



Success and Failure of English-as-a-Foreign-Language Lecturers in Applying the Assessment as Learning in Higher Education

Yüksek Öğretimde Değerlendirme Uygulamasında Yabancı Dil Olarak İngilizce Öğretim Elemanlarının Başarı ve Başarısızlığı

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Abstract

The paper intends to describe how English-as-a-foreign-language lecturers succeed and fail to apply the assessment as learning in programs of teaching and learning English as a foreign language in higher education. The explanatory mixed-methods were conducted to survey 57 respondents in the higher education institutions in the Special Province of Yogyakarta, Indonesia and to interview 8 respondents in the high-level group of applying the assessment. Two criteria of success and failure are (1) to promote active and proactive learning and (2) to result in a good learning outcome. The findings indicate that some of the lecturers succeeded in promoting active and proactive learning of peer assessment, self-assessment, self-reflection in and outside the classrooms, and no criteria compliance, providing oral and written feedback to students, and resulting in good final grades. A lecturer failed to apply the assessment for her limited knowledge, and some lecturers failed because of their low achieving students and had no time to give feedback.

Key Words: Lecturer's success, lecturer's failure, assessment as learning, English as a foreign language, higher education.

Özet

Bu makale, yabancı dil olarak İngilizce öğretim elemanlarının, yükseköğretimde yabancı dil olarak İngilizce öğretim programlarında değerlendirmede ne ölçüde başarılı ve başarısız olduklarını açıklamayı amaçlamaktadır. Açıklayıcı karma yöntemle dayalı bu çalışmada, Endonezya'nın Yogyakarta Eyaletindeki yükseköğretim kurumlarında 57 katılımcıyla anket ve değerlendirmeyi uygulayan üst düzey gruptaki 8 katılımcıyla da görüşme yapılmıştır. Başarı ve başarısızlığın iki kriteri: (1) aktif ve proaktif öğrenmeyi teşvik etmek ve (2) iyi bir öğrenme sonucuyla sonuçlanmak olarak saptanmıştır. Bulgular, bazı öğretim elemanlarının akran değerlendirmesi, öz değerlendirme, sınıf içinde ve dışında öz-yansıtma, öğrencilere sözlü ve yazılı geri bildirim sağlama ve iyi bir finalle sonuçlanma konularında aktif ve proaktif öğrenmeyi teşvik etmede başarılı olduğunu göstermektedir. Bir öğretim görevlisi sınırlı bilgisi nedeniyle değerlendirmeyi uygulayamamış, bazı öğretim görevlileri düşük başarılı öğrencileri nedeniyle başarısız olmuş ve geri bildirim vermeye zamanları olmamıştır.

Anahtar Kelimeler: Öğretim elemanı başarısı, öğretim elemanı başarısızlığı, değerlendirme, yabancı dil olarak İngilizce, yüksek öğretim.

1. Introduction

Assessment as learning comes to be a kind of alternatively formative classroom assessment of English as a second or foreign language teaching and learning programs, but

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the assessment as learning is not without problems in practice. Lee, Mak, and Yuan (2019) identified four problems of applying the assessment as learning in writing skills of English as a second or foreign language, namely “time constraints, teachers’ own insufficient knowledge and competence, students’ lack of readiness, and the lack of support from other colleagues.” Another problem is that English teachers get a low understanding of formative assessment, so they do not follow up their assessment results to modify their teaching and learning activities (Widiastuti and Saukah, 2017). Moreover, the teachers prioritize applying the assessment of learning as a traditionally summative assessment (Saefurrohman, 2017) rather than formative assessment (Oz, 2014). They prefer the assessment for learning to the assessment of learning, but the assessment as learning is their last preference to apply (Saefurrohman, 2015). They want to apply the assessment as learning to promote learning, but the governmental policy on classroom assessment does not support practices of the assessment as learning (Azis, 2015). English-as-a-foreign-language teachers do not apply the assessment as learning well even though the practices of the classroom assessment moved from the assessment of learning through the assessment for learning to the assessment as learning (Torrance, 2007).

Very little research focused on the assessment as learning in teaching and learning programs of English as a second or foreign language in higher education. Lee, Mak, and Yuan (2019) studied the assessment as learning in a teaching and learning program of English writing skills in elementary school. Saefurrohman (2015) investigated formative assessment for English as a second or foreign language in which the assessment as learning was put just as a bit of formative assessment. Some researchers studied feedback as an element of formative assessment for English as a second or foreign language and referred to the assessment as learning only in the literature review (Ismael in Al-Mahrooqi Coombe, Al-Maamari, and Thakur [eds.], 2017), the theoretical framework (Vattoy, 2020), only in the discussion (Ansyari, 2018), and only in the references (Azis, 2015). They did not investigate as the major topic the assessment as learning in programs of teaching and learning English as a foreign language. Other researchers researched into the central component of the assessment as learning, that is, self-regulated learning, but they did not mention the assessment as learning in their research (Oz, 2014; Burner, 2015; Mican and Medina, 2015; Purwanti, 2015; Wei, 2015; Wang, 2016; Huang, 2016; Saefurrohman, 2017; Ahmed and Abouabdelkader, 2018; Dewi, Marlina, dan Supriyono, 2019; Mbato and Cendra, 2019; Zainuddin, Habiburrahim, Muluk, and Keumala, 2019; Cho, Yough, and Levesque-Bristol, 2020; Nawas, 2020). Moreover, levels of education in which those researches of the assessment as learning in programs of teaching and learning English as a second or foreign language took place are early education (Britton, 2015), elementary school (Lee, Mak, and Yuan, 2019; Tante, 2018), and high school (Saefurrohman, 2015; Lee, 2017), not higher education. Therefore, there is a research gap of the assessment as learning in programs of teaching and learning English as a foreign language in higher education.

The paper aims to fill the gap to describe how English-as-a-foreign-language lecturers succeeded and failed to apply the assessment as learning in programs of teaching and learning English as a foreign language in higher education. The assessment as learning in programs of teaching and learning English as a foreign language in higher education are different in elementary, junior, and senior high schools. The assessment as learning guides university students to self-awareness of learning English as a foreign language, self-regulation of the

English-as-a-foreign-language learning process, English-as-a-foreign-language lifelong autonomous learning, and self-determination (Rodríguez-Gómez and Ibarra-Sáiz in Peris-Ortiz and Lindahl, 2015) to future workforces (Devece, Peris-Ortiz, Merigó, and Fuster in Peris-Ortiz and Lindahl, 2015). The assessment as learning in programs of teaching and learning English as a foreign language in elementary, junior, and senior high schools does not lead primarily the students directly to future workforces. Therefore, the research question is how do English-as-a-foreign-language lecturers succeed and fail to apply the assessment as learning in programs of teaching and learning English as a foreign language in higher education?

The paper argues that the assessment as learning in programs of teaching and learning English as a foreign language in higher education are successfully applied in some cases and are not in others. Several factors are involved in succeeding in applying the assessment as learning and in failing to apply it. They are related to the principal components of programs of teaching and learning English as a foreign language in higher education, namely lecturer, student, and technology. A lecturer is concerned with his/her knowledge of the assessment as learning, his/her skills to apply the assessment as learning, and his/her time availability to provide feedback. A student is concerned with low- and high-achieving types of students. Regarding technology, it is how technology supports English-as-a-foreign-language lecturers and students to apply the assessment as learning. These factors determine whether English-as-a-foreign-language lecturers and students succeed or fail to apply the assessment as learning in higher education.

Four main characteristics of the assessment as learning distinguished from the assessment of learning and the assessment for learning are purposes of assessment, roles of lecturer and student, intended people for assessment outcomes, and methods employed to collect information (Chong, 2017). The purposes of the assessment as learning are promoting “students’ self-reflection and metacognition about their learning” (Chong, 2017), self-monitoring, and self-correction or self-adjustment (Earl, 2003), developing their skills, habits, and capabilities of metacognitive thinking to be more independent learners and their own best assessors forever (Earl and Katz, 2006), nurturing a self-reflective culture, in which students always learn how to learn, what their next move to learn, and how to know when they achieve their learning goals (Mutch, 2012; Lam, 2016). Students play the role of active agents while lecturers teach self-regulated strategies, and outcomes of assessment-for-learning are for students first and lecturers second (Chong, 2017). Methods employed to collect information about student learning are qualitative and quantitative ones to advance students’ learning (Chong, 2017).

The critical component of the assessment as learning is students’ self-regulated learning which includes cognitive, metacognitive, behavioral, motivational, and emotional or affective aspects of learning (Panadero, 2017). Panadero then presents six models of self-regulated learning, which were proposed by Zimmerman; Boekaerts; Winne and Hadwin; Pintrich; Efklides; and Hadwin, Järvelä, and Miller, and the suitable models for university students are the models of Boekaerts, Pintrich, and Zimmerman that emphasize motivational and emotional facets of learning, that are self-efficacy and goal setting, to achieve the best grade point average. Boekaerts points how goal setting of a subject is directed by a student who then follows the well-being pathway or redirects his/her learning strategies from the

well-being pathway to the mastery/growth pathway (Panadero, 2017). Goal setting and self-efficacy are in the motivation/affect area, which is one of four areas of Pintrich's model of self-regulated learning. The process of goal setting and self-efficacy runs in four phases: (1) forethought, planning, and activation; (2) monitoring; (3) control; and (4) reaction and reflection (Pintrich in Boekaerts, Pintrich, and Zeidner, 2005). In Zimmerman's cyclical phases model of self-regulated learning, goal setting and self-efficacy go from forethought phase to performance phase and then self-reflection phase (Zimmerman and Moylan in Hacker, Dunlosky and Graesser, 2009).

Therefore, there are two criteria of success or failure of applying the assessment as learning, namely (1) active student to learn (Allal, 2019) dan (2) student's learning outcome (Earl and Katz, 2006) and certification, progress, and transfer (Archer, 2017). Allal says the goal of education is not self-regulated learning or co-regulated learning, but is active learning. In other words, the assessment as learning and self-regulated learning or, in Allal's term, co-regulation of learning, is a way to nurture a student to be an active learner, to keep learning. Here active learning is a dependent variable (Wilson, Pollock, and Hamman, 2007). Active learning associated with discovery skills includes "associating, questioning, observing, networking, and experimenting" (Ito, 2017) and also writing and sharing (Demirci and Akcaalan, 2020). Ito (2017) introduces a concept of proactive learning as "changes through action/actions" which is different from active learning meaning "involvement in activities." That is the first criterion of success and failure of applying the assessment as learning.

Wilson, Pollock, and Hamman, in their research (2007), also place active learning as an independent variable while learning outcome (for example, grade point average) as a dependent one. Active learning intends to get a better grade point average in a periodic time. This is relevant to the balance of serving all purposes of the three assessments: the assessment as learning, the assessment for learning, and the assessment of learning even though it is hard to meet the balance (Earl and Katz, 2006). A kind of balance is when a lecturer makes a summative decision about his/her students' learning outcome, certification, progress, and transfer as it usually happens at the end of programs of teaching and learning English as a foreign language. In the kind of balance, the assessment as learning and the assessment for learning promote students' learning in order to maximize their learning outcome, certification, progress, and transfer judged by a lecturer with the assessment of learning. The first criterion of success or failure of implementing the assessment as learning is whether or not lecturers' application of the assessment as learning advances students from passive to active learning to get better learning achievement or learning outcome, that is, of English-as-a-foreign-language programs at issue.

Programs of teaching and learning English as a foreign language in higher education aim to cause students to achieve proficiency of general and specific English in order to get a good job or continue their studies (Yildiz-Genc, 2011). To achieve the English proficiency means to have four essential language skills, that are reading, writing, speaking, and listening ones, and also languages skills for specific jobs. It is not easy to achieve high proficiency through programs of teaching and learning English as a foreign language in higher education because of external and internal obstacles. The external obstacles are large classes, a lack of teaching and learning resources, a lack of chance to directly communicate with English speakers (Chen and Goh, 2011; Wright and Zheng, 2016). The internal obstacles are students'

low motivation, lecturers' limited self-efficacy and teaching skills, a lack of interactive teaching, and traditional assessment (Chen and Goh, 2011; Wright and Zheng, 2016).

Dealing with programs of teaching and learning English as a foreign language in higher education, particularly in Indonesia since 1945 after the Indonesian independence day, students in the English departments (English Education Department and English Literature Department) and non-English Departments learn the English language in various subject names (Afriazi, 2000). In 1945—the 1970s of non-English Departments, Afriazi continues, the English subjects were complementary subjects; in the 1970s—the 1980s, to be general subjects; in the 1980s—the 1990s, to be generally basic and expertizing subjects. In the English Education and English Literature Departments, the English subjects deal with knowledge and skills of spoken and written English (for example, Advanced Listening, Advanced Reading, Essay Writing, Public Speaking), English linguistics, and English literature (for instance, Research Methods in English Language Teaching and Sociolinguistics) (Widiati, 2019).

2. Method

To identify which English-as-a-foreign-language lecturers of higher education institutions applied well the assessment as learning and then to describe how the lecturers succeeded and failed in applying the assessment as learning, the researchers employed the explanatory sequential mixed-methods. The type of mixed-methods had two steps of collecting and analyzing data, quantitative and qualitative data (Creswell, 2012). The first step was a survey that delivered a Google Form questionnaire as a tool to the respondents via email and WhatsApp to collect descriptive quantitative data of which lecturers were in the high, medium and low groups applying the assessment of learning, the assessment for learning, and the assessment as learning in programs of teaching and learning English as a foreign language. The variable of the survey was educational assessment application; the three dimensions were the assessment of learning, the assessment for learning, and the assessment as learning; and the nine subdimensions of Chong's (2017) modified conceptualization were purpose of assessment, role of lecturer, role of students, intended audience for assessment outcomes, methods used to gather information, knowledge view, philosophical underpinning, assessment reference, and time of assessment (Chong, 2017) (Table 1). The 4-point Likert-scale questionnaire (Strongly Agree, Agree, Disagree, Strongly Disagree) was designed from the modified conceptualization.

Table 1. Dimension, Subdimension, and Indicator of the Questionnaire

No.	Dimension	Subdimension	Indicator	No. Valid Item	No. Invalid Item
		Purpose assessment	of Determination of student final score	1	
			Certification of student achievement		2
		Role of lecturer	Test administrator	3	
		Role of students	Test takers	4	
		Intended audience	Government	5	

No.	Dimension	Subdimension	Indicator	No. Valid Item	No. Invalid Item		
1	Assessment of Learning	for assessment outcomes	Campus	6			
			Parent of student	7			
		Methods used to gather information	Test	8			
			Objective		9		
		Knowledge view	Observable		10		
			Measurable	11			
			Separated from humans	12			
		Philosophical underpinning	Control of student learning	13			
			Control of effectiveness of educational programs	14			
		Assessment reference	Criterion-referenced	15			
			Norm-referenced	16			
		Time of assessment	End of semester	17			
		2	Assessment for Learning	Purpose of assessment	Modification of instruction	18	
					Modification of learning	19	
Role of lecturer	Guiding students to make use of the assessment task			20			
	Making use of the assessment task to improve their learning			21			
Intended audience for assessment outcomes	Lecturer			22			
	Qualitative assessment method				23		
Methods used to gather information	Quantitative assessment method			24			
	Objective			9			
Knowledge view	Observable			10			
	Interpretative			25			
Philosophical underpinning	Communication between lecturer & students				26		
	Interpretation as a means to achieve mutually			27			
Assessment reference	Criterion-referenced			15			
	Norm-referenced			16			
Time of assessment	Middle of semester	28					
3	Assessment as Learning	Purpose of assessment	Promoting students' self-reflection about their learning	29			
			Promoting students' metacognition about their learning	30			
		Role of lecturer	Teaching self-assessment strategies	31			
			Providing feedback	32			
		Role of student	Suggesting		33		
			Active self-reflector	34			
		Intended audience for assessment outcomes	Active self-assessor	35			
			Students	36			
		Methods used to gather information	Qualitative assessment method		23		
			Quantitative assessment method	24			

No.	Dimension	Subdimension	Indicator	No. Valid Item	No. Invalid Item
		Knowledge view	Social construction		37
		Philosophical underpinning	Self-knowledge	38	
			Self-reflection	39	
			Relational autonomy	40	
		Assessment reference	Self-referenced	41	
		Time of assessment	When a student learns by himself/herself	42	
			When a student learns with a lecturer	43	
			When a student learns with his/her colleague	44	

Table 2. Reliability Test of the Questionnaire

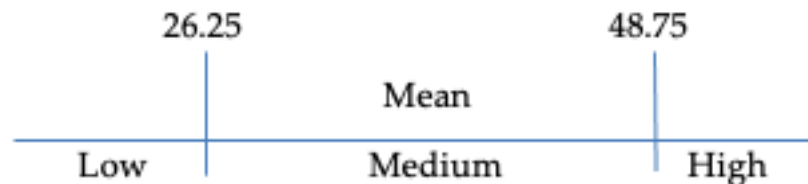
Cronbach's Alpha	N of Items
.880	37

The questionnaire was validated firstly in terms of content validity by reviews of five PhDs and one master on educational assessment and secondly in terms of empirical validity. Based on the reviews, the questionnaire was corrected, and the corrected one containing 44 items was empirically validated. The Statistical Package for the Social Sciences (SPSS) 18 data analysis using the Pearson Product Moment Correlation resulted in the 37 valid items ($r > 0.266$), and in comparison, the seven items were invalid ($r < 0.266$) and dropped. All these valid items were reliable (α coefficient: 0.880) (Table 2) to collect quantitative data from respondents. The research population was all English-as-a-foreign-language lecturers of higher education institutions in the Special Province of Yogyakarta. The purposive sampling technique was employed to determine 217 samples of lecturers that taught English as a foreign language in the departments. Indonesia had 4.621 private and state higher education institutions and 308.607 lecturers in all 34 provinces, while the Special Province of Yogyakarta had 138 private and state higher education institutions (2.99%), and 14,076 (4.56%) lecturers (Attamimi, 2019). The respondents of higher education lecturers in the Special Province of Yogyakarta responding to the Google Form valid and reliable questionnaire during March—June 2020 were only 57 lecturers. The quantitative data was collected from the respondents

The collected quantitative data of the dimension of the assessment as learning was classified with Azwar's (1993) formula (Table 3) into three levels: high, medium, and low. It was the data or scores of the assessment-as-learning application to be classified to describe how the lecturers succeeded and failed in applying the assessment as learning. The dimension of the assessment as learning of the 4-point Likert-scale questionnaire contained 15 items, and the highest score was 60 (4×15), and the lowest one was 15 (1×15), so the range was 45 ($60 - 15$). Each standard deviation of the six sigmas was $s = 45 : 6 = 7.5$, and the theoretical mean was $m = (60 + 15) : 2 = 37.5$. Therefore, the Azwar's (1993) formula resulted in three levels (high, medium, and low) of the assessment-as-learning application scores (Figure 1).

Table 3. The Azwar's Formula of Classification of Assessment-as-learning Application Scores

Classification	Formula
Low	$x \leq m - 1.5s$
Medium	$m - 1.5s < x \leq m + 1.5s$
High	$x > m + 1.5s$

**Figure 1.** Levels of the Assessment-as-Learning Application Scores

Then, the English-as-a-foreign-language lecturers in the high level of the assessment-as-learning application were interviewed as the second step of the explanatory sequential mixed-methods to collect qualitative data during July–August 2020. The lecturers represented the best group of applying the assessment as learning and were interviewed by phone due to the Covid-19 pandemic that limited face-to-face interviews. The audio interviews were recorded and then converted into transcripts. The collected qualitative data of transcripts were analyzed in six moves of (1) first cycle codes and coding, (2) second cycle coding: pattern codes, (3) jottings, (4) analytic memoing, (5) assertions and propositions, and (6) within-case and cross-case analysis (Miles, Huberman, and Saldana, 2014) to describe the success and failure of application of the assessment as learning in programs of teaching and learning the English as a foreign language.

4. Findings

The study delineated which English-as-a-foreign-language lecturers of higher education institutions in the Special Province of Yogyakarta, Indonesia applied the assessment as learning and then how the lecturers succeeded and failed in applying the assessment as learning. The lecturers applying the assessment as learning were classified with the Azwar's (1993) formula as shown in the Table 4. Six lecturers (10.5%) got less than or equal to 26.25, and they were at the low level. Most of them (40 or 70.2%) at the medium level got more than 26.25 and less than or equal to 48.75. Eleven lecturers (19.3%) got more than 48.75, and they were at the high level. The lecturers at the high-level group of the assessment-as-learning application were interpreted as the best English-as-a-foreign-language lecturers to use the assessment as learning. Their assessment-as-learning application means the most developed employment of the assessment as learning in programs of teaching and learning English as a foreign language. The lecturers were asked to interview to tell how they applied the assessment as learning in their classes, but only 8 of the 11 lecturers were willingly disposed to interview. The interviewed lecturers were called R (respondent) 1, R2, R3, R4, R5, R6, R7, and R8. The success and failure depended on lecturers' knowledge of the assessment as learning and his/her skills to apply the assessment as learning; his/her time

availability to provide feedback; low- and high-achieving types of students; and technology supporting English-as-a-foreign-language lecturers and students to apply the assessment as learning. The following section will describe how they successfully and failingly applied the assessment as learning.

Table 4. Classification of Lecturers in Applying the Assessment as Learning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low	6	10.5	10.5	10.5
	Medium	40	70.2	70.2	80.7
	High	11	19.3	19.3	100.0
	Total	57	100.0	100.0	

The Success of the Assessment-as-Learning Application

Two criteria of success and failure of how English-as-a-foreign-language lecturers applied the assessment as learning in higher education are (1) active and proactive learning and (2) students' learning outcome. Some English-as-a-foreign-language lecturers succeeded in applying the assessment as learning for some students and failed for some other students. However, other English-as-a-foreign-language lecturers failed in utilizing the assessment as learning. The first part describes the success, which is more dominant than the failure, and the second part explains the failure. The first success to promote active and proactive learning covers peer assessment in the classrooms, self-assessment, and self-reflection in and outside the classroom, feedback from lecturers, and no criteria compliance. The second success (good learning outcome) takes the form of competence or product that students achieve or produce. The lecturers' successful applications of the assessment as learning in higher education are as follows.

Students did orally and written peer assessments each other in the classrooms as their lecturers asked them. In the Speaking class, R5 told each student to practice speaking in front of the class, and other students assessed each one's skill of speaking and gave feedback to him/her in oral and written ways. In the Essay Writing class, R2 and R7 asked students to review their colleagues' essays with each other. Students in R2's Essay Writing class worked in pairs, and they changed their partners in every class meeting to review essays. In the review activity in which the students compared their essays with their colleagues' ones, every student received suggestions from their colleagues to revise his/her essay and also learned how to improve writing skills from their colleagues' good essays. R2, R5, and R7 successfully got students actively involved in the classroom to have peer assessment in oral and written ways and got lessons from their colleagues to upgrade their writing skills.

R5: "When, for example, a student presented his/her paper or practiced speaking in front of the class, ... the other students with instruments assessed his/her presentation or speaking performance. They did peer assessment and ... then discussed their classroom activities."

R2: "To learn to write an essay, students worked in pairs which changed in every class meeting. They said they received different meaningful suggestions from their different partners ... and also learned how to write better from their colleagues' essays they reviewed ... and compared their essay with their colleagues'."

R7: "In my class of Essay Writing, I asked students to read their colleagues' essays and to make comments on them each other. I read and also assessed them."

Furthermore, R1, R5, and R8 succeeded in promoting self-assessment, self-reflection, and the learning process in the classroom. R1's students reviewed their works and evaluated their learning process with their colleagues in the classroom. R5's students practiced speaking in front of the class and recorded it with a camera and they then outside the classroom watched their recorded video to do self-assessment and self-reflection on their speaking skill and learning process. In R5's experience, self-assessment and self-reflection were more effective than peer or lecturer assessment. R8 simply told his students to self-reflect on their presentation, mid-test results, and understanding of learning material. In classrooms, the students did self-assessment and self-reflection, and kept learning.

R1: "Students did self-review of their works and learning with their colleagues."

R5: "In my Speaking class, every student practiced speaking in front of the class, and another student with a camera recorded his/her speaking practice. After the class, they watched their video of speaking practice and did a self-assessment of their speaking skill. Self-assessment was more effective than peer assessment ... to identify their learning progress and improve their learning."

R8: "I just told students to do self-reflection on their presentation, mid-test result, and understanding of learning materials I taught."

Feedback is an essential element of the assessment as learning (Wanner and Palmer, 2018) to communicate between lecturers and students in a learning context. The English-as-a-foreign-language lecturers gave feedback to students. R5 considered qualitative feedback more meaningful than a quantitative one, that was a score of a student's work, because the score did not improve learning. At some time, the lecturer made a note based on a rubric for each student presenting his/her paper in front of the class. However, at another time, she gave feedback for each group of students that she created to classify students having a similar level of achieved competence. R2 gave written or oral feedback to students in the Essay Writing class. R7 also provided written feedback on students' report of project assignment and sometimes invited them to his office to show what students should revise. Some of his students revised the report very well, but some others did it inappropriately. R1 commented on students' works, while R6 used a technology tool to read students' essays and give feedback. Giving written and oral feedback to students, lecturers succeeded in applying the assessment as learning in some parts.

R5: "In my opinion, the important thing is feedback. The score is not meaningful if it does not improve learning. ... I gave feedback to improve students' learning. Sometimes, I gave general feedback to all students, but at another time when students presented papers, I made a note for each of them."

R2: "In my Essay Writing class, I always give written feedback only or written and oral feedback."

R7: "I wrote feedback on the students' project reports and invited students to my office to show their errors in the reports. Some of them revised the reports very well, but some others did them unbearably."

R1: "I wrote comments on students' works."

Outside the classroom, students proactively learned with the internet, discussed their learning with other students, and did self-assessment and self-reflection. R2's students who were left behind in learning and did not understand what the lecturer explained usually searched on the internet to learn what they did not know and understand. They also discussed it with other students. R4 encouraged students to be diligent in their pursuit of relevant information. R6 gave feedback on grammar in her writing class to students and asked them to correct grammar errors in their essays, and to give back their corrected essays to the lecturer. Some of R6's students with high academic competence followed the Essay Writing lecturer's feedback by searching and reading good essays by themselves in a much better way than the lecturer hoped. The lecturer taught how to be independent learners that did not depend on what the lecturer told and taught. R5 and R8 asked his students to write a self-reflection of learning and give it to the lecturer. Some English-as-a-foreign-language students were successful in being proactive learners outside the classroom.

R2: "Students that were left behind in learning or ignored what the lecturer taught commonly learned by themselves on the internet outside the classroom ... and after the class, they discussed it with other high achieving students. They worked the extra effort."

R4: "I motivated students to search for information and do self-assessment actively."

R6: "When students composed sentences in poor grammar, I wrote simple comments and told them to find out their grammar errors and correct them and give their corrected sentences to me. ... Some students with high academic competence did very well ... I wrote comments for their essays in early class meetings and asked them to learn by themselves by studying good essays. They did it in a much better way than I expected. ... They were independent learners ... did not depend on the lecturer."

R8: "I asked students to write self-reflection on learning on a piece of paper and submit it to me."

The subsequent success of applying the assessment as learning is no criteria compliance. R5's students did quizzes and assignments not only for getting grades but also for having knowledge and skills. R5 gave quizzes to students, and her students vigorously answered the quizzes and got scores even though the scores were not a component of the English-as-a-foreign-language subject's final grade. The students knew that the lecturer did not put the scores of the quizzes and specific assignments into the final grade, but they seriously took the quizzes and assignments to have more knowledge and skills. The lecturer underlined the fact that her students learned English not only for the sake of score, but also for the mastery of knowledge and skill. At the beginning of the lecture, the lecturer taught students awareness of the need for learning, not of criteria compliance.

R5: "When I gave quizzes to students, each of them took the quizzes vigorously and got a score though the score did not determine the final score. ... I told it to students that thought of learning and grading. Since the early meeting of the class, I made them be aware and understand that they learned not only for the sake of score, which reflected their knowledge and skills."

The second criterion of success of applying the assessment as learning in higher education is a good learning outcome. The simple learning outcome is the final grade that students attained. R6 said that some students' learning outcomes were outstanding; their attained English-as-a-foreign-language knowledge and skills after joining the R5's class were

much better than theirs at the beginning of the class. They followed up the lecturer's feedback by employing the assessment as learning with learning with the internet outside the classroom and got an excellent achievement.

R6: "I compared students' knowledge and skills at the beginning of the class with theirs at the end of the class. They significantly learned and developed their knowledge and skills by following what I asked them to do. ... Some of their gained knowledge and skills were very good beyond what I expected."

The Failure of the Assessment-as-Learning Application

The 8 English-as-a-foreign-language lecturers interviewed succeeded and also failed in applying the assessment as learning in some parts due to their view of the assessment as learning, students' competence, lecturers' time availability, and limited technology. R3 said that the classroom assessment she did was measuring and evaluating students' learning outcomes supporting completing relevant assignments. She viewed classroom assessment as a measurement and the assessment of learning, not for or as learning. She taught an assessment rubric and gave assignments to students, so they complied criteria that they had to achieve.

R3: "I tended to measure and evaluate students' learning outcomes supporting to finish assignments. ... I gave an assessment rubric and assignments to students, so they fulfilled criteria they should attain."

R6 failed to employ the assessment as learning when some of her students had low academic competence. She taught how to learn Essay Writing and how to search for exemplary essays and learn from them, and she made extra efforts to help them learn, but they did almost nothing. Their low academic competence was unable to do self-regulated learning of Essay Writing, and they needed her much help to learn. They learned to write an essay in a slower way than other students with high academic competence learned. The lecturer failed in applying the assessment as learning due to some students' low academic competence.

R6: "My students had varying levels of academic competence. Some of them with low competence made basic errors in writing an essay. ... I made extra efforts to help them to learn it, but they did not learn to write."

Lecturers did not always provide feedback on students' works and learning because the lecturers did not have enough time to do that. R6 was in a structural position on her campus, so she was too busy to give feedback to every student besides her many tasks. R6 got involved in many activities of her university, so she had limited time to provide feedback to each of her students. Therefore, they needed technological tools to organize their teaching task, including providing written or oral feedback to each of their students. A simple tool was helpful to R6 to examine students' works and provide written feedback. Otherwise, R7 doubted technological tools to examine, for example, students' projects of the English Course Book Analysis subject and provide feedback because students analyzed various books and referred to different theories, but R7 did not yet use a tool. R6 would employ another tool. Lecturers' time availability was limited, and they needed technological tools, but they did not yet use tools in an optimum way.

R6: "I was in a structural position and so busy to provide feedback to each student."

R5: "There were many university activities that I had to join, so I did not have enough time to provide feedback to each student."

R7: "I am not sure whether a technological tool precisely provides feedback to each student. I do not know whether a machine does it well."

5. Discussion

The research described how English-as-a-foreign-language lecturers in the high group (19.30%) succeeded and failed in applying the assessment as learning in programs of teaching and learning English as a foreign language in higher education. Some of the lecturers fulfilled the two criteria of success and failure that were (1) to promote active and proactive learning and (2) to result in good learning outcomes. Active learning was epitomized in peer assessment in the classroom, feedback from lecturers, and no criteria compliance. In contrast, proactive learning was in self-assessment and self-reflection in and outside the classroom. An excellent learning outcome is in students' good final grade. Meanwhile, the lecturers' failures in applying the assessment as learning were due to lecturers' limited knowledge of classroom assessment and time constraint, students' low academic competence, and limited technological tools. The following paragraphs discuss the successes and failures.

Each of the English-as-a-foreign-language lecturers succeeded in applying some, not all, characteristics of the assessment as learning, partly due to the lecturers' assessment literacy, especially assessment-as-learning literacy. R2, R4, R5, R6, and R8 designed the assessment to make students proactively learning outside the classroom. R5 taught students that their study did not comply with criteria and did not mean to get just a grade, but to learn. Unfortunately, R3 did not understand the assessment as learning. Assessment literacy of English-as-a-foreign-language lecturers in higher education—and also of lecturers in general—is low and, therefore, needs to be developed as for school teachers, because their assessment literacy supports them to improve professional competence (Lee, Mak, and Yuan, 2019; DeLuca, LaPointe-McEwan, and Luhanga, 2016; DeLuca, LaPointe-McEwan, and Luhanga, 2015; Vogt and Tsagari, 2014; Scarino, 2013). Low assessment illiteracy decreases the quality of education (Popham, 2009). There is a lack of research on English-as-a-foreign-language teachers' assessment literacy (Yastibas and Takkac, 2018), but language assessment literacy attracts researchers' much attention (Alderson, Brunfaut, and Harding, 2017). Once again, English-as-a-foreign-language lecturers' and teachers' assessment literacy, specifically assessment-as-learning literacy, in non-English speaking countries need to improve to increase the quality of programs of teaching and learning English as a foreign language.

University students in the English-as-a-foreign-language classes gave feedback to each other in peer assessment, and lecturers also often provided feedback to students. Feedback to promote and improve learning must be meaningful and helpful (Wei and Llosa, 2015). Furthermore, Wanner and Palmer (2017) propose four changes in feedback: (1) from unilateral to co-constructed; from monologue to dialogue, (2) from a single source to multiple sources, (3) from individualistic to collectivist, and (4) from unitary items to the curriculum. A lecturer is not a single source to provide feedback to a student, but a lecturer and students in a class become collective feedback providers in a dialogic way. Feedback, according to Wanner and Palmer, should be systematically designed in the curriculum to maximize the learning process and outcome. It is not only feedback but also the assessment as learning, the assessment for learning, and the assessment of learning that should be systematically designed into curriculum or teaching and learning system.

Application of the assessment as learning proved to result in the English-as-a-foreign-language university students' good final grade as other researches (for instance, Black, and Wiliam, 1998; Hickey, Taasooobshirazi, and Cross, 2012; Hay, Tinning, and Engstrom, 2015) show. The research did not discover that the students with excellent learning outcome got high scores of large-scale or high-stake assessment such as Test of English as a Foreign Language (TOEFL), International English Language Testing System (IELTS) and Pearson Tests of English (PTE). Earl and Katz (2006) tell the relation between the classroom and large-scale assessment because the large-scale assessment yields system-level information and complements classroom one, but Earl and Katz do not tell other kinds of the relation. What is paid considerable attention is the close relation between classroom assessment and self-regulated learning (Brandmo, Panadero, and Hpfenbeck, 2020) and the loose relation between theories of assessment and theories of learning (Baird, Andrich, Hopfenbeck, and Stobart, 2017).

Regarding what R6 called students with low academic competence, they can be low achieving students with low metacognition, low self-efficacy, and low-level learning strategies (DiFrancesca, Nietfeld, and Cao, 2015). Therefore, DiFrancesca et al. suggest lecturers firstly identify which students have high and low metacognitive awareness and self-efficacy and then do remediation to improve self-regulation and learning. The identification and remediation need to do because a class usually consists of various students with a chromatic range of low-to-high achieving abilities, and the class has the same goals which the students should achieve at the end of a specific period. Otherwise, Bai and Wang (2020) convey that students' growth mindset plays a more critical role than self-efficacy and intrinsic value to develop a self-regulated learning strategy. The two researchers also think of socio-cultural context variables. It needs to find out what variables, and how, underpin self-regulated learning and the assessment as learning.

Concerning the problem of lecturers' no time to provide feedback sometimes, the assessment as learning takes much time and energy (Black, 1993; Dolin, Black, Harlen, and Tiberghien, 2018; Lee, Mak, and Yuan, 2019) and calls for technology to solve the problem. Deeley (2018) asserts that many technologies help university lecturers to provide feedback to students. Deeley investigated three types of technology: Mahara, Echo360 System and Google Glass, and Camtasia, but these cannot provide automatic dialogic feedback on students' learning. Now lecturers—and all people—hope for the best problem-solver of providing the automatic feedback, that is, artificial intelligence (Pikhart, 2020). Moreover, Pikhart proposes how artificial intelligence supports language teaching and learning programs. It seems artificial intelligence shows considerable promises to support human life, including to apply the assessment as learning well.

6. Conclusion and Suggestion

Two surprising research findings in the success and failure of English-as-a-foreign-language lecturers' application of the assessment as learning in higher education are how the lecturers promote active learning in the classrooms and proactive learning outside the classrooms and no criteria compliance. High-achieving students were actively engaged in the classrooms, not to get marks or grades, but to learn English-as-a-foreign-language knowledge and skills. The students completed assignments, tasks, and peered assessment within the

classrooms and did self-reflection, searched and learned many things outside the classrooms according to their lecturers' feedback to achieve learning objectives and outcomes. However, low-achieving students run their learning activities in and outside the classroom at a lower speed than their colleagues, and lecturers and high-achieving students need to support low-achieving ones.

The two findings and others of the success and failure contribute to the application and development of the assessment as learning in programs of teaching and learning English as a foreign language in higher education. Applying the assessment as learning successfully in the programs involves factors of self-regulated learning, self-assessment, self-reflection, peer assessment, feedback, no criteria compliance, active and proactive learning, low- and high-achieving students, growth-mindset, metacognition, self-efficacy, lecturer's time availability, assessment literacy, large-scale assessment, technology, and artificial intelligence. Teaching and learning English as a foreign language in higher education mean teaching and learning language skills and knowledge, because students learn reading, listening, writing, speaking, and translating skills, linguistics, literature, and teaching methodology. The description of English-as-a-foreign-language lecturers' application of the assessment as learning in higher education enhances the assessment as learning and programs of teaching and learning English as a foreign language.

Limitations of the research are at least the small sample size of lecturers and the lecturer's one-sided perspective on the assessment as learning. The respondents who answered the questionnaire are only 57 English-as-a-foreign-language lecturers of higher education institutions in the Special Province of Yogyakarta, Indonesia. The data collection and analysis take the lecturer's point of view. Another limitation is that the research results are participants' self-reports. Therefore, future researches need to get the enormous sample size across countries and explore English-as-a-foreign-language student's perspective on the assessment as learning. Quality of feedback, self-assessment, peer assessment, the assessment as learning for low- and high-achieving students, and artificial intelligence for the assessment as learning also need to investigate.

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