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A Remote Formative Assessment Framework for EFL Learners:

The Case of Indonesia

A DISSERTATION

Presented to The College of Teacher Development

Philippine Normal University

Manila

In Partial Fulfillment

of the Requirements for the Degree

DOCTOR OF PHILOSOPHY IN ENGLISH LANGUAGE EDUCATION

Yuliana

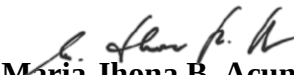
July 2025

Approval Sheet

This thesis titled “**A Remote Formative Assessment Framework for EFL Learners: A Case Study of Select HEIs in Indonesia**” prepared and submitted by **Yuliana** in partial fulfillment of the requirements for the degree of **Doctor of Philosophy in English Language Education**, is hereby recommended for approval and acceptance.

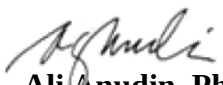

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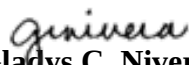

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Dedication

“And say, ‘My Lord, increase me in knowledge.’”

— Surah Ta-Ha (20:114)

First and foremost, all praise and gratitude be to **Allah**, the Most Gracious and Most Merciful, for granting me strength, patience, and guidance throughout this journey. Without His blessings, this dissertation would not have been possible.

To my beloved husband, **Delsy Ronnie**,

Your unwavering support, patience, and love have been the light that guided me through every challenge. Thank you for standing beside me through sleepless nights and long days, reminding me that I am capable of reaching my dreams.

To my dearest children, **Syibra Uzma Delsy** and **Kevin Aldric Delsy**,

You are the joy in my life and the reason I strive to be better every day. May this achievement inspire you to chase your own dreams with courage and determination.

To my beloved parents, **Muhammad Natsir Usman** and **Rosnawati**,

Thank you for your endless prayers, sacrifices, and love. Your strength, wisdom, and faith in me have shaped who I am. This accomplishment is as much yours as it is mine.

This dissertation is a tribute to all of you—

for your love, your belief in me, and for being the heart of my journey.

Acknowledgment

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All praise and gratitude be to **Allah Subhanahu wa Ta'ala**, the Most Gracious and the Most Merciful, who has granted me the strength, patience, and perseverance to complete this dissertation. Without His divine guidance and endless mercy, this academic journey would not have been possible.

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Abstract

Name : Yuliana

Title of Study : A Remote Formative Assessment Framework for EFL Learners: A Case Study of Select HEIs in Indonesia

Key Concepts : Assessment, EFL, Engagement, Framework, Proficiency

Degree : Doctor of Philosophy

Specialization : English Language Education

Adviser : Arceli Amarles, PhD

This study described the Remote Formative Assessment practices in EFL classes of Indonesian Higher Education Institutions. Specifically, this sought to explore how HEI lecturers in Indonesia employ RFA in English classes. Moreover, this also aimed to determine the challenges that higher education Indonesian lecturers faced in implementing Remote Formative Assessment in EFL classes. Qualitative research design was used in this research with the participation of selected 15 teachers from University of Syiah Kuala (USK), Ar Raniry State Islamic University (UINAR), and University of Samudra (Unsam). Based on the data gathered, five (5) prevailing RFA employment in English classes among Higher Education Institution lecturers in Indonesia were identified. These include adaptation of assessment tools to online platforms, timely and constructive feedback, multimodal tools and resources, collaborative learning and assessment, and continuous monitoring and support. Moreover, students' engagement is promoted using RFA through

encouraging peer interaction, regular and continuous feedback, use of technology and collaborative learning and assessment. While their motivation is boosted through feedback, flexibility, technology use, critical thinking and reflection and their learning outcomes are measured using language proficiency, academic success, language mastery, self-regulated learning and improvement in reading and writing skills. Lastly, they faced challenges in implementing RFA such as academic integrity issues, technological barriers, student engagement and motivation, feedback challenges and time management. It is recommended that the proposed EFL framework in this study may be used by EFL teachers.

Chapter 1

The Problem and Literature Review

Background of the Study

As a result of the COVID-19's global reach since 2020, distance learning firms have shown substantial changes to the international educational scene. To stop the spread of the disease as quickly as possible, all parties involved in education have been asked to provide instruction and learn from home (Kaya-Capocci et al., 2022). Online education, according to Atmojo and Nugroho (2020), is a substitute for stopping the fast local spread of the COVID-19 pandemic. It is asserted that colleges and universities worldwide are committed to transforming their onsite learning into distance-learning. This move will allow every stakeholder in education to effectively implement methods of instruction and learning and promote strong health conditions.

One of the instructional processes in the EFL domain that has yielded all of these effects is used suitably in such online foreign language learning contexts. Language teachers need to think more deeply about this issue in order to prevent the ongoing educational processes from being pointless, since the particular foreign language learning evaluation model has the ability to reinforce the beneficial educational results attained by learners (Mahapatra, 2021). This point is likewise made by Sari (2020), who claims that students studying EFL globally will have additional chances to achieve all of the intended learning objectives set by their educators in the setting of acceptable, contextualized,

and transparent foreign language learning assessment. By definition, the main goal of embracing appropriate assessments for foreign language learning is to exactly suggest more thorough representations of students' learning improvement, strengths, and weaknesses so that teachers can carry out more meaningful learning activities in the future (Endo et al., 2022). Zhang et al. (2021) provide compelling evidence to support this fundamental premise, stating that it is imperative that EFL teachers worldwide integrate more appropriate language learning assessments when working with various and wide-ranging students in order to determine how well their linguistic development is progressing and how it will help advance their desired language abilities and exposure.

On the other hand, foreign language assessment might be helpful or detrimental. When target language assessment for EFL students effectively measures their assigned abilities, it can be considered beneficial (Wulandari, 2021). The aforementioned claim is positively associated with the concept of assessment proposed by Zhang et al. (2021), which suggests that if assessment has comprehensively assessed the targeted competencies specified by language instructors, it may support EFL students' targeted language development skills. Language assessment can likely address unwelcome washback in the interim, which occurs when it is unfairly unable to measure student's particular goal language skills. This assertion appears to be reliable when it comes to the theory put forth as stated that if the foreign language assessment provided noticeably deviates from the related capabilities that ought to be evaluated, students studying EFL will go through unfavorable annoying, and fruitless target language acquisition procedures.

The benefits of formative evaluation in the modern online EFL context are numerous. First, EFL teachers can encourage a happier classroom where all students are aware of the commendable advancement in learning they ought to continuously maintain and the specific learning deficiencies they need to address going forward by utilizing online formative assessment (Michelotto et al., 2022). Prastikawati (2022) recommends EFL teachers worldwide to use formative assessment in language teaching in order to accurately indicate specific learning advancement and weaknesses obtained by students that are important for the future advancement of their chosen language competencies. Secondly, because online formative assessments have an additional flexible time frame than summative assessments, which typically have a fixed completion date, they help reduce the stress that EFL students have when studying. In accordance with the aforementioned ideas, Ismail and Tini (2020) strongly advised EFL teachers across the globe to repeatedly use formative assessment in their online instruction and learning exercises in order to create enduring, safe, and supportive learning environments where students feel less stressed. Thirdly, transforming EFL students into more capable, independent, and lifelong scholars over time is another noteworthy advantage of doing an online formative evaluation. They acquire a deeper comprehension of the intended learning materials, grow more driven to hone their learning abilities over time, and have more influence over the intended learning processes—all of which are beneficial learning outcomes. In terms of content competency, drive to learn, and autonomous learning traits demonstrated by students, Ibragimova (2021) proposed a highly clearly stated formative assessment learning value, wherein learners' advancement in learning is carefully demonstrated.

The essence, primary purposes, and applications of formative assessment in an online targeted language instruction project should be thoroughly understood by instructors of EFL in order to completely realize all of the aforementioned beneficial values. This idea is closely related to Sun and Cao's (2020) perspective, which states that students can achieve more satisfying educational results when language instructors recognize all the necessary elements, conditions, and environments developing in online informal evaluations. By using these strategies, instructors of EFL are going to be better equipped to support more purposeful teaching-learning methods in which all students work together to create the required learning competences in order to meet the previously set learning objectives.

There have been five previous studies on the topic of using online formative assessment in EFL classes. The first research, by Fitriana and Purnamasari (2021), revealed that student lack of drive, unpredictable availability of the internet, and a dearth of creative teaching strategies were the main causes of the delays of the incorporation of online formative assessment in EFL context. In a similar study, Haryani and Ayuningtyas (2021) strongly recommended Indonesian EFL teachers to incorporate the Pear Deck online learning usage as one of the formative assessment forms, as most students were capable of to increase their proficiency of the language being studied, increase the intensity of their learning, and improve their higher-order cognitive abilities. In order to help every student maximizes their proficiency in the language of their choice, Lutfiana and Suwartono (2020) strongly recommended that Indonesian EFL teachers investigate the validity, legitimacy, and dependability of the online formative assessments they integrate

into their teaching methods. According to Malvado et al. (2022), effectively assimilating online formative assessment, as exemplified by the Quizizz application, could offer a more favorable foundation for the noticeable improvement of L2 proficiency in writing among EFL students. Finally, Nasution et al. (2021) identified four analytically significant prerequisites that Indonesian EFL teachers take into account before incorporating online formative assessment into their everyday teaching-learning endeavors: the target language competence of the students, the duration of time spent in educational education, the teaching styles, and digital competence.

In the Indonesian context, these significant changes brought by COVID has caused several issues, chief among them being the discontent of parents and students with the manner of instruction. In addition, a sizable body of writing has emerged about technological innovation or its function in education. The term “educational technology” refers to the method and instruments utilized to tackle issues and needs in education, with a focus on using the newest instruments, such as computers and technological devices (Milawati et al., 2022).

The realm of instructional technology has advanced at an ever-increasing rate during the past few years. Several notions related to technology-based education have surfaced, including ICT, blended education, e-learning, online instruction, and remote language instruction. The justifications for incorporating educational technology, notwithstanding their disparate names, are essentially the same: technological advances improve education because it offers useful educational resources, which in turn assist learning (R. Yang & May, 2023).

Emergency Remote Teaching (ERT) is a novel idea for technological education that has emerged lately. In response to emergency situations, ERT refers to a brief switch from one paradigm of instructional transmission to another. When an urgent situation passes, the totally remote teaching alternatives are used to deliver instructions or education that would often be given in-person, through blended learning, or as hybrid programs (Şenel & Senel, 2021). It is implied by the terminology that ERT is very different from virtual education, where the course is executed voluntarily and with great care. Nevertheless, considering these difficulties, evaluation may serve as a means of enhancing ERT; online assessments can reveal details about students' current learning conditions (Reise, 2020).

Education experts all concur that evaluation is an essential component of the pedagogic method. Its primary goal is to facilitate learning by highlighting the knowledge that students have previously acquired and the areas that require more attention (Imsa-ard & Tangkiengsirisin, 2023).

Although Remote formative assessment (RFA) is known to have both good and adverse impacts on both the method and the results of learning a variety of disciplines, it has garnered the greatest attention from educational experts over the past few years. Among other things, the acquisition and teaching of foreign languages (FL) has been observed to benefit greatly from it. It was believed that being integrated into the educational system about two decades ago, teachers would have found a comfortable place and routinely utilize it (Basori & Mubarak, 2020).

A large body of research has shown how important assessment is to enhance language learning. In general, evaluation refers to the methodical procedure of gathering information regarding the academic advancement of students. Formative and summative assessments are the two main categories into which assessment may be separated. While there is equal importance for both streams, a large body of research suggests that educators ought to focus more on remote formative assessment since it offers useful learning evidence that may be applied on a daily basis to improve student language learning (Lestari & Azizah, 2021).

Similar results have been found in other research conducted in the same sector of education. It has since become accepted that remote formative assessment has many advantages, including improving students' performance on external assessments, encouraging students, and providing them with information about how they are doing in school. Additionally, remote formative assessment is beneficial to instructors as well (Defianty et al., 2021).

All actions carried out by educators and students online that yield data to be utilized as feedback to adjust the activities of instruction and learning that they are involved in are referred to as remote formative assessment. There were disagreements on which activities fell within the definition of remote formative assessment and which ones did not. Researchers have tried a number of ways to define the term more precisely, but they are still not coming to an agreement. Nonetheless, a lot of people concur that remote formative assessment's main goal is to enhance language learning (Nhor et al., 2022).

Remote formative assessment, according to researchers, is not limited to specific assessment tools like exams or projects; instead, it relies on how educators and students employ the assessment outcomes to modify instruction online when needed (Alfian et al., 2022).

Additionally, researchers developed what they called remote formative assessment methods in EFL classes, which include elucidating, sharing, and comprehending learning; designing productive classroom discussions, queries, and assignments; offering input that advances learning; and empowering students to take charge of their own language education and serve as resources for one another (Tran & Ma, 2021).

Today, instructors of English as a foreign language must be well-versed in remote formative assessment. Their capacity to ascertain the necessary follow-up steps to enhance their students' learning outcomes and advance their academic teaching practices will undoubtedly be impacted by their comprehension. Instructors' knowledge of remote formative assessment encompasses their grasp of its essence, its attributes and tenets, as well as their proficiency in providing feedback and carrying out follow-up tasks. For students to adjust to their ways of learning and become better versions of themselves, it is imperative that educators give them input in a way that is appropriate and lets students monitor their progress in learning (Muck & Cope, 2021).

In order to give students the constructive criticisms in terms of their learning development, their teachers should use different teaching theories and apply them in the educational setting. In the meantime, instructors' follow-up actions were more crucial since

they constitute the core of remote formative assessment and directly enhance the educational experience for students (Silva et al., 2022).

Previous research has shown that remote formative evaluation is essential for improving the quality of teaching and learning in EFL classes. A study claims that teachers can obtain precise information about their students' learning by using a range of remote formative assessment methods. A range of assessment techniques would yield more precise data regarding the level of learning achieved by students. This study suggests that teachers should be able to choose the appropriate distant formative assessments to gather precise information about their students' growth and then modify their lesson accordingly. Nonetheless, it seems that teachers' comprehension of remote formative assessment is lacking (Sundari et al., 2022).

According to a study, the educators involved in the research had an adverse perspective towards remote formative assessment and did not know much about it. As a result, most instructors were unable to enhance their instruction using the remote formative assessment as a foundation. Likewise, a thorough investigation found that most instructors were unable to include appropriate remote formative assessment in their lesson plans. Most remote formative assessment forms were created only to examine students' current abilities instead of in accordance with remote formative assessment features (Mulyani et al., 2023).

Most research on remote formative assessment concentrated on its advantages, potential influencing elements in school settings, and effects on students' learning out-

comes. No comprehensive research has been done to explain in detail how teachers comprehend remote formative assessment and how this knowledge influences how they carry out subsequent activities (Assia & Samira, 2023).

English as a Foreign Language instructors need to use remote formative assessment to help them make judgments about how to improve their lessons. In addition to giving students feedback regarding how they can enhance their learning, remote formative assessment helps instructors make decisions about how best to adapt their teaching methods to meet the demands of their students and help them meet their educational goals more quickly (Ismail & Tini, 2020).

The ways in which educators interpret formative evaluation undoubtedly influence the kinds of comments they provide and the activities they conduct afterward. For educational experiences to be effective and meaningful for students, teachers must take necessary subsequent steps in response to the learning challenges of their students. Students' learning progress will stagnate in the absence of suitable intervention. As a result, educators must possess a thorough understanding of educational theories and assessment (Sulaiman et al., 2020).

The analytical aptitude that educators have in educational theories is also a determining factor in their comprehension of evaluating students' understanding. Undertaking remote formative assessments without an in-depth knowledge of learning theories may carry some danger.

In theory, educators with a strong grasp of remote formative assessment could carry out suitable follow-up measures, as their comprehension would impact their capacity to execute these measures efficiently. Nevertheless, contrary to popular belief, a lot of educators skipped the remote formative assessment, according to certain research. There could be a number of reasons for the mismatch between what teachers believe to be the educational environment and what they actually comprehend. These variables could also affect the teachers' ability to take appropriate corrective action.

Effective FA implementation may have significant, advantageous implications on learning. This suggests that instructors have a significant influence in developing and carrying out FA. However, instructors' views, experiences, and attitudes about FA have a significant impact on this, since they believe that successful FA practices in educational settings require instructors to have a sufficient level of language assessment literacy (LAL) (Krsmanović, 2022).

Consequently, investigating teachers' perspectives on FA and their FA practices will provide teacher educators with priceless information about what supports or impedes successful FA practices. In the long run, this could help in developing programs for teacher training.

FA is an organized procedure in which teachers steer student learning towards the learning goals and collect data regarding students' development and mastery of the learning goals using the relevant techniques and resources. Instructors must carefully prepare and incorporate FA into their lesson plans. These are not easy chores. Research shows that a lot of teachers believe the assignments to be excessively difficult. Instructors must

be able to organize, create, administer, and use the outcomes of FA in the educational setting, in addition to having a reasonable grasp of the fundamental concepts and tenets to complete the tasks (Nurhikmah et al., 2023).

It is usual for educators to refer to this set of abilities and knowledge as teachers' Language Assessment Literacy, or LAL. Because of the significance of classroom assessment as a positive determinant of successful learning but low LAL on the part of numerous instructors, it has drawn greater interest from researchers worldwide.

The current regulations and laws highlight the crucial function that FA plays in the framework of Indonesian educational institutions. The national standards for evaluating student learning in the educational setting place a strong emphasis on instructors using FA more frequently in their educational settings to track and support students' successful learning. Nevertheless, numerous instructors across the nation continue to struggle with their language assessment literacy, or LAL, especially in reference to FA. Teachers' low results on the National Teacher Competency test, or UKG (53,02), which fall short of the required minimum score of 60,00, suggest this. This could be as a result of inadequate instruction throughout teacher preparation courses and a lack of hands-on training regarding the proper execution of FA. Accordingly, among the main areas of concentration for the national medium-term development plan of 2020–2025 is strengthening the ability of currently offered preservice and in-service training programs for teachers.

The researcher's motivation for studying remote formative assessment in EFL classroom practices stems from observations on the occurrence of remote formative assessment and the significance of choosing suitable follow-up measures. The current study intended to thoroughly examine teachers' knowledge of remote formative assessment, the measures they undertake after putting it into practice, and the ways in which these activities are impacted by their comprehension of remote formative assessment.

Literature Review

The relevant research and literature, as well as how they link to the study, were introduced in this chapter. This part was the result of research and writing from local as well as global writers and researchers, including theses, dissertations, and journal articles. A summary of the numerous studies that summarized and categorized the numerous commonalities between the numerous research was provided at the end of the chapter.

Remote Language Instruction in Higher Education

Higher education institutions can employ technologies to provide more dynamic and interesting remote language instruction. Students may explore teamwork and improve their language proficiency and confidence with the use of technologies (Nhor et al., 2022).

Since technological advances offer potential to achieve a variety of instructional objectives by catering to diverse approaches to learning, their rapid development causes significant changes in all aspects of life, including the educational process (Mariadi et al., 2022).

According to Orekhova (2021), understanding the effects of employing technology in remote learning language lessons for higher education is therefore vital, as this practice is growing more widespread during the pandemic and beyond.

Every aspect of life, including education and technology, is changing and developing quickly in the modern period. Because of the mutually beneficial effects of those two elements, the widespread development of information technologies also has a significant impact on the educational process. New technologies, in addition to their other benefits, offer chances to accomplish a range of educational goals by accommodating diverse learning preferences. Since it has created it feasible to plan, create, oversee, and evaluate the learning process, the rapid advancement of technology has altered the pedagogy of language instruction for all participants, including educators, curriculum designers, and researchers. Higher education and technology have continuously worked to maximize the pedagogical use of technologies while taking into account the unique demands of language students, a goal that has been driven by those recent, impulsive advancements. As a result, they have consistently looked for methods to use technology to support and improve language instruction in higher education settings.

In order to get ready for disruptive innovations and the fourth industrial revolution, the Ministry of Studies, Technology, and Higher Education advised higher education institutions to give the digital economy, AI, big data, and automation top priority in 2018. Digital technology, sometimes referred to as a cyber system, must be used in the educational process in order to comply with Industrial Revolution 4.0. It goes without saying that modifications are required for Revolution 4.0 era education. Nonetheless,

there is no denying that the Covid-19 pandemic played a significant role in the system's implementation.

In response to the COVID-19 pandemic, Indonesia, among many other nations, saw a notable change in educational institutions towards distance learning. To maintain educational continuity while conforming to standards of social distance, universities and colleges have used a variety of remote teaching methods, such as interactive classrooms, webinars, videoconferencing, and learning management platforms (LMS) (Milawati et al., 2022).

A large number of higher education institutions in Indonesia have embraced blended learning, which mixes online instruction with in-person encounters when it is feasible. Flexible course delivery is made possible via blended learning, which enables students to participate in on-campus talks and hands-on tasks while also having remote accessibility to lectures and other learning resources (R. Yang & May, 2023).

The national government of Indonesia has launched programs to encourage online learning and remote language instruction because it recognizes the significance of the digital revolution in education. For instance, initiatives to offer online language courses, online educational resources, and professional development for educators in digital pedagogy were started by the Ministry of Education, Culture, Research, and Technology (Imsa-ard & Tangkiengsirisin, 2023).

Even as the immediate effects of the epidemic fade, remote language instruction is probably going to continue to be a major component of higher education in Indonesia

in the future. In order to meet the varying requirements and interests of students, universities might keep investigating hybrid learning methods that incorporate both online and offline aspects. Furthermore, to guarantee the caliber and efficacy of remote language instruction in Indonesian higher education, continuous investments in technological facilities and faculty growth are necessary (Basori & Mubarak, 2020). Higher education institutions in Indonesia are responding to the evolving needs of a globally linked world by implementing remote learning. This change is not without difficulties, though.

An English teacher in Indonesia claimed that a shortage of supplies was the main problem he faced when instructing students virtually. Because they lack computers, many students rely solely on their smartphones. The instructor must employ cell phones to update his teaching methods in order to uphold equity in the classroom.

Student happiness is suggested as a gauge of effective online learning. Different Indonesian students have different opinions about online learning. Although some think online learning is unsatisfactory and unproductive, restricting one's ability to reach their full potential, others think it is fun and can help one become a more self-reliant learner. Universities face challenges pertaining to digital literacy, facilities and the requirement for faculty growth in order to successfully incorporate distance learning into curriculum.

The use of technological devices in the particular context of EFL training brings with it both advantages and disadvantages. Although the use of electronic resources can enhance language learning opportunities, successful distribution of EFL content in remote areas necessitates a thorough understanding of pedagogical methodologies and technological facilities (Lestari & Azizah, 2021).

Both students and teachers now find it simpler to study English because of technology. For instance, writers can easily repair spelling and grammar mistakes by using the grammar and spelling correction capabilities included in Microsoft Word applications and emails (Defianty et al., 2021).

Being multilingual in multiple languages is essential in this day of globalization. In this instance, English comes first. Individuals have been providing English instruction for a long time. It is hard to overlook the existence and significance of technology to teaching English because of its continued growth in importance, which is partially attributable to the Internet's influence (more than 80% of the content stored on the Internet is in English). Technologies brought about significant changes in the ways that English is taught. It offers a plethora of choices, including raising motivation levels and enhancing English proficiency in order to make English instruction more pleasurable and effective. Consequently, when imparting linguistic skills, teachers need to be digital savvy. But the employment of technological devices in education goes beyond instructional strategies; these days, digital instruments are also employed to assess student learning (Nhor et al., 2022).

Remote Formative Assessment in Higher Education

Munandar and Shaumiwaty (2023) stated that teaching and assessment are the two primary, integral, and necessary components of EFL teaching and learning process. The two are inextricably linked since instruction is constantly accompanied by an evaluation to determine the students' aptitude and comprehension of the subject covered in class. Assessments can also be used to encourage learners to study and deepen their grasp

of the content they are studying by reinforcing their learning accomplishments. Additionally, it serves as a tool to determine whether students have met their educational goals and if further learning advancements are necessary.

Learning assessments are one method of gauging the effectiveness of EFL teaching and learning. A learning activity's essential component is EFL learning assessment. Assessment is the continuous method for obtaining, evaluating, and analyzing data on students' learning outcomes and processes as they pursue academic objectives. It also provides a foundation for evaluating instruction according to preset criteria and variables. In order to help teachers enhance their teaching strategies and teaching resources and help students learn more, the assessment's objective is to determine the degree to which students have grasped the concepts covered in the content (Mariadi et al., 2022).

In an EFL classroom setting, English teachers generally conduct two main types of assessments. Evaluations are both formative and summative. It is essential to have a firm grasp of the principles of distant formative assessment because there aren't many accepted descriptions and a dearth of real data about these techniques. There are gaps in the core concepts that differentiate distant formative assessment from other types of assessment. As a result, remote formative assessment analysis in their study focuses primarily on English instructors' knowledge and their subsequent actions, whereas summative assessment and remote formative assessment are critically defined in relation with educational aims (Fukuda et al., 2020).

Among the most effective strategies for enhancing the EFL teaching and learning processes is remote formative assessment. This kind of evaluation is done to find out how

well students comprehend a certain unit of study materials, as well as their learning needs and progress. Remote formative assessments can assist EFL educators in pinpointing the areas in which students struggle to comprehend the course materials and develop the fundamental abilities required to meet learning competency standards (Ghozali & Tyas, 2022).

To improve their effectiveness as EFL educators, English teachers can modify and revise their lesson plans and instructional strategies through formative evaluation. The purpose of remote formative assessment is to monitor the gaps among the learning process and the planned learning outcomes and to provide feedback to teachers and students regarding instructional procedures (Rasyid et al., 2023).

In an English classroom, remote formative assessment's primary goal is to gather comprehensive data on the teaching and learning processes, which may then be used to enhance instruction and help students reach the greatest learning standards possible. Remote formative assessment is critical since it assists teachers in evaluating students' abilities and determining areas that need more attention to improve so that learning outcomes meet the highest standards. Additionally, improving the learning outcomes for students depends on remote formative assessments of high quality. Because of this, it is crucial that educators do formative assessments in school in a suitable way (Syafila, 2020).

Some researchers argue that in a higher education EFL course, remote formative assessment is more beneficial. It is well recognized as a useful tool for increasing student engagement, drive, and educational success.

Defianty et al. (2021) studied formative assessment in the context of online courses for English instruction in college and university institutions. This study looked into what students believed to be the most effective methods for teachers to use formative assessments in ERT when teaching English in Indonesia. In this research, 193 participants from two Indonesian Islamic institutions participated. The study's findings demonstrated that students select formative assessment strategies, such as establishing diverse activities for learning, specifying goals for learning, and providing insightful feedback for use in extended time trials (ERT). The interesting finding is that students do not consider their involvement in the evaluation process to be a necessary element of the process. This raises the question of how technology advancements might help facilitate self-directed learning.

Tran and Ma (2021) investigated how students' views of their listening performance and potential challenges throughout a blended English as a foreign language (EFL) course are impacted by remote formative assessment-based learning. The Hue University of Foreign Languages in Vietnam conducted the study. In this study, 60 English majors participated. The results imply that the online learning platform assisted students in actively participating in a personalized, adaptable learning environment, enjoying a wealth of online learning materials, and practicing listening skills successfully. Technical challenges and nervousness about social communication techniques were identified as common barriers that prevent learners from participating fully in the peer-feedback activities and the collaborative educational community.

In EFL higher education settings, Golzar et al. (2022) look into how instructors and students view formative assessment (FA). A four-construct assessment scale—self-assessment, participatory formal evaluation, during class evaluation, and subjective assessment—was created by the researchers. Results were gathered from 216 subjects—91 teachers and 125 students. The data indicated that both professors and students have similarly evaluated active and in-class diagnostic examinations. However, they notably evaluated self-evaluation and EFL competence assessment showing a considerable difference. In contrast to the professors, the students felt that their self-evaluation was higher than their perception of the subject-performance evaluation. According to the results, formative assessment is beneficial for students learning English as a Foreign Language (EFL) if teachers assess students' success primarily on their own growth instead of comparing it to the growth of others in their class.

In an online classroom action research, Lestari and Azizah (2021) suggested performance-based evaluation as a substitute for current methods of evaluating students' grammar proficiency in EFL classes. To gather the data, an online course observation, recording, and interviews were used. A few activities, including introducing oneself, a brief diary, a message, a short tale read aloud, sharing unforeseen moments, and a brief interview, were used to execute performance-based evaluation. These exercises aim to help students recognize and use grammatical features in communicative, authentic, and natural contexts.

Orekhova (2021) employed formative assessment for foreign language classes in higher education institutions. The author advises employing technological means of

formative assessment for the attainment of the pedagogical and cognitive parts of a foreign language class and for the growth of students' regulating skills. The article explains the fundamentals of formative assessment technological advances, whether it may be used in high school foreign language programs, and the steps involved in integrating it into the teaching and learning process. The school-university system visually represents the cognitive and educational components. This is a list of the instructional and behavioral abilities that students (self-control, self-evaluation, and self-regulation) gained as a result of frequent utilization of technological devices in the classroom. The paper examined the primary formative assessment technology strategies (self-report, feedback, mind maps, teacher comments, criteria-based evaluation, and self-report), which are believed to be most successful when implemented in university settings, and provided instances of their application in English classes.

English class formative assessment procedures were examined by Basori and Mubarak (2020). The research used a qualitative methodology, collecting data through observations and interviews in the classroom. Furthermore, the course materials and curriculum served as additional supporting tools for the investigation. The results outlined the different formative assessment methods employed in each class. They included Think-Pair-Share, Think-Pair-Write-Share, group and pair work, quizzes, oral questions, and choral questions. Each class has a different approach to delivering each evaluation method; however, all techniques always start with a set of inquiries. The research finds that while formative evaluation is highly recommended in higher education, teachers truly struggle to implement it.

Yang and Cui (2021) looked at the effectiveness of formative online assessments in EFL classes. Students who took part in the preliminary evaluations said through polls that the assessments validated their knowledge, promoted independent research, and enabled them develop healthy language development practices. This gave researchers a chance to consider the advantages of using formative electronic assessments in EFL classes in order to promote student learning.

Guo and Xu (2021) investigated the usage of FA approaches in language teaching by Chinese university EFL teachers. They concentrated on how they employed self- and peer evaluation, conveyed norms, obtained data for training, provided feedback, and comprehended the objectives of their evaluations. 362 people responded to the study, which shows that the teachers only used a limited range of these tactics and that their implementation of FA techniques has been largely ineffective. They focused a lot of attention on giving feedback and hardly ever employed techniques like information elicitation or student self- and peer evaluation. Three different degrees of FA usage between the participants were characterized in the study: occasional, moderate, and regular. Additionally, it determined that of the five background factors where three were most important in explaining teachers' usage of FA. The employment of FA in higher learning, teacher professional development, and evaluation reform policies are all impacted by these results.

Remote formative assessment aspects in EFL involve teacher-students exchanges in real time, the teacher explaining to the students what constitutes success, the collection of specific information regarding the tasks at hand, the provision of learning feedback,

and the implementation of instructional corrective changes. To effectively implement remote formative assessment in educational settings, teachers must grasp these remote formative assessment aspects (Golzar et al., 2022).

Additionally, depending on a rating system used in the EFL classroom, the results of summative assessments indicate whether or not students achieve in their language learning. Summative assessments include quizzes, midterms, and final examinations during the semester. The two main components of remote formative assessment that are crucial to learning are self-monitoring and feedback. Nevertheless, by assisting students in developing a strong foundation of knowledge, leading them throughout the learning process, and making sure they are ready for final assessments, remote formative assessment may assist students become ready for summative exams (Februansyah et al., 2023).

In order to improve the performance of EFL students in colleges and universities, remote formative assessment is essential, and feedback is a critical part of the assessment process. Other essential components of the method of evaluation involve discussion and peer and self-assessments to enhance language learning quality. It includes students in the process and assesses their abilities at every stage of the learning process. Nonetheless, a lot of educators and scholars have misconceptions about the true nature of remote formative assessment. Many people believed that giving examinations to students every week and disclosing their marks were formative evaluations, but they were not. They state that an assessment is not formative if constructive criticism is not given to help students make corrections and improvements to their work (Prastikawati, 2022).

Remote Formative Assessment in EFL Classroom

It is not enough to just provide students classes when they start their university English language studies. It also entails evaluating student progress, identifying strengths and shortcomings, and customizing teaching to meet each student's unique needs. Efficient assessment protocols have the potential to do all of this (Rahim, 2020).

Even though researchers are beginning to endorse remote formative assessment more and more, a lot of schools still employ summative evaluations at the end of the school year. This is precisely what occurred in Indonesia, a country whose educational system has relied on summative evaluations for many years. As a result, the Minister of Education, Culture, Research, and Technology realized his error and began advocating for the leadership motto of “Merdeka Belajar,” or “Emancipation Learning.” This trend has sparked transformation and excitement in academic institutions and learning environments. Article 23 of the Order of the Minister of Education, Culture, Research and Technology Republic of Indonesia No. 3 of 2020 about the national standard of higher education states that formative evaluation shall be prioritized in the assessments conducted at tertiary institutions. Stated differently, it denotes a transition from summative to remote formative assessment, signifying a departure from assessments of learning and a move toward assessment for learning.

Remote formative assessment is essential to EFL pedagogy in Indonesia and fulfills a number of important functions. Initially it makes it possible for EFL teachers to keep track of their learner's language acquisition achievements at every stage of the process. Teachers can pinpoint their students' areas of strength and weakness, monitor their

development individually, and modify their curriculum to suit the needs of students from various backgrounds by routinely evaluating their students' language proficiency.

Formative evaluation offers students fast and targeted feedback, which is one of its main advantages. In distance learning mode, formative feedback needs to be timely, relevant, and backed by a well-thought-out rubric in order to be effective. Teachers and students interacting on different online environments provide an ideal opportunity for evaluating students' understanding of instructions and ability to appropriately interpret assessments.

Accordingly, among the most important learning assessments that helps students reach their full educational potential is formative assessment. EFL teachers are strongly encouraged by Guevara-Bazán et al. (2020) to consistently integrate formative assessment into their different teaching environments. This will enable all students to greatly improve their specific educational capabilities. Language teachers are going to be better equipped to provide more insightful and helpful criticism to students through formative assessment, which will improve their learning outcomes and create a more positive learning environment. This idea is in line with Prastikawati's (2022) assertion that EFL teachers have become increasingly skilled at fostering a more welcoming classroom environment and providing more insightful feedback during formative assessments, which has significantly advanced their students' target language capabilities. In light of the aforementioned arguments, formative assessment should be used extensively in contemporary EFL educational environments since it allows students to receive more useful feedback for later development of skills.

Compared to this, with the help of formative assessment, students have developed into more competent, planned, and independent educators because their particular expertise, abilities, and attitude about the methods of instruction that are most effective for their discipline-specific fields are constantly renewed. According to Shahzad et al. (2022), a more effective way to help students of EFL manage their individual learning enterprises, identify the right actions to take in order to meet the learning objectives, and consistently take on their learning responsibilities would likely be to precisely incorporate formative assessment.

Formative assessment's application in the context of virtual EFL instruction is very significant. In the modern day age, most students studying EFL throughout the world have become digital natives, therefore online formative assessment can greatly accelerate learners' acquisition of target language abilities. This significant advantage arises from the fact that students are continually managing real learning processes, which raises their level of enjoyment of the process. Students of EFL will benefit from more enjoyable language learning environments and vivid learning of languages that will have an important effect on the development of their target language abilities if online formative assessment is continuously internalized. Teachers can establish a more student-focused educational model where students are motivated to actively participate in the assigned target language development projects by implementing formative assessment. This encouraging perspective is consistent with Wijaya's (2022) example, which shows that additional online formative assessment integration can encourage students to take initiative by providing them with a variety of engaging, student-focused learning opportunities.

Additionally, including suitable online formative evaluation provides a wide range of benefits for the ongoing endeavor of language learning. Three key advantages of using online formative evaluation in foreign language learning were identified by Stepanova (2021) in a scientific manner: more flexible dates for submission, gratifying learning outcomes, and effective feedback to enhance students' performance in the future. With regard to these incentives, language instructors are therefore, encouraged to develop into more proficient lesson planners, creative drivers of language learning, and planners of creative learning activities while preparing to implement online formative evaluations in their educational environments. By doing this, EFL students will overcome a variety of learning obstacles with greater tenacity, optimism, and effort. The recommendation is related to Kristiyanti (2021) and serves as a strong incentive for interconnected EFL teachers to fully understand the benefits of using online formative assessment in their regular classrooms. This will help them establish more significant, enjoyable, and context-dependent learning environments where all students can work together to improve their skills.

According to Shahzad et al. (2022), students' performance and accomplishment in a variety of contexts are positively and favorably influenced by lecturer comments. Timely feedback aids students in understanding their strengths and areas for growth in language learning, particularly in the setting of EFL teaching in Indonesia. For instance, giving undergraduates in Indonesia writing lessons via email with online corrective comments proved to be a highly successful teaching method. When giving students remedial

criticism via email, particularly during writing courses, many teachers do so. The students were greatly motivated by the online corrective feedback they received via email, which mostly consisted of recasts and metalinguistic commentary. Students were forced to reconsider and revise their papers in order to produce essays that were more semantically and syntactically difficult. Auto Correct and other online corrective comments, nevertheless, are few and occasionally insufficient. In order to help students grasp what they have done and what still needs improvement, teachers should give more detailed comments. This will help students avoid focusing solely on little details like grammar or spelling mistakes.

In asynchronous virtual classrooms where the teacher gives weekly input to students and discusses homework. Students said that learning to write was made more comfortable by the video feedback, which helped them better with their writing and provided them with a personal experience.

Students are more motivated to speak and write in English when they receive descriptive comments from their teachers. Students who receive this feedback feel more empowered to take charge of their education and make the required changes to improve their language skills.

Furthermore, Firdaus et al. (2022) found that, in contrast to other social media platforms, English instructors mostly employed the online tool Quizziz when conducting research on technologically driven remote formative assessment. Students can get immediate feedback on their learning with Quizziz, an interactive game-based learning tool.

Gan and Leung (2020) examined the recent discussions around formative assessment in the domains of L2 assessment, and they provided examples of how formative assessment might be used to task-oriented language instruction in the regular EFL classroom. According to the research, more teachers believe that formative assessment is a useful tool for bridging the performance gap among students' present and ideal effectiveness, which has led to an increase in competent and policy support for incorporating it into the educational process in the classroom. On the definition of formative assessment and its potential integration into online classroom instruction, there are divergent opinions. Moreover, teachers encounter significant difficulties when incorporating online formative evaluation into their regular lectures, especially when teaching English as a Foreign Language. Additionally, formative assessment is frequently misunderstood in reality.

In identifying English teachers' perceptions of formative assessment in online education and instruction, researchers employed semi-structured interviews and closed questionnaires to collect the data. Additionally, two instructors of English took part in the research as a control group. The study's findings demonstrated that both English instructors' conceptions of formative assessment in online instruction are sound. They believe that formative assessment deployment in a virtual learning environment can be done simply and doesn't require a lot of intricate criteria. Additionally, formative evaluation can assist English instructors in keeping track of their students' development so they can more effectively adapt future lesson plans to the needs of their students participating in learning via the internet (Guevara-Bazán et al., 2020).

In order to provide a theoretical basis for employing feedback and formative evaluation in the age of technology to encourage greater effects on reading proficiency, Farisia (2022) examined and combined the findings of relevant papers from previous studies. The text's analysis showed that, despite parents' concerns, technologies can improve peer-teacher and student interactions and feedback. Teachers may utilize a variety of digital tools and educational exercises to conduct interactive assessments in an online language instruction class. Using dynamic constructive feedback loops that included teaching, evaluating, and modifying various curriculum to match students' learning needs, it gave teachers up-to-date information about their students' reading progress. The notion of formative evaluation was introduced by such published studies, however the digitally based assessment methods used at the time for language acquisition were inadequate.

Perishko (2020) discussed the advantages of formative assessment for directing teaching and learning, as well as its features, and how teachers might utilize it to assist students' language competence growth and academic progress online. The analysis of formative assessment in English classes—including questions, quizzes, debates, interviews, role-playing, observations, teacher-made examinations, guidelines, self-reporting journals, and projects—was the main emphasis of the article. The report highlights several forms of formative assessment, including alternative, peer, and self-assessments. It should be highlighted that language evaluation is an intentional process that collects data on students' language growth. Evaluation of the results of teaching and learning or improvement of teaching and learning might be the goals of assessment.

In order to understand how teachers are using online formative assessment, Sumaharani et al. (2023) examined how teachers perceive this type of evaluation. The findings demonstrated that the teacher had a favorable opinion of online formative assessment in terms of peer participation on student exams and improving the test content. To enhance their verbal efficiency, the teacher could work with the students to pinpoint their speaking skills and shortcomings. Nonetheless, teachers have encountered difficulties when using online assessments, including pupils' limited capacity to accurately gauge their attitude, teachers' ignorance of technological advances, and the time commitment involved in evaluating a large number of students. The study's recommendation is to give educators guidance on how to administer formative speaking tests in virtual learning environments without undervaluing the importance of preparation and formative evaluation.

Köroğlu (2021) assessed the English language speaking abilities of 52 students of EFL using traditional as well as online formative assessment methods. Four open-ended questions from student interviews were used to get the qualitative data. The study's findings demonstrated that, as compared to conventional speaking assessments, participants fared better on digital formative assessments. The survey also reveals that respondents are content with the online formative assessments because of enhanced testing resources, collaboration among peers during exams, and improved exam preparation period. Despite their favorable opinions of digital formative assessment, respondents express dissatisfaction with it due to technical issues they ran into when administering the assessments.

Dewi and Mutammam (2022) investigated how English teachers go about doing formative evaluations concerning students' competency when learning remotely. Results

were gathered via informal conversations with three senior secondary school English instructors in Indonesia, using a design based on narrative research. The purpose of the interview is to investigate English instructors' approaches or plans for using online formative assessment in online EFL courses. According to the study's findings, formative evaluation for remote learning takes place online using a variety of language competence. In order to ascertain the extent to which students have understood the material that they were taught, as well as their abilities and challenges, teachers must conduct assessments. Through these crucial activities, they may offer suggestions, evaluations, and recommendations on students' learning.

Kristiyanti et al. (2021) examined the application of formative assessment in virtual EFL learning environments. The attitudes of students regarding the use of formative assessment in English language acquisition were the main subject of this study. According to the poll results, students thought that the use of formative evaluations online was a good idea. This is corroborated by data gathered through interviews, where students expressed that they found this kind of online formative assessment to be easy to administer, particularly due to its utilization of straightforward tools. Furthermore, students believe that certain aspects of online formative assessment, like the lack of feedback, contribute to its ineffectiveness and decrease student interest in it. The goal of this project is to improve the effectiveness of formative assessment execution in English instruction by giving teachers and students access to a variety of information.

The present situation of online formative assessment deployment in Semarang's private and public junior high schools, along with the difficulties faced by English teachers in implementing it, were detailed by Firdaus et al. (2022). The researchers employed an observational and interview-based descriptive qualitative research design in their study. The research featured two English professors. The results demonstrate that schools in both private and public sectors are successfully implementing online formative assessments. The usage of several online formative assessment instruments, like Quizizz, Google Form, Socrative, and Kahoot!, throughout English teaching and learning is evidence of this. However, instructors of English also encounter challenges when implementing online formative evaluation, including plagiarism on the part of students and inadequate computer proficiency. Lastly, it is recommended that in order to facilitate the use of online formative assessments in online and hybrid English instruction, English teachers should strengthen their knowledge of computers and digital skills.

In order to provide a variety of enlightening viewpoints for Indonesian EFL teachers and students to start appreciating the potentially recognizing merits as an outcome of online formative assessment executions in distance learning scenarios, Wijaya (2022) carried out a qualitative investigation in favor of a document analysis strategy. Twenty pertinent online formative evaluation investigations from 2020 to 2022 were carefully chosen in order to generate more satisfying and current results of research that are useful for current EFL teaching-learning initiatives in Indonesia. Two key research findings that emerged from the comprehensively document analysis strongly advised Indonesian EFL teachers to incorporate online formative assessment into their regular online educational

endeavors. These findings are as follows: (1) online formative assessment gradually encourages students to acquire language in a comprehensive manner, and (2) online formative assessment completely establishes a more comfortable environment for EFL teaching and learning. The aforementioned research findings have provided a wider framework for future investigators to explore this study issue in light of probable limitations with online formative assessments and an increased quantity of pertinent research materials.

Instructional decisions are informed by remote formative assessment data, which offers insightful information about students' learning requirements. The findings of assessments can be used by English as a Foreign Language instructors to modify their lesson plans, choose relevant teaching resources, and create interesting exercises that focus on particular language skills and learning goals (Wijaya, 2022).

Team assignments, evaluations by peers and self, and other online formative assessment techniques encourage students to actively engage in the language learning process. English as a Foreign Language instructors in Indonesia can create a positive learning atmosphere where students are inspired to engage with the material, take ownership of their education, and contribute by incorporating them in the evaluation procedure (Stepanova, 2021).

Formative assessment methods in Indonesian EFL training can also be adjusted to accommodate cultural differences and promote inclusivity. Teachers should make sure that assessment techniques align with students' cultural experiences and backgrounds while improving their comprehension and appreciation of the English language, by adding examples, situations, and assessment assignments that are culturally appropriate.

All things considered, remote formative assessment is essential to EFL teaching in Indonesia since it allows for continuous student assessment, prompt feedback, informed instructional decisions, encourages active involvement, and cultivates cultural awareness. English as a Foreign Language instructors in Indonesia can assist students in reaching their language competency objectives and supporting the language acquisition journey by skillfully incorporating formative evaluation into their teaching techniques.

Benefits of Remote Formative Assessment in EFL classroom

The goal of formative evaluation is to turn EFL students into fully aware and engaged learners who, with the help of their teachers, ought to be able to ask and respond to the following questions: “(1) Where am I going?; (2) At this moment, where am I?; and (3) How do I bridge the distance?” Teachers must assist students in recognizing their strengths and shortcomings in order to help them establish specific goals for learning so they can respond to question (1). Teachers ought to be possible to answer if the learner learns how to set objects for learning, how to assess oneself, and receives regular descriptive feedback. Lastly, the solution to question (3) can be given when a teacher creates lessons that focus on improving one component at a time, when students receive revision training, and when they are given the opportunity to reflect on their own learning and accomplishments (Cancino & Towle, 2022).

In addition to making EFL students more aware of their education and being able to evaluate their own performance and development, FA has also been shown to have an impact on students’ motivation to learn English. For instance, the researchers found a favorable correlation between intrinsic and extrinsic drive and FA. Numerous studies have

confirmed that one of the best indicators of success in learning a foreign language, among other things, is motivation (Allehaiby & Al-Bahlani, 2021). Whereas formative evaluation in Foreign Language (FL) instruction was not extensively studied prior to 2000, FL instructors and researchers were well aware of its facilitative qualities. The components of FA have been around for years in widely used portfolios created for various age groups, which ask students to evaluate their own strengths and shortcomings as well as their level of EFL competences and subskills, but the most important thing for EFL learning is the input that students get from their teachers on a regular basis, in a methodical manner, to make sure they are headed in the right route. Feedback must be given to the student as often as feasible during EFL learning in order to validate the hypotheses they have tested. In this instance, regular formal summative evaluation can cause fear and restriction; however, because it withholds information about students' FL use, assessment that is deferred until the end of a course and limited to a score is likely to hinder learning (Roopchund & Naidoo, 2023).

EFL Students are better able to grasp where they stand and what needs to be done to reach their educational goals when they receive timely feedback from remote formative assessments. When learners observe noticeable gains in their performance as time passes, this cycle of feedback may be extremely motivating (Laily et al., 2022)

Offering students the feeling of control over their education through including aspects of autonomy and choice into formative evaluations, such as letting them choose from a variety of assessment can help boost motivation (Sulastini, 2023).

Tran and Ma (2021) looked into how formative assessment-based learning affects students' perceptions of their attentive performance and possible obstacles all through a blended English as a foreign language (EFL) course. The results show how the usage of online formative assessment in mixed language learning contexts positively impacted the students. The findings suggest that students were able to successfully practice listening skills, take advantage of a multitude of online learning resources, and fully participate in a customized, flexible learning environment. Thanks to the system of online learning. Two typical impediments that keep students from fully engaging in peer-feedback exercises and the working learning communities are technical difficulties and interpersonal anxiety.

The multifunctional platform CGScholar, as described by Muck and Cope (2021), may serve as a helpful tool for developing online writing and peer review activities for EFL students. Papers are randomly and blindly sent to assessors by means of an online management system. The paper also presents study findings that demonstrate how the multifunctional features of this system enhance writing assignments and other people's feedback. These activities can be employed in-person or digitally for big classes in EFL instruction to enhance learning opportunities, utilize higher order cognitive processes, and reduce management time.

Cabrera-Solano et al. (2020) investigated the factors that influence students' adoption of Formative for engaged EFL learning on portable devices. Additionally, it focused on what EFL students thought about using this technology to raise student engagement. The results show that motivation, engagement, involvement, and a reduction in anxiety

were the key factors that got students involved with engaged instruction with cellphones. The tool was viewed as motivating and interesting since it allowed students to enhance active instruction and engage in class discussions to demonstrate their knowledge.

There are also discussions on impact of formative assessment on the writing abilities of EFL students enrolled in a writing course. A fifteen-week language course with two groups of fifty college-aged Vietnamese students was carried out in a quasi-experimental fashion using the virtual discussion board as the main activity. There was a statistically significant distinction between the test-takers in the treatment group and the control group, per the data evaluation of the writing test results. Furthermore, formative assessment assisted EFL students in improving their writing in their native tongue. It is recommended that teachers utilize online formative evaluation as part of their writing instruction to improve EFL students' writing skills in Vietnam and similar environments.

Another element of online formative assessment in EFL classes is questioning, which is intended to encourage students to engage more fully in the assessment and learning procedures. When used in conjunction with remote formative assessment strategies, questioning can help teachers and students diagnose the degree to which specific learning abilities have been attained. An impromptu query like "Why do you think that?"; "How would you go about saying that?" may be a useful inquiry, but not every situation calls for the use of questioning as a remote formative assessment. It is critical to realize that not all forms of inquiry serve as a remote formative assessment tool. If the purpose of the evaluation is to foster students' interests instead of to track their progress, it is not formative (Guo & Xu, 2021).

Continual evaluation constitutes one of the most important components of remote formative assessment in the setting of higher education. It has to do with the ongoing, systematic observation, collection, and evaluation of data about student learning throughout the educational program. The advancement of learners is regularly assessed as part of this method in order to pinpoint their areas of strength, challenges, and development. In conjunction with tests, discussions, assignments, and practical work, there are many methods used during the program to evaluate students' progress at different points. Throughout the day, this constant flow of informative data can be used to improve learning (Suherman, 2022).

Strategies of Remote Formative Assessment in EFL classes

To evaluate EFL students' vocabulary and reading comprehension, Ahmadi et al. (2021) used reciprocal questioning (RQ), an engaging and continuous evaluation method. The experimental group, which consisted of 24 respondents, was evaluated utilizing the RQ, while the control group received a summative assessment (SA). The research study used two intact courses. These two groups, chosen at random, underwent eight weeks of research. The outcomes demonstrated how beneficial and useful the RQ—a process-based assessment—is for helping students of EFL improve their vocabulary and reading comprehension. Overall, the results of this investigation could provide valuable insights for the quickly expanding field of EFL research on the application of various formative assessment techniques. The results could specifically benefit EFL students, teachers, and theorists in terms of pedagogy.

Yang and Qian (2020) used computerized dynamic assessment (CDA) as a classroom instruction and assessment technique to help Chinese EFL learners improve their comprehension of reading. The experimental and control groups were given three exams in different formats as part of their quasi-experimental methodology. The results of the study demonstrated that, although the two groups' initial proficiency scores were very similar, the experimental group greatly surpassed the control group in terms of effectiveness after four weeks of training.

EFL assessment was conducted using mobile phones by Cabrera-Solano et al. (2020). Additionally, it focused on what EFL students thought about using this technology to raise student engagement. The results show that motivation, engagement, participation, and a reduction in anxiety were the key factors that got students involved in engaged instruction using cellphones. The tool was viewed as motivating and interesting since it allowed students to enhance active learning and engage in lectures to demonstrate their knowledge.

Zainiah et al. (2021) looked at the strategies employed by EFL teachers to carry out Formative Assessment (FA) in an offline classroom setting. Participants in the study were five EFL teachers and five students from different East Java, Indonesia. The results showed that teachers use a range of methods, such as observing students and testing, to implement the FA in EFL classes. Additionally, the teachers employed the five crucial FA methods even if the first method currently has a weakness. Students also learned that there are benefits to FA, like a deeper sense of success and self-awareness, which could strengthen their sense of responsibility for their educational experience.

In an EFL examination-focused setting, Zeng and Huang (2021) looked at the characteristics of FA practice and explained their fundamental elements from a social psychology standpoint. It uses a mixed-methods approach to study. In order to create a pool of items for an organized survey, ten English teachers from Guangdong province in China underwent interviews under the guidance of the theory of planned behavior. In the following study, 161 English teachers from four different towns in the province of Guangdong participated. The findings showed that, mostly from their personal teaching experiences and the literal definition of the term, the participating teachers had an implicit comprehension of FA. Although they are aware of and adhere to FA techniques, they are unconfident in their own work. There were notable regional variations. The views of the teachers themselves, the impact of other parties involved, and the limits of the FA techniques are all potential explanations for the beliefs and behaviors of Chinese EFL teachers. The study clarifies the components of FA practice and its workings within the framework of an EFL exam.

Maruf and Helingo (2022) looked into the assessment techniques that should be used and are beneficial to the students in order to improve the language proficiency of EFL students. The research project was carried out under the premise that educators only take into account their students' preferences for assessment methods. A needs analysis is conducted in order to achieve the study goal. The findings show that while performance tasks and quizzes are chosen by students as assessment methods over summative evalua-

tion, they still prefer receiving constructive criticism from their instructors during educational activities. However, the KWL evaluation approach is still advised for the instruction and acquisition of English.

The use of electronic devices in formative evaluations by English teachers in secondary schools was examined by Prastikawati (2022). The writers performed an interview as well as a number of observations in order to accomplish that aim. It was discovered that some technologically driven remote formative assessment systems, like Quizizz and Kahoot!, were utilized by English teachers., Microsoft Office Team, Socrative, and Schoology. English teachers also routinely provided written and oral feedback to complement centered around technology remote formative assessment methods. The results of this study also suggest that digital literacy is essential for facilitating the effective use of technologically driven remote formative assessments in remote learning.

Tran and Ma (2021) investigated how students' views of their listening performance and potential challenges throughout a blended English as a Foreign Language (EFL) course are impacted by remote formative assessment-based learning. The Hue University of Foreign Languages in Vietnam conducted the study wherein sixty English majors participated. The results imply that the online learning platform assisted students in actively participating in a personalized, adaptable learning environment, enjoying a wealth of online learning materials, and practicing listening skills successfully. Technical challenges and nervousness about social communication techniques were identified as common barriers that prevent learners from participating fully in the peer-feedback activities and the collaborative educational community.

Mueller-Lyaskovets and Horner (2021) integrated online formative assessment with writing process instruction in EFL class. The study's findings indicate that remote formative evaluation is regularly employed in writing lessons for students studying EFL in order to increase students' self-confidence and motivation to get better at writing. The results show that formative evaluation integrated into academic (C1 level) and college (B2 level) writing courses can be a useful supplement to the range of FL (English) language classes provided by foreign language units at European universities.

Antonova and Tyrkheeva (2021) investigated the role of online formative assessment of analytical capabilities within the setting of online instruction in the setting of emergency remote instruction of English as a Foreign Language. Following model testing, conclusions were drawn regarding the application of remote formative assessment as an extra or advantageous tool for the development of critical thinking skills throughout the EFL class.

According to Widiastuti and Saukah (2017), there are advantages and disadvantages of online formative evaluation in EFL sessions. It made use of a qualitative research design, conducting in-depth interviews to acquire the relevant data. Three teachers and three students participated in the investigation in order to gather reliable and valid information regarding the research participants' understanding of online formative assessment and the actions they did after bringing it into action. The interview sessions with the participants were lengthy. The results of the study showed that English instructors were unable to take the appropriate follow-up actions because they did not fully understand remote formative assessment. The teachers' ability to make decisions may be impacted by

their comprehension. This study indicates that EFL teachers need to receive rapid, comprehensive training on the best practices for remote formative assessment applications and how to include follow-up exercises in lesson planning.

The study conducted by Baran-Łucarz (2019) sought to identify patterns in the use of online formative assessment in EFL classes in Polish high schools. The study also included student opinions about the nature, frequency, and outcomes of assessments they had taken during their secondary education. The results demonstrated that remote formative assessment in secondary school at EFL classrooms was clearly disregarded in the cases of the research respondents. A quarter or so of the students acknowledged that they had not received formative feedback on their innovative, responsive, or speaking skills. The responses show that the students comprehend the importance of feedback and the different problems caused by its sporadic availability. According to the study's findings, pre-service and in-service teacher training programs ought to put more of an emphasis on helping students understand the purpose of online formative assessment in EFL classrooms and actually apply it.

Defianty et al. (2021) looked into the views of students regarding how teachers ought to conduct online formative assessments in ERT throughout the context of EFL instruction in Indonesia. The study's conclusions showed that students choose remote formative assessment strategies, which include defining learning objectives, creating inclusive learning activities, and offering useful feedback for use during extended time trials

(ERT). It is interesting to note that students do not view their participation in the assessment process as an essential component, which begs the question of how technology can support independent learning.

Sulastini (2023) investigated the attitudes and methods of formative evaluation used by English as a Foreign Language instructors in secondary schools. The study's conclusions show that instructors might not fully understand what FA is. They appear to have a misunderstanding of FA, as evidenced by the notable discrepancies in their answers to the provided surveys and interviews. Further investigation with a better approach is advised as a course of action. Furthermore, the results prompt a pressing request that EFL teacher training programs create pertinent professional development initiatives that may effectively address the demands of preset and inset program participants.

Researchers Dmitrenko et al. (2021) looked into how formative evaluation affected students' motivation to learn a foreign language. The findings demonstrate that if students obtain prompt feedback, a review of their assignments, suggestions from teachers, and encouragement, then a high degree of remote formative assessment can help them overcome their lack of motivation. Research indicates that motivating students to learn English is greatly aided by the appropriate incorporation of their self-evaluation into instructors' remote formative assessments. According to the study, students' motivation and proficiency in professionally oriented English communication both rise when advanced remote formative assessment techniques are regularly used in the real world to measure English acquisition.

EFL Education in Indonesia

History, politics, society, and educational advancements are only a few of the variables that have shaped language teaching in Indonesia. Dutch was the main language of teaching at educational institutions during the more than three centuries of Dutch colonialism, which ended in 1945 when Indonesia gained its independence. The affluent class was the main audience for education, and indigenous languages were frequently suppressed. Early 20th-century nationalists like Sukarno and Mohammad Hatta highlighted the value of Indonesian (Bahasa Indonesia) as the language of unification for the heterogeneous archipelago. Bahasa Indonesia was designated as the official language and used in schools upon the country's independence in 1945, along with regional tongues in some areas (Zuhriyah & Fajarina, 2021).

Language laws in Indonesia after independence attempted to uphold the nation's diversity of languages while encouraging the use of Bahasa Indonesia as the official language. Standardizing Bahasa Indonesia and creating educational resources to aid in its instruction were the goals. Improving access to education and boosting the level of literacy were Indonesia's primary priorities in the years after independence. Each of the country's schools have been mandated to teach Bahasa Indonesia, indicating the growing significance of language instruction in the educational system. Despite its emphasis on Bahasa Indonesia, Indonesia is nevertheless a multilingual country with dozens of indigenous languages spoken across its islands. Some areas use native languages alongside Bahasa Indonesia in EFL classrooms to improve students' cultural identity and language learning (Abduh & Rosmaladewi, 2019).

ICT was employed to supplement English language training by Gayatri et al. (2023) in their research on the implementation of sustainable development. In order to promote sustainable development, this research offers ICT optimization strategies that could be implemented in English as a Foreign Language schools in Indonesia. By including a context-based and linguistically relevant mixed framework for sustainable EFL teaching and learning in Indonesia, this study advances theory. Practical effects on the continued existence of blended language teaching practices in Indonesia and other nations or regions with similar contexts should be provided by the unified structure and workable recommendations.

In their study, Munandar and Newton (2021) examined the pedagogical practices and beliefs of Indonesian English as a Foreign Language (EFL) instructors with regard to the instruction and study of multiculturalism and cultures in EFL classrooms. Thematic analysis was used to qualitatively analyze the data. Results demonstrate that teachers demonstrated flexibility when dealing with the intricacies of cultural and cross-cultural interaction, students' learning requirements and exigencies, and contextual limitations despite Indonesia's dominant language and education policies. There are recommendations made to support EFL pedagogy that is sensitive to Indonesia's socio-educational context and across cultures aware.

In their timely reaction to education from the 4.0 revolution age amid pandemic competition to 5.0 society, Jonathans and Metboki (2021) evaluated on the social context of EFL online education from the current varied practices in the nation. This study also

looked into the online education pedagogy that serves as the foundation for EFL approach. The results show that the most common online educational culture is one of collaboration. Numerous approaches, including investigation, multiple interpretations, and group projects, have been used to address the social-constructivist method; other approaches are covered in the current conceptual paper. The report suggests that EFL teachers should rethink EFL e-learning in Indonesia by investigating current trends and requesting e-learning and teaching methodologies that strive for optimal results.

In order to encourage students' analytical thinking, there is a detailed description of the theoretical knowledge of EFL professionals. The results convey diverse but equivalent insights into professionals' conceptual comprehension and analytical processes. This falls under the category of "critical thinking," which is defined as realistic thinking that emphasizes objective evidence, the capacity for in-depth analysis, comprehension, correlation, interpretation, evaluation, and judgment on the data, as well as the capacity to solve problems effectively. To further enhance their comprehension of the notion of critical thinking, EFL professionals mostly rely on reading texts, articles from journals, research, and forum conversations.

Yosintha (2020) determined how Indonesian students felt about learning English in relation to their preparedness for the technological revolution. The participants from 12 universities throughout Indonesia completed a four-point scale survey, and the results were examined using a descriptive case study methodology. The results demonstrated that while the majority of students had good attitudes toward both Industry 5.0 and EFL

study, they lacked the self-assurance to declare that they possessed the instrumental competencies—particularly English competencies—necessary in the highly competitive Industry 5.0. These results suggest that although Indonesian students have positive views about EFL study, their English competence may not be up to par for Industry 5.0. Thus; in order to guarantee that graduates will meet the requirements of Industry 5.0, it is advised that legislators and all other parties involved in education take the required steps to enhance students' English language proficiency.

Synthesis

The review of related literature and studies highlights significant findings regarding remote formative assessment practices in higher education, particularly in EFL contexts. The current state of remote formative assessment among Indonesian lecturers is discussed highlight the importance of empirical insights within the Indonesian educational environment (Mariadi et al., 2022). There is a clarification of the advantages of remote formative assessment, highlighting its potential to improve learning outcomes and foster student engagement and motivation (Melak & Markos, 2020; Sun & Cao, 2020; Volpe et al., 2021).

In addition, the review of related literatures and studies explores RFA, referencing, among other sources. These address the special opportunities and constraints related to language instruction in virtual environments, providing insightful information about the effective application of remote assessment techniques customized for the EFL context. The review also includes research on foreign language learning and remote language instruction, which helps to put the EFL education in Indonesia in perspective.

The lack of research is due to the necessity of investigating and comprehending how Indonesian lecturers in higher education use remote formative assessment strategies when teaching English as a foreign language (EFL), especially in relation to Indonesia. There are no many in-depth studies that concentrate on how Indonesian educators modify their formative assessment procedures for use in virtual environments, even in light of the growing use of technology in education and the notable change toward remote learning brought about by world events. Researchers suggested that more research must be done in studying the remote formative assessment practices in EFL classes of Indonesian higher education institutions (I. Munandar & Shaumiwaty, 2023; M. Munandar & Newton, 2021; Yosintha, 2020).

Moreover, the review of related literatures and studies in the area of remote formative assessment in EFL classes in Indonesia emphasize the significance of culturally sensitive educational approaches and effective use of technical tools, and they provide nuanced perspectives on the potential and problems inherent in distant assessment practices within the Indonesian EFL environment; furthermore, knowledge gained from research on remote language instruction in Indonesian higher education offers a thorough grasp of the country's larger educational environment, which helps to guide the creation of focused interventions and methods to improve the use of remote formative assessment in EFL classrooms (Zainiah et al., 2021; Zuhriyah & Fajarina, 2021)

In educational contexts, formative assessment is a well-established approach that gives students constant feedback to improve their learning process. Formative evaluations

have typically taken place in actual classroom settings. But the move to distance learning—especially in the wake of the COVID-19 pandemic—made it necessary to modify formative assessment procedures for use in virtual settings, which is how Remote Formative Assessment (RFA) came to be.

Even while research on remote learning approaches is becoming more popular, there is still a dearth of material that particularly addresses RFA in EFL classrooms, particularly in higher education and in Indonesian context. Considering the novelty of widely used remote teaching techniques—mostly implemented as last-resort tactics during the pandemic—this is hardly shocking. A lot of educators were forced to switch over quickly to online learning environments, and thorough studies on these strategies are still in their infancy.

The general principles and efficacy of formative assessment have been the subject of several studies, and a growing corpus of research has started to look into online learning environments; nevertheless, there is a dearth of targeted research on RFA in EFL settings. This gap emphasizes how crucial it is to conduct additional research in order to fully comprehend the special opportunities and challenges that RFA offers to EFL teachers and learners.

Thus, the current study intended to fill this research gap and add to the body of knowledge on RFA in EFL contexts, acknowledging this scarcity in available studies. This study looked at how RFA is implemented and how effective it is in Indonesian higher education. The goal was to offer insights that can guide future research and practices in this field. It was envisaged that this work will act as a basis for additional in-

depth research, making it easier to create efficient remote assessment techniques that are suited to the requirements of EFL students.

This study aimed to fill this gap by investigating the specific practices and challenges employed and experienced by Indonesian lecturers in conducting formative assessments remotely, providing valuable insights to enhance pedagogical practices and support effective learning outcomes in EFL education amidst the evolving educational landscape.

Research Problems

This study described the Remote formative assessment practices in EFL classes of Indonesian higher education institutions; therefore, the specific objective of this study was to seek answers to the following research questions:

1. How do HEI lecturers in Indonesia employ RFA in English classes?
2. How does RFA assess English language performance of EFL learners in terms of:
 - a. Students' engagement
 - b. Motivation in language learning
 - c. Learning outcomes?
3. What challenges do higher education Indonesian lecturers faced in implementing RFA in EFL classes?
4. What RFA framework for EFL classes may be proposed?

Theoretical Framework

Vygotsky's Sociocultural Theory served as the foundation of the study which could explain the relationship of remote formative assessment practices to foreign language acquisition.

Vygotsky's Sociocultural Theory

Sociocultural theory was developed in the 1920s and 1930s by Soviet psychologist Vygotsky and his colleagues. It was later accepted by psychologists, educators, and applied linguists; among these, the zone of Proximal Development (ZPD) theory has had the greatest impact. The ZPD, according to Vygotsky (1978), is the difference among the actual stage of development as assessed by addressing issues on one's own and the potential development level as assessed by solving problems with the assistance of more experienced peers or under the supervision of an adult. Ohta expanded on Vygotsky's description of ZPD to make it appropriate for the context of Foreign Language Acquisition (FLA) in the classroom. She specified ZPD as a distinction between the developmental stage of a student who is learning L2 as indicated by their independent language use and their higher level of potential development as indicated by their collaborative language use with a more experienced speaker.

A further theoretical foundation for dynamic evaluation is the zone of proximal development theory, which is mostly applied in students' cognitive capacity assessments and is generally accepted as a reliable indicator of zone of proximal development. In contrast to the conventional assessment technique, this exam incorporates interaction among

the assessor and the person being evaluated. An assessor assesses student cognitive abilities by looking at how they perform in a range of challenging tasks.

In the past few years, an increasing number of language instructors have directed their attention toward implementing the zone of proximal development in foreign language acquisition (FLA) courses. With the development, use, and refinement of this concept, linguists have created a variety of teaching and assessment methods. These days, many classroom instruction methods make use of these strategies. Many instructors focused on implementing the dynamic evaluation concept in the classroom to better determine students' ZPD and progress their language acquisition; however, there are several problems with applying theory in school. One challenging problem in this area is that teachers of foreign language learning classes frequently lack the expertise required to accurately ascertain the ZPD of their pupils through dynamic assessment. This study will look at the strategies teachers use to determine students' ZPD through dynamic assessment in order to help teachers achieve superior instructional results and advance the development of ZPD theory in FLA classes. Regarding dynamic evaluation, there are two schools of thought that rely on different interpretations of Vygotsky's zone of proximal development. The first viewpoint states that a distinct teaching strategy can be used to evaluate a student's zone of proximal growth.

This point of view supports incorporating teaching into assessment in order to preserve a certain level of consistency in the classroom. According to the second point of view, dynamic remote formative assessment should be included into classroom instruction and should take place in the student's most proximal development zone.

Regarding the ever-changing assessment of FLA, two points of view exist. Initially the total amount of words may be used to determine the student's zone of proximal development. This approach might incorporate instruction into the evaluation procedure. The student's most proximal development zone may be the location of the second teacher's dynamic remote formative assessment, which is integrated into the lesson plan.

With an emphasis on teachers' instruction in the regular classroom setting, the second dynamic assessment view, which emerged from the zone of proximal development theory, promotes incorporating assessment into teaching practice. Fundamentally speaking, evaluation ought to be seen as an essential component of instruction rather than its conclusion; thus, a greater direct focus on the evaluation techniques incorporated into instruction should be the goal of dynamic assessment research. The primary technique of assessment in this kind of research is now the interaction model, which relies on peer, computer, and teacher-student interaction.

Community of Inquiry Model

The Community of Inquiry (CoI) system developed by Garrison et al. (2000) also served as the foundation for the investigation. Theoretically, a profound and significant educational experience can be created by establishing three interconnected elements: social, cognitive, and teaching presences. This idea considered the cognitive and social aspects of students' involvement in knowledge generation. The ability of students to make sense of the world and develop understanding is known as cognitive presence. The capacity of students to present oneself as "real people" with unique qualities is known as social

existence. The planning and the encouragement of both cognitive and interpersonal presences is known as teaching presence.

In order to establish constructive and cooperative learning groups, the Community of Inquiry (CoI) framework acknowledges the significance of interconnections that involve instructional, social, and cognitive presences. Although the framework was initially created for learning in virtual environments, hybrid and in-person courses can also use it.

Three equally significant factors—social, cognitive, and teaching presences—interact to produce effective interaction. The following definitions of the three presences are provided by the model’s creators:

Social Presence. It is the capacity to engage with people in a meaningful way.

Cognitive Presence. It is the degree to which people can use prolonged communication to create and validate meaning.

Teaching Presence. It is the planning, directing, and facilitating of social and cognitive processes for purposeful learning.

For a community to effectively foster learning, all components must be included.

Technology Acceptance Model

An information systems theory called the technology acceptance model (TAM) describes how to persuade people to embrace and make use of emerging technologies. Researchers of technological innovation have used it extensively to deal with the problem of encouraging enterprises to adopt novel technologies. Perceived utility and perceived ease of use are two elements that TAM identifies as crucial predictors of users' acceptance (Soon et al., 2016). According to the basic idea, the more users believe a certain

program would improve their efficiency and the less work it takes to utilize it, the greater the acceptance rate is going to be. Numerous additional parameters have been created and added since the system's initial development.

The factors impacting the implementation of big data projects have been studied using TAM. For instance, TAM was used by Soon et al. (2016) to examine the factors that influence the acceptance of big data. It was found that adoption of big data is influenced by perceived advantage and utility. Perceived ease of use, however, was not a significant predictor. The effect of variable social factors on an organization's adoption of big data is examined by combining it with TAM. Adoption of big data projects appeared to be influenced by social influence; in other words, a group's collective attitude toward big data may have an impact on how well it is implemented in different organizations.

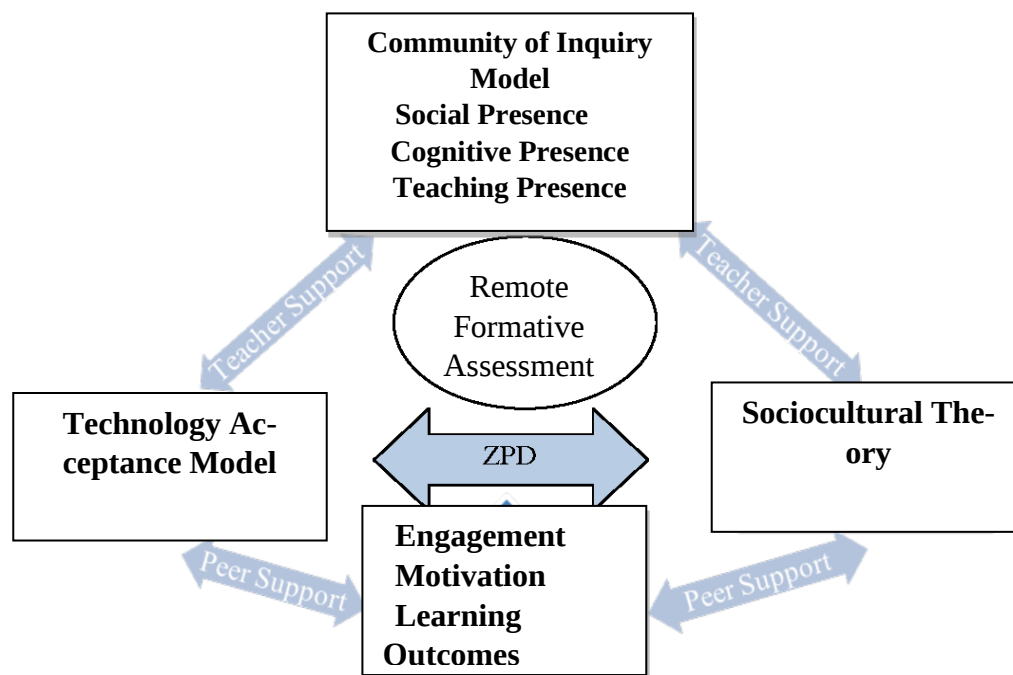
In the setting of remote formative assessment (RFA), the Technology Acceptance Model (TAM) offers a helpful framework for comprehending how teachers and students view and use technologies. Perceived Utility (PU) and Perceived Ease of Use (PEOU) are the two main points of emphasis for TAM. The degree to which people think that utilizing technological tools for formative evaluation improves teaching and learning outcomes is known as perceived usefulness. RFA tools give teachers better communication and feedback channels, real-time performance data, and effective tracking of students' development. These technologies give students the opportunity to use a variety of evaluation formats, including online tests and self-assessments, which boost learning and engagement while also providing immediate feedback and assisting in identifying areas for growth.

Conceptual Framework

The figure below shows the conceptual framework of the study.

Figure 1

Conceptual Model



This study described the Remote formative assessment practices in EFL classes of Indonesian higher education institutions. Specifically, this study aimed to know how HEI lecturers in Indonesia employ RFA in English classes and how RFA assess English language performance of EFL learners in terms of motivation in language learning, students' engagement and learning outcomes

In general, the figure proposed that, in accordance with the ideas of Vygotsky's Sociocultural Theory, the successful application of online formative assessment procedures, bolstered by teacher and peer participation, contributes to improved engagement, motivation, and learning outcomes among English as a Foreign Language students in university settings in Indonesia; moreover, the models constructed based on Vygotsky's Sociocultural Theory, which emphasizes the importance of social interaction, cultural context, and the role of more knowledgeable others such as teachers and peers in the learning process was used. This theory provides the framework for understanding how remote formative assessment practices, teacher support, and peer support influence EFL learners' engagement, motivation, and learning outcomes in higher education settings in Indonesia.

The figure also showed the association among remote formative assessment procedures and EFL students' motivation in language learning, students' engagement and learning outcomes is related to teachers support and peer support. In accordance with Vygotsky's ZPD, instructors are essential since they are the more experienced individuals who help students learn. While the link among remote formative assessment techniques and the motivation, engagement, and learning outcomes of EFL learners is connected to peer support, which includes constructive criticism and interactive educational tasks provided by online means of communication. The importance of interaction between peers in cognitive development is emphasized by Vygotsky's ZPD theory.

In addition, the Community of Inquiry (CoI) system developed by Garrison et al. (2000) also served as the foundation for the investigation. Theoretically, a profound and

significant educational experience can be created by establishing three interconnected elements: social, cognitive, and teaching presence. This idea considered the cognitive and social aspects of students' involvement in knowledge generation. The ability of students to make sense of the world and develop understanding is known as cognitive presence. The capacity of students to present oneself as “real people” with unique qualities is known as social existence. The planning and the encouragement of both cognitive and interpersonal presences is known as teaching presence.

Finally, the technology acceptance model (TAM) will also serve as the foundation for this study. The TAM provides a useful framework for understanding how teachers and students perceive and utilize technology in RFA. TAM focuses on two key areas: perceived utility (PU) and perceived ease of use (PEOU). Perceived utility is the extent to which people believe that using technology for formative assessment enhances teaching and learning results. RFA tools provide teachers with real-time performance data, improved avenues for feedback and communication, and efficient tracking of students' progress. Students can utilize a range of RFA with these technologies, like as online tests and self-assessments, which improve learning and engagement while also offering feedback and helping to pinpoint areas that need improvement (Soon et al., 2016).

All these variables have an impact on EFL students' engagement, motivation and learning outcomes.

Scope and Limitations

The practice of remote formative assessment in EFL classrooms, especially in Indonesian EFL settings at the tertiary level, has been the subject of much international research and comparatively little local research, according to a thorough examination of the literature on online assessments.

Only three state colleges with English language departments were the subject of this investigation. In this case, the researcher solely looked into the remote formative assessment experiences of English instructors at the three state universities in the Indonesian province of Aceh. Additionally, the research looked into how Indonesian lecturers in higher education view RFA as a means of fostering student motivation, engagement, and learning outcomes.

Definition of Terms

The following terms were defined to help the readers better understand the study:

Higher Education Institutions (HEIs). Universities, colleges, and trade schools that offer courses in business, religion, medicine, law, music, and the arts are examples of higher education institutions (R. Yang & May, 2023). In this study, this refers to Universities in Indonesia.

English as a Foreign Language (EFL). Those whose native tongue is not English but use English as a foreign language. This is the case for many students learning

how to speak in English. In this study, this refers to learning English in a formal class by Indonesian students whose English is not their first language.

Remote Formative Assessment. Remote formative assessment is an organized, ongoing procedure that teachers and students employ during education and instruction to help students become more aware of the desired disciplinary objectives for learning and to help them become autonomous learners (Milawati et al., 2022). In this study, this refers to the evaluation strategies employed by Indonesian EFL teachers during remote instruction to determine where students are in their learning and where they may need more help.

Students' Engagement. This indicates how motivated learners are to learn and progress in their studies (Nhor et al., 2022). In this study, this refers to how focused, interested, enthusiastic, and upbeat students are throughout instruction.

Motivation. Being able to meet short- or long-term learning goals is what is meant by student motivation (Defianty et al., 2021). According to this study, it manifests itself in a variety of ways, including enthusiasm and a positive attitude toward the learning process.

Learning Outcomes. Learning outcomes are the measurable facts, abilities, aptitudes, and moral principles that students should be able to demonstrate upon completion of a course of study. They are student-centered as compared to teacher-centered since they describe the goals the students will pursue rather than the lessons the teacher will impart (Lestari & Azizah, 2021). In this study, this refers to the quantifiable declarations

that specify from the outset what knowledge, skills, or values students should acquire as a result of enrolling in or finishing an EFL course.

Proximal Development Zone. The Zone of Proximal Development, or ZPD for short, is a notion from Lev Vygotsky's theory of learning and development. It describes the difference between what a student can accomplish on their own and with assistance (Vygotsky, 1978). In this study, this will be used to determine the significance of teachers' assistance in RFA in EFL classes.

Chapter 2

Procedures

This section covered the demographic, sample size and technique, data collection procedure, research instrument that were created and provided to answer the research questions, and research design approach for the project. This chapter concluded with a discussion of the analytical methods that were applied to assess and comprehend data after data management and collecting.

Qualitative Design and Methodology

Qualitative research design was used in this research. Proposing a non-statistical understanding of behavior, motivations, and traits is the goal of this unstructured technique. A limited group of individuals are selected for sampling according to predetermined criteria; nonetheless, people are picked carefully because it takes time and effort to examine each one of them (Fraenkel & Wallen, 2003).

As a result, this study used a qualitative research methodology to provide an insightful and thorough description, along with information about the remote formative assessment strategies used by Indonesian teachers in higher education.

Furthermore, the research methodology for the research is a descriptive case study, which enables an analysis and exploration of the teachers' remote formative assessment techniques. A case study is a set of information used to assess a current event in

the context of daily life. As the name suggests, a descriptive case study answers the question of what is happening rather than why it is happening by describing the process of a specific situation. When examining a case study, researchers can do an extensive analysis that reveals the complexities, relationships, and processes of the issue. A case study is supported in large part by the application of many data analysis and collection methods; furthermore, the study's duration and objectives to a more suitable standard can be adjusted because of the study margin's flexibility (Aggarwal, 2008).

Research Site

This study was conducted in the province of Aceh, Indonesia. Aceh province lies on the tip of Sumatra Island. This locale was chosen because it is the only province in Indonesia that applies Syariah Law since all the Acehnese are Muslims.

Aceh has five state universities; however, the researcher only conducted the study in universities, namely: University of Syiah Kuala (USK), Ar Raniry State Islamic University (UINAR), and University of Samudra (Unsam) since only these three state institutions offer Majors in English Language Education. USK and UIN Ar Raniry are located in the capital city of Banda Aceh, while Unsam is situated in East Aceh Municipality.

Selection Criteria and Participants

The respondents of the study were the selected 15 teachers, who were taken from University of Syiah Kuala (USK), Ar Raniry State Islamic University (UINAR), and University of Samudra (Unsam). Specifically, the researcher took 5 teachers from each university to participate in this study.

Participants in the research were selected through the use of purposive sampling. A purposive sample is a non-probability sample selected according to the objectives of the study and certain characteristics of the population (Crossman, 2017). Creating a sample that could be regarded as representative of the entire population is the main objective of purposive sampling. In homogeneous purposive sampling, samples are selected according to a shared characteristic or set of shared characteristics; furthermore, the judgment of the researcher is applied to select participants with a range of characteristics (Crossman, 2017).

Instructors from English language departments who were regular/permanent employees who have been working for at least five years as HEI instructors were eligible to participate, provided that they can contribute and talk fluently about the subject. They were all in the 25–60 age range.

Data Collection

A semi-structured interview guide was used by the researcher to help gather the data in order to assist the gathering of information required for the study; furthermore, the

investigator gathered data via participant interviews, which was incorporated into the data analysis to enhance and validate the gathered information. Furthermore, more relevant data or information were sought from participants.

A discussion with a clear goal is referred to as an interview. Two individuals conducted the interview: the interviewee and the interviewer. In this research, the researcher conducted semi-structured in-depth interviews. In a semi-structured interview, pre-planned questions were given, but the interviewer was free to add a few spontaneous questions as the interview goes on. By selecting this format for the interview, the researcher gained the advantage of controlling the questions to be asked, being in a position of authority and control throughout, and having exclusive access to the practices and beliefs of other individuals in order to get additional knowledge.

After interviewing the individuals, the information was transcribed and analyzed. Ultimately, the information gathered were used to build a descriptive and narrative report. Additionally, the study instrument was sent to experts for face and content validation in order to guarantee its authenticity. The survey instrument underwent a comprehensive content validation process carried out by the thesis adviser, panel, and language experts from various organizations. After carefully examining and incorporating the suggestions and opinions from the content validators, the researcher presented the matrix of criticisms and proposals to the thesis adviser.

Following the completion of the interview guide's final draft, the researcher submitted an informed consent form that has been authorized by the thesis supervisor together with a letter to the institutions asking for permission to conduct the research. After

that, the researcher visited the chosen universities and provided the administrators with the letter, the informed consent form, and a copy of the interview guide. Next, the researcher gathered information and perform the interview via social media, emails, and online tools.

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In addition, document analysis was also used in this study. The technique of methodically examining or assessing both written and electronic files is known as document analysis. Similar to most other qualitative research techniques, the document analysis technique is looking over and analyzing data in order to make sense of it, comprehend it, and draw conclusions. Documents such as syllabus, curriculum and lesson plan were used in collecting the data for this analysis. These helped in analyzing remote formative assessment practices employed in EFL classes.

Data Analysis

The study utilized thematic analysis (Braun & Clarke, 2006) in order to examine the data. This required locating, evaluating, and reporting on patterns or themes that can

be found throughout the data in a methodical manner. The first step in the process is called familiarization, and it consists of the researcher becoming thoroughly acquainted with the data in order to comprehend its details. The researcher uncovered repeating patterns, noteworthy occurrences, and significant ideas from the responses of the participants.

The initial stage involved acquainting the researcher with the data. Like researchers using any other form of qualitative analysis methodology, researchers conducting a thematic evaluation of their findings must first engage themselves in the data for a considerable length of time. This approach entails researchers taking numerous syllabus, curriculum, notes and memoranda, annotating transcripts, underlining and highlighting specific portions, and also trying to (un)group articles (Braun & Clarke, 2006).

The following stage involved the generation of codes. Qualitative coding might start once a certain level of form has been established for the Documentation Process. “The fundamentals of analysis” are codes, as defined by Braun and Clarke (2006). Such codes helped interpret findings in the context of hypothetical research subjects. After selecting a portion of the data at hand, researchers give it a code. Either the concept-driven, deductive technique or the based-on data, inductive strategy may be employed to achieve this.

Searching for Recurrent Themes is Phase 3. “Patterned responses or meanings within the data set” that are somehow related to the research questions are what Braun and Clarke (2006) describe as themes. Despite the subtitle of the stage being “searching”

for concepts, the qualitative investigators continually refine the themes during this stage. This holds applicable even if the stage is called “searching” for themes.

Phase 4 involved looking over possible themes. The themes that were generated in the previous phase are reviewed and verified across the coding systems as a whole, the coded subsections, and the documents throughout this stage. The subjects, information, and research questions have to be related to and consistent with each other. While undertaking so, researchers can incorporate certain developing ideas to arrive at overall themes; conversely, certain new themes can be identified and found to be insignificant.

Finding and grouping the themes was stage five. A theme analysis goes through several stages, and this one is closely related to the one that occurred preceding it. During the assessment of emergent ideas and the construction of general themes in a Thematic Analysis, researchers must ensure that the themes do not duplicate or contradict each other. In the event that this is not the situation, the researchers might have to combine the two categories of topics. Researchers may develop and label a topic when it has a distinct focus and addresses research challenges (Braun & Clarke, 2006). Researchers ought to stay away from labeling themes that have several foci, according to another recommendation (Braun & Clarke, 2006). Phase Six is creating the report. At this point, the thematic review has come to a completion.

In validating the gathered data, the researcher hired two (2) inter-coders to review the information gathered from the participants. Both intercoder have a doctorate degree in English and are both teaching in universities.

Role of Researcher

In this qualitative study, the researcher's job was to try to understand the thoughts, feelings, and experiences of the research participants. This included finding out how Indonesian instructors in higher education used remote formative assessment; furthermore, the researcher's only responsibility during data collection was to protect respondents' privacy. Safeguarding measures to be duly informed to participants and approved by an appropriate research ethical review board prior to the commencement of the study. In this study, the researcher's duties included assessing and reducing bias, developing methodological proficiency, collecting data, interpreting information, and presenting the findings.

Methods of Validation

This section includes the following methods for validation:

Trustworthiness of Data. The following criteria were applied in this study to ensure the reliability of the data and to verify the procedures employed:

Credibility. The researcher was responsible for guaranteeing the reliability of the study's findings. The researcher ensured that the results of the research are reliable information derived straight from the participants' original sources and that they accurately reflect the participants' true perceptions.

Dependability. To ensure that the findings were supported by the information gathered from study participants, the researcher evaluated the findings, analysis, and recommendations for additional research made by participants. The investigator guaranteed the long-term stability of results.

Transferability. The researcher was responsible for making certain that the results of the qualitative research with more participants can be used in different contexts or scenarios. Through a thorough overview, the researcher supported a potential participant's decision about transferability.

Confirmability. The results of the research study were confirmed by the researcher. The precise specifics of the data collected were created by the researcher, and interpretations were clearly derived from the facts rather than being an outcome of the researcher's imagination.

Potential Ethical Issues

The participants in this study were thoroughly oriented on the purpose and procedures to be done during the study. The detailed procedures of the data collection were explained to them with the best of the ability of the researcher. The participants were also given an opportunity to ask questions about the study, and all the questions that were asked by the participants were answered correctly and dealt with appropriately by the researcher before asking for their consent to take part.

Each participant was given a copy of the informed consent document together with the instrument and cover letter assuring the privacy, anonymity and confidentiality

of the data that were incurred. The contents of the Informed Consent Form were consistent with the objectives of the study and have been reviewed to ensure alignment.

The study was conducted within a suitable and safe environment for both participants and researchers. All safety and protection measures were adhered to. The study took approximately 40 minutes.

The data collection tool which was the interview guide was designed to be free from biases related to gender, class, ethnicity, and culture. All information provided were kept confidential. Responses were coded to ensure anonymity, and no personally identifiable information was included in any reports or publications resulting from this study. Data were stored securely and were only accessible to the researcher. Data protection plans included encrypted digital storage and locked physical storage.

The principle of respect was observed throughout the informed consent process. Consent was solicited by the researcher before any participation begins, ensuring that participants fully understand the study and agree voluntarily. Special populations, if involved, required additional clearances and consents.

The results of the study were shared with the participants and the PNU community through a summary report and a presentation at a PNU staff meeting.

Participants did not receive any financial incentives or compensation for participating in this study; however, refreshments were provided during interviews and observation sessions.

The research aimed to have a positive impact on the community by improving knowledge on EFL. Cultural sensitivity was maintained, and the involvement of the community in decisions about the study conduct was prioritized to avoid any negative impact.

Chapter 3

Results and Discussions

This section highlights the data collected. These data were analyzed and interpreted to give meaning and answers to the problem statement. Pertinent literature and studies were also embedded to support and justify claims, and to shed light to unexplored and conflicting areas relative to the present study.

HEI Lecturers in Indonesia in Employing RFA in English Classes

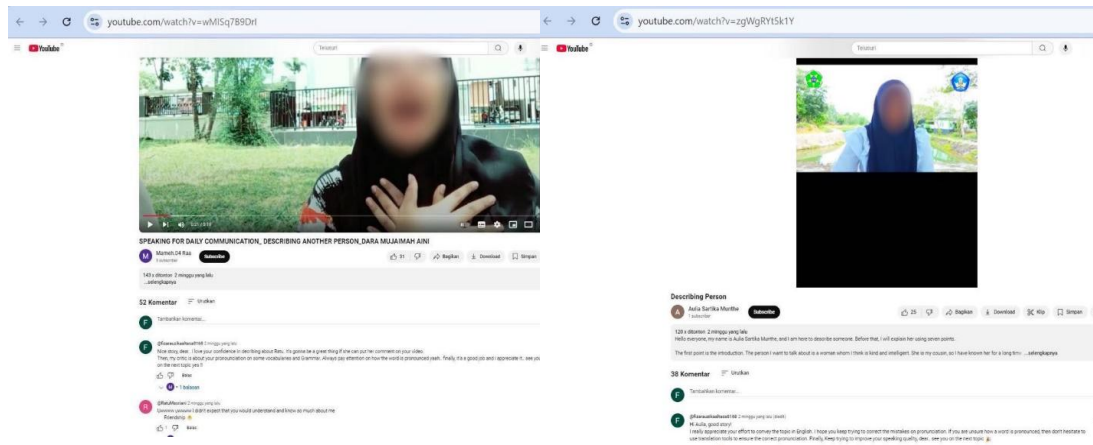
Based on the data gathered, five (5) prevailing RFA employments in English classes among HEI lecturers in Indonesia were identified. These include adaptation of assessment tools, timely and constructive feedback, continuous monitoring and support, collaborative learning and assessment, and multimodal tools and resources.

Adaptation of Assessment Tools

Teachers utilize formative assessment tool technologies to collect data on students' knowledge, abilities, and development over the course of their educational experience. In the class curriculum and lesson plans, formative assessment technologies are utilized to collect immediate feedback and evaluate student learning. These enable teachers to modify their methods and customize their lessons, so they better meet the needs of their students. Quizzes, surveys, debates, peer evaluations and observations are a few suggestions for formative assessment methods used by EFL teachers which are conducted online using various platforms.

Based on the data gathered, all teachers employ RFA by administering tests and giving comments using a range of online tools. For homework, examinations, discussions, and peer evaluations, Google platforms like google forms, and google classrooms, learning management systems (LMS), and communication applications like Zoom, YouTube, Microsoft Teams and WhatsApp are commonly used.

In the lesson plan utilized by Teacher 2, the most common assessment tool used is video which is uploaded on Youtube. In the assessment, students were asked to form a group of 4-5 to collaborate and discuss the project given by the lecturer, then design the steps and their schedule. Lecturer has students in group make an interesting learning video about cause and solution essay with high school students as the target audiences, then uploaded to English Education Major Blog and Youtube channel. In monitoring the students and progress of project, the students were expected to develop paragraphs to be a cause solution essay and do discussion on the project while the lecturer guide and facilitate them. The figure below shows an example of the use of YouTube as an assessment tool in RFA.

Figure 2*Use of YouTube as an Assessment Tool in RFA*

In these photos, Teacher 2 used YouTube as an assessment tool in evaluating the speaking skills of the students. The activity included speaking in daily communication and describing another person. In this activity, the teacher will be able to assess students' fluency, grammar and pronunciation in using the target language.

The findings can be analyzed using the Technology Acceptance Model (TAM) and the Community of Inquiry (CoI) framework. In terms of TAM, the fact that teachers use YouTube to assist their students become more proficient speakers indicates that they have a positive view of the platform's use and convenience. Teachers most likely view YouTube as an engaging and practical tool that aids in the accomplishment of their learning objectives, particularly in the area of speaking skill development. The integration of

YouTube into RFA shows that EFL teachers are highly receptive to technologies that advance their educational goals, driven by the apparent benefits for student engagement and academic performance.

The three crucial components of the Community of Inquiry model—cognitive presence, teaching presence, and social presence—are enhanced by the usage of YouTube in English lessons. As students interact with YouTube videos that test their speaking abilities and encourage active learning, cognitive presence is clearly visible. By carefully choosing and facilitating YouTube content, the teachers create a teaching presence while guaranteeing conformity with learning goals. As students engage with teachers and classmates, frequently through group projects or content-related conversations, social interaction is promoted. This comprehensive use of YouTube in RFA highlights how it may be used to eliminate technology constraints and improve English language fluency while fostering a dynamic and participatory educational setting.

According to Shahzad et al. (2022), EFL teachers use YouTube as an assessment tool in improving students speaking skills. Students can improve their speaking fluency if they record themselves speaking. They can also practice mimicking proper pronunciation, facial expressions, intonation, and vocabulary usage by watching native speakers on YouTube who are speaking spontaneously.

Moreover, Saed et al. (2021) also state that these days, technology-based learning materials such as Youtube are typically very dependable for learning a second language. Because technology is developing so quickly, everyone must keep up with it. Technology is obviously nothing new to millennials. They can even utilize it for a variety of purposes

to support their work, including as a tool for foreign language acquisition. YouTube is one of the many apps available for language learning.

Both teachers and students can benefit from utilizing YouTube in the educational setting. When watching videos instead of the teacher lecturing the class, students are inclined to pay attention and are frequently more involved in visually appealing activities.

YouTube accommodates several learning modes, such as auditory, tactile, and visual. Videos that suit their preferred learning style are available to students, which facilitates comprehension and memory of the material. YouTube has the potential to serve as an adjunct to classroom instruction (R. Yang & May, 2023).

In higher education EFL classes, online formative assessment tools such as google forms, LMS or YouTube are essential. They promote individualized instruction, encourage engaged learning, and raise student engagement—all of which lead to better learning results (Wulandari, 2021).

In addition, teacher 15 revealed in the interview that in assessing the students' speaking skills, teachers use YouTube or TOEFL classroom as an RFA online tool.

Teacher 15: Talking about RFA practices that I have employed in EFL classes, actually I have taught several courses in this department such as Speaking, Writing, English Grammar and many more. For example, like Speaking subject, I usually ask my students to make a video for homework or assignment. I ask them to make a vlog. I give them a topic and request them to make a vlog, and then I ask them to post it in YouTube. So the online tool I use in this course is Youtube. I give my feedback for their fluency, pronunciation, content of the vlog. Not only

vlog, but I also give them argumentative topic for example and then I ask them to post it in their Youtube account. I give them my feedback like I said before; their pronunciation, content, coherence, cohesion, fluency in using English. Besides giving them my direct feedback for the video, when I meet them in the next meeting I give them my feedback again for the video.

Using social media sites in the classroom has advantages for both educators and learners. Teachers can use this as a method to evaluate their pupils' speaking abilities. Both teachers and students can benefit from utilizing YouTube in the educational setting. This may be used by teachers as an assessment tool for students' speaking skills or while watching videos instead of the teacher lecturing the class, students can more inclined to pay attention and are frequently more involved in engaging activities.

This was further supported by Endo et al. (2022) who stated that YouTube has shown itself to be a successful educational tool since it brings together scholars, teachers, and professors from around the globe and offers stimulating, informed, and fascinating information that have given learning an entirely novel aspect by fostering creativity and innovation.

Moreover, Google platforms and learning management systems (LMS) were also widely used by the teachers in EFL class. In the curriculum provided by Teacher 1, 13 and 14, they often used different online tools to assess the performance of the students. Google platforms., learning management systems (LMS), Microsoft Teams and WhatsApp were all mentioned as the main assessment tools in the curriculum they are using. With these platforms connected to the internet, students may complete tests, quizzes,

or assessments using the digital testing approach known as online evaluation. These tests evaluate students' comprehension, proficiency, and knowledge of a given subject.

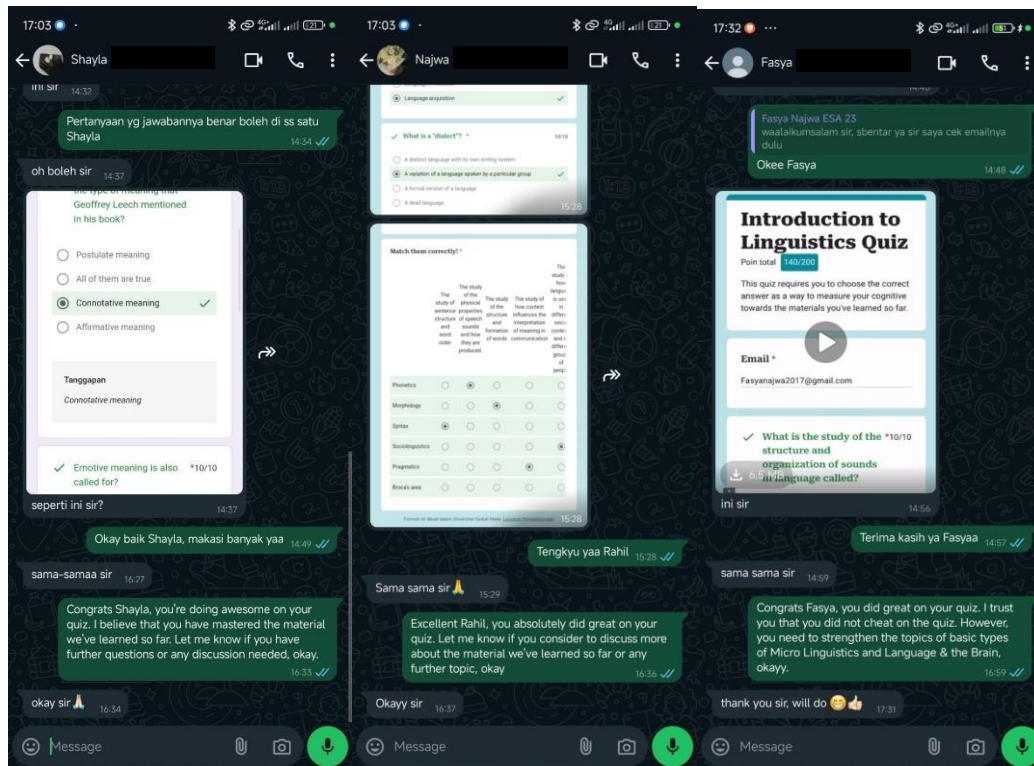
These were further supported during the interview conducted with the teachers. For instance, teacher 1 shared that she uses google forms as an online assessment tool because they are easy to use.

Teacher 1: Um. I for now prefer to use Google Form due to my time management between teaching and other jobdesks. This site makes it kind of easy for me to create quizzes because I can easily set the score I need per item or question...

The figure below shows an example of the use of Google Forms as an assessment tool in RFA.

Figure 3

Use of Google Forms as an Assessment Tool in RFA



These pictures show that EFL teachers use google forms in giving quizzes to students including multiple choices type of exams. They also use WhatsApp to follow up and give verbal feedback to the students.

According to the TAM, perceived utility and ease of use have an impact on how technology is used. In the classroom, teachers adapt easily to navigable resources. Technologies with user-friendly interfaces and minimal technological difficulties, such as google forms, facilitate the deployment of RFA. Additionally, educators are aware of the

value of online resources in enhancing assessment techniques. Because of features like instant feedback, automatic grading, and metrics for tracking student progress, these technologies are considered crucial for RFA in EFL classes. Finally, the successful tool integration shows that teachers are prepared to incorporate technology into their lessons. What they enjoyed about using internet-based tools for assessments likely contributed to their decision to continue using them.

This was further supported by Mahapatra (2021) who stated that google forms is a successful instrument for collecting data, and it can be used to create polls and examinations, among other things, in the educational setting. It is also useful for creating personalized forms that will help collect and evaluate data to keep reviewing and refining EFL classes.

Moreover, Nhor et al. (2022) also found that google forms is especially useful for administering tests to students. It effectively gathers knowledge and responses, which makes it simple to arrange and examine the data. Additionally, ESL teachers can conduct a wide range of tests using the tool because it allows users to design a large number of distinct forms.

In a study conducted by Basori and Mubarok (2020), it was revealed that teachers may build questionnaires, polls, and exams that students can access from a distance using internet-based resources for questionnaires and exams. When it comes to creating tests and gathering student data, these instruments offer versatility.

In addition, peer evaluation and cooperation on tasks, articles, or activities are made possible via peer review as well as collaborative platforms such as Google Documents. These resources encourage proactive learning and allow students the chance to offer while getting constructive criticism from others (Reise, 2020).

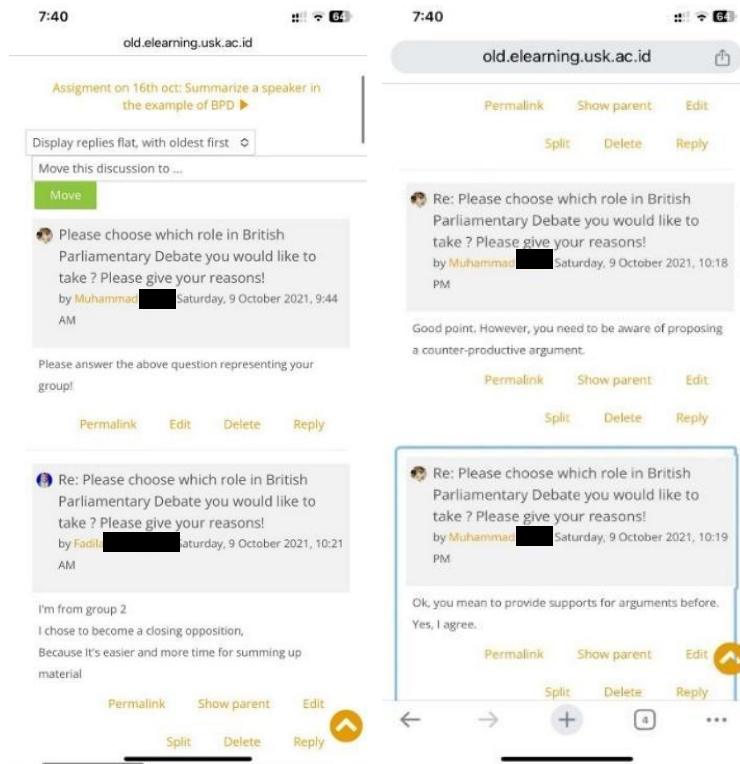
Another assessment tool used by EFL teachers online is learning management systems, during the interview, teacher 10 shared that:

Teacher 10: I believe I have used RFA in my classes before, both online and offline. Typically, I tried to apply flipped classrooms where students would prepare at home with the reading materials, I supplied beforehand and came to class ready to discuss. Throughout the class students would be asked to complete numerous tasks and assignments which they would later submit to our LMSs. My feedback will be provided directly through the LMSs or by email.

The figure below shows an example of use of LMS as an assessment tool in RFA.

Figure 4

Use of LMS as an Assessment Tool in RFA



These pictures show that EFL teachers use LMS in giving instructions, activities and even quizzes to students. This is usually used in the administration, records, monitoring, and assessing students' performance.

Utilization of technology is influenced by perceived utility and simplicity of use, as explained by the TAM theory. Instructors modify resources that are easy to navigate in class . RFA application is made easier with technologies that have user-friendly inter-

faces and few technical challenges like LMS; moreover, Teachers understand how important internet resources are for improving methods of evaluation. These technologies are essential for RFA in EFL lessons because of features like automatic grading, immediate feedback, and metrics for monitoring student development. Lastly, teachers' readiness to use technologies in their lessons is demonstrated by the effective tool integration. Their decision to keep utilizing internet-based tools for assessments is probably reinforced by what they liked about working with them.

According to Defianty et al. (2021), an online application or program that is utilized to organize, carry out, and evaluate a particular educational process is called a learning management system (LMS). An LMS's most popular configuration includes a user interface (UI) and an online platform that handles the basic features. Teacher 15, noted that:

Teacher 15: I use LMS, the name is SPADA UNSAM. For the course of Writing, I ask them to write paragraphs of descriptive, narrative, something like that. I teach them the generic structure, the language features of each paragraph. And then I give them topic like descriptive paragraph, or recount paragraph. I ask them to post it in LMS SPADA UNSAM. I give them feedback for their writing in the platform. For the Grammar course, I rarely use online quizzes or Kahoot, or something like that, because I avoid cheating and discussion among the students. I usually ask them, especially in this course, to make sentences in front of class then give feedback. Or I ask to analyze or to identify the errors in the sentences.

Also, I always give them long paragraph, and then ask them to analyze, to identify, to evaluate, and correct the errors in the text. In addition, I use Google Classroom as my RFA.

Evidently, technologies for remote formative assessment have grown in significance, particularly in relation to online learning settings. This includes LMS, google classroom or Kahoot. These resources assist teachers in assessing student learning and giving immediate suggestions to promote academic advancement.

This was further supported by Lestari and Azizah (2021) who stated that an LMS gives a teacher the ability to produce and distribute material, track student engagement, and evaluate student achievement. Additionally, it could offer students access to multimedia resources like video conferences, and threaded forums. Teacher 4 added that:

Teacher 4: Actually in Syiah Kuala University, we have e-learning, the name is e-learning USK, and every semester the university staff have registered the name of the courses and the students in each class so we don't have to set anything, we just go to the class on e-learning and have the students there and we can post everything, the material, the quiz, task, and so on. To be honest, nowadays I don't really use e-learning but I used to use that one year ago post Covid and during the Covid and I posted the instruction, the material, and task for the students. I also used Edmodo, I designed questions for example multiple choice questions and other kinds of assessment types, not only multiple choice, like filling the blank and so on.

Successful online instruction requires the use of remote formative assessment technologies. Platforms that rely on technological advances, such as google applications and LMS are frequently employed by EFL teachers to offer dynamic and captivating evaluations. Customized feedback is provided by adaptive technologies such as google form, which improves the educational process; nonetheless, research is still being conducted to find efficient methods and enhance evaluation instruments, with a particular focus on the reliability and accuracy of these technological devices.

Moreover, according to Michelotto et al. (2022), with the use of formative assessment instruments, students can evaluate their understanding and development in real time. Teachers may determine areas of difficulty and modify their teaching methods correspondingly by using the information gathered from formative evaluations to make more informed choices about their lessons. Through interactive tests and discussions, formative assessment technologies encourage students to actively participate, which leads to a deeper comprehension and recall of the subject matter.

By incorporating these resources into higher education EFL classes, instructors may create an engaging environment for learning where students are encouraged while being assisted to meet their educational goals.

A vast array of technologies and resources are available to teachers to support formative assessments in schools. The following are a few types of frequently employed formative assessment instruments such as Learning Management Systems (LMS) which include sites such as Moodle, Canvas, or Blackboard which offer tools for making tests, tasks, and questionnaires that may be utilized for formative evaluations. Additionally,

they provide assessment and scoring features to aid in the evaluation process (Milawati et al., 2022).

EFL classes may benefit from the use of multimedia and audio production instruments, like YouTube, which allow students to upload their speaking activity videos, responses to prompts, inquiries, or tasks. These resources can be used by teachers to evaluate their students' problem-solving, presenting, and communication abilities (Imsa-ard & Tangkiengsirisin, 2023).

Technologies for remote formative assessment have grown in significance, particularly in relation to online learning settings. These resources assist teachers in assessing student learning and giving immediate suggestions to promote academic advancement.

The findings of this study is related to the study conducted by Tran and Ma (2021) which found that EFL instructors have made good use of Quizizz, Kahoot!, Socrative, Microsoft Office Team, and Schoology for formative evaluations during distance learning. These resources make it easier to provide both spoken and written suggestions, emphasizing how crucial understanding technology is to effective execution.

This was further supported by Muck and Cope (2021) which stated that Artificial intelligence techniques such as computerized adaptive testing (CAT) and Bayesian networks are used in the creation of flexible formative assessment networks, including the Computerized Formative Adaptive Testing (CAFT). These technologies improve the effectiveness, reliability, and dependability of online evaluations by constantly choosing relevant questions and tests according to the student's aptitude and offering tailored analytical assessment.

The trustworthiness of digital assessment systems is a topic of continuous discussion. Finding reliable methods and tools for digital formative assessments has been the main focus of studies, especially in language learning situations. Utilizing online collaboration venues where students interact with multimedia materials to obtain certification in communication skills is one example of an effective technique.

Timely and Constructive Feedback

It was revealed that EFL teachers give students timely and constructive feedback right after they complete the assessment. They use different remote platforms like google documents, USK learning platforms and LMS to offer Realtime feedbacks on students' work.

In the syllabus and lesson plans given by teachers 5, 14, 15, 3 and 4, the assessment tools used in their lessons are timely and constructive feedback mechanism including peer evaluations, assessments of performance and discussion forums. Feedback was sent using technologies using emails and WhatsApp to provide students with real-time corrections of their work.

Using different online platforms, EFL teachers can give their comments and feedback on students' work quickly which may help EFL students know their mistakes right away. This may promote students' motivation and learning.

Based on the lesson plans and syllabus, teacher 5 employs RFA in EFL classes using USK e-learning platform. Using this platform, teachers can ask students to submit assignments and examinations using e-learning and email. This platform has a comment

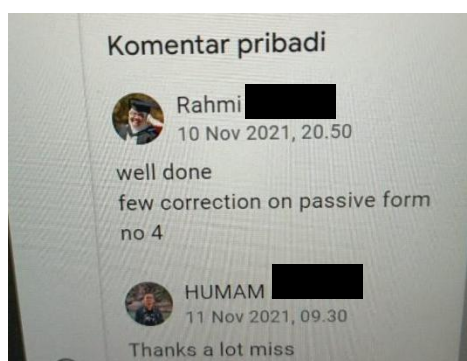
column where teachers can share their personal feedback, opinions and suggestions on a student's work.

Moreover, Teacher 3 practices remote formative assessment through LMS. In their university, they have LMS that all lecturers are given access and can place their teaching and learning materials. She uses this to give quiz, for example after 3 of 4 meetings she will create quiz that consists of 2 or 3 questions that students need to elaborate indicating their understanding conceptual aspect of their teaching and learning materials. (Teacher 3)

Also, Teacher 9 provides remote formative assessment by giving students timely and constructive feedback using Google Classroom. This platform may be used by teachers in RFA by posting questions to Google Classroom and then giving feedback and correcting the students' assignments, as shown in the figure below.

Figure 5

Timely and Constructive Feedback in RFA



This photo shows that EFL teachers provide timely and constructive feedback using google document. Teacher 9 uses this platform to give students comments on their work in passive voice.

The Community of Inquiry (CoI) framework and the Technology Acceptance Model (TAM) can be used to examine the results. Regarding TAM, the fact that Indonesian HEI lecturers utilize google documents to give students timely and constructive feedback shows that they have a favorable opinion of the platform's usability and convenience of use. This is probably seen by teachers as an appealing and useful resource that helps them achieve their learning goals, especially when it comes to teaching English. Using this platform into remote formative assessment (RFA) indicates that EFL teachers have accepted technology that supports their pedagogical objectives, exhibiting a high degree of acceptance motivated by the apparent advantages for academic results and student involvement.

Moreover, the three crucial components of the Community of Inquiry model—cognitive presence, teaching presence, and social presence—are enhanced by the usage of google document in providing feedback to the students. Cognitive presence is clearly visible as students interact with the teachers that encourage active learning. By carefully choosing and facilitating content, the teachers create a teaching presence while guaranteeing conformity with learning goals. As students engage with teachers, frequently through conversations in the platform, social interaction is promoted.

According to Saeed et al. (2022), Google Docs has been utilized in practice by EFL teachers for a variety of purposes. First, Google Docs gives teachers the ability to

give timely and constructive feedback and track their students' development. Since all writing takes place online and revisions are stored on students' Gmail user accounts, teachers are no longer required to compile the students' work in the usual manner. Second, students can choose how involved they want to be when utilizing Google Docs in the EFL classroom. Additionally, it encourages group learning through the use of Google Docs peer review, which can be an effective technique for raising student writing standards and shifting the writing instructor's role during revision.

In recent years, different instructional settings have used online textual constructive criticism through Google Docs, with positive results (Susilawati et al., 2024). In contrast, Alharbi and Alqefar (2021) asserted that feedback received during the writing phase helps the students and makes suggestions for changes. Given this, among the most important aspects of teaching and learning has become written constructive criticism, which helps students acquire proper English.

One of the main ways that teachers react to students' writing and support their writing growth is through timely and constructive criticism. Additionally, teachers' written remarks or edits on all facets of students' texts are considered constructive criticism. If done correctly, instructor feedback can be a very effective strategy for increasing students' motivation during the writing process (Giang, 2023). She went on to say that EFL teachers must provide constructive criticism in a courteous manner, not just by correcting students' work and focusing on its grammar, but also by adding encouraging and uplifting remarks.

Feedback Mechanisms system makes it easier to exchange timely and constructive feedback, assessments, and ideas for enhancements. They may include questionnaires, peer evaluations, assessments of performance, or discussion forums, among different kinds. Feedback systems encourage ongoing development, learning, and enhancement in education.

Feedback is given by EFL teachers in both formal and informal ways. Feedback is tailored to each student, frequently via mail or private conversations to prevent humiliation. Given the time limits, criticism is occasionally given in groups within big classes, and more thorough input is uncommon.

The EFL teachers are essential in helping students understand and improve their performance by giving them constructive criticism. Corrective criticism in EFL programs is usually provided verbally and/or in writing in the EFL class.

This is also evident on the responses of the EFL teachers during the interview especially by teacher 6: “I often employ short answer assignments, reflective reading and discussion board for the RFA. The platform I use when conducting those activities are Google Classroom.” Teacher 14 stated that:

Teacher 14: I use Google Drive especially put the folder on it. So all students share the task or result of the discussion in it. It is done gradually depends on the students’ comprehension level which means it will continue if the student respond to my feedback. I will share you the link so you can see it. But, I cannot share the link of previous semester because I cannot access it anymore.

Other EFL teachers provide feedback to their students using google classroom. By offering feedback as the task is being written, teachers aid in improving performance and grades. This platform is usually used in EFL classes in order to prevent repeated mistakes and students are able to duplicate the feedback throughout the work.

Particularly in the realm of online and distance learning, remote formative assessment is an essential part of contemporary education. To improve learning results, motivation, and engagement among learners, effective feedback systems are crucial (Cabrera-Solano et al., 2020). Teacher 4 said that:

Teacher 4: I gave feedback for the group. For example, last semester I taught ‘Speaking for Group Activities’, I assigned the to create video based on the topic that they studied in the classroom for example Ordering Ticket, Buying Ticket, then they made video and posted the videos on e-learning, and I gave feedback. I gave feedback on the comment track, for example there was a video that had low sound, “Try to make sure to have louder sound and you make video”. Or I asked “When you recorded, did you use mobile phone, video recorder or audio recorder? If you use audio recorder, it is recommended to use microphone that attach to ear. The sound will be clearer.” So, I gave feedback like that. Sometimes I avoid giving feedback based on English performance because I believe they had tried their best and they had rehearsed at home. But sometimes there were wrong dictions they used, and I feel distracted, I will tell them “You supposed to use these words, more suitable for this sentence”.

Teachers should provide straightforward clarifications and correct answers for a number of reasons. First of all, they improve how engaged students are in the classroom, especially in EFL classes that are sometimes regarded as challenging. Second, clear clarifications help students absorb knowledge more thoroughly and enhance their educational results by lowering their unnecessary cognitive load; furthermore, effective explanation is regarded as a mark of quality instruction and is vital in the classroom. Among the most crucial teaching competencies is thought to be providing successful educational justifications; thus, creating successful instructional tactics requires an awareness of what, from the students' point of view, makes a clarification simple and engaging. All things considered, teachers' concise explanations are essential to improving students' academic results and experiences.

Based on the data gathered, it was revealed that teachers adapt Feedback to individual student needs. Teacher 1 pointed out that:

Teacher 1: I used blended learning in teaching learning process because sometimes when I have some meetings, I should leave class but I assign the students online material and task. When I give them online task or assignment, I usually use tools they are familiar with like Google Classroom, Whatsapp Group, email, and sometimes I ask them to record video, and open Discussion Forum using Model application, and also sometimes I give them quiz using Quizzes application.

Improving learning outcomes in remote formative assessment requires tailoring feedback to each student's needs, particularly in light of the growing popularity of online

and distant learning. The tactics and insights from recent studies on how to successfully customize feedback in distant formative assessment situations are examined by various researchers.

Though it might not have a direct effect on academic achievement, feedback that students find valuable can increase their self-efficacy and enthusiasm in the subject. Positive criticism, however, ought to be motivating, timely, manageable, and personal in order to promote student participation and introspection (Golzar et al., 2022).

In remote formative assessment, tailoring feedback to each student's needs entails providing timely, motivated, and personalized feedback. The process of giving feedback ought to involve students actively, and technologies may be a big component of providing insightful, interesting feedback. To determine the best approaches for particular situations, it is important to investigate various feedback systems and strategies. Through thoughtfully crafted systems for feedback, the overall objective is to improve engagement among learners, self-efficacy, and reflective thinking.

The findings are support that by giving students immediate, individualized, and manageable feedback right within their online learning environment, online feedback platforms can greatly increase student interest and drive.

Furthermore, Zeng and Huang (2021) stated that practices for formative evaluation and feedback that encourage self-regulated learning are quite successful. Becoming proactive in creating and utilizing feedback benefits students by empowering them to take charge of their own education.

In addition, Guo and Xu (2021) revealed that performance among learners may rise significantly when tailored feedback is given based on how they respond to multidisciplinary activities. This method encourages pupils to see mistakes as teaching moments.

Feedback from a web-based formative assessment tools that take into account students' confidence levels in their answers is quite helpful. By using this method, educators and learners can better understand how they do in comparison to their classmates and adjust their teaching and learning methods appropriately (Suherman, 2022).

Zainiah et al. (2021) also added that it is essential to comprehend the inner workings of students' feedback processing systems. How input is interpreted and applied depends on a number of important factors, including initial motivator states, feelings and how decisions are made.

Students must acquire assessment skills in order to participate in effective formative assessments. This entails being aware of exceptional work, evaluating their work impartially against standards, and using techniques to do better (Y. Yang & Qian, 2020).

The CoI model offers a thorough lens which to examine the feedback processes in RFA tools because of its emphasis on cognitive, social, and educational presence. Peer reviews along with performance assessments promote critical thinking, language proficiency utilization, and analysis. Deeper cognitive involvement is encouraged when students proactively evaluate both their own and other people's work. Peer reviews and discussion boards help students feel more connected to one another. Students' enthusiasm and involvement in their educational experience are increased when they give and receive

comments because it makes them feel closer to their classmates. When it comes to creating and promoting these feedback mechanisms, teachers are essential. In order to ensure consistency with learning goals and promote a supportive atmosphere, they facilitate discussions, establish evaluation standards, and offer commentary on performance evaluations.

Incorporating online systems, encouraging learning through self-regulation, offering personalized and peer-to-peer feedback, utilizing social programs, and comprehending how input is internally processed are all components of efficient feedback mechanisms for remote formative assessment. When combined, these tactics improve learning results, motivation, and student engagement in distance learning environments.

Continuous Monitoring and Support

The teachers use RFA tools to determine the learning gaps and adapt their teaching techniques appropriately. They often modify their assessment tasks based on the students' progress. These tasks include everything from conventional tests to artistic endeavors like video blogs, self-assessment or pairing activities. While video projects are common for speaking skills, writing projects are frequently employed in classes like writing and grammar. Discussions on forums encourage more extensive student participation.

Based on the curriculum and syllabus given by the participants, the assessments all they use come in a variety of forms, such as examinations, tests, assignments, presentations, and more. Exams and homework are examples of direct assessment, while surveys and course evaluations are examples of indirect assessments. Usually, the test or the evaluation they provide at the end of a class is an essay or a project in which students

work independently or with a group without the teacher's help; moreover, for speaking classes, Teacher 2, 4 and 5 use video blogs, self-assessment or pairing activities as the main assessment tool in their class. These are all use to determine if the students learned during the discussions and monitor their progress.

For example, Teacher 9 aims to showcase students' critical understanding of the covered course topics. This is assessed using a mid-term test. This is an individual work where students would work alone to respond to the mid-term test questions.

This is further elaborated by the teachers in the interview conducted. Teacher 7 said that:

Teacher 7: The RFA practice I do when I ask my students to do the work online in Google Classroom or Zoom meeting, I explain the concept in relation to Sociolinguistic, Discourse Analysis classes that I teach. I explain the concept for one hour then I let them work individually or in pairs. I ask them to present and give examples, and then I give feedback whether it's ok or not relating to the examples, whether it is suitable to the concept or not. That is the most frequent assignment for RFA

In some EFL class activities, students are also monitored by the teachers by stressing the importance of deadlines in every EFL tasks. The findings show that RFA is used by EFL teachers through continuous observation and assistance, stressing the value of deadlines and feedback. With this method, teachers may monitor students' progress regularly and quickly fill in any learning gaps. Teachers create a controlled learning environment that encourages students to be accountable and manage their time by setting

clear deadlines. On the other hand, because it gives students an understanding of their areas of strength and growth, feedback is an essential tool for improving learning outcomes. Combining these strategies allows teachers to keep up a dynamic and engaging process of assessment while ensuring that students stay driven and involved in their learning process. This technique demonstrates how flexible EFL teachers may be when using RFA to enhance student learning. The figure below shows an example of syllabus used in EFL classrooms.

Figure 6

Syllabus in EFL Classrooms

Week	Expected Competence to be achieved	Materials	Method / Learning Strategy	Time (minute)	Students' Learning Experience	Criteria and Assessment Indicator	Weight Value
11-12	Composing the essay and join a class writing competition. (PROJECT 2): Lecturer has students in group make an interesting learning video about cause and solution essay with the targeted audiences are high school students, then uploaded to English Education Major Blog and YouTube channel.	1. Developing paragraphs 2. Introducing transition signals (part 2) 3. Writing a cause-solution essay.	Model: PJBL Approach: individual and group work Method: discussion and group work	6x50 minutes	Phase 1: <i>starting with essential questions.</i> Phase 2 and 3: <i>Design project and its schedule.</i> - Students in groups of 4-5 collaborate and discuss the project given by the lecturer, design the steps and their schedule. Phase 4: <i>monitoring the students and progress of project.</i> - Students develop paragraphs to be a cause solution essay. - Students have discussion on the project while the lecturer guides and facilitates them.	Learning video about cause and solution essay. Skills: accuracy in writing essays Attitude: cooperation, discipline.	10%
13	Students revise the essay and share writing problems and their solutions	Revising writing work 1. Peer-checking	Model: PJBL Approach: individual and group work Method: discussion and group work	3x50 minutes	Phase 5: <i>assess the outcome.</i> - Each group comprehend the process of revision and editing their draft - Each group post their essay to English Education Major Blog and YouTube channel	Learning video about cause and solution essay. Skills: accuracy in writing essays Attitude: cooperation, discipline.	10%

The photo shows an example of syllabus used in EFL classrooms. In this syllabus, the teacher provided deadlines for students to follow. For instance, they are given 60 minutes to revise their essay through peer checking.

Moreover, the three components of the Community of Inquiry model—cognitive presence, teaching presence, and social presence—are shown in providing continuous monitoring and support in providing feedback to the students. Cognitive presence is clearly visible as students interact with the teachers encourage active learning and meeting the deadlines. By carefully choosing and facilitating content, the teachers create a teaching presence while guaranteeing conformity with learning goals. As students engage with teachers, frequently to get feedbacks, social interaction is promoted.

According to Alfian et al. (2022), establishing precise due dates for remote formative assessments (RFA) is essential for efficiently tracking students' progress and formative assessments help teachers make real-time teaching improvements that improve student learning outcomes when combined with prompt feedback.

According to a study by Reise (2020), maintaining student interest and guaranteeing constant progress monitoring in online settings requires defined expectations and deadlines. This also highlighted that flexible deadlines might boost productivity and lower stress; they can also present logistical difficulties.

In addition, formative exams give teachers instantaneous information about their students' progress, enabling them to make data-driven decisions and provide individual-

ized training and due dates and well-organized formative evaluations are important to efficiently tracking and assisting student development in distance learning settings (Imbard & Tangkiengsirisin, 2023).

Collaborative Learning and Assessment

EFL teachers use collaborative assessment including group discussions, peer assessment, and group activities to encourage class interaction and learning. This provides opportunities to provide and get constructive feedback from peers.

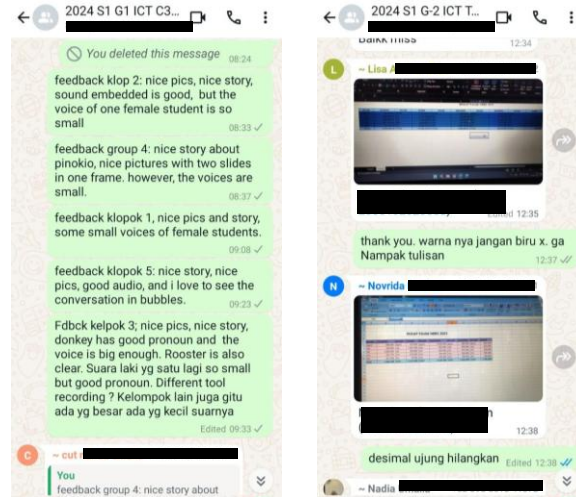
Some educators conduct formal peer evaluations, others observe that it can be challenging to properly involve students in these activities, especially when it comes to EFL students who find it difficult to evaluate one another's work.

Based on the curriculum and syllabus given by the participants, all of them used collaborative team assessments as their main evaluation activity for students' progress. For instance, in the lesson plan used by teacher 4, the teacher groups the students into 4-5 and ask them to collaborate and discuss the project given by the lecturer, design the steps and their schedule. Students are asked to do the first step of writing activities: Generating ideas by using brainstorming, listing and grouping strategies. At the end of the lesson, they are expected to be able to generate the ideas of showing directions using Google Maps by using the strategy of brainstorming, listing, and grouping.

In another group work mentioned in teacher 4's lesson plan, students are asked to practice making appointments on the phone. In this activity, students are grouped into 4-5 and are asked to collaborate and discuss the project given by the lecturer, design the steps

and their schedule. Then in a group, they are asked to generate ideas by using brainstorming, listing and grouping strategies. At the end of the lesson, they are expected to be able to generate the ideas of making appointment on phone by using the strategy of brainstorming, listing, and grouping.

Teacher 2 also uses collaborative activities to help students be able to generate the ideas of writing by using the strategy of brainstorming, listing, and grouping. In another group work mentioned in teacher 5's lesson plan, students are grouped into 4-5 and are asked to collaborate and discuss the project given by the lecturer, design the steps and their schedule. Then in a group, they are asked to generate ideas by using brainstorming, listing and grouping strategies. At the end of the lesson, they are expected to be able practice writing their research proposal with the focus on writing the introduction section, present their work in a group and answer the questions from teacher and peers. The figure below presents that collaborative learning and assessment are practiced in EFL classrooms.

Figure 7*Evidences of Collaborative Learning and Assessment in EFL Classrooms*

NO	Kemampuan akhir yang diharapkan (Sub CPMK)	Bahan Kajian/Materi Perkuliahan	Bentuk Pembelajaran			Metode Pembelajaran	Alokasi Waktu	Pengalaman Belajar Mahasiswa	Penilaian (kriteria, indikator dan bobot)	Referensi
			Luring	Daring	Blanded					
11	General knowledge and understanding of the notion of English 2.0	English 2.0	X			Group discussion Group presentation Pair/group work	2 x 50 minutes	Check students' attendance Apperception and motivation Lesson presentation and analysis Students, in pairs, role-play activities.	Students can understand, discuss, analyze, ponder upon, synthesize, or critique the notion of English 2.0 within the context of current ELT	Readings derived from a variety of sources
12	General knowledge and basic understanding of interactive classrooms	Creating an interactive classroom	X			Lecturer, Group discussion Group presentation Pair work	2 x 50 minutes	The students are provided with readings prior to the class meeting. They will prepare for class discussion. In class, the students would work with classmates to discuss and present their discussion points. The lecturer will provide feedback,	Students can understand, discuss, analyze, ponder upon, synthesize, or critique the notion of an interactive English classroom	Brown, H. D., & Lee, H. (2015). <i>Teaching by Principles: An Interactive Approach to Language Pedagogy</i> . Pearson Education ESL. Chapter 13

In this syllabus, this is used to promote interactive classrooms. The EFL teachers also use WhatsApp to send constructive feedback for each group work.

According to the Community of Inquiry Model, students can communicate with classmates and express themselves in a safe space through digital mediums. By using resources like interactive evaluations, peer feedback systems, and discussion boards, teachers may improve social presence and help students feel like they belong to a learning group; moreover, using Vygotsky's Sociocultural Theory, it may be seen that peer cooperation and teacher-student engagement are made possible by online environments and are essential for language learning. Teachers' use of technology to promote social engagement and knowledge co-construction.

In remote formative assessment, peer evaluation are useful instruments that have a big impact on educational results, student engagement, and self-control. Although both approaches work well, how these tests are organized and sequenced is essential to optimizing their effects. These tests are essential to student-centered learning environments since they may be made more effective with proper execution, which includes having specific requirements and involving teachers.

This is also evident on the responses of the participants during the interview, especially by teacher 13:

Teacher 13: After they get the feedback either from teacher and their friends, they need to create a video of self-introduction. In the feedback, I encourage them to do peer-correction after writing before they create a video. I think the video can be a tool to see or to assess their improvement from the writing.

According to this research, the peer-correction method gives students more autonomy by allowing them to recognize their mistakes and revise their work with the help of their classmates.

It has been demonstrated that peer-correction helps students become more independent, responsible, reflective, and contributing. It also helps students make better decisions and become more engaged in the learning process. Teacher 3 said that:

Teacher 3: I use forum discussion. We know that forum discussion is not quite as an assessment, but sometimes forum discussion can be used to brainstorm and to at least to capture their prior knowledge, their broad understanding about one theory for example before they start learning a new thing. In forum discussion also I tried to discuss their opinions, to look at their positioning about their teaching practices, and I also for example I tried to retain how they find the sources student responded to the questions, the other university students enroll to the course can also see and read perhaps there are some issues that are very interesting to all students but sometimes very specific issue that would be interested to lecturer and we can you know like elaborate more into discussion.

A forum is a web-based peer assessment where users can exchange stories, pose inquiries, and talk about subjects that interest them both. Forums are a great method to build communities and social relationships. They can also assist in creating a group of people who are interested in a certain topic (Tran & Ma, 2021).

This was further supported by Muck and Cope (2021) who stated that in formative assessment, peer and self-evaluation are becoming more and more acknowledged as useful instruments, especially in online educational settings. By offering a variety of feedback systems, these techniques not only promote student responsibility and involvement but also improve learning results.

Moreover, in a study conducted by Silva et al. (2022), it was revealed that the educational results of students can be improved by both peer and self-assessment, however peer evaluation frequently exhibits greater validity and reliability than self-assessment.

It was revealed that peer evaluation is frequently more successful than teacher evaluation and can greatly improve students' writing abilities, while Sundari et al. (2022) revealed that students' drive, self-efficacy, and self-regulation are all improved by formative assessments, which include peer and self evaluation. The impacts of peer and self-assessment on these parameters did not differ significantly, suggesting that both approaches are equally useful.

In formative assessment, peer and self-evaluation are becoming more and more acknowledged as useful instruments, especially in online educational settings. By offering a variety of feedback systems, these techniques not only promote student responsibility and involvement but also improve learning results (Mulyani et al., 2023).

Furthermore, Assia and Samira (2023) revealed in their study that the learning results of students can be improved by both peer and self-assessment; however peer evaluation frequently exhibits greater reliability and validity than self-assessment. This was further supported by Sulaiman et al. (2020) who stated that peer evaluation is frequently

more successful than teacher evaluation and can greatly improve students' writing abilities.

The order in which self-assessment and peer-assessment are used is important; self-assessment initially can lower stress, whereas peer-assessment first can enhance performance on particular tasks, such as public speaking (Fukuda et al., 2020); moreover, peer assessment exercises that are well-structured foster collaborative learning and improve the overall educational experience for both teachers and students (Prastikawati, 2022).

Students' motivation, self-efficacy, and self-regulation are all improved by formative exams, which include peer and self evaluation (Krsmanović, 2022). While it is also found that the impacts of peer and self-assessment on these parameters did not differ significantly, suggesting that both approaches are equally useful.

In higher education, self- and peer evaluations are essential for creating professionals that are accountable, critical, and introspective (Mariadi et al., 2022). By guaranteeing good agreement with teacher assessments, these tests can lessen the effort of lecturers and fit in nicely with student-centered assessment processes. RFA helps students understand the evaluation criteria and improve the quality of their work by providing feedback (Ghozali & Tyas, 2022).

Multimodal Tools and Resources

EFL teachers are using multiple platforms such as videos, written tasks or quizzes to assess the language skills of the students. These multimodal tools may support diverse and innovative assessment methods.

Teachers are aware that technological multimodal advances are drastically altering how we communicate with one another, and that the discipline of education is always evolving. Technologically savvy educators are constantly looking for new information and abilities to enhance their teaching methods in order to remain up to date and productive in their positions.

The data revealed that the technological proficiency of teachers is linked with RFA's success. Higher proficiency individuals assess students' development more successfully using a variety of tools.

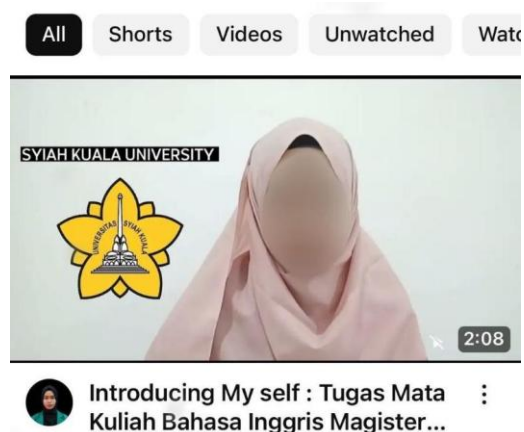
In the curriculum provided by Teachers 1, 13 and 14, they often used different multimodal technologies to assess the performance of the students. Google platforms, learning management systems (LMS), and communication applications like Zoom, YouTube, Microsoft Teams and WhatsApp were all mentioned as the main assessment tools in the curriculum they are using to provide tasks or quizzes to assess the language skills of the students. With these platforms connected to the internet, students may complete tests, quizzes, or assessments using the digital testing approach known as online evaluation. These tests evaluate students' comprehension, proficiency, and knowledge of a given subject.

In the lesson plan utilized by Teacher 2, the most common assessment tool used is video which is uploaded on Youtube. In the assessment, students were asked to form a group of 4-5 to collaborate and discuss the project given by the lecturer, then design the steps and their schedule. Lecturer has students in group make an interesting learning video about cause and solution essay with high school students as the targeted audiences,

then uploaded to English Education Major Blog and Youtube channel. In monitoring the students and progress of project, the students were expected to develop paragraphs to be a cause solution essay and do discussion on the project while the lecturer guide and facilitate them. Both teachers and students can benefit from utilizing YouTube in the educational setting. When watching videos instead of the teacher lecturing the class, students are inclined to pay attention and are frequently more involved in visually appealing activities. This is shown in the figure below.

Figure 8

Example of Use of Videos in RFA



The picture presents the use of videos in RFA. In this assessment task, the students were asked to make a video presentation to improve their speaking skills and upload it in YouTube.

According to Ge et al. (2022), multimodal video formats offer several benefits and cover a range of teaching and learning topics when used in RFA for EFL programs. Multimodal videos accommodate a range of learning styles by fusing textual, audio, and visual components. Clear explanations and narrations are beneficial to auditory learners, whereas visuals, animations, and text overlays are beneficial to visual learners. Interactive features like clickable tests or notes are more effective for kinesthetic learners. By promoting active participation and making examinations more enticing, this dynamic structure increases student engagement (Bakla & Demiröz, 2024).

Understanding and memory recall are improved by multimodal videos' dual-channel processing of visual and aural information. Videos can help students understand difficult ideas like pronunciation and grammatical standards while letting them review the material whenever necessary. Deeper comprehension results from precise self-evaluation and peer feedback made possible by this accessibility (Hadijah & Shalawati, 2021). Additionally, multimodal videos frequently incorporate scenarios, or problem-solving exercises that foster critical thinking and self-evaluation abilities. In line with RFA's objectives of fostering critical thinking and independent learning, these exercises push students to evaluate circumstances, use language in context, and evaluate their own work (Alshraideh, 2021).

Moreover, EFL lessons may benefit from the use of multimedia and audio production instruments, like Zoom and YouTube, which allow students to show their speaking progress. These resources can be used by teachers to evaluate their students' problem-solving, presenting, and communication abilities (Imsa-ard & Tangkiengsirisin, 2023).

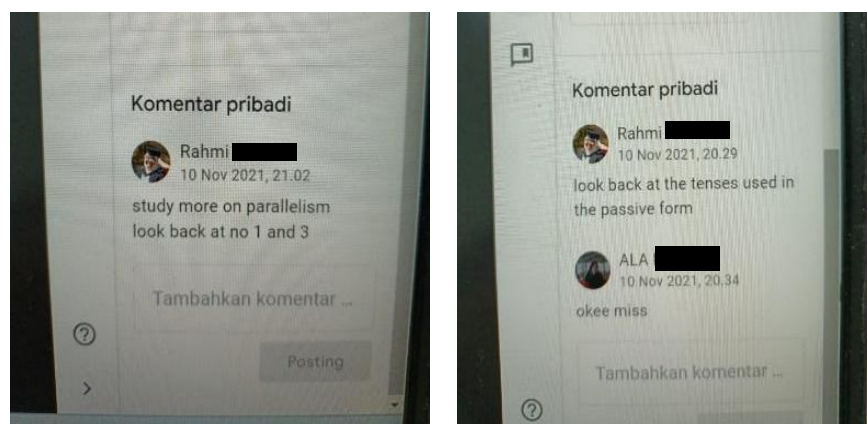
The Community of Inquiry (CoI) framework and the Technology Acceptance Model (TAM) can be used to examine the results. Regarding TAM, the fact that Indonesian HEI lecturers utilize YouTube to help their students improve their speaking abilities shows that they have a favorable opinion of the platform's usability and convenience of use. YouTube is probably seen by teachers as an appealing and useful resource that helps them achieve their learning goals, especially when it comes to developing speaking skills. YouTube's incorporation into remote formative assessment (RFA) indicates that EFL teachers have accepted technology that supports their pedagogical objectives, exhibiting a high degree of acceptance motivated by the apparent advantages for academic results and student involvement.

The three crucial components of the Community of Inquiry model—cognitive presence, teaching presence, and social presence—are enhanced by the usage of YouTube in English lessons. As students interact with YouTube videos that test their speaking abilities and encourage active learning, cognitive presence is clearly visible. By carefully choosing and facilitating YouTube content, the teachers create a teaching presence while guaranteeing conformity with learning goals. As students engage with teachers and classmates, frequently through group projects or content-related conversations, social interaction is promoted. This comprehensive use of YouTube in RFA highlights how it may be used to eliminate technology constraints and improve English language fluency while fostering a dynamic and participatory educational setting.

Another multimodal tool used in RFA is the use of online platforms which use texts components to make assessments more engaging and accessible like google platforms. Technologies for remote formative assessment have grown in significance, particularly in relation to online learning settings. Teachers often use google classroom and zoom in assessing the students' progress. These resources, such as shown in the figure below assist teachers in assessing student learning and giving immediate suggestions to promote academic advancement.

Figure 9

Use of Google Docs in RFA



These pictures show that teachers usually use written tasks or quizzes to assess the language skills of the students and usually they use platforms like google document to make assessment easier. These multimodal tools may support diverse and innovative assessment methods.

The Community of Inquiry (CoI) framework and the Technology Acceptance Model (TAM) can be used to examine the results. Regarding TAM, the fact that Indonesian HEI lecturers utilize google documents to give students written tasks or quizzes shows that they have a favorable opinion of the platform's usability and convenience of use. This is probably seen by teachers as an appealing and useful resource that helps them achieve their learning goals, especially when it comes to teaching English. Using this platform into RFA indicates that EFL teachers have accepted technology that supports their pedagogical objectives, exhibiting a high degree of acceptance motivated by the apparent advantages for academic results and student involvement.

Moreover, the three crucial components of the Community of Inquiry model—cognitive presence, teaching presence, and social presence—are enhanced by the usage of google document in providing feedback to the students. As students interact with the teachers encourage active learning, cognitive presence is clearly visible. By carefully choosing and facilitating content, the teachers create a teaching presence while guaranteeing conformity with learning goals. As students engage with teachers, frequently through conversations in the platform, social interaction is promoted.

To other teachers stated during the interview that they use google document in RFA. Teacher 13 and teacher 2 said that:

Teacher 13: Since I teach writing subject for the MKU class, the platforms that I use to RFA is Google Document and sometimes I use Whatsapp Group as an alternative for discussion with the class. MKU class is the English class for non English major students. They usually submit their writing works on Google Doc. I

reviewed and gave comment on their writing mistakes, but the words I used are in Bahasa Indonesia because I'm afraid they won't understand my comment if I typed it in English. Shortly I will send you the samples of the feedbacks in Google Doc.

Teacher 2: Because I teach writing, the name of the course is 'Paragraph Writing, and another course is 'Advanced Writing', so I ask students to write paragraphs or short essay and then I ask them to upload it in a link that I provided in a Google Drive link and I will give comments on the Google Doc. I will put comments and I will ask them to read my comment and revise their works based on my comment.

Teacher 2 uses Google Doc to provide written tasks or quizzes and monitor the students' progress task after task. Compared to conventional writing activity, like they write or type the essay then print it out, teachers can give comments to the essay easily. So when they revise it, both students and teachers cannot forget the mistakes and revision they have done previously. With the Google Doc, everything is recorded; the errors, the revision. Teacher 8 told that:

Teacher 8: Well, I usually use RFA practices like online quizzes. I usually use Google Form to discuss anything and virtual discussion as well. Besides, I also use peer reviews in discussion forum so the students can review and give feedback on each other's work fostering collaborating learning and I think it is helpful for them.

Google Form is the most frequent platform teachers use for the quizzes. They may see instant feedback from the scores they get but actually it depends on the course they are in. For example in Speaking Class, they usually provide some constructive feedback by correcting them in which part they need to improve using google meet and zoom. In this case, peer review is also really useful since they might help each other in developing their speaking ability.

Moreover, Nhor et al. (2022) also found that google Forms is especially useful for administering tests to students. It effectively gathers knowledge and responses, which makes it simple to arrange and examine the data. Additionally, ESL teachers can conduct a wide range of tests using the tool because it allows users to design a large number of distinct forms.

In addition, peer evaluation and cooperation on tasks, articles, or activities are made possible via peer review as well as collaborative platforms such as Google Documents. These resources encourage proactive learning and allow students the chance to offer while getting constructive criticism from others (Reise, 2020).

This was further supported by Alfian et al. (2022) who stated that in order to sustain student interest and production throughout remote learning, remote formative assessments have grown crucial. Key findings from different studies on the kinds of online formative assessment tasks states that English instructors employ various types of RFA in EFL classrooms.

To encourage the technologically driven formative assessment techniques, teachers often gave oral and written assessments. EFL teachers have successfully incorporated

technological tool for online formative evaluations. They have also regularly offered oral and written suggestions to improve the learning process in online courses.

RFA in Assessing English Language Performance of EFL Learners in Terms of Students' Engagement

Based on the data gathered, four (4) prevailing RFA assessments of English language performance of EFL learners in terms of students' engagement were identified. These include use of technology, encouraging peer interaction, regular and continuous feedback, and collaborative learning and assessment.

Use of Technology

ELF teachers utilize technological tools to offer real-time assessment and communication to students. This ensures the educational tools are interesting, accessible and user friendly for all students.

Since technology offers flexibility and easy access, enabling students to interact with materials and feedback in an easy manner, participants value its usage in RFA and this increases their engagement in learning. Concerns about students' readiness to interact with the input they receive, nevertheless, still exist.

The utilization of digital resources like YouTube and e-learning engage students, especially those who are tech-savvy. These platforms provide fun and interactive methods to learn languages, which lowers anxiety and boosts motivation—especially when creative tasks like creating videos are involved. Through public contact and feedback, digital technology adds another level of drive.

In the lesson plans and curriculum provided by the teachers, it was revealed that they use digital resources like YouTube and e-learning to engage students in their lessons. For instance, Teacher 4 uses Youtube in their speaking class in evaluating their speaking competencies. This platform provides fun and interactive methods to learn languages. The figure below shows that in the syllabus used by teacher 4, technologies such as YouTube is used to help students analyze language features and be able to use it in everyday life. This also offers enjoyable way to learn new things which increases students' engagement.

Figure 10

Use of Technology in RFA

Week	Expected competence to be achieved	Material review (Learning materials)	Method / Learning Strategy	Time (Minutes)	Students' Learning Experience	Criteria and Assessment (Indicator)	Weight (Value)
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
18	Students understand how to draft a text dialogue on how to order food in a cafe	YouTube videos on how to order food in a real cafe	Model: PjBL Approach: inductive; Method: Group and individual work and roleplay	2 x 50	- Students analyze its language features of how to order food in a real cafe - Students in group draft text dialogue based on the ideas generated in prewriting stage. Phase 4: <i>monitoring the students and progress of project.</i> Students do discussion on the project while the lecturer guide and facilitate them.	Students can draft a text dialogue on ordering food in a real cafe	
19	Students understand how to revise a text dialogue on how to order food in a cafe	Revising and editing	Model: PjBL Approach: inductive; Method: Group and individual work and roleplay	2 x 50	Phase 5: <i>assess the outcome.</i> - Each group practice their dialogue while other groups comment and give feedback (<i>peer review</i>) - Each group revise and edit their draft Phase 6: <i>evaluation the experience.</i>	Students can revise a text dialogue on how to order food in a cafe	

This was further supported by the interview conducted. Teacher 5 shared that:

Teacher 5: In my opinion, RFA is very good. For example, in e-learning it has interactive column. I can also give personal comment to my students. It is also quite flexible and time saving. Students do not need to submit their task in paper but via online. Each of them can also get immediate feedback. If I compare it with email, e-learning is better. It is easy for students to post links, for example Youtube link. It is more practical. Also, students are more active and engaged. The feedback was sent to each student. They could read the feedback, no limit, they didn't need to meet me. So there are many benefits of RFA.

Utilization of technology is influenced by perceived utility and simplicity of use, as explained by the TAM theory. Based on the findings, EFL teachers use different types of RFA to keep students engaged. RFA application is made easier with technologies that have user-friendly interfaces and few technical challenges like google classroom, Zoom or LMS. Moreover, Teachers understand how important internet resources are for improving methods of evaluation and increasing student engagement. These technologies are essential for RFA in EFL lessons because of features like automatic grading, immediate feedback, and metrics for monitoring student development. Lastly, teachers' readiness to use technologies in their lessons is demonstrated by the effective tool integration. Their decision to keep utilizing internet-based tools for assessments is probably reinforced by what they liked about working with them.

The three crucial components of the Community of Inquiry model—cognitive presence, teaching presence, and social presence—are enhanced by the usage of

YouTube in English lessons. As students interact with YouTube videos that test their speaking abilities and encourage active learning, cognitive presence is clearly visible. By carefully choosing and facilitating YouTube content, the teachers create a teaching presence while guaranteeing conformity with learning goals. As students engage with teachers and classmates, frequently through group projects or content-related conversations, social interaction is promoted. This comprehensive use of YouTube in RFA highlights how it may be used to eliminate technology constraints and improve English language fluency while fostering a dynamic and participatory educational setting.

Awareness in the use of technological devices for educational evaluations has grown, especially in light of the potential benefits for improving student engagement. It has been demonstrated that online educational systems improve student engagement and performance on tests while also reducing disparities in communication (Y. Yang & Qian, 2020).

Technological interfaces, such as cyber infrastructures and high-quality e-content, have a favorable effect on student satisfaction and engagement, particularly when connected with academic success and active participation (Zeng & Huang, 2021).

Constant low-stakes electronic assessments greatly boost student engagement and activity in online educational settings. Educational technological advances, including blogs, mobile education, and evaluation tools, primarily foster behavioral engagement among students (Zainiah et al., 2021).

While there is little research on the subject, technological tools like electronic feedback creation and flexible release strategies can improve students' engagement with feedback.

Despite having a negligible direct impact on academic performance, the use of technology is directly positively correlated with student engagement and self-directed learning.

In general, student engagement—especially behavioral engagement and self-directed learning—is improved when technology is used into educational assessments; nevertheless, how these tools are used pedagogically has a significant impact on their efficacy. Involvement is also supported by efficient feedback tools and ongoing assessments. In order to obtain more profound insights, future studies should concentrate on creating a common understanding of how students use technology and utilizing a variety of methodologies.

Februansyah et al. (2023) stated that virtual forms of assessment using different technologies mark a significant change in how teachers improve students' engagement in learning and how they perceive and assist students' learning processes, not just a passing fad in instructional technology. Their capacity to provide immediate and flexible feedback is what gives them their power, transforming each educational moment into a chance for development and participation.

Especially in light of the COVID-19 pandemic, the use of technology in education specifically for distant formative assessment—has grown in significance. The main find-

ings from a number of research studies are on how educators are adjusting to and employing technological tools. For instance, Tran and Ma (2021) found that teachers have embraced a variety of technologically driven systems, including Kahoot!, Quizizz, Socrative, Microsoft Teams, and Schoology to get the students more engaged and carry out formative evaluations while studying remotely

Golzar et al. (2022) also found that teachers' knowledge of digital technologies is crucial to the successful use of technologically driven formative assessments. Successful formative assessments require teachers to be adept at utilizing digital technologies. Teachers should be knowledgeable on how to use these resources in keeping students involved and engaged in learning.

This was further supported by Orekhova (2021) who found that teachers' digital competency is greatly increased by professional upskilling applications, which makes it possible for them to employ technologies more skillfully for formative assessments to help students stay engaged in EFL learning. These initiatives support students in honing their communication, increase engagement, collaboration, problem-solving, and technological abilities.

Teachers can effectively learn and use technology-enhanced formative assessment into their classrooms through collaborative activities. These techniques encourage teachers to keep learning and adapting and increases student engagement (Basori & Mubarak, 2020).

Lack of readiness and technological abilities make it difficult for teachers to adjust to online formative assessment. But these gaps can be filled with focused instruction

and assistance, improving student performance, engagement and enabling greater effectiveness of technology in assessments (Guo & Xu, 2021).

Encouraging Peer Interaction

Using active participation in discussions and peer assessments, RFA encourages engagement and enables students to examine what they know and learn collectively.

According to the teachers' curriculum and syllabus, interactive group evaluations are the primary evaluation tool used by all of them to encourage student participation. For example, in teacher 4's lesson plan, the teacher divides the class into groups of four to five and asks them to work together to discuss the lecturer's topic, create a calendar, and design the steps. The initial step of writing assignments is for students to generate ideas utilizing brainstorming and grouping approaches. By the end of the class, they should be able to use the brainstorming and grouping strategies to come up with ideas for using Google Maps to provide directions.

Students are instructed to try scheduling phone calls as part of another group project that is included in teacher 4's lesson plan. Students are divided into groups of four to five for this exercise, and they are expected to work together to talk about the teacher's idea, plan the steps, and create a timetable. They are then invited to use brainstorming and grouping techniques to come up with ideas in a group setting.

In order to help students come up with writing ideas, Teacher 2 also employs group exercises that involve brainstorming and grouping. In a different project that is described in teacher 5's lesson plan, students are divided into groups of four to five and asked to work together to discuss the lecturer's project, create a timeline, and create the

steps. They are then invited to use brainstorming and grouping techniques to come up with ideas in a group setting. They should be able to practice drafting their research proposal at the end of the class, with an emphasis on the introduction, present their work in a group setting, and respond to queries from peers and the teacher. The figure below shows that in the syllabus used in EFL class, the teachers use peer assessment as an assessment tool to promote engagement and communication among students.

Figure 11

Use of Peer Assessment in RFA

Week	Expected competence to be achieved	Material review (Learning materials)	Method / Learning Strategy	Time (Minutes)	Students' Learning Experience	Criteria and Assessment (Indicator)	Weight (Value)
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
23	Students understand how to revise a text dialogue showing directions using google map	Revising and Editing the text dialogue	Model: PjBL Approach: inductive; Method: Group and individual work and roleplay	2 x 50	Phase 5: assess the outcome. - Each group practice their dialogue while other groups comment and give feedback (<i>peer review</i>) - Each group revise and edit their draft Phase 6: evaluation the experience. - Each group shares the experiences of learning writing text dialogue using PjBL model.	Students can revise a text dialogue on showing directions using Google map	
24	Students understand how to practice showing directions using Google map	Speaking practice in groups	Model: PjBL Approach: inductive; Method: Group and individual work and roleplay	2 x 50	Phase 6: evaluation the experience. - Students are practicing the scenario - Students share their experiences practicing the dialogue on showing directions	Students are practicing the dialogue on showing directions using Google map	15%

According to Vygotsky's Sociocultural Theory, peer cooperation engagement is made possible by online environments and is essential for language learning. Teachers' use of technology to promote social engagement and knowledge co-construction which promoted RFA through peer learning; moreover, Community of Inquiry Model stated that students can communicate with classmates and express themselves in a safe space through digital mediums and this may be done through peer assessments. By using resources like interactive evaluations, peer feedback systems, and discussion boards, teachers may improve social presence and help students feel like they belong to a learning group.

Peer communications, utilizing technology, and teacher-student interactions all have an impact on engagement among students. The main factors that increase student involvement include cooperative learning tasks, positive instructor conduct, and strong connections. A stimulating educational setting is also greatly aided by institutional support structures and asynchronous learning. To maximize student engagement and achieve excellent educational results, a comprehensive strategy that takes behavioral, cognitive, and affective factors into account is necessary.

This was further supported by the teachers during the interview conducted as teacher 1 stated that:

Teacher 1: Ah. Due to the quiz that has to be done individually, they need their own focus in completing the section. Thus, during class discussion in the next meeting, despite most merely seek to know how many correct answers they got, we still try to discuss the answers to each result one by one. I throw one of the

questions from the quiz to the class, pick a student to answer and ask him or her to explain why. I will ask others to chip in and interact more. I would do this to most questions that may be the hardest to answer, based on their answers on the quiz, maybe to only 3 or 4 questions from the quiz due to the time limitation, before we move on to the new topic of the day. In addition, this assessment gets students more involved. By discussing their answers during class, they get the chance to ask questions. It helps them not only review what was taught, but also learn new terms and ideas. This makes the class more interactive.

Students may become engaged, encouraged and inspired to learn through peer interactive activities. These digital resources enable students to study in an interesting manner by fusing a learning aim or set of abilities with an interactive style.

This was further supported by Cancino and Towle (2022) who stated that student-to-student engagement fosters analytical thinking, lets students see several angles on the same issue, challenges them to discover the best an approach, and enhances their ability to focus on developing relationships, management, and communication abilities.

A key component of academic achievement is student engagement, which affects both academic performance and general satisfaction among students. Several research studies have studied different approaches and characteristics that improve student engagement via engagement (Allehaiby & Al-Bahlani, 2021).

Dmitrenko et al. (2021) also found that higher student involvement is correlated with more motivating assistance from teachers. Solid teacher-student bonds and positive classroom conduct greatly increase student engagement.

In virtual educational settings, interaction between students has a beneficial effect on satisfaction and engagement. Small-group activities and other interactive educational exercises improve critical thinking abilities and academic performance (Sulastini, 2023).

Asynchronous learning options through social media platforms can boost student engagement and enhance academic performance. Higher levels of student involvement are fostered by online classes that include collaborative tasks and technology integration (Roopchund & Naidoo, 2023).

Regular and Continuous Feedback

EFL teachers provide timely and constructive feedback to help students in their learning progress and keep them engaged in class. They also use rubrics and clear grading assessments to help students assess their performance and recognize areas for improvement.

In the syllabus and lesson plans given by teachers 5, 14, 15, 3 and 4, the assessment tools used in their lessons include rubrics and clear grading assessments. They provide regular feedback to the students using these grading systems. The figure above present some of the grading rubrics used by EFL teachers to assess the performance of the students in speaking and writing and keep them engaged in monitoring their learning progress.

Figure 12*Brown Rubric for Grading Assessments*

Scores	Fluency	Pronunciation	Grammar	Comprehension
1	(No Specific fluency description. Refer to other to four language areas for implied level of fluency).	Errors in pronunciation are frequent, but can be understood by a native speaker, used to dealing with for engineers attempting to speak his language.	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.	Within the scope of his very limited language experience, can understand simple question and statements if delivered with slowed speech, repetition, or paraphrase.
2	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family, and autobiographical information.	Accent is intelligible though often faulty.	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of grammar.	Can get the gist of most conversations of non-technical subjects (i.e., topics that require no specialized knowledge).
3	Can discuss particular interests of competence with reasonable ease. Rarely has to grop for words.	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.	Comprehension is quite complete at a normal rate of speech.
4	Able to use language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.	Errors in pronunciation are quite rare.	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.	Can understand any conversation within the range of his experience.

The concepts of the Zone of Proximal Development (ZPD), which is the difference between what students are capable of on their own and what they can achieve with help, is at the heart of Vygotsky's Sociocultural Theory (SCT), which offers a useful framework for recognizing that regular and continuous feedback in grading assessments improves student engagement in RFA. Regular evaluation acts as a scaffold, helping students growth within their ZPD through offering timely and beneficial input that bridges

the gap between current understanding and desired learning outcomes. This continuous support guarantees that students stay fully involved in the learning process because they are constantly guided toward improvements.

Even in a distance learning setting, feedback promotes social connection, which is a fundamental component of Vygotsky's thought. Similar to the collaborative processes Vygotsky highlighted, the dialogic aspect of feedback fosters meaningful interactions among teachers and students; furthermore, by utilizing the social aspect of learning, including peer evaluations and group projects in addition to feedback improves engagement. Additionally, feedback serves as a mediation technique, helping learners to reflect and regulate themselves. Vygotsky's theory that outside tools influence cognitive development is supported by RFA, which uses resources like digital systems, rubrics, and online tests to mediate the learning experience. Additionally, ongoing feedback makes it easier for students to internalize learning objectives and assessment criteria. Students eventually internalize the outside direction that feedback offers, allowing them to acquire knowledge and skills on their own.

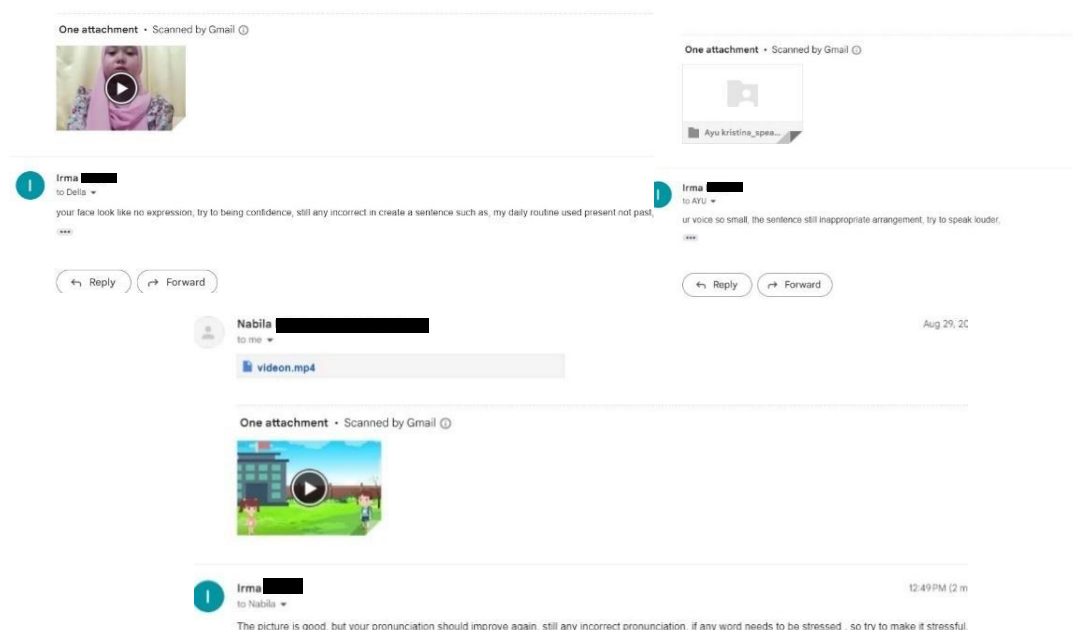
Grading assessments keep students engaged in their own learning. This serves as feedback from their teachers to know if they did well or not (Hasan & Habibie, 2024). According to Mustafa and Raisha (2021), grading is typically used to assess each student's performance and learning and keep students engaged in their performance. Grades are not necessarily a trustworthy indicator of student learning, even if they are occasionally used as a stand-in but it keeps students' performance monitored and keep them focused in their responsibilities.

Furthermore, grades give students insight into their own learning, highlighting their strengths and weaknesses as well as areas for improvement which keep them engaged in monitoring their performance. Additionally, grading gives teachers insight on their students' learning, which they can use to guide their future instruction (Alshakhi, 2021).

With every single test, it allows the students show what they have learned, provide them feedback on the mistakes they have been doing, give them chances to improve and keep them engaged in their own learning. It is a great tool for teachers to determine whether or not their teaching methods are effective.

Moreover, feedback's quality and promptness are very important. Participants point out that although prompt feedback encourages participation, time limits frequently prevent helpful suggestions from being given, which might hinder further in-depth involvement and learning.

In the syllabus and lesson plans given by teachers 5, 14, 15, 3 and 4, the assessment tools used in their lessons are feedback mechanism including independent learning, peer evaluations, assessments of performance and discussion forums are used to promote student engagement. Feedback was sent using technologies using emails and WhatsApp. In the figure below, the teacher is using email to provide students with ongoing, frequent feedback on their speaking assignments. Students are more motivated to perform well to receive positive feedback on the upcoming class activities as a result of these comments.

Figure 13*Use of Email in RFA*

The findings can be analyzed using TAM. The fact that teachers use email to provide students with frequent, constructive criticism indicates that they have a positive view of the platform's usability and convenience. Teachers most likely view this as an attractive and practical tool that aids in the accomplishment of their learning objectives, particularly in the context of teaching English. By integrating this tool into RFA, EFL teachers demonstrate a high level of acceptance of technological innovation that advances their educational goals, driven by what is apparent for student engagement and academic performance.

Moreover, the three crucial components of the Community of Inquiry model—cognitive presence, teaching presence, and social presence—are enhanced by the usage of email in providing feedback to the students. As students interact with the teachers encourage active learning, cognitive presence is clearly visible. By carefully choosing and facilitating content, the teachers create a teaching presence while guaranteeing conformity with learning goals. As students engage with teachers, frequently through conversations on the platform, social interaction is promoted.

Moreover, Teacher 5 employ RFA in EFL classes using USK e-learning platform. Using this platform, teachers can ask students to submit assignments and examinations using e-learning and email. This platform has a comment column where teachers can share their personal feedback, opinions and suggestions on a student's work to keep them engage in learning.

Teacher 9 also gives student feedback using Google Classroom. This platform may be used by teachers in RFA by posting questions to Google Classroom and then giving feedback and correcting the students' assignments to keep learning and teaching engaging.

This is further elaborated by the participants during the interview as teacher 11 noted that:

Teacher 11: I have four answers. The first one I can give direct feedback for them, this makes them feel comfortable and engaged. The second one I think the students feel interested with technology by using some digital applications. The third one, RFA gives more flexibility in time and place. The students can revise their

works during their convenient time and place. Also, it is easier to absorb the information not only in one source of media which is textbook, but they can browse the materials with any application to adding some information or answers.

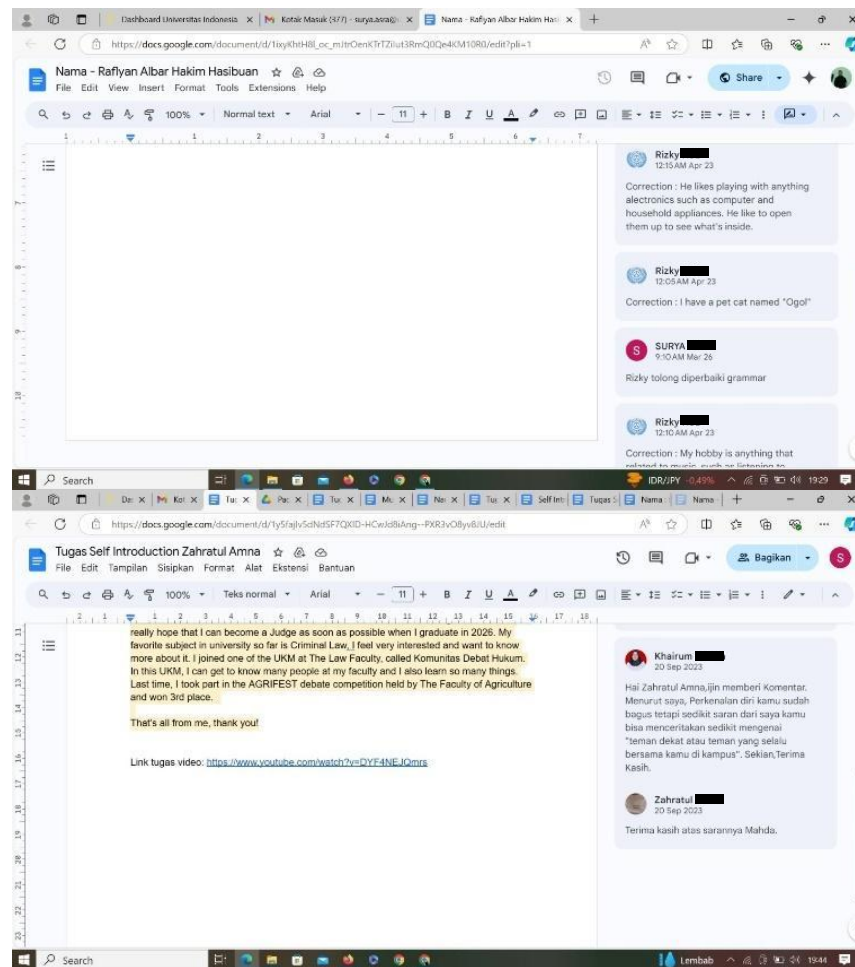
This shows that feedback mechanisms system make it easier to exchange constructive feedback, assessments, and ideas for enhancements. They may include questionnaires, peer evaluations, assessments of performance, or discussion forums, among different kinds. Teachers often use technologies in RFA to encourage and engage students in the lessons. Teacher 2 shared that:

Teacher 2: Um. I think by employing RFA for students' work, it will give them chances to read the feedback and then they can correct their works directly since I ask them to use Google Doc. So I think it is much easier for them to correct their works directly in the same sheet. Thus, this encourage them in learning the language better.

The figure below shows that the teacher is using google document to provide students with ongoing, frequent feedback on their writing assignments. Students are more motivated to perform well and to receive positive feedback on the upcoming class activities because of these comments.

Figure 14

Example of Use of Google Docs for Feedbacking



This means that teachers often give students feedback to increase their motivation and engagement in their lessons. Laily et al. (2022) found that by integrating timely, personalized, and manageable assessment into students' educational environments, internet-

based evaluation systems have been demonstrated to increase student motivation and engagement. Teacher 12 shared that:

Teacher 12: In my opinion, RFA plays a very crucial role in promoting students' engagement in several ways such as it can foster concentration, it provides timely feedback, and it also encourage active participation. By giving immediate feedback, it helps students to understand their progress, like the areas for improvement. At the same time, it motivates students to engage, to see how the effort and translates it in to learning outcome. The second one, it is very interactive which allows dynamic interaction. This can make learning become more interactive and engaging. It, of course, allows students to participate in real time communication and discussion. The last one is I think it is very flexible. It allows students to complete tasks at their own place which can increase their motivation, especially for students who may need more time to process information, who have different learning style.

Getting students to interact with assessment is essential to improving learning results. Numerous research has looked into various ways to enhance how students engage with and apply feedback. According to Sulastini (2023), by providing regular verbal feedback, releasing grades, using technological measures and electronic feedback production can improve student engagement.

By enhancing students' accountability, analytical assessment, and psychological security, feedback assessment procedures that have students complete self-assessment

and peer evaluation before receiving teacher responses encourage participation and engagement.

Students are more likely to interact with feedback when they feel connected to their teachers and see competence and autonomy owing to designs that incorporate scaffolded activities, discourse, strategies for action, and sequenced assignments (Maruf & Helingo, 2022).

According to Defianty et al. (2021), student-focused designs, instructional interventions, technology, and considering students' cognitive and emotional responses can all greatly improve students' engagement with assessment. In order to foster students' sense of responsibility and control over their education, efficient evaluation systems ought to be prompt, individualized, and integrated into the educational process. Educational settings can create a more stimulating and effective feedback environment by considering these elements.

Moreover, Prastikawati (2022) stated that particularly in light of the growing number of online and mixed learning contexts, student engagement and participation in remote formative assessment is essential to guaranteeing successful learning results due to teachers' regular feedback and monitoring.

Moreover, frequent online tests, assessments and teachers' regular feedback have been shown to dramatically improve student engagement in mental, emotional, and cognitive domains, which lowers stress and boosts instructional engagement (Tran & Ma, 2021).

Moreover, Baran-Łucarz (2019) added that in online educational environments, ongoing, low-stakes electronic assessments and teachers' regular feedback boost engagement and involvement. Formative evaluations and insightful feedback are strongly associated with improved student participation in classroom activities.

Antonova and Tyrkheeva (2021) also found that while no single formative e-assessment technique is clearly the most popular, several strategies typically lead to high levels of satisfaction among students and engagement such as regular and continuous feedback. Improved prediction of low-engagement students using technologies enables immediate measures to raise performance and engagement in online educational platforms. Mueller-Lyaskovets and Horner (2021) also revealed that significant amounts of student engagement and passion can be sustained by using regular and continuous feedback and a spaced-education method that incorporates multiple formative assessments during a program.

Collaborative Learning and Assessment

Collaborative learning and assessment was found to increase students' engagement. Through the development of a sense of belonging and shared accountability, RFA's collaborative assignments and peer review help students become more engaged. Peer assessment and group work provide students with a sense of belonging to a larger learning process, which can boost engagement by fostering camaraderie and common objectives.

The teachers employed interactive team evaluations as their primary evaluation tool to boost student involvement, in accordance with the curriculum and syllabus provided by the participants. For example, in teacher 4's lesson plan, the teacher divides the

class into groups of four to five and asks them to work together to talk about the teacher's topic, create a calendar, and design the steps.

Students are instructed to participate in a group project that is included in teacher 4's lesson plan. Students are divided into groups of four to five for this exercise, and they are expected to work together to discuss the teacher's idea, plan the phases, and create a schedule.

In order to help students come up with writing ideas, Teacher 2 also employs group exercises that involve the process of brainstorming, listing, and grouping. In a different activity that is described in teacher 5's lesson plan, students are divided into groups of four to five and tasked to work together to discuss the lecturer's project, create a schedule, and design the steps. They are then invited to use brainstorming, listing, and grouping techniques to come up with ideas in a group setting. They should be able to practice drafting their research proposal at the end of the class, with an emphasis on the introduction, present their work in a group setting, and respond to queries from classmates and the teacher.

The figure below shows that one of the syllabi used by EFL teachers uses collaborative learning and assessments including small group discussions, role playing, collaborative learning and more to promote engagement in EFL classes.

Figure 15*Use of Collaborative Learning and Assessment in RFA*

	UNIVERSITAS SAMUDRA FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS	Kode Dokumen
Catatan : 1. Capaian Pembelajaran Lulusan PRODI (CPL-PRODI) adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran. 2. CPL yang dibebankan pada mata kuliah adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampilan umum, ketrampilan khusus dan pengetahuan. 3. CP Mata kuliah (CPMK) adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut. 4. Sub-CP Mata kuliah (Sub-CPMK) adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut. 5. Indikator penilaian kemampuan dalam proses maupun hasil belajar mahaMahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahaMahasiswa yang disertai bukti-bukti. 6. Kreteria Penilaian adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif. 7. Bentuk penilaian: tes dan non-tes. 8. Bentuk pembelajaran: Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara. 9. Metode Pembelajaran: Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara. 10. Materi Pembelajaran adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan. 11. Bobot penilaian adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%. 12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.		

According to the Community of Inquiry Model, students can communicate with classmates and express themselves in a safe space through digital mediums. By using resources like interactive evaluations, peer feedback systems, and discussion boards, teachers may improve social presence and help students feel like they belong to a learning group; moreover, using Vygotsky's Sociocultural Theory, it may be seen that peer cooperation and teacher-student engagement are made possible by online environments and are essential for language learning. Teachers' use of technology to promote social engagement and knowledge co-construction.

This was further elaborated by the teachers during the interview as teacher 6 mentioned that:

Teacher 6: Collaborative learning is seen as an effective method for enhancing student engagement. Participants believe that working in groups fosters responsibility and deeper understanding of content, as students learn from each other's perspectives and contributions. I think feedback and discussion can be really helpful in RFA. I myself provide feedback for the students and open discussion space to the topic at hands so students can get insight the different perspectives. At the same time, they engage to the teaching learning process. I believe the discussion let to active participation and interactive environment and it is very important in teaching and learning process.

This was further supported by Jonathans and Metboki (2021)who stated that social networking site application, student and teacher interaction, and presence on social networks all have a favorable effect on student engagement and collaborative instruction, which enhances learning outcomes.

Moreover, Munandar and Newton (2021) stated that relative to conventional approaches, Web 2.0 technology and digital tools improve working together to solve problems, which raises student accomplishment and engagement. Gayatri et al. (2023) also stated that the importance of tasks and mastery focused on objectives mediate the favorable association between collaborative educational tasks and students' participation in acquiring practical skills. Teacher 3 added that:

Teacher 3: In my teaching context when I use RFA, I focus on individual student learning and also focus on collaborative learning. Because I solely agree that the students work together and share together, they learn between them, more effective than communication between me as their lecturer. Even though I mention that this is collaborative learning, I always put emphasis the way how they work. Let say if it is a peer work, each of the student must explain what his/her role is. One of them can be the designer of the paper of the presentation, and other work for the content for example. It usually works between content process and additional aspects they need to focus on. So let say if the RFA like in the forum discussion that may lead into a presentation for example, so three of them must work differently in the presentation. One of them will manage the discussion, and the other will manage the presentation itself as the moderator for example. This is quite interesting because when they play their own roles, they have responsibility to achieve the total score of the group. I always tell them that if you are successfully in a group, all of the members will reap the benefit. But if one of you do not work successfully, all of you will receive consequences.

In order to improve students' learning experiences, and engagement, collaborative learning is an educational technique that places an emphasis on student engagement and cooperation. In a variety of educational contexts, this approach has been demonstrated to have a major impact on student engagement and success in school.

Psychological, interpersonal, mental, and conceptual-to-consequential kinds of engagement that are interconnected and reinforce one another are characteristics of high-quality collaborative engagement (Abduh & Rosmaladewi, 2019).

It is stated that peer-to-peer learning, simulation, teamwork, and utilizing the abilities of students all promote collaborative learning and raise academic achievement and student engagement. Shahzad et al. (2022) also added that in distance learning environments, active engagement and reciprocal exchanges between teachers and students in a cooperative partnership improve the educational process and promote a feeling of community.

Promising outcomes have been found in research on using collaborative projects to increase involvement among English as a Foreign Language (EFL) students. Various collaborative approaches and their effects on student engagement and performance have been the subject of numerous studies (Rahim, 2020).

In a study conducted by Kristiyanti et al. (2021), it was revealed that EFL students' writing efficiency, engagement, and self-efficacy are all markedly enhanced when they use internet-based tools for collaborative writing.

While Stepanova (2021) found that cooperative learning techniques, such as personal responsibility and social skills, are important indicators of higher levels of engagement and EFL proficiency.

In addition, the results are further supported by Wijaya (2022) who found that EFL students' interpretation proficiency and learning engagement are improved by mobile-assisted collaborative language learning (MACLL).

Prastikawati's (2022) also revealed that collaborative video assignments encourage good attitudes and enthusiasm for learning English while involving students and expanding their vocabulary. Collaborative learning enhances knowledge, engagement, collaboration, confidence, and interpersonal abilities, and EFL students typically have good attitudes concerning it (Firdaus et al., 2022).

Lastly, it is stated that learning outcomes and student engagement are greatly improved by shared learning. In order to create a stimulating and cooperative learning setting, interpersonal relationships, integration of technology, the development of practical skills, and creative teaching techniques are essential. Teachers can design more engaging and productive learning experiences that encourage students' active engagement and greater comprehension by utilizing these components.

EFL students' engagement and performance are greatly improved by collaborative assignments, whether they are delivered through online platforms, collaborative teaching techniques, task repetition, mobile-assisted learning, or video assignments. These techniques raise student engagement and self-efficacy, enhance language proficiency, and create a happy learning atmosphere. For EFL teachers looking to increase student engagement and accomplishment, putting these cooperative tactics into practice can be quite advantageous.

RFA in Assessing English Language Performance of EFL Learners in Terms of Motivation in Language Learning

Based on the data gathered, four (4) prevailing RFA assessments of English language performance of EFL learners in terms of students' motivation were identified: progress monitoring, flexibility and accessibility, multimodal tools and resources, and fostering self-regulation.

Progress Monitoring

It was revealed that EFL teachers give students regular progress monitoring right after they complete the assessment. They use different remote platforms like google documents, USK learning platforms and LMS to offer Realtime feedback on students' work.

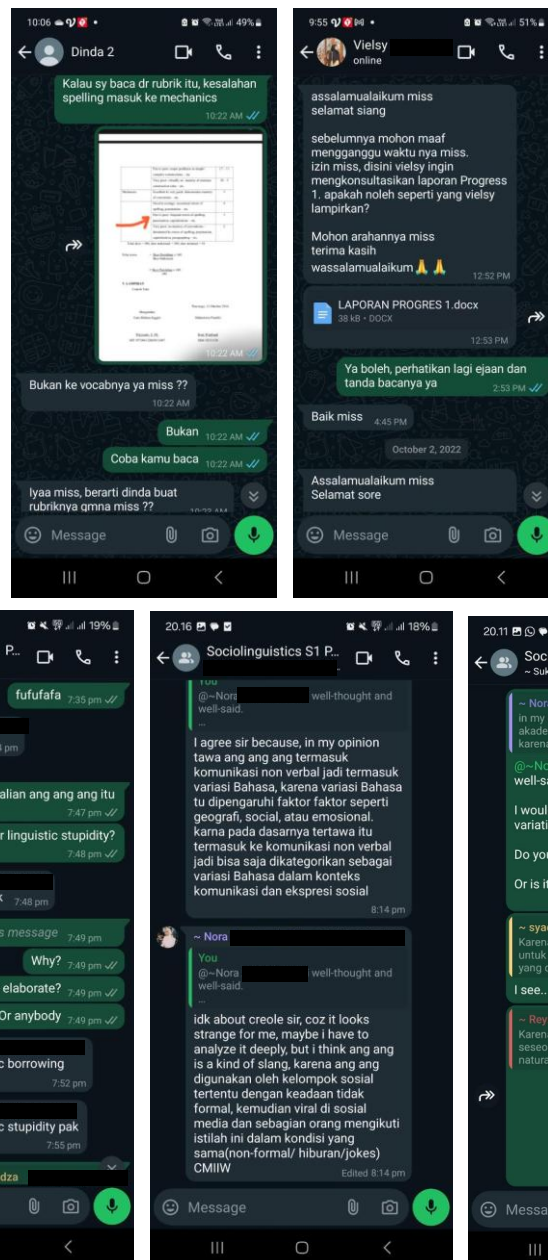
Students who receive regular progress monitoring, customized input in RFA are better able to identify their strengths and areas for development, which increases their self-esteem and motivates them to keep working hard. Some people get a sense of success from the instant response, which encourages them to continue participating and get better.

In the syllabus and lesson plans given by teachers 5, 14, 15, 3 and 4, the assessment tools used in their lessons are regular feedback mechanisms including independent learning, peer evaluations, assessments of performance and discussion forums to assess the progress of the students. These are used to promote student motivation and are sent using technologies using google documents, emails and WhatsApp.

Teacher 5 employs RFA in EFL classes using the USK e-learning platform. Using this platform, teachers can monitor the progress of the students and ask students to submit assignments and examinations using e-learning and email. This platform has a comment column where teachers can share their personal feedback, opinions and suggestions on a student's work to keep them motivated to learn.

Teacher 9 also gives student feedback using Google Classroom. This platform may be used by teachers in RFA by posting questions to Google Classroom and then giving feedback and correcting the students' assignments to keep learning and teaching motivating. This figure below shows that EFL teachers monitor students' progress by giving timely and constructive feedback to monitor the progress of the students using WhatsApp. Through this, the teachers can give their comments which could motivate students to improve their academic performance.

Figure 16

Use of WhatsApp in RFA Progress Monitoring

It is evident that teachers have an encouraging view of the platform's usability and convenience of use because they use WhatsApp and other platforms to track students' progress and provide timely, helpful feedback. Teachers most likely view this as an attractive and practical tool that aids in the accomplishment of their learning objectives, particularly in the context of teaching English. By integrating this application into RFA, EFL teachers demonstrate a high level of acceptance of technology that advances their educational goals, driven by the evident advantages for student motivation and academic performance.

Moreover, the three crucial components of the Community of Inquiry model—cognitive presence, teaching presence, and social presence—are enhanced by the usage of different platforms such as WhatsApp in providing feedback to the students. As students interact with the teachers to encourage active learning, cognitive presence is clearly visible. By carefully choosing and facilitating content, the teachers create a teaching presence while guaranteeing conformity with learning goals. As students engage with teachers, frequently through conversations on the platform, social interaction is promoted.

The CoI model offers a thorough lens through which to examine the feedback processes in RFA tools because of its emphasis on cognitive, social, and educational presence. Students' motivation and involvement in their educational experience are increased when they give and receive comments because it makes them feel closer to their teachers and classmates. When it comes to creating and promoting these feedback mecha-

nisms, teachers are essential. In order to ensure consistency with learning goals and promote a supportive atmosphere, they facilitate discussions, establish evaluation standards, and offer commentary on performance evaluations.

This was further elaborated by the teachers during the interview. Teacher 1 shared that:

Teacher 1: RFA can boost motivation because students get regular feedback on how they're doing, which helps them spot what needs work without the stress of big exams. It's more flexible and can be personalized, which makes learning English more engaging. Seeing their progress can give students a confidence boost. But not everyone might feel motivated, especially since it can be tough for some to stay on track in a remote setting without face-to-face interaction with the teachers, especially those with not enough self-discipline.

This means that teachers use RFA to increase the motivation of students in learning. In a study conducted by Gan and Leung (2020), it was found that higher learning motivation and improved EFL performance are linked to a favorable mindset toward remedial feedback. It is found that feedback preference and involvement are strongly influenced by students' attitudes towards class instruction and their planned learning efforts.

Teacher 2 shared that:

Teacher 2: Well, I don't know if RFA can motivate them or not but I expect that it will motivate them because by giving feedback using Google Doc, they will know what to correct and since they have chances and time to think, I hope they will

learn from their mistakes. Hopefully it will motivate them to be better, to learn from their mistakes.

This means that direct feedback from teachers increases students' motivation. In EFL situations, a variety of teacher-implemented motivational techniques that have been confirmed by student input and instructional observations successfully raise student motivation (Sumaharani et al., 2023). Teacher 11 pointed out that:

Teacher 11: First of all, when I teach speaking class, I ask students to make short talk. Then they send the video to me through email sometimes or Whatsapp, or Google Classroom. They feel motivated because they can reduce anxiety to speak in front of many people. Also they can receive feedback directly from me without anyone know their mistakes in speaking.

When teachers deliver feedback, they highlight particular areas of the students' performance and offer precise instructions on how to go better. Students are more inspired when they receive specific recommendations for enhancements which they can implement.

Numerous progress monitoring feedback techniques and their effects on student motivation have been examined in research on improving EFL students' motivation through feedback. Key findings from multiple research projects on this subject are presented in the synthesis that follows.

For instance, Firdaus et al. (2022) found that teacher's progress monitoring increase students' writing proficiency and self-efficacy and considerably increases students' self-motivation.

The result of this study is further supported by Stepanova (2021) who revealed that while process-based assessment and textual correction tend to deter motivation, emotive feedback, rating feedback, and peer/self-feedback increase student writing motivation and engagement. Improved feedback assessments of quality increase writing motivation and decrease anxiety about writing, which in turn may indicate higher-quality writings (Wijaya, 2022).

In order to increase the motivation of EFL students, feedback and progress monitoring is essential. When it comes to improving motivation as well as involvement, monitoring and feedback from teachers, peers, organized feedback, and emotive feedback are very useful. Increased motivation and learning results are also influenced by favorable opinions of the caliber of the feedback and a positive relationship between teachers and students; furthermore, students' confidence and proficiency in EFL learning can be greatly increased by enthusiastic teachers and the thoughtful application of technology-supported assessment (Farisia, 2022).

According to Saeed et al.(2022), RFA has been practiced by EFL teachers for a variety of purposes. First, it gives teachers the ability to monitor student progress and give timely and constructive feedback and track their students' development. Since all writing takes place online and revisions are stored on students' user accounts, teachers are no longer required to compile the students' work in the usual manner. Additionally, it motivates students which can be an effective technique for raising student writing standards and shifting the writing instructor's role during revision.

In recent years, different EFL settings have used RFA in monitoring students' progress, with positive results such as increasing their academic performance and motivation (Susilawati et al., 2024). In contrast, Alharbi and Alqefar (2021) asserted that feedback received during the writing phase helps the students and makes suggestions for changes. Given this, among the most important aspects of teaching and learning has become written constructive criticism, which helps students acquire proper English and motivates them to keep improving.

One of the main ways that teachers react to students' writing and support their writing growth is through regular monitoring through timely assessment. Additionally, teachers' written remarks on all facets of students' texts are considered constructive criticism which could motivate students. If done correctly, instructor feedback can be a very effective strategy for increasing students' motivation during the writing process (Giang, 2023). She went on to say that EFL teachers must provide constructive criticism in a courteous manner, not just by correcting students' work and focusing on its grammar, but also by adding motivating, encouraging and uplifting remarks.

Regular monitoring system makes it easier to exchange timely and constructive feedback, assessments, and ideas for enhancements. They may include questionnaires, peer evaluations, assessments of performance, or discussion forums, among different kinds. Regular Feedback may motivate students and encourage ongoing development, learning, and enhancement in education (Perishko, 2020).

The teachers also monitor students' progress regularly to determine the learning gaps and adapt their teaching techniques appropriately to keep students motivated in

learning. They often modify their assessment tasks based on the students' progress. These tasks include everything from conventional tests to artistic endeavors like video blogs, self-assessment or pairing activities. While video projects are common for speaking skills, writing projects are frequently employed in classes like writing and grammar. Discussions on forums encourage more extensive student participation (Zuhriyah & Fajarina, 2021).

Flexibility and Accessibility

Students may manage their time and adjust their efforts to suit their own goals to RFA's flexibility in the process of learning. While some students need a great degree of self-discipline to maintain their motivation, this autonomy may motivate students by providing them a feeling of authority over their education.

In the syllabus and lesson plans given by teachers 5 and 4, they use both offline and online assessment in their lessons to assess the progress of the students. These are used to promote student motivation and are sent using technologies using different platforms.

In the figure below, EFL teachers adjust their assessment methods to adapt to students' different needs and context like offering asynchronous classes with activities such as speaking exercises or use of audios in teaching vocabularies.

Figure 17*Flexible RFA*

Mg Ke- (1)	Kemampuan akhir tiap tahapan belajar (Sub-CPMK) (2)	Penilaian		Bentuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu]		Materi Pembelajaran [Pustaka] (7)	Bobot Penilaian (%) (8)
		Indikator (3)	Kriteria & Bentuk (4)	Luring (offline) (5)	Daring (online) (6)		
1	menginternalisasi gambaran umum sistem perkuliahan dan menganalisa hubungan konsep dari <i>General English</i> (GE) and English for Specific Purposes (ESP);	- ketepatan menjelaskan tentang sistematika/deskripsi perkuliahan - ketepatan menjelaskan tentang konsep GE dan ESP	Kriteria: ketepatan dan penguasaan materi Bentuk test: - kuis - tugas terstruktur	Bentuk: kuliah dan diskusi Metode: metode pembelajaran inquiry [2x50] Penugasan: PT: menulis resume pengertian GE dan ESP [2x60] BM: membaca artikel terkait dengan konsep GE dan ESP [2x60]	-	1. Introduction to the course - Pembahasan kontrak perkuliahan (tujuan, metode, dan bahan ajar, hak dan kewajiban dosen, hak dan kewajiban mahasiswa) - Introduction to GE and ESP [Azar (1996)]	1%
2	menganalisa metode dan menginternalisasi vocabularies yang sering digunakan sesuai	ketepatan menjelaskan makna dari	Kriteria: ketepatan dan penguasaan materi	Bentuk: kuliah, diskusi, dan kerja kelompok	-	2. Vocabulary building Extending vocabulary and using vocabulary	3%

Perceived utility (PU) and perceived ease of use (PEOU) of RFA are demonstrated by the lecturers' preference for asynchronous lectures from the standpoint of TAM. Asynchronous formats' flexibility enables learners and instructors to interact with the content at their own speed, meeting a range of schedules and enhancing accessibility. This supports the instructors' belief that RFA is a useful instrument for improving learning results and guaranteeing fair opportunities for students, including those who live in remote locations. Although user-friendly technologies lower resistance and promote incorporation into teaching methods, online platforms' simplicity of use further helps to encourage the use of RFA.

By enabling students to practice critical analysis and reflective thinking, which are crucial for language acquisition, the asynchronous method promotes cognitive presence through the use of the CoI paradigm. The teachers' role in creating organized exercises, giving precise directions, and promptly offering feedback to direct learning is an example of their teaching presence. Yet, since asynchronous formats restrict real-time contact, they may pose a threat to social presence. To solve this, instructors can use collaborative tools, peer review systems, or chat rooms to foster a feeling of belonging and support among students.

This was further supported by Teacher 4 during the interview:

Teacher 4: I believe RFA motivate students in learning because they have feedback that they can always be flexible and see whenever they feel like “Oh I’m lazy today” they can look back at the score or at the feedback did by the teacher. So I strongly believe it offers opportunity and strength for recorded feedback or portfolio as I mentioned before.

Motivation constitutes one of the most crucial factors in the success of English as a Foreign Language (EFL) students. Research has shown that allowing for more flexibility in assessment methods and learning environments may boost student motivation. For instance, Köroğlu (2021) found that allowing students to redirect values in their assessment can improve their scores, opinions, and self-reported motivation in comparison to traditional techniques or methods where values might not have been changed.

This was further supported by Dewi and Mutammam (2022) who stated that both intrinsic and extrinsic motivations have a positive correlation with flexibility of teaching

methods and learning results in diverse educational environments. Intrinsic motivation is more important, particularly curiosity about English and an eagerness to understand English culture.

Flexible teaching environments and evaluation techniques can significantly boost the motivation of EFL students. Motivating teaching strategies, flipped and mixed educational institutions, intrinsic motivation, and positive teacher-student relationships can all be used to create a more engaging and successful educational setting for EFL students. These findings suggest that incorporating flexible and motivational elements into EFL training can enhance student happiness and academic performance.

By encouraging autonomy, RFA empowers learners—particularly adult learners—to take charge of their education. Students are driven by the chance to oversee their own development, striking a balance between autonomy and accountability, especially in settings that prioritize education and technique.

Multimodal Tools and Resources

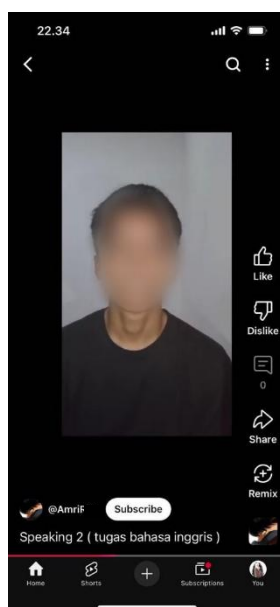
The utilization of multimodal tools and resources like videos, audios, YouTube and e-learning inspires students, especially those who are tech-savvy. These tools and platforms provide fun and interactive methods to learn languages, which lowers anxiety and boosts motivation—especially when creative tasks like creating videos are involved. By public contact and feedback, digital technology adds another level of drive.

In the lesson plans and curriculum provided by the teachers, it was revealed that they use digital resources like YouTube and e-learning to motivate students in their lessons. For instance, Teacher 4 uses Youtube in their speaking class in evaluating their

speaking competencies. This platform provides fun and interactive methods to learn languages. In the figure below, Teacher 2 used videos as an assessment tool in evaluating the speaking skills of the students and also improving their motivation to improve their skills. The activity included speaking in daily communication and describing another person. In this activity, the teacher will be able to assess students' fluency, grammar and pronunciation in using the target language.

Figure 18

Use of Video as a Multimodal Tool



This was further supported by the interview conducted as teacher 5 said that:

Teacher 5: Due to the Covid, kids now are very accustomed to online learning. And they also like to submit tasks through youtube, e-learning, email or Whatsapp privately. They are already familiar with this stuff. I see that my students are never hesitated to submit assignments via e-learning. So I think this thing really motivate them. In the beginning, I explained them how to use e-learning, but I found out that we don't need to explain it to them because today's generation is very good with technology. They understand the features of e-learning and excited with e-learning. You know that now we are also using the curriculum of Merdeka learning. It also has MerdeThe students have the Merdeka learning account. In the account, there is a log book where they can tell the activities they are doing. So I usually give feedback like 'very good', 'excellent', 'good job', 'keep up the good work', for the internship teaching practice activities they are doing in schools. My role here is as a supervisor.

The Community of Inquiry (CoI) framework and the Technology Acceptance Model (TAM) can be used to examine the results. Regarding TAM, the fact that Indonesian HEI lecturers utilize different multimodal tools to give students timely and constructive feedback shows that they have a favorable opinion of the platform's usability and convenience of use. This is probably seen by teachers as an appealing and useful resource that helps them achieve their learning goals, especially when it comes to teaching English. Using this platform into remote formative assessment (RFA) indicates that

EFL teachers have accepted technology that supports their pedagogical objectives, exhibiting a high degree of acceptance motivated by the apparent advantages for academic results and student involvement.

Moreover, the three crucial components of the Community of Inquiry model—cognitive presence, teaching presence, and social presence—are enhanced by the usage of multimodal tools in providing feedback to the students. As students interact with the teachers to encourage active learning, cognitive presence is clearly visible. By carefully choosing and facilitating content, the teachers create a teaching presence while guaranteeing conformity with learning goals. As students engage with teachers, frequently through conversations in the platform, social interaction is promoted.

Guo and Xu (2021) also found that through creating educational opportunities more engaging and relevant such as use of videos and audios, technologically advanced classrooms—including those that use videoconferencing and other collaborative tools—help maintain students' attention and motivation.

Teachers' capacity to successfully incorporate technologies into their teaching methods is another factor that determines how effective it is at increasing motivation. It is essential to provide appropriate training and appropriate resources (Fukuda et al., 2020). Teacher 6 said that:

Teacher 6: RFA can boost students' motivation through dynamic and responsive environments using modern technologies. For example, the activities I often use, short answer assignment and reflective reading, I think short assignments encourage critical thinking by requiring students to articulate their understanding, while

reflective reading forms students to connect personally with the material. They need to read the reading text and give reflection to it, including as the questions they do not understand the text. Both methods I believe foster deeper engagement and self-assessment having students recognize the progress. I believe all these activities can enhance students' motivation to learn.

The possibility for increasing student motivation in English as a Foreign Language (EFL) instruction has been extensively researched. The main conclusions from several research studies on the use of technology to boost EFL learners' motivation. Research continuously demonstrates a strong beneficial relationship between EFL students' enhanced motivation for learning and their usage of instructional technologies.

For instance, it has been discovered that by making the learning process more dynamic and stimulating, computer-assisted language learning (CALL) and mobile-assisted language learning (MALL) increase motivation among students (Prastikawati, 2022).

This was further supported by Februansyah et al. (2023), who stated that programs that promote genuine utilization of technology, like video chat for global language exchange, boost intrinsic motivation and enhance communication abilities by giving participants opportunity for practical experience.

While e-reading and other digital reading strategies may not always lead to an improvement in reading comprehension, they have been demonstrated to boost EFL learners' drive to read (Mariadi et al., 2022).

Utilization of technology is influenced by perceived utility and simplicity of use, as explained by the TAM theory. Based on the findings, EFL teachers use different types

of RFA to keep students motivated. RFA application is made easier with technologies that have user-friendly interfaces and few technical challenges like google classroom, Zoom or LMS; moreover, teachers understand how important internet resources are for improving methods of evaluation and increasing student motivation. These technologies are essential for RFA in EFL lessons because of features like automatic grading, immediate feedback, and metrics for monitoring student development. Lastly, teachers' readiness to use technologies in their lessons is demonstrated by the effective tool integration. Their decision to keep utilizing internet-based tools for assessments is probably reinforced by what they liked about working with them.

Student motivation is greatly increased when technology is used in EFL instruction. The main causes of this rise are compelling digital platforms, real-world engagement chances, and mobile and computer-assisted educational resources; nevertheless, the teachers' ability to use these tools effectively and the applicability of the offered materials are critical to their successful deployment. All things considered, technology presents a viable way to increase the effectiveness and motivation of EFL instruction.

Fostering Self-Regulation

EFL teachers encourage students to set their goals, monitor their growth and reflect on their own learning. This can be done by using self-assessment techniques or use of reflective journals to monitor their progress.

To motivate students in EFL lessons, Teacher 1's curriculum and lesson plan include critical thinking and reflection exercises. Through analysis, evaluation, and reflection on a range of subjects, these exercises help students get more involved and gain a deeper comprehension of the English language.

Critical thinking activities including situations that require solving problems and reflective writing exercises are incorporated into Teacher 2's lesson plan. The purpose of these exercises is to foster active engagement in lectures and improve students' reasoning skills.

By incorporating group reflections following lessons, Teacher 3 aims to integrate reflective practices into their curriculum. This method assists students in forming a habit of critical self-evaluation and in relating what they have learned to real-world situations.

Reflective reading and analytical exercises are two examples of RFA activities that assist students in being more closely connected with the content and promote introspection and self-evaluation. Students' intrinsic motivation to do better is increased by these exercises, which encourage them to critically assess their own knowledge and development. Teacher 9 mentioned that:

Teacher 9: I do believe that it motivates the students to give feedback but they have anxiety to do it. Say for example, if I ask the students to reflect and give comment to their friends or I for example, I give my formal assessment during my teaching process. For example some students maybe feel a bit intimidating, but then during the remote formal assessment, the students are free to do it..

It has been demonstrated that including methods of reflection and critical thinking into English as a Foreign Language (EFL) instruction greatly increases student motivation. Studies examined multiple experiments about the effects of these instructional methods on the motivation and critical thinking abilities of students learning EFL.

For instance, Ghozali and Tyas (2022) found that students become more motivated when reflective critical instruction is used in EFL classes because it encourages a genuine and intimate interest in the people and culture that the language represents.

The results of the study were further supported by the study conducted by Rasyid et al. (2023) which found that students are more motivated to study EFL when they engage in critical self-reflection, especially when reading critically; moreover, Syafila (2020) found that students' critical thinking abilities are enhanced when reflective diaries are used in EFL classes, especially when assessing their instructional strategies.

In addition, both language skills and critical thinking abilities greatly improve as a result of critical thinking-focused activities like debates and peer reviews (Defianty et al., 2021), whereas, EFL students' academic writing abilities and general motivation are improved by the reflective approach, which encourages critical thinking and self-expression (Tran & Ma, 2021).

EFL students' criticality and motivation are successfully fostered through the implementation of tasks that encourage critical thinking, like problem-posing and problem-solving exercises (Golzar et al., 2022); moreover, Yang and Cui (2021) stated that it is successful and motivating to use literary texts in EFL lessons to foster critical thinking abilities since they test students' cognitive abilities and increase their level of motivation.

Vygotsky's Sociocultural Theory, which highlights the importance of social interaction, cultural resources, and scaffolding in learning, is in line with the inclusion of critical thinking and reflection exercises in the curriculum and lesson plans. In order to guide children from activities they can complete on their own to those they can complete with assistance, teachers use such tasks to scaffold their learning within their Zone of Proximal Development (ZPD). For instance, Teacher 1 encourages students to use higher-order thinking skills through her guided reflection and problem-solving exercises. In a similar vein, Teacher 2 integrates group-based critical thinking exercises that promote cooperation and interpersonal communication—two essential elements of Vygotsky's theory. Through meaningful interactions with teachers and peers, kids are able to co-construct knowledge through these activities.

Students' motivation and critical thinking abilities are greatly increased when critical thinking and reflective techniques are incorporated into EFL instruction. It is being demonstrated that methods like inquiry-based learning, critical pedagogy, reflective journals, activities that foster critical thinking, and the reflective approach are all successful. These methods encourage a deeper level of involvement and individual interest in the process of learning in addition to enhancing ability to speak the language.

RFA in Assessing English Language Performance of EFL Learners in Terms of Learning Outcomes

Based on the data gathered, five (5) prevailing RFA assessments of English language performance of EFL learners in terms of learning outcomes were identified. These

include evaluation of language proficiency, feedback and correction, improving language mastery through technology use, self-regulated learning, and encouraging autonomy in reading and writing skills.

Evaluation of Language Proficiency

Monitoring student learning and providing continuous feedback that both teachers and students may utilize to enhance their instruction is the aim of remote formative assessment. More precisely, formative evaluations assist students in recognizing their areas of strength and weakness and focusing on those that require improvement. The figure below shows that lesson plan and curriculum.

Figure 19*Learning Plan and Curriculum***LEARNING PLAN (RPS)**

Course: Speaking for Group Activities
Study Program: English Education

Semester: II Code: EED 102 Credits: 4
Lecturers: 1) Dr. Sofyan, M.A.
2) Dr. Kismullah, S.Pd., M.App. Ling.
3) Dr. Dian Fajrina, S.Pd., M.Ed.
4) Hendra Heriansyah, S.Pd., M.Pd., M. TESOL.
5) Dr. Muhammad Aulia, MA., M. TESOL.
6) Burhansyah, S.Pd., M.A.

Programme Learning Outcomes (PLO):

SU-4: Contribute to improving language proficiency and the quality of content and material development and learning planning for Speaking for Everyday Communication and is responsible for work in their field of expertise independently.

SK-6: Demonstrate a responsible attitude towards work in their field of expertise independently

PU-5: Justify knowledge of concepts, principles and characteristics, methodology, material development, English learning planning which includes achievement indicators, materials, processes, assessment of the Speaking for Everyday Communication course

PK-1: Understand procedural and strategic steps in generating innovative ideas for material development and learning planning, then apply them appropriately.

KU-1: Able to apply logical, critical, systematic and innovative thinking in the context of developing or implementing science and technology that pays attention to and applies humanities values in accordance with their field of expertise

KU-5: Able to make appropriate decisions in the context of solving problems in their field of expertise, based on the results of information and data analysis

KK-3: Prepare and develop learning materials and plans and practice them appropriately

Charged to Course (CLO):

UJ5) Formulate appropriate conclusions regarding problems in the simple English learning process from the results of data analysis, observations, simple learning models and learning tools. [UJ=Main Department]

UJ8) Mastering more specific and relevant theories, concepts, approaches, methods, techniques and procedures needed in the learning process. [UJ]

KF4) Communicate in English, both orally and in writing.

In the lesson plan and curriculum provided by Teacher 4, the student's language proficiency was highlighted as the main Programme Learning Outcomes (PLO). Specifically, the PLO aims to contribute to improving the quality of content and material development and learning planning for Speaking for Everyday Communication and is responsible for work in their field of expertise independently. This course aims at developing students' speaking ability communicatively by means of situational conversation practices. For this purpose, students will be equipped with theoretical knowledge and various

matters that relate to the discussed topic. After having some knowledge on the topic is learned, students are then required to practice their speaking ability through conversational practices in diverse social contexts in which the language is used.

Moreover, in the lesson plan and curriculum provided by Teacher 8, it was stated that the students who successfully complete the course should be proficient in the language and be able to recognize and differentiate the structure of English, seeing how it sounds and functions together to create meaning in sentences. Students will also have the opportunity to stretch and improve their communication skills as they explore various components of language, and as they transfer learning to the real communication world.

According to these research, remote formative assessment can boost language proficiency by improving listening skills, lowering anxiety related to public speaking, and offering individualized, adaptable environments for learning. Teacher 1 said that: “RFA really helps with students’ academic success, language proficiency and their personal growth, especially by making them more independent learners. I get that online assessments are convenient and flexible,....”

A comprehensive understanding of the efficacy of remote formative assessment (RFA) is provided by examining it through the prisms of Vygotsky’s sociocultural theory, the Technology Acceptance Model (TAM), and the Community of Inquiry (CoI) model. The TAM places a strong emphasis on how learners view RFA tools’ usability and ease of use, as these factors have a direct impact on their acceptance and engagement with the technology. Students are more inclined to get involved and improve their lan-

guage skills when they find the evaluation tools easy to use and pertinent to their objectives. This is enhanced by the CoI paradigm, which emphasizes the value of instructional, social, and cognitive presence in the RFA process. Students participate in conversations, get helpful criticism, and hone their critical thinking skills through group projects and feedback systems.

The sociocultural theory of Vygotsky emphasizes the need of social contact and scaffolding in language learning even more. With guided help and interaction with peers and teachers, RFA gives students the chance to fully comprehend language skills. The theory's focus on the Zone of Proximal Development (ZPD), where students reach greater competency with the right support, is consistent with the collaborative nature of peer and self-assessment. Through the integration of various theoretical frameworks, the findings imply that RFA not only assesses but also promotes the growth of English language proficiency, resulting in enhanced learning outcomes via socially involved, technologically driven, and cognitively stimulating practices.

A great deal of formative evaluation, which include self-evaluation and instant feedback, greatly increase students' learning outcomes and English language skills and proficiency for professional communication (Basori & Mubarok, 2020).

Academic success and the development of linguistic competency and proficiency depend heavily on formative assessment, which includes peer and self-evaluation. It offers insightful criticism that improves instruction and learning (Zuhriyah & Fajarina, 2021). Teacher 9 said that:

Teacher 9: Some students they have different learning styles, they like to learn more remotely, and if I give them remote formative assessments, they don't feel intimidated because nobody else understand. Nobody else knows what kind of comment I gave to them, to their works or assignments. So in that case, they are free to write their comment and then receive my comments, receive the assessment that I give them. So in that sense, I do believe remote formative assessments will encourage learning outcome and proficiency

Particularly in the setting of computer-assisted language learning (CALL), remote formative evaluation has emerged as a crucial instrument for evaluating language proficiency. Based on findings from several studies, which investigated the function of distant formative assessment in assessing and improving language proficiency.

For instance, Golzar et al. (2022) found that students' speaking skills and anxiety are impacted by the formative assessment sequence. Peer evaluation first boosts performance, whereas self-assessment initially lowers worry.

Relative to other evaluation requirements, students frequently have less favorable opinions of peer assessment, despite the fact that it may serve as a valid tool for assessing language competency. Assessments of students and teachers differ, indicating the need for better practices (Orekhova, 2021).

Moreover, Abduh and Rosmaladewi (2019) found that when formative assessment methods are used instead of traditional summative tests, language proficiency increases more. According to longitudinal research, students who take more formative tests demonstrate greater rates of competency growth.

An essential component of evaluating and enhancing language proficiency is remote formative assessment. Relative to conventional summative tests, it lowers anxiety, improves performance, increases motivation, and promotes better proficiency progress. To maximize formative assessment's advantages in language acquisition, it must be implemented effectively, incorporating peer and self-assessment.

Feedback and Correction

Monitoring student learning and providing continuous feedback that both teachers and students may utilize to enhance their instruction is the aim of formative assessment. More precisely, formative evaluations assist students in recognizing their areas of strength and weakness and focusing on those that require improvement.

In the lesson plan and curriculum provided by Teacher 2, the stated Programme Learning Outcomes (PLO) is that students should be able to successfully identify imparting knowledge and skills in writing essays in the academic realm. In Essay Writing, students are required to master the three parts of an essay, the unity and coherence of an essay, and understand Cause and Effect and Argumentative Essays. Students should also be able to compile and practice the knowledge acquired in accordance with producing essays in the form of cause and argumentative.

It has been demonstrated that formative assessment has a major impact on academic success, especially in distant learning situations. Based on current research findings, studies examined the different ways that formative assessment procedures enhance academic performance. Teacher 2 mentioned that:

Teacher 2: The feedback I give to students help them to spot the errors they make, to learn from their mistakes, they will recall it, by that the students will improve their writing skill. As a result, this may impact their writing outcomes or for the next writing exam. Since they have learnt from the errors so I believe they won't do it anymore.

The process of feedback and correction that RFA facilitates can be viewed as a crucial component of the instructional, social, and cognitive presences using the Community of Inquiry (CoI) framework. The way that feedback fosters critical thinking and aids in the accomplishment of learning objectives is an example of cognitive presence. Students who participate in peer and self-assessment activities demonstrate social presence and foster a collaborative learning environment. The ability of teachers to effectively mentor students through constructive criticism and scaffold their comprehension of English language proficiency, on the other hand, is a sign of teaching presence.

The Zone of Proximal Development (ZPD) and social contact are key components of learning according to Vygotsky's Sociocultural Theory. Feedback and correction serve as instruments to close the gap between learners' present skills and their prospective performance in the mediated learning environment that RFA offers. Vygotsky's theory that learning is a socially constructed process is supported by RFA's interactive features and chances for group projects. In a nurturing learning environment, feedback acts as a scaffold, allowing students to internalize mistakes and advance their language skills.

The result of this study is further supported by Jonathans and Metboki (2021) who stated that by viewing mistakes as teaching opportunities and offering tailored instruction, constructive criticism during distance learning dramatically raises student performance.

In order to help students evaluate their growth and potential for development, feedback is essential in formative assessments. This improves academic results. Utilizing technological platforms such as Kahoot!, Quizizz and Socrative for formative evaluations during distance learning has proven successful in keeping students interested and raising their academic achievement (Yosintha, 2020). The effective use of technologically driven formative assessments depends on a knowledge of digital technologies, emphasizing the necessity for teachers and students to be tech-savvy (Rahim, 2020). Teacher 4 highlighted that:

Teacher 4: I believe if a teacher uses RFA gradually it will improve students' learning outcomes and academic success. Because the students will see their grades day by day and they will try to improve their scores for the next assignment, try not to get lower score that they have before, but as long as the teachers are consistent in using RFA. However, maybe some students don't really care about that but overall, I do believe it does.

For instance, Gayatri et al. (2023) found that students' recall of information and analytical abilities are greatly improved by formative evaluations, such as exams and peer discussions, which improves learning outcomes.

While Munandar and Newton (2021) revealed that academic attainment is greatly increased by the thorough integration of formative assessments, including formative examinations, self-evaluation, and assessment by peers.

In addition, Guevara-Bazán et al. (2020) stated that self-regulated learning techniques, which are indicative of better academic performance and motivation, are encouraged via formative evaluations. Students benefit from these techniques by becoming more self-reliant and involved in their education.

Numerous studies demonstrate a strong correlation between academic accomplishment, especially in reading, and formative assessment techniques such goal clarification, progress tracking, and educational modification (Firdaus et al., 2022; Wijaya, 2022).

In addition, Stepanova's (2021) randomized experiments in higher education institutions have shown that integrating formative assessment as a regular practice in schools can result in notable gains in academic success.

Formative assessments, whether conducted via platforms that use technology or conventional techniques, are essential for improving academic performance, particularly in distance learning settings. Providing prompt and helpful feedback, encouraging self-regulated learning techniques, and thoroughly integrating several formative assessment techniques are the main elements that have contributed to this accomplishment. These results emphasize the value of formative evaluations in improving academic performance and the necessity of efficient implementation techniques to optimize their advantages.

Improving Language Mastery Through Technology Use

In the lesson plans and curriculum provided by the participants, all the teachers' goal is for the students to master the target language. They all aimed to ensure that all students who (gerund)acquire a language are more capable of analyzing data and solving issues because they can choose relevant data and disregard unhelpful or deceptive data. This helps them build problem-solving and critical thinking abilities. They learn to make more logical and impartial decisions.

Moreover, in the lesson plans and curriculum provided by Teacher 4, the quiz and mid-test provided is a speaking test where the lecturer is having some short conversation with each student related to topics that have been learnt. In this study, students are expected to be able to engage in a short conversation, show a good attitude, discipline, and responsibility.

Teacher 12 stated that RFA can have a substantial impact on improving students learning outcomes when it utilized properly. Teacher 12 uses a feedback loop in her lesson plan which this kind of like get the real time feedback for the student. It can help the students identify the strengths and the weaknesses. This ongoing process allows students to adjust their learning strategies and correct misconception and deepen the understanding of the material which lead to the better learning outcomes of the times.

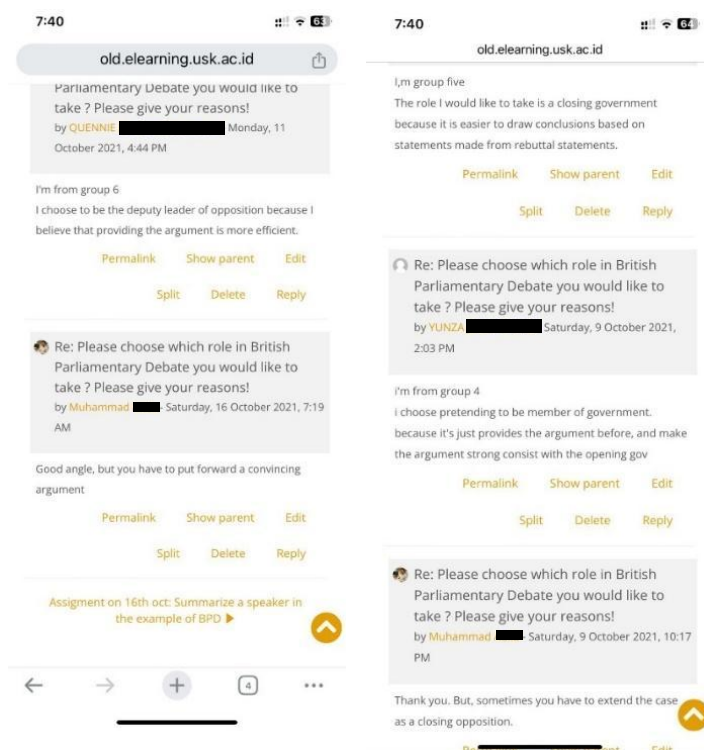
Teacher 15 also perceives RFA as a valuable tool in promoting students' learning outcomes. In teacher 15's lesson plan, platforms like YouTube are used in speaking course. He stated that students can practice and improve their speaking skill in a flexible time. Students also receive immediate feedback from both their peers and the teacher. It

allows them to make improvements in their time. RFA, particularly through YouTube, also help students enhance not only their language skills but also their confidence, creativity and ability to communicate effectively and master all lessons.

This is further elaborated by the participants during the interview, especially by teacher 5.

Teacher 5: I give constant feedback to my students, for example when I am a supervisor for the students who are doing internship teaching practice at schools. So all materials are circulated through the Merdeka platform, including tasks, podcast links, and they also upload their teaching practice video there. So I give my feedback through the platform for the students to improve their learning and master the language. For example, when the students upload their videos of teaching; there is video 1, video 2, and video 3. So I could see there are improvements when I give feedback in video 1 until final video. My feedback consists of the students' strengths and weaknesses, therefore, they students are aware what to do and what not to do.

The figure below presents the use of technology like an e-learning platform for improving language mastery.

Figure 20*Improving Language Mastery Through Technology Use*

The Technology Acceptance Model (TAM), the Community of Inquiry (CoI) framework, and Vygotsky's Sociocultural Theory can all be used to analyze the study's findings, which look at how remote formative assessment (RFA) assesses English language proficiency among EFL learners. RFA's use into learning outcome assessments emphasizes how technology can enhance language proficiency. According to TAM, educators' and students' acceptance of technology is greatly influenced by how simple and

beneficial they believe it to be. The model's emphasis on technology adoption is supported by this study's effective use of RFA tools, which show their value in enabling ongoing feedback, monitoring progress, and involving learners in the language acquisition process.

In the setting of online education and computer-assisted language acquisition, remote formative assessment has become a vital instrument for language learners. The main findings from current studies on the use and efficacy of remote formative assessment in language learning are examined in various studies.

For instance, Kristiyanti (2021) found that assessment by peers initially enhances public speaking skills for English language students, but self-assessment initially lessens public speaking anxiety.

This was further supported by Shahzad et al. (2022), who found that in hybrid EFL classes, online formative evaluation improves students' impressions of their ability to listen and gives them access to a wealth of online materials, creating a more adaptable and individualized educational setting.

The distinction between students' present and ideal performance can be closed with the use of formative evaluation. Nevertheless, opinions on its application vary, and teachers frequently encounter difficulties incorporating it into their regular Language lessons.

A demonstration of concept for combining automated assessments with instructor input is provided by the ability of online formative writing assessment utilizing levels of

language framework (word, sentence, discourse) to anticipate success on state writing proficiency tests (Stepanova, 2021).

Since it lowers anxiety, improves performance, and offers adaptable educational settings, remote formative assessment is essential to language development. Despite obstacles like technical problems and different approaches to execution, automated and performance-based tests have the potential to be a useful tool for assessing language proficiency. The results of language learning can be greatly enhanced by including these tests into computer-assisted language acquisition and online instruction.

Self-Regulated Learning

The ability to comprehend and manage one's educational environment is known as self-regulated learning. Setting objectives, self-management, self-learning, and self-reinforcement are examples of self-regulation skills. Based on the findings of the study, the teachers found that through RFA the EFL students practice self-regulated learning and this results in positive learning outcomes.

EFL teachers encourage students to set their goals, monitor their growth and reflect on their own learning. This can be done by using self-assessment techniques or use of reflective journals to monitor their progress.

To improve learning outcomes for students in EFL lessons, Teacher 1's curriculum and lesson plan include critical thinking and reflection exercises. Through analysis, evaluation, and reflection on a range of subjects, these exercises help students get more involved and gain a deeper comprehension of the English language.

Critical thinking activities including situations that require solving problems and reflective writing exercises are incorporated into Teacher 2's lesson plan. The purpose of these exercises is to foster active engagement in lectures and improve students' reasoning skills.

By incorporating group reflections following lessons, Teacher 3 aims to integrate reflective practices into their curriculum. This method assists students in forming a habit of critical self-evaluation and in relating what they have learned to real-world situations.

The development of self-regulated learning technique is used in the lesson plans and curriculum that Teachers 1, 2, and 3 have provided to evaluate the learning results in their EFL classes. By placing a strong emphasis on setting goals and self-monitoring techniques, Teacher 1 applies this strategy. To increase student autonomy, Teacher 2 emphasizes encouraging self-reflection and peer evaluation. Through the use of technology, Teacher 3 incorporates self-regulated learning, allowing students to monitor their progress and modify their learning methods on their own.

This is further elaborated by the teachers during the interview, especially by teacher 3.

Teacher 3: Ah. Based on my personal recent practice, the learning outcomes are consulted and adjusted based on performance of learning. And what I do is by informing that they have to read the materials first. And sometimes I put like some constraints like 'you have to read and answer with minimum 200 words', so that they must read the material and they try to answer the materials, and then try to review the material, or evaluate something in the materials, relate to the materials.

And the learning outcomes accordingly must be based on the cognitive level. It can be either low order thinking and high order thinking. It works in my case and most students learn more on their own.

Vygotsky's Sociocultural Theory, which highlights the importance of social interaction, cultural resources, and scaffolding in learning, is in line with the inclusion of critical thinking and reflection exercises in the curriculum and lesson plans. In order to guide children from activities they can complete on their own to those they can complete with assistance, teachers use such tasks to scaffold their learning within their Zone of Proximal Development (ZPD). For instance, Teacher 1 encourages students to use higher-order thinking skills through her guided reflection and problem-solving exercises. In a similar vein, Teacher 2 integrates group-based critical thinking exercises that promote cooperation and interpersonal communication—two essential elements of Vygotsky's theory. Through meaningful interactions with teachers and peers, students are able to co-construct knowledge through these activities.

The use of remote formative assessment to help students achieve self-regulated learning (SRL) has grown in popularity. Because it entails establishing learning objectives, overseeing the educational process, and assessing one's own performance, SRL is essential for continuous education. Studies investigated the ways in which formative assessment techniques improve SRL, especially in distant or digital settings.

For instance, it is found that feedback and other formative evaluation techniques greatly aid in the development of SRL methods by assisting students in becoming more self-reliant and flexible in their learning.

While Firdaus et al. (2022) revealed that both teacher and peer feedback are essential components of effective formative assessment, which aids in the development of students' self-regulation and assessment judgments. Students' capacity to evaluate both their own and other people's work is improved by this cooperative method.

SRL is facilitated by the utilization of digital technologies and practical situations in formative assessments, like digital portfolios and web-based platforms, which offer chances for reflective and collaborative learning. With the aid of these resources, students can interact with the content more fully and develop better self-control.

Students' cognitive abilities and motivational beliefs—two crucial elements of SRL—are positively impacted by formative assessments. Students' motivation is maintained and their logic and analytical skills are enhanced by these tests (Gan & Leung, 2020).

As a formative assessment technique, regular practice exams help students re-calibrate their metacognitive monitoring, which improves learning outcomes and makes SRL processes more effective. This method assists students in becoming more precise in their self-evaluations and less overconfident.

Formative assessment methods are essential for helping students establish self-regulated learning, particularly when combined with digital resources and real-world situations. By improving students' motivation, cognitive abilities, and metacognitive thinking monitoring, these techniques promote a more independent and successful learning process. Formative evaluations assist students in developing the assessment and self-regulation skills necessary for lifelong learning by integrating input from peers and teachers.

Students' learning and critical thinking abilities are greatly increased when critical thinking and reflective techniques are incorporated into EFL instruction. It is being demonstrated that methods like inquiry-based learning, critical pedagogy, reflective journals, activities that foster critical thinking, and the reflective approach are all successful. These methods encourage a deeper level of learning in addition to enhancing the ability to speak the language.

Encouraging Autonomy in Reading and Writing Skills

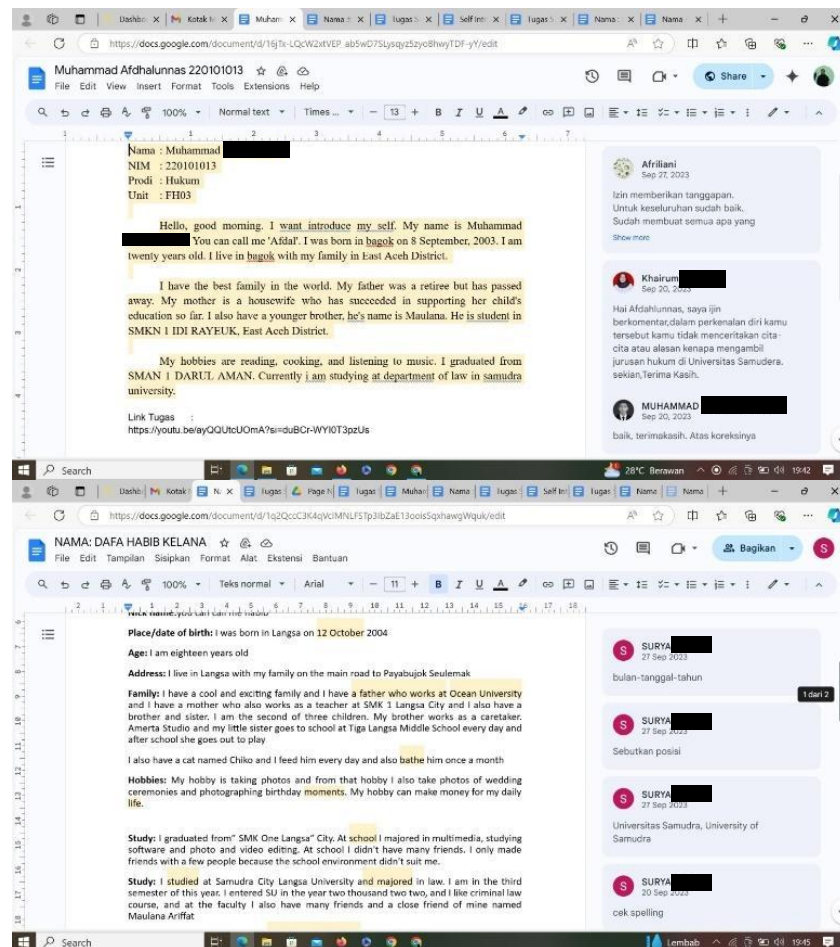
The principle of autonomy in RFA means having independence and competency. In this case, RFA is used to encourage students' autonomy in reading and writing skills.

Writing and reading assessment enables teachers to track their students' development and gauge the degree and speed of reading and writing with fluency. It is a quick and easy process where teachers listen to students read aloud from grade-level materials and assess their performance and read their writing assignments.

In the curriculum and syllabus presented, Teachers 13, 14 and 15 assess the reading autonomy and competency of the students by asking them to read a length of text which has been leveled correctly for them and then asking them specific, in-depth questions about the text's content.

The goals of all the teachers are typically to cover the four language skills (speaking, listening, reading, and writing), but they also often include vocabulary that is necessary for a student to fully engage in the lesson, as well as language functions associated with the lesson's the subject.

In assessing the writing autonomy and competency of the students, teacher 8 uses written test based on the curriculum and lesson plan presented. The assessment aims to gain general and detailed information on the meaning of sentence structures and understand the concepts in the target language. The figure below shows how teachers use google documents to help students improve their writing skills. With tools including word processing, formatting, and version history, Google Docs offers an interactive online writing environment.

Figure 21*Use of Google Docs to Improve Writing Autonomy*

With the introduction of new technologies and the need for online instruction, remote formative assessment has become a vital instrument for improving writing and reading abilities. The methods and efficacy of distant formative assessments in enhancing these abilities are examined in different studies.

Moreover, Teacher 6 promotes students' learning outcomes by providing ongoing feedback that helps identify areas for improvement. Teacher 6 conducts short answer assignments and also reflective reading. These two activities encourage self-assessment and reflection, allowing students to understand their strengths and weaknesses. Thus, it supports deeper learning and skill development”.

This was further elaborated by the teachers during the interview. Teacher 13 said that: *“Even though not all students, some students they learn by themselves from teacher’s feedback, they make improvement in writing. I think they also sometimes they discuss with their friends in Whatsapp Group about their writing”*.

Using the Community of Inquiry (CoI) model and Vygotsky’s Sociocultural Theory, the results of the study on Remote Formative Assessment (RFA) assessing English language performance of EFL learners in terms of learning outcomes reveal significant insights. The CoI model emphasizes the interplay of cognitive, social, and teaching presence in fostering meaningful learning experiences. In the context of RFA, the encouragement of autonomy in reading and writing skills aligns with the cognitive presence as learners engage in self-directed learning tasks that promote critical thinking and comprehension. The structured feedback and assessment tools provided by instructors reflect a strong teaching presence, guiding learners toward achieving their learning objectives.

From Vygotsky’s Sociocultural Theory perspective, the scaffolding provided through RFA tools and feedback mechanisms facilitates learners’ movement within their Zone of Proximal Development (ZPD). By encouraging autonomy, learners are empowered to take ownership of their reading and writing development, while still benefiting

from the social interactions and collaborative opportunities inherent in peer and teacher feedback. This dynamic interaction fosters the internalization of language skills, enabling learners to progress from dependent to independent mastery of English.

This is supported by Farisia (2022) who revealed that instantaneous computer-generated assessments of students' writing are made possible by technologies such as WriteToLearn, which aid in the monitoring and development of reading and writing abilities in real time.

This was further supported by the study conducted by Sumaharani et al. (2023) which found that writing quality is greatly improved by formative evaluations that provide instant feedback from a variety of sources, including peers, adults, computers, and oneself.

Köroğlu (2021) also revealed that EFL students' writing skills have improved the most on online collaborative formative evaluations, highlighting the value of dynamic and interesting evaluation techniques.

Formative evaluations have demonstrated efficacy in fostering reading comprehension abilities in remote instruction circumstances, particularly when customized to accommodate varying stages of education and language proficiency levels (Wijaya, 2022).

There is little bias in the measurements when comprehension of reading is tested remotely in students, remote formative assessments may serve as a trustworthy substitute for conventional techniques (Dewi & Mutammam, 2022).

Reading and writing abilities can be improved using remote formative exams, especially those that offer instant feedback and include collaborative components. These

tests can be utilized with little prejudice and are reliable even for students. They can also be adjusted to different educational circumstances, such as online instruction. The efficacy of these tests is greatly influenced by the incorporation of technologies.

Challenged Higher Education Indonesian Lecturers Faced in Implementing RFA in EFL Classes

Based on the data gathered, five (5) prevailing challenges faced by Higher Education Indonesian lecturers in implementing RFA in EFL classes were identified. These include academic integrity issues, technological barriers, student engagement and motivation, feedback challenges and time management.

Academic Integrity Issues

Students have more opportunity for cheating on online tests by copying answers from the internet. This was revealed in the responses of the teachers during the interview, in particularly, from teacher 1.

Teacher 1: Ah. Honestly, when I give online assignments or exams, there's a lot more cheating. They just ask Google for help. So, out of 25 students, for example, you might get 5 – 7 people giving the exact same answers, copy pasting from Wikipedia or somewhere else. Then there'll be another 5 who also have the same answers, just copied from a different source – basically whoever finds the same answer first when they Google the question. Since it is online, there is no way for us to control this, even if we give them, say – a one-hour deadline to submit. And of course, when it's time to submit, you'll hear all sorts of excuses: (1) ' Sorry,

miss, just as I was about to submit at 12, my internet went down.’ (2) ‘Sorry, miss, I submitted five minutes before the deadline, so I don’t know why it didn’t get through – maybe the internet was slow?’ (and they will add a bunch of apology emojis) (3) ‘Sorry, miss, as I was about to submit, I ran out of data. I really didn’t expect it, so I had to top up before I could send it again.’ These are the most common excuses you hear when it comes to submitting assignments on time. And honestly, we can’t always deny them, especially with a bunch of students all submitting at once – it’s possible the emails really do come in late because of the network.

Ensuring academic honesty in formative assessments has become extremely difficult as a result of the quick shift to online learning. Much research has looked into the causes of plagiarism in academia and suggested ways to lessen these problems.

For instance, Kristiyanti et al. (2021) revealed that academic dishonesty, infrastructure problems, and changes in assignment nature make it difficult to ensure the authenticity of remote formative evaluations. Yet, employing organized frameworks, integrating different evaluation techniques, and matching assignments to real-world activities can all improve authenticity. In this process, both teachers and students are essential, and well-structured examinations promote improved learning results.

Firdaus et al. (2022) also found that verifying student credibility and lowering cheating can be achieved through using a variety of evaluation techniques, such as merging online presentations with report submissions; moreover, Wijaya (2022) stated that by examining students’ assessment sequences, artificial intelligence techniques such as AI

and plagiarism detection with neural networks that recur can successfully spot any cheating.

Poor assessment design, absence of actual presence, and technical issues are the main obstacles that compromise academic honesty in online assessments. Academic dishonesty is also influenced by students' stress, scheduling problems, and technical difficulties (Milawati et al., 2022).

The reliability of electronic assessments is greatly impacted by organizational preparedness as well as how individuals act; but technological considerations by themselves do not make a big difference (R. Yang & May, 2023).

To overcome these obstacles, policy-level adjustments and improved readiness for remote evaluations are advised (Imsa-ard & Tangkiengsirisin, 2023). To prevent dishonesty, educators advise changing the format, administration, and assessment of tests and quizzes (Basori & Mubarak, 2020)

Moreover, it is also stated that in order to prevent plagiarism, students suggest significant adjustments to online assessment methods, highlighting the necessity of more oversight and assistance.

In order to ensure reliable and accurate measurements of student knowledge, trustworthy online evaluations must incorporate assessment as an essential component of instructional design.

The quick shift to remote learning frequently resulted in the direct conversion of on-campus tests to online formats without taking concerns about academic integrity into account.

The abrupt switch to online learning has made ensuring academic honesty in distant formative evaluations an even more difficult task. Diverse evaluation techniques, technical advancements like artificial intelligence, and extensive policy reforms are examples of effective initiatives. In order to maintain educational requirements in remote locations, teachers as well as students stress the necessity of better-designed examinations and institutional assistance.

Technological Barriers

Inadequate knowledge of technology and internet availability make it difficult for both teachers and students to use RFA technologies efficiently. Teacher 5 shared that:

Teacher 5: The first challenge is the internet connection, this is the primary issue. The second is about the capacity of file, for example the students need to compress the file many times until it can be uploaded and sent. The third is not all students understand teacher's feedback given through online. The students can only read the feedback but cannot ask for the clarification like in the Merdeka platform, so it is likely one side communication. In USK e-learning, there is chat box actually, but it is rarely used. But in Whatsapp, the students can directly ask the teacher for the feedback they might not understand, so it is very interactive.

This means that lack of access to technologies, technological competence and lack of student autonomy frequently cause problems for teachers and students, making it more difficult to gather and analyze assessment information. Teacher 13 said that:

Teacher 13: There are several challenges that arise including the media that I use, Google Document, cannot be opened in all types of gadget. So students and also

the teacher must open it via laptop. Then the instability of internet connectivity, and also internet is not available in all areas, this is also the obstacle.

This means that lack of access to technologies, technological lapses frequently cause problems for teachers and students, making it more difficult to gather and analyze assessment information. Teacher 3 mentioned that:

Teacher 3: The third challenge is how to manage and integrate technology in RFA. It is undeniable that all teachers and students must know how to operate LMS in the future. It is still an issue for a few students that they cannot open, figure out, and type their answers on the LMS page for example. Also a few students do not really know how to work with other platforms. So this kind of digital illiteracy might hinder the quality of RFA.

Insufficient devices, inadequate applications, lack of time, technical issues, classroom attitudes toward technological devices, inadequate funding, lack of teacher confidence, and resistance to change to impact RFA are all examples of common barriers that have been found in a number of studies.

The importance of remote formative assessment has grown, particularly in light of online education. Nevertheless, a number of modern obstacles prevent it from being implemented effectively. The main technical issues found in numerous investigations are highlighted in various studies.

For instance, Lestari and Azizah (2021) found that lack of technological competence and an unsupportive environment frequently cause problems for teachers and students, making it more difficult to gather and analyze assessment information.

This was further supported by Defianty et al. (2021) who found that major challenges include insufficient computer technology infrastructure, poor internet access, and a lack of required devices. These problems make it more difficult to participate smoothly in virtual tests and may result in connection delays and technical malfunctions.

Technological difficulties like connectivity problems, reformat restrictions, and longer exam times are caused by a lack of resources and logistical assistance for IT personnel (Nhor et al., 2022).

Teachers' and students' digital literacy is crucial to the effectiveness of technologically driven formative assessments. Using assessment platforms and tools effectively can be hampered by a lack of technological competence (Mariadi et al., 2022). Because assessments are conducted remotely, students may encounter psychological effects and problems with involvement. This covers tension and worry about technical issues and the dependability of online tests (Fukuda et al., 2020).

The success of various instructional technologies in raising educational results is not well supported by data; furthermore, because of possible technological challenges, the validity of online tests is frequently challenged (Ghozali & Tyas, 2022).

Numerous technological obstacles, such as insufficient technological resources, low levels of technological knowledge, and resource limitations, stand in the way of the deployment of online formative assessments. These difficulties may result in technological malfunctions, problems with participation, and doubts regarding the validity and dependability of online tests. Providing Technology assistance, raising digital literacy, and

making sure that the system is strong enough to facilitate smooth and efficient online formative assessments are all necessary to overcome these obstacles.

Student Engagement and Motivation

Feedback is frequently ignored by students, and irregular participation reduces the effectiveness of formative assessment. Teacher 2 said that:

Teacher 2: Unfortunately, not all students pay attention to the provided comments in the Google Doc. When the students submit their writing work in the Google Doc, then I check it and give feedback, but some of them do not even read my feedback, that is the challenge. Another challenge is I hardly have time to monitor whether the students have learnt the feedback and revise their writing work or not. Sometimes, we also discuss it in the classroom when we meet face-to-face. But I don't know if they really pay attention to it or not. Thus, giving feedback in Google Doc is not effective if the students do not care, and it will not help them with the next writing work.

This means that lack of focus, motivation and engagement cause problems for teachers and students, making it more difficult to assess their works remotely. Teacher 4 shared that: *"I think the biggest challenge is motivation. We need to have high motivation from teacher especially to do RFA. Another is engagement, students are willing to engage voluntarily without being pushed to be involved when answering questions for example"*.

This means that lack of students' motivation and engagement cause problems for teachers and students, making it more difficult to assess their work remotely. Teacher 9 noted that:

Teacher 9: One of the challenges is that I cannot make sure that the students really pay attention to my comment or I'm not so sure or not very positive if the students are really pay attention on the assessment that I gave or the comment that I gave. So that's one of the challenges: the inability of myself to ensure that the remote formative assessment that I implemented in my classroom really give benefit or they can take benefit out of my assessment. I think that's some of the issues that I can comment regarding your questions.

For remote formative assessments to be successful, student motivation and engagement are essential components. The transition to online education has brought to light a number of advantages as well as challenges in sustaining student engagement and motivation in a distance learning environment.

The results of this study was further supported by Rasyid et al. (2023) who stated that a favorable response and strong student engagement are typically obtained from formative evaluations that include active learning components, such as interactive assignments and quizzes.

Moreover, Syafila (2020) stated that giving students the opportunity to create assessments can improve their motivation and engagement by raising their perceptions of the task's worth, competence, independence, and connection.

In distant learning settings, strong student-teacher interactions can greatly increase students' motivation and engagement (Defianty et al., 2021). By identifying low-engagement students, automated learning systems enable prompt interventions to raise performance and engagement.

Moreover, Tran and Ma (2021) found that students can become more autonomously motivated and engaged when formative assessments are used to reinforce their needs for competency and autonomy. Golzar et al. (2022) also revealed that sustaining student engagement in virtual education requires technological solutions that attend to their psychological requirements. Frequent formative evaluations, such quizzes every week, can encourage ongoing participation and enhance academic achievement (Februan-syah et al., 2023).

Societies of support are critical for the engagement and achievement of first-generation and disadvantaged minority students, who confront particular hurdles in online learning (Orekhova, 2021). Learning societies' principles and convictions impact learner engagement, indicating that sociocultural elements are important for student motivation.

It takes an extensive approach to keep students motivated and engaged throughout distant formative assessments. Analysis of trends, strong student-teacher relationships, collaborative and student-generated examinations, and psychological assistance are all essential. Engagement can be further increased with regular evaluations and specially designed assistance for underrepresented students. Gaining knowledge of the sociocultural setting of education can also help one better understand why students are motivated.

Feedback Challenges

Since RFA is remote, teachers find it difficult to give quick, individualized feedback. This is evident from the responses of the teachers during the interview. Teacher 6 said that:

Teacher 6: Another challenge is the difficulty of providing timely personalized feedback. It is quite challenging to provide the immediate feedback as most of the time I have tight schedule in the office. I also have two or three classes that I need to handle but I still try to do my best to give them feedback immediately so they can know what their strengths and weaknesses are.

This means that teachers find it difficult to give quick, individualized feedback remotely because of other overwhelming responsibilities. Teacher 12 said that:

Teacher 12: And I think another one is the feedback delivery. Delay or ineffective feedback like providing timely and personalized feedback is essential in this assessment. But, delaying feedback due to technical issue can diminish the effectiveness of assessments. Also feedback in English especially might not always be fully understood by lower level learners.

The importance of remote formative assessment has grown, particularly in light of the COVID-19 pandemic and emergency remote teaching (ERT); nevertheless, there are a number of difficulties in giving constructive criticism in this situation. The main concerns found in recent studies are examined in various research.

For instance, Basori and Mubarak (2020) stated that common, high-quality feedback is essential for effective formative evaluation, but time limits and workload make this challenging to accomplish online.

Moreover, Yang and Cui (2021) revealed that insufficient contextual data and a lack of early user knowledge impede the creation of instantaneous and continuous feedback.

In addition, contextual limitations like school policies and personal capabilities, such as time and workload, have an impact on feedback methods. It might be difficult to cultivate assessment abilities and an awareness of high-quality work online, which are necessary for students to get constructive criticism (Guo & Xu, 2021).

Technology limitations, feedback timeliness and effectiveness, and student and teacher perspectives and abilities are the main obstacles to delivering feedback for remote formative assessment. Even when computers provide some answers, human supervision is still crucial. In order to overcome these obstacles, a supportive environment, sufficient training for teachers and students, and a blend of IT-enabled and conventional approaches are needed.

Time Management

Both planning and keeping track of student engagement in RFA activities take a lot of time; thus, the teachers found challenges in managing their time in RFA. This is evident on the responses of the teachers during the interview. Teacher 10 said that:

Teacher 10: One issue with providing detailed feedback is the time. I have been many times faced with the realization that providing detailed feedback would be

seemingly too much to accomplish considering the mountains of things to do every semester as an Indonesian faculty member. As a result, sometimes my comments would be nothing but empty praising phrases, like “good job, nicely done, your hard work has paid off, etc.”

This means that teachers find it hard to plan and keep track of student engagement in RFA activities take a lot of time. Teacher 3 shared that:

Teacher 3: I have to say that one of the challenges is time consuming because sometimes we spend about a week of reading materials, a week of discussion and another week for presentation and discussion. So it is quite time consuming, however, if the material is very essential and determining to the success of the course, I really want to focus on this a kind of assessment.

The COVID-19 epidemic has made remote formative assessments essential. These tests have significant difficulties with time management and activity integration.

To coordinate student movements and manage time throughout RFA, a dynamic web-based platform was created. With the help of this technology, administrators may remotely oversee and manage the test while participants can examine their assigned timetables (Fukuda et al., 2020).

It has been shown to be possible and successful to use an online time management system for RFA. By resolving timing problems that arise during distant evaluations, it guarantees uninterrupted changes and preserves the authenticity of the examination procedure (Ghozali & Tyas, 2022).

Effective time management is essential to the success of remote formative evaluations. The main findings from current studies on how time management may be evaluated and enhanced in distance learning environments are examined in various research (Syafila, 2020).

Two key components were highlighted by students' self-assessment instrument for time management: preparation and completing tasks on time. High reliability and validity were demonstrated by this instrument, and conscientiousness acted as a mediating factor in the notable disparities in completing tasks on time (Rasyid et al., 2023).

The creation of trustworthy self-assessment instruments and the application of adaptive scheduling technologies can lead to efficient time management in distant formative assessments. These strategies guarantee that students are able to efficiently prepare and meet deadlines, as well as provide seamless and coordinated transitions throughout online tests.

Proposed RFA Framework for EFL Classes

The Remote Formative Assessment (RFA) Framework for EFL Classes integrates findings from the study with the Community of Inquiry (CoI) framework and the Technology Acceptance Model (TAM) to create a comprehensive approach for enhancing formative assessments in remote English as a Foreign Language (EFL) learning environment. The framework is built on five key principles: timely and constructive feedback, collaborative learning and assessment, continuous monitoring and support, flexibility and accessibility, technology use and fostering self-regulation. Feedback must be immediate,

actionable, and focused on guiding students toward improvement, with digital platforms facilitating real-time or scheduled feedback to maintain an ongoing dialogue. Collaborative learning and assessment emphasize group-based tasks and peer evaluations to foster a sense of community, utilizing tools like discussion boards and collaborative documents to enhance interactions. Continuous monitoring is essential, with teachers leveraging data from online platforms to track student progress and provide targeted interventions. The framework also highlights the importance of flexibility and accessibility, ensuring that assessments accommodate diverse learner needs and are compatible with various devices and internet bandwidths. Lastly, fostering self-regulation encourages students to set goals, reflect on their progress, and take ownership of their learning through self-assessment tools and reflective activities.

The framework incorporates multimodal tools and resources, adapting traditional assessment methods to online platforms and leveraging technology to improve engagement and efficiency. Multimodal resources such as text, audio, video, and interactive elements cater to diverse learning styles, while online rubrics, plagiarism checkers, and automated grading tools support the adaptation of assessments to digital formats. Technology plays a critical role in enhancing engagement and accessibility, with tools like learning management systems (LMS), virtual whiteboards, and video conferencing platforms facilitating assessment delivery and interaction.

Grounded in the Community of Inquiry (CoI) framework, the RFA framework aligns its components with cognitive presence, social presence, and teaching presence. Cognitive presence is achieved through assessments that promote critical thinking and

problem-solving, while social presence fosters a supportive environment for collaboration and idea-sharing. Teaching presence is maintained through clear guidance, structured activities, and active facilitation by instructors. Additionally, the Technology Acceptance Model (TAM) underpins the framework by emphasizing perceived usefulness, ease of use, and behavioral intention to adopt technology. RFA tools are designed to enhance learning outcomes and efficiency, with intuitive platforms reducing barriers to adoption and fostering positive attitudes toward technology.

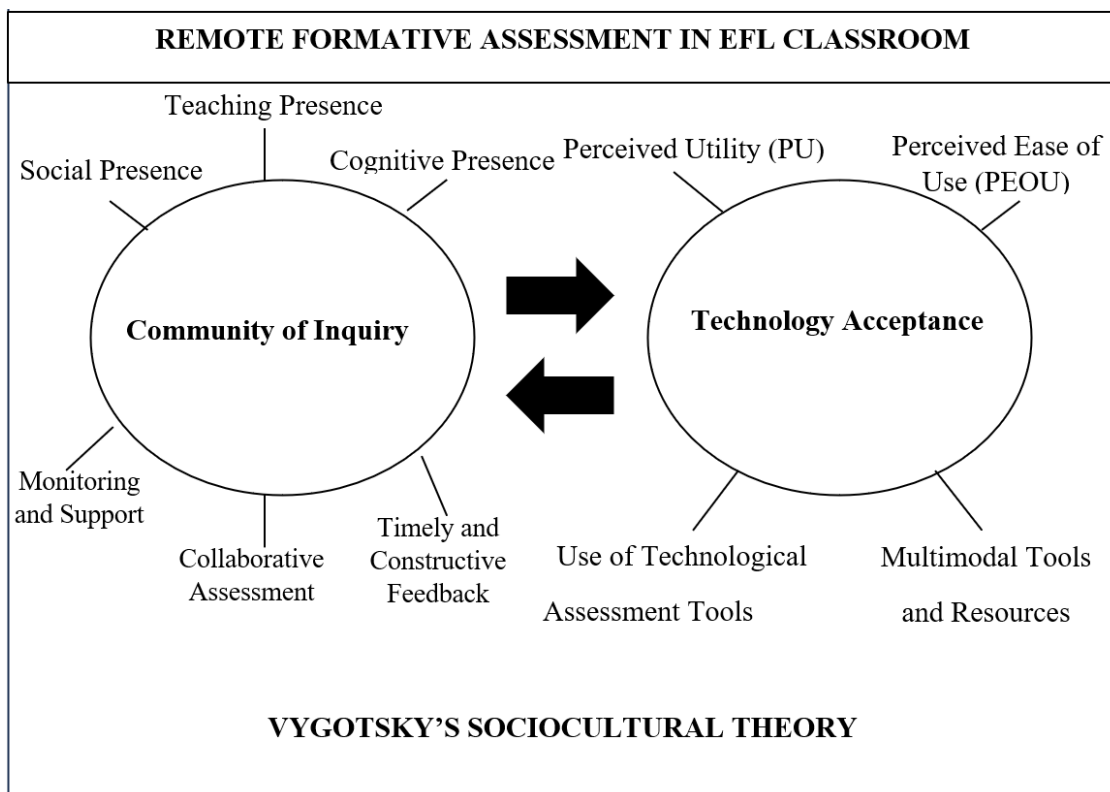
Implementation of the framework involves several stages. During the planning stage, learning objectives are identified, and assessments are aligned with course goals using curriculum design templates and learning management systems. Assessment design incorporates multimodal, flexible, and collaborative tasks using tools like Kahoot!, Google Forms, and Padlet. Delivery of assessments ensures accessibility and clarity through platforms such as Zoom, Microsoft Teams, and Canvas. Feedback is provided in a timely and personalized manner, utilizing video comments or audio recordings for greater impact. Continuous monitoring leverages analytics dashboards and tracking apps to identify trends and provide tailored support. Finally, reflection is encouraged through e-Portfolios and reflective journals, enabling students to evaluate their own progress and learning strategies.

The expected outcomes of the framework include improved student engagement and satisfaction through timely feedback and collaborative learning, enhanced self-regulation and independent learning skills, increased adoption and effective use of technology in assessments, and the development of a strong online learning community in alignment

with CoI principles. By integrating these elements, the RFA framework, as shown in the figure below, ensures that remote formative assessment is effective, equitable, and capable of fostering meaningful learning experiences for EFL students.

Figure 22

RFA Framework for EFL Classes



Chapter 4

Conclusions and Recommendations

This chapter presents the summary, conclusion, and recommendations based on the gathered data.

Summary of the Study

This study described the Remote formative assessment practices in EFL classes of Indonesian higher education institutions. Specifically, this sought to explore how HEI lecturers in Indonesia employ RFA in English classes, how RFA assess English language performance of EFL learners in terms of motivation in language learning, students' engagement and learning outcomes; moreover, this also aimed to determine the challenges that higher education Indonesian lecturers faced in implementing RFA in EFL classes.

Qualitative research design was used in this research with the participation of selected 15 teachers from University of Syiah Kuala (USK), Ar Raniry State Islamic University (UINAR), and University of Samudra (Unsam).

Summary of Results

Based on the data gathered, five (5) prevailing RFA employments in English classes among HEI lecturers in Indonesia were identified. These include adaptation of assessment tools to online platforms, timely and constructive feedback, multimodal tools and resources, collaborative learning and assessment, and continuous monitoring and support.

Moreover, four (4) prevailing RFA assessments of English language performance of EFL learners in terms of students' engagement were identified. These include use of technology, encouraging peer interaction, regular and continuous feedback, and collaborative learning and assessment.

Four (4) prevailing RFA assessment of English language performance of EFL learners in terms of students' motivation were identified: progress monitoring, flexibility and accessibility, multimodal tools and resources and fostering self-regulation.

In addition, five (5) prevailing RFA assessments of English language performance of EFL learners in terms of learning outcomes were identified. These include evaluation of language proficiency, feedback and correction, improving language mastery through technology use, self-regulated learning, and encouraging autonomy in reading and writing skills.

Lastly, five (5) prevailing challenges were faced by Higher Education Indonesian lecturers in implementing RFA in EFL classes. These include academic integrity issues, technological barriers, student engagement and motivation, feedback challenges and time management.

Limitations of the Study

The practice of remote formative assessment in EFL classrooms, especially in Indonesian EFL settings at the tertiary level, has been the subject of much international research and comparatively little local research, according to a thorough examination of the literature on online assessments.

Only three state colleges with English language departments were the subject of this investigation. In this case, the researcher solely looked into the remote formative assessment experiences of fifteen English instructors at the three state universities in the Indonesian province of Aceh. Additionally, the research only looked into how Indonesian lecturers in higher education view RFA as a means of fostering student motivation, engagement, and learning outcomes.

There are various limitations on this research. Firstly, the research results may not be as generalizable as they could be because they were gathered through semi-structured interviews based on teachers' experiences. Experimental and quasi-experimental approaches on a bigger scale ought to be used in future study to investigate the effectiveness of RFA. Secondly, because the interview was done right in the middle of the semester, it only recorded the teachers' responses about practices and issues that they immediately observed. Long-term impacts ought to be examined in future research.

Conclusions

It can be concluded that teachers practice RFA by adapting assessment tools, providing support and feedback and conducting peer assessment, and using multimodal tools.

Moreover, students' engagement is promoted using RFA through encouraging peer interaction, regular and continuous feedback, use of technology and collaborative learning and assessment. While their motivation is boosted through feedback, flexibility, technology use, critical thinking and reflection and their learning outcomes are measured

using language proficiency, academic success, language mastery, self-regulated learning and improvement in reading and writing skills.

Lastly, Higher Education Indonesian lecturers faced challenges in implementing RFA such as academic integrity issues, technological barriers, student engagement and motivation, feedback challenges and time management.

The findings demonstrate that EFL teachers established an adaptable, dynamic educational setting that supported students' ongoing retention of knowledge and fostered self-regulatory learning. Students' motivation, engagement, and learning outcomes are improved via remote formative assessment, which also offers benefits in terms of educational effectiveness, relevance, and diversity.

The study's findings and discussions demonstrated that remote formative assessment was quite successful; therefore, it may be said that EFL teachers are enthusiastic about using RFA. This suggests that by giving students feedback, online formative assessment would enhance their performance and deepen their understanding of the subject matter being taught, but the teacher also faces difficulties while putting RFA into practice.

Recommendations

In order to provide relevant RFA that are consistent with students' target language learning goals, hobbies, choices, and competency, Indonesian EFL teachers ought to be keener to build strong collaborative networks with all educational players. In this case,

the ultimate beneficial outcomes for all members of the academic community will be comprehensive educational organizations.

Early in the program, EFL teachers ought to emphasize the importance of academic integrity in order to counteract concerns related to it. Students will be urged to support the educational integrity regulations, opportunity to breach it will be eliminated or reduced, and those who break it will be identified and referred to the programs' dean.

There are numerous ways technological advances may be used for immediate assessment, including monitoring students' development over time. This can help with formative assessment by identifying knowledge gaps, increasing engagement, and encouraging deeper and more in-depth learning. This might be applied to dynamic exams, which employ machine learning and artificial intelligence systems to modify the questions' level of complexity in accordance with students' answers. Systems that use artificial intelligence may evaluate student data and offer tailored comments on their advantages and disadvantages.

EFL teachers ought to offer students a variety of themes to pick from or let them decide how they want to show their skills. Pay attention to how confident the students are. First, give them few opportunities to achieve their objectives. When giving feedback, keep it positive and helpful. Additionally, students might be assisted in reflecting on their own learning, motives, and efforts. Before a task or activity, EFL teachers may offer an assessment sheet or other evaluation framework; this communicates what they expect and offers a means of self-evaluation.

By following the scheduled timetable, assessment time might be enhanced. Making the most of instructional and evaluation time requires meticulous preparation and planning. Time management and over-planning are habits that EFL teachers ought to cultivate.

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Appendices

Appendix A

Interview Guide

I. Opening

Establishing Rapport

First of all, I am grateful for allowing me to conduct this interview even though I know you are busy. I am Yuliana a graduate student at the Philippine Normal University.

Stating the Purpose

This study primarily aims to determine the remote formative assessment practices of higher education Indonesian lecturers in EFL classes in Indonesia.

Timeline

This interview will just take about 40 minutes to 1 hour of your time, is that okay with you?

II. Body (Topic)

1. What the remote formative assessment practices do you employ in EFL classes?
2. How do you perceive RFA in promoting students' engagement
3. How do you perceive RFA in promoting students' motivation
4. How do you perceive RFA in promoting students' learning outcomes

5. What challenges do you face in implementing RFA in EFL classes?

Transition. Well, it has been a great pleasure conducting this interview with you. Let me briefly summarize the information that I have recorded during our interview.

III. Closing

Summarize the given answers

Acknowledgment

Thank you so much, for sparing me your precious time. I do appreciate the time you spent for this interview. Do you have any question that you want to ask? Is there anything else you think that can help for me to further understand the study or person you could recommend participating in the study?

Action to be Taken

I should have all the information I need. Would it be alright to call you at home if I have any more questions? Thanks again. I look forward to listening and transcribing our conversation in this interview. If you have a question or inquiry don't hesitate to text me.

Appendix B
Participants Confidential Information Form

PERSONAL INFORMATION:

Name: _____

Birthday: _____ Age: _____

Gender: _____

Marital status: _____

Address: _____

Contact Number: _____

Educational Background:

Elementary: _____ Year Graduated: _____

High School: _____ Year Graduated: _____

College Degree: _____

School: _____ Year graduated: _____

Master's Degree: _____

School: _____ Year graduated: _____

Doctoral Degree: _____

School: _____ Year graduated: _____

No. of years as a teacher: _____

Position: _____

Appendix C

Informed Consent Form for Participation in Research Study

Title of Study: A REMOTE FORMATIVE ASSESSMENT FRAMEWORK FOR EFL LEARNERS: THE CASE OF INDONESIA

Researcher: YULIANA

Affiliation: Philippine Normal University

Contact Information:

Purpose of the Study:

This study describes the Remote formative assessment practices in EFL classes of Indonesian higher education institutions. Therefore, the specific objective of this study is to seek answers to the following research questions:

Participation:

You are invited to participate in this study. Your insights and experiences are valuable for understanding the current remote formative assessment practices in EFL classes of Indonesian higher education institutions.

Procedures:

If you agree to participate in this study, you will be asked to:

- € Participate in a one-on-one interview
- € Allow the researcher to observe your daily interactions and class activities.

Criteria for Participation:

The respondents of the study will be the selected 15 teachers, who will be taken from University of Syiah Kuala (USK), Ar Raniry State Islamic University (UINAR), and University of Samudra (Unsam). Specifically, the researcher will take 5 teachers from each university to participate in this study.

Participants in the research will be selected through the use of purposive sampling.

Instructors from English language departments who are regular/permanent employees who have been working for at least five years as HEI instructors are eligible to participate, provided that they can contribute and talk fluently about the subject. They should all be in the 25–60 age range.

Research Site and Safety:

The study will be conducted within the school premises, ensuring a suitable and safe environment for both participants and researchers. All safety and protection measures will be adhered to.

Duration of Participation:

The study will take approximately 60 minutes. Observations will be conducted over a period of 1-2 hours.

Data Collection Tools:

The data collection tool which is the interview guide was designed to be free from biases related to gender, class, ethnicity, and culture.

Confidentiality and Privacy:

All information you provide will be kept confidential. Your responses will be coded to ensure anonymity, and no personally identifiable information will be included in any reports or publications resulting from this study. Data will be stored securely and will only be accessible to the researcher. Data protection plans include encrypted digital storage and locked physical storage.

Informed Consent Process:

The principle of respect will be observed throughout the informed consent process. Consent will be solicited by the researcher before any participation begins, ensuring that you fully understand the study and agree voluntarily. Special populations, if involved, will require additional clearances and consents.

Consistency with Study Objectives:

The contents of this Informed Consent Form are consistent with the objectives of the study and have been reviewed to ensure alignment.

Sharing Results:

The results of the study will be shared with the participants and the PNU community through a summary report and a presentation at a PNU dissertation defense.

Incentives or Compensation:

Participants will not receive any financial incentives or compensation for participating in this study. However, refreshments will be provided during interviews and observation sessions.

Impact on the Community:

The research aims to have a positive impact on the Indonesian higher education institutions by improving Remote formative assessment practices in EFL classes. Cultural sensitivity will be maintained, and the involvement of the community in decisions about the study conduct will be prioritized to avoid any negative impact.

Consent:

If you have any questions or concerns about the study, please feel free to contact the researcher at the provided contact information. By signing below, you indicate that you have read and understood the information provided above, and you agree to participate in this study.

Participant's Statement:

I have read and understood the above information. I have had the opportunity to ask questions about the study and my participation. I voluntarily agree to participate in this study.

Signature of Participant: _____

Date: _____

Printed Name of Participant: _____

Researcher's Statement:

I have explained the nature, purpose, and potential benefits and risks of the study to the participant. I have answered any questions that the participant had to the best of my ability.

Signature of Researcher: _____

Date: _____

Printed Name of Researcher: _____

Appendix D

Accomplished Informed Consent Form

INFORMED CONSENT FORM FOR PARTICIPATION IN RESEARCH STUDY

Title of Study : A Remote Formative Assessment Framework for EFL Learners: The Case of Indonesia

Researcher : Yuliana

Affiliation : Philippine Normal University

Contact Information : [REDACTED]

Purpose of the Study:

This study describes the Remote formative assessment practices in EFL classes of Indonesian higher education institutions. Therefore, the specific objective of this study is to seek answers to the following research questions:

1. How do HEI lecturers in Indonesia employ RFA in English classes?
2. How does RFA assess English language performance of EFL learners in terms of:
 - a. Motivation in language learning
 - b. Students' engagement
 - c. Learning outcomes
3. What challenges do higher education Indonesian lecturers faced in implementing RFA in EFL classes?
4. What RFA framework for EFL classes may be proposed?

Participation:

You are invited to participate in this study. Your insights and experiences are valuable for understanding the current remote formative assessment practices in EFL classes of Indonesian higher education institutions.

Procedures:

If you agree to participate in this study, you will be asked to:

- ☐ Participate in a one-on-one interview
- ☐ Allow the researcher to observe your daily interactions and class activities.

Criteria for Participation:

The respondents of the study will be the selected 15 teachers, who will be taken from University of Syiah Kuala (USK), Ar Raniry State Islamic University (UINAR), and University of Samudra (Unsam). Specifically, the researcher will take 5 lecturers from each university to participate in this study.

INFORMED CONSENT FORM FOR PARTICIPATION IN RESEARCH STUDY

Title of Study : A Remote Formative Assessment Framework for EFL Learners: The Case of Indonesia

Researcher : Yuliana

Affiliation : Philippine Normal University

Contact Information : [REDACTED]

Purpose of the Study:

This study describes the Remote formative assessment practices in EFL classes of Indonesian higher education institutions. Therefore, the specific objective of this study is to seek answers to the following research questions:

1. How do HEI lecturers in Indonesia employ RFA in English classes?
2. How does RFA assess English language performance of EFL learners in terms of:
 - a. Motivation in language learning
 - b. Students' engagement
 - c. Learning outcomes
3. What challenges do higher education Indonesian lecturers faced in implementing RFA in EFL classes?
4. What RFA framework for EFL classes may be proposed?

Participation:

You are invited to participate in this study. Your insights and experiences are valuable for understanding the current remote formative assessment practices in EFL classes of Indonesian higher education institutions.

Procedures:

If you agree to participate in this study, you will be asked to:

- ☐ Participate in a one-on-one interview
- ☐ Allow the researcher to observe your daily interactions and class activities.

Criteria for Participation:

The respondents of the study will be the selected 15 teachers, who will be taken from University of Syiah Kuala (USK), Ar Raniry State Islamic University (UINAR), and University of Samudra (Unsam). Specifically, the researcher will take 5 lecturers from each university to participate in this study.

Incentives or Compensation:

Participants will not receive any financial incentives or compensation for participating in this study. However, refreshments will be provided during interviews and observation sessions.

Impact on the Community:

The research aims to have a positive impact on the Indonesian higher education institutions by improving Remote formative assessment practices in EFL classes. Cultural sensitivity will be maintained, and the involvement of the community in decisions about the study conduct will be prioritized to avoid any negative impact.

Consent:

If you have any questions or concerns about the study, please feel free to contact the researcher at the provided contact information. By signing below, you indicate that you have read and understood the information provided above, and you agree to participate in this study.

Participant's Statement:

I have read and understood the above information. I have had the opportunity to ask questions about the study and my participation. I voluntarily agree to participate in this study.

Signature of Participant: _____

Date: *September 2024*

Printed Name of Participant: *Syarifah Dahliana*

Researcher's Statement:

I have explained the nature, purpose, and potential benefits and risks of the study to the participant. I have answered any questions that the participant had to the best of my ability.

Signature of Researcher: _____

Date: *September 10, 2024*

Printed Name of Researcher: *Yuliana*

Appendix E

Sample Instruments (Syllabus, Curriculum, Lesson Plans)



UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
RENCANA PEMBELAJARAN SEMESTER (RPS)
SEMESTER GANJIL 2021/2022

A. IDENTITAS

- | | |
|----------------------------|-----------------------------|
| 1. Prodi | : Pendidikan Bahasa Inggris |
| 2. Kode Mata kuliah | : 2032 PBI 020 |
| 3. Nama Mata kuliah | : Grammar and Communication |
| 4. Semester/SKS | : III / 4 |
| 5. Jenis Mata Kuliah | : Wajib |
| 6. Koordinator Mata Kuliah | : |
| 7. Dosen Pengampu | : Rahmi Fhonna, MA |

B. DESKRIPSI MATA KULIAH

Students successfully completing this course are able to recognize and differentiate the structure of English, seeing how it sounds and functions together to create meaning in sentences. Students will also have the opportunity to stretch and improve their communication skills as they explore various components of language, and as they transfer learning to the real communication world.

Standard Competency:

1. Summarize key issues and focuses in the study of language;
2. Recognize the structure of English well
3. Differentiate it sounds and functions together to create meaning in sentences
4. Analyze the structure of sentences from the smallest aspect to the largest

C. CAPAIAN PEMBELAJARAN LULUSAN (CPL)

1. Sikap:
 - a. Menginternalisasi nilai, norma, dan etika akademik;
 - b. Menunjukkan sikap bertanggungjawab atas pekerjaan di bidang keahliannya secara mandiri; dan
 - c. Responsif terhadap penerapan dan penggunaan Bahasa Inggris di tingkat dasar dan menengah
2. Pengetahuan:
 - a. Memilih secara kuat pendekatan dan model pembelajaran, bahan ajar, dan penilaian untuk kepentingan pembelajaran Bahasa Inggris;
 - b. Memahami konsep pengajaran ilmu kebahasaan dalam aspek grammar and communication.
3. Keterampilan Umum:
 - a. Mampu menerapkan pemikiran logis, kritis, inovatif, bermutu, dan terukur dalam melakukan pekerjaan yang spesifik di bidang keahliannya serta sesuai dengan standar kompetensi kerja bidang yang bersangkutan;
 - b. Mampu mengaplikasikan konsep ilmu grammar and communication dalam pengajaran Bahasa Inggris dan komunikasi keseharian
4. Keterampilan Khusus:
 - a. Menyelenggarakan pembelajaran Bahasa Inggris yang mendidik, kreatif dan inovatif di sekolah/madrasah dan di instansi lain;
 - b. Melaksanakan penilaian dan evaluasi proses dan hasil pembelajaran Bahasa Inggris secara tepat, serta mampu memanfaatkannya untuk keperluan pembelajaran
 - c. Memilih secara kuat pendekatan dan model pembelajaran, bahan ajar, dan penilaian untuk kepentingan pembelajaran Bahasa Inggris;
 - d. Menerapkan teknologi informasi dan komunikasi dalam perencanaan pembelajaran, penyelenggaraan pembelajaran, evaluasi pembelajaran dan pengelolaan pembelajaran Bahasa Inggris;
 - e. Memperbaiki dan/atau meningkatkan kualitas pembelajaran berdasarkan penilaian proses dan penilaian hasil belajar Bahasa Inggris;
 - f. Menguasai tujuan, isi, pengalaman belajar, dan penilaian dalam kurikulum satuan pendidikan pada mata pelajaran Bahasa Inggris;
 - g. Menguasai integrasi teknologi, pedagogi, muatan keilmuan dan/atau keahlian, serta komunikasi dalam pembelajaran Bahasa Inggris;
 - h. Menguasai konsep, metode keilmuan, substansi materi, struktur, dan pola pikir keilmuan Bahasa Inggris;

D. MATRIKS KEGIATAN PEMBELAJARAN

No	Basic Competence	Indicator	Topic	Learning Activity	Time (minutes)	Source	Evaluation
1	Gaining general and/or detail information regarding the grammar in English	- Deliver basic information on English Grammar - Understand basic theories of English grammar	Introduction and Having Pre-Test	- Brainstorming - Question and Answer session	2 x 50 minutes	Hixon, M. (2000). Hopkins, D., & Cullen, P. (2007) Kolln, M., & Funk, R. (2006).	Observation
2 - 3	Gaining general and/or detail information on the meaning of sentence structures	- Deliver practical information on context of sentence structures and Parallelism Concept - Differentiate the type of verbs	Verb Pattern and Parallelism	- Lesson presentation - Question and Answer session - Group discussion	2 x 50 minutes	Hixon, M. (2000). Hopkins, D., & Cullen, P. (2007) Kolln, M., & Funk, R. (2006).	Oral and written test
4 - 5	Gaining general and/or detail information on the meaning of sentence structures	- Deliver simple information on context of language usage - Differentiate between collocation, compound and idioms	Collocation	- Brainstorm - Lesson presentation - Question and Answer session	2 x 50 minutes	Hixon, M. (2000). McCarthy, M., & O'Dell, F. (2005) Hopkin Hopkins, D., & Cullen, P. (2007) Kolln, M., & Funk, R. (2006).	Oral and written test
6	Gaining general and/or detail	Deliver simple information on context of language used	Idioms	Brainstorming – Do we	2 x 50 minutes	Hixon, M. (2000). McCarthy,	Oral and written test
	information on the meaning of sentence structures	- Understand various type of idioms - Analyze the use of idioms in the specific context		- always mean what we say? - Lesson presentation - Question and Answer		M., & O'Dell, F. (2002) McCarthy, M., & O'Dell, F. (2005) Hopkins, D., & Cullen, P. (2007) Kolln, M., & Funk, R. (2006).	
7.	Gaining general and/or detail information on the meaning of sentence structures	- Explain the concept of Ellipsis - Explain the concept of Passive forms - Analyze the tenses used	Ellipsis and Passive Forms	Lecture, discussion, brainstorming	2 x 50 minutes	Hixon, M. (2000). McCarthy, M., & O'Dell, F. (2005) Hopkin Hopkins, D., & Cullen, P. (2007) Kolln, M., & Funk, R. (2006).	Project based assessment and oral and written test
8. Midtest							
9	Gaining general and/or detail information on clause constructions and its function in communication context	- Present simple information in accordance with the context of Noun clauses and its application in communication - Explain the type of Noun clauses	Noun Clauses	Lecture, discussion, brainstorming	2 x 50 minutes	Hixon, M. (2000). McCarthy, M., & O'Dell, F. (2005) Hopkin Hopkins, D.,	Oral and written test

Appendix F

Interview Data Analysis

Employment of RFA in English classes among HEI lecturers in Indonesia

Themes	Codes	Participants	Interpretation
Adaptation of Assessment Tools to Online Platforms	- Use of LMS (Learning Management Systems) Google Form, Google Doc, LMS, e-learning, Edmodo, YouTube, WhatsApp, Zoom, YouTube, Google Drive	Teachers 1-15	Teachers utilize a variety of digital platforms to administer assessments and provide feedback. Google platforms (Forms, Docs, Classroom), LMS (institution-specific), and communication tools like WhatsApp and Zoom are frequently employed for assignments, quizzes, discussions, and peer reviews.
Feedback Mechanisms	Personal feedback via email/WhatsApp, Instant feedback via LMS or platform, group feedback	Teachers 1, 3, 4, 5, 6, 9, 12, 14, 15	Teachers provide feedback through both formal and informal methods. Feedback is personalized, often using private messages or emails to avoid student embarrassment. In large classes, feedback is sometimes provided in groups due to time constraints, with more detailed feedback being rare.
Types of RFA Assignments	Quizzes, Essays, Videos, Vlogs, Forum Discussions, Paragraph Writing	Teachers 1-7, 9, 13-15	Assignments range from traditional quizzes to creative projects like vlogs. Writing tasks are often used in courses such as writing and grammar, while video assignments are popular for speaking skills. Forum discussions foster broader student engagement.
Peer and Self-Assessment	Peer review, Self-assessment via rubrics, Video creation as self-reflection	Teachers 9, 13, 14	Peer assessment and self-assessment practices vary. While some teachers implement structured peer reviews using rubrics, others note difficulties in engaging students effectively in these activities, particularly with non-English majors who struggle with assessing each other's work. Self-assessment is rarer.
Technology Competence	- Competence with online tools - Use of apps (e.g., Google Forms, Kahoot) - Platform familiarity	Participant 2, 5, 6, 8, 12, 14	The success of RFA is linked to lecturers' technological competence. Those with higher proficiency use various tools more effectively in assessing student progress.

Themes	Codes	Participants	Interpretation
Adapting Feedback to Individual Student Needs	- Personalized feedback		Adapting Feedback to Individual Student Needs

RFA assessment for Students' engagement

Themes	Codes	Participants	Interpretation
Student Engagement through Interaction	Class discussions, peer feedback, collaborative learning	Teacher 1, Teacher 3, Teacher 4, Teacher 7, Teacher 10	RFA promotes engagement through active participation in discussions and peer feedback, allowing students to learn collaboratively and review their understanding.
Feedback Mechanisms	Timely feedback, Constructive criticism	Teacher 2, Teacher 3, Teacher 4, Teacher 11, Teacher 12, Teacher 13, Teacher 14	The quality and timeliness of feedback are crucial. Participants highlight that while immediate feedback promotes engagement, constructive feedback is often lacking due to time constraints, which could undermine deeper engagement and learning.
Technology Utilization	Google Docs, E-learning platforms	Teacher 2, Teacher 5, Teacher 12, Teacher 14	Participants appreciate the use of technology in RFA as it provides flexibility and accessibility, allowing students to engage with materials and feedback conveniently. However, concerns remain regarding students' willingness to engage with provided feedback.
Independent Learning	Self-directed learning, Autonomy	Teacher 3, Teacher 11, Teacher 12, Teacher 14	RFA promotes independent learning by encouraging students to take responsibility for their own education. This independence is viewed as essential for developing critical thinking and problem-solving skills, although not all students fully embrace this responsibility.
Collaborative Learning	Group work, Peer assessment	Teacher 3, Teacher 4, Teacher 6,	Collaborative learning is seen as an effective method for enhancing student engagement. Partici-

Themes	Codes	Participants	Interpretation
		Teacher 12, Teacher 13	pants believe that working in groups fosters responsibility and deeper understanding of content, as students learn from each other's perspectives and contributions.

RFA assessment for Students' Motivation

Themes	Codes	Participants	Interpretation
Boosting motivation through feedback	Regular feedback, Personalized feedback, Confidence boost, Timely feedback, Encouragement to improve	Teachers 1, 2, 4, 11, 13	Regular, personalized feedback in RFA helps students recognize their progress and areas for improvement, which boosts their confidence and encourages continued effort. For some, the immediate feedback promotes a sense of accomplishment, motivating them to stay engaged and improve.
Flexibility in learning	Flexibility, Personalized learning, Time management, Independence	Teachers 1, 3, 4, 13	RFA provides students with flexibility in their learning process, allowing them to manage their time and tailor their efforts according to their personal goals. This autonomy can motivate students by giving them a sense of control over their learning, although for some, it requires a high level of self-discipline to stay motivated.
Fostering independent learning	Independent learning, Responsibility, Self-directed learning, Adult learning principles	Teachers 3, 4, 5, 13	RFA encourages students, especially adult learners, to take ownership of their learning by fostering independence. Students are motivated by the opportunity to manage their own progress, balancing flexibility with responsibility, particularly in contexts where andragogy and heutagogy are emphasized.
Motivation through technology	E-learning, Familiarity with technology, Excitement from digital tools, Peer feedback	Teachers 5, 6	Students, particularly those familiar with technology, are motivated by the use of digital tools like e-learning and YouTube. These platforms offer interactive and engaging ways to participate in language learning, reducing anxiety and increasing motivation, especially when tasks involve creativity, like video-making. The digital medium provides an additional layer of motivation through public feedback and interaction.

Themes	Codes	Participants	Interpretation
Critical thinking and reflection	Critical thinking, Reflection, Self-assessment, Deeper engagement	Teachers 7, 9	Activities within RFA, such as reflective reading and critical thinking tasks, help students engage more deeply with the material, fostering self-assessment and reflection. These activities motivate students to critically evaluate their own understanding and progress, thereby enhancing their intrinsic motivation to improve.

RFA assessment for Students' Learning Outcomes

Themes	Codes	Participants	Interpretation
RFA's Role in Assessing Language Proficiency	- Evaluates speaking, listening, writing, and reading	Teacher 1, 3, 5, 6, 9, 13	RFA's Role in Assessing Language Proficiency
RFA and Academic Success	- Positive impact on academic performance	Teacher 2, 3, 4, 7, 9, 14	RFA and Academic Success
Feedback as Key to Language Mastery	- Detailed feedback on writing tasks	Teacher 1, 5, 7, 10, 11, 12, 14, 15	Feedback as Key to Language Mastery
Development of Self-Regulated Learning	- RFA fosters independent learning	Teacher 3, 4, 5, 9, 13, 14	Development of Self-Regulated Learning
Improvement in Reading and Writing Skills	- Stronger outcomes in reading comprehension and written expression	Teacher 2, 3, 6, 7, 11, 13, 14	Improvement in Reading and Writing Skills

Challenges Faced by Higher Education Indonesian lecturers in Implementing RFA in EFL classes

Themes	Codes	Participants	Interpretation
Academic Integrity Issues	Cheating, copy-pasting, reliance on online sources like Google or Wikipedia, lack of supervision	Teacher 1, Teacher 6, Teacher 12	Online assessments increase opportunities for students to cheat by copying answers from the internet.

Themes	Codes	Participants	Interpretation
Technological Barriers	Internet connection issues, file upload problems, device limitations, digital illiteracy	Teacher 1, Teacher 3, Teacher 5, Teacher 9, Teacher 10, Teacher 12, Teacher 13, Teacher 14, Teacher 15	Poor internet access and digital literacy hinder both students and teachers from effectively using RFA tools.
Student Engagement and Motivation Issues	Lack of interest in feedback, varying engagement levels, inconsistent participation	Teacher 2, Teacher 3, Teacher 4, Teacher 7, Teacher 9, Teacher 13, Teacher 14, Teacher 15	Students often neglect feedback, and inconsistent engagement hampers the effectiveness of formative assessment.
Feedback Challenges	Delayed feedback, difficulty providing personalized or timely responses, ineffective feedback format	Teacher 2, Teacher 5, Teacher 7, Teacher 9, Teacher 13	Teachers struggle to provide timely and personalized feedback due to the remote nature of RFA.
Time Management	Time-consuming nature of group discussions, reading, feedback, and presentations	Teacher 3, Teacher 7	RFA activities are time-consuming, both in preparation and in monitoring student participation.

Appendix G

Interview Transcription (Raw Data)

(Teacher 1)

1. What the RFA practices do you employ in EFL classes?

Um. I for now prefer to use Google Form due to my time management between teaching and other jobdesks. This site makes it kind of easy for me to create quizzes because I ca easily set the score I need per item or question.

Do you give online feedback for students who make mistakes in their quizzes?

Yes, I did give them the feedback and score directly after the quizzes via email separately and individually. Since the feedbacks are given back to them personally, this does not make them shy if they get a low score because it is between only me, the lecturer and the student. Plus, the correct answers are also shown in the feedback, as in multiple choice questions.

2. How do you perceive RFA in promoting students' engagement?

Ah. Due to the quiz that has to be done individually, they need their own focus in completing the section. Thus, during class discussion in the next meeting, despite most merely seek to know how many correct answers they got, we still try to discuss the answers to each result one by one. I throw one of the questions from the quiz to the class, a pick a student to answer and ask him or her to explain why. I will ask others to chip in. I would do this to most questions that may be the hardest to answer, based on their answers on the quiz, maybe to only 3 or 4 questions from the quiz due to the time limitation, before we move on to the new topic of the day.

In addition, this assessment gets students more involved. By discussing their answers during class, they get the chance to ask questions. It helps them not only review what was taught, but also learn new terms and ideas. This makes the class more interactive.

3. How do you perceive RFA in promoting students' motivation?

Due to individuality, the students need to achieve their own excellent score. The Indonesian, English students department of USK particularly, students are typically happy with their highest scores. They seem more prepared to do the next quizzes. For me, RFA can boost motivation because students get regular feedback on how they're doing, which helps them spot what needs work without the stress of big

exams. It's more flexible and can be personalized, which makes learning English more engaging. Seeing their progress can give students a confidence boost. But not everyone might feel motivated, especially since it can be tough for some to stay on track in a remote setting without face-to-face interaction with the teachers, especially those with not enough self-discipline.

4. How do you perceive RFA in promoting students' learning outcomes?

RFA really helps with students' academic success and their personal growth, especially by making them more independent learners. I get that online assessments are convenient and flexible, but honestly, I prefer face to face assessments. In-person, I can interact with students directly, give instant feedback, and really see how engaged they are. It also cuts down on cheating, which can be harder to control online. Plus, I think face-to-face assessments push students to take more responsibility for their learning, and that's something they'll benefit from in the long run.

5. What challenges do you face when implementing RFA in EFL classes?

Ah. Honestly, when I give online assignments or exams, there's a lot more cheating. They just ask Google for help. So, out of 25 students, for example, you might get 5 – 7 people giving the exact same answers, copy pasting from Wikipedia or somewhere else. Then there'll be another 5 who also have the same answers, just copied from a different source – basically whoever finds the same answer first when they Google the question. Since it is online, there is no way for us to control this, even if we give them, say – a one-hour deadline to submit. And of course, when it's time to submit, you'll hear all sorts of excuses: (1) 'Sorry, miss, just as I was about to submit at 12, my internet went down.' (2) 'Sorry, miss, I submitted five minutes before the deadline, so I don't know why it didn't get through – maybe the internet was slow?' (and they will add a bunch of apology emojis) (3) 'Sorry, miss, as I was about to submit, I ran out of data. I really didn't expect it, so I had to top up before I could send it again.' These are the most common excuses you hear when it comes to submitting assignments on time. And honestly, we can't always deny them, especially with a bunch of students all submitting at once – it's possible the emails really do come in late because of the network.

Also another challenge is with the application of Google Form. G-Forms are proficient for multiple choice and short answer inquiries but might not fully evaluate higher-order thinking or problem-solving skills that necessitate more nuanced,

open-ended responses. Otherwise, this sometimes deals with connectivity problems and cheating.

(Teacher 2)

1. What RFA practices do you employ in EFL classes?

Because I teach writing, the name of the course is 'Paragraph Writing, and another course is 'Advanced Writing', so I ask students to write paragraphs or short essay and then I ask them to upload it in a link that I provided in a Google Drive link and I will give comments on the Google Doc. I will put comments and I will ask them to read my comment and revise their works based on my comment.

The reason why I use Google Doc is I can monitor the students' progress task after task. Compare to conventional writing activity, like they write or type the essay then print it out, I will give comments to the essay by writing it on their paper. So when they revise it, both student and I can forget of what the mistakes and revision they have done previously. With the Google Doc, everything is recorded; the errors, the revision. So they can remember.

2. How do you perceive RFA in promoting students' engagement?

Um. I think by employing RFA for students' works, it will give them chances to read the feedback and then they can correct their works directly since I ask them to use Google Doc. So I think it is much easier for them to correct their works directly in the same sheet.

3. How do you perceive RFA in promoting students' motivation?

Well, I don't know if RFA can motivate them or not but I expect that it will motivate them because by giving feedback using Google Doc, they will know what to correct and since they have chances and time to think, I hope they will learn from their mistakes. Hopefully it will motivate them to be better, to learn from their mistakes.

4. How do you perceive RFA in promoting students' learning outcomes?

The feedback I give to students help them to spot the errors they make, to learn from their mistakes, they will recall it, by that the students will improve their writing skill. As a result, this may impact to their writing outcomes or for the next

writing exam. Since they have learn from the errors so I believe they won't do it anymore.

5. What challenges do you face when implementing RFA in EFL classes?

I hope that students can learn from the feedback I give them. Unfortunately not all students pay attention to the provided comments in the Google Doc. When the students submit their writing work in the Google Doc, then I check it and give feedback, but some of them do not even read my feedback, that is the challenge. Another challenge is I hardly have time to monitor whether the students have learnt the feedback and revise their writing work or not. Sometimes, we also discuss it in the classroom when we meet face-to-face. But I don't know if they really pay attention to it or not. Thus, giving feedback in Google Doc is not effective if the students do not care, and it will not help them with the next writing work.

(Teacher 3)

1. What the RFA practices do you employ in EFL classes?

Thank you very much for selecting me as your participant, and thank you very much for your patience. It was quite schedule few days ago. And now I'd like to answer the first question.

For myself, since the Covid19 occurred two years ago, I started to build new habit in relation to assess and also to sort of evaluation for my EFL students at the university. My first remote formative assessment through LMS because for my understanding that formative assessment is a kind of assessment to look at, to see the progress of my students day by day, week by week in relation to their engagement and emotion in what they are learning. The good thing that at Syiah Kuala university we have e-learning that all lecturers are actually given the access and can place their teaching and learning materials. And the two instruments that I choose in e-learning are the assignment itself where usually I give quizzes for example after 3 of 4 meetings I will create quiz that consists of 2 or 3 questions that they need to elaborate indicating their understanding conceptual aspect of their teaching and learning materials. Another thing that I also use as the second instrument is forum discussion. We know that forum discussion is not quite as an assessment, but sometimes forum discussion can be used to brainstorm and to at least to capture their prior knowledge, their broad understanding about one theory for example before they start learning a new thing. In forum discussion also I tried to discuss their opinions, to look at their positioning about their teaching practices, and I also for example I tried to retain how they find the sources of teaching materials in their

teaching context. Based on these 2 things, assignments and forum discussion, assignment is more formal to assess the students and forum discussion is less formal but is quite effective to be a starting point because based on my experience in Forum Discussion, the students become more open and they treat the Forum Discussion not like a truly assessment, that's why they can write more than 200 words sometimes. But in assignment or quiz, even though they should write more than 200 words, they write less. In the Forum Discussion, it is like they are posting something in their social media or in their blogs, they elaborate more.

Thank you for your response. You just mention about Forum Discussion. May I know the name of the platform?

Forum discussion is a tool in LMS. It is integrated with LMS where we can create a set of questions within one forum discussion. As a lecturer we can create more than 10 questions and we raise the questions one by one and each students may answer the questions. When each student responded to the questions, the other university students enroll to the course can also see and read perhaps there are some issues that are very interesting to all students but sometimes very specific issue that would be interested to lecturer and we can you know like elaborate more into discussion. The good thing it looks like social media posting. Everybody can read and everybody can learn from discussion. I will give you a picture, a quick shot about the discussion, perhaps it can give more understanding how to use the FD in LMS in e-learning Syiah Kuala university.

Thank you very much for the samples you just sent to me. After the students answer the questions, how did you give the feedback, did you give the score or constructive feedbacks like what they have achieved, I mean what parts they are good in or what parts they need to fix and learn more?

For the postgraduate class students, usually I will start discussing what they answer of the beginning of the class time. Usually with open the LMS and show what they have written but I do not focus on their writing but focus on the substantial ideas that they make regarding how they put forward authentic ideas. From those ideas, I tried to start discussion, jigsaw discussion, with the students and because usually all students are participating in the forum discussion they will be enlighten with the follow up discussion in the classroom. In addition to that, I give marks. But the marks are not duly marks for quizzes or tasks but the marks for participation and commitment that they following the discussion.

2. How do you perceive RFA in promoting students' engagement?

Thank you very much for the second question. Based on my understanding, RFA is very effective in my classroom teaching context. Since the beginning I tried to make a kind of consensus with the students that the knowledge can be acquired not only from myself, so they have also be more independent learning to gain the knowledge from other sources, that's why they cannot rely on myself. As a teacher, I position myself as a facilitator in classroom teaching. Another thing, because my students are mostly adults, we use the Andragogy approach where the agreement step by step structure or discipline and they stick to the rule where they not only do assessment for learning but also do assessment as learning through LMS. And all of them can be proven when I studied the discussion in the classroom where they seem to be following what we had before. And sometimes I also give the questions of the RFA with the articles that they need to read previously. So based on my experience, it was quite effectively.

To bear in our mind that my approach of giving the RFA is not like the assessment for learning where I do not give corrective feedback as what we have in all skills, courses such as writing, speaking, reading and listening. However, my RFA is more focus on the substance or core knowledge in evaluating or assessing the cognition understanding of the students. In addition to that, we may also move from understanding to review for example, also to evaluate for example to create, to increase or to upgrade or to develop the cognition level from C1 to C6 in Bloom Taxonomy. But again what I really want to say is that it is not related to skill, only for cognitive assessment.

In applying the RFA, do you also apply collaborative learning among students in remote settings?

In my teaching context when I use RFA, I also do not only focus on individual student learning but also focus on collaborative learning. Because I solely agree that the students work together and share together, they learn between them, more effective than communication between me as their lecturer. Even though I mention that this is collaborative learning, I always put emphasis the way how they work. Let say if it is a peer work, each of the student must explain what his/her role is. One of them can be the designer of the paper of the presentation, and other work for the content for example. It usually works between content process and additional aspects they need to focus on. So let say if the RFA like in the forum discussion that may lead into a presentation for example, so three of them must work differently in the presentation. One of them will manage the discussion, and the other will manage the presentation itself as the moderator for example. This is quite interesting because when they play their own roles, they have responsibility to

achieve the total score of the group. I always tell them that if you are successfully in a group, all of the members will reap the benefit. But if one of you do not work successfully, all of you will receive consequences.

3. How do you perceive RFA in promoting students' motivation?

In my opinion, our students need to know that there are two kinds of assessments that they have in their learning development namely formative and summative. Also they need to know that summative assessment is a high stake and at this moment due to the principle of fair and democratic education, we as teacher or lecturer tend to be more open minded in ensuring our students should be given some sort of achievement based on their real development. Due to this reason, summative assessment is not quite encouraged for this kind of students, especially in my context they adult students. So the best way to deal with this context is by enhancing their understanding about the assessment and always promote that formative assessment is a kind of assessment as it conducted regularly by many kinds of instruments including RFA. In RFA, in my case, LMS is involved.

With this standpoint, I have to say that the students can comprehensively comprehend their own situation where it's not fair to determine their learning development by only one high stake summative assessment. Therefore, because they are adults, as I always have been doing to mention that if you really want to know the taste of overseas education, we have to move from andragogy to heutagogy where there is a feeling within themselves that they need to increase their capability by committed to do learning which emanate from their own motivation. And this kind of motivation will lead to the successful carrier in the future. So they need to think that RFA actually facilitate more independent learning for them where they can manage their time. There will be very long and measurable time where they need to stick to the deadline but they have also stick to the rule that there is the deadline that they cannot send their assignment over the deadline.

So it's in line with their approach of pedagogy where I really want to promote motivation for them to move from andragogy to heutagogy where they are given some flexibility but also they have to stick to the rule as an independent learner, as an adult learner, they committed to fulfilling the responsibility as a university student to do all the assessment to measure with they have capable of doing something targeted by the course. That is a brief standing point that I can share. Thank you.

4. How do you perceive RFA in promoting students' learning outcomes?

Ah. Based on my personal recent practice, the learning outcomes are consulted and adjusted based on performance of learning. I said earlier that in my case RFA is

treated as assessment as learning or assessment of learning where the students are tested by their cognitive level not psychomotor or affective aspects but on cognitive level based on Bloom Taxonomy. It can be low order thinking or higher order thinking for example like evaluate or recreate. However, we need to prepare and ensure that they have to be given some materials to read first or some relevant resources then we use RFA. And when they have read, we always advice them to read before they do RFA. And what I do is by informing that they have to read the materials first. And sometimes I put like some constraints like ‘you have to read and answer with minimum 200 words’, so that they must read the material and they try to answer the materials, and then try to review the material, or evaluate something in the materials, relate to the materials. And the learning outcomes accordingly must be based on the cognitive level. It can be either low order thinking and high order thinking. It works in my case and as I told you before because I am the one who designing the syllabus or curriculum based on the central design of syllabus or curriculum, so the teaching methodology itself, the progress of teaching and learning itself can affect the content what the students are learning and also the indicators of learning outcome determined before.

What I learnt from your answer is that RFA is used to foster the students’ academic success which emphasized only on their cognitive level. What about the students’ personal growth? Do you think RFA can also help them become more independent learners?

I strongly believe that in my classroom teaching because most of them are adult students, since I have explained with the new andragogy and heutagogy, they contain self determine learning that must be promoted for those students who are classified as able to take initiative. And I strongly believe that RFA can be one of the tools to bring a sort of habituation for my students. Since the beginning I always mention that if they really want to be able or to be equipped with a totally different model ofeducation they may encounter when they take another master degree or doctor degree in overseas context they must be able to adopt this heutagogy approach. And this is the reason why for myself, RFA is very important and take an important role to bring initiative, to bring stimulus for them to start thinking and start building a positive habit to do something by themselves. And gradually at the first step it might be failure but afterwards they will be some times that they try to take initiative and they start to develop some sort of awareness that come from their own motivation that “I need to do this, because Mr. Aulia has already encouraged us to do this by ourselves.” With a very positive way of course with some constraints, time limitation for example, deadline, but they are given some flexibilities when the best time for them to do the tasks or assessments to LMS. So for me yes the personal growth

of students will be positive, can be enhanced by this sort of assessment and of course they become more independent. They have to manage their time wisely. Though they are given some sort of freedom when to take or when they have to manage themselves due to the assessment.

5. What challenges do you face in implementing RFA in EFL classes?

Based on my experience, there are some aspects that become challenges when I'm conducting RFA. First of all, since I always perceive that RFA is a kind of assessment as learning, I integrate RFA in group discussion, focus group discussion or jigsaw discussion in my classroom where sometimes after we conducted RFA, we share the ideas. In the beginning, the students read the materials then they answer the questions in RFA and then they do the presentation and share with other peers. I have to say that one of the challenges is time consuming because sometimes we spend about a week of reading materials, a week of discussion and another week for presentation and discussion. So it is quite time consuming, however, if the material is very essential and determining to the success of the course, I really want to focus on this a kind of assessment.

In addition, RFA requires more students' cooperation. As an EFL lecturer, I must encourage, nurture and give strong guidance to students so they become more self determined to involve in RFA. Sometimes, due to many reasons, they do not optimally participate into all activities. Due to the fact that the students are also do other works or responsibilities, they couldn't read the materials comprehensively and then they answer the questions in RFA half-heartedly and they didn't get the best result. But they could get very clear understanding, their presentation or discussion from other peers. So in terms of quality in the end, they sacrifice a lot of process, but the end the quality or the impact of RFA to ensure the students' achievement especially understanding the materials in cognitive level, it is quite positive for me. So what I really want to say is it takes another condition with the students' self determination, students' cooperation are very important.

The third challenge is how to manage and integrate technology in RFA. It is undeniable that all teachers and students must know how to operate LMS in the future. It is still an issue for a few students that they cannot open, figure out, and type their answers on the LMS page for example. Also a few students do not really know how to work with other platforms. So this kind of digital illiteracy might hinder the quality of RFA.

Last but not least, teachers and students' perception. Both teachers and students must have common understanding that RFA has been part of their learning process

that can ensure the quality in the course so this is very important that it must be treated as a positive not as burden for students to deal with the assessment.

(Teacher 4)

1. What the RFA practices do you employ in EFL classes?

I try to answer your question number one. Actually in Syiah Kuala University, we have e-learning, the name is e-learning USK, and every semester the university staff have registered the name of the courses and the students in each class so we don't have to set anything, we just go to the class on e-learning and have the students there and we can post everything, the material, the quiz, task, and so on. To be honest, nowadays I don't really use e-learning but I used to use that one year ago post Covid and during the Covid and I posted the instruction, the material, and task for the students. I also used Edmodo, I designed questions for example multiple choice questions and other kinds of assessment types, not only multiple choice, like filing the blank and so on.

The feedback, maybe I rarely gave feedback. Why? Because we have big classes. In one class, more than 20 or 25 students. And this year is going to be crazy because we'll have more than 30 students in one class. So it is a bit impossible to give feedback for all. And sometimes, when I gave online quizzes, I gave feedback in the classroom. Oh I remember, there were feedbacks given in the online platforms. The problem is after the semester finished, when the next semester began, the previous e-learning class was disappeared. So I cannot access the class anymore, otherwise, I could show you the feedbacks. But again as I said, because I had big class, more than 25 students, so the task that the students did were in groups. I gave feedbacks for the group. For example last semester I taught 'Speaking for Group Activities', I assigned the to create video based on the topic that they studied in the classroom for example Ordering Ticket, Buying Ticket, then they made video and posted the videos on e-learning and I gave feedback. I gave feedbacks on the comment track, for example there was a video that had low sound, "Try to make sure to have louder sound and you make video". Or I asked "When you recorded, did you used mobile phone, video recorder or audio recorder? If you used audio recorder, it is recommended to use microphone that attach to ear. The sound will be clearer." So I ave feedback like that. Sometimes I avoid giving feedback based on English performance because I believe they had tried their best and they had rehearsed at home. But sometimes there were wrong dictions they used and I feel distracted, I will tell them "You supposed to use these words, more suitable for this sentence. Hope that will help.

Do you have Whatsapp Group for certain classes where you can give feedback, either personal or group?

We must have Whatsapp Group because everything, every announcement is posted through WA. For example last Monday, since we had the opening of National Sport Week, I announced that we had to study by Zoom or the class would be moved. So everything is posted in WA group. And today I have CCU class, and I don't go to campus because I'm not feeling very well so I gave tasks for students through WA Group. I sent them 2 videos that they have to watch and analyzed the cultures aspects that they find in the videos and they will make presentations next week. Since the presentations are next week, so the feedbacks will be given face to face in the classroom. But previous classes, they presented by Zoom and the feedback was by Zoom. This Monday when the opening of NSW, the grammar class was run through WA. I let my students to read the sentences with the correct answers, for example grammar task, so I gave oral feedbacks because we did Zoom, I did not write the feedback on chat room. For example one student answered correctly, I said "Good", "Yes", "Everybody, is it correct? Yes, they said. Next no2, who is going to answer no 2?" Another student replied, "I do Ms, I am Ms." She answered the question, and if it was wrong I said, "Say that again." She repeated it. I gave clue so she could correct her previous answer.

2. How do you perceive RFA in promoting students' engagement?

Talking about my perception, I do believe that RFA is good. The RFA is recorded and portfolioized. But the problem is we do have a lot of works and we don't have times to give feedbacks to individual students. As I said before, we have so many students in one class. Giving feedback one by one to all of them takes time. And if I do give feedback, is only one sentence 'good, very good, excellent', only that. Not like feedback given to kindergarten students "Your child has undergone the process of learning enthusiastically, but please motivate more at home". Another problem, I am not sure the students opened the e-learning to read the feedback. Same issue like when the students enroll courses, the supervisor will ask "why did you get C for this course?" They don't even reply.

But I ever had one class, it was quite a while ago, writing class. We did writing through Blog, Blogger.com. There was a collaborative or engagement activities. I asked the students to review their friends' works and gave feedbacks. They did it because I said I will scored students who reviewed their friends' work. If I didn't give marks, they would not do it voluntarily.

So you mean RFA can promote students' engagement if only students are given marks to review their friends' work, if not they won't do it, so there's no

students engagement, is that correct? From student and lecturer side, do you think that it can promote students' engagement only with the words Good, Very good, Excellent, is there any students' engagement there or it can promote if the lecturer give more constructive feedback but you are afraid the students will lose face if you do it online?

Different class have different engagement technique or method or feedback. For undergraduate students, they will give feedback to their classmates if I threat them, like I said I will grade them if they do it. It is a lie actually. But I tried to give score if they do it. But for another class, like in-service teacher class, it is pure online class consists of teachers from all over Indonesia. I didn't need to force them to do peer-assessment. They were willing with their hearts to give feedbacks to other students. But for my undergrad students, I must repeatedly asking them to assess their friends' works, if not they won't do it.

Do you think that when lecturer gave short praises like Good, Very Good, Excellent, can promote students' engagement? You said a while ago you couldn't give constructive feedback online because you are afraid the students will lose face, can you clarify more?

I think they are just ok. I like to give longer feedback to students, but in physical classrooms. For example when they made mistakes in grammar, I will explain by giving examples. But in online classes, I only give short feedbacks, because other classmates can read the feedbacks. So I avoid to give feedbacks that can make students feel down. But I cannot give personal feedback to all students, I don't have time. Too many students.

3. How do you perceive RFA in promoting students' motivation?

I believe RFA motivate students in learning because they have feedback that they can always see whenever they feel like "Oh I'm lazy today" they can look back at the score or at the feedback did by the teacher. So I strongly believe it offers opportunity and strength for recorded feedback or portfolio as I mentioned before. The problem is not the web or the formative assessment itself, the problem is the teacher does not have time to give individual feedback.

Do you have an experience when you give remote feedback to individual student in their personal remote platform, there is an increase in the student's motivation?

In the individual feedback that I ever given was not the class for undergrad students but for PPG class for in-service teachers. For undergrad students, because the class is so big, usually the tasks are done in group. So they do the tasks collectively and collaboratively, and the feedback I gave to the groups, not individual, like “excellent”, “very good”, or one sentence like “next time please do this, bla bla bla...” But not comments that made them down. For PPG students, we have to give feedback. For individual, also I give appreciation for the in-serviced-teachers, for example “Very good, but your lesson plan is still lacking of the activities that relate to the learning indicators.” But, I got no response from them. Maybe because the PPG web is full of tasks, so after they post the materials, they do not check it anymore. And for me, as the tutor, requirement for all PPG tutors, we must fulfill the Time Spent. Time Spent is the spending time duty of using PPG application. So after I comment, I also do not check it anymore. So I don’t know if they see the feedback. But for increasing motivation, yes of course. When it is done at the same time, after we post we respond it immediately, their friends also respond, to see the feedback, it must increase the motivation.

4. How do you perceive RFA in promoting students’ learning outcomes?

I believe if teacher uses RFA gradually it will improve students’ learning outcomes. Because the students will see their grades day by day and they will try to improve their scores for next assignment, try not to get lower score that they have before, but as long as the teachers are consistent in using RFA. However, maybe some students don’t really care about that but overall I do believe it does.

But I also have experience being a student in a training, where the assessment was done in formative assessment which was pre-test and post-test. I tried to do my best in answering the pre-test. I got 70. But the problem was the time was limited. There were 10 questions and the given time was only it’s not too long, so we didn’t really have time to search for the answer. If the teacher use the questions that we can know the answer by searching online, probably the teacher had to use very limited time because nobody controlled if students taking online formative assessment. But on my post-test, because of the time also, I tried to remember my previous answers on the pre-test, in fact on the post-test my score was lower than the previous test. I don’t know what’s wrong. Again, maybe I suggest the teacher to not limit the time. The students get lower score because the time is so limited, the students could not think properly and they tend to rush the answer without thinking. That’s my experience. I think it is recommended to give longer time for the test, so students can search the answer from Google, but the type of questions are reasoning questions.

5. What challenges do you face in implementing RFA in EFL classes?

I think the biggest challenge is about the consistency in applying RFA. You know being consistent is not easy. Secondly is motivation. We need to have high motivation from teacher especially to do RFA. The third is engagement, students are willing to engage voluntarily without being pushed to be involved when answering questions for example.

(Teacher 5)

1. What RFA practices do you employ in EFL classes?

I usually use USK e-learning. There are some e-learning classes. I sometimes ask students to submit tasks through e-learning and email. It is easier to assess through e-learning because the grading is clear, it also has comment column. So the RFA that I currently use are USK e-learning, email, and also Group Whatsapp. Or sometimes I give personal feedback to students' Whatsapp account directly.

2. How do you perceive RFA in promoting students' engagement?

In my opinion, RFA is very good. For example, in e-learning it has interactive column. I can also give personal comment to my students. It is also quite flexible and time saving. Students do not need to submit their task in paper but via online. Each of them can also get immediate feedback. If I compare with email, e-learning is better. It is easy for students to post links, for example Youtube link. It is more practical. Also, students are more active. I remember in the time of Covid19, we could still study online. The process of teaching and learning was more flexible, it didn't need to be in physical classroom, but it could be done by Zoom etc. The feedback was sent to each student. They could read the feedback, no limit, they didn't need to meet me. So there are many benefits of RFA.

3. How do you perceive RFA in promoting students' motivation?

Due to the Covid, kids now are very accustomed to online learning. And they also like to submit tasks through e-learning, email or Whatsapp privately. They are already familiar with this stuff. I see that my students are never hesitated to submit assignments via e-learning. So I think this thing really motivate them. In the beginning, I explained them how to use e-learning, but I found out that we don't need to

explain it to them because today's generation is very good with technology. They understand the features of e-learning and excited with e-learning.

You know that now we are also using the curriculum of *Merdeka* learning. It also has MerdeThe students have the *Merdeka* learning account. In the account, there is a log book where they can tell the activities they are doing. So I usually give feedback like 'very good', 'excellent', 'good job', 'keep up the good work', for the internship teaching practice activities they are doing in schools. My role here is as a supervisor.

4. How do you perceive RFA in promoting students' learning outcomes?

I give constant feedback to my students, for example when I am a supervisor for the students who are doing internship teaching practice at schools. So all materials are circulated through the *Merdeka* platform, including tasks, podcast links, and they also upload their teaching practice video there. So I give my feedback through the platform for the students to improve their learning. For example when the students upload their videos of teaching; there is video 1, video 2, and video 3. So I could see there are improvements when I give feedback in video 1 until final video. My feedback consists of the students' strengths and weaknesses, therefore, they students are aware what to do and what not to do.

Since the interaction in the *Merdeka* platform is a bit limited where the students can only read the feedback but cannot reply, therefore, I usually continue to give feedback to the Group Whatsapp or student's personal Whatsapp account, because it is faster and more interactive. So it is important to get the reply from students to ensure whether they understand my comments. By this, it helps students to progress their learning outcomes.

5. What challenges do you face when implementing RFA in EFL classes?

The first challenge is the internet connection, this is the primary issue. The second is about the capacity of file, for example the students need to compress the file many times until it can be uploaded and sent. The third is not all students understand teacher's feedback given through online. The students can only read the feedback but cannot ask for the clarification like in the *Merdeka* platform, so it is likely one side communication. In USK e-learning, there is chat box actually, but it is rarely used. But in Whatsapp, the students can directly ask the teacher for the feedback they might not understand, so it is very interactive.

(Teacher 6)

1. What the RFA practices do you employ in EFL classes?

For the first question I often employ short answer assignment, reflective reading and discussion board for the RFA. The platform I use when conducting those activities are Google Classroom.

2. How do you perceive RFA in promoting students' engagement?

I think feedback and discussion can be really helpful in RFA. I myself provide feedback for the students and open discussion space to the topic at hands so students can get insight the different perspectives. At the same time, they engage to the teaching learning process. I believe the discussion let to active participation and interactive environment and it is very important in teaching and learning process.

3. How do you perceive RFA in promoting students' motivation?

RFA can boost students' motivation through dynamic and responsive environment. For example the activities I often use, short answer assignment and reflective reading, I think short assignment encourage critical thinking by requiring students to articulate their understanding, while reflective reading forms students to connect personally with the material. They need to read the reading text and give reflection to it including as the questions they do not understand the text. Both methods I believe foster deeper engagement and self assessment having students recognize the progress. I believe all these activities can enhance students' motivation to learn.

4. How do you perceive RFA in promoting students' learning outcomes?

I think RFA promotes students' learning outcomes by providing ongoing feedback that helps identify areas for improvement. That's what I expect when I conduct short answer assignment and also reflective reading. I believe that those two activities encourage self assessment and reflection, allowing students to understand their strengths and weaknesses. Thus, it supports deeper learning and skill development.

5. What challenges do you face when implementing RFA in EFL classes?

When we talk about challenges, the first challenge may come from the different level of students' engagement as the students are unique so they will respond to the tasks differently. Based on my experience, not all students are serious in doing their assessment. Some students just do the assessment to fulfill the requirement and get passing grade, so the outcome is not that good. Another challenge is the difficulty of providing timely personalized feedback. It is quite challenging to provide the immediate feedback as most of the time I have tight schedule in the office. I also have two or three classes that I need to handle but I still try to do my best to give them feedback immediately so they can know what their strengths and weaknesses are.

(Teacher 7)

1. What the RFA practices do you employ in EFL classes?

The RFA practice I do when I ask my students to do the work online in Google Classroom or Zoom meeting, I explain the concept in relation to Sociolinguistic, Discourse Analysis classes that I teach. I explain the concept for one hour then I let them work individually or in pair. I ask them to present and give examples, and then I give feedbacks whether it's ok or not relating to the examples, whether it is suitable to the concept or not. That is the most frequent assignment for RFA. Sometimes I ask their friends to comment on it.

In addition, I also ask them to send their feedback and answer through Whatsapp Group. I did it very often in the first and the second meeting after I explain the purpose of the course. I ask them to pick any topic they like the most or they don't like the most and we had a conversation how to deal with it, what kind of assignment, also they give opinions, what should we do and not do in particular topic

2. How do you perceive RFA in promoting students' engagement?

It is good but I'm thinking of something more physical. Sometimes due to technical problem like internet connection and delay in some feedbacks, well I like formative assessment, I did it a lot, not online but offline, not remote but real time in classroom when I met them. I could do many, I did gallery walk, I did project together with my students and I ask them feedback, it's more meaningful. When you meet them, you face them, the sense is different, the interaction is different. But with RFA, I did it once or twice, but I think formative assessment is always good either it's done online or offline, asynchronous or synchronous.

3. How do you perceive RFA in promoting students' motivation?

I think RFA is quite good in promoting students' motivation. But we need more exercise and training on it so that people can see that this is feasible, especially in hybrid classes and especially for lecturers who are a bit busy with so many assignments and responsibilities, I think we need a kind of training, it would be good to motivate students to give feedbacks and it's easier, I hope to say. And I see that the only problem is that, due to the inception of AI, they could ask anything from AI regarding the feedback for their friends.

4. How do you perceive RFA in promoting students' learning outcomes?

We need more training but I strongly believe that it would boost students' learning outcomes if we do it correctly. As I said, in term of motivation, in term of learning outcomes, could be a meaningful teaching and learning as a two way reflection on how far we can go with this particular topic for example. But again related to the students' learning outcomes, depending on what outcome we want to have, and subject which is more suitable or compatible with this approach. I can say it is very interesting to do but again we need more training on it, people get use to normal formative assessment but not RFA. We can do that, for example in my class to make a website as a product, a learning outcome, in English for Academic Purpose. Others may be required students to make video and post it on Instagram or social media. Again depending on how we do this. I did this for my speaking class and it was wonderful. I asked everyone to have at least 3 reviewers of their Public Speaking assignment for academic speech; their friends, themselves, and me as the lecturer. It turns out the class is becoming more active, more engaging than before, than other classes.

5. What challenges do you face when implementing RFA in EFL classes?

There are some challenges, as I said earlier, one of them is the internet connection, the technical problems. The second is the focus. If you do remote, you do synchronous classroom like Zoom, is going to be difficult if you have bad internet connection. But if you ask them to submit assignment, give written feedback through Zoom or Google Meet or some other Google tools, it becomes more interactive but again people prefer to use the real one. So again it is about the understanding, the training, about the technical barriers on doing RFA. We also need the guideline how to do it properly. We also need to have the simulation, the test, the trial for some classes to do this. I believe it will be very important in the near future, even in my department or faculty seeming to have more hybrid classes with a far advanced technology like augmented reality and if possible virtual reality but we are only in the beginning but it could be a very supportive tool like RFA for that.

Another challenge is maybe the response from the lecturers, we don't have enough. The last one I think we need to give the lecturers in the department and everyone involved in it, sometimes to get to know, one or two semesters, familiarize themselves to practice RFA in EFL classes.

(Teacher 8)

1. What the RFA practices do you employ in EFL classes?

Well I usually use RFA practices like online quizzes. I usually use Google Form to discuss anything and virtual discussion as well. Besides, I also use peer reviews in discussion forum so the students can review and give feedback on each other's work fostering collaborating learning and I think it is helpful for them.

You just mentioned about online quiz, may I know what the name of the platform is? Did students receive instant feedback after finish the quiz. If so, is the feedback in the form of score or constructive feedback like what parts they need to fix or learn more?

Google Form is the most frequent platform I use for the quizzes. They may see instant feedback from the scores they get but actually it depends on the course they are in, for example in Speaking Class, I usually provide some constructive feedback by correcting them in which part they need to improve. In this case, peer review is also really useful since they might help each other in developing their speaking ability. And for the platform I use in this case is Zoom or Gmeet platforms that really help students for speaking practice.

2. How do you perceive RFA in promoting students' engagement?

Some interactive activities can be applied for this by giving quizzes more often, and also using gamification platform. This can make the assessment more enjoyable and fun. I think giving immediate feedback is also the most effective way to engage students, to help them in understanding their mistakes at once.

3. How do you perceive RFA in promoting students' motivation?

For students' motivation, besides giving quick feedback, goal setting is also kind of important point that can be applied. Because by giving regular formative assessment for example, students might set and achieve their learning goals and it can motivate them complete any task on time. At the end, the students will realize their strength and areas for improvement so that they can keep learning for this.

You just mentioned about goal setting, which is very good. Is that a kind of self-assessment done by the students? Do they use certain online tool for self-assessment? Or it automatically happens as they receive immediate feedback from the online quizzes?

As they already set the goal, they prepare themselves before study. This is the point of what they can do to assess themselves to do better. In this case, most students do a lot of discussion or peer review to improve their learning. And of course they also

practice a lot with the quizzes or exercises available online for the certain link on the internet.

4. How do you perceive RFA in promoting students' learning outcomes?

To me, RFA contributes some better learning outcomes if we can do some continuous monitoring. It means that, as a said previously, we can provide some regular assessment that help students to evaluate themselves, also to track their progress anytime. Also this kind of assessment can increase the development of critical thinking and problem solving as students reflect on their learning and apply new knowledge.

Do you have any experience when you find learning gap in students that influence their learning outcomes, then you decide to change your teaching strategy, for example applying other digital teaching approach, or you choose other types of online quizzes, or maybe you improve the techniques of giving feedback and others. Do you have any experience like that?

So far we really enjoy with the one we have. But talking about the students' learning gaps that impact to their learning outcomes actually is another challenging issue as well. In term of the approach for example, I just use the one that really ease them in understanding the topics I teach. At some point, I may change the strategy to support their learning but again it all depends on how serious the problem is. And here the point is I just provide the students the detailed feedback that rally help them to improve their skills and understanding about the topic.

5. What challenges do you face when implementing RFA in EFL classes?

Several challenges of course happen in implementing RFA in EFL classes. The one I can say is technical issues. My students and I sometimes face many difficulties with the use of technology like connectivity problem also lack of students' devices. Another problem is about feedback timeline, this means that when I give a feedback, it takes time because I have large number of students so it leads to delay addressing their needs. Another one is about keeping students' engagement remotely because especially if they are not accustomed or familiar of online learning environment, this one is also difficult.

So I learnt that one of your challenges in implementing RFA in your classes is student's digital illiteracy which means students are note familiar with the online activities or online assessment. My question is, are there any students

protest about the RFA like they prefer to have feedback in physical classroom, like face to face?

For me, I prefer face to face meeting in classroom because it is easy to handle students or to control the class. The students may directly ask questions and get the feedback at once without having any obstacles related to device they use for example. But so far the students never complaint about the online activities as long as they already understand the topic, they just enjoy the class.

(Teacher 9)

1. What RFA practices do you employ in EFL Classes?

So in the past two years, I mean after or during the COVID-19 and after COVID-19, I always use Google classrooms as part of my teaching practices. I do the blended kind of learning. So I come to the classrooms, and then also post some assignments to the student through Google Classroom, either flip classroom during my teachings in the Covid19 and also after Covid19. So one of the remote formative assessments I practice during that time and also until recently which is I posted questions to Google Classroom and then I give respond to the questions. But unfortunately, I was not able to provide comments to any posted that given by the students regarding my questions. So one formative assessment that I did, for example, I give response, I give comments to the students post in the Google Classroom and then I sent back to the students so they can upgrade or correct or revise their assignments.

2. How do you perceive RFA in promoting students' engagement?

I see positive where using Google Classroom for example or Subs groups that in one way can engage the students to respond to the peers' questionings or their peer comments. However, to my understanding I prefer the non remote formative assessment kind of things. I prefer to give formative assessment to the students while I'm in the classroom, but I do believe remove formative assessment in a way also encourages the student to engage well. Because most of the time, or sometimes the students are not very keen to engage with their students in the real classroom, for example.

3. How do you perceive RFA in promoting students' motivation?

On the one hand, I do believe that it motivates the students to give feedback because they are anxiety to do it. Say for example, if I ask the students to give comment to

their friends or I for example, I give my formal assessment during my teaching process. For example some students maybe feel a bit intimidating, but then during the remote formal assessment, the students are free to do it. On the other hand, I also see that the remote formative assessment is not very effective to motivate the student to learn, because sometimes students do not feel monitored by the teachers. So they just feel it this motivated to learn more.

4. How do you perceive RFA in promoting students' learning outcomes?

I also have mixed comment on this because on the one hand, some students they have different learning styles, they like to learn more remotely, and if I give them remote formative assessments, they don't feel intimidating because nobody else understand. Nobody else know what kind of comment I gave to them, to their works or assignments. So in that case, they are free to write their comment and then receive my comments, receive the assessment that I give them. So in that sense, I do believe remote formative assessments will encourage learning outcome.

5. What challenges do you face in implementing RFA in EFL classes?

One of the challenges is that I cannot make sure that the students really pay attention to my comment or I'm not so sure or not very positive if the students are really pay attention on the assessment that I gave or the comment that I gave. So that's one of the challenges the inability of myself to ensure that the remote formative assessment that I implemented in my classroom really give benefit or they can take benefit out of my assessment. I think that's some of the issues that I can comment regarding your questions. Thank you very much.

(Teacher 10)

1. What RFA practices do you employ in EFL Classes?

I believe I have used RFA in my classes before, both online and offline. Typically, I tried to apply flipped classrooms where students would prepare at home (with the reading materials I supplied beforehand, and came to class ready to discuss. Throughout the class students would be asked to complete numerous tasks and assignments which they would later submit to our LMSs. My feedback will be provided directly through the LMSs or by email.

2. How do you perceive RFA in promoting students' engagement?

I believe the students would benefit more from my written feedback, as I usually provide students with additional information or reading sources if I want the students to focus more on particular topics. I usually encourage them to read more or take the lead in their learning journey. I always believe that students should be at the forefront of their learning endeavors. RFA can promote students' engagement because they will feel responsible for taking charge of their learning, not simply waiting for others to tell them what to study or learn.

3. How do you perceive RFA in promoting students' motivation?

With frequent feedback, students could be easily motivated to study as they feel that they are not charting their learning journeys alone. The instructors are always there every step of the way.

4. How do you perceive RFA in promoting students' learning outcomes?

While I may not necessarily have enough data to claim that RFA would always result in students' increased performance, I think students could actually improve, though slowly. The key is to make the assessments and feedback provided relevant to their actual need.

5. What challenges do you face when implanting RFA in EFL classes?

One issue with providing detailed feedback is the time. I have been many times faced with the realization that providing detailed feedback would be seemingly too much to accomplish considering the mountains of things to do every semester as an Indonesian faculty member. As a result, sometimes my comments would be nothing but empty praising phrases, like "good job, nicely done, your hard work has paid off, etc."

(Teacher 11)

1. What the RFA practices do you employ in EFL classes?

I used blended learning in teaching learning process because sometimes when I have some meetings I should leave class but I assign the students online material

and task. When I give them online task or assignment, I usually using Google Classroom, Whatsapp Group, email, and sometimes I ask them to record video, and open Discussion Forum using Model application, and also sometimes I give them quiz using Quizzes application.

2. How do you perceive RFA in promoting students' engagement?

I have four answers. The first one I can give direct feedback for them, this makes them feel comfortable. The second one I think the students feel interested with technology by using some digital applications. The third one, RFA gives more flexibility in time and place. The students can revise their works during their convenient time and place. Also, it is easier to absorb the information not only in one source of media which is textbook, but they can browse the materials with any application to adding some information or answers.

3. How do you perceive RFA in promoting students' motivation?

First of all, when I teach speaking class, I ask students to make short talk. Then they send the video to me through email sometimes or Whatsapp, or Google Classroom. They feel motivated because they can reduce anxiety to speak in front of many people. Also they can receive feedback directly from me without anyone know their mistakes in speaking.

4. How do you perceive RFA in promoting students' learning outcomes?

I think with RFA, it can improve their learning outcomes. They can access any information online wherever, by using many application not just focus on textbook in the class. So, yes of course after I did RFA, my students can improve the score of the final test since the feedback is so useful for them, they can study continuously. They can revise all of their mistakes such as the vocabulary, grammar and performance they did previously.

5. What challenges do you face in implementing RFA in EFL classes?

I think the first one is internet connection. Not all the students live in a city. Some of them live in rural areas which is difficult to get good internet signal. The second challenge is I cannot really see their facial expression and spontaneous, If I ask them to speak promptly, I think they are prepared. But when they send me videos, they already prepared with the materials and whatsoever. The third one is cheating. They can use additional tools or applications to search the answers without my acknowledgement for example when they do formative assessment in the class.

(Teacher 12)

1. What the RFA practices do you employ in EFL classes?

Thank you for the opportunity. So the first question about RFA that I normally use, mostly I use the discussion forum especially like a TOEFL classroom, so it mostly allow me to assess their communication skill, the reading skill, critical thinking and engagement. Sometimes I also use the video or audio submission but that usually on social media platforms. I ask them to record themselves, especially their speaking skill so that it can help me to assess their speaking skill, their pronunciation. I think that 2 platforms I mostly use during my RFA practices.

Thank you for the response. But I have something that need to be clarified. You just said about discussion forum, may I know platforms did you use when you discuss with students? Also you just explain that students who made video or audio that submitted via social media, may I know the name of the platform? And how did you assess them regarding the video or audio, also through the sosmed platform or face to face when you met them in the classroom?

Regarding the discussion forum, I mostly use Zoom. It allows me to assess students' critical skill, how they express their idea in the forum etc. In terms of social media platform, we usually use Facebook and Whatsapp platforms. Normally, when they have tasks like creating videos and posting them on sosmed, then they sent me the links, it helped me to assess their pronunciation, fluency, and accuracy. That was what I did when students posted videos on social media.

You just explain to me about RFA practices done by lecturer and students, what about students and students or peer-assessment, and also students themselves or we call it self-assessment? Do you also practice that in your online classes? Online class here can be synchronous and asynchronous.

I do apply peer-assessment especially in my writing class, for example I give the, an essay of 1000-2000 words of essay on a specific topic. So I give them instruction as well as provide a rubric so that they can have ideas in details, giving them guidance about peer assessment. It may include the clarity, the structure of the argument, the style of writing, grammar, also supporting evidences. These can help students when assessing peers, and at the same time it also like self reflection or assessment. So yes normally I will use such assessments for the writing class especially in the online class during my teaching language process.

2. How do you perceive RFA in promoting students' engagement?

In my opinion, RFA plays a very crucial role in promoting students' engagement in several ways such as it can foster concentration, it provides timely feedback, and it also encourage active participation. By giving immediate feedback, it helps students to understand their progress, like the areas for improvement. At the same time, it motivates students to engage, to see how the effort and translates it in to learning outcome.

The second one, it is very interactive which allows dynamic interaction. This can make learning become more interactive and engaging. It, of course, allows students to participate in real time communication and discussion.

Last one is I think it is very flexible. It allows students to complete tasks at their own place which can increase their motivation, especially, for students who may need more time to process information, who have different learning style.

3. How do you perceive RFA in promoting students' motivation?

I think the RFA can significantly influence students' motivation. For a couple of reasons, I think the first is timely feedback. I think that's one of the key aspects of formative assessment is providing students with timely feedback. It can help them understand the progress, especially in the remote settings, the feedback can be delivered quickly and consistently through online tools. And you know, timely constructive feedback fosters a sense of achievement and can guide students on how to improve and keeping them motivated to learn. At the same time, it also allows student to complete the task at their own pace, which I think that's also one of the benefits of the formative assessment. The ability to revisit materials, retake assessments and monitor the progress, of course. It definitely motivated students to feel more in control of their learning journey. And I'm I also believe that these digital tools assessment can be tailored to the needs of individual students, like to adapt to their strengths and weakness of personalized assessment, helps students engage with material at the level. They become confident, of course and motivated as they see the progress in the areas where they are, when they may struggle.

Another point is it can promote the accountability for the students because it gives students more responsibility for their learning. So in this context, it can promote autonomy and encourage students to take ownership of their program. And distance of control things can boost the students motivation. A student can feel directly connected to their achievements.

And last but not least, I think the collaborative learning is also the good point because you know it can help this student like work with their friends. We can increase the motivation as students feel part of the learning collective which your

goals and feedback loops. So I think this points really the benefits of the RFA as far as I'm concerned.

4. How do you perceive RFA in promoting students' learning outcome?

I think RFA can have a substantial impact on improving students learning outcomes when it utilized properly. So there's several things that I think which which can contribute to the formative assessment. The first one is. I'm going feedback loop which this kind of like get the real time feedback for the student. It can help the students identify the strengths and the weaknesses. And I think this ongoing process allows students to adjust their learning strategies and correct misconception and deepen the understanding of the material which lead to the better learning outcomes of the times.

And second one, it increased engagement and retentions. I think well designed, remote formative assessment can engage students more effectively through interactive content, quiz and multimedia. Elements and which these tools make them more dynamic and can encourage students' engagement of course, which is closely linked to improve retention of material and understanding of concepts. And I think it's also like adaptive learning and differentiation. So with technology, of course, the formative assessment can be personalized to individual student needs. So it's just difficulty level based on prior performance and this differentiation ensures that students are working at an appropriate level of challenge and things and. You know, like promoting optimal learning outcomes by catering to both advanced learning and those needing more support. I think it's also like foster critical thinking and a reflection, so it encourages students to reflect on their learning process and promoting critical thinking. You know, it's like by engaging in self-assessment and peer assessment activities, students become more reflective learners. Which help them develop their ability to assess their own progress and mechanism for adjustment for future learning. And I think it's also can reduce test anxiety, because formative assessment are typically low stakes, like student can focus more on learning and less on performance and siding. So these stress reductions allow students to engage more deeply with the material leading to improve understanding and outcomes.

And the last one, I think the flexibility and accessibility. So the remote aspect of formative assessment allow for gradient flexibility. Learning and student can assess assessment at anytime from anywhere, allowing them to learn at their own pace and I think this flexibility ensures that the students have ample time to of self content, leading to better mastery and improve, of course learning outcomes.

5. What challenges do you face when implementing RFA in EFL classes?

Yes, there are several challenges that I think I often face during implementing RFA in my EFL class. The first one is technical barriers. To access technology for students, especially in English department, it may have limited access to reliable technology or the Internet especially in certain parts of the regions. It makes it really difficult for all students to participate in RFA consistently. Also, not all students or teachers may have sufficient digital literacy to effectively use online assessment tools, which leads to technical difficulties that can detract from learning and assessment equality.

And I think the second one is the language proficiency gaps. For learners, particularly those at lower proficiency level, may struggle to understand instructions or feedback provided in securing remote assessments. And you know, this could result in confusion and misinterpretations which affect the reliability of the assessment itself. And also, I have to admit that the limited language output, remote setting may limit students opportunities for verbal communication, which is critical for language learning. And written assessments and, you know sometimes may dominate and there may be fewer changes to assess speaking and listening skills and which, you know, 2 course areas of language proficiency.

And I think another one is the feedback delivery. Delay or ineffective feedback like providing timely and personalized feedback is essential in this assessment. But, delaying feedback due to technical issue can diminish the effectiveness of assessments. Also feedback in English especially might not always be fully understood by lower level learners.

And the student motivation also can be an issue at this point because language learning, especially in remote environment requires a high degree of self motivation. So some learners might struggle to stay motivated without the structure of the physical classrooms, leading to lower engagement with formative assessment.

Also, language anxiety, like many learners experience anxiety when speaking English at this point and also in writing sometimes. So in the remote setting where students often were independently, this anxiety can increase and affecting the performance and the accuracy of assessment. And in terms of the preparation, also I can sometimes relate and it is this also be an issue like I'm designing effective and personalized formative assessment remote settings. It requires careful planning, additional tech skills and often more time to create and provide feedback.

And also it's not easy to adapt for different learning styles. You know, some students are highly diverse, you know, classroom are over highly diverse in terms of

learning styles, with some students being more compatible with speaking and others excelling in writing or reading. But in a remote setting, writing formative assessment that accommodates different learning preference can be challenging.

Last one, it could be lack of peer interaction and collaboration. Peer feedback and group work are integral to language learning, but remote environment may limit opportunities for real time collaboration and this can reduce students' exposure to authentic languages and hinder social interaction which is critical for language development. So I think those are the challenges that I you know most of the time faces during my RFA.

(Teacher 13)

1. What the RFA practices do you employ in EFL classes?

Since I teach writing subject for the MKU class, the platforms that I use to RFA is Google Document and sometimes I use Whatsapp Group as an alternative for discussion with the class. MKU class is the English class for non English major students. They usually submit their writing works on Google Doc. I reviewed and gave comment on their writing mistakes, but the words I used are in Bahasa Indonesia because I'm afraid they won't understand my comment if I typed it in English. Shortly I will send you the samples of the feedbacks in Google Doc.

Thank you, so I found you use 2 types of platforms in RFA which are Google Doc and Whatsapp Group. That means you use more on asynchronous mode in measuring their English comprehension and skills. What about other approaches like peer assessment and self assessment that encourage students to evaluate their own language progress?

Yes of course, I encourage all students to give feedback for their friends but I think it is not effective because some students did not do it, other students did give comments but unfortunately it didn't relate to the content of the writing.

So you mean the peer-assessment is not affective since you teach in MKU class or the class for non English major students, where the students themselves are struggling with English so how they can assess their classmates, is that so? What about self-assessment? Do you think it is also difficult to do?

I think self-assessment can be a difficult one for them but it depends on their motivation. Some of them make self-assessment after I give them the feedback but most of them did not make any improvement for their writing.

Do you use any online tools for peer-assessment and self-assessment?

I meant after they got the feedback either from teacher and their friends, they need to create a video of self introduction. In the feedback, I encourage them to do self correction after writing before they create a video. I think the video can be a tool to see or to assess their improvement from the writing.

2. How do you perceive RFA in promoting students' engagement?

I think RFA will be a great effort if teacher can be consistent in employing it. First, it can identify students' abilities, which ones are suitable for receiving feedback and which ones are not. It can also be combined with direct assessment in the classroom.

Since you use Google Document and Group Whatsapp, I believe that there are students' engagements there. What the students' responses when they receive your feedback, do they reply it online? Do you see any improvement after you comment their works?

Yes, students respond both in Group Whatsapp and Google Doc. But most of the comments are formality like saying 'Thank you', 'Yes', 'Of course', etc. In Group Whatsapp, they respond directly. Generally, yes there are improvements in their writing and it also reflected in their videos.

3. How do you perceive RFA in promoting students' motivation?

I'm not so sure about the effect of RFA on students' motivation. I see most of them do the revision only because the assessment related to the final assessment. From what I observe, very few students really motivated to learn from the feedback given by the teacher. They just do the revision of the writing because the videos will be scored for the final semester.

4. How do you perceive RFA in promoting students' learning outcomes?

In my opinion, RFA can be an alternative way to assess the process of learning. So the students have bigger opportunity to get good scores as long as they follow the process. The teacher can also combine the score from the process of midterm and final project as the whole score at the end of the semester. So I think RFA can promote students' learning outcome, better for their learning.

From your answer I can see that you believe RFA can promote students' learning outcomes especially in fostering the academic success. What about their personal growth? Do you think that with RFA the students become more independent learners?

Yes, I think so. Even though not all students, some students they learn by themselves from teacher's feedback, they make improvement in writing. I think they also sometimes they discuss with their friends in Whatsapp Group about their writing.

5. What challenges do you face in implementing RFA in EFL classes?

There are several challenges that arise including the media that I use, Google Document, cannot be opened in all types of gadget. So students and also the teacher must open it via laptop. Then the unstable of internet connectivity, and also internet is not available in all areas, this is also the obstacle.

Finally, not all students make direct improvements. I mean they don't revise the writing right away because they think the RFA is not an obligation and it is not directly related to the midterm of the final assessments.

From your answer, I can summarize that the challenges you face are no. 1 technological issues, these include the access to reliable internet and devices, and no. 2 lack of relevance, since students do not see the importance of RFA to their future goals. So what about the students' learning styles? Do you think that for some students maybe using Google Document are not really engaging or interactive, so they think it is not really cater their individual learning styles or interests. What do you think about this?

I think it will be the same with other platforms like Youtube and Instagram, I think the best challenge is still the students' awareness of the importance of RFA for them. They still think it is not important for them to study or for them to revise as soon as possible.

(Teacher 14)

1. What RFA practices do you employ in EFL Classes?

I use Google Drive especially put the folder on it. So all students share the task or result of the discussion in it. It is done gradually depends on the students' comprehension level which means it will continue if the student respond to my feedback. I will share you the link so you can see it. But, I cannot share the link of previous semester because I cannot access it anymore.

2. How do you perceive RFA in promoting students' engagement?

Based on past experience, RFA helps the students to be good participants in giving the respond for the subject. They can give the ideas of everything based on the note, instruction, and feedback from the lecturer.

3. How do you perceive RFA in promoting students' motivation?

My past experience showed that some of students have motivation in their study through RFA. They were trying to respond the feedback from the lecturer as soon as possible. And sometimes, we meet directly after class for their progress and discuss together. Bit, some of the students only focus on their job based on the feedback without making any solution by asking to the lecturer when they found difficulty. So, it can be concluded that some of students have been motivated through RFA, and some others have not.

4. How do you perceive RFA in promoting students' learning outcomes?

Not all students have good capability in English so they found the difficulties in some subjects, such as in writing. The case gives the effect to the students' outcome. Some students have positive outcome and others need to improve. So, the way as the solution is to meet them face to face after class and discuss such as about themselves and relate with their habit and activities then offers some ways for improving their capability in understanding the subject. I've tried discussing through Whatsapp but it's hard for the students to get the clues. When meeting face to face, it is easier to understand their needs.

5. What challenges do you face in implementing RFA in EFL classes?

I found problems such as giving reminder for some students that they have to open for the file that I shared. Some students keep repeating this bad habit, and I should keep remind them all the time.

(Teacher 15)

1. What the RFA practices do you employ in EFL classes?

Talking about RFA practices that I have employed in EFL classes, actually I have taught several courses in this department such as Speaking, Writing, English Grammar and many more. For example like Speaking subject, I usually ask my students to make a video for homework or assignment. I ask them to make a vlog. I give them topic and request them to make a vlog, and then I ask them to post it in Youtube. So the online tool the I use in this course is Youtube. I give my feedback for their fluency, pronunciation, content of the vlog. Not only vlog, but I also give them argumentative topic for example and then I ask them to post it in their Youtube account. I give them my feedback like I said before; their pronunciation, content, coherence, cohesion, fluency in using English. Besides giving them my direct feedback for the video, when I meet them in the next meeting I give them my feedback again for the video.

I also use LMS, the name is SPADA UNSAM. For the course of Writing, I ask them to write paragraphs of descriptive, narrative, something like that. I teach them the generic structure, the language features of each paragraph. And then I give them topic like descriptive paragraph, or recount paragraph. I ask them to post it in LMS SPADA UNSAM. I give them feedback for their writing in the platform. For the Grammar course, I rarely use online quizzes or Kahoot, or something like that, because I avoid cheating, discussion among the students. I usually ask them, especially in this course, to make sentences in front of class then give feedback. Or I ask to analyze or to identify the errors in the sentences. Also, I always give them long paragraph, and then ask them to analyze, to identify, to evaluate, and correct the errors in the text. In addition, I use Google Classroom as my RFA.

Thank you for your thorough response for question no.1. You just mentioned about the vlogs that students post on Youtube, and you give them direct feedback. My question, is your feedback posted on the comment column of Youtube?

Yes, sure. I usually give the direct feedback for the assignments, but not always. Because I also give feedback for them when we meet again for the next meeting.

2. How do you perceive RFA in promoting students' engagement?

Dealing with your question about how I perceive RFA in promoting students' engagement, I think for example like the use of Youtube, I think it is one of RFA platforms to be highly effective in promoting students' engagement. By asking them to create English video on interesting topic, I think they become more motivated compare to speaking in front of their classmates. In the classroom, when I ask them to present a given topic in front of peers, they tend to feel shy. The fact that many of them are still shy, nervous, not confident and experienced fright make them less able to express their thought. When they create videos, either individually or in groups, and then added it with their own creativity, they become more confident.

Moreover, utilizing Youtube can also help students build their personal branding especially through English language content. They can start with assignment from their lecturers not only in my course but also for other courses. Overtime they may become interested in challenging to use Youtube as a medium for English education with various interesting topics, by making learning material for their main content considering that they are students from the faculty English language education. I think in the future, I also learn to use audience feedback aside from mine as their lecturer as the alternative form of direct evaluation for the content.

Actually, I prefer to see them, to give my direct evaluation I think when they speak in front of their classmates. But the fact that many of them are still shy and nervous, when they speak in front of their classmates so I just to drill, to train their professional in speaking in front of audience, I guess to train their public speaking. I want to make them to be more confident as future teacher, because to be future teacher they should not be shy. So I just try to make them more confident when I ask them to present something, to present topic in front of the class. When I ask them to create video and post in Youtube, they are more enthusiastic.

3. How do you perceive RFA in promoting students' motivation?

Dealing with this question, I think using Youtube especially, one effective platform in promoting my students' motivation, particularly in speaking course. I mean that when I ask students to create and upload speaking video on Youtube, they become more motivated as almost all of them express themselves more creatively without any pressure compare to speaking in front of their classmates. As I said before that many of my students feel shy and nervous when speaking in front of their peers, but when recording a video, they can take their time to review, to edit their performance which build their confidence. The possibility of sharing their works publicly also adding an extra layer of excitement, encouraging them to perform their best

effort. Additionally, I think Youtube offers a sense of achievement to view likes and comments which can add an extra motivated for students to improve their speaking skills. For this case, I usually ask my students to write in the description space column about what criteria the audience can use to review their performances on Youtube. I give the instruction on how their audience should review their video assignments. So I give my assessment, especially Youtube assignment based on the comments of the viewers.

4. How do you perceive RFA in promoting students' learning outcomes?

I perceive RFA as a valuable tool in promoting students' learning outcomes. I mean that by utilizing platform like YouTube in my speaking course, students can practice and improve their speaking skill in a flexible time. And as I said before, it is low pressure implementation. And then, they also receive immediate feedback from both their peers and myself. It allows them to make improvements in their time. Moreover, the flexibility of RFA enables students to work at their own pace, ensuring they have enough time to process and apply the material effectively. The creative aspect of video making also encourages deeper engagement with the content, which leads to better understanding and improve learning outcomes. I think overall, RFA particularly through YouTube, also help students enhance not only their language skills but also their confidence, creativity and ability to communicate effectively. In this case, I just want to highlight that using YouTube as one of RFAs ensuring the students to express their feeling easier and without any pressure. I mean that by using YouTube, they make a video by themselves, it increased their confidence. Maybe to speak in front of their friends, I think they get many pressures. So I mean it's an effective way to enhance my students language skills and also their confidence.

5. What challenges do you face when implementing RFA in EFL classes?

Um. I think using of YouTube in speaking course, there are some challenges. I think the first one is the constraints in monitoring the authenticity of students' works. I mean in this case, I think it's quite difficult to ensure that the collected assignments are actually are actually done by students independently. Students may ask for help from others or use online resources without adequate supervision.

The second one is a variation in language proficiency and technology proficiency levels. EFL classes often have students with varying levels of English proficiency and technology skills. This diversity can make it challenging to create assessment that are assessable and fair to all students. Some might struggle more than others, both linguistically and technically.

And then, another challenge is difficulties in measuring speaking skill authentically. I agree with the using of YouTube is increasing students' confidence, students' creativity and et cetera. But, it also has disadvantage, especially difficulties in measuring speaking skill authentically. So when student record videos for speaking assignments, they can as much time as they need, edit out mistakes or read from the text. This may not reflect their speaking ability spontaneously or in real situation.

The last thing about using of YouTube, is the lack of direct interaction in learning process. RFP reduces the opportunity to give direct feedback face to face. Real time interactions are usually helpful in clarifying errors or providing immediate motivation. It may not be as effective if only done by online. I can highlight that the using of YouTube as RFA have pros and contrast. In one side, it gives many benefits but also we cannot measure the authenticity of the students' works.

Curriculum Vitae

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Background of Study

1. PhD in English Language Education

Philippine Normal University – Manila, Philippine
 2019 – 2025
 Dissertation : “A Remote Formative Assessment Framework for EFL
 Learners: A Case Study of Select HEIs in Indonesia”.
 Adviser : Dr. Arceli Amarles

2. M.A in Applied Linguistics

Birmingham University – Birmingham, United Kingdom
 2007 – 2008
 Dissertation : “ Language Encounters in the Work Place of Banci Commu-
 nity”.
 Adviser : Dr. Almut Koester

3. Bachelor in English Language Education

Universitas Syiah Kuala – Banda Aceh, Indonesia
 1997 – 2003
 Skripsi : “The Comparison Study of Reading Skill Abilities between State
 Junior High School No 1 and Private Methodist School”.

Advisers: Dr. Abdul Gani Asyik and Dra. Potjut Ernawati

Job Experiences

1. Administration Staff

Aceh Monitoring Mission – Banda Aceh, Indonesia

2005 – 2006

Job description : Develop and maintain a filing system, making staff contracts.

2. English Lecturer

Universitas Syiah Kuala – Banda Aceh, Indonesia

2006 – present

Job description : Teaching classes, create syllabus and lesson plan, etc

3. Secretary of English Language Education Department

Universitas Syiah Kuala – Banda Aceh, Indonesia

2009 – 2018

Job description : Assisting Head of English Language Education Department, arranging meetings/colloquium/ oral defence, arranging teaching schedule, etc. go