

# Integrating Quality-Driven, Performance-Based Assessment and Active Learning in English Language Teaching (ELT): A Framework for AUN-QA Compliance

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#### Abstract

In today's interconnected, technology-driven world, strong English communication skills are essential. However, traditional English Language Teaching (ELT) assessments often emphasize grammar and vocabulary over realworld language use. To address this gap, this paper proposes a quality-driven framework that aligns with ASEAN University Network Quality Assurance (AUN-QA) standards. This framework integrates performance-based assessments, active learning strategies, and quality assurance principles to promote student-centered, outcome-driven education. The framework consists of four key components: 1) clearly defined quality indicators, 2) curriculum-embedded assessments, 3) real-world application tasks, and 4) data-driven improvement processes. Through activities like simulations, group projects, digital portfolios, and interactive presentations, students develop essential competencies, including speaking fluency, digital literacy, problem-solving, and cross-cultural communication. These tasks focus on applying language skills in real-world scenarios, thereby preparing students for professional challenges and global careers. Data-driven processes allow instructors to monitor student progress, provide timely feedback, and adjust teaching methods to enhance learning outcomes. This paper also provides a critical analysis of the theoretical underpinnings, feasibility, and potential challenges associated with implementing these approaches in AUN-QA-aligned ELT programs, including considerations for faculty development and resource allocation. The discussion examines both the advantages and limitations of integrating these methods within quality assurance frameworks while offering practical recommendations for sustainable implementation across diverse institutional contexts.

Keywords: Active Learning, AUN-QA Alignment, ELT, Performance-based assessment, Quality Assurance

#### 1. Introduction

The ASEAN University Network Quality Assurance (AUN-QA) framework has become a key model for enhancing quality and accountability in higher education throughout Southeast Asia. This framework emphasizes outcome-based education, student-centered learning, and continuous improvement, aiming to align academic programs with both regional and global standards. However, applying it to English Language Teaching (ELT) poses challenges, particularly in balancing standardized quality metrics with the necessity for contextualized and communicative language assessments. Conventional ELT assessments often focus on discrete skills, such as grammar and vocabulary, rather than the integrated, real-world competencies required for academic and professional success. This misalignment underscores a critical gap in adequately preparing students for workplace demands and effective global communication.

To address these challenges, this paper proposes a quality-driven approach that integrates performance-based assessments and active learning strategies into ELT programs within the AUN-QA framework. Performance-based assessments emphasize practical application and real-world tasks, providing an alternative to conventional methods by measuring students' ability to use language in meaningful contexts. Similarly, active learning strategies enhance engagement, collaboration, and critical thinking, aligning with AUN-QA's student-centered principles. However, integrating these approaches into structured quality assurance systems presents challenges, including resource constraints, faculty readiness, and scalability concerns.

This paper critically explores how a quality-driven approach, which integrates four key components– quality indicators, curriculum alignment, real-world application, and data-driven improvement–can enhance ELT programs while ensuring AUN-QA compliance. Through a systematic analysis of theoretical



foundations and practical implications, it offers a framework for institutions to bridge the gap between traditional assessment methods and contemporary workplace demands. The discussion balances ambitious quality objectives with practical considerations, providing actionable recommendations for creating, sustainable and effective ELT programs that address both academic and professional needs.

### 2. Background and Significance

Teaching English as a second or foreign language in universities encounters a significant issue: current testing methods do not align with real-world requirements. Conventional tests focus on grammar rules and vocabulary lists; however, the modern workplace demands skills such as handling complex business conversations, working with diverse teams, and effectively utilizing digital tools. Research highlights this gap. For instance, Hayati et al. (2021) found that employers prioritize practical skills that traditional tests often fail to assess. As a result, these assessments do not adequately prepare students for the demands of the workplace.

Performance-based assessments are effective tools for testing how well students can use language in real-life situations, particularly in terms of their speaking skills, listening comprehension, and capacity to communicate with others (Bachman & Palmer, 2010). In addition to assessing language proficiency, these tests foster advanced thinking abilities. In a Vietnamese EFL context, Nguyen et al. (2023) explored the interplay between macro- and micro-level factors in English language assessment, highlighting challenges in implementing standardized quality metrics while preserving communicative competence. Their findings highlight the need for a more nuanced approach to quality assurance in language education, especially in designing assessments that reflect real-world language use. In this context, incorporating critical thinking into language testing equips students to handle real-world challenges and utilize English more effectively. When teachers design assessments that encourage analysis, evaluation, and problem-solving, students cultivate stronger language skills. This approach enables students to learn English in ways that are more meaningful and applicable to them for everyday lives.

The shift toward performance-based assessments closely aligns with AUN-QA standards, which emphasize measurable and relevant outcomes (ASEAN University Network, 2020). Combining these assessments with active learning techniques has the potential to enhance student engagement and improve skill retention. Supporting this notion, Carr and Palmer (2015) highlighted the need for assessments to adapt to both traditional and technology-driven learning environments. Furthermore, Fuangfungsuk et al. (2024) demonstrated that integrating frameworks like CEFR into performance-based assessments ensures consistency while meeting quality assurance standards.

Bringing these ideas together, integrating performance-based assessment with active learning methods, as inspired by Brown (2018, as cited in Imsa-ard & Tangkiengsirisin, 2023) creates a framework that emphasizes authentic and interactive tasks. This dual-focus approach not only equips graduates with essential workplace communication skills but also meets AUN-QA's accountability and transparency requirements.

# 3. Theoretical Foundations for Quality-Driven ELT

### 3.1 Foundational Overview

The foundation for quality-driven performance assessment in ELT is established on three key domains: language assessment theory, active learning pedagogy, and quality assurance frameworks. Collectively, these domains provide a roadmap for aligning language teaching and assessment with today's educational challenges and opportunities. However, the integration of these theoretical domains, however, reveals several areas of tension that require careful consideration. While each domain contributes valuable insights into language education, their amalgamation within a quality assurance framework presents both opportunities and challenges.

### **3.2 Evolution of Language Assessment Theory**

Language assessment has undergone a significant, moving away transformation, shifting from traditional testing methods to embrace more communicative and performance-based approaches. This evolution aligns with the principles of outcome-based education (OBE), which focuses on the ability to apply knowledge and skills in real-world contexts (ASEAN University Network, 2020). Brown (2018, as cited in Imsa-ard and Tangkiengsirisin, 2023) emphasized that effective assessments should go beyond measuring linguistic knowledge to incorporate real-life language use, thereby supporting positive teaching practices and learning experiences. Similarly, Bachman and Palmer (2010) highlighted the importance of designing authentic tasks that evaluate language proficiency in practical real-world contexts.

Recent research has further examined the integration of performance-based assessment into language education, particularly within ASEAN's educational quality assurance frameworks. For example, Imsa-ard and Tangkiengsirisin (2023) revealed that Thai EFL university lecturers prefer performance-based assessment over traditional methods; however, they require additional support in areas such as scoring, providing feedback, and guiding students through performance tasks. Similarly, Nguyen et al. (2023) highlighted a shift toward assessment for learning in Vietnam's educational system. Nevertheless, its implementation faces challenges at the micro level due to resource constraints and the need for enhanced assessment literacy among educators. These studies underscore the growing recognition of performance-based assessment as a tool for fostering real-world language skills, while also exposing systemic barriers to its effective implementation.

Despite its benefits, implementing performance-based assessment poses significant challenges, particularly in balancing the need for authentic communication evaluation with the requirements of standardized quality assurance frameworks. For instance, Fulcher and Davidson (2007) observed that the subjective nature of performance-based tasks can complicate the standardization of scoring, especially in contexts where rigid quality assurance frameworks prioritize quantifiable metrics. Additionally, Carless (2015) highlighted that while performance-based assessments are effective in promoting critical thinking and communication skills, their implementation requires significant investment in rater training, rubric development, and stakeholder engagement to meet stringent quality standards.

In summary, the transition from traditional to performance-based language assessment aligns with outcome-based education (OBE) and real-world language application, supporting frameworks like AUN-QA. While this approach enhances communicative competence and critical thinking, its implementation encounters challenges, including subjective scoring, resource constraints, and alignment with institutional and regulatory standards. Overcoming these barriers requires investment in rater training, rubric development, and stakeholder collaboration to ensure reliable, meaningful assessments that balance authenticity with quality assurance.

### 3.3 Active Learning: Evolution, Innovations, and Quality Assurance Challenges

Active learning theory, introduced by Bonwell and Eison (1991, as cited in Murillo-Zamorano et al., 2021), established key principles of student engagement and collaboration in higher education. While these principles remain highly relevant, their practical application has evolved significantly, particularly with advancements in technology. Carr and Palmer (2015) demonstrated how active learning can be adapted to online and hybrid learning environments, showcasing its flexibility in addressing diverse educational needs. However, Mohammadi et al. (2023) cautioned that active learning effectiveness depends on both internal and external factors, such as institutional context, faculty readiness, and resource availability, emphasizing the need for context-specific evaluations. Some studies have further refined the active learning framework by integrating innovative strategies to align with modern educational demands. For instance, Murillo-Zamorano et al. (2021) explored the potential of gamification to enhance student engagement by appealing to digital-age interests, while Bhardwaj et al. (2021) highlighted the role of advanced digital tools, such as deep learning technologies, in fostering student involvement within e-learning platforms. Despite these advancements,

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Doolittle, Wojdak, and Walters (2023) argued that the effective implementation of active learning requires a critical balance between innovative practices and the constraints imposed by quality assurance systems.

In quality assurance contexts like AUN-QA, where standardized metrics often govern educational practices, active learning presents both opportunities and challenges. While it aligns effectively with student-centered and outcome-driven educational models, its implementation requires careful adaptation to institutional goals and available resources. This underscores the importance of a critical analysis of how active learning can be successfully integrated into structured frameworks without compromising its core principles of engagement and collaboration.

### 3.4 Quality Assurance in ELT: Frameworks and Challenges

Quality assurance frameworks, particularly AUN-QA, play a crucial role in driving institutional growth and aligning higher education with regional and global standards. Harvey and Green (1993) established foundational principles highlighting that quality education should bring meaningful change while staying remaining practical and adaptable. Building on this foundation, Hashim and Firdaus (2018) demonstrated how robust quality frameworks support sustainable development in ASEAN higher education by promoting best practices, better outcomes, and advancing social progress.

The AUN-QA Framework Version 4.0 (ASEAN University Network, 2020) provides a comprehensive structure through eight key criteria for program-level assessment:

Criterion 1: Expected Learning Outcomes (ELOs) requires programs to establish clear, measurable goals that align with institutional priorities and meet stakeholder needs.

Criterion 2: The Programme Structure and Content ensures that curricula align with ELOs, maintain coherence, and undergo regular reviews.

Criterion 3: The Teaching and Learning Approach emphasizes active learning strategies that engage students and support diverse learning styles.

Criterion 4: Student Assessment: Assessment methods must be fair, reliable, and aligned with ELOs, providing constructive feedback to support student improvement.

Criterion 5: The academic Staff ensures the availability of qualified educators who have access to professional development opportunities.

Criterion 6: Student Support Services provides resources such as extra-curricular activities, academic advising, career guidance, and counseling.

Criterion 7: Facilities and Infrastructure requires adequate classrooms, laboratories, and information technology systems to support teaching and learning activities.

Criterion 8: Output and Outcomes measures assess program success through graduate employability, stakeholder satisfaction, and continuous improvement.

The integration of these criteria with ELT programs creates both opportunities and challenges. When combined with active learning principles, these standards help develop crucial skills like digital literacy and cross-cultural communication. As Tran (2020) noted, quality assurance practices in Southeast Asia continue to evolve to meet the region's dynamic educational and professional needs, ensuring that ELT programs remain relevant and effective.

However, implementing quality assurance frameworks in language education requires careful consideration of potential tensions. While these frameworks provide necessary structure, Harvey and Green's work (1993) emphasized the importance of maintaining flexibility to accommodate diverse learner needs and contexts. This balance becomes particularly crucial in ELT, where standardized metrics must align with the intricate nature of language acquisition and communication skills development. By adopting performance-driven teaching models and aligning curriculum and assessment strategies with AUN-QA standards, institutions can strive to resolve these tensions while maintaining rigorous quality metrics.

#### **3.5 Theoretical Integration**



The integration of language assessment theory, active learning, and quality assurance frameworks can create a comprehensive foundation for effective ELT programs. Recent studies by Rañosa-Madrunio and Chua (2022) highlight how these theoretical elements work together, emphasizing the importance of balancing authenticity, student engagement, and adherence to quality standards in language assessment practices. This balance is critical in ensuring that assessments and pedagogical practices align with both academic goals and real-world applications.

This intersection marks an important advancement in language program design. By integrating performance-based assessments with active learning strategies, students can develop their language skills through meaningful and practical engagement. Simultaneously, the AUN-QA framework supports academic rigor and relevance, ensuring that educational practices align with both regional and global standards. However, achieving this integration requires addressing the inherent tensions between standardization and flexibility to accommodate diverse learner needs and institutional contexts.

These theoretical foundations inform the implementation of strategies in four key areas: measurable quality indicators, curriculum integration, real-world application tasks, and data-driven improvement. Each area collaborates to support a student-centered, outcome-focused model that equips learners to tackle contemporary challenges in both education and the workplace. Building on this theoretical groundwork, the following section outlines a practical approach to implementing these strategies, ensuring alignment with AUN-QA standards while addressing the challenges and opportunities identified in this discussion.

### 4. Proposed Approach, Rationale, and AUN-QA Alignment

Drawing on the theoretical foundations outlined above, this section presents a quality-driven approach to performance assessment in ELT, systematically integrated with AUN-QA standards. The proposed approach comprises four key components, each designed to foster effective, student-centered learning while fulfilling quality assurance requirements. These components—measurable quality indicators, curriculum integration, real-world application tasks, and data-driven improvement—align active learning and performance-based assessment with institutional goals and the evolving learner needs.

By integrating quality assurance principles with active learning strategies, this approach effectively addresses the tensions between standardization and flexibility, as highlighted in the previous section. Each component not only supports the development of practical language competencies but also ensures that educational practices remain relevant to the demands of modern workplaces and global communication. However, the implementation of these components is not without challenges, including resource constraints, faculty readiness, and scalability concerns. These issues, along with practical strategies for addressing them, are critically examined in the following subsections, which also provide the rationale, implementation strategies, and AUN-QA alignment for each component. This comprehensive framework enables institutions to create cohesive, outcome-driven learning environments that prepare students for academic and professional success while adhering to AUN-QA standards.

#### **4.1 Defining Quality Indicators**

Quality indicators are explicit standards that delineate the skills and competencies students must display in each assessment. ELT programs should specify clear performance criteria to ensure that assessments are transparent, fair, consistent, and support learning outcomes, while also preparing students for workplace demands.

Example:

- In professional communication assessment, quality indicators may include:
- Cross-Cultural Communication: Adapting communication style and content for diverse global audiences
- Digital Literacy: Using digital communication tools and platforms effectively in professional settings.
- Critical Analysis: Evaluating complex information and constructing evidence-based arguments.

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- Professional Communication: Utilizing Using field-specific terminology and conventions appropriate.

#### **Rationale:**

Research conducted by Harvey and Green (1993) demonstrated that explicit criteria assist students better understand what is expected of them and minimize grading subjectivity. Providing students with detailed assessment indicators prior to evaluation promotes fairness in assessment and skill fosters development. However, defining and implementing these indicators can be challenging, particularly in diverse institutional contexts where faculty may lack the necessary training or resources to develop and apply them consistently.

### **AUN-QA Alignment:**

These indicators directly support AUN-QA Criterion 1: Expected Learning Outcomes (ASEAN University Network, 2020), which require clearly articulated expected learning outcomes. This approach creates establishes a foundation for formative feedback and continuous improvement while linking assessments to with program objectives and stakeholder needs. Nevertheless, institutions must address potential challenges, such as ensuring faculty buy-in and providing adequate training to standardize the application of quality indicators across programs.

### 4.2 Integrating Assessment into Curriculum Design

Incorporating assessments into curriculum design ensures that they are not isolated events but rather fundamental components of the learning process. As highlighted by Sirianansopa (2024), this approach facilitates formative assessment, which is an integral element of active learning. It allows students to obtain timely and effective feedback throughout their learning process rather than solely at the end of the course.

Example:

A semester-long digital portfolio project could function as an integrated assessment, allowing students to in multiple interconnected tasks:

Phase 1: Students conduct research using digital platforms to explore current global issues,

- evaluating sources and compiling information through collaborative online tools.
- Phase 2: Students will create multimedia reports that incorporate written analysis, data visualization, and digital presentations.
- Phase 3: Students will lead virtual workshops and engage in online discussions, demonstrating both Language Proficiency and Digital Communication Skills

### **Rationale:**

Integrating assessment within curriculum design transforms assessment from a summative task into a formative learning process. According to Carr and Palmer (2015), formative assessments, such as semesterlong portfolio projects, encourage students to adjust their learning strategies and engage deeply with course materials. This embedding process ensures alignment with curriculum goals, creating a cohesive educational experience that builds on prior knowledge and fosters skill progression, thereby enhancing student learning outcomes (Karaman, 2021). However, this approach requires significant time and effort from faculty to design and implement, which may pose challenges in resource-constrained environments.

### **AUN-QA Alignment:**

This approach is consistent with AUN-QA Criterion 4: Student Assessment, which calls for diverse student assessment methods (ASEAN University Network, 2020). By integrating diverse assessments into the curriculum, institutions can ensure that these methods are constructively matched with learning outcomes and teaching as well as learning activities, resulting in a more holistic educational experience. Additionally, this approach promotes continuous improvement by establishing a structured, iterative framework for skill



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enhancement and feedback. To address implementation challenges, institutions should provide faculty professional development opportunities and allocate sufficient time for curriculum redesign.

#### 4.3 Emphasizing Real-World Applications

Performance-based assessment highlights real-world tasks, enabling students to use English in authentic situations. This approach, as emphasized by Carr and Palmer (2015), mirrors contemporary workplace demands through interactive assessment activities that reflect the complexities of global professional environments.

Example:

Create a virtual international conference simulation in which students actively engage in multiple roles:

- Conference Organizers: Design and manage virtual event platforms, coordinate with international participants, and handle technical logistics.
- Presenters: Deliver multimedia presentations on industry trends that incorporate data visualization and interactive elements.
- Facilitators: Manage cross-cultural breakout sessions, moderate global panel discussions, and organize virtual networking events.
- Participants: Engage in multicultural team projects, contribute to international discussions, and navigate virtual networking environments.

#### **Rationale:**

Real-world tasks provide students with practical opportunities to apply language skills in meaningful contexts. Research shows that authentic assessments, such as simulations or project-based learning, enhance cross-cultural communication competencies and collaborative problem-solving, and improve students' readiness for professional environments (O'Brien et al., 2007). Similarly, virtual team simulations assist students in understanding and navigate the cultural dimensions that impact global professional interactions (Mahadevan, 2024). However, designing and implementing these tasks can be resource-intensive, requiring access to technology, training, and collaboration with industry partners.

# AUN-QA Alignment:

This approach supports AUN-QA Criterion 6: Student Support Services, which emphasizes the importance of student support and teaching-learning relevance (ASEAN University Network, 2020). By providing authentic language experiences in culturally diverse virtual environments, ELT programs meet the criterion's focus on preparing graduates for diverse professional environments while fostering comprehensive, outcome-based education. To overcome resource constraints, institutions can explore low-cost alternatives, such as leveraging existing digital tools or partnering with local organizations to develop realistic simulations.

#### 4.4 Utilizing Data-Driven Improvement

Data-driven improvement in ELT requires systematic collection and analysis of student performance data. The strategic use of this data becomes particularly crucial as monitoring learner engagement serves as a significant predictor of language learning success. Through careful integration of various monitoring and assessment tools, institutions can develop comprehensive improvement systems that enhance both teaching and learning outcomes, as illustrated in the following examples:

ELT programs can implement systematic data collection and analysis through several key approaches:

- Simple charts illustrating student engagement with lessons: Visual representations track participation rates, task completion, and interaction patterns over time. As Li (2022) demonstrated,

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big data analytics facilitate a more sophisticated understanding of learning patterns, allowing for detailed tracking of student progress.

- Real-time participation tracking: Several mobile applications (e.g., SEAtS Mobile App, e2s App, SMILE) enable immediate monitoring of student engagement during live sessions. Research conducted by Reinders et al. (2023) demonstrated a significant correlation between real-time engagement tracking and improved learning outcomes.
- Progress assessment systems: Utilizing big data processing technology, educators can analyze learning input patterns and adjust their teaching strategies accordingly (Ashrafimoghari, 2022). This approach includes regular progress check-ins to identify areas that require attention.
- Digital portfolios for student progress monitoring: Recent research indicates that digital portfolios allow students to track their own progress by documenting and reflecting on their learning experiences (Connolly, 2024).
- Instant feedback mechanisms for language practice: Automated systems offer immediate responses to language exercises, leveraging big data analytics to identify patterns in student errors and track learning progress (Li, 2022).
- Personalized learning implementation: Individual learning pathways are adjusted based on student performance metrics. As highlighted by Ashrafimoghari (2022), data mining tools can identify optimal learning strategies for personalized instruction.
- Collaborative learning support: Pair work and group work are effective strategies for enhancing student engagement and skill development, creating a supportive and interactive learning environment. Research by Johnson and Johnson (2018) demonstrated that collaborative activities, such as peer teaching and project-based tasks, promote deeper learning by encouraging knowledge sharing and critical thinking. Furthermore, Slavin (2015) found that structured group work improves academic performance and fosters interpersonal skills essential for real-world collaboration.
- Learner autonomy development: Students engage with goal-setting activities and utilize datadriven tools like the Data-Driven Personalized Learning Model (DDPLM). According to by Xia, Shin, and Shin (2024), this approach enhances engagement, retention, and personalized language acquisition by providing real-time feedback and adaptive learning paths.

### **Rationale:**

Data-driven tools, such as engagement trackers and personalized learning pathways, help teachers to respond promptly to the evolving needs of their students. Chapelle and Sauro (2017) noted that measuring student success through learning analytics allows educators to adjust their strategies effectively. This is particularly crucial in virtual environments, where successful learning depends not only on students' autonomy but also on active interaction and collaboration with their peers. Regular monitoring of engagement in classroom settings, thus, provides teachers with immediate insights into student participation and learning progression (Reinders et al., 2023). However, the implementation of data-driven systems requires significant investment in technology and training, which may be a barrier for some institutions.

### **AUN-QA Alignment:**

This approach directly supports the AUN-QA Criterion 2: Programme Structure and Content, which emphasizes monitoring, reviewing, and continuous improvement (ASEAN University Network, 2020). By implementing comprehensive data gathering and analysis systems, institutions can ensure transparency and accountability while enabling ELT programs to remain up-to-date and responsive to evolving educational demands. To address resource constraints, institutions can adopt incremental strategies, beginning with low-cost tools and gradually scaling up as resources become available.

### 5. Conclusion

This paper highlights that aligning quality-driven performance assessment with AUN-QA standards provides a comprehensive framework for enhancing ELT outcomes. By addressing the shortcomings of



traditional testing methods, the proposed approach integrates quality assurance principles with active learning strategies to emphasize real-world language use, measurable results, and student-centered learning. Through its four key components—defining quality indicators, embedding assessments into the curriculum, prioritizing real-world applications, and leveraging data-driven improvement—this framework ensures that ELT programs meet AUN-QA standards while equipping graduates with the skills and competencies necessary for academic and professional success in a dynamic, globalized context.

The implementation of this framework, however, is not without its challenges. As mentioned in the introduction, resource constraints, faculty readiness, and scalability remain significant barriers. In particular, integrating real-world application tasks and data-driven tools requires substantial investment in technology, training, and infrastructure, which may exceed the capacity of some institutions. Additionally, the shift from traditional assessment methods to performance-based approaches demands a cultural and pedagogical transformation among educators, who may lack the necessary training or confidence to adopt these methods effectively.

Despite these challenges, the framework offers a promising pathway for ELT programs to align with AUN-QA standards while addressing the evolving demands of global communication and workplace readiness. By fostering collaboration among stakeholders, investing in faculty development, and leveraging available resources, institutions can overcome these barriers and establish sustainable, high-quality ELT programs that benefit both students and educators.

#### 6. Recommendations

To implement this framework effectively while addressing the identified challenges, ELT programs should consider the following recommendations:

1) Develop clear and measurable quality indicators: Create criteria that reflect both linguistic competence and professional skill expectations, linking them to program learning outcomes and workplace requirements. Program administrators should ensure that these indicators are communicated transparently to students and teachers to minimize subjectivity and enhance fairness in assessment. Consider developing detailed rubrics that incorporate both quantitative and qualitative measures to capture the complexity of language development.

2) Incorporate assessments into curriculum design: Embed assessments throughout the curriculum to provide continuous, formative feedback. This approach supports skill development and ensures alignment with curriculum goals, creating a seamless learning experience. However, institutions must address the challenge of balancing formative and summative assessments to avoid overburdening students and teachers. Consider implementing a portfolio-based system that effectively captures student progress while managing the assessment workload.

3) Focus on real-world application tasks: Design authentic, workplace-focused tasks, such as simulations and project-based learning, to prepare students for practical communication and cross-cultural skills. These tasks should provide opportunities for students to collaborate across diverse cultural contexts, equipping them with the linguistic and interpersonal competencies needed to thrive in professional environments. To address scalability concerns, institutions may explore partnerships with industry stakeholders to create realistic, cost-effective simulations for real-world application tasks. Additionally, consider incorporating virtual exchange programs with international partners to enhance opportunities for cross-cultural communication.

4) Leverage technology and learning analytics tools: Use digital tools and data-driven insights to monitor student progress, provide immediate feedback, and create personalized learning plans that enhance engagement and achievement. However, institutions must ensure equitable access to technology and provide training for both students and faculty to maximize the effectiveness of these tools. Consider implementing a learning management system that integrates assessment tools with progress tracking features.

5) Develop faculty competencies: Provide teachers with comprehensive training in active learning strategies, performance-based assessment, and technology-enhanced teaching methods through practical workshops and collaborative sessions. Address potential resistance to change by demonstrating the benefits

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of these approaches and offering hands-on support to ensure effective implementation in both physical and virtual classrooms. Establish a peer mentoring system in which experienced teachers can assist their colleagues or novice teachers in adopting new assessment methods.

6) Regularly review and update assessment practices: Continuously evaluate assessment methods to ensure alignment with AUN-QA standards, relevance to workplace requirements, and responsiveness to educational advancements. Program administrators should establish feedback mechanisms that involve students, faculty, and industry stakeholders to identify areas for improvement and ensure the framework remains adaptable to changing needs. Consider implementing bi-annual reviews that include an analysis of assessment data and stakeholder feedback.

7) Address resource constraints through strategic planning: Allocate resources strategically to support the implementation of the framework, prioritizing areas that have the highest impact on student outcomes. Institutions should seek external funding, grants, or partnerships to offset costs associated with technology, training, and infrastructure. Additionally, consider developing a phased implementation plan that spans two to three years to distribute expenses and allow for proper training and adaptation.

By adopting these strategies, ELT programs can enhance teaching quality, promote meaningful learning outcomes, and ensure compliance with AUN-QA criteria. While challenges remain, a phased and collaborative approach to implementation can assist institutions in overcoming barriers and creating sustainable solutions, high-quality ELT programs that equip graduates with the skills necessary to excel in both academic and professional contexts.

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