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Capturing the Students' Voices on Technology-Based Assessment in English for Journalism

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Abstract

In the digital era, language assessment is increasingly shaped by technology; however, limited attention has been given to how students experience technology-based assessment, particularly in the English for Journalism context. This study aims to examine students' perspectives on the implementation of technology-based assessment in an English for Journalism course, with a focus on integrating Assessment for Learning (AfL), Assessment as Learning (AaL), and Assessment of Learning (AoL). Using a qualitative descriptive method, data were collected through semi-structured interviews with 25 undergraduate students in 14 instructional meetings. Various digital tools were utilized, including Google Forms and Mentimeter for AfL, Google Classroom and Moodle for AoL, and reflective activities for AaL. The findings reveal that technology-based assessments fostered engagement, motivation, and self-regulation, leading students to become more reflective and autonomous in their learning. Moreover, authentic journalism-oriented tasks supported the development of professional identity and communicative competence. However, students also reported challenges, including inconsistent internet connectivity, digital fatigue, and a need for more timely and dialogic feedback. Overall, the study demonstrates that integrating AfL, AaL, and AoL through digital platforms transforms assessment into an interactive, learner-centered process. The study contributes to current discourse on technology-mediated assessment in English for Specific Purposes (ESP) by emphasizing the pedagogical value of listening to learners' perspectives. Recommendations and implications for future research are also provided to enhance assessment literacy and the integration of sustainable technologies in language education.

Keywords: Assessment as Learning; Assessment for Learning; Assessment of Learning; English as a Foreign Language; English for Specific Purposes; Technology.

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1. INTRODUCTION

In today's digital era, assessment in language education is undergoing rapid transformation as educators seek to align practices with evolving technology, learner expectations, and changing professional demands. In particular, in courses such as English for Journalism, where students must combine linguistic proficiency, media literacy, critical thinking, and real-world communication skills, assessment practices need to be dynamic, authentic, and responsive. Traditional pen-and-paper tests or one-shot summative assessments no longer suffice to capture the multifaceted nature of journalistic competence, nor do they fully engage students in the learning process. Instead, assessment approaches that emphasize Assessment for Learning (AfL), Assessment as Learning (AaL),

and Assessment of Learning (AoL), especially when supported by technology, hold promise for better aligning assessment with learning, reflection, and real-world application.

Despite the proliferation of digital tools and platforms for assessment (e.g., online quizzes, interactive feedback systems, multimedia portfolios), a persistent challenge remains in understanding how students experience technology-based assessments and how these assessments influence their motivation, engagement, and learning identity, especially within English for Journalism courses. While research has addressed technology use in language teaching broadly, the intersection of technology-based assessment, students' voices (i.e., how they perceive, interpret, and respond to assessment), and specialized contexts such as journalism remains underexplored. For example, although digital assessment in ELT contexts has been studied (Susyla & Jaya, 2023) and technology-enhanced formative assessment in higher education has been examined from teacher perspectives (Maknun & Daniel Ari Widhiatama, 2026), there is still little empirical work on how journalism students make sense of and respond to technology-based AfL, AaL, and AoL practices.

The study is guided by the following objectives: to describe students' experiences with technology-based assessment (AfL, AaL, AoL) in an English for Journalism class, to explore how technology-based assessment practices influence students' motivation, engagement, self-regulation, and professional identity in journalism English learning; to identify student-perceived opportunities and challenges associated with technology-mediated assessment in the journalism English classroom.

The rapid development of educational technology has transformed assessment practices from static, paper-based evaluations to dynamic, interactive, and learner-centered systems (Hasbi et al., 2026; Maknun & Daniel Ari Widhiatama, 2026; Redecker, 2013). Technology-based assessment refers to the integration of digital tools, platforms, and analytics for designing, delivering, and interpreting assessment tasks that measure learning processes and outcomes (Heitink et al., 2016). Within language learning, technology facilitates multimodal communication, immediate feedback, and learner autonomy, key components in promoting active engagement and reflective learning (Adie et al., 2018; Mualim et al., 2025).

Studies have shown that digital platforms such as Google Classroom, Padlet, Kahoot, and Flipgrid enhance formative assessment by enabling instant feedback, peer collaboration, and portfolio-based documentation (Luthfiyah et al., 2021; Widhiatama et al., 2026). However, the effectiveness of such tools depends not only on the technology itself but also on how assessment practices are designed to support Assessment for Learning (AfL), Assessment as Learning (AaL), and Assessment of Learning (AoL) (L. Earl & Katz, 2006).

Despite the growing body of research on technology-enhanced assessment, most studies have focused on teachers' perspectives or quantitative performance measures rather than students' subjective experiences (Susyla & Jaya, 2023). According to Wolterinck-Broekhuis et al. (2024), learners' voices provide invaluable insight into how assessment is perceived, internalized, and transformed into meaningful learning, particularly in contexts where creativity and authentic communication are essential. L. Earl and Katz (2006) distinguish three interrelated paradigms of assessment: (1) Assessment for Learning (AfL) focuses on using feedback to improve learning during the process; (2) Assessment as Learning (AaL) emphasizes learners' active role in reflecting on their own learning and self-assessment; and (3) Assessment of Learning (AoL) is a summative evaluation that measures achievement.

When supported by technology, these three assessment purposes can create a continuous feedback loop, enabling students to take ownership of their learning, monitor progress, and engage in self-regulated learning (P. L. Lam et al., 2021). AfL through digital platforms, such as quizzes or polls, allows instructors to adapt instruction in real time, while AaL practices, such as e-portfolios or reflective journals, encourage students to document and interpret their own learning progress (Adie et al., 2018).

In contrast, AoL remains essential for accountability and certification but may risk becoming purely evaluative if disconnected from formative and reflective practices. Hence, a holistic technology-based assessment approach should integrate AfL, AaL, and AoL to support both process and product dimensions of learning. However, existing studies seldom address how students experience this integration in authentic classroom contexts, leaving a gap that this research seeks to fill.

34 English for Journalism falls under the field of English for Specific Purposes (ESP), which aims to equip learners with the linguistic and professional competencies relevant to specific fields (Hyland, 2000). In the journalism classroom, language learning is intertwined with media literacy, ethical reporting, and digital storytelling (Hutchinson & Waters, 1987). Students are expected not only to master grammar and vocabulary but also to produce authentic journalistic outputs, such as news stories, interviews, and editorials, that require critical thinking and intercultural awareness (Amerian, 2023).

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63 Assessment in this context should therefore reflect authentic communicative demands, moving beyond grammar tests to include tasks like multimedia reporting, peer review, and portfolio assessment. Yet Onasanya et al. (2024) argue that many current digital assessments remain general and fail to align with the specific competencies required in professional journalism. There is thus a need to design and evaluate technology-based assessments that authentically mirror journalistic tasks while simultaneously promoting language development. This study situates technology-based assessment within the EFL (English as a Foreign Language) context, where learners are treated as “digital journalists” who use English as a medium to communicate, collaborate, and construct knowledge in professional-like settings.

Recent trends in assessment research emphasize student voice as a critical element in enhancing learning ownership, engagement, and motivation (Cook-Sather, 2015). Providing students with the opportunity to reflect on their experiences with technology-based assessments offers valuable insights into how they construct meaning from feedback, perceive fairness, and engage with digital learning tools (Van Der Kleij & Lipnevich, 2021).

54 Qualitative studies on students’ experiences have revealed that technology can promote self-regulated learning by giving students real-time feedback and opportunities for self-assessment (Alison et al., 2017; Nicol & Macfarlane-Dick, 2006). However, other research points out challenges such as technological anxiety, uneven digital literacy, and excessive workload when technology is poorly integrated (Rahimi & Katal, 2012). These mixed findings suggest that students’ experiences of technology-based AfL, AaL, and AoL are highly contextual, shaped by pedagogical design, technological infrastructure, and students’ own expectations and learning identities. By capturing students’ “learning stories,” this study aims to reveal the nuanced and often underrepresented experiences of journalism students as they navigate digital assessment practices.

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22 The theoretical foundation of this study rests on constructivist learning theory, which posits that learners actively construct knowledge through social interaction, reflection, and experience (Vygotsky et al., 1978). Technology-based AfL and AaL align with constructivist principles by enabling learners to co-construct meaning through dialogue, peer feedback, and digital collaboration.

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43 Complementing constructivism, self-regulated learning (SRL) theory (Zimmerman, 2002) provides a framework for understanding how learners monitor and control their cognitive, motivational, and behavioral processes during assessment. Technology-supported assessment tools can facilitate SRL by offering immediate feedback, tracking progress, and supporting metacognitive reflection (Panadero et al., 2019). Together, these frameworks explain how technology-based AfL, AaL, and AoL practices might influence students’ motivation, engagement, and professional identity, key constructs explored in this study.

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53 While there is growing recognition of the role of technology in language assessment, research focusing on students’ lived experiences of technology-based AfL, AaL, and AoL, particularly in English for Journalism, remains scarce. Most studies are either teacher-focused or quantitative, overlooking how learners perceive and internalize the assessment process. By employing a qualitative descriptive approach, this study makes a significant contribution to the field by amplifying students’ voices, contextualizing assessment within authentic journalistic tasks, and providing pedagogical insights for designing technology-mediated learning environments that foster reflection, engagement, and professional readiness.

Recent studies over the past decade have highlighted the growing impact of technology-based assessment in language education. For instance, Susyla and Jaya (2023) found, in a systematic literature review, that digital assessment significantly improves learner engagement and feedback efficiency in ELT contexts. Similarly, Luthfiyyah et al. (2021) reported, through a qualitative inquiry with Indonesian EFL teachers, that technology-enhanced formative

7 assessment supports real-time feedback and collaborative learning, though its effectiveness depends on pedagogical design. In a mixed-methods study, P. L. Lam et al. (2021) demonstrated that technology-supported assessment fosters constructivist learning environments by enabling interactive, student-centered practices. Furthermore, Van Der Kleij and Lipnevich (2021) found, in a critical scoping review, that students perceive digital feedback as more transparent and accessible, yet its impact depends on timeliness and clarity. More recently, Wolterinck-Broekhuis et al. (2024), through empirical research on student perceptions, found that learners' voices are crucial in shaping meaningful assessment experiences, particularly in formative contexts. Despite these contributions, most studies have focused on general EFL settings, teacher perspectives, or isolated forms of assessment (e.g., only formative or summative). Few studies have examined the integrated implementation of AfL, AaL, and AoL within technology-mediated environments, particularly in specialized contexts such as English for Journalism. Moreover, limited research has explored how such integration influences students' motivation, self-regulation, and professional identity. Therefore, this study addresses these gaps by investigating students' lived experiences of technology-based assessment within an English for Journalism classroom.

Moreover, within vocational/ESP (English for Specific Purposes) contexts, such as English for Journalism, assessment practices must not only measure language proficiency but also capture broader professional "journalistic" literacies, including media production, ethical reporting, digital communication, and cultural awareness. Yet many technology-based assessment designs remain generic and do not reflect the unique demands of the journalism classroom. However, many studies focus on teacher perceptions or quantitative outcomes of technology-based assessment; fewer center on students' lived experiences, meanings, and narratives of these assessments (wol). The majority of digital assessment studies in ELT focus on general secondary or tertiary EFL contexts, but not on journalism or vocational English for media communication. While formative or summative digital assessment has been studied (Onasanya et al., 2024), fewer studies integrate technology-based assessment frameworks that explicitly address the triad of AfL, AaL, and AoL, and how these relate to students' engagement, self-regulation, and professional identity in digital journalism classrooms.

10 Accordingly, the study addresses the following research questions: (1) How do students describe their experiences with technology-based assessment (AfL, AaL, AoL) in the English for Journalism class? (2) In what ways do these technology-based assessment practices support or hinder student motivation, engagement, self-regulation, and professional identity? (3) What opportunities and challenges do students perceive in participating in technology-mediated assessment processes in the journalism English classroom?

The novelty of this study lies in capturing students' learning stories in an English for Journalism class, employing qualitative descriptive methods, and focusing on their perspectives on technology-based assessment practices (AfL, AaL, AoL). By doing so, the study offers a fresh perspective emphasising student-centred narratives rather than solely teacher-centred or quantitative outcomes; a specialised context of English for Journalism, thereby contributing to the relatively under-researched area of technology-based assessment in journalistic/ESP settings; a comprehensive assessment lens (AfL, AaL, AoL) in a technology-mediated environment, which links assessment practices with student reflection, engagement, professional readiness, and cultural/journalistic literacies; and practical implications for designing assessment systems in journalism English classrooms that are responsive to digital media realities, student agency, and authentic communicative tasks.

2. RESEARCH METHOD

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1 This study employed a descriptive qualitative method to capture and describe students' lived experiences and perceptions of technology-based assessment practices in an English for Journalism course. The qualitative descriptive approach was chosen because it allows the researcher to provide a rich, detailed, and straightforward account of participants' perspectives without imposing theoretical interpretations (Sandelowski, 2000). This approach is suitable for educational contexts where the goal is to understand what participants experience, how they perceive it, and the meanings they attribute to those experiences.

The research was conducted in the English Education Department of a private university in Yogyakarta, Indonesia, during the 2025 academic semester. The study involved 25 undergraduate students enrolled in the English for Journalism course. These participants were selected using purposive sampling because they had direct experience implementing technology-based assessments, including AfL, AaL, and AoL throughout the semester. The participants represented diverse backgrounds in terms of digital literacy and academic achievement, providing a comprehensive understanding of how technology-mediated assessment was perceived across different learner profiles. Prior to participation, all students were informed about the study's purpose, assured of confidentiality, and provided with written consent in accordance with ethical research guidelines.

The primary instrument in this study was the researcher herself, who served as the key instrument for data collection, interpretation, and analysis (Creswell & Creswell, 2017). To guide the data collection process, a semi-structured interview protocol was developed. The interview guide consisted of open-ended questions designed to elicit in-depth reflections on participants' learning experiences with technology-based assessment.

There are 8 guiding questions, including:

1. How do you perceive the use of technology in assessment activities during your English for Journalism class?
2. How did the use of digital tools (e.g., Google Classroom, Google Form, Moodle, Padlet, Mentimeter, Kahoot, etc.) influence your motivation and engagement?
3. In what ways did these assessments help you reflect on your own learning or journalistic performance?
4. How do you understand the differences among AfL, AaL, and AoL in your classroom context?
5. What challenges or difficulties did you encounter while engaging in technology-based assessments?
6. What types of feedback or support helped you improve your performance?
7. What suggestions can you offer for improving technology-based assessments in future journalism English classes?
8. The interview guide was validated by two experts in applied linguistics and educational technology to ensure content validity and clarity.

Data were collected through semi-structured interviews conducted over a four-week period. Each interview lasted approximately 30–45 minutes and was conducted in either English or Bahasa Indonesia, depending on the participants' language preference, to ensure authenticity and comfort in expressing their experiences. The interviews were conducted face-to-face and recorded (with participants' permission) using a digital audio recorder. All recordings were then transcribed verbatim to prepare them for analysis. Field notes were also taken to capture contextual cues, participant emotions, and non-verbal expressions that might provide additional interpretive insights.

The data were analyzed using thematic analysis, guided by Saldaña (2021) coding framework. The analysis followed several iterative steps:

1. Data Familiarization: The researcher read and re-read the interview transcripts to become deeply familiar with the content.
2. Initial Coding: Descriptive and NVivo 12+ coding were applied to capture participants' key statements in their own words, using descriptive phrases.
3. Pattern Coding: The initial codes were grouped into categories and patterns that represented broader meanings and relationships related to the research questions.
4. Theme Development: Categories were refined and synthesized into major themes and subthemes that illustrated the core aspects of students' experiences with technology-based assessment.
5. Interpretation and Validation: The final themes were interpreted in relation to existing literature and theoretical frameworks on AfL, AaL, and AoL. Member checking was conducted with selected participants to verify the accuracy and credibility of the interpretations.

Throughout the analysis, NVivo (optional if available) was used to assist with coding organization, but the

interpretation remained grounded in the researcher's analytical engagement.

3. FINDINGS AND DISCUSSION

The findings are presented in accordance with the three research questions. Thematic analysis of interview transcripts from 25 students revealed five major themes: (1) evolving learner engagement through technology-based AfL, (2) reflection and ownership of learning through AaL, (3) authenticity and accountability in AoL, (4) motivation and self-regulation in digital assessment environments, and (5) opportunities and challenges in technology-mediated assessment.

3.1. Students' Experiences with Technology-Based AfL, AaL, and AoL

Theme 1: Continuous Feedback and Engagement through AfL

Students consistently described Assessment for Learning (AfL) activities, primarily implemented via Google Forms and Mentimeter, as helpful for clarifying learning objectives and promoting active participation. NVivo analysis showed that 88% of participants mentioned "instant feedback" or "clarity" as key benefits.

"When we did quick quizzes on Google Form, I could see my score right away and know which part I should improve. It helped me focus before the next class," (Student 07).

"Using Mentimeter was fun because we could see everyone's answers appear instantly; it felt like a game, but also made me realize if my understanding was correct" (Student 14).

These statements reflect the formative essence of AfL, assessment as a learning enhancer rather than merely a score generator (Adie et al., 2018; L. Earl & Katz, 2006). Students noted that AfL practices provided "low-stakes spaces" for self-correction, which encouraged participation without fear of failure. NVivo coding frequencies revealed recurring nodes, including "instant feedback" (23 mentions), "fun learning" (19), and "clear direction" (16). This aligns with R. Lam (2020) and Wulansari et al. (2021), who argued that digital AfL promotes feedback literacy by fostering students' ability to interpret and act upon feedback. In the journalism context, this immediacy also mirrors the real-time feedback culture of newsroom environments, where responses are expected to be prompt and constructive.

Theme 2: Reflection and Self-Evaluation through AaL

Assessment as Learning (AaL) was mainly conducted through Google Form reflections and weekly digital journals. Students reported that these activities deepened their self-awareness and helped them monitor their progress throughout the semester.

"At first, I didn't know why we needed reflection every week. But later, I realized I was actually recording my learning journey," (Student 03).

"Writing reflections helped me see how my writing and speaking improved. Sometimes I also wrote about what I didn't understand and checked it later," (Student 20).

NVivo queries revealed high references to "self-reflection" (21) and "learning progress" (18), indicating that AaL practices encouraged metacognitive awareness, a cornerstone of self-regulated learning (Panadero et al., 2018; Zimmerman, 2002). This resonates with constructivist theory (Vygotsky, 1980), as students co-construct meaning by connecting their personal experiences with classroom learning. Moreover, reflective AaL tasks allowed students to articulate their learning identities as emerging journalists who must continuously evaluate their communication effectiveness.

"In journalism, we always reflect on our writing before publishing. So, the reflection task in class feels very relevant to the real world," (Student 11).

This insight underscores the pedagogical alignment between AaL practices and professional authenticity in English for Journalism, supporting the view that reflection transforms assessment from a procedural activity into a meaning-making process (Cook-Sather, 2015).

Theme 3: Authentic Performance and Accountability through AoL

The Technology-based Assessment of Learning (AoL) was implemented through Google Classroom submissions and Moodle final projects, which included multimedia news reporting and editorials. Students viewed these assessments as opportunities to demonstrate professional readiness and creativity.

“Submitting final projects through Google Classroom was convenient; everything was organized, and we could see the rubric clearly” (Student 01).

“Creating multimedia news stories was challenging but felt authentic. It’s like doing real journalism, not just answering questions” (Student 15).

NVivo coding identified frequent mentions of “authentic tasks” (22) and “accountability” (17). This aligns with Onasanya et al. (2024), who emphasize that technology can transform summative assessments into authentic performance tasks when well-designed.

Students also appreciated rubric-based evaluation and transparent grading in Google Classroom, which enhanced their perception of fairness and clarity, key indicators of assessment validity (Van Der Kleij & Lipnevich, 2021). However, some students reported technical difficulties and submission anxiety:

“Sometimes the internet connection failed during submission, and it made me panic. I was afraid it wouldn’t be counted” (Student 23).

This illustrates that while technology enhances accessibility and transparency, it also introduces new forms of digital stress that require pedagogical attention.

3.2. Technology-Based Assessment, Motivation, Engagement, Self-Regulation, and Professional Identity

Theme 4: Motivation and Engagement through Interactive Assessment

Students reported that digital tools increased their motivation, especially because assessments felt more engaging than traditional tests. NVivo sentiment analysis categorized 72% of student responses as positive toward “technology-based assessment.”

“Every week’s quiz or activity kept me excited to learn. It didn’t feel like an exam but more like a challenge,” (Student 06).

“Using Mentimeter to share opinions about news topics made me more active, because I saw my friends’ views instantly” (Student 13).

These findings support earlier studies (Susyla & Jaya, 2023) that highlight how technology-based AfL fosters engagement through interactivity and peer visibility (Manik et al., 2024). The gamified and collaborative elements of platforms like Mentimeter promote intrinsic motivation by transforming assessment into a participatory process rather than a solitary one. Furthermore, this interactivity directly connects to journalism’s communicative ethos; students recognized the similarity between classroom interactions and real-world journalistic dialogue, thereby reinforcing the professional relevance.

Theme 5: Self-Regulation and Professional Identity

Participants highlighted how continuous feedback loops helped them manage their learning independently.

“Because I always got feedback after quizzes or writing, I could plan what to fix in the next task” (Student 04).

“I became more disciplined because everything was submitted online; there was no reason to be late” (Student 08).

NVivo cross-coding between “self-regulation” and “technology-based AfL” nodes revealed a strong intersection (19 co-occurrences), suggesting that digital systems support time management, goal setting, and monitoring, three key dimensions of self-regulated learning (Zimmerman, 2002).

Students also developed a growing sense of professional identity:

“When I saw my articles uploaded and commented on digitally, I felt like a real journalist; it made me more confident” (Student 18).

This connection between assessment and identity aligns with constructivist pedagogy, where learners internalize roles through authentic practice (Vygotsky, 1980). AfL and AaL, therefore, not only assessed language proficiency but also nurtured the professional journalist mindset.

3.3. Opportunities and Challenges in Technology-Mediated Assessment

Opportunities

Students emphasized several advantages of technology-based assessment: accessibility, efficiency, and transparency.

“It’s easier to track grades in Google Classroom. Everything is clear; I don’t have to ask again about my score” (Student 09).

“Online assessments make learning flexible; even if I’m sick, I can still submit my work” (Student 21).

NVivo themes coded under “opportunities” included “flexibility” (20), “transparency” (18), and “real-world relevance” (17). These align with Van Der Kleij and Lipnevich (2021) claim that digital assessment empowers learners through the visibility and accessibility of feedback. Students also valued the multimodal possibilities, which allowed them to incorporate images, videos, and hyperlinks into their work, thereby enhancing creativity and digital literacy, crucial competencies in journalism.

Challenges

Despite the overall positive response, students identified recurring challenges, including technological instability, cognitive overload, and uneven digital literacy.

“Sometimes I got confused because there were too many platforms, Google Classroom, Moodle, Forms. . . I mixed them up” (Student 02).

“If the Wi-Fi was slow, uploading videos took forever” (Student 22).

These findings align with those of Rahimi and Katal (2012), who cautioned that inadequate technological infrastructure can compromise the effectiveness of digital assessment. Another issue raised was feedback delay, when teachers were unable to provide timely responses due to volume or system constraints.

“Sometimes we waited too long for feedback. I lost motivation when it came too late,” (Student 16).

To mitigate this, future designs should streamline platforms, ensure robust technical support, and adopt effective feedback management strategies (e.g., peer-review cycles or automated comment systems).

The findings of this study reveal that technology-based assessment practices in the English for Journalism classroom significantly enhanced students’ engagement, reflection, and professional identity formation through the integrated implementation of AfL, AaL, and AoL. Consistent with L. M. Earl (2013) triadic framework, AfL and AaL were found to foster formative learning environments in which feedback, reflection, and self-assessment became integral parts of students’ learning processes. The use of Google Forms and Mentimeter in AfL activities provided students with immediate feedback, clarifying learning targets and enabling adaptive learning, a finding that aligns with P. L. Lam et al. (2021) and Adie et al. (2018), who argue that digital AfL promotes feedback literacy

and learner autonomy, these results confirm that when technology is designed as a dialogic rather than evaluative tool, it transforms assessment into an active learning experience.

Moreover, the reflective nature of AaL activities, implemented through weekly Google Form reflections and digital journals, strengthened students' metacognitive awareness and self-regulation, core dimensions of Zimmerman's (2002) self-regulated learning theory. The students' ability to track their progress and identify areas for improvement aligns with the findings of Panadero et al. (2018) and Maknun et al. (2024), who emphasized the role of technology in facilitating metacognitive monitoring. This study, however, extends these discussions by situating reflection within a professional journalism context, demonstrating how AaL not only promotes linguistic growth but also nurtures students' professional identity as emerging journalists. Such alignment between pedagogical design and vocational relevance reflects Vygotskian constructivism (1980), where learning becomes meaningful through authentic participation in socially mediated practices (Margana et al., 2026; Sahrani et al., 2025).

Furthermore, technology-based AoL, particularly through Google Classroom and Moodle, supported authentic performance assessments that mirrored real journalistic practices such as multimedia news reporting. These findings align with those of Onasanya et al. (2024) and Van Der Kleij and Lipnevich (2021), who emphasized the potential of digital AoL to enhance transparency and accountability when paired with clear rubrics and feedback criteria. Yet, the study also uncovered challenges, technical instability, platform overload, and delayed feedback, which corroborate earlier observations by Rahimi and Katal (2012) regarding technological anxiety and infrastructure limitations. In summary, this research provides a nuanced, student-centered understanding of how AfL, AaL, and AoL intersect in a digital journalism classroom. Unlike previous studies that predominantly focused on teachers' perceptions or general EFL settings (Susyla & Jaya, 2023; Wolterinck-Broekhuis et al., 2024), this study foregrounds students' voices, illustrating how technology-based assessment can simultaneously promote learning agency, engagement, and professional readiness, key attributes for future journalists operating in digitally mediated environments.

4. CONCLUSION

This study demonstrates that integrating technology-based Assessment for Learning (AfL), Assessment as Learning (AaL), and Assessment of Learning (AoL) significantly enhances students' learning experiences in the English for Journalism classroom. The findings show that digital tools facilitate immediate feedback, interactive engagement, and reflective practices, which contribute to improved motivation and active participation. Students also developed stronger self-regulation as they continuously monitored and evaluated their progress in learning. In addition, authentic assessment tasks supported the development of communicative competence and professional identity as emerging journalists. Aligning formative, reflective, and summative assessments through technology created a more meaningful, learner-centered assessment environment. However, participants still reported challenges such as unstable internet access, platform overload, and delayed feedback.

For future research, it is recommended to investigate technology-based assessment across broader, more diverse educational contexts to enhance generalizability. Researchers should also explore more effective and sustainable strategies for integrating multiple digital platforms to reduce cognitive and technical overload. In addition, further studies could focus on optimizing feedback mechanisms, particularly to ensure timely, dialogic feedback in large classes. Examining the long-term impact of technology-based AfL, AaL, and AoL on students' professional development and career readiness in ESP contexts would also be valuable. Future research may also adopt mixed-method or longitudinal designs to provide deeper and more comprehensive insights. Finally, incorporating teachers' perspectives alongside students' voices could offer a more holistic understanding of technology-mediated assessment practices.

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