



THE IMPACT OF DIGITAL-BASED ASSESSMENT TOOLS ON STUDENT MOTIVATION IN EFL CLASSROOM

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abstract

This research investigates the impact of digital-based assessment tools on student motivation in English as a Foreign Language (EFL) classrooms. The research highlights how integrating digital platforms such as online quizzes, gamification, and automated feedback systems can increase engagement, improve learning outcomes, and foster a more inclusive educational environment. Using a mixed-methods approach, the study combined quantitative data from a questionnaire distributed to 14 EFL teachers and qualitative insights from interviews with 15 educators. The findings reveal that digital assessment tools not only simplify the evaluation process but also increase students' intrinsic motivation by providing interactive, real-time feedback and personalized learning experiences. However, the study also identified key challenges, including limited technological infrastructure, lack of teacher training, and data privacy concerns. Overcoming these barriers through targeted professional development and institutional support is crucial to maximizing the benefits of digital tools in EFL assessment. This research contributes to the growing literature on technology-enhanced language learning, which emphasizes the critical role of motivation in achieving language proficiency.

INTRODUCTION

Assessment is an essential part of the teaching and learning process, serving as a means to measure student achievement, inform instruction, and support student development. It involves obtaining, interpreting, and using evidence to make decisions about the achievement of learning objectives (Black and Wiliam 2009). Effective assessment not only evaluates learning outcomes but also enhances the learning process itself, providing opportunities for both teachers and students to reflect on progress and adjust strategies. Broadly, assessment can be categorized into three main types: formative, summative, and diagnostic assessment, each contributing uniquely to the learning experience.

In the context of EFL, the dynamic nature of language learning, which involves the development of speaking, listening, reading and writing skills, requires diverse and adaptive assessment strategies. Traditional assessment methods often have difficulty in capturing the complexity and individuality of language learning, giving rise to the need for more innovative technology-based solutions.

In recent years, the integration of digital technologies into education has significantly changed traditional assessment practices, especially in the context of English as a Foreign Language (EFL). Digitally-based assessment tools such as online quizzes, gamification platforms and automated feedback systems are growing in popularity as educators seek more interactive and efficient ways to assess students' language skills. The integration of digital tools in the assessment process not only increases efficiency but also supports a more formative and

student-centered approach. (Redecker and Johannessen 2013). By combining effective assessment principles with digital innovations, educators are equipped to create engaging, personalized and inclusive learning experiences for students.

Assessment is an integral part of the learning process, serving to measure student achievement, provide feedback for instruction, and support their development. In the context of English as a Foreign Language (EFL), this process is increasingly dynamic, encompassing the mastery of multiple skills such as speaking, listening, reading, and writing. However, traditional assessment methods often fail to reflect the complexity of language learning, leading to the need for innovative technology-based solutions.

Assessment in English as a Foreign Language (EFL) is the process of collecting and analyzing data to measure students' language skills, track their progress, and evaluate teaching effectiveness. Unlike evaluation, which assesses the overall quality of a course, and testing, which measures students' abilities at a specific point, assessment is a broader and ongoing process. In EFL, there are three main types of assessment: formative assessment, which is ongoing and provides immediate feedback; summative assessment, which evaluates overall achievement at the end of a learning period; and diagnostic assessment, which identifies students' strengths and weaknesses at the start of a course. As stated by (Brown, 2019) Understanding these types ensures that assessment aligns with learning goals and supports the learning process.

The primary purpose of assessment in EFL is to measure students' progress in key language skills, including listening, speaking, reading, and writing. In the view of study (Wiliam 2011) assessments also provide valuable feedback to students, helping them identify areas for improvement. Furthermore, assessments evaluate the effectiveness of teaching methods and whether learning objectives are being met. By understanding their strengths and weaknesses, students can better focus on areas that require improvement to enhance their language skills.

Effective assessments must adhere to three key principles: validity, reliability, and fairness. Validity ensures that assessments accurately measure the intended skills, while reliability guarantees that the results are consistent over time. Fairness ensures that all students, regardless of background or ability, are assessed equitably. In the findings of (Lee McKay & Dean, 2016). a good assessment not only measures final outcomes but also supports ongoing learning by providing insight into areas for growth and development.

Feedback is an essential component of the assessment process as it helps students understand their progress and areas for improvement. Constructive feedback, when given clearly and specifically, motivates students to refine their language skills and boosts their confidence. As highlighted in the study (Wisniewski, Zierer, and Hattie 2020) Effective feedback should be actionable, allowing students to focus on specific aspects of their language use, and should encourage a positive attitude toward learning and growth.

One common challenge in EFL assessment is the limited time available for providing meaningful feedback, which can affect its quality and usefulness. Ensuring that assessments are both fair and valid, especially in diverse classrooms, can also be difficult. However, technology offers opportunities to overcome these challenges by enabling more flexible, accurate, and timely assessments through digital tools. As cited by (Mavroudi and Tsagari 2016) These tools also provide valuable data that teachers can use to reflect on and improve their teaching methods.

The integration of digital technology in education has brought about significant changes to conventional assessment practices. Digital-based assessment tools, such as online quizzes, gamification platforms, and automated feedback systems, offer a more interactive and efficient

approach. These tools not only increase efficiency but also support a more formative and student-focused approach. Through technology-based assessment, students can receive real-time feedback, personalized learning experiences, and create an inclusive learning environment (Redecker and Johannessen 2013). In addition, digital technology also has the potential to increase student motivation in English learning. Previous research has shown that the use of digital tools can boost students' intrinsic motivation by providing interactive and immersive learning experiences. This increase in motivation has been shown to be positively correlated with their language skill achievement (Al Othman and Shuqair 2013).

However, the implementation of digital assessment tools faces several challenges, such as limited technological infrastructure, lack of training for teachers, and data privacy issues which are major obstacles in its implementation (Alruwais et al, 2018). Therefore, developing teacher competencies through targeted training and ongoing technical support is essential to optimize the use of technology in assessment. This study aims to fill the gap in the existing literature by examining the impact of the use of digital-based assessment tools on students' motivation and performance in EFL classrooms. By highlighting the relationship between technology, motivation, and learning outcomes, this study is expected to make a significant contribution to the development of more effective technology-based assessment practices.

METHOD

This research utilized a mixed method approach to investigate the impact of digital-based assessment tools on student motivation and performance in a English as a Foreign Language (EFL) classroom. A mixed methods design allows for both quantitative and qualitative data collection to provide a more comprehensive understanding of the research focus. Mixed methods research can integrate numerical and narrative data to explore trends while uncovering deeper insights (Vebrianto et al. 2020). Additionally, a mixed methods approach combines the strengths of both methods, allowing researchers to collect numerical data while exploring participants' experiences in depth (Creswell 2011).

This research is considered a quantitative research that contains numbers and obtained numerical data from a survey by providing questionnaires and conducting interviews with 2 participants. This study aims to evaluate the effectiveness of digital-based assessment tools in enhancing students' motivation and academic performance, while uncovering challenges and best practices in their implementation in English as a Foreign Language (EFL) classrooms. Quantitative research involves the collection of data that can be quantified and statistically analyzed, thus providing an objective measurement of variables (Creswell 2011). This method helps in identifying patterns and establishing general trends in teachers' practices.

However, the qualitative aspect of this research focuses on exploring teachers' experiences, beliefs, and perspectives regarding the use of digital assessment tools in their classrooms. Qualitative research aims to understand the meaning and context of human experiences, often through non-numerical data such as interviews, focus group discussions, and observations (Obi and Chinyere, 2019). The semi-structured interviews conducted with the teachers enabled the researcher to gain deeper insights into the challenges, successes and potential of digital-based assessment in fostering student motivation and improving learning. Qualitative research is useful for capturing the richness of participants' perspectives, providing detailed and contextualized descriptions of their experiences that quantitative data cannot provide (Creswell 2011).

Data Collection

The research utilized two main data collection methods to address both the quantitative and qualitative aspects of the study:

1. Questionnaire: A semi-structured questionnaire was distributed to both participants. The questionnaire provided data to be processed based on quantitative methods and contained closed-ended questions using a 4-level Likert scale (Never, Rarely, Often, More Often) and focused on key aspects of assessment practices:
 - Evidence of Student Understanding: Teachers' perceptions of the effectiveness of assessment in guiding lesson planning.
 - Quality of Feedback: Teachers' practices in providing constructive feedback to improve student learning.
 - Student Independence: Strategies to promote self-assessment, peer assessment and independent learning.
 - Motivation and Learning Enhancement: The role of assessment in helping students recognize strengths, mistakes, and learning goals.
 - Assessment Reliability: Teachers' views on the reliability of their assessments compared to formal assessments.
2. Interview: The instruments used in data collection were interviews. To obtain the data, interviews were given to 15 English teachers in Cirebon. The interview used for this study was adapted from Arrafi (2020). The question consisted of 12 items of interview questions focusing on the components of Digital-based Assessment Tools on Student Motivation and Performance in EFL Classrooms. The instrument used in the data collection was in the form of questionnaires. To obtain the data, this questionnaire was distributed to teacher majoring in English Language Education at one of the Senior High School after being asked to. The rating scale used is explained clearly in Table 1.

Table 1. The participant data information

Year of teaching Experience	Gender
11-22 Years	Male (29%)
2-4 Years	Female (71%)

To analyze the data, the researchers used descriptive statistics features in SPSS to calculate the frequency, mean score, and standard deviation from each item. In addition, in terms of validity, the content validity was measured in this study by asking an expert judgment. The number of valid statements obtained was around 13 out of a total of 20 statements. Meanwhile, in terms of construct validity, (Arrafi 2020) employed factor analysis for the instrument which was then revealing the five factors of the instrument as seen in Table 2. Then, in measuring reliability, the researchers used Cronbach Alpha. From the result of the reliability test, the questionnaire used in this study has a quite high score for the reliability with .883 for the result and is categorized as a high reliability instrument. The overall reliability and reliability from each dimension are presented in Table 2.

Table 2. Reliability statistics

Cronbach's Alpha	N of item
.883	13

Data analysis

To analyze the quantitative data obtained from the motivation questionnaire and test results, descriptive statistical analysis was used. This analysis includes calculating frequency, percentage, mean, median, and standard deviation. The purpose of this analysis is to provide an overview of students' motivation levels, their performance on the test, and the relationship between the use of digital assessment tools and these variables. Descriptive statistical analysis was chosen because it aligns with the research objective of understanding the general trends and distribution of the data, as well as providing a solid foundation for further analysis.

In addition to quantitative analysis, qualitative data gathered from in-depth interviews with students and teachers were analyzed using thematic analysis. Thematic analysis involves identifying recurring themes in the data, both explicitly and implicitly. These themes are then grouped and coded to facilitate further analysis. Thematic analysis was chosen to gain a deeper understanding of students' and teachers' perceptions of the use of digital assessment tools and to identify factors that influence student motivation and performance. By combining quantitative and qualitative analyses, the study aims to provide a more comprehensive understanding of the impact of digital assessment tools.

FINDINGS AND DISCUSSION

The data presented in Diagram 1 illustrate the categories identified from the data concerning teachers' perspectives on assessment in the EFL classroom. The findings are organized into four main categories: teachers' perspectives on language assessment, assessment practices involving students, assessment for providing feedback, and the challenges and potential associated with assessment implementation. These categories reflect how teachers perceive and implement assessment as an integral part of the teaching and learning process. The distribution of the data across these categories is presented in the following diagram.

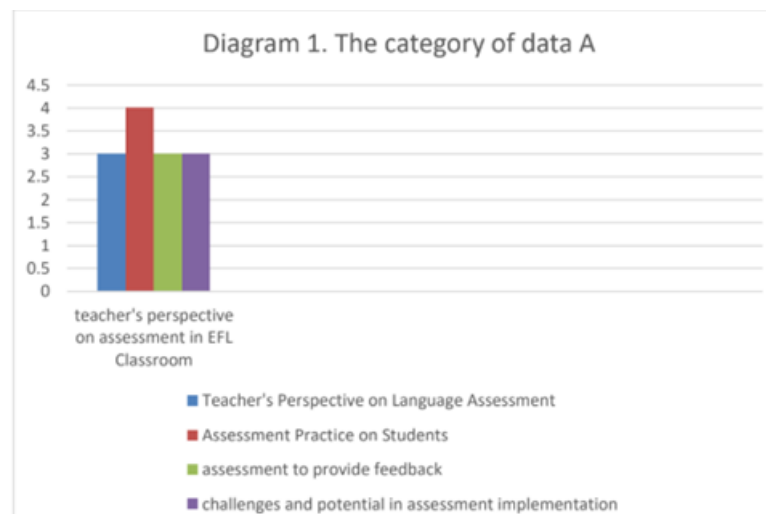


Diagram 1. Teachers' perspectives on assessment in the EFL classroom

The results of a study investigating how assessment is applied in EFL classrooms in the context of digital technologies in EFL assessment. The research is based on a quantitative analysis of questionnaire responses. The research is focusing on five main themes: (A) Teachers' Perspectives on Assessment in EFL Classroom (B) The Integration of the Digital Assessment Tool. For each theme, an in-depth investigation was conducted, with an emphasis on significant trends and patterns found in the data. Significant themes and concepts were investigated in depth, with an emphasis on significant trends and patterns found in the data. The findings provide a complete understanding of how assessment affects the effectiveness of teaching and student learning in EFL classrooms, as well as useful ideas for improving assessment methods in digital technology in EFL assessment. Each theme was thoroughly examined, highlighting key theme and concepts in the data. The findings provide a comprehensive understanding of how assessment affects the effectiveness of teaching and student learning in EFL classrooms, and offer valuable insights for improving assessment methods in digital technologies in EFL Assessment. The results and discussion should be presented in the same part, clearly and briefly. The discussion part should contain the benefit of the research result, not the repeat result part. The results and discussion part can be written in the same part to avoid the extensive quotation. Tables or graphs must present different results. The results of data analysis must be reliable in answering research problems. References to the discussion should not repeat the references in the introduction. Comparisons to the findings of previous studies must be included.

A. Teachers' perspective on assessment in EFL Classroom

Teachers' perspective on language assessment

Based on the descriptive table 3, 14 respondents provided their evaluations of three statements related to the teaching process, namely: From the analysis, the mean scores for Q1 and Q6 are the same, at 3.2857, indicating that, on average, respondents agree with both statements. Meanwhile, Q16 has a slightly lower mean score of 3.1429, suggesting a slightly more varied level of agreement compared to Q1 and Q6.

In terms of data distribution, Q1 has a standard deviation of 0.46881, indicating that respondents' answers are relatively consistent and close to the mean. Q6, with a standard deviation of 0.72627, shows a greater spread of responses, indicating more variation in perceptions of this statement. Q16 has a standard deviation of 0.53452, which also indicates some variation in responses, though not as large as Q6. The minimum value for Q1 is 3 (agree), and the maximum value is 4 (strongly agree), indicating that no respondent rated below the level of agreement. For Q6 and Q16, the minimum value is 2 (neutral), and the maximum value is 4 (strongly agree), suggesting that some respondents gave neutral ratings to these statements.

Table 3. Teachers perspectives on language assessment

		Descriptive Statistics			
	N	Minimum	Maximum	Mean	Std. Deviation
Q1: Assessment gives me useful evidence of my students understanding which I used to plan my next lessons	14	3.00	4.00	3.2857	.46881
Q6: I talk about learning objective with students in wise their understand	14	2.00	4.00	3.2857	.72627
Q16: i help students to understand the learning purposes of each lesson or series of lessons	14	2.00	4.00	3.1429	.53452
Valid N	14				

The evaluations of these three statements reflect respondents' perspectives on their teaching practices and their interactions with students regarding learning objectives. Statement Q1 shows that the majority of respondents believe that the assessments they conduct provide useful evidence for understanding students, which is then used to plan subsequent lessons. The relatively high mean (3.2857) and low standard deviation (0.46881) indicate that almost all respondents agree on the usefulness of this activity in lesson planning. Statement Q6, which discusses discussing learning objectives with students, has the same mean score as Q1 but a higher standard deviation (0.72627), indicating more significant differences in respondents' views. This could be due to variations in how teachers discuss learning objectives or differences in students' abilities to understand them. Statement Q16 shows that most respondents feel they strive to help students understand the learning objectives. However, the slightly lower mean score (3.1429) and the minimum value of 2 indicate that some respondents feel neutral about this statement. The variation in responses may be due to specific challenges in conveying learning objectives to students or differences in teaching contexts.

The data indicate that respondents generally agree with all three statements, though there is some variation in the level of agreement, particularly with Q6 and Q16. This suggests that most teachers recognize the importance of learning objectives and use assessments to support lesson planning, but their approaches and effectiveness may vary depending on the situation and individual capabilities.

Teacher Assessment practices

Assessment is an important part of the English as a Foreign Language (EFL) learning process. In practice, teachers are more likely to provide guidance to students to assess their own work, as indicated in the table 4. the highest mean score (3.2143) on the statement regarding guiding students to assess their own work. However, when asked to provide opportunities for students to conduct peer assessment, the lower mean score (2.7857) indicates that this practice is less frequently implemented. Furthermore, the variability in responses to peer assessment suggests that some teachers may feel less confident or less familiar with this approach. This could be due to various factors, including differences in teaching contexts or lack of training in utilizing peer assessment strategies effectively (Arrafi 2020). Thus, efforts are needed to improve teachers' capacity in integrating peer assessment in order to better support students' holistic skill development.

Table 4. Teachers perspectives on assessment Practices

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Q8: I give guidance to help my students assess their of work	14	2.00	4.00	3.2143	.69929
Q13: I used question mainly to encourage my students to give reasons and explanation	14	2.00	4.00	3.1429	.553452
Q14: I give guidance to help students to assess one another work	14	2.00	4.00	3.000	.67937
Q20: I give students and opportunity to assess each other work	14	1.00	4.00	2.7857	.89258
Valid N	14				

The data indicates that most teachers recognize the importance of helping students understand their own work, but some challenges such as lack of time or skills to encourage collaboration through peer assessment still need to be addressed. The graph also reflects the level of diversity in assessment practices, with some teachers using more traditional strategies such as assigning numerical grades, while others are starting to move to a more reflective and collaborative approach. This description emphasizes that despite efforts to improve assessment practices, there is still a need for further training so that teachers can adopt more diverse and innovative approaches to assessing students' language skills.

Assessment to provide

Based on descriptive analysis in tabel 5, 14 respondents gave their assessments of three statements related to teaching strategies, namely: From the analysis results of Q9, Q10, and Q12 the average scores for these statements were 3.0714, 3.1429, and 3.2143, respectively, indicating that respondents generally agreed with the three statements, with the highest level of agreement observed for Q12. The standard deviations for Q9 (0.61573), Q10 (0.77033), and Q12 (0.42582) indicated that the responses were most consistent for Q12 and the most varied for Q10. In terms of response range, Q9 and Q10 had a minimum score of 2.00 (neutral) and a maximum score of 4.00 (strongly agree), while Q12 had a minimum score of 3.00 (agree) and a maximum score of 4.00 (strongly agree). These results indicate that although all three teaching strategies were perceived positively, respondents indicated the strongest and most consistent agreement with the statement about helping students reflect on how they learn best.

Table 5. Focus on students learning

		Descriptive Statistics			
	N	Minimum	Maximum	Mean	Std. Deviation
Q9: I tell students about their strengths and help them to develop these strengths.	14	2.00	4.00	3.0714	.61573
Q10: I help students find ways of solving problems that they have in their learning.	14	2.00	4.00	3.1429	.77033
Q12: I help students to think about how they learn best.	14	3.00	4.00	3.2143	.42582
Valid N	14				

The evaluations of these three statements provide insights into respondents' perceptions of their teaching strategies in supporting students' learning processes. Statement Q9, which focuses on helping students identify and develop their strengths, shows a mean score of 3.0714 and a standard deviation of 0.61573. This indicates that most respondents agree with the statement, although the variation in responses suggests some differences in how teachers approach this practice. The minimum value of 2 implies that a few respondents feel neutral about their ability to help students recognize and enhance their strengths. Statement Q10 highlights teachers' efforts in assisting students to solve their learning problems. It has a slightly higher mean score of 3.1429 compared to Q9, but the standard deviation is also higher at 0.77033. This suggests greater variability in responses, possibly due to differences in teaching methods or the challenges students face. The minimum value of 2 indicates that not all respondents consistently engage in this practice. Statement Q12, which addresses guiding students to reflect on their learning methods, has the highest mean score of 3.2143 and the lowest standard deviation of 0.42582 among the three statements. This indicates strong agreement among respondents, with most consistently helping students think about their learning processes.

Overall, the data suggest that while respondents generally agree with these practices, there is variability in their implementation, especially concerning helping students solve learning problems (Q10). These variations could be influenced by differences in teaching contexts, individual teacher capabilities, or the diverse needs of students.

Challenges and potential in assessment implementation

Based on the descriptive analysis in Table 6, 14 respondents rated three statements related to challenges and opportunities in assessment implementation, namely Q7, Q18, and Q19. These three statements cover the main aspects of assessment: the form of assessment, recognition of student effort, and communication of assessment criteria with students.

Table 6. Challenges and potential in assessment

		Descriptive Statistics			
	N	Minimum	Maximum	Mean	Std. Deviation
Q7: Assessment of students' work is mainly given as marks or grades.	14	2.00	4.00	3.2857	.61125
Q18: I think student effort is important when I assess their learning.	14	3.00	4.00	3.2857	.46881
Q19: I talk about assessment criteria with students in ways that they understand	14	2.00	4.00	3.1429	.66299
Valid N	14				

The mean score for Q7 and Q18 was 3.2857, indicating that most respondents agreed with the statements that student assessment is mostly in the form of grades or numbers (Q7) and that student effort is considered an important part of the assessment process (Q18). Meanwhile, Q19 had a slightly lower mean score of 3.1429, indicating that while respondents agreed that they discuss assessment criteria with students, the level of agreement was not as strong as for the other two statements.

In terms of response variation, the standard deviation for Q7 was 0.61125, Q18 was 0.46881, and Q19 was 0.66299. This shows that the responses to Q18 were the most consistent compared to the other two statements, reflecting that the recognition of student effort in assessment was consistent among respondents. In contrast, Q19 has the highest standard deviation, indicating that there are significant differences among respondents in how they communicate assessment criteria to students.

In terms of score range, all statements had a minimum score of 2.00 (neutral) and a maximum score of 4.00 (strongly agree). This indicates that although some respondents felt neutral about the statements, the majority of respondents agreed or strongly agreed. This range of scores also reflects that there is a fairly strong consensus on the importance of the aspects measured, although there is still room for variation.

Overall, these results indicate that respondents have a generally positive perception of their assessment practices, particularly with regard to assigning grades or numbers (Q7) and recognizing student effort (Q18). However, there is a greater challenge in communicating assessment criteria with students (Q19), which could be due to several factors, such as individual teacher approaches, differences in student understanding, or lack of time for in-depth discussions. Therefore, while current assessment practices are considered effective, there is potential to improve consistency and clarity in communicating assessment criteria to support holistic student learning.

B. The Integration of digital technology in language assessment

The findings presented in Diagram 2 illustrate the integration of digital technology in language assessment based on four main categories: frequency, tools, impact, and challenges. These categories provide an overview of how digital technology is incorporated into language assessment practices, the types of technological tools involved, the perceived impact of such integration, and the challenges encountered during its implementation. As shown in the diagram, the categories of frequency, tools, and impact each recorded a frequency of 3, whereas challenges emerged as the most frequently reported category, with a frequency of 4. The following discussion examines each category in greater detail to provide a clearer understanding of the integration of digital technology in language assessment.

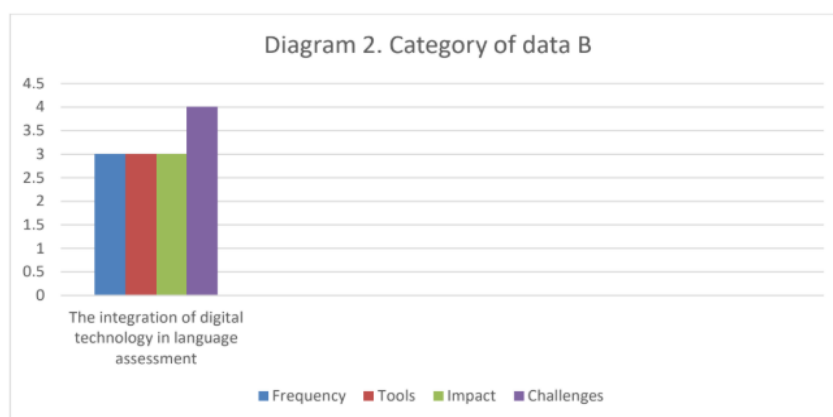


Diagram 2. Integration of digital technology in language assessment

1). Frequency

The Frequency category focuses on how often and consistently educators use assessments in the learning process. The first statement, "Assessments provide me with useful evidence about student understanding that is used to plan future lessons," indicates that assessments serve as a first step in understanding student needs. Educators who regularly utilize assessment results can develop more relevant and appropriate learning strategies that are tailored to students' levels of understanding. By conducting repeated and systematic assessments, educators not only ensure that each lesson is well-grounded but also identify areas that need special attention based on study (Tankersley et al, 2008). This makes the learning process more focused and data-driven.

In beside that, Statement 6, "I talk about learning objectives with students in a way that they understand," emphasizes the importance of clear and regular communication between educators and students. When learning objectives are communicated in a way that is simple and easy to understand, students are more likely to feel engaged and motivated to achieve their learning goals. However, in practice, as expressed in Statement 7, "Student work is primarily graded or numeric," many educators use numerical assessments more frequently as a form of feedback. While grades provide a quick snapshot of student performance, this approach can reduce opportunities to explore deeper understanding. Therefore, it is important for educators to not only rely on numbers, but also increase the frequency of reflective dialogue and qualitative feedback that supports student learning holistically.

2). Tools

The integration of digital technology in EFL assessment has provided new opportunities to improve the efficiency and quality of the assessment process. Tools such as Google Forms, Kahoot, and Quizizz have been widely used due to their ability to provide real-time feedback, automate the assessment process, and offer customizable formats to suit students' needs. For example, real-time feedback allows teachers to immediately identify and correct student errors, while automation of assessments helps reduce teachers' workload, allowing them to focus more on developing more effective teaching strategies. (Redecker and Johannessen 2013)

However, the implementation of these technologies is not without challenges. Limited technological infrastructure, lack of teacher training, and data privacy concerns are major obstacles. Many teachers feel less confident in using these digital tools due to lack of adequate training. Therefore, targeted training programs and ongoing technical support are needed to ensure these tools can be used effectively (Gikandi et al. 2011a). In addition, data privacy issues also need to be addressed through strict policies and encryption technologies to protect student information. By addressing these challenges, digital technologies can be more effectively integrated into language assessment to support more interactive and data-driven learning.

3). Impact on motivation

The impact of differentiated instruction and assessment on student motivation is evident in the interview data. Teachers emphasized that adapting teaching strategies and assessments to align with students' interests, abilities, and learning preferences significantly boosts engagement. Teacher 1 stated, "Differentiation allows every student to feel valued and supported according to their learning potential," while Teacher 2 noted, "When tasks align with students' interests and strengths, they are more willing to participate actively." These findings align with (Paten & Kim 2024) assertion that differentiated instruction increases motivation by fostering a sense of ownership and relevance in learning tasks.

Another critical factor highlighted was the role of feedback. Teacher 1 mentioned, "Providing personal feedback encourages students because they know their efforts are recognized," and Teacher 2 added, "Even simple encouragement, like 'Good job,' makes them feel more confident." This is consistent with the findings of (Hattie and Timperley 2007), who argue that timely and constructive feedback is one of the most powerful influences on student motivation and achievement.

Despite these motivational benefits, the interviewees acknowledged challenges such as the time-intensive nature of preparation and the need for adequate teacher training. To maximize the motivational benefits of differentiated instruction, it is essential to address these obstacles through professional development and resource allocation. Overall, the interview findings underscore the motivational advantages of differentiation, particularly when coupled with personalized feedback and thoughtfully designed tasks. Drawing from (Hattie and Timperley 2007; Paten & Kim 2024) it is evident that differentiated approaches foster a more engaging and student-centered learning environment, ultimately enhancing motivation and academic outcomes.

4. Challenges

The integration of digital technologies in language assessment poses several challenges, according to the interview data. These challenges are mainly related to student accessibility, tool limitations, and infrastructure constraints. One of the most pressing issues is student accessibility to technology. Teacher 1 explicitly stated, "The main challenge is that students' devices don't support it or they don't have cell phones". Similarly, Teacher 2 stated, "Quota

issues and inadequate school Wi-Fi, so tethering is required". These findings reveal a significant digital divide among students, which is inconsistent with (Chapelle and Voss, 2017) observation that successful implementation of technology in language assessment requires equitable access to digital tools and Internet resources.

Another major challenge is the limitations of existing digital tools. Teacher 1 pointed out, "Many digital tools are still limited to closed-ended questions". As for open-ended questions, there are not many that can be scored automatically. In addition, many assessment applications are paid and have limited features. Teacher 2 corroborated this by agreeing with the limited types of questions supported by tools such as Quizizz. (Chapelle and Voss 2017) argue that while technology offers innovative solutions in language assessment, its ability to handle complex, open-ended tasks is still underdeveloped, requiring human intervention for more nuanced assessment.

The infrastructure constraints cited by both teachers further hinder the effective use of digital tools in language assessment. Poor internet connectivity and reliance on personal devices hinder the seamless integration of digital platforms into everyday classroom practices. These constraints highlight the need for institutional investment in technological infrastructure, as recommended by (Chapelle and Voss 2017), who argues that a robust infrastructure is a prerequisite for the adoption of meaningful digital assessment tools. Despite these challenges, there is potential for growth in utilizing technology in language assessment. Teacher 1 commented on the increase in student motivation, stating, "Motivation increases because the digital form is more appealing, especially for students with visual abilities." Teacher 2 added, "Language skills remain the same, but motivation increases because the visuals are interesting." This suggests that while technological tools may not directly improve language skills, they contribute significantly to engagement and interest, reinforcing (Chapelle and Voss 2017) assertion that technology can increase student engagement through interactive and visually appealing formats.

Although digital tools offer innovative opportunities in language assessment, challenges related to accessibility, functionality and infrastructure must be addressed. Based on (Chapelle and Voss 2017), a strategic approach that combines equitable access, enhanced tool capabilities, and institutional support is essential to overcome these challenges and fully realize the benefits of technology in language assessment.

CONCLUSION

This study highlights the impact of using digital assessment tools on students' motivation and performance in learning English as a foreign language (EFL). The results show that integrating digital technology into assessments provides a variety of benefits, such as increasing efficiency, providing real-time feedback, and creating a more personalized learning experience. In addition, the use of digital tools also significantly increases students' motivation by offering an interactive and engaging format. However, there are challenges in implementing this technology, including limited infrastructure, lack of teacher training, and data privacy issues. The study also emphasizes the need for ongoing training and technical support for teachers to optimize the use of digital assessment tools. By addressing these barriers, digital technology has great potential to improve the quality of assessment and overall student learning outcomes. This study makes a significant contribution to understanding the relationship between student motivation, technology, and learning outcomes, and offers practical insights for developing more effective assessment practices in the EFL context.

DECLARATION OF AI AND AI-ASSISTED TECHNOLOGIES

During the preparation of this manuscript, the authors employed AI-assisted technology, specifically ChatGPT, to support language editing, grammatical accuracy, and the improvement of clarity and readability. The use of AI was limited to linguistic assistance and did not replace the authors' intellectual contributions, data analysis, interpretation of the findings, or academic judgment. All AI-assisted content was carefully examined, verified, and revised by the authors to ensure its appropriateness and accuracy. The authors retain full responsibility for the accuracy, originality, academic integrity, and final content of the manuscript.

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