

Dirassat & Abhath
The Arabic Journal of Human
and Social Sciences



مجلة دراسات وأبحاث
المجلة العربية في العلوم الإنسانية
والاجتماعية

EISSN: 2253-0363
ISSN : 1112-9751

Reconceptualizing Assessment for Learning: The Instructional Value of Technology-Mediated Evaluation in EFL Classrooms

إعادة تصور التقويم من أجل التعلم: القيمة التعليمية للتقويم المتوسط بالتكنولوجيا في
أقسام اللغة الإنجليزية لغة أجنبية

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Abstract

The rapid expansion of digital technologies in English as a Foreign Language (EFL) classroom has altered how teachers collect evidence, provide feedback, and support learners during instruction. Yet many technology-mediated assessments still reproduce the logic of traditional testing: they digitize tasks without changing their pedagogical purpose. This article argues for a reconceptualization of assessment as a learning process rather than a measurement event. Drawing on formative assessment, sociocultural mediation, self-regulated learning, and Computer-Assisted Language Learning (CALL), it proposes a Digital Assessment for Learning (DAfL) model built around continuous evidence gathering, timely multimodal feedback, learner reflection, adaptive scaffolding, and ethical learning analytics. The article offers tables, figures, planning forms, and classroom-oriented procedures that show how digital tools can make assessment more dialogic, formative, and instructionally useful. It concludes that technology has instructional value only when it helps teachers and learners interpret evidence and act on it.

Keywords: Assessment for Learning; Technology-Mediated Assessment; Digital Feedback; Learner Agency; CALL.

ملخص:

تبحث هذه المقالة في القيمة التعليمية للتقويم المتوسط بالتكنولوجيا في أقسام اللغة الإنجليزية لغة أجنبية، وتنطلق من ملاحظة أساسية مفادها أن استعمال الأدوات الرقمية لا يضمن، في حد ذاته، تحسينا في التعلم إذا بقي التقويم محصورا في منطق الاختبار والحكم النهائي. لذلك تقترح المقالة إعادة تصور التقويم بوصفه عملية بيداغوجية مستمرة تساعد المدرس على جمع أدلة التعلم، وتقديم تغذية راجعة فورية ومتعددة الوسائط، وتوجيه المتعلم نحو التأمل الذاتي والتنظيم الذاتي. بالاعتماد على نظريات التقويم من أجل التعلم، والوساطة السوسيوثقافية، والتعلم المنظم ذاتيا، تقدم المقالة نموذجا مفاهيميا بعنوان التقويم الرقمي من أجل التعلم، مع جداول وأشكال واستمارات قابلة للتوظيف في القسم. وتخلص إلى أن التكنولوجيا تصبح ذات قيمة تعليمية عندما تتحول من أداة قياس إلى وسيط للتفاعل والدعم واتخاذ القرار التعليمي.

الكلمات المفتاحية: التقويم من أجل التعلم؛ التقويم الرقمي؛ التغذية الراجعة؛ استقلالية المتعلم؛ تعليمية اللغة الإنجليزية.

1. INTRODUCTION

Assessment has always had a privileged place in language education, but that place has often been uncomfortable. In many EFL classrooms, assessment is still treated as an end-of-unit operation: the teacher teaches, the learner practices, and the test arrives later to assign a mark. This order gives assessment administrative weight, but it leaves much of its instructional potential unused. Learners receive scores after the most teachable moment has passed, and teachers obtain evidence too late to adjust their teaching in a precise way.

Digital technologies have made this tension more visible. Online quizzes, learning management systems, automated writing feedback, peer review platforms, e-

portfolios, and analytics dashboards now allow teachers to collect evidence at a speed and granularity that paper-based routines rarely provide. These affordances are frequently described in terms of efficiency, access, and scalability. However, speed alone does not make assessment formative. A digitally delivered test may be no more pedagogical than a printed test if it remains disconnected from feedback, reflection, and instructional adaptation.

The central argument of this article is therefore conceptual and pedagogical. Technology-mediated evaluation becomes valuable when it helps teachers and learners see learning while it is still developing. It should not merely record what learners failed to do; it should help them understand

what they are trying to do next, why their current performance is insufficient, and how improvement can be supported. This position aligns with recent studies that examine technology-enhanced assessment, online and offline assessment practices, student engagement with ICT tools, and the affordances of digital platforms in EFL contexts (Alavi, Dashtestani, & Mellati, 2021; Alzubi, Al-Mwzaiji, & Nazim, 2022; Fukuda, Lander, & Pope, 2024; Huang, Jiang, & Yang, 2021).

1.1 Research Problem, Aim, and Questions

Although the literature increasingly acknowledges that technology can support assessment for learning, teachers still face a practical design problem: which digital evidence should be collected, how should that evidence be interpreted, and what pedagogical response should follow? In many institutions, platforms are introduced before teachers have a clear assessment logic. As a result, quizzes become surveillance tools, feedback becomes automated correction, and dashboards become displays of numbers rather than prompts for instruction.

This article aims to offer a coherent theoretical and practical framework for technology-mediated Assessment for Learning in EFL classrooms. It does not claim that one platform or application can solve assessment problems. Instead, it proposes that digital assessment should be designed as an ecology of evidence, feedback, learner agency, and teacher scaffolding. The proposed Digital Assessment for Learning model is meant to guide classroom decisions rather than prescribe a single technological solution.

The paper is organized around four guiding questions: (1) How can assessment in EFL be reconceptualized from measurement to mediation? (2) What theoretical principles justify the instructional use of technology-mediated evaluation? (3) What components should a Digital Assessment for Learning model include? (4) How can teachers translate this model into classroom tasks, feedback routines,

reflective forms, and ethical assessment practices?

1.2 Methodological Position of the Article

The study is a conceptual article grounded in a focused synthesis of recent research on formative assessment, technology-assisted language assessment, digital feedback, CALL, learning analytics, and EFL pedagogy. The selected references supplied for this work show a strong concentration on EFL contexts, higher education, formative assessment, technology-mediated tasks, vocabulary assessment, writing assessment, and teacher perceptions. This literature base allows the article to build a model that is theoretical enough to be rigorous and practical enough to be used by teachers.

2. Literature Orientation: Technology-Mediated Assessment in EFL

Recent EFL research shows that assessment is no longer confined to the examination room. Alavi, Dashtestani, and Mellati (2021) discuss technology-enhanced assessment during a period of crisis and change, while Alzubi, Al-Mwzaiji, and Nazim (2022) revisit teachers' perceptions of online and offline assessment methods. Their work points to a reality already familiar to many teachers: blended, hybrid, and online assessment practices have become routine, even when institutional policies still imagine assessment as a mostly paper-based procedure.

Other studies focus on particular skills or modalities. Technology-assisted vocabulary learning and assessment appear in meta-analytic and taxonomic work (Hao, Wang, & Ardasheva, 2021; Fraidan, 2025). Writing instruction and formative assessment are discussed through inquiry-based learning, flipped instruction, systematic review, and reflective teaching perspectives (Huang, Mills, & Tiangco, 2024; Diao, Shak, & Loo, 2026; Yen et al., 2023). Oral communication and technology-mediated delivery models are examined by Ockey and Neiriz (2021), who remind us that the delivery format influences the construct being assessed.

A second line of inquiry concerns teacher practice. Studies on lecturers' perceptions, digitally mediated language assessment

practice, and practical application of assessment theories suggest that teacher judgment remains central even in technology-rich environments (Imsa-Ard & Tangkiengsirisin, 2023; Munandar & Shaumiwy, 2023; Sembiring & Sembiring, 2024). This is important because digital assessment is sometimes presented as if it reduces the teacher's role. In a genuine Assessment for Learning environment, technology does not replace teacher judgment; it supplies evidence that makes such judgment more responsive.

2.1 A Shift in the Unit of Analysis

The most useful shift in recent literature is not from paper to screen but from isolated score to learning process. Platforms make visible drafts, attempts, response times, peer comments, revision histories, and patterns of participation. These traces can be misused as mere performance indicators, but they can also help teachers identify where learners need lexical support, grammatical noticing, oral rehearsal, or metacognitive guidance. The unit of analysis therefore moves from the answer alone to the learning path that produced the answer.

3. Assessment in EFL: From Measurement to Mediation

The traditional testing paradigm has given language assessment useful tools for reliability, standardization, rubric design, and score interpretation. These tools should not be dismissed. EFL teachers need dependable criteria when evaluating writing, speaking, listening, reading, and vocabulary. However, the classroom problem begins when reliability becomes the only value and when the score is treated as the final purpose of assessment. Learning is not improved simply because a mark is accurate.

A mediational view places the learner's development at the center. Assessment becomes a structured encounter in which evidence is interpreted, feedback is negotiated, and action is planned. In writing, this may mean that an automated system flags lexical repetition, but the teacher helps learners decide whether repetition is a problem of vocabulary range, paragraph cohesion, or task misunderstanding. In speaking, a recording platform may capture

fluency and pronunciation features, but the pedagogical value comes from guided listening, self-evaluation, and targeted rehearsal.

The difference between measurement and mediation is summarized in Table 1. The contrast is not absolute; summative and formative functions can coexist. The point is that technology should increase the formative side of assessment rather than merely accelerate the summative side.

Table 1. From traditional testing to technology-mediated Assessment for Learning

Dimension	Traditional testing logic	DAfL-oriented logic
Purpose	Certify achievement after instruction	Support learning during instruction
Evidence	Final products and scores	Products, processes, attempts, drafts, reflections, and peer dialogue
Feedback	Delayed, often corrective and mark-centered	Timely, actionable, multimodal, and linked to next steps
Learner role	Recipient of judgment	Interpreter of evidence and co-regulator of improvement
Teacher role	Marker and gatekeeper	Designer, mediator, and adaptive scaffolder
Technology use	Delivery, storage, grading efficiency	Evidence visibility, interaction, reflection, adaptive response

4. Theoretical Foundation I: Assessment for Learning

Assessment for Learning rests on a simple but demanding principle: assessment information should be used to improve learning while improvement is still possible. This principle requires more than frequent quizzes. It requires a feedback loop in which goals are clarified, evidence is elicited, interpretations are shared, and learners are helped to act. In EFL classrooms, such loops

are especially valuable because language growth is gradual, uneven, and dependent on repeated opportunities for use.

Digital tools can strengthen AfL when they reduce the time between performance and feedback. A student who submits a paragraph through a writing platform can receive immediate signals about structure, lexical choice, and grammar. Yet those signals become formative only if the learner revises, explains the revision, and receives further teacher or peer support. In other words, the tool provides a prompt, not a pedagogy. The pedagogy is created by the sequence of task, evidence, feedback, reflection, and resubmission.

Studies on technology-enhanced formative assessment and learners' voices highlight the importance of engagement, clarity, and meaningful feedback (Luthfiyyah, Aisyah, & Sulisty, 2021; Taufiqulloh, Nindya, & Rosdiana, 2023). Learners tend to value digital assessment when it helps them understand their performance, not merely when it makes assessment faster. This distinction is central for EFL contexts where learners may already experience anxiety, uneven access to digital resources, and uncertainty about linguistic norms.

4.1 Feedback as a Dialogic Process

Feedback is often described as information, but in practice it is better understood as dialogue. A feedback message has no instructional value unless learners understand it, trust it, and know what to do with it. Digital environments can host this dialogue through comment threads, audio notes, annotation tools, peer review cycles, rubric descriptors, and learning journals. The teacher's responsibility is to make sure that feedback is not reduced to error notification. It should be connected to criteria, illustrated with examples, and followed by an action that the learner can realistically perform.

5. Theoretical Foundation II: Sociocultural Mediation

Sociocultural theory is useful for understanding why technology-mediated assessment should not be treated as a neutral technical procedure. Tools mediate thinking.

They organize attention, shape interaction, and create possibilities for participation. In language classrooms, a rubric, a shared document, a recording tool, or a portfolio platform changes what learners notice and how teachers intervene. Digital tools are therefore mediational artifacts: their value depends on the activity system in which they are used.

The Zone of Proximal Development is particularly relevant. A learner's independent performance may show what the learner can do alone, but mediated assessment can reveal what the learner can do with prompts, models, feedback, and collaboration. This is why dynamic assessment and scaffolding have become important concepts in language pedagogy. Technology can make scaffolding more visible by recording drafts, saving feedback histories, and allowing learners to compare earlier and later performances.

Peer assessment platforms offer a strong example. When learners comment on each other's writing or speaking, they do more than evaluate. They negotiate criteria, notice alternative strategies, and rehearse the language of assessment. The platform provides the space, but the social interaction gives assessment its developmental force.

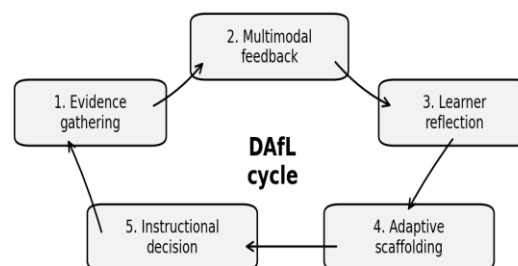


Figure 1. Digital Assessment for Learning as a mediational cycle

6. Theoretical Foundation III: Self-Regulated Learning and Learner Agency

Self-regulated learning explains why learners must participate in assessment rather than simply receive it. In language learning, progress depends on learners' ability to set goals, monitor performance, interpret feedback, manage affect, and select strategies. Technology can support these

processes by making progress visible, preserving records of attempts, and providing spaces for reflection. However, it can also weaken agency if learners become dependent on automated correction or if platforms frame learning as compliance with numerical indicators.

Learner agency in DAfL is not a slogan. It is built into task design. Learners need to compare their work with criteria, identify one or two priority areas, choose a revision strategy, and explain what changed. E-portfolios are useful because they allow learners to curate evidence of development over time. Analytics dashboards can also help, but only when learners are taught how to read the data critically. A graph showing low quiz performance is not enough; learners need to connect that graph to study habits, task difficulty, vocabulary gaps, or feedback use.

Table 2 connects self-regulated learning processes with possible digital supports in EFL classrooms. The table is deliberately practical because agency is developed through routines that learners repeat, not through abstract encouragement alone.

Table 2. Self-regulated learning processes and digital supports

SRL process	Digital support	Classroom use
Goal setting	Rubric checklist, LMS learning outcomes	Learners select one writing or speaking target before the task.
Monitoring	Quiz attempts, revision history, speech recordings	Learners compare first and second attempts and identify progress.
Strategy selection	Feedback bank, model answers, micro-lessons	Learners choose a strategy before resubmission.
Reflection	E-portfolio notes, learning journal	Learners explain what feedback they used and why.
Help-seeking	Forum, peer review, teacher comments	Learners request focused assistance using assessment language.

7. Technology and CALL Perspectives

CALL research cautions against technological determinism. A tool does not improve language learning because it is

digital; it improves learning when its affordances match a pedagogical need. In assessment, the most relevant affordances are immediacy, multimodality, storage, adaptivity, connectivity, and traceability. Immediacy supports rapid response. Multimodality allows written, audio, visual, and screen-recorded feedback. Storage keeps evidence available for longitudinal review. Adaptivity allows tasks to respond to learner performance. Connectivity allows peer dialogue. Traceability makes learning processes visible.

Technology-mediated task-based language teaching is relevant here because meaningful tasks generate assessment evidence without removing learners from communicative activity (Aljohani, 2024). A task can require learners to solve a problem, negotiate meaning, present a position, or revise a text. Digital mediation then helps the teacher capture evidence from the task, not replace it with a decontextualized item. This is especially important for communicative competence, where isolated responses may not reflect the learner's ability to use language in context.

Research on game-based learning, video materials, online platforms, and AI in language instruction shows that digital learning environments can influence motivation, self-efficacy, vocabulary development, and achievement (Meccawy et al., 2023; Bobkina, Baluyan, & Romero, 2025; Wei, 2023; Hao et al., 2021). DAfL draws on this literature but narrows the focus to assessment design: the teacher asks not only whether a tool motivates learners, but what evidence it produces, what feedback it enables, and how it changes the next teaching decision.

7.1 A Caution About Automation

Automated feedback can support noticing, especially in vocabulary, grammar, and mechanics. Yet it should not be treated as final judgment. Automated systems may miss pragmatic appropriateness, argumentative quality, cultural nuance, and the learner's intended meaning. A strong DAfL design therefore combines automated signals with teacher interpretation and learner explanation. The best digital

assessment ecology is not teacher-only or machine-only; it is a human-mediated system supported by carefully chosen tools.

8. The Digital Assessment for Learning (DAfL) Model

The proposed DAfL model integrates five components: continuous evidence gathering, immediate multimodal feedback, learner reflection, adaptive instructional scaffolding, and ethical interpretation of digital traces. These components should be understood as a cycle rather than a list. Evidence without feedback remains diagnostic only. Feedback without reflection may be ignored. Reflection without scaffolding may become a personal comment with no instructional effect. Scaffolding without renewed evidence cannot show whether learning has improved.

Continuous evidence gathering means that assessment is embedded in ordinary classroom activity. Digital quizzes, collaborative documents, recordings, peer comments, portfolio entries, and platform logs can all contribute to the teacher's understanding of learner development. The emphasis is not on collecting more data for its own sake. The emphasis is on collecting evidence that can lead to a specific instructional decision.

Multimodal feedback recognizes that language learning is not limited to written correction. A teacher may provide a short audio comment on pronunciation, a highlighted model paragraph, a video explanation of a grammar pattern, or an annotated rubric. Learners can also provide peer feedback through comments, voice notes, or structured checklists. The mode should fit the learning need.



The value of technology lies in shortening the distance between evidence, interpretation, and instructional response.

Figure 2. Instructional workflow linking evidence, feedback, and action

8.1 Continuous Evidence and Learning Analytics

Learning analytics can make patterns visible, but visibility is not interpretation. A dashboard may show that a class repeatedly fails items related to tense choice, cohesion, or inference. The teacher still has to decide whether the difficulty reflects insufficient input, confusing task design, lack of practice, lexical limitations, or test anxiety. DAfL treats analytics as a starting point for professional judgment, not as a substitute for it.

The most useful evidence in an EFL classroom is triangulated. A vocabulary quiz may show weak recall, but a writing sample may reveal whether learners can use the vocabulary productively. A speaking recording may reveal hesitation, but a learner reflection may explain that hesitation as planning difficulty rather than lack of knowledge. A peer comment may show whether learners understand criteria. When these traces are combined, the teacher obtains a more reliable picture of development.

Digital assessment should therefore classify evidence by pedagogical function. Some evidence is diagnostic, showing where learners are now. Some is developmental, showing change across attempts. Some is metacognitive, showing how learners understand their own progress. Some is social, showing how learners participate in peer feedback. DAfL becomes stronger when the teacher deliberately collects more than one type of evidence.

Table 3. Types of digital evidence and instructional decisions

Evidence type	Examples	Instructional decision
Diagnostic evidence	Entry quiz, short writing sample, pronunciation recording	Group learners by need; select mini-lesson focus.
Developmental evidence	Draft history, repeated oral recording, portfolio comparison	Evaluate progress and adjust challenge level.
Metacognitive evidence	Reflection note, self-assessment	Teach strategy use and feedback

	checklist	interpretation.
Social evidence	Peer comments, forum participation, collaborative annotation	Improve peer review quality and classroom dialogue.

8.2 Feedback, Scaffolding, and Dialogic Assessment

A DAfL feedback message should answer three questions in accessible language: What was the learning goal? What does the current evidence show? What is the next action? This structure keeps feedback from becoming either vague praise or excessive correction. In EFL writing, for example, a teacher might say: your paragraph has a clear main idea, but the supporting sentences repeat the same general point; add one specific example and revise the second connector. The message is short, but it points to action.

Scaffolding should be temporary, targeted, and gradually withdrawn. Digital platforms can help teachers create scaffold banks: model sentences, vocabulary frames, pronunciation drills, revision prompts, grammar micro-lessons, and peer-feedback stems. Learners can access these resources after receiving feedback, which reduces the burden on the teacher and gives learners more autonomy. Still, scaffolds require teacher monitoring. A learner who repeatedly chooses the same scaffold without improvement may need a different explanation or a face-to-face intervention.

Dialogic assessment also changes classroom talk. Rather than asking only whether the answer is correct, the teacher can ask: What evidence did you use? Which feedback comment helped you most? What changed between the first draft and the second? Which peer suggestion did you reject, and why? Such questions turn assessment language into language-learning activity.

Table 4. DAfL feedback principles for EFL tasks

Principle	Weak practice	DAfL practice
Timeliness	Feedback after final grade	Feedback before revision or next performance

Actionability	"Improve grammar"	"Revise verb tense in sentences 3 and 5, then explain the rule"
Multimodality	Only written marks	Written comments plus audio, examples, or annotated model
Dialogue	Teacher correction only	Learner response, peer discussion, and resubmission
Scaffolding	Same feedback for all	Targeted prompts based on evidence

9. Instructional Practices in EFL Classrooms

Online quizzes are most useful when they are short, frequent, and followed by analysis. A vocabulary quiz can identify which lexical items need recycling, but it should not end with a percentage. The teacher can display common errors anonymously, ask learners to classify the errors, and assign a short production task. In this way, the quiz becomes a diagnostic scaffold rather than a miniature summative test.

Automated writing feedback can support revision, particularly when learners are trained to evaluate the feedback critically. A practical routine is to ask learners to submit a first draft, examine automated suggestions, accept or reject three suggestions with reasons, and then submit a revised draft with a short reflection. This routine prevents blind acceptance and encourages metalinguistic awareness.

Peer assessment platforms can improve writing and speaking when criteria are explicit. Learners should not simply say that a text is good or weak. They need comment stems linked to task objectives: the topic sentence is clear because..., the example supports the idea because..., the pronunciation is understandable except when..., the speaker could improve interaction by.... Such stems help learners use assessment language productively.

E-portfolios are especially valuable because they preserve evidence over time. A portfolio can include a diagnostic writing sample, revised drafts, audio recordings, vocabulary logs, peer comments, teacher

feedback, and end-of-unit reflections. The portfolio shifts attention from one performance to a narrative of development.

Table 5. Tool categories and learning-oriented uses

Tool category	Evidence produced	Learning-oriented use
Quiz platforms	Item responses, attempt history, timing	Identify misconceptions and plan micro-teaching.
Writing platforms	Drafts, comments, revision traces	Support noticing, revision, and explanation of choices.
Peer review tools	Peer comments, ratings, reply threads	Develop criteria awareness and collaborative mediation.
Recording tools	Audio/video performance samples	Promote self-listening, pronunciation focus, and fluency tracking.
E-portfolios	Curated artifacts and reflections	Document growth and strengthen learner agency.

10. Classroom Implementation Framework

The implementation of DAfL can begin with modest routines. Teachers do not need a fully integrated digital ecosystem before they can make assessment more formative. A single shared document, a basic quiz platform, or an e-portfolio folder can support meaningful change if the task sequence is well designed. What matters is that each digital action has a pedagogical reason.

A practical sequence involves six steps. First, clarify the communicative objective and the assessment criteria. Second, design a task that produces usable evidence. Third, collect evidence through an appropriate tool. Fourth, provide feedback that learners can act upon. Fifth, require a learner response such as revision, explanation, resubmission, or peer discussion. Sixth, use the new evidence to adjust teaching. Table 6 presents the sequence as a planning framework.

This sequence also helps avoid a common problem: digital overload. If a tool does not

contribute to one of the six steps, it may be unnecessary. In resource-constrained EFL contexts, simplicity is often a strength. A well-designed cycle with one reliable tool is preferable to a complex platform that teachers and learners use mechanically.

Table 6. Six-step DAfL implementation sequence

Step	Teacher question	Expected output
1. Clarify goals	What language performance should learners improve?	Observable criterion or rubric descriptor.
2. Design task	What task will make the target performance visible?	Short writing, speaking, reading, listening, or vocabulary task.
3. Collect evidence	Which tool captures the evidence efficiently?	Quiz data, recording, draft, portfolio item, or peer comment.
4. Give feedback	What message will guide the next action?	Actionable written/audio/visual feedback.
5. Require response	How will learners use the feedback?	Revision, reflection, resubmission, or peer dialogue.
6. Adapt instruction	What will I teach differently now?	Mini-lesson, regrouping, extra practice, or increased challenge.

11. Planning Form for Teachers

The following form translates the DAfL model into a classroom planning instrument. It can be used before a lesson, during a unit, or after a diagnostic activity. The form is intentionally concise because teachers are more likely to use an instrument that supports decision-making without becoming an administrative burden.

Form 1. Digital Assessment for Learning lesson-planning form

Planning item	Teacher notes
Course / level	
Language focus (skill, subskill, or strategy)	
Learning objective written as observable performance	

Digital tool selected and reason for selection	
Evidence to be collected (product, process, reflection, peer dialogue)	
Feedback mode (written, audio, rubric, model, peer comment)	
Required learner response after feedback	
Teacher follow-up decision after reviewing evidence	
Ethical note (privacy, consent, access, data visibility)	

A completed version of this form should show a clear link between objective, evidence, feedback, and follow-up. If this link is missing, the assessment activity risks becoming either a technological display or an isolated grading event.

12. Learner Reflection Form and Evidence Triangulation

Learners also need a simple instrument for interpreting feedback. Without reflection, feedback may remain external to the learner. The reflection form below invites learners to identify what they understood, what they changed, and what support they still need. It is suitable after a writing draft, speaking recording, vocabulary quiz, or portfolio submission.

Form 2. Learner reflection after digital feedback

Reflection prompt	Learner response
What was the main objective of the task?	
Which feedback comment or data point was most useful?	
What did I change in my second attempt?	
What problem is still difficult for me?	
What strategy will I	

use before the next task?	
What help do I need from a peer or the teacher?	

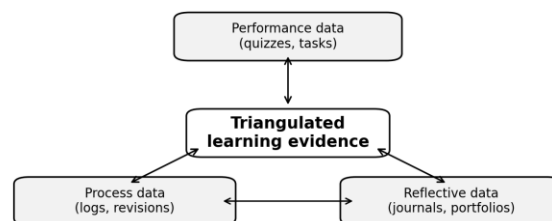


Figure 3. Triangulating performance, process, and reflective evidence

13. Pedagogical Implications

The first implication concerns curriculum design. If assessment is to support learning, it must be planned with instruction rather than added after instruction. Unit plans should specify not only final outcomes but also moments when evidence will be collected and acted upon. For example, a writing unit may include a diagnostic paragraph, a peer review cycle, an automated feedback review, a teacher conference, and a portfolio reflection before the final submission.

The second implication concerns teacher education. Teachers need more than technical training on platforms. They need assessment literacy, feedback literacy, data literacy, and ethical awareness. A teacher may know how to create an online quiz but still be unsure how to interpret item patterns or how to turn quiz evidence into a mini-lesson. Professional development should therefore begin with pedagogical scenarios and only then introduce tools.

The third implication concerns classroom culture. DAfL asks learners to see assessment as part of learning rather than as a threat. This requires trust. Learners should know when digital evidence is formative, when it contributes to grades, who can see it, and how it will be used. They should also be allowed to make mistakes in low-stakes spaces. If every digital trace feels punitive, learners will protect themselves rather than experiment with language.

Finally, DAfL requires careful integration of peer learning. Peer assessment should not be treated as a way to reduce teacher workload only. It should be a structured pedagogical event in which learners learn to read criteria, justify comments, and revise meaningfully. The teacher remains responsible for modelling good feedback and monitoring the quality of peer interaction.

14. Ethical and Practical Considerations

Digital assessment produces data, and data create responsibilities. EFL teachers and institutions must consider privacy, consent, transparency, access, algorithmic bias, and the emotional effects of constant measurement. Learners should not be reduced to dashboards. A low score, a delayed submission, or weak participation may reflect language difficulty, technical access, family responsibilities, anxiety, or unfamiliarity with the platform. Ethical DAfL requires interpretation with caution.

Access is also a major issue. In some contexts, learners do not have reliable devices, stable internet, or quiet spaces for recording. A fair design provides alternatives, flexible submission windows, and low-bandwidth options. Teachers should not confuse digital fluency with language proficiency. A learner who struggles to upload a file is not necessarily a weak language learner.

Table 7 summarizes the main risks and safeguards. The table is not meant to discourage technology use; rather, it supports responsible implementation.

Table 7. Ethical risks and safeguards in technology-mediated assessment

Risk	Classroom manifestation	Safeguard
Privacy	Learner recordings or drafts visible to unintended audiences	Limit access, explain visibility, and obtain consent.
Data reductionism	Learners judged only by dashboard indicators	Combine analytics with teacher judgment and learner reflection.
Bias	Automated feedback penalizes	Review automated

	non-standard but meaningful language use	comments and allow learner explanation.
Access inequality	Some learners lack devices or stable internet	Offer offline, low-bandwidth, or delayed alternatives.
Assessment anxiety	Every digital trace feels graded	Create clearly labelled low-stakes formative spaces.

15. Discussion and Conclusion

The main contribution of this article is the DAfL model, which reframes technology-mediated assessment as a pedagogical process. The model does not assume that digital tools are automatically beneficial. It argues that their instructional value emerges when they make evidence visible, shorten feedback cycles, support learner reflection, and help teachers adapt instruction. This perspective is consistent with recent work on formative assessment, online platforms, digital tools, and EFL teacher practice (Chraa & Alidrisi, 2025; Habibie & Brianto, 2024; Jeevarajath & Hema, 2025; Maknun, Zamzani, & Jamilah, 2024).

The discussion also clarifies a frequent misunderstanding. Technology-mediated assessment is not simply assessment that happens online. It is assessment whose design takes advantage of digital mediation to improve learning. The difference is pedagogically decisive. An online multiple-choice test may be efficient, but it becomes DAfL only when its evidence leads to feedback, learner action, and instructional adjustment. Likewise, an e-portfolio is not formative merely because it stores work; it becomes formative when learners use it to compare performances, reflect on feedback, and plan improvement.

For EFL classrooms, the model is particularly relevant because language development requires repeated practice, meaningful interaction, and feedback that is timely enough to influence performance. Digital tools can help teachers manage these demands, especially in large classes or blended environments. However, the teacher's interpretive role remains central. A platform can identify patterns, but it cannot

fully understand the local classroom, the learner's history, or the communicative purpose of a task.

In conclusion, assessment for learning in the digital age should be understood as a cycle of evidence, interpretation, feedback, reflection, and adaptation. Technology has instructional value when it strengthens that cycle. Future empirical studies should test the DAfL model across different EFL levels, skills, institutional contexts, and tool ecologies. Design-based research, classroom action research, and mixed-methods studies would be especially useful because they can document not only outcomes but also the processes through which learners and teachers use assessment evidence.

15.1 Practical Recommendations

Teachers should begin with one clear assessment problem, select the simplest tool that can make useful evidence visible, build a feedback-and-response routine, and review whether learners actually use the feedback. Institutions should support teachers with time, training, ethical guidance, and assessment policies that distinguish formative evidence from summative grading.

16. Suggested Empirical Validation Protocol

Because the DAfL model is conceptual, it requires empirical validation in real EFL classrooms. A practical validation design should examine not only whether learners improve, but also how evidence, feedback, reflection, and scaffolding interact during the instructional cycle. The most appropriate studies would combine classroom observation, platform traces, learner reflections, teacher interviews, and performance samples collected across several weeks.

Design-based research is particularly suitable because it allows the model to be tested, revised, and retested in authentic classroom conditions. In the first cycle, the teacher may implement DAfL with one skill, such as paragraph writing or oral fluency. In the second cycle, the teacher can adjust feedback routines, peer review prompts, and scaffolding resources. In the third cycle, the teacher can examine whether learners

become more independent in using feedback and monitoring progress.

The following validation matrix can guide researchers or teacher-researchers who want to move from conceptual discussion to classroom evidence. It keeps the focus on process, not only on final scores.

Table 8. Validation matrix for future DAfL research

Research focus	Possible data source	Analytical question
Feedback use	Draft comparisons, platform comments, learner notes	Which feedback comments are actually used in revision?
Learner agency	Reflection forms, interviews, portfolio entries	Do learners set goals and select strategies more independently?
Teacher adaptation	Lesson plans, observation notes, teacher journal	How does digital evidence change instructional decisions?
Skill development	Pre/post tasks, portfolio artifacts, speaking recordings	What language gains are visible across cycles?
Equity and ethics	Access survey, consent forms, participation logs	Do all learners benefit fairly from the digital assessment routine?

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