

THE PERSPECTIVE ON AUDIOTORY LEARNERS' ASSESSMENT-FOR-LEARNING FOR EFFECTIVE TEACHING IN HIGHER EDUCATION

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Abstract: This study looked into how students felt about assessment-for-learning when it came to improving their speaking fluency. the research sample consisted of twenty unismuh makassar students enrolled in the fourth semester. the sample consisted of twenty students. purposive sampling was employed to gather the sample. the study's conclusions show that unismuh makassar students in their fourth semester think it is advantageous to use an assessment-for-learning technique in their classroom settings. the overwhelming majority of students think assessment-for-learning improves their capacity to learn new material, motivation, and participation in class. this conviction is held by educators and learners alike. most students also believe that employing assessment as a learning technique can raise their level of satisfaction and make the teaching. the study also discovered that the largest obstacle for students was connection of the lesson because they were auditory learners. discussions also included the study's ramifications and suggested research directions.

Keywords: *Assessment-for-learning, Speaking Fluency, Public Speaking, Perceptions, EFL Students*

INTRODUCTION.

Several facets of education are changing right now. The function of teaching approaches is highlighted as a growing challenge of modern society as a result of such changes. Students are therefore expected to be more active, modern, independent, and able to come up with original answers to common problems. The classroom arrangements, as well as the subject matter, instructional resources, and skills to be learned, have also undergone adjustments..(Junior 2020). The development of the times demands changes in all aspects except in education. Education must be able to adapt itself to Implementation of Assessment of, for, and As Learning at Muhammadiyah University of Makassar. Education must be able to prepare students to be capable facing the times. Learning Activities that are part of Education is said to be successful when there is a positive change in behaviour learners. This positive change in behaviour shows the success of education quality. The indicator of the success of a learning is the existence of output quality, and in accordance with the needs of the times.

Today's teaching methods are overwhelmingly teacher- centered, linguistically oriented, and reliant on college courses or textbooks. On-campus English lecturers frequently employ conversation, reading, presentations, and memorization among other methods. However, because it does not use a two-sided teaching method, this strategy is ineffective and does not enhance pupils' speaking ability. Consequently, students have

trouble communicating in English more successfully. Given that new approaches to assessment require time and resources, designing new or modifying current assessment approaches must be justified. Evidence suggests that many current educational practices, especially formative assessments, do not prompt learners to engage in effective (Brydges et al. 2022). Additionally, several classes, in the observations and opinions of analysts particularly the fourth-semester English public speaking class, continue to use one-sided instruction or the lecturer merely provides broad feedback to all of the students in the class. Some of the kids in the class were confused as a result of this reaction because it did not always correspond with their opinions. However, teachers have a duty to consistently excite and inspire their pupils, as well as give them the skills and information needed to overcome challenges and reach their full potential (Meador, 2019). This is also one of the driving forces for the researcher's decision to conduct this study, the outcomes of which she hopes will improve the teaching environment.

In order to identify a method that is suited for students' speaking fluency in the fourth semester of Universitas Muhammadiyah Makassar, the researcher would like to investigate the students' perspectives on Assessment-for-Learning as a learning technique. The issues that were previously highlighted will serve as the foundation for this inquiry. Assessment has a critical influence on student learning, increasing effort, motivation, and engagement further stated that teacher AfL literacy is "the knowledge and skills to make highly contextualized, (Yokoyama and Miwa 2021), consistent, and trustworthy assessment decisions, to guide learning and teaching, and to successfully support both students' and teachers' professional learning" (p. 58). Furthermore, Black and Wiliam (1998) and Hattie (2008) found that training instructors in assessment methods, particularly the use of assessment for learning (AfL) methodologies, is the most efficient way to improve students' outcomes. Numerous research that emphasize how important teacher AfL literacy is in improving student outcomes also corroborate this 1.1 Assessment for learning The design of an assessment model of communicative competence in the school context requires prior reflection related to the dimension assessment model, first, and an assessment of communicative competence, second. Our research started with a reflection on which assessment model for learning was the most appropriate for incorporating communicative competence assessment in the primary education classroom. Assessment for learning is considered an assessment that fosters students' learning, (Torres-Gordillo, Guzmán-Simón, and García-Ortiz 2020). Numerous research that emphasize how important teacher AfL literacy is in improving student outcomes further bolster this. Additionally, formative assessment, as defined by Brown in his book, is the evaluation of students while they are still developing their competencies and skills with the goal of promoting their growth. This is done to give them the assistance they need to progress their growth. The transmission of appropriate performance evaluation by the teacher and integration of that evaluation by the students, with an eye on the continuation of learning outcomes, are fundamental to the construction of such perspectives (or

formation). In order for the comments to be most helpful, it should be offered with the recipient's future education in mind. Additionally, it will enable teachers to continuously provide feedback, allowing them to early recognize at-risk children, track students' development, and finally modify their training in light of the knowledge they have gained from this process. As a result, English teachers should think about evaluation as a way to engage students in both teaching and learning activities. Therefore, English teachers should think of evaluation as both a mechanism for starting and incorporating students in teaching and learning activities, as well as a step or help for starting and including students in those activities. In other words, English teachers ought to consider evaluation in each of these contexts. In other words, individuals who instruct English as a second language should assess using both of these methods.

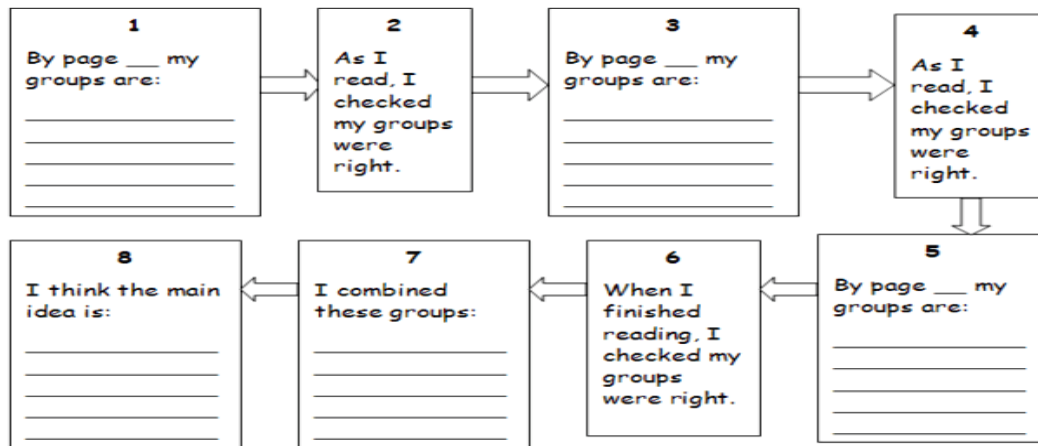
Because of this, English teachers should see evaluation as both a method for involving students in teaching and learning activities and a step or aid in doing so. In other words, in each of these situations, English teachers should think about evaluation. In other words, teachers of English as a second language should evaluate students using both of these techniques.

As a result, the researcher developed the following formulation for the study question: What do students think of using evaluation as a learning tool? This study will examine students' attitudes toward the use of assessment-for-learning to increase speaking fluency.

Literature Review

The assessment of any ESP learning process has two main reasons: assessment can be used as constructive (Rus 2019), feedback to support learning acquisition and also as a quantifiable measure of competence. For engineering students, assessment can be a motivational tool, in order to get them involved in their own language acquisition. The following information, which was compiled from a variety of sources, presents an overview of the research on assessment-for-learning and its effects on students. The researcher discovered further studies similar to this one: Effective mathematics classroom assessment: discusses specific outcomes in the study program Before to the assessment activity, discuss anticipated outcomes and evaluation criteria with the students. uses a range of assessment techniques to collect data before, during, and after instruction to show that students have learned what has been taught. gives pupils regular feedback that is detailed ensures that students are able to explain their learning progress, achievements, and next steps. educates teachers and offers perception that may be utilized to change instruction. The following figure illustrates how the assessment progressed: Identifying a text's core theme, for instance. Students must go through the following steps in order to determine a text's core concept. While they read, students: assemble information that seems to be crucial to the content. Verify that their groupings remain the appropriate ones. Students form new groups if their current ones aren't working. Continue to add information to their groups while ensuring that both the groups and the details contained

therein are correct. After finishing their reading, students: Verify that all of their groupings and the information contained in them are accurate. To establish the core idea, combine the groups. Asking pupils to create their own flow charts can help you gauge their understanding.



One of the best ways to help the students comprehend what will be reviewed is to establish the assessment criteria with them. Working with students to design rubrics and other evaluation tools is a good way to help students get an understanding of what makes for high-quality work or performance. With the help of this, students can more clearly grasp where they are now, where they aspire to be, and how to close the accomplishment gap. This does not necessarily mean that each student creates their own evaluation criteria. The standards and qualities of the understandings that teachers want students to learn are important to assist pupils identify.

Working with them as a class to define what excellent work looks like is a second option to meaningfully involve students in the creation of evaluations. What distinguishes strong work from weak work? What performance standards do they consider crucial? Does everyone know what to do to achieve the desired results? It takes time for pupils to become involved in this way, so teachers may need to motivate them to make valuable contributions. Ismail and Tini are participating in the first (2020) SMA 1 Alla-Enrekang study on The Effect of Formative Assessment on Students Grades in English Learning. These assessments have a big impact on what students learn and how teachers provide feedback to pupils. The instructor can benefit from formative evaluation by being able to anticipate variances in students' comprehension levels.

The data that follows, which has been compiled from a variety of sources, presents the results of the study that has been done on assessment-for-learning and the effect that it has on pupils. The researcher discovered other studies that were similar to this one: Ismail and Tini are in the first (2020) Examining formative assessment outcomes at SMA 1 Alla-Enrekang, The Effect of Formative Assessment on Students Grades in Learning English. These evaluations significantly influence what students learn and how the teacher gives feedback to the students. Formative evaluation can also help the teacher in the process of foreseeing differences in students' comprehension levels.

The data that follows, which has been compiled from a variety of sources, presents the results of the study that has been done on assessment-for-learning and the effect that it has on pupils. The researcher discovered other studies that were similar to this one:

The first, Ismail and Tini (2020) *The Effect of formative Assessment on Students grades in learning English* examines the results of formative assessments at SMA 1 Alla-Enrekang. These assessments have a big impact on the improvement of what students learn and how the teacher provides feedback towards the students. In addition, the teacher can be assisted by formative assessment in the process of anticipating disparities in students' levels of comprehension.

The second, a research which is made by The design of an assessment model of communicative competence in the school context requires prior reflection related to the dimension assessment model, first, and an assessment of communicative competence, second (Torres-Gordillo et al. 2020) *Co-constructed rubrics and assessment for learning: The influence on the mentalities and writing abilities of learners in middle school*. The purpose of this study was to evaluate the effect that co-constructed rubrics have on L2 learners' writing abilities as well as their attitudes toward the writing process. In addition to that, it looked at the use of co-constructed rubrics as a learning and assessment tool. This tool helps provide feedback that is helpful to learning and the development of writing competencies, therefore it was investigated. During the post-writing evaluation, the mean average for the intervention class increased significantly, whereas the mean average for the comparison class decreased, although the change was not statistically significant. There were noticeable improvements in the dynamics of the classroom, as well as elevated levels of participation and engagement among the students. As a method of evaluating the students' growth and fostering a sense of ownership among them, the findings are presented in the form of jointly developed rubrics.

Dietz (2020), *Using the Teaching/Learning Cycle, Assessment for Learning, and Talk, Read, Talk, Write Strategies to Improve Text Cohesion and Noun Phrase Expansion: A Case Study of a Long-Term English Language Learner*, is the third. This study's main goal is to determine the efficacy of the teaching-learning cycle, which includes a variety of learning assessments as well as the "talking, reading, discussing, and writing" method.

The primary concern of this research is to investigate whether or not the teaching-learning cycle, which incorporates many forms of assessment for learning as well as the technique of "talking, reading, discussing, and writing," is effective. By pushing himself beyond his initial response, the participant in the case study was able to improve his overall knowledge of how to produce a cohesive text and increase the amount of time he could spend writing. It involves the capacity to separate and classify the components of a problem in order to comprehend the significant components, how these components can be related to one another, how causes and consequences are connected, and what the underlying causes are for these interactions. (Chonkaew (Wijaya et al. 2023), *The Effect of Assessment for Learning on Students' Performance in English for Specific Purposes*, is the fourth. *Pre-Medical Students at Khartoum University: A Case Study from Sudan*. This

study's goal is to look into the impact of evaluation for learning on the academic performance of a group of Sudanese pre-medical students taking English for Specific Purposes (ESP). Additionally, the study looks into the opinions and feelings of students on the evaluation procedure mentioned above, it is clear from the students' comments that they are eager to participate in this kind of examination. The study comes to a close with a number of recommendations and ideas that are intended to enhance the effectiveness of evaluation for learning practice in a setting similar to that of Sudanese.

The fifth study is titled Al-Fadl (2018) Assessment for Learning Grammar versus Assessment of Learning Grammar for Male Students in the Preparatory Year. In this study, an attempt is made to evaluate whether or not the assessment-for-learning strategy is beneficial in the process of learning grammar. This study was carried out in order to determine whether or not this technique is useful. According to the findings of the study, planning for the assessment of learning English grammar leads well to better results in student learning, particularly with regard to abilities that are related to English grammar.

The sixth, The design of an assessment model of communicative competence in the school context requires prior reflection related to the dimension assessment model, first, and an assessment of communicative competence, second To create a classroom environment that increases students' Although there were many evaluations used, the teachers largely relied on formal assessments, using student-involved assessments less frequently. (Yan, Zhang, and Cheng 2021), learning goal orientation, proposed instructional strategies from three dimensions: “task,” (Yokoyama and Miwa 2021) Cherry Zin, Using a Needs-Based Professional Development Program to Enhance Pre Service Teacher Assessment for Learning Literacy. This research investigates the use of a needs-based professional development (PD) program as a means to improve the assessment for learning (AfL) literacy of student support teachers in order to fill this void. One of the teacher training institutes in Myanmar designed a needs-based AfL literacy program utilizing design-based research methodology. This program was implemented at one of the schools. A total of 335 PSTs were asked to self-evaluate their level of AfL literacy before and after taking part in the program using a survey instrument, including 30 PSTs in the intervention group and 305 PSTs in the cohort group. According to the finding of the study, PSTs raised their AfL literacy following the PD program, which was one effect of the program on their AfL literacy. The results' implications for the design and execution of the needs-based PD program are examined. The this study deals with result of survey, the vast majority of students believe that assessment-for-learning enhances their desire, ability to acquire new content, and involvement in class. Students and educators both share this conviction. The majority of students also think that using assessment as a learning strategy can increase their level of satisfaction and improve instruction. Like others, we define SRL as a strategic process whereby learners monitor and control aspects of their cognition, motivation, behaviour, and environment in service of achieving their learning goals. (Brydges et al. 2022)

METHOD. The Design of the Study

As the research is keen to understand students AFL during the course of the investigation, the researcher utilized a qualitative model. In order to get a better understanding of the viewpoints held by students on assessment-for-learning, a set of questionnaires was developed. The questions were segmented into five distinct indicators: the degree of difficulty, the student's level of mastery of the material, satisfaction, motivation, and level of activity. The students have been encouraged to indicate in their responses to the questionnaire whether they Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), or Strongly Disagree (SD) with the assertions that are being made. Students can also indicate that they are neutral.

Table 1. likert Scale by Mairi et al 2017

Point Value	Explanation	Average Score
5	Strongly Agree	4,01-5,00
4	Agree	3,01-4,00
3	Neutral	2,01-3,00
2	Disagree	1,01-2,00
1	Strongly Disagree	0,00-1,00

The SPSS for Windows Release 25.00 program was used for the aim of performing an analysis on the data that was gleaned from the questionnaire. The statistical procedure that was utilized in order to provide an example of the arithmetic mean (x) and standard deviation (SD.)

Participants

In light of the preceding statement, the purpose of this investigation was to research the perspective on assessment-for-learning as a means to improve speaking fluency among EFL students. As a result, the researcher started handing out questionnaires to the students who had participated in the assessment-for-learning approach, focusing particularly on the English Public Speaking subject. Twenty students from the English Education Department took part in this investigation out of the total number of students who were invited to take part. The purpose of this study was to see how the AFL affected EFL students' English speaking performance and their perception. This study also looked into the strategies and approaches for implementing mobile learning through the WPP. This research used qualitative approach. The pre- and post- tests were conducted to answer the first research question. Pre- and post-tests were conducted using the assessment and its rubrics, including grammatical structure and accuracy, punctuation, vocabulary, and cohesion and coherence.(Sun and Asmawi 2023)

Procedure and Tasks

For the first stage, The researcher looked through the English Education Department at Muhammadiyah Universities of Makassar in search of a course that utilized an assessment-for-learning Approach. After that, the researcher discovered a class in the

English Department that had twenty students in it. For the second stage, The lecturer was approached for permission to perform a research study in his class by the researcher. The researcher distributed the questionnaire and provided instructions to the students after obtaining permission. The final step involved gathering the students' completed questionnaires from the researcher. After collecting the data, the researcher made an effort to analyse the questionnaire's responses from the pupils. Although there is a growing body of literature comparing the relative effectiveness of various assessment methods, it has not before been examined from the viewpoint of the student which methods are chosen for rating success in experiential learning courses. It is crucial to consider how students view assessments because it may have an impact on their learning process and academic success (Melo et al. 2022)

FINDINGS

The satisfaction sector of the students' perspectives on the Assessment-for-learning approach had the most significant or highest mean score (4,11), while the activeness sector had the lowest mean score. The students' perspectives on the Assessment-for-learning approach were divided into two categories: (3,32). In addition, it was found that the students have a rather excellent score in the areas of mastery of the material that was taught (3,96), motivation (3,91), and ease of use (3,32).



Figure 1 : Students view on Assessment for Learning Result

It was discovered through the analysis of the responses to the questionnaires that the students have favourable opinions towards the assessment-for-learning methodology. The vast majority of students (4) were of the opinion that the assessment-for-learning approach was an effective method in terms of Ease, The ability to learn, the drive to be active, and the level of activity. In addition, the vast majority of the students strongly agreed (SA) that the assessment-for-learning strategy allows them to have a high level of contentment. In point of fact, the average perspective of the students on Assessment-for-learning at UNISMUH MAKASSAR is 3.78 (A) for the ease of use, 3.96 (A) for the mastery of the

courses, 4.11 (SA) for their level of satisfaction, 3.91 (A) for their level of motivation, and 3.32 (A) for their level of activeness.

DISCUSSION AND CONCLUSION

The perspective of the students on the assessment-for-learning approach

The main aim of this study is to investigate university students' AFL to have readiness to adopt the result and the challenges they face in adopting meaningful learning. T(Chung E., N., and Mathew V. N. 2020)

The questionnaire contained a total of twenty questions, each of which was subdivided into one of five different categories, including Ease, Mastery of Lessons, Satisfaction, Motivation, and Activeness. In the sections that follow, we will examine these five signs in further detail :

First, Easiness. This element included the view of the students, which was connected to their comprehension of the material covered in class. Using these signs, the researcher attempted to evaluate the students' levels of comprehension regarding the topics covered in class. The responses of the pupils, based on the aforementioned statement regarding Easiness, yielded a total of 3,78. The vast majority of students were of the opinion that the implementation of an assessment-for-learning strategy made it much simpler for students to comprehend the teaching and learning process.

Second, the mastery of lessons. After applying Assessment-for-learning, the researcher made an effort to understand how the students felt they were doing in terms of acquiring the material covered in the classes. The responses of the students to the question concerning whether or not they had mastered the material yielded a score of 3.96. The majority of the students felt the same way, indicating that assessment-for-learning was beneficial to them in terms of understanding the material.

Third, satisfaction. This indicator's goal was to determine how satisfied students were with the overall teaching and learning process. The responses given by the students in response to the question regarding Satisfaction had a result of 4,11. The vast majority of the students highly agreed, which indicated that Assessment-for-learning was a technique that the students found fun.

Fourth, motivation. The purpose of this indicator was to determine whether or not the students were motivated to learn during the teaching and learning process. The responses of the pupils to the question concerning their Motivation resulted in a score of 3.91. The overwhelming majority of students felt the same way, which indicated that assessment-for-learning helped students remain motivated throughout the teaching and learning process.

Fifth, activeness. During the process of teaching and learning, this indicator looked for active participation from the students, such as asking questions, providing answers, or attending class. The responses of the pupils to the question concerning their Motivation yielded a score of 3.32. According to the questionnaires that were discussed earlier, the

vast majority of the students held the same opinion, which indicates that assessment-for-learning led to an increase in the students' participation in the class.

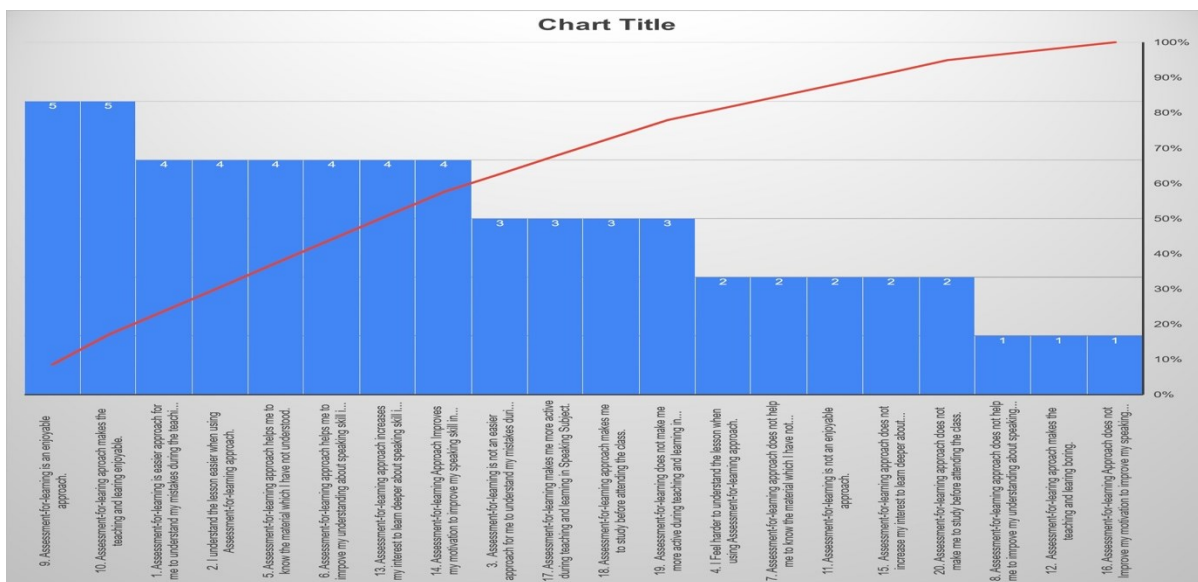


Figure 2. Students respond of assessment as learning

Chart above stated that students agreed that Assessment-for-learning, the data above demonstrates that this had a positive effect on them, especially in terms of how easy it was for them to learn (3,78), how well they understood the concepts they were learning (3,96), how motivated they were to study (3,91), and how actively they were learning (3,32). Additionally, the majority of students firmly believed that the Assessment-for-Learning technique gave them a sense of accomplishment throughout the teaching and learning process. Based on the findings of the questionnaires mentioned earlier in this paragraph, the researcher came to the conclusion that assessment-for-learning is a technique that is advantageous for students in addition to other forms of assessment.

CONCLUSION

Learning is about human achievement. Students are at the heart of learning (Lecturer n.d.) all learning can be regarded as student-centred (sadly not all teaching is student-centred!). For achievement to be recognised. The research was conducted with the intention of determining the fourth-semester students at Unismuh Makassar's perspectives on the Assessment-for-learning system. Questionnaires were the sole instrument that were utilized in this study. Meanwhile, the findings of a poll that was conducted among students showed that the vast majority of them thought it was beneficial for their education to have a way to assess their learning. Most students agree that assessment for learning has a beneficial influence on their ability to acquire new material quickly, their motivation, and their level of commitment to the subject they are enrolled in. Additionally, the vast majority of students have come to the awareness that included evaluation in the learning process can improve their overall experience with instruction and education by increasing

their level of satisfaction with it. Based on the current study results, findings, it is concluded that AFL platform proved to be a perfect formative assessment tool in learning in the classroom revealing many advantages can facilitates fun interactive informed discussions between students and lecturer, allows accurate immediate feedback. AFL succeeded in inducing students’ engagement, motivation, and satisfaction in formative assessments as well as in learning sessions.(Kalleney 2020). Similarly, based on self-reported measures off our learning styles [53], we asked respondents to choose the description of the learning style they identified with the most (or the least). S2 Fig indicates that theoretical learners characterized for thinking sequentially and using logic for problem-solving had the highest representation of respondents (41%). The reflective (24%), on the other hand, based their learning on data gathering and analysis. The pragmatic students (16%) prefer dynamic discussions and easily posit ideas and put them into practice. Lastly, active learners (20%) prefer short-term plans and team-based activities and show enthusiasm for new activities. Interestingly, 14% of respondents indicated that openness to experience, characterized by imagination and preference for variety, was the dominant factor. (Melo et al. 2022). The current section of the essay is devoted to the presentation of a number of assessment methodologies that I have created, refined, and tested over the course of the previous years. Due to the impartiality and grading ease of summative evaluation approaches at the beginning of my teaching career, I eventually shifted to more formative methods. To describe the methods I now utilize with my students in an effort to demonstrate students' language skills utilizing real-world and communicative tasks, I would use the terms genuine assessment and alternative assessment. (Rus 2019)

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