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Standardized Monitoring in Online English Learning: Integrating Context, Pedagogical Pillars, and Monitoring Phases

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ABSTRACT: Monitoring in online English education remains inconsistently defined and often treated as an administrative routine rather than a pedagogical process. This paper addresses that gap by proposing the *Standardized Monitoring Framework (SMF)*—a theoretically grounded model that integrates monitoring with instruction to enhance quality and engagement. Built through a conceptual synthesis of *Learning-Oriented Assessment (LoLA)*, formative feedback, and digital engagement theories, the SMF establishes five pedagogical pillars: Targeted Content Delivery, Diverse Assessment Strategies, Personalized Formative Feedback, Engagement Optimization, and Comprehensive Learning Evaluation. These pillars operate across four monitoring phases—Preparation, Exploration, Adjustment, and Mastery—supported by three contextual domains of learning foundations, human-centered dynamics, and the instructional monitoring cycle. Drawing illustrative insights from the Elingway platform, the study demonstrates how SMF bridges theory and practice to promote responsive, autonomous, and sustained learning in non-metropolitan digital contexts. The paper concludes by highlighting the framework's theoretical novelty and its potential for empirical validation in future studies.

Keywords: formative feedback, learner engagement, learning-oriented assessment, online English learning, Standardized Monitoring Framework (SMF).

ABSTRAK: *Pemonitoran dalam pembelajaran bahasa Inggris daring hingga kini masih didefinisikan secara tidak konsisten dan sering diperlakukan sebagai kegiatan administratif, bukan sebagai proses pedagogis. Artikel ini berupaya menjawab kesenjangan tersebut dengan mengajukan Standardized Monitoring Framework (SMF)—sebuah model yang berlandaskan teori dan mengintegrasikan pemonitoran dengan praktik pengajaran untuk meningkatkan kualitas dan keterlibatan belajar. Melalui pendekatan sintesis konseptual yang menggabungkan teori Learning-Oriented Assessment (LoLA), balikan formatif, dan keterlibatan digital, SMF dibangun atas lima pilar pedagogis: Targeted Content Delivery, Diverse Assessment Strategies, Personalized Formative Feedback, Engagement Optimization, dan Comprehensive Learning Evaluation. Kelima pilar ini beroperasi dalam empat fase pemonitoran—Preparation, Exploration, Adjustment, dan Mastery—yang didukung oleh tiga domain kontekstual: landasan ekosistem belajar, dinamika pemelajaran berpusat pada manusia, dan siklus pemonitoran instruksional. Berdasarkan ilustrasi dari platform Elingway, artikel ini menunjukkan bagaimana SMF menjembatani teori dan praktik untuk mendorong pemelajaran yang responsif, otonom, dan berkelanjutan di konteks digital nonmetropolitan. Artikel ini menegaskan kontribusi teoretis SMF serta membuka peluang untuk validasi empiris pada penelitian berikutnya.*

Kata kunci*: balikan formatif, keterlibatan pemelajar, learning-oriented assessment, pembelajaran bahasa Inggris daring, Standardized Monitoring Framework (SMF).*

INTRODUCTION

The transformation of English language education has accelerated in the last decade, with online learning becoming a central modality—particularly due to the COVID-19 pandemic. While digital platforms offer flexibility and broaden access, they also introduce persistent challenges related to instructional quality, learner engagement, and pedagogical accountability (Adedoyin & Soykan, 2023; Bozkurt & Sharma, 2020).

In Indonesia, especially in non-metropolitan regions, these challenges are intensified by disparities in digital infrastructure and the absence of structured monitoring mechanisms (Nhan, 2024; Utami et al., 2023). Although assessment and evaluation practices have gained traction in digital learning environments, monitoring remains under-theorized—often reduced to passive data tracking or administrative routines (Yarullina & Kopylova, 2024; Zhang & Hong, 2018). This narrow view limits its pedagogical potential to support learning dynamically.

Previous investigations have often overlooked how monitoring can function as a pedagogical process, particularly in non-metropolitan contexts where digital inequality limits access and learning outcomes. This article fills that gap by conceptualizing monitoring as an active, learner-centered practice that strengthens engagement and feedback. Adopting a learning-oriented lens, this article reconceptualizes monitoring as a pedagogical process—a continuous, interactive, and learner-centered practice that supports formative feedback, adaptive instruction, and engagement (Carless, 2015; Turner & Purpura, 2016). However, to implement such monitoring effectively, educators must consider not only the instructional approach but also the broader monitoring context in which online learning operates.

While this study draws upon *Learning-Oriented Language Assessment* (LoLA) (Turner & Purpura, 2016) as its central theoretical foundation, it advances beyond LoLA in several key ways. LoLA conceptualizes assessment as learning, emphasizing feedback and learner agency, yet provides limited operational guidance for continuous monitoring within digital ecosystems. The proposed *Standardized Monitoring Framework (SMF)* builds upon this foundation by embedding monitoring as an applied, data-driven, and technology-mediated process. It extends LoLA's principles through two distinctive dimensions: 1) the integration of digital engagement analytics that capture learners' behavioral and affective participation in online environments; and 2) the introduction of standardized monitoring phases and pedagogical pillars that translate assessment principles into actionable instructional practice.

Through this expansion, SMF transforms LoLA's conceptual model into a scalable framework that supports ongoing pedagogical decision-making and quality assurance across diverse, particularly non-metropolitan, learning contexts.

This monitoring context encompasses ten interrelated elements grouped into three conceptual layers:

1. Learning Ecosystem Foundations: including online learning technology, infrastructure readiness, and policy alignment (Godwin-Jones, 2021);

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2. Human-Centered Learning Dynamics: such as learner profiles, engagement needs, and stakeholder roles (Bond et al., 2021; Kahu, 2013);
3. Instructional Design and Monitoring Cycle: including learning goals, assessment, teacher development, and innovation (Andrade, 2010; Black & Wiliam, 1998).

Understanding this context is critical to designing monitoring systems that are not only technologically feasible but also pedagogically meaningful and equitable. To address these challenges and integrate contextual awareness, this paper proposes the Standardized Monitoring Framework (SMF)—a model that systematizes online learning monitoring through five core pedagogical pillars: 1) targeted content delivery; 2) diverse assessment strategies; 3) personalized formative feedback; 4) engagement optimization; 5) comprehensive learning evaluation.

The SMF is further operationalized through four monitoring phases—Preparation, Exploration, Adjustment, and Mastery—which guide instructors in embedding formative, data-driven monitoring throughout the learning cycle (Reeves & Hedberg, 2003; Wang et al., 2023).

Drawing from the Elingway platform as a practical example, this article illustrates how monitoring—when contextualized, standardized, and learner-centered—can foster deeper engagement, instructional responsiveness, and improved outcomes in online English education. Such an approach carries broader significance: for learners, it reduces dropout risks and ensures more equitable opportunities to achieve proficiency; for tutors, it provides actionable data to deliver timely and adaptive feedback; and for institutions, it strengthens quality assurance and accountability in digital learning environments. At the policy level, the model also offers a replicable framework that can guide strategies for addressing digital inequality and ensuring more inclusive access to online English education.

Research Problem

Although online English learning has expanded significantly in recent years, many programs—particularly in developing and non-metropolitan contexts—still operate without a comprehensive monitoring system that integrates pedagogical design, technological readiness, and learner responsiveness. Previous studies indicate that online instruction often emphasizes content delivery and administrative compliance, while overlooking mechanisms for systematic monitoring (Hodges et al., 2020; Meng et al., 2024). This tendency is also evident in Indonesia, where English language teaching programs frequently rely on asynchronous tools such as Google Classroom or Moodle without embedding formative monitoring practices, resulting in delayed feedback, inconsistent learner engagement, and uneven outcomes (Gozali et al., 2022; Rido et al., 2023). Monitoring, therefore, is commonly treated as an afterthought—restricted to summative evaluation or data-tracking functions—rather than as an instructional strategy that supports learning throughout the process (Adedoyin & Soykan, 2023;

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Hari Rajan et al., 2024; Noori, 2025; Sulistyawati & Kuswandono, 2022). Such gaps are particularly critical in Indonesia, where teachers' varying levels of digital literacy and infrastructural disparities further complicate pedagogical consistency (Pratolo et al., 2023).

This fragmentation is especially problematic in non-metropolitan or digitally unequal regions, where challenges of infrastructure, learner autonomy, and instructional coherence are more pronounced (Abou-Khalil et al., 2021; Adedoyin & Soykan, 2023; Nhan, 2024). Without a unified and pedagogically grounded monitoring approach that is responsive to context and applicable across instructional phases, online learning environments risk failing to deliver equitable, effective, and engaging outcomes.

Addressing this gap carries significant implications for multiple stakeholders. For learners, it reduces dropout risks, enhances engagement, and supports more equitable opportunities to achieve proficiency in English. For tutors, it provides structured guidance and actionable data to deliver timely, formative, and adaptive feedback. For institutions, it establishes a systematic approach to monitoring that strengthens quality assurance and ensures consistency across online programs. Finally, for policymakers, it offers a replicable model that can inform national digital education strategies and respond to the pressing challenges of digital inequality in non-metropolitan regions.

Conceptualization of Standardized Monitoring Framework (SMF)

The Standardized Monitoring Framework (SMF), as proposed in this study, is conceptualized as an integrated pedagogical model that aligns digital English learning with structured, contextual, and learner-centered monitoring practices. Building upon the theoretical underpinnings of Learning-Oriented Language Assessment (LoLA) (Turner & Purpura, 2016) and the ten principles of technology-mediated assessment (Chong & Reinders, 2023), the SMF is advanced here as a novel framework that synthesizes these foundations into a systematic model for online English learning. Unlike traditional approaches that limit monitoring to administrative records or post-hoc evaluations, the SMF redefines monitoring as a continuous, formative process embedded across all stages of instruction.

At its core, the framework consists of five pedagogical pillars that represent essential elements of the instructional cycle: 1) targeted content delivery; 2) diverse assessment strategies; 3) personalized formative feedback; 4) engagement optimization; 5) comprehensive learning evaluation. These pillars are operationalized through four systematic monitoring phases—Preparation, Exploration, Adjustment, and Mastery—which guide educators in implementing responsive and timely monitoring actions throughout the learning process. The decision to structure the framework around five pillars is grounded in a synthesis of the LoLA dimensions (Turner & Purpura, 2016) and the ten principles of LoLA (Chong & Reinders, 2023), where overlapping constructs were consolidated into a minimal but sufficient set of pedagogical priorities. These five pillars represent the essential domains that need to be consistently monitored—learning outcomes, evidence generation, feedback, engagement, and contextual access—while

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excluding broader policy or institutional concerns that function more as enabling conditions than routine monitoring targets.

The four phases, on the other hand, were designed to capture the temporal logic of instruction: Preparation (before instruction), Exploration (early evidence generation and engagement), Adjustment (mid-course corrections based on monitoring data), and Mastery (consolidation and evaluation of outcomes). This cycle ensures that monitoring is not episodic or post-hoc but embedded continuously across the teaching–learning process. Together, the five pillars and four phases form a parsimonious yet comprehensive model: the pillars specify what should be monitored, while the phases specify when and how monitoring should take place.

Furthermore, the SMF is situated within a layered Monitoring Context, which groups ten influencing factors into three conceptual domains:

1. Learning Ecosystem Foundations (e.g., platform readiness, policy alignment),
2. Human-Centered Learning Dynamics (e.g., learner needs, motivation, stakeholder roles), and
3. Instructional Design & Monitoring Cycle (e.g., goals, assessment, professional development).

Together, these layers contextualize the SMF within real-world digital education systems, especially in non-metropolitan or digitally unequal regions.

The development of SMF is informed by Learning-Oriented Assessment (LoLA) (Chong & Reinders, 2023; Turner & Purpura, 2016), formative pedagogy (Carless & Boud, 2018), and contextualized instructional design (Reeves & Hedberg, 2003). As a result, the framework bridges the gap between pedagogical intention and digital implementation—supporting adaptive learning, learner autonomy, and sustained engagement in online English classrooms.

Online English Learning

Online English learning has evolved from emergency remote teaching into a vital instructional format. It offers flexibility and expanded access but also poses challenges in engagement, individualized support, and performance evaluation (Abou-Khalil et al., 2021; Zhou & Zhang, 2022). In Indonesia and other non-metropolitan contexts, the shift toward digital instruction is often marked by digital inequality, low learner discipline, and a lack of structured monitoring (Isma et al., 2024). These issues are reinforced by prior studies that highlight how infrastructural disparities, limited digital literacy, and weak instructional coherence continue to shape online English education in such contexts (Abou-Khalil et al., 2021; Adedoyin & Soykan, 2023; Gozali et al., 2022; Pratolo et al., 2023; Rido et al., 2023).

Studies suggest that the effectiveness of online English learning hinges on the presence of robust instructional design, guided practice, and consistent monitoring mechanisms (Mahdi, 2024; Nhan, 2024). SMF responds to this need by offering a framework to manage instructional delivery while promoting learner-centered feedback and engagement.

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Formative Feedback

Formative feedback is not merely a correctional device but a dialogic process that enables learners to reflect, self-regulate, and improve their performance (Black & Wiliam, 1998; Nicol & Macfarlane-Dick, 2006). In digital environments, effective formative feedback must be timely, actionable, and personalized, often supported by technology-enabled systems that enhance student uptake and engagement (Cano García et al., 2024; Carless & Boud, 2018; Henderson et al., 2019; Zheng et al., 2018). The SMF integrates feedback through its Adjustment Phase, allowing teachers or platforms to offer data-driven interventions in real time. Furthermore, as highlighted by Weidlich (2025), learners' perceptions of feedback quality significantly affect their motivation and satisfaction, a finding consistently supported in prior reviews that emphasize the central role of feedback in shaping student achievement and engagement (Evans, 2013; Hattie & Timperley, 2007; Molloy et al., 2020). This reinforces the value of structured, embedded feedback within online learning platforms like Elingway.

Learner Engagement

Engagement in online learning is inherently multidimensional—encompassing cognitive, affective, and behavioral dimensions of participation (Bond et al., 2021; Kahu, 2013). Within the Standardized Monitoring Framework (SMF) proposed in this study, learner engagement is positioned not as a passive outcome of instructional content but as a central design principle. This conceptualization builds on prior scholarship that frames engagement as multidimensional—encompassing behavioral, cognitive, and emotional dimensions (Bond et al., 2020; Fredricks et al., 2004; Henrie et al., 2015; Kahu, 2013). Accordingly, the SMF emphasizes active learning through interactional activities, personalized formative feedback, and embedded monitoring tools that capture learner presence, participation, and responsiveness across digital modalities.

Rather than relying solely on performance outcomes, SMF foregrounds engagement indicators as essential signals of learning progress and student needs. It also recognizes the role of self-directed behaviors such as goal setting, time management, and reflective learning practices (Van Der Linden et al., 2023; Zimmerman, 2002). By integrating real-time engagement tracking into the monitoring cycle, SMF enables timely pedagogical intervention and helps educators ensure that learners—especially those at risk of disengagement—receive targeted support. This approach fosters a more equitable, responsive, and human-centered learning environment in online English education.

METHODs

This study adopts a conceptual research approach aimed at developing and explicating the Standardized Monitoring Framework (SMF) as a pedagogical model for online English learning. Unlike empirical research that collects and analyzes primary data, conceptual research synthesizes insights from theoretical literature, policy analysis, and best practices to construct a structured model grounded in

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educational needs and instructional design logic. In this study, the synthesis followed a systematic procedure. First, a targeted review of key theoretical frameworks in assessment and pedagogy was conducted, focusing on Learning-Oriented Language Assessment (Turner & Purpura, 2016) and technology-mediated assessment principles (Chong & Reinders, 2023). Second, complementary strands of literature were reviewed, including online feedback practices, learner engagement, and challenges of digital inequality in non-metropolitan contexts (e.g., Adedoyin & Soykan, 2023; Bond et al., 2020). Third, recurring constructs across these sources were identified and clustered into three monitoring domains—assessment tasks, formative feedback, and learner engagement/self-regulation. Finally, these domains were integrated into a unified pedagogical framework operationalized through five pillars and four monitoring phases. This stepwise procedure demonstrates that the SMF was derived not from arbitrary design choices, but from a systematic conceptual synthesis of existing theory, research evidence, and practical needs.

Conceptual Synthesis Procedure

The development of the *Standardized Monitoring Framework (SMF)* followed a systematic five-stage conceptual synthesis, integrating theoretical, pedagogical, and practical dimensions to ensure methodological transparency and coherence.

Theoretical Grounding

A targeted review of foundational frameworks in assessment and pedagogy was conducted, focusing on *Learning-Oriented Language Assessment (LoLA)* (Turner & Purpura, 2016) and technology-mediated assessment principles (Chong & Reinders, 2023). These theories established the foundational logic for positioning monitoring as a formative, learning-oriented process.

Complementary Literature Review

Additional strands of literature were reviewed to expand the conceptual scope, covering formative feedback (Black & Wiliam, 1998; Carless & Boud, 2018), learner engagement (Bond et al., 2020; Fredricks et al., 2004), and digital inequality in non-metropolitan contexts (Adedoyin & Soykan, 2023; Gozali et al., 2022). These sources were compared to identify overlapping principles relevant to online English learning.

Construct Clustering

Recurring constructs across the reviewed literature were coded and grouped into three interrelated monitoring domains: (1) assessment tasks, (2) formative feedback, and (3) learner engagement and self-regulation. This clustering process established the theoretical core for subsequent framework construction.

Framework Integration

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The identified domains were integrated through comparative synthesis and instructional design reasoning, resulting in a unified pedagogical framework operationalized via five pillars and four temporal phases. This stage ensured that the framework structure was both theoretically valid and pedagogically practical.

Pedagogical Model Alignment

The final stage involved aligning the SMF with pedagogical and instructional design logic, positioning monitoring as a continuous, contextualized, and learner-centered process. The framework was then conceptually mapped onto the *Elingway* digital learning environment as an illustrative case, demonstrating how theoretical synthesis translates into a scalable model for practice.

Table 1. Conceptual Synthesis of the SMF

Step	Sources / Focus	Process	Output
1. Theoretical grounding	Turner & Purpura (2016) → LoLA framework; Chong & Reinders (2023) → 10 principles of technology-mediated assessment	Identifying core dimensions of learning-oriented assessment and digital assessment principles	Foundation for pedagogical monitoring approach
2. Complementary literature review	Feedback studies (Black & Wiliam, 1998; Carless & Boud, 2018; Weidlich, 2025); Learner engagement frameworks (Bond et al., 2020; Fredricks et al., 2004); Digital inequality & online learning (Adedoyin & Soykan, 2023; Gozali et al., 2022)	Mapping recurring constructs across pedagogy, engagement, and feedback in digital contexts	Key domains for monitoring online English learning
3. Construct clustering	Cross-analysis of recurring themes	Grouping into three domains: assessment tasks, formative feedback, online self-regulation & engagement	Three core constructs for monitoring
4. Framework integration	Comparative synthesis & design logic	Operationalizing constructs into five pedagogical pillars	Standardized Monitoring Framework (SMF)

Corresponding author: Karin Sari Saputra (karin.sari91@ui.ac.id)

		& four temporal phases	
5. Pedagogical model	Alignment with instructional design logic	Positioning monitoring as continuous, contextualized, and learner-centered	Finalized SMF as conceptual model

Data Sources and Literature Synthesis

The framework was constructed by reviewing and integrating literature on:

1. Learning-Oriented Language Assessment (LoLA) (Chong & Reinders, 2023; Turner & Purpura, 2016),
2. Formative feedback (Carless, 2015; Nicol & Macfarlane-Dick, 2006),
3. Online learner engagement (Bond et al., 2021; Kahu, 2013),
4. Self-regulated learning in digital contexts (Van Der Linden et al., 2023; Zheng et al., 2018),
5. Technology-enhanced language instruction and digital evaluation (Reeves & Hedberg, 2003; Weidlich, 2025).

Relevant studies were identified through targeted searches in Scopus, ERIC, and Google Scholar databases using keywords such as "learning-oriented assessment," "formative feedback," "learner engagement," and "online English learning." Publications were included if they explicitly discussed intersections between pedagogy, assessment, and technology in language education, and excluded if they lacked pedagogical or conceptual focus. These sources were analyzed using a thematic synthesis approach, focusing on recurrent principles, instructional gaps, and pedagogical opportunities for monitoring in online English learning.

Framework Development Process

The SMF was developed through an iterative process involving:

1. Mapping pedagogical needs based on prior research and the author's instructional experience,
2. Identifying gaps in current monitoring practices (e.g., lack of feedback loops, poor engagement tracking),
3. Constructing five pedagogical pillars that align monitoring with instructional design goals,
4. Designing four monitoring phases to structure implementation across time.

The resulting framework was then aligned with existing digital platform features—particularly within Elingway—to illustrate its practicality and scalability in real-world contexts.

RESULT AND DISCUSSION

The implementation of the Standardized Monitoring Framework (SMF) provides an integrated model that structures monitoring practices in online

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English learning through three interdependent components: five pedagogical pillars, four systematic monitoring phases, and a layered monitoring context. These components collectively ensure that monitoring is not an isolated administrative act, but a pedagogical mechanism embedded across planning, interaction, assessment, and feedback cycles. Through this alignment, the SMF promotes a dynamic, learner-centered approach that supports equitable, adaptive, and high-quality online instruction.

One of the primary strengths of SMF lies in its ability to enable real-time monitoring of student progress, which is especially critical in asynchronous or non-metropolitan learning settings. This real-time visibility allows educators to identify performance gaps and intervene through timely feedback and instructional adjustments. Moreover, the structured integration of SMF into platform design ensures that monitoring activities are embedded in instructional delivery rather than treated as separate or post-hoc evaluations.

The SMF provides reliable benchmarks for assessing language proficiency, skill acquisition, and engagement through consistent metrics. For example, data on participation in speaking exercises, accuracy in vocabulary tests, and writing task submissions offers a structured way to measure student growth. This consistency promotes fairness by applying a uniform assessment framework across diverse learners, ensuring that all students, regardless of their resources or backgrounds, are evaluated equally.

For students, the SMF enhances motivation and accountability by offering a transparent view of their progress and identifying areas for improvement. Tracking achievements over time empowers learners to take ownership of their education, building a sense of accountability that fosters deeper engagement. This personalized approach bridges the gap between online and in-person learning, creating a responsive and student-centered learning environment (Meng et al., 2024).

Another key aspect of the SMF is its ability to provide consistent and actionable formative feedback, which is pivotal for students' academic growth. Research indicates that students often find feedback sporadic and confirmatory rather than formative and constructive (Colby et al., 2003, cited in Conrad & Openo, 2018). The SMF addresses this gap by incorporating structured assessments that ensure timely, targeted, and meaningful feedback. Clear, data-driven feedback enhances students' understanding of their strengths and areas for improvement, empowering them to navigate their learning journey with greater confidence and focus.

Strategic feedback mechanisms within the SMF emphasize positivity and growth. According to Conrad & Openo (2018) consistent and constructive feedback bolsters students' academic confidence and motivation. By embedding opportunities for instructors to acknowledge achievements through automated progress reports or personalized comments, the SMF fosters a supportive learning environment. This validation of student efforts encourages resilience and a stronger emotional connection to their studies, driving sustained motivation.

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Moreover, Wisneski et al. (2015, cited in Conrad & Openo, 2018) highlight the importance of affirming student contributions to create a positive learning experience. The SMF supports this process by facilitating regular acknowledgment of student progress and achievements, helping them overcome challenges with greater assurance. By integrating thoughtful feedback with systematic monitoring, the SMF not only meets students' need for guidance but also cultivates a learning atmosphere conducive to long-term success.

In summary, the SMF provides a robust structure for standardized monitoring in online English learning, combining consistent assessment, data-driven feedback, and personalized support (Nhan, 2024). This framework ensures fairness, fosters motivation, and enhances academic outcomes, making it a transformative tool for educators and learners alike.

As the demand for effective online English learning continues to rise, the integration of Standardized Monitoring Framework (SMF) is imperative to ensure consistency and quality in educational outcomes. Addressing challenges identified in previous studies and enhancing students' learning experiences require a comprehensive framework that systematically integrates assessment, evaluation, and monitoring strategies within a unified system (Nhan, 2024). This framework serves as a guide for educators, enabling the structured tracking of student progress, engagement, and performance while fostering a culture of continuous improvement and success.

To address the challenges of online English learning, this article proposes SMF based on Five Pedagogical Pillars. This framework ensures a structured learning process that enhances student engagement and optimizes formative feedback. The five pedagogical pillars that form the core of SMF are described below (Figure 1):

1. Targeted Content Delivery – Learning materials are presented in multiple digital formats to facilitate flexible access and improve knowledge retention. This multimodal approach enables learners to develop a deeper conceptual understanding independently.
2. Diverse Assessment Strategies – A range of assessment methods is employed to comprehensively measure student progress across cognitive, affective, and psychomotor domains. This ensures a more accurate evaluation of learning outcomes.
3. Personalized Formative Feedback – Adaptive feedback mechanisms provide individualized, actionable insights to support student learning. Rather than merely indicating errors, feedback includes targeted recommendations to strengthen language proficiency.
4. Engagement Optimization – Interactive learning experiences, including real-time discussions and mentoring sessions, foster active participation and sustained motivation. This enhances learner engagement and reinforces key concepts.
5. Comprehensive Learning Evaluation – Beyond academic performance, learning success is assessed holistically through cognitive achievement, language use (psychomotor), and learner attitudes and motivation (affective).

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This multifaceted evaluation offers a deeper insight into the effectiveness of online English instruction.

Through this mechanism, the following is the SMF diagram aimed at developing an effective monitoring strategy for online English learning, which is not only technology-based but also oriented toward continuous improvement in learning outcomes.

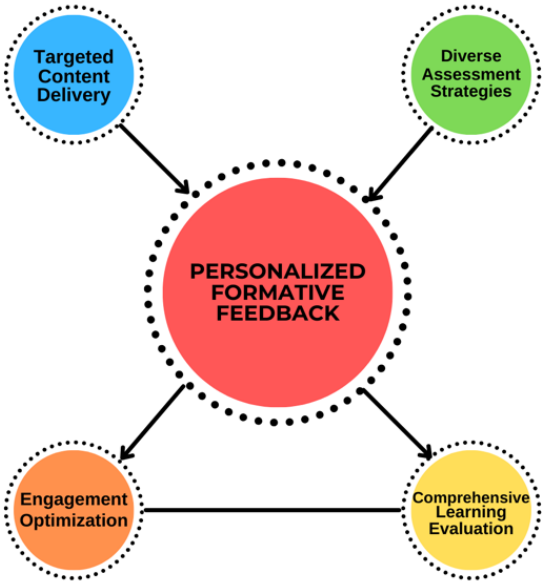

Figure 1. Five Pillars of Monitoring (*This figure was developed by the authors as part of the conceptual synthesis for this study, 2025)*

Diagram explanation:

1. Input (Light Blue & Light Green)
   - Directed Content Delivery
   - Diverse Assessment Tasks

   These two elements form the initial foundation of monitored online English learning.
2. Mediator (Red)
   - Personalized Feedback

   A key factor that bridges the monitoring process with learning outcomes.
3. Output (Orange)
   - Engagement Optimization

   A direct effect of effective monitoring implementation.
4. Outcome (Yellow)
   - Comprehensive Learning Evaluation

   The result that reflects the effectiveness of the online English learning monitoring mechanism.

Figure 1 illustrates how the five main pillars of the online English learning monitoring mechanism interact. Personalized Feedback (Red, central/middle) serves as the core of the mechanism, connecting all key elements to ensure effective learning processes.

1. Directed Content Delivery (Light Blue, top left)

   → The arrow leading to Personalized Feedback indicates that structured content delivery contributes to more tailored feedback for individual

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participants. With well-organized materials in various formats, feedback can be more specific and effective.

2. Diverse Assessment Tasks (Light Green, top right)
   → The arrow leading to Personalized Feedback signifies that variation in assessment tasks, supports richer feedback that caters to different learning styles. A range of assessments enables feedback personalization based on individual strengths and weaknesses.
3. Engagement Optimization (Orange, bottom left)
   → The arrow leading to Personalized Feedback suggests that the higher the participant engagement the more effective the feedback provided. Personalized feedback can also further encourage engagement.
4. Comprehensive Evaluation (Yellow, bottom right)
   → The arrow leading to Personalized Feedback indicates that a thorough evaluation—covering cognitive aspects (content comprehension), psychomotor aspects (skill application), and affective aspects (attitude and motivation)—allows for more accurate and relevant feedback for learners.
5. Relationship Between Engagement Optimization and Comprehensive Evaluation
   → A non-arrowed line between these two aspects signifies a reciprocal relationship. Increased engagement contributes to more comprehensive evaluation, as active participants generate more data for assessment. Conversely, comprehensive evaluation leads to better strategies for enhancing participant engagement.

This diagram illustrates that Personalized Feedback does not function in isolation but is shaped by multiple factors in online English learning. Structured content delivery and diverse assessments act as fundamental inputs, while engagement and evaluation are interconnected in enhancing the effectiveness of feedback. By ensuring that feedback is tailored to learners' needs, each pillar works in synergy to optimize the quality of online English learning.

These pillars operate within the broader Monitoring Context, which includes technological readiness, infrastructure, learner profiles, and policy alignment. This layered context (Figure 2) ensures that the implementation of SMF is responsive to local constraints and educational conditions, making it scalable and adaptable.

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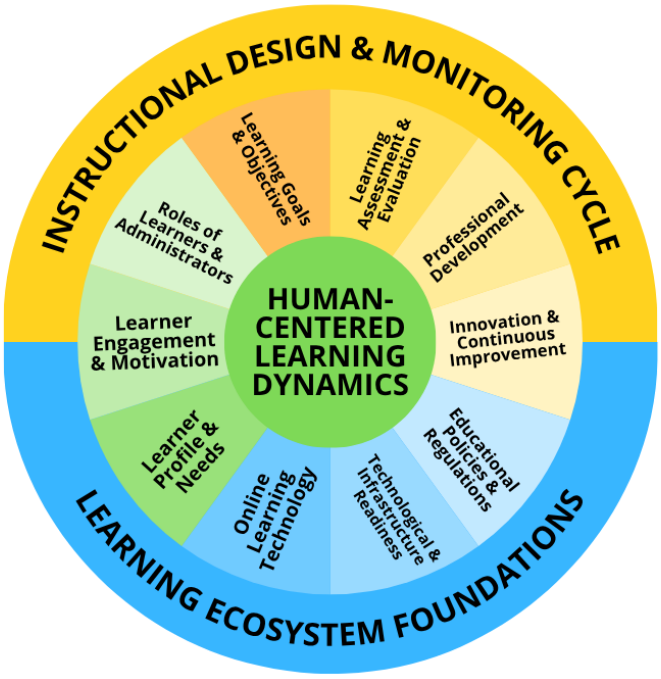

Figure 2. Monitoring Context for Online English Learning (*This figure was developed by the authors as part of the conceptual synthesis for this study, 2025)*

Figure 2 is a layered circular model that conceptualizes the key elements influencing the design and implementation of effective monitoring in online English learning. It visually organizes ten essential components into three interconnected domains, anchored by a human-centered pedagogical philosophy.

Ring 1: Instructional Design and Monitoring Cycle

This yellow outer ring highlights the pedagogical dimension of monitoring. It focuses on continuous improvement and instructional quality.

1. Learning Goals & Objectives: Defines clear, measurable competencies and intended outcomes.
2. Learning Assessment & Evaluation: Involves formative and summative assessments to track progress and inform instruction.
3. Professional Development: Refers to teacher training and ongoing capacity-building to support effective monitoring.
4. Innovation & Continuous Improvement: Promotes adaptive teaching strategies through feedback loops and reflective practices.

Ring 2 or Center: Human-Centered Learning Dynamics

This green layer represents the interpersonal and motivational aspects that must be considered in monitoring systems.

1. Roles of Learners & Administrators: Clarifies the responsibilities of students, teachers, and institutional leaders in the monitoring process.
2. Learner Engagement & Motivation: Addresses cognitive, emotional, and behavioral involvement.

Corresponding author: Karin Sari Saputra (karin.sari91@ui.ac.id)

3. Learner Profile & Needs: Emphasizes the importance of understanding individual learner backgrounds, learning styles, and digital access limitations.

Ring 3: Learning Ecosystem Foundations

The blue ring provides the foundational infrastructure required to support sustainable and scalable monitoring systems.

1. Online Learning Technology: Includes platforms, tools, and digital environments that facilitate instruction and tracking.
2. Technological & Infrastructure Readiness: Refers to bandwidth, hardware availability, and overall connectivity.
3. Educational Policies & Regulations: Aligns monitoring practices with national education standards and accreditation requirements.

This Monitoring Context diagram serves as a comprehensive model for educators, instructional designers, and policymakers seeking to implement Standardized Monitoring Frameworks (SMF). It encourages a systematic, layered understanding of how monitoring must be built upon robust ecosystems, designed with pedagogical intention, and centered on learner needs. By integrating these layers, online English learning can become more responsive, personalized, and impactful, promoting not only academic success but also learner autonomy and long-term engagement.

In addition to fully operationalize these components and maximize their effectiveness, monitoring must be implemented systematically (see Brown, 2024; Wang et al., 2023). The process of monitoring online English language learning is not a one-time activity but rather a structured, continuous cycle that ensures ongoing improvement.

To fully operationalize the pillars and contextual elements, the SMF follows four systematic Monitoring Phases, each aimed at enhancing the quality and effectiveness of online English learning (Figure 3):

1. Preparation Phase: 1) Define clear learning goals and objectives; 2) Prepare and test the necessary technological resources (e.g., platforms, tools); 3) Establish the monitoring mechanisms that will guide the evaluation process.
2. Exploration Phase: 1) Enable learners to engage with the content and activities; 2) Utilize monitoring tools to collect data on learner interactions, identifying strengths and areas for improvement.
3. Adjustment Phase: 1) Analyze the data collected to identify gaps or challenges; 2) Provide targeted feedback and adjust the curriculum or instructional approach; 3) Offer tailored support to students in areas requiring additional guidance.
4. Mastery Phase: 1) Assess learners' progress to validate their mastery of content and achievement of learning objectives; 2) Use outcomes to refine future courses, ensuring continuous improvement.

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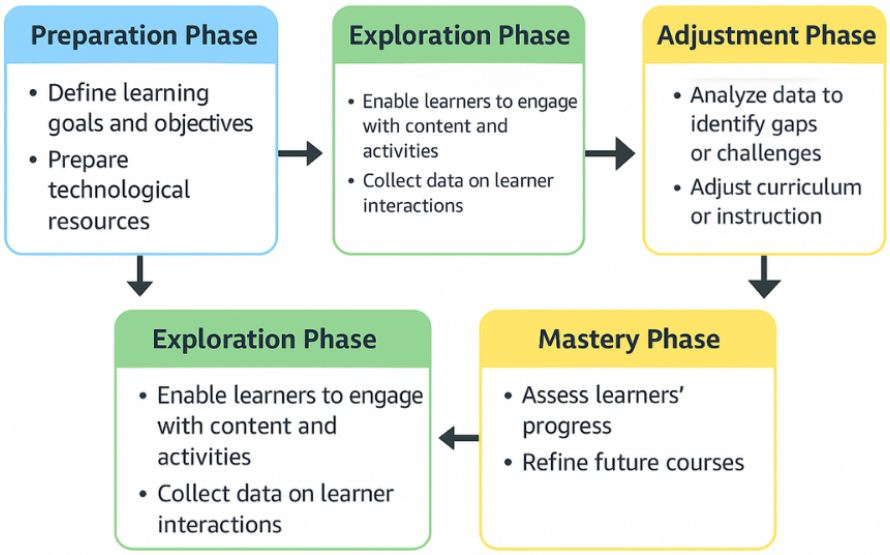

Figure 3. Four Systematic Phases of Monitoring (*This figure was developed by the authors as part of the conceptual synthesis for this study, 2025)*

By organizing monitoring through four structured phases, the Standardized Monitoring Framework (SMF) ensures a dynamic, learner-responsive process that is adaptive, targeted, and embedded across the instructional cycle (Han et al., 2024). However, the implementation of each phase presents unique challenges that educators, learners, and institutional stakeholders must navigate to ensure its success and sustainability. Each phase presents distinct obstacles that educators, learners, and institutions must navigate to ensure effective monitoring and continuous improvement. These challenges, as well as the key actions necessary to overcome them, are presented in Table 2 below.

Table 2. Key Challenges and Recommended Tasks Across the Four Monitoring Phases in the SMF

Phase	Major Challenges	Major Tasks to Be Completed
Preparation Phase	- Uncertainty over mode of instruction - Lack of training and resources for online teaching	- Provide structured training for instructors to use digital tools and platforms effectively. - Redesign face-to-face courses into online formats aligned with learning objectives and SMF principles.
Exploration Phase	- Technology-related issues such as software installation and troubleshooting, internet	- Offer technical support and troubleshooting assistance to both instructors and learners.

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	inaccessibility and limited technical skills - Students' limited technical skills	- Facilitate orientation sessions for students to build confidence in using digital tools.
Adjustment Phase	- Low interaction between students and teachers - Students feeling disconnected from the learning process	- Set up accessible communication channels for class materials and inquiries. - Encourage collaborative reflection among faculty through regular meetings and sharing of instructional strategies.
Mastery Phase	- Limited opportunities for sustained engagement and language development	- Establish virtual learning communities that support peer collaboration and authentic language use. - Design engaging summative tasks that reinforce long-term language retention and application.

Table 2 encapsulates the critical challenges and tasks associated with each phase of monitoring in the SMF for online English learning. These challenges underscore the multi-dimensional demands of pedagogical monitoring—encompassing technological preparedness, instructional adaptability, and engagement sustainability. The structured actions outlined in Table 2 provide a clear pathway for translating SMF principles into practical solutions that promote equity and responsiveness in online English learning.

Among these phases, the Adjustment Phase is particularly pivotal, as it represents the transformative point where real-time monitoring data is translated into targeted interventions and pedagogical refinements. It embodies the learner-centered ethos of SMF, requiring the active involvement of all participants:

1. Learners: Actively respond to feedback by adjusting strategies and reinforcing autonomy.
2. Instructors: Interpret performance data to modify instruction and personalize support.
3. Program Managers: Coordinate infrastructure, policy alignment, and faculty development to sustain effective monitoring.

This phase bridges insights from prior evaluations to the achievement-oriented goals of the Mastery Phase. When effectively implemented, the

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continuous loop across all four phases—rooted in the five pedagogical pillars and contextualized within the broader monitoring ecosystem—ensures that online English education becomes more adaptive, inclusive, and impactful.

Discussion

The proposed *Standardized Monitoring Framework (SMF)* offers a pedagogical model that redefines monitoring in online English learning as a holistic and learner-centered process. Rather than serving merely as a technical add-on, SMF is conceptualized as an instructional backbone, embedded within the pedagogical ecosystem to support learning goals, formative development, and student autonomy. This framework integrates three critical dimensions: Learning Ecosystem Foundations, Human-Centered Learning Dynamics, and the Instructional Design & Monitoring Cycle, as visualized in the Monitoring Context diagram (Figure 2).

Each of these dimensions addresses specific challenges faced in digital language education, particularly in post-pandemic contexts:

1. Learning Ecosystem Foundations ensure that online English instruction is underpinned by sufficient digital infrastructure, robust learning platforms, and policy alignment. This foundation is vital for equitable access and systemic scalability (Godwin-Jones, 2021).
2. Human-Centered Learning Dynamics highlight the psychological and behavioral components of learning. Learner engagement, motivation, and differentiated needs are critical to successful monitoring. Research shows that personalized approaches, when paired with consistent feedback, enhance learner agency and reduce attrition in online settings (Martin & Bolliger, 2018; Zimmerman, 2002).
3. Instructional Design & Monitoring Cycle focuses on planning, implementation, assessment, and revision—operationalized through the four monitoring phases: *Preparation, Exploration, Adjustment, and Mastery*. These phases provide a replicable structure that aligns with principles of Learning-Oriented Assessment (LoLA) and data-driven pedagogy (Chong & Reinders, 2023; Turner & Purpura, 2016).

The five pedagogical pillars—Targeted Content Delivery, Diverse Assessment Strategies, Personalized Formative Feedback, Engagement Optimization, and Comprehensive Learning Evaluation—intersect across these phases. They serve not only to guide instruction but to allow real-time insight into learner behavior and progress. For instance, during the Adjustment Phase, the framework prioritizes responsive feedback and curricular adaptation, which are key for learners with varying levels of digital familiarity and linguistic competence (Abou-Khalil et al., 2021; Sun, 2023).

Empirical and design-based studies have highlighted the effectiveness of integrated monitoring frameworks in enhancing learner outcomes (Li, 2022; Yarullina & Kopylova, 2024). By embedding SMF within an adaptive digital

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platform—such as the Elingway system—it becomes possible to implement micro-level interventions and macro-level improvements simultaneously.

Thus, this model does not offer a rigid structure, but a flexible pedagogical lens adaptable to institutional settings, especially in underserved or non-metropolitan contexts where digital inequality remains a concern. It supports both formative and summative monitoring, foregrounds engagement and motivation, and facilitates continuous professional development for educators.

Implications for Practice

The Standardized Monitoring Framework (SMF) provides a comprehensive and scalable model for embedding pedagogical monitoring into online English learning environments. By aligning instructional practices with the five core pedagogical pillars, applying the four systematic monitoring phases, and grounding implementation within a well-defined monitoring context, the SMF transforms monitoring into a dynamic instructional process.

Rather than being limited to administrative data collection or end-point evaluations, monitoring becomes an active, learner-centered cycle that continuously supports engagement, personalization, and improvement. Educators are guided to design learning experiences that are responsive to real-time learner needs, supported by integrated tools for tracking performance, delivering formative feedback, and adapting instructional strategies accordingly.

For institutions, the SMF enables data-informed decision-making at multiple levels—classroom, program, and policy. The framework fosters coherence between technological infrastructure, pedagogical intent, and learner support, ensuring that digital learning environments are not only functional but also pedagogically meaningful. When implemented effectively, the SMF strengthens instructional quality, increases student motivation, and promotes more equitable outcomes, particularly in under-resourced or non-metropolitan learning settings.

Barriers to Implementation

Despite the promise of the Standardized Monitoring Framework (SMF), its implementation may face several practical challenges. A primary concern is the lack of educator readiness, particularly in interpreting monitoring data and providing meaningful formative feedback aligned with the SMF's pedagogical pillars and phases. Moreover, disparities in technological infrastructure—especially in low-resource or non-metropolitan areas—can hinder consistent application of the monitoring phases or the broader contextual components of the framework (Abou-Khalil et al., 2021; Adedoyin & Soykan, 2023; Gozali et al., 2022; Rido et al., 2023). Institutional inertia and the absence of coherent policy guidelines may also delay the systemic adoption of structured monitoring. Addressing these barriers requires targeted capacity building, clear policy alignment, and investments in infrastructure that support the full integration of SMF's layered approach.

Contextual Adaptability: Non-Metropolitan and Digitally Unequal Settings

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The SMF was purposefully conceptualized to be adaptable across diverse educational landscapes, including regions with limited digital resources. In non-metropolitan and digitally unequal settings, educators may prioritize critical components of the framework—such as defining clear learning objectives, delivering formative feedback through low-tech channels (e.g., SMS check-ins, printed tasks), and reinforcing learner engagement via flexible, context-aware strategies. The framework's layered monitoring context model allows institutions to selectively implement elements based on technological readiness, learner needs, and policy constraints, enabling scalable and responsive applications that bridge digital inequality without compromising pedagogical intent.

Directions for Future Research

While conceptually grounded and practically informed, the SMF requires empirical validation to assess its effectiveness across varying contexts and learner demographics. Future studies should investigate how the five pedagogical pillars, four monitoring phases, and contextual layers interact to influence learner engagement, feedback responsiveness, and academic performance. Additionally, research can explore the potential of integrating AI-powered monitoring tools—such as real-time dashboards or predictive analytics—to enhance scalability and personalization. Longitudinal and mixed-method studies would be especially valuable in evaluating the sustained impact of the SMF on learner autonomy, instructional agility, and digital equity in online English education.

CONCLUSION

This article has introduced the *Standardized Monitoring Framework (SMF)* as a structured and pedagogically grounded model to enhance the quality, responsiveness, and equity of online English learning. The study advances knowledge by reframing monitoring from an administrative procedure into a pedagogical mechanism that integrates assessment, feedback, and engagement into a continuous instructional process. Unlike previous approaches that treat monitoring as fragmented or summative, the SMF conceptualizes monitoring as both systematic and human-centered, filling a critical research gap in contexts where digital inequality and instructional inconsistency remain pressing challenges.

The novelty of this study lies in its dual contribution. Theoretically, it extends *Learning-Oriented Assessment (LoLA)* into a broader, multi-dimensional paradigm that integrates digital engagement analytics, formative feedback systems, and contextual monitoring layers. Practically, it provides a replicable framework that guides educators and institutions in designing context-sensitive monitoring systems adaptable to both resource-rich and low-resource environments. This synthesis bridges the gap between theory and implementation, demonstrating how monitoring can function as a pedagogical driver rather than a technical add-on.

Nevertheless, certain limitations must be acknowledged. As a conceptual study, the SMF has not yet been empirically validated across diverse learner

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populations or instructional platforms. Its application may also encounter contextual constraints, particularly in institutions with limited digital readiness or where teachers lack sufficient capacity to interpret and act upon monitoring data.

Future research should therefore focus on empirical validation and contextual adaptation of the SMF across varied educational landscapes. Mixed-method and longitudinal studies could examine how the framework's five pedagogical pillars and four monitoring phases interact to influence learner engagement, feedback literacy, and instructional agility. Further investigation into AI-supported monitoring tools, real-time analytics, and teacher capacity-building models would also enrich the empirical grounding and scalability of the framework.

In conclusion, the *Standardized Monitoring Framework (SMF)* offers a timely and innovative contribution to online English learning by redefining monitoring as a pedagogically integrated, equitable, and human-centered process. By addressing persistent issues such as inconsistent feedback, disengagement, and lack of instructional visibility, the SMF provides educators, curriculum designers, and policymakers with a forward-looking roadmap for transforming digital learning environments into spaces of active, measurable, and meaningful growth.

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