



Paradigm Shift of Online English Language Platforms as Standardized Assessment Systems

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Monitoring mechanisms are critical to the success of online English language learning programs, particularly where self-directed learning poses challenges to maintaining quality outcomes. This conceptual article introduces a paradigm shift in online language learning by proposing a standardized assessment framework to monitor learners' progress. Through a theoretical analysis of existing online learning models, the article integrates insights from both humanistic technology and linguistic performance metrics to develop a new monitoring system. The proposed framework ensures consistent evaluation of learners' knowledge, skills, and behaviors, tailored to the specific demands of online environments. The implications of this approach suggest that by incorporating standardized monitoring can significantly enhance learner engagement, accountability, and proficiency in online English platforms, thereby improving the overall quality of distance learning experiences.

Keywords: online platform, language assessment, online English learning, monitoring, higher education.

INTRODUCTION

The shift to the New Normal Era following the pandemic necessitates the development of thoughtful “post-pandemic pedagogies” in English Language Teaching (ELT), particularly for online learning. The abrupt transition to online instruction during the pandemic posed significant challenges for both teachers and students, many of whom were unprepared for such a shift (Zhang & Wu, 2022). This era signifies a transformation in how people live, work, learn, and interact driven by the pandemic's impact. It entails adapting to new circumstances, especially in education, where delivery methods and engagement have evolved in response to health, safety, and technological advancements. The term “new normal,” as defined by the Urban Dictionary (2009), refers to the state that emerges following a significant change, replacing the previously accepted or habitual conditions.

In other words, the challenges we currently face have necessitated a shift in educational settings, particularly in post-pandemic pedagogies, toward e-learning via compatible online language platforms. Post-pandemic pedagogies emphasize the reshaping and optimization of educational approaches, especially within online or hybrid learning environments. These pedagogies may involve the adaptation of new technologies, the implementation of innovative teaching methods, enhanced student support systems, and strategies tailored to the evolving educational landscape. However, criticisms of online learning in ELT, particularly during the pandemic, highlight the misuse of technology. This includes a predominantly unidirectional learning process from teachers to students, often centered around task assignment without providing clear and measurable assessments. Such assessments are frequently limited to objective questions (Gautam, 2021; Mukhtar et al., 2020; Maatuk et al., 2021).

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The integration of technology in education has transformed the paradigm of language teaching and learning from traditional face-to-face methods to digital platforms. This significant shift compels policymakers to reconsider and re-evaluate the methods and approaches used in educational practices, particularly in higher education's ELT. The authors emphasize monitoring as the central focus of this discussion, defining it as a key aspect of the paradigm shift in online English language platforms – from older, more limited functionalities to newer, more comprehensive ones. Traditionally, these platforms were restricted to hosting learning materials and facilitating quizzes, exams, and assignments (Sensuse et al., 2017). However, the authors contend that such functionalities are now insufficient for enhancing the effectiveness of online English language platforms in the current educational landscape. Consequently, the effectiveness of e-learning technologies has become a critical factor in selecting and utilizing these tools.

The authors discuss a shift in monitoring, drawing on a report by the Southeast Asian Ministers of Education Organization, Innovation, and Technology (SEAMEO INNOTECH, 2015). The report highlights a deliberate transition from Assessment of Learning (AoL) to Assessment for Learning (AfL) and Assessment as Learning (AaL) across ten countries, including Indonesia. These reforms aim to establish holistic assessment systems that integrate assessment directly into the teaching and learning process, incorporating strategies such as peer and self-assessment (p. 34).

Hence, based on the aforementioned statements, the authors observed that the previous paradigm of monitoring in ELT primarily emphasized traditional in-class observations, periodic assessments, and teacher-centric evaluations (see Brown et al., 2009; Brown et al., 2011; Berry, 2011; Brown & Gao, 2015; Fulmer et al., 2017). This approach primarily involved:

1. Teacher-Centric Observations: Monitoring was predominantly teacher-driven with educators observing students' performance and comprehension during classroom activities, relying heavily on their personal judgment and evaluations.

2. Periodic Assessments: Assessments were sporadically, focusing on specific milestones or exams to gauge student performance at predetermined intervals, such as mid-term or final examinations.

3. Limited Technological Integration: Technology played a minimal role, if any, in monitoring student progress. Learning and assessment were predominantly paper-based or dependent on face-to-face interactions.

4. Static Learning Environment: The learning environment was confined to physical classrooms, restricting opportunities for diverse learning experiences beyond the traditional classroom setting.

In contrast, the new paradigm in post-pandemic pedagogies has introduced significant shifts in monitoring approaches within ELT (see Colak & Glendinning, 2021; Puad & Ashton, 2021; Alobaid, 2020):

1. Technology-Integrated Monitoring: There is an increased reliance on technology-assisted learning platforms, allowing for continuous monitoring through digital tools, real-time assessments, and data-driven insights into student progress.

2. Individualized and Continuous Assessment: Emphasis has shifted toward continuous assessment and feedback, replacing periodic evaluations. Teachers employ diverse methods to continuously track and support individual student development.

3. Flexible Learning Environments: ELT has expanded beyond traditional classrooms, with hybrid or fully online models offering flexibility, allowing students to learn from various locations and access a wider range of resources.

4. Student-Centric Approaches: The focus has shifted toward student-centered learning, promoting active participation, collaboration, and self-directed learning. Monitoring now includes empowering students to self-assess and reflect on their own progress.

5. Adaptive Teaching Strategies: Teachers now dynamically adjust their methodologies based on real-time monitoring data, providing personalized learning experiences tailored to students' individual needs.

Overall, the new paradigm emphasizes the integration of technology, continuous and personalized assessment, flexibility in learning environments, and a shift towards student-centered approaches. This represents a more dynamic, adaptable, and inclusive framework for monitoring in ELT compared to older, more traditional methods.

Moreover, Zhou & Zhang (2022) define online language learning as the process by which students acquire a language online, supported by various technological tools. They elaborate on measuring its effectiveness, emphasizing that it is primarily gauged through student achievement. Improvements in students' language proficiency or skills serve as confirmation of this effectiveness (p. 2). The correlation between student achievement and the assessment process is particularly evident in online English learning environments. However, addressing the methodology for assessment and evaluation in online classes raises a critical question: "What platforms are available for conducting assessment and evaluation, particularly in online English classes?" The authors emphasize that the primary concern in transitioning to online English language learning is the quality of learning outcomes, specifically the lack of well-structured and widely disseminated benchmarks, which presents a significant challenge.

Certainly, despite the clear advantages of online language learning, both teachers and students continue to encounter several challenges (Zhou & Zhang, 2022). For instance, during the EdTech Workshop held on October 23, 2023, at the Department of Cooperatives for Small, Medium Enterprises, Trade, and Industry in Cirebon City, educators expressed their concerns regarding students' learning outcomes in online English learning. The workshop was centered on the theme "Introduction to Online English Learning through the 'Elingway' Digital Platform in Post-Pandemic Pedagogies." Participants included English teachers from both Senior High Schools and Vocational Schools in Cirebon City and Regency. Among the educators, a recurring concern emerged: uncertainty regarding whether students' assignment results authentically reflect their competencies. The primary issue revolves around the assessment of online learning quality as evidenced by their inquiries, including, "How can we ensure the credibility of submitted tasks or assignments and effectively assess students' responses?"

Acknowledging the inevitability of online learning, the teachers collectively emphasized the urgency for the advancement of e-learning tools that meet assessment requirements. This situation highlights the necessity for specifically tailored tools within online English language platforms to facilitate effective English learning. Despite these advancements, there remains an ongoing quest to identify the most impactful e-learning tools within the ELT context. The subsequent inquiry focuses on two crucial aspects: "Which e-learning tools effectively facilitate the assessment of English language learning?" and "Which online English language platform is equipped for comprehensive language learning assessment?"

Martyushev et al. (2021) explore the use of communication and educational management platforms such as Zoom, Moodle, Google, and others. The selection of these platforms is contingent upon the educational institution's technical and financial capabilities, teachers' preferences, and the requirements for facilitating lessons and related tasks. In educational settings, the adoption of e-learning tools by numerous universities significantly involves integrating these tools into their online learning infrastructure, often through proprietary Learning Management Systems (LMS), with platforms like Moodle frequently serving as the foundation. However, a persistent challenge persists due to the lack of essential personal interactions among students, as well as between students and teachers (Somayeh et al., 2016). Hence, a crucial discussion emerges regarding how online English language platforms can align with standardization, presenting a substantial and relevant issue that warrants thorough examination.

The authors identify three primary challenges associated with selecting online English language platforms: technical, operational, and substantive.

While technical and operational obstacles can often be resolved with relative ease once identified, substantive issues are notably more complex as they are closely linked to paradigm shifts. Kuhn's concept of "paradigm shift" (1970) refers to a periodic and dramatic transformation, akin to a sudden revolution in perspective. Such shifts are generally perceived as jarring. This article aims to identify the substantive challenges and highlight critical factors related to the incorporation of online English language platforms in higher education. The authors will demonstrate how prioritizing monitoring mechanisms within these platforms empowers educators to effectively drive a transition toward a more efficient and standardized assessment system. Implementing abrupt changes in the online English language learning process—particularly regarding the direction of specific online platforms—often leads to conflicts and may result in uncontrollable situations. Such circumstances can indicate a crisis, requiring significant financial resources and incurring high implementation costs. Nevertheless, it is essential to transition from the traditional usage of online English language platforms to a new paradigm that functions as a standardized assessment system.

Consequently, the research question arising from this context is: How can the paradigm shift towards a standardized monitoring mechanism within online English language platforms address the substantive challenges of assessment and evaluation in higher education, while minimizing conflicts and enhancing the quality of learning outcomes? This inquiry seeks to explore the integration of monitoring mechanisms within online platforms, addressing the complex and transformative challenges associated with adopting such systems for English language learning. It focuses on strategies to overcome substantive obstacles, manage potential conflicts, and ensure a seamless transition toward improved assessment practices and enhanced learning quality.

METHODS

For explaining a conceptual article, aligned with theory development and synthesis—such as theoretical elaboration, literature review, concept mapping, or comparative analysis of theories—were most appropriate. In addressing the article's aim of identifying substantive issues in incorporating online English language platforms in higher education and illustrating how prioritizing monitoring mechanisms empowered teachers to establish a more efficient assessment system, a literature review served as an effective method. A comprehensive review of the literature (see Fig. 1) identified substantive challenges and critical factors relevant to online English language platforms in higher education. It explored existing research on platform adoption, the challenges educators faced, and the factors influencing successful implementation.

This review established a foundation for understanding the complexities and opportunities associated with these platforms. To deliver a credible and justified explanation of the issue, the arguments presented in this conceptual article were not derived from empirical data in the traditional sense but were retrieved from various databases. These arguments involved the assimilation and integration of evidence in the form of pre-existing concepts and theories ([Hirschheim, 2008](#)). In essence, the article focused on the concept of monitoring as it related to language assessment in online language learning, particularly within English Language Teaching (ELT). The primary objective was to explore how these monitoring concepts could enhance the quality of language assessments in online education, ensuring more effective learning outcomes.

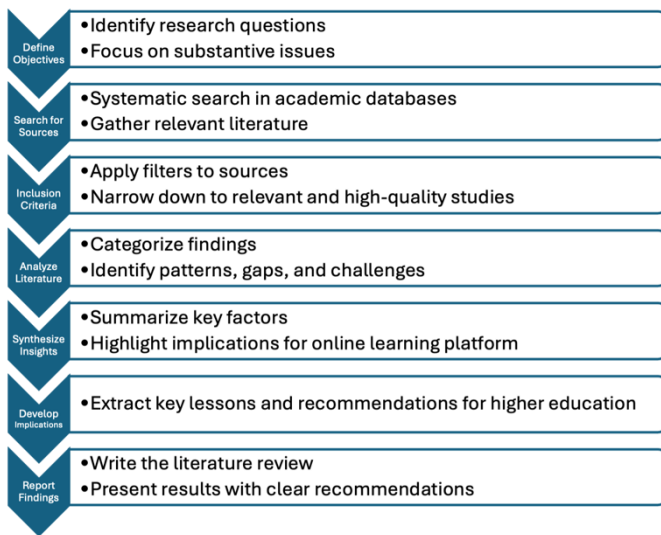


Figure 1. Comprehensive Review Flowchart

RESULTS AND DISCUSSION

Applying the monitoring ideas in online English learning highlights the challenges and strategies that emerge in the online language learning and teaching context. [Choi & Chung \(2021\)](#) explored strategies employed by English as a foreign language (EFL) instructor with limited experience in online teaching to create a sustainable and authentic technology-mediated learning environments. They examined how these instructors motivated language learners to actively engage in sustainable language development and use. Their findings revealed that online language teaching presents numerous challenges for both teachers and students. These challenges include the absence platforms that facilitate authentic language interactions, the difficulty in monitoring individual student progress and assignments, and a general lack of student motivation to engage in virtual environments. The complexity of managing these challenges requires instructors to adopt innovative approaches to foster participation and to track learning outcomes effectively in a less structured online setting.

Based on this case, the authors acknowledged that the concept of the monitoring mechanism presented in this paper could offer valuable solutions to enhance the effectiveness of online English learning. The statement underscores the importance of prioritizing monitoring mechanisms within online English language platforms to empower teachers. This emphasis suggests that these mechanisms are integral to strengthening the role and influence of educators in digital learning environments by addressing two pivotal aspects: the integration of monitoring and the Challenges to successful monitoring. The article highlights how effective monitoring mechanisms can ensure the success and effectiveness of the selected online English language platforms in educational settings. These mechanisms not only allow for real-time tracking of student progress but also provide educators with data-driven insights that can inform adaptive teaching strategies. Additionally, such mechanisms can address existing challenges by offering continuous assessment, ensuring accountability, and creating a more engaging learning environment that enhances student motivation and outcomes.

Integration of Monitoring

The authors suggest that by emphasizing monitoring mechanisms, teachers can significantly contribute to a shift, likely toward a more efficient and standardized assessment system. This implies that the authors view monitoring mechanisms as pivotal in driving positive changes in how assessments are conducted within the context of online English language learning. The shift described refers to the optimization of assessment processes, making them more streamlined, effective and consistent. This perspective suggests that online English language platforms offer an opportunity to enhance assessment practices by improving their efficiency and reliability. [Huda & Eiten \(2022\)](#) state that the effectiveness of online English as a Foreign Language (EFL) courses depends largely on the careful selection of appropriate technology. Their findings further suggest that the monitoring of EFL courses requires a distinct approach compared to other subjects. Additionally, they emphasize that EFL teachers should be empowered and actively involved in the decision-making process regarding central monitoring and feedback systems. Thus, this article aims to provide an in-depth exploration of challenges related to the integration of online English language platforms in higher education, with particular emphasis on the role of monitoring mechanisms in empowering teachers. By focusing on monitoring, the article highlights how teachers can drive a positive transformation in the assessment system, promoting greater efficiency and standardization in the online learning environment.

Examining the substantive challenges and critical factors associated with incorporating online English language platforms in higher education reveals a complex landscape that requires careful consideration. First, the authors introduce the concept of an online English language platform as a standardized assessment system, incorporating a monitoring mechanism rooted in assessment and evaluation. The practical implementation of monitoring in online English language learning serves as a reference point for an e-learning paradigm shift aimed at establishing a standardized assessment system. The essence of assessment and evaluation theory lies in understanding the concept of monitoring through the establishment of benchmarks. These benchmarks provide a structured framework for evaluating student performance and progress in a digital learning environment.

[Secolsky & Denison \(2018\)](#) highlight a critical distinction between assessment and evaluation. While these terms are often used interchangeably by many universities ([Mislevy, 2018](#)), they serve different purposes. Assessment involves the collection, analysis, and interpretation of data related to specific issues or outcomes. It focuses on measuring and understanding student performance or other targeted metrics. Conversely, evaluation seeks to determine the overall value and effectiveness of something, typically at the program or institutional level. Evaluation may incorporate assessment findings to make informed decisions about the quality and success of a program, with the goal of improving or validating its effectiveness.

To truly comprehend the monitoring process, the authors emphasize the distinction between assessment and evaluation, as these terms play distinct roles in monitoring learning success. Monitoring begins with a series of assessments and ultimately leads to an evaluation. The distinction is critical: while evaluation involves decision-making based on the learning outcomes of a program over a defined period, it inherently depends on assessments. Assessment serves as the foundation for evaluation, providing the necessary data to inform and guide evaluative decisions. Therefore, understanding assessment procedures is essential before engaging in the evaluation of an English language learning program, as it directly influences the accuracy and effectiveness of the final evaluation.

Second, the authors highlight the significant hurdles and essential considerations that must be addressed when integrating online English language platforms into higher education. The statement identifies both substantive challenges and critical factors relevant to this integration process. Substantive challenges may include technological barriers, resistance to adopting new methods, and concerns regarding the overall effectiveness of online tools in achieving desired learning outcomes. Critical factors, on the other hand, refer to key elements that determine the success or failure of such integration. These factors might include the design and usability of the platforms, the level of support and training provided to educators, the technology's adaptability to various learning styles, and its alignment with overarching educational goals ([Colak & Glendinning, 2021](#)). Addressing both challenges and critical factors is essential for ensuring that online English language platforms effectively support the learning process in higher education contexts.

These considerations serve as a comprehensive framework, linking substantive challenges and critical factors to guide the integration of online English language platforms in higher education. The authors outline five key facets –policy, definition, responsibilities and roles, procedures, and resources –as a strategic roadmap for institutions to navigate challenges, define effective platforms, and ensure successful adoption and sustained use.

The following explains each facet:

1. **Policy:** Establishing clear guidelines and directives is essential to guide the integration of digital platforms into English language learning within educational institutions. These policies should address institutional goals, compliance with educational standards, and the broader integration of digital tools into the learning ecosystem.
2. **Definition:** Defining the criteria and characteristics of an effective digital platform for online English language learning is necessary. This involves setting benchmarks for functionality, user engagement, adaptability to different teaching methods, and alignment with educational objectives.
3. **Responsibilities and Roles:** The successful adoption of digital platforms requires the clear allocation and delineation of responsibilities among stakeholders. Teachers, administrators, technical staff, and students need clearly defined roles in using and supporting the digital platforms to ensure smooth integration and active engagement.
4. **Procedures:** Implementing standardized procedures and methodologies is crucial for ensuring that digital platforms are used effectively within the English language learning framework. This includes creating protocols for training, regular assessments, and continuous platform evaluation to maintain high standards of learning.
5. **Resources:** Adequate resources must be committed to the adoption and ongoing use of the online English language platform. This includes financial investment, technological infrastructure, professional development for educators, and ongoing technical support to sustain the platform's effectiveness in enhancing language learning outcomes.

These factors serve as the foundation for fostering collaborative efforts among stakeholders in the ELT context. Formulating policies involves clearly defining the identity of compatible digital platforms that align with educational goals. Challenges often arise when distributing responsibilities and roles among stakeholders, as it requires coordinated efforts and clear communication. Following standardized procedures is essential for the successful integration of these platforms into the learning process.

Additionally, a strong commitment to allocating resources both financial and technical—is vital to ensure effective implementation and sustained success in the adoption of digital platforms. Drawing on these considerations, recent studies by [Li \(2021\)](#) and [Tang \(2021\)](#) offer valuable insights into the practical implications of integrating online English language platforms in higher education. Li's study, which utilized questionnaires, data analysis, and case studies, indicates that students generally found online English learning platforms beneficial for their studies.

However, Tang presents a contrasting viewpoint, noting that during the pandemic, some universities observed a lack of student initiative, resulting in low learning efficiency. This issue was further compounded by students struggling to manage their study time effectively and feeling overwhelmed by the demands of online education. To address these challenges, universities must analyze these issues to enhance the application of online learning models, striving for standardized and more effective online learning experiences while simultaneously monitoring learning success and rectifying existing problems.

Finally, the authors contend that monitoring mechanisms serve as the eyes and ears of educators, allowing them to track students' performance, identify areas of strength and weakness, and facilitate timely interventions. This real-time insight into individual student progress is particularly invaluable in the context of micro-evaluation, where the focus shifts to assessing and grading each student's language proficiency. As [Bachman \(1990\)](#) and [Bachman & Palmer \(1996, cited in Schoonen, 2011\)](#) assert, the evaluation of language skills involves multifaceted tasks, including selection, placement, diagnosis, and progress assessment, and grading. According to [Bachman \(1981, in Bachman, 1990\)](#), the overarching goal is to provide decision-making information within the learning process, which can be categorized into two types: decisions regarding individual students (micro-evaluation) and decisions concerning the overall program (macro-evaluation).

In the intricate process of micro-evaluation, monitoring mechanisms seamlessly align with the criteria outlined by language assessment scholars, namely: selection, screening, placement, prognosis, diagnosis, research, program evaluation, accountability, and achievement. The continuous feedback provided by monitoring tools not only facilitates ongoing assessment but also aids educators in grading students based on their evolving language proficiency. Providing relevant feedback is a crucial element in the success of every EFL course. The adequacy of feedback is determined not only by the grammatical accuracy but also by how the approach is perceived by both teachers and the students ([Huda & Eiten, 2022](#)). This dynamic approach to progress and grading ensures that evaluations are not static, allowing for adjustments and interventions tailored to the unique needs of each learner. In essence, the integration of monitoring mechanisms into the evaluation

process reinforces a personalized and effective online English language learning experience, where assessments align closely with the evolving language skills of individual students.

Moreover, [Huda and Eiten \(2022\)](#) identified that the monitoring system was significantly impactful in various domains, including the assurance of teaching quality and the enhancement of the teaching-learning process within English as a Foreign Language (EFL) classes, as reported by the educators. According to the findings, a substantial majority of teachers (exceeding 70% in both instances) expressed support for the existing monitoring and feedback system. However, they recommended that both the objectives and monitoring criteria be redefined and updated to better align with current educational needs.

[Shenoy et al. \(2020\)](#) offer valuable insights into the concept of monitoring by linking it to technological tools designed to track students' skill development or progress in specific learning areas. They reference specialized tools utilized in the United States, such as the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and Curriculum-Based Measurement (easyCBM), which are particularly in assessing language proficiency and literacy skills in English.

DIBELS primarily evaluates children's development literacy skills essential for reading in English. In contrast, easyCBM, as explained by Deno (2003) and [Keller-Margulis, Shapiro, & Hintze \(2008\)](#), functions as a curriculum-based measure that assesses students' mastery of skills pertinent to their grade level. Originally designed for universal screening and ongoing progress monitoring throughout the academic year, easyCBM captures incremental changes in performance over time.

The authors draw a parallel between these tools and the contextual understanding of monitoring, positing that the concept as operationalized in practice closely aligns with its practical interpretation. Consequently, the authors assert that monitoring mechanisms fulfill several critical functions:

1. **Progress Tracking:** Monitoring enables educators to systematically track both individual and collective progress in English language acquisition. This involves the meticulous observation of students' comprehension, application, and advancement of language skills over time.
2. **Identifying Learning Gaps:** Through continuous observation, educators can discern specific areas where students encounter challenges or require additional support. This identification facilitates the tailoring of instructional methods or interventions to address targeted gaps in English language proficiency.

3. **Assessment of Learning Strategies:** Educators can evaluate the efficacy of various English learning strategies implemented for individual learners or the class at large. Such assessments are instrumental in refining pedagogical approaches to better align with students' diverse learning needs.

4. **Formative Feedback:** Ongoing monitoring empowers educators to deliver timely and constructive feedback. This feedback is vital for assisting students in recognizing their strengths, weaknesses, and areas requiring further development in language acquisition.

5. **Adjusting Teaching Methods:** Based on the insights gained from monitoring outcomes, educators can adapt their instructional methodologies, materials, or pacing to optimize learning outcomes for their students.

6. **Student Engagement:** Monitoring facilitates the assessment and enhancement of student engagement levels during English language teaching (ELT) sessions. This process is crucial for fostering an interactive and participatory learning environment, which is essential for effective language instruction.

The monitoring mechanism frequently encompasses a range of techniques, including classroom observations, both formative and summative assessments, quizzes, student-teacher interactions, peer evaluations, and the integration of technology-assisted learning platforms. Ultimately, the primary objective of monitoring within ELT is to facilitate effective language acquisition by proactively evaluating and addressing students' learning needs and progress. This comprehensive approach ensures that instruction is responsive to the diverse requirements of learners, thereby enhancing the overall educational experience.

Li (2022) emphasizes the substantial impact of monitoring on the quality of learning, proposing a model that encompasses several key aspects. Firstly, it is imperative to establish a clear learning goal to ensure that the learning trajectory aligns with the intended objectives. Secondly, quality standards must be defined for various components of the learning process. Given that learning consists of multiple interconnected stages, it is crucial to ensure that each phase meets the established standards. Li advocates for a comprehensive and continuous monitoring system that encompasses all dimensions of learning quality. Such a system facilitates improvement toward the set goals, addresses identified deficiencies, and fosters efficient, high-quality learning experiences. The authors underscore the necessity for online English language platforms to integrate monitoring mechanisms that prioritize humanistic technology and language-driven performance. Our argument highlights the crisis stemming from the abrupt shift to online learning, emphasizing the importance of addressing substantive considerations rather than merely focusing on technical aspects during this transition.

Integrating monitoring into an online English language platform necessitates the incorporation of humanistic technology mechanisms and linguistically driven performance to oversee and enhance the learning experience. The authors articulate that a humanistic technology mechanism involves embedding elements within the platform that prioritize the human experience of learning. This approach encompasses designing features that are user-friendly, interactive, and responsive to individual needs. For instance, personalized feedback mechanisms, empathetic communication tools, and adaptive learning paths can be implemented to effectively engage learners.

This concept resonates with Humanism Learning Theory, which posits that meaningful learning encompasses four key features: (1) engaging the whole person—cognitively and emotionally—in learning activities; (2) fostering learners' initiative to explore and discover driven by their inherent desires; (3) promoting the holistic development of learners' behavior, attitudes, and personalities; and (4) enabling learners to assess the attainability of their learning goals (Nye, 2000). The authors propose several principles that are often associated with humanistic technology mechanisms in the context of ELT:

1. **User-Centred Design in ELT:** This principle emphasizes the importance of designing online platforms and tools that address the specific needs and learning styles of English language learners. This may involve incorporating adaptive learning features, personalized content, and intuitive interfaces that cater to varying proficiency levels (Santoso et al. 2021; MoEC, 2015; MoEC, 2017).

2. **Ethical Considerations in ELT Technology:** It is essential to ensure that online learning tools and platforms in ELT prioritize the privacy of learners' data, uphold autonomy in learning choices, and respect cultural sensitivities in content delivery (Colak & Glendinning, 2021).

3. **Accessibility and Inclusivity in ELT Technology:** This principle advocates for the creation of ELT platforms that are accessible to all learners, including those with disabilities. This can be achieved by implementing features such as screen readers, subtitles, and alternative navigation options that accommodate diverse learners (Alobaid, 2020).

4. **Empathy in ELT Platform Design:** Understanding the emotions and challenges faced by English language learners, particularly in an online environment, is critical. Developing tools that foster engagement, motivation, and a supportive learning atmosphere is essential for effective learning (Wang et al. 2023).

5. **Sustainability in ELT Technology:** This principle calls for adoption eco-friendly practices in the development and deployment of ELT technology, aiming to reduce environmental impact. For example, promoting the use of digital materials over printed resources can contribute to sustainability ([Brown, 2024](#)).

6. **Continuous Improvement and Feedback in ELT Platforms:** Encouraging ongoing feedback from learners and educators is vital for enhancing ELT tools, content, and methodologies. This principle fosters an environment of continuous improvement, ensuring that the tools remain effective and relevant ([Huda & Eiten, 2022](#)).

7. **Cultural Sensitivity in ELT Tools:** Acknowledging the diverse cultural backgrounds of language learners is crucial. Ensuring that the content and examples used in ELT platforms are culturally sensitive and inclusive helps avoid biases or stereotypes ([Idrus & Sohid, 2023](#)).

The integration of monitoring mechanisms is closely aligned with these principles, as it facilitates tailored user experiences, ethical data usage, and support for diverse learners. Together, these principles—along with a commitment to continuous improvement and cultural sensitivity—contribute to the development of more effective, inclusive, and engaging English Language Teaching (ELT) platforms. The feedback-driven nature of monitoring mechanisms ensures that technology in ELT remains responsive and supportive, thereby fostering an environment of ongoing enhancement in language education. This alignment not only improves individual learning outcomes but also enriches the overall educational experience for all learners.

The authors define linguistic-driven performance as the application of language or linguistic elements to enhance or improve various aspects of performance across different domains. This concept often involves leveraging linguistic techniques and understanding language patterns to achieve superior outcomes. Linguistic-driven performance specifically pertains to the language-specific aspects or proficiency demonstrated by an individual within each context. In the realm of online English language learning platforms, this term may signify a focus on the linguistic capabilities and achievements of students, encompassing their language comprehension, communication skills, vocabulary, grammar, and overall language proficiency as manifested within the online learning environment ([Tao et al., 2020](#)). Educators employ linguistic-driven approaches to enhance learning experiences, which may include tailoring teaching methods to accommodate diverse learning styles, incorporating language-rich activities, and adapting materials for improved comprehension. By integrating these approaches, the platform can effectively monitor students' progress, provide personalized support, and offer insights into linguistic performance, thereby enhancing the overall effectiveness of online English language learning.

This comprehensive strategy not only facilitates individual learner development but also promotes a more engaging and responsive educational experience.

The authors emphasize the importance of monitoring success in online English language learning by closely observing students' linguistic behavior throughout their learning journey. By employing a humanistic technology mechanism and focusing on linguistic-driven performance within this monitoring framework, the approach seeks to establish a standardized and systematic assessment system on the online English language platform. This integration not only facilitates the tracking of student progress but also enhances the overall learning experience by providing tailored support and feedback, ultimately contributing to more effective language acquisition and proficiency development.

Challenges to Successful Monitoring

[Li \(2022\)](#) highlights the evolution of online English language learning in universities, emphasizing the critical role of quality assurance in English education. Citing the work of Xiong and Ling (2010), he underscores that this quality must adhere to scientific principles, which encompass achievement, process, and continuous development. To maintain high-quality online English language learning, it is essential to integrate emerging innovations and advancements into its framework. However, this endeavor presents several challenges that must be addressed to ensure effective monitoring and assessment.

The authors identify a critical issue concerning the oversight and administration of institutions offering English language programs. This highlights a significant challenge that requires attention and resolution in the context of managing educational institutions that provide English language-related courses or programs, particularly in the New Normal Era. As educational landscapes evolve due to advancements in technology and shifts in pedagogical approaches, institutions must navigate various complexities to ensure effective program delivery and quality assurance.

In contemporary education, the monitoring abilities of teachers are of paramount importance. According to Akbari and Allvar (2010, as cited in [Nik Hashim et al., 2014](#)), effective monitoring of student progress extends beyond mere adherence to syllabi and instructional strategies; it is essential for ensuring student advancement and achieving learning outcomes. The authors define learning outcomes as the knowledge, skills, and competencies that students are expected to acquire by the end of a course or program. Monitoring student progress enables educators to assess whether these intended outcomes are being met. It provides a framework for evaluating students' adherence to the established standards and goals of the curriculum.

This process also allows teachers to transition into the role of digital learning support facilitators, emphasizing the provision of formative feedback and the enhancement of the overall learning experience. Regular monitoring facilitates the early identification of students who may be experiencing academic challenges or falling behind in their studies. With timely interventions, educators can offer additional support, resources, or alternative learning opportunities to mitigate further difficulties. Furthermore, teachers can provide formative feedback that guides students in identifying areas for improvement while reinforcing their strengths. This feedback loop is instrumental in supporting students throughout their learning journey and contributes to their continuous improvement and development.

Despite the increasing significance of monitoring mechanisms in online English language platforms, several challenges hinder their effective implementation. A critical factor in this regard is the need to carefully evaluate the readiness of these platforms, alongside proactively anticipating potential barriers that may arise. The depiction of seven barriers, adapted from [Mungania \(2003\)](#), elucidates these challenges as follows:

1. **Personal Barriers:** These encompass issues related to time management, language proficiency, and individual attitudes toward e-learning. Such barriers can affect learners' motivation and engagement in online environments.
2. **Learning Style Barriers:** Different learners have varied study preferences and learning styles, which can influence their interaction with online platforms. The lack of adaptability to diverse learning styles may hinder effective learning outcomes.
3. **Situational Barriers:** Factors such as the duration of learning sessions and external distractions or interruptions can significantly impact the learning experience. Situational barriers can detract from students' focus and commitment to their studies.
4. **Organizational Barriers:** These include issues related to organizational culture, insufficient time allocated for study, interpersonal barriers among stakeholders, limited availability of online courses, registration challenges, lack of awareness about available resources, and failure to involve all relevant parties in the planning and decision-making processes.
5. **Technological Barriers:** Challenges related to the quality of Learning Management Systems (LMS), connectivity issues, inadequate training for users, navigation difficulties, limited technical support, data loss, and problems associated with data transfer can severely hinder the functionality and usability of online platforms.
6. **Content Barriers:** These barriers encompass misaligned student expectations regarding lessons, the relevance of the content to learners' needs, the specificity of content, poor quality of educational materials, and deficiencies in scoring and evaluation systems.

7. **Instructional Barriers:** This category includes limitations such as the lack of progress reports and constructive feedback, inadequate student engagement strategies, subpar instructional design, limited reference materials, access and navigation challenges, insufficient use of multimedia resources, inconsistent instructional quality, information overload, lack of instructor presence or interaction, and poor coordination among instructional elements.

To effectively address the aforementioned barriers, the strategic integration of monitoring mechanisms becomes crucial. These monitoring tools can systematically track learners' progress, adapt to diverse learning styles, and deliver real-time feedback, thereby overcoming personal, situational, organizational, technological, content, and instructional challenges. By leveraging monitoring mechanisms, educators can promptly identify potential challenges faced by learners, enabling them to tailor interventions to meet individual needs. This proactive approach fosters a more responsive and effective online English language learning environment, enhancing student engagement and facilitating personalized learning experiences. In essence, monitoring mechanisms function as a dynamic solution to mitigate these barriers, ultimately contributing to the overall success of online English language learning platforms. By establishing a framework for continuous assessment and feedback, educators can create a supportive learning atmosphere that promotes student achievement and fosters a culture of ongoing improvement in language proficiency.

CONCLUSION

The digital transformation of education offers both significant opportunities and challenges for language teachers, requiring a reconceptualization of online English language learning environments. As educators adapt to this paradigm shift, the integration of robust monitoring mechanisms becomes imperative. These mechanisms must be not only user-friendly but also meticulously aligned with pedagogical objectives, ensuring a more streamlined and effective assessment process.

The adoption of online English platforms in higher education highlights the pressing need for standardized assessment systems and a shift in pedagogical approaches. Prioritizing monitoring enables educators to address the complexities of diverse teaching practices more effectively, fostering a more equitable and personalized learning environment. Through systematic monitoring, educators can provide timely feedback and implement targeted interventions, thereby enhancing student engagement and learning outcomes.

Additionally, the integration of humanistic technology with linguistics-driven performance fosters continuous improvement in teaching methodologies.

This transformation cultivates a dynamic and inclusive educational landscape where assessment practices are closely aligned with learning objectives. Ultimately, the incorporation these mechanisms can drive a paradigm shift in (ELT, promoting greater standardization, efficiency, and student-centered learning in higher education. Such a deliberate approach holds the potential to revolutionize online language learning and significantly enhance the quality of education in ELT.

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