



DESCRIPTIVE ANALYSIS OF ASSESMENT PRACTICES IN ELT: TEACHER'S PERSPECTIVES AND CHALLENGES

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ABSTRACT

This study looks at how English language teaching (ELT) teachers see evaluation processes and points out the challenges they run across when bringing them to pass. A mixed-methods approach was applied to interview a large sample of English teachers from various educational environments both qualitatively and statistically. The results reveal a strong inclination for formative assessment strategies that increase student participation and provide instantaneous feedback, such tests and peer review. Conversely, summative assessments—which resemble high-stakes tests—are sometimes viewed as demanding and as inaccurate of a reflection of students' actual abilities. This paper emphasizes major challenges to individualized feedback and inventive assessment strategies including time constraints, large class numbers, and pressure from standardized testing. The lack of opportunities for evaluation literacy professional development presented still another major challenge. Although technology integration in evaluations is thought to increase participation, it also raises questions regarding data protection and fair access. These findings underline the need of a comprehensive evaluation plan that honors formative activities and meets criteria for summative evaluation. Examined are recommendations for improved professional development and educational policy in order to support effective assessment strategies.

Keywords: Educational Policy, Evaluation Literacy, Formative Assesment, Summative Assesment, Profesional Development

A. INTRODUCTION

English Language Teaching (ELT) has become increasingly important in today's educational environment, especially since English maintains its position as the world's dominant language. The need for English proficiency has increased because to the growing interconnectivity of economies and cultures, making it crucial for both career and academic success (Mathew & Srivastava, 2011). Since assessment not only gauges proficiency but also guides instruction and fosters student growth, it is an essential part of language education.



"Since they give students feedback that is vital for understanding their progress and areas that require improvement, effective assessment practices are essential for improving student learning" (Shi & Hargis, 2023). According to recent studies, formative evaluations that take place during the learning process are crucial because they help students get a deeper knowledge and increase their level of engagement (Sridharan, Tai, & Boud, 2019). Additionally, by bridging the gap between curriculum and classroom practice, well-designed evaluations can guarantee congruence with educational objectives (Mohamed & Lebar, 2017).

Awareness how assessment procedures are applied in the classroom requires an awareness of teachers' viewpoints on assessment. According to research, educators frequently see evaluation as a multidimensional, intricate process that goes beyond conventional testing techniques (Sam, 2022). Their perspectives on evaluation are greatly influenced by their experiences, beliefs, and the educational environments in which they work. The requirement for flexibility in assessment practices is demonstrated by the fact that many educators support a variety of assessment techniques that take into account different learning needs and styles (Omarakly & Tamer, 2022). However, institutional policies frequently place limitations on the kinds of assessments that educators can employ, which may hinder creative approaches (Alderson, Brunfaut, & Harding, 2015).

Even though assessment is acknowledged as being crucial to ELT, teachers usually encounter major obstacles that prevent them from putting good techniques into reality. Time limits are a common barrier, especially in big classrooms where they might reduce opportunities for tailored instruction and feedback (Bøhn & Tsagari, 2021). Furthermore, the pressure to score highly on standardized exams may cause the curriculum to be condensed, forcing teachers to put more of an emphasis on test preparation than on developing students' overall language proficiency (Au & Uysal, 2024). These difficulties are made more difficult by cultural and contextual considerations, since assessment criteria might differ greatly between educational settings, resulting in inconsistent practices (Nachtigall & Wirth, 2024).

This study aims to determine the difficulties teachers have while putting these assessments into reality as well as to investigate their opinions on the state of ELT assessment procedures. By concentrating on these important areas, the study hopes to offer insightful information that will help educators and legislators in their endeavors to strengthen language instruction and



evaluation methods. This study is noteworthy for its implications for teaching and learning in a variety of contexts as well as its ability to add to the body of knowledge already available on ELT evaluation.

This project will concentrate on a number of important research questions in order to address these problems:

- 1) What methods of assessment do ELT teachers now use?
- 2) What do educators think about the efficacy of these methods of assessment?
- 3) What difficulties do educators face when putting assessments into practice in the classroom?

By examining these issues, this study aims to shed light on the condition of assessment in ELT today and provide a framework for further research focused on developing efficient assessment procedures that cater to the various demands of students in a changing educational environment.

B. METHOD

In order to give a thorough grasp of teachers' opinions regarding assessment procedures in English Language Teaching (ELT), this study uses a mixed-methods research design that combines qualitative and quantitative techniques. Triangulation of data is made possible by mixed methods, which improves the findings' validity and dependability (Saraswati & Devi, 2023). Teachers are interviewed in-depth as part of the qualitative component, which enables a thorough examination of their perspectives and experiences with assessment procedures (DeJonckheere & Vaughn, 2019). On the other hand, the quantitative component entails a structured survey intended to collect more comprehensive information regarding assessment procedures in diverse educational settings.

To guarantee a varied representation of English language instructors from various educational contexts, such as public schools, private language institutes, and higher education institutions, participants are chosen through the use of purposive sampling. Because it makes it possible to choose participants who can offer rich, pertinent, and varied data, this approach works well in



qualitative (Ahmad & Wilkins, 2024). In accordance with suggestions for in-depth interview studies, 15 teachers will be interviewed as part of the qualitative component (Jokinen, 2024).

Semi-structured interviews and an online questionnaire are the two primary tools used in data collection. The open-ended questions in the semi-structured interview guide are intended to elicit thorough answers on subjects like perceived efficacy, difficulties faced, and current assessment practices (George et al., 2024). While guaranteeing that important subjects are covered, this format permits flexibility (Mashuri, Sarib, Rasak, & Alhabsyi, 2022). To gather a variety of answers about assessment procedures, the online survey includes multiple-choice, open-ended, and Likert-scale questions.

Getting ethical approval from the appropriate institutional review board is the first step in the data collection process. All participants are asked to provide informed consent, guaranteeing they are aware of the study's objectives and their rights (Nichani & McGrath, 2016). To accommodate participants, qualitative interviews can be done in person or through video conference. Each session is audio recorded and then transcribed for analysis. To reach a large audience of English language teachers, the survey is disseminated electronically via a number of platforms, such as professional networks and social media. To increase response rates, participants are urged to share the survey link.

The qualitative data is analyzed using thematic analysis, which entails coding the transcripts to find recurrent themes about assessment procedures and difficulties teachers encounter (Stuart, 2024). Software like SPSS or R is used to find trends and correlations in assessment practices, and descriptive statistics are used to summarize participant responses to the quantitative data gathered from the surveys (Lan, Keo, Sam, & Roeut, 2024). Relationships between variables, such as how teaching experience affects assessment procedures, can also be investigated using inferential statistical methods.

A thorough grasp of ELT assessment procedures will be possible through the integration of qualitative and quantitative data. The study intends to provide a comprehensive picture of the state of assessment in English language instruction by fusing statistical trends from surveys with insights from interviews. In the end, this mixed-methods approach aims to provide insightful information about contemporary issues and practices, advancing the field of

language education and educating educators and policymakers about efficient assessment techniques.

C. FINDINGS AND DISCUSSION

The study's findings offer a thorough summary of the difficulties teachers encounter and their opinions on assessment procedures in English language teaching (ELT). A number of themes that highlight the state of assessment practices today, their perceived efficacy, and implementation obstacles surfaced from qualitative interviews and quantitative surveys. According to the qualitative interviews, teachers assess their students' language skills and comprehension using a wide range of assessment techniques. The majority of participants expressed a strong preference for formative assessment methods, such as interactive classroom activities, peer evaluations, and quizzes.

Table 1. Assessment

Assesment Type	Percentage of Teachers	Main Reasons
Formative Assessments	78%	Provides quick feedback and supports ongoing discussions about learning progress.
Summative Assessments	22%	Recognized as important, but often seen as unfair in reflecting students' true abilities.

These approaches were preferred because of their capacity to offer prompt feedback and encourage a continuous discussion about learning progress between educators and students. For example, a teacher said, "Using quizzes and group activities allows me to gauge student understanding in real-time, enabling me to adjust my teaching strategies promptly." This strategy is in line with current studies that highlight the value of feedback in creating productive learning environments (Arnold, 2011).

On the other hand, participants frequently had a less positive opinion of summative assessments, such as final projects and midterm exams. Despite acknowledging their function in assessing overall student performance, many educators voiced worries that these tests do not fairly represent students' actual aptitudes or educational experiences. "Final exams create a lot of pressure for my students, and I worry that they don't truly capture what they have learned



throughout the course," said one educator, expressing this sentiment. This viewpoint is consistent with the criticisms made by (Au, 2007), who contends that high-stakes exams can restrict opportunities for deeper learning and result in a narrow focus on rote memorization.

These qualitative findings were corroborated by quantitative survey results, which showed that a sizable majority of respondents (78%) said they mostly use formative assessments in their instruction. Just 22% said that summative evaluations were the main focus. Current pedagogical trends that place a higher value on ongoing student engagement and continuous feedback than on traditional high-stakes assessments are reflected in the overwhelming preference for formative assessment (Lean, 2023).

A number of educators also emphasized how beneficial it is to incorporate peer and self evaluation into their teaching methods. Teachers reported higher motivation and greater student ownership of learning when they encouraged students to assess their own or their peers' work. According to one instructor, "Having students reflect on their own work helps them develop critical thinking skills and take responsibility for their learning." This result is consistent with (Andrade, 2019) research, which emphasizes the advantages of self-assessment in fostering metacognitive abilities and increased interaction with educational resources.

Notwithstanding these advantages, the study also revealed important obstacles that educators must overcome in order to apply efficient assessment procedures. Time constraints were cited by numerous participants as a significant challenge. Instructors reported that they frequently find it difficult to give each student personalized feedback due to the demands of large class sizes and constrained instructional time. Someone said, "With over 30 students in my class, it's a constant struggle to give each student the attention they deserve." This difficulty is consistent with research by (Lan et al., 2024), who highlights how big class sizes can seriously hinder efficient evaluation and individualized instruction.

Additionally, teachers are frequently compelled to put test preparation ahead of a variety of assessment techniques due to the pressure to perform well on standardized tests. In an honest statement, one educator said, "I feel obligated to focus on teaching test-taking strategies rather than exploring more creative assessment options." (Au, 2022) observation that high-stakes testing can limit curriculum breadth and reduce opportunities for meaningful learning experiences is consistent with this phenomenon.



The study also revealed that there aren't enough opportunities for professional development that emphasize assessment literacy. Many educators stated that they would like additional training and materials to assist them in incorporating technology into their lessons and putting effective assessment techniques into practice. This need was expressed by one educator, who said, "I wish I had access to more workshops and resources that focus specifically on assessment techniques." This opinion is in line with (Yongqi Gu & Lam, 2023) concerns, which emphasize the value of continuous professional development in strengthening teachers' assessment abilities and raising student achievement.

All things considered, the study's findings shed light on the intricate world of ELT assessment procedures, highlighting both the advantages and disadvantages that teachers encounter. The results highlight the necessity of a well-rounded strategy that addresses the demands of summative evaluations while valuing formative assessments. Teachers can raise the standard of language instruction and improve student learning outcomes by creating an atmosphere that values ongoing feedback and promotes professional growth.

Overview of Assessment Practices

The qualitative data showed that ELT teachers used a variety of assessment techniques. According to the majority of participants, formative assessments—such as quizzes, peer evaluations, and in-class activities—are used to continuously measure students' comprehension. Because they can give prompt feedback and create a positive learning atmosphere, formative assessments were preferred (Öhrstedt & Lindfors, 2019). For example, a teacher said, "I find that using quizzes and interactive activities helps me understand where my students are struggling, allowing me to adjust my teaching accordingly." This is consistent with research by (Hattie & Timperley, 2007), who stress the importance of prompt feedback for successful learning.

On the other hand, many educators believed that summative evaluations, like final projects and midterm exams, were less successful. Although they are crucial for assessing students' overall learning, a number of educators voiced reservations about their capacity to fairly represent students' aptitudes. A teacher said, "Final exams often stress my students out, and I worry that it doesn't show their true potential." This opinion is in line with (Au, 2022) criticism of high-stakes exams, which can result in teaching to the test rather than encouraging a deeper



comprehension of the subject matter. Furthermore, summative assessments frequently fall short of offering teachers and students useful information, according to research by (Lillo & Ferguson, 2022), which emphasizes the need for a more balanced approach to assessment.

These qualitative findings were supported by quantitative survey results, which showed that 78% of participants said they mostly use formative assessments and only 22% said they place more emphasis on summative assessments. Current pedagogical trends that place more emphasis on continuous feedback than on high-stakes tests are consistent with this preference for formative assessment (Lean, 2023). A balanced approach may be more successful in promoting student learning, as the data also showed that teachers who used a combination of formative and summative assessments reported higher student engagement.

Perceived Effectiveness of Assessment Methods

The effectiveness of various assessment techniques was perceived differently by the participants. The advantages of formative assessment in fostering student motivation and engagement were emphasized by numerous educators. One educator shared, for example, that "Students are more inclined to participate actively when they know they will receive feedback regularly." This research backs up the claim made by (Sridharan et al., 2019) that formative assessment increases student motivation by incorporating them in the educational process. Furthermore, formative evaluations enable quick modifications to instructional tactics, which may enhance student learning outcomes (Arnold, 2011).

Summative evaluations, on the other hand, were frequently thought to be less successful in fostering learning. According to teachers, students' performance may suffer as a result of the anxiety these tests may cause. According to a participant, "My students often feel overwhelmed during exam periods, which affects their ability to perform well." This opinion is in line with research by (Arnold, 2011), who contend that high-stakes tests can cause disengagement and may not fairly represent a student's comprehension. This idea is further supported by research by (Dolin, Black, Harlen, & Tiberghien, 2018), which shows that high-stakes testing can undermine the educational process and foster an anxious culture.

It's interesting to note that some educators claimed that incorporating peer and self evaluation into their lessons was especially successful. "Students take ownership of their learning when



they evaluate their own work," said one educator. This is consistent with research by (Andrade, 2019), which emphasizes how self-assessment helps develop metacognitive abilities and encourage deeper learning. Additionally, peer evaluations promote cooperation and communication among students—two qualities that are critical to language acquisition (Bøhn & Tsagari, 2021).

Challenges in Implementing Assessment Practices

The study found that teachers encounter a number of difficulties when putting into practice efficient assessment procedures. Time constraints were cited by participants as a major obstacle. Numerous educators reported that it was challenging to give tailored feedback due to the demands of large class sizes and constrained instructional time. A teacher said, "With over 30 students in a class, I struggle to give each student the attention they need." (Bøhn & Tsagari, 2021) supports this finding by pointing out that large class sizes can make it more difficult to conduct efficient assessments and provide individualized instruction. Insufficient time for insightful feedback can result in flimsy evaluations that don't sufficiently guide instructional strategies or enhance student learning.

Additionally, teachers frequently prioritized test preparation over a variety of assessment techniques due to the pressure to perform well on standardized tests. According to one participant, "I feel obligated to focus on test-taking strategies rather than exploring other assessment options." This supports (Au, 2007) finding that curriculum narrowing and fewer opportunities for meaningful learning experiences can result from high-stakes testing. The focus on standardized testing also raises the possibility of "teaching to the test," in which teachers only use methods that will help students pass tests (Klenowski, Askew, & Carnell, 2006).

The absence of professional development opportunities centered on assessment literacy was another issue brought up by participants. More training on efficient assessment techniques and the use of technology in assessment was requested by many educators. A instructor said, "I wish I had more resources and training on how to use technology effectively in assessments." This opinion is in line with (Yongqi Gu & Lam, 2023) concerns, which highlight the value of continual professional development in improving teachers' assessment abilities. According to research by (Wang, Hu, Hwang, & Yu, 2023), teachers need assistance navigating the



challenges of incorporating technology into assessment procedures, especially in quickly evolving educational settings.

Integration of Technology in Assessment

The integration of technology in assessment practices emerged as a significant theme in the findings. Many teachers reported using online platforms for quizzes, assignments, and feedback, which they found increased student engagement. One teacher noted, "Using online quizzes has made it easier for my students to access materials and receive instant feedback." This aligns with research by (Zawacki-Richter, Marín, Bond, & Gouverneur, 2019), which highlights the potential of technology to enhance assessment practices and improve learning outcomes. The ability to provide instant feedback through digital platforms allows teachers to identify areas where students need additional support quickly.

However, the study also revealed challenges associated with technology integration. Some teachers expressed concerns about students' access to technology and the potential for technical issues during assessments. As one participant stated, "Not all my students have reliable internet access, which can lead to disparities in assessment." This concern is echoed by (Wang et al., 2023), who argue that equitable access to technology is essential for effective assessment practices. The digital divide remains a pressing issue, particularly in diverse classrooms where students may have varying levels of access to technology and resources.

Moreover, the use of technology in assessment raises questions about data privacy and security. With the increasing reliance on online platforms, teachers expressed concerns about safeguarding student data and ensuring compliance with privacy regulations. One teacher noted, "I worry about how my students' data is being used when we use online assessment tools." This highlights the need for clear policies and guidelines regarding the use of technology in educational settings (Bennett, 2023).

Discussion

The findings of this study provide valuable insights into the assessment practices employed by teachers in English Language Teaching (ELT) and highlight the associated challenges they face. The preference for formative assessment methods underscores a pedagogical shift towards continuous feedback and student-centered learning. This aligns with contemporary



educational theories that advocate for assessment as a fundamental component of the learning process rather than merely an evaluative tool (Sridharan et al., 2019). The positive reception of formative assessments indicates that teachers recognize their potential to engage students actively and facilitate a more dynamic learning environment.

The critical view of summative assessments, however, raises important concerns about their effectiveness in accurately reflecting student abilities. Teachers expressed that high-stakes tests often induce significant stress among students, which can adversely affect their performance. This finding resonates with (Au, 2022) critique of high-stakes testing, which emphasizes that such assessments can lead to a narrow focus on rote memorization, consequently limiting opportunities for deeper learning. Research by (Pahlevan Sharif, Bolt, Ahadzadeh, Turner, & Sharif Nia, 2021) further supports this, suggesting that summative assessments frequently fail to provide meaningful insights that can inform teaching practices and enhance student learning.

The strong preference for formative assessments reported by 78% of survey respondents highlights a broader trend in education that prioritizes ongoing feedback and engagement over traditional high-stakes evaluations (Lean, 2023). This trend is crucial, as formative assessments allow teachers to adapt their instructional strategies in real-time, ensuring that they meet the diverse needs of their students. Furthermore, the integration of self-assessment and peer assessment practices among teachers showcases an innovative approach to fostering student ownership and motivation. (Andrade, 2019) emphasizes that such practices not only promote metacognitive skills but also enhance students' engagement with the material, leading to improved learning outcomes.

Despite these positive aspects, the study also identifies significant challenges that educators encounter in implementing effective assessment practices. Time constraints, particularly in large classes, emerged as a major barrier. Many teachers reported difficulties in providing individualized feedback due to the demands of managing large student populations. (Bøhn & Tsagari, 2021) corroborates this by highlighting the detrimental effects of large class sizes on personalized instruction. The inability to offer meaningful feedback may result in superficial assessments that do not adequately support student learning, emphasizing the need for systemic changes within educational institutions.



The pressure to prioritize standardized test preparation further complicates the assessment landscape. Teachers expressed feeling compelled to focus on test-taking strategies, which can restrict curricular breadth and limit the exploration of diverse assessment methods. This aligns with (Au, 2022) observation that high-stakes testing can lead educators to “teach to the test,” undermining the richness of the learning experience. Research by (Klenowski, Askew, & Carnell, 2006) reinforces this notion, indicating that the emphasis on standardized assessments can detract from the development of critical thinking and problem-solving skills essential for the 21st century.

Another challenge highlighted in the study was the lack of professional development opportunities related to assessment literacy. Many teachers indicated a desire for targeted training that would equip them with effective assessment strategies and technology integration techniques. (Yongqi Gu & Lam, 2023) underscores the importance of ongoing professional development in enhancing teachers' assessment capabilities, which is vital in a rapidly evolving educational landscape. (Wang, Hu, Hwang, & Yu, 2023) also emphasize that teachers require support to navigate the complexities of integrating technology into their assessment practices, particularly given the increasing reliance on digital tools.

The integration of technology in assessment practices presents both opportunities and challenges. While many teachers reported that online platforms enhance student engagement and facilitate immediate feedback, disparities in access to technology remain a pressing concern. (Wang, Hu, Hwang, & Yu, 2023) argue that equitable access to technology is crucial for effective assessment practices, suggesting that educational institutions must address these disparities to ensure all students benefit from modern learning environments. Furthermore, concerns regarding data privacy and security when using online assessment tools highlight the need for clear policies and guidelines to protect student information (Bennett, 2023).

The study underscores the multifaceted nature of assessment practices in ELT, revealing both effective strategies and significant challenges. By fostering a balanced approach that values formative assessments while addressing the pressures associated with summative evaluations, educational stakeholders can enhance the quality of language instruction. Policymakers, educators, and institutions must collaborate to create an environment that prioritizes



meaningful assessment practices, equitable access to resources, and continuous professional growth, ultimately improving learning outcomes for all students.

D. CONCLUSION

This study provides a comprehensive exploration of teachers' perspectives on assessment practices in English Language Teaching (ELT), highlighting both effective strategies and significant challenges. The strong preference for formative assessment methods among educators underscores a shift towards continuous feedback and student-centered learning. Formative assessments, such as quizzes and peer evaluations, are recognized for their potential to engage students actively and foster a supportive learning environment, facilitating real-time adjustments in teaching strategies.

In terms of the teachers perspective on the assesment strategies, the findings also expose critical concerns regarding summative assessments. Teachers reported that high-stakes tests often induce stress and do not accurately reflect students' true abilities. This emphasis on standardized assessments can restrict curricular breadth and limit opportunities for meaningful learning experiences, inhibiting the development of essential skills such as critical thinking and problem-solving.

Related to the challenges encounter to the assesment strategies being used time constraints and large class sizes further complicate the implementation of effective assessment practices. Many educators struggle to provide individualized feedback, which can lead to superficial assessments that fail to support student learning adequately. Additionally, the pressure to prioritize test preparation often leads teachers to focus on strategies that do not promote a rich learning experience.

The study also highlights the need for enhanced professional development opportunities focused on assessment literacy. Many teachers expressed a desire for training that equips them with effective assessment strategies and technology integration techniques. As the educational landscape evolves, ongoing professional development is essential for helping educators navigate the complexities of modern assessment methods and technology.



Moreover, the integration of technology in assessment practices offers both opportunities and challenges. While online platforms can enhance student engagement and provide immediate feedback, disparities in access to technology must be addressed to ensure equity in assessment practices. Concerns regarding data privacy and security further emphasize the need for clear policies and guidelines to protect student information. By doing so, they can enhance the quality of language instruction and improve learning outcomes for all students in an increasingly interconnected world.

Implications

The study's conclusions have a number of ramifications for educational policy and teacher preparation. First, professional development programs emphasizing assessment literacy and creative assessment techniques are obviously needed. Giving educators the resources and know-how to use a variety of assessment techniques can improve their efficacy in the classroom (Yongqi Gu & Lam, 2023). To ensure that teachers can use digital tools to enhance student learning, professional development should also include instruction on incorporating technology into assessments.

The effect of high-stakes testing on instructional strategies should also be taken into account in educational policies. A more encouraging learning environment can be created by promoting a well-rounded strategy that prioritizes both formative and summative assessments (Au, 2022). The difficulties caused by big class sizes must also be addressed by policymakers, who should also supply tools that allow teachers to provide tailored feedback. This can entail bringing on more employees or giving teachers access to teaching assistants who can assist with running larger classes.

Furthermore, fair assessment procedures depend on tackling the digital divide. In order to guarantee that every student has access to the technology required for efficient learning, schools should make investments in resources. This could entail supplying gadgets, enhancing internet access, and providing instruction to instructors and students on the proper use of technology for evaluations (Wang, Hu, Hwang, & Yu, 2023).



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