclusive education and Universal Design for Learning.

Conclusion

The present paper has demonstrated that Wayground offers a robust, flexible, and pedagogically grounded solution for EFL assessment at the tertiary level. Its capacity to generate test items from coursebook content, combined with real-time monitoring, detailed performance analytics, and individualized accommodation settings, positions it as a valuable instrument in the EFL practitioner's digital toolkit. The platform bridges the gap between standardized institutional requirements and the need for responsive, student-centered assessment design. Future research might explore the comparative validity of Wayground-generated items against teacher-authored tests, as well as student perceptions of fairness and transparency in AI-assisted assessment environments.

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