**CHAPTER-9**

**CONCLUSION**

This study aimed to identify and diagnose factors related to EFL teachers’ perception of online and offline assessment practices: EFL teachers’ perceptions of online and offline assessment methods in higher education; any significant differences between EFL teachers' perceptions of the utility of offline and online assessment methods; the most commonly used EFL skill-wise online and offline assessment methods, from the teachers' points of view; and the constraints faced by EFL teachers when applying assessment online and offline assessment methods. The results show that the EFL teachers’ perceived the utility of assessment methods in the online mode of learning as ‘medium’ and the utility of assessment methods in the offline mode of learning as ‘high’. Statistically significant differences were also found between the EFL teachers’ perceptions of the utility of online and offline assessment methods: the teachers were significantly more in favor of the offline mode of learning. In addition, the findings reveal that the assessment methods most commonly used by the teachers in online classrooms were quizzes for listening and reading skills, questioning for speaking skills, and assignments for writing skills, while the least commonly-used online assessment methods were projects for listening skills, journals and projects for speaking skills, portfolios for reading skills, and discussion for writing skills. Furthermore, the findings reveal that the most commonly used assessment methods in offline classrooms were questioning for listening and reading skills, discussions for speaking and reading skills, and quizzes for writing skills, while the least commonly used offline assessment methods were projects for listening skills, journals