



Unlocking high-frequency word mastery: the application of formative assessment in English vocabulary instruction

Dwi Yoga Prasetyo^{✉1}

¹English Language Education Study Program, Universitas Islam Negeri K.H. Abdurrahman Wahid Pekalongan, Central Java, Indonesia

[✉]E-mail: yogaprasz67@gmail.com

ABSTRACT

In terms of foreign language learning, the role of vocabulary mastery is crucial for understanding course materials. However, some students still struggle with mastering English vocabulary, so formative assessment is implemented to explore students' mastery of high-frequency words (HFWs). Thus, the aim of this research is to investigate the implementation and challenges of employing formative assessment in the learning process for students' English vocabulary mastery on HFWs. The researcher used the descriptive case study method by conducting a semi-structured interview and observation to collect the data. One class of twelfth graders in this high school was used as the object of observation, and the English teacher and four students were recruited as interview participants. The results of the study showed that variations in formative assessment and providing feedback needed to be considered in the implementation of formative assessment for HFW mastery because all two were continuous in the success of formative assessment. Meanwhile, there were several challenges that arose when carrying out the implementation, such as time constraints, differences in student abilities, and student engagement, each of which is interrelated. These findings can improve teaching practices, emphasize the importance of formative assessment variations, feedback, and contextual HFW instruction.

ARTICLE INFO

Article history:

Received: March 02, 2025

Revised: May 16, 2025

Accepted: May 21, 2025

Keywords:

High-frequency words;
Formative assessment;
Vocabulary mastery

To cite this article: Prasetyo, D. Y. (2025). Unlocking high-frequency word mastery: The application of formative assessment in English vocabulary instruction. *Erudita: Journal of English Language Teaching*, 5(1), 108–120. <https://doi.org/10.28918/erudita.v5i1.10992>

To link to this article: <https://e-journal.uingusdur.ac.id/erudita/article/view/erudita518>



Copyright © 2025 Author(s). This work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License.

Introduction

Vocabulary, the foundation of language, is crucial for effective communication and comprehension, particularly for English as a Foreign Language (EFL) students. As Dakhi and Fitria (2019) assert, vocabulary knowledge is essential for developing other language skills, and a robust English vocabulary significantly impacts students' overall language proficiency across reading, writing, listening, and speaking (Nunan, 1991; Sardi, 2022). To achieve

advanced vocabulary mastery, students must focus on frequently used words, especially high-frequency words (HFWs), which are vital for efficient reading and academic success (Johns & Wilke, 2018; Wu et al., 2021). Given that 100-200 HFWs constitute over 50% of school texts, their frequent learning, ideally through formative assessments, is critical for developing students' vocabulary mastery (Johns & Wilke, 2018).

Assessment is fundamentally intertwined with the processes of teaching and learning. Broadly defined, it serves as a crucial tool for understanding student capabilities (Brown, 2004) and gauging the extent of their learning through the acquisition and analysis of data (Bachman, 1999). Ultimately, assessment helps determine both student understanding and their learning journey. Within the realm of assessment, a key distinction exists between formal and informal approaches, as well as formative and summative evaluations, each with unique characteristics and applications (Brown, 2004). Formal assessments are systematically designed to evaluate abilities and knowledge, providing structured feedback on student achievement, as seen in material portfolios or student journals (Brown, 2004). Conversely, informal assessments are less structured, often integrated into classroom activities without formal grading, and include spontaneous feedback, coaching, and unplanned positive remarks like "Well done!" or marginal comments on papers (Brown, 2004).

Formative assessment, a crucial process for improving student achievement by providing ongoing feedback and adjusting teaching (Bennett, 2011), monitors student learning and enhances understanding (Black & William, 1998). Its benefits, including personalized instruction and engaging learning environments, have solidified its significance in education (Schildkamp et al., 2020). However, challenges exist, such as unequal comprehension of aims (Rahman et al., 2021), time constraints for teachers, especially with large classes, and subjective assessment procedures impacting feedback accuracy (Gamlem & Vattoy, 2023). This research utilizes formative assessment to investigate students' English vocabulary mastery of high-frequency words, exploring its implementation and associated challenges in this context.

Zelenska et al. (2022) explored formative assessment as an innovative approach to English language learning, highlighting its significant impact on teaching and learning and emphasizing its importance for enhancing cadets' knowledge and skills. Estaji and Mirzaei (2018) investigated the effectiveness of formative assessment in enhancing EFL learners' vocabulary learning, finding that the experimental group, which received formative feedback, significantly outperformed the control group and exhibited a positive attitude towards formative evaluation. Nurhasanah and Khasanah (2020) demonstrated the effectiveness of the Socrative application for formative assessment in teaching vocabulary, revealing a substantial difference in vocabulary mastery between students who used the application and those who did not. Finally, Aswar (2018) found that formative assessment effectively evaluated students' speaking abilities, increased their participation in oral production, and contributed to a dynamic classroom environment.

One of particular significance to learning development is formative assessment. This approach is specifically designed to identify student understanding, enabling adjustments to instruction and fostering self-regulation among learners (Black & William, 1998; Hussein, 2019). Brown (2004) aptly describes it as evaluating students as their competencies "form." While students may often view summative assessments as the primary measure of their

learning (Crisp et al., 2011), formative assessment prioritizes ongoing feedback, such as teacher comments and suggestions, to enhance language skills (Brown, 2004). Research has consistently highlighted the positive impacts of formative assessment, including the fostering of self-evaluation, the strengthening of motivation, the diversification of learning strategies, the promotion of independent learning, and the improvement of English achievement (Wei, 2010). Furthermore, the use of varied formative assessment techniques has been shown to actively engage students (Childers & Lowry, 1997). Formative assessment can manifest in various formats, such as true-false items, which require students to demonstrate understanding through binary choices (Glas et al., 2003); matching items, which efficiently incorporate multiple questions without distractors (Glas et al., 2003); and multiple-choice tests, popular for their ease of scoring and design (Thornbury, 2007).

However, the implementation of formative assessment in vocabulary learning is not without its challenges. Differences in student engagement, often influenced by anxiety and varying abilities, can impede its effective adoption (Asare & Afriyie, 2023), with the teacher-student relationship playing a crucial role in fostering participation (Cambay & Paglinawan, 2024). Moreover, the diverse range of student abilities can complicate self and peer assessment, creating difficulties for teachers (Akhmedina, 2017; Asare & Afriyie, 2023), as students with different levels of extroversion and intellectual experience may engage with assessment activities in varying ways (Pentaraki & Burkholder, 2017). Finally, time constraints often pose a significant barrier to the widespread use of formative assessment due to its potentially time-consuming nature (Wei, 2010; Özkan & Ozkan, 2025), necessitating careful consideration of its limitations and features for effective implementation (Wei, 2010).

In contrast to formative assessment, summative assessment, as defined by Brown (2004), serves to measure and summarize student learning at the conclusion of a course, primarily focusing on past achievement rather than future growth. Regarding typically formal and rigid, these assessments are used for certification and represent an overall evaluation of learning (Crisp, 2001), with examples including final examinations and general skills tests. Summative assessments can take several forms, including midterm and final examinations, which provide progress assessments for management and estimate course success (Brown, 2004); journals, which serve as periodic student reflections on comprehension and learning progress (Brown, 2007); and portfolios, which are collections of student work used to evaluate overall learning achievement at the end of a learning period.

Teaching, the complex activity of knowledge transfer and skill development (Brown, 2004), intertwines with vocabulary, a fundamental aspect of language proficiency (Gardner, 1997; Richards & Renandya, 2002). Teaching vocabulary, therefore, involves integrating new words into students' lexicon, crucial for effective communication (Harmer 2001). Effective vocabulary instruction requires attention to word meaning (synonyms, antonyms), word use (idioms, collocations), and grammar (nouns, verbs, adjectives, adverbs) (Harmer, 2001). Techniques for teaching vocabulary include demonstrating with examples, using learning media, encouraging student discovery through grammatical rules, questioning for comprehension, and utilizing visual aids like videos and pictures (Harmer, 2001).

Nation's (2001) frequency-based vocabulary theory categorizes words into high, middle, and low frequency, with high-frequency words (HFWs) forming the core of discourse (Schmitt, 2000; Nation, 2001). These frequently encountered words are easily learned and are strong predictors of reading comprehension (Masrai, 2019). Recognizing HFWs provides

a solid reading foundation (Johns & Wilke, 2018; Marks et al., 1974), making them ideal for formative assessments. Expanding vocabulary through HFWs increases vocabulary size, crucial for second language learners (Rahman & Darmi, 2018), who need to learn 5,000 to 10,000 words for English proficiency. Vocabulary knowledge is essential for effective communication, establishing it as a fundamental element in language learning.

While previous research highlights the significant roles of formative assessment in enhancing student learning and vocabulary mastery (Zelenska et al., 2022; Estaji & Mirzaii, 2018; Nurhasanah & Khasanah, 2020), there is a notable research gap regarding the specific application of formative assessment to master high-frequency words (HFWs). Observing students' struggles with English vocabulary as a pre-service teacher in a Pekalongan senior high school, the researcher aims to address this void by investigating the good practices and challenges of employing formative assessment for students' English vocabulary mastery on HFWs. This research contributes by specifically addressing the gap in understanding the application of formative assessment to the mastery of high-frequency words (HFWs) in English vocabulary instruction, an area underexplored despite the established benefits of formative assessment for general learning and vocabulary acquisition. By investigating the implementation and challenges of using formative assessment for HFW mastery in a senior high school setting, this study offers insights into a targeted approach to enhancing students' fundamental vocabulary knowledge.

Method

Research design

This research employs a qualitative case study approach to investigate the implementation and challenges of formative assessment for high-frequency word (HFW) vocabulary mastery in a twelfth-class high school in Pekalongan, Central Java, Indonesia. As a pre-service teacher, the researcher utilized interviews, observations, and reflection on formative assessment results. This method is suitable for exploring complex situations and describing natural phenomena (Zainal, 2007), aiming to summarize participant experiences (Lambert & Lambert, 2012) and provide a rich description of educators' experiences (Harrison et al., 2017; Yin, 2013).

Setting and participants

Conducted at a senior high school in Pekalongan, chosen for its limited English-speaking environment and the researcher's prior experience, the study involved an English teacher and four students of twelfth graders. The small sample size—one experienced teacher and four purposively selected students for interviews, and one class of the twelfth graders for observation—allowed for in-depth qualitative data collection, reaching saturation (Lim, 2024).

Data collection and analysis

Data were gathered through Indonesian interviews to reduce student hesitation (Papadopoulou & Vlachos, 2014), and classroom observations focusing on formative assessment implementation and HFW usage. Interviews explored teacher strategies and

student perceptions, while observations documented assessment types, interactions, and HFW integration. Ethical considerations, including informed consent and bias minimization, were maintained.

To ensure validity and reliability, this research employs technical and source triangulation, combining data from observations and interviews, and gathering perspectives from diverse participants (English teachers and students). Qualitative thematic analysis (TA) is used to understand the implementation and challenges of formative assessment for HFW vocabulary mastery, as it is a widely-used and flexible method (Braun & Clarke, 2012; Terry et al., 2017). The researcher utilizes Braun and Clarke's (2006) thematic analysis to identify recurring patterns within the data.

Findings and discussion

Practices of formative assessment in HFWs mastery

Variations in formative assessment methods

This research reveals that teachers employ varied formative assessment methods to enhance students' HFW learning, integrating them into diverse activities beyond traditional quizzes. The teacher utilizes group discussions, games like "matching words," and writing assignments, as evidenced by interview excerpts: "I use various activities such as written quizzes, guessing games, completing sentences, discussions, portfolios and so on." (Projo, February 5th, 2025, Researcher Translation) and "In addition to discussions, I also include games, use short impromptu quizzes, or matching items which are of course in the realm of vocabulary learning. Sometimes I also ask students to do multiple choice questions and writing assignments." (Projo, Interview, February 5th, 2025, Researcher translation). Observations confirmed this variety, including matching items, quizzes, and group work.

Teachers adjust assessments to learning materials, such as asking for synonyms in exposition texts: "For example, in exposition text learning, there are several vocabulary materials, such as bringing up synonyms, verbs, or others that are printed in bold. Later, students look for meaning, information, or even make sentences with the word." (Projo, Interview, February 5th, 2025, Researcher Translation). Students find these methods engaging, particularly games and discussions: "I like games and group discussions the most. Because it's more fun, and we can learn from friends too." (Bita, Interview, February 5th, 2025, Researcher translation) and "I like it when there is an assignment to make my own sentences. So, we can be more creative in using new vocabulary." (Cloudine, Interview, February 5th, 2025, Researcher translation).

Formative assessments serve as learning strategies, helping students understand and remember HFWs through contextual use. Students report improved vocabulary retention when using words in sentences or games: "I understand vocabulary better if it is often used in sentences. For example, during group discussions, we have to make our own sentences using the newly taught vocabulary. So, we remember it better." (Rifai, Interview, February 5th, 2025, Researcher translation) and "For example, during word guessing games, it is easier for us to remember HFW vocabulary because we are playing." (Fany, Interview, February 5th, 2025, Researcher translation). Teachers also integrate HFWs into authentic contexts, like finding synonyms in reading texts, promoting practical application: "For example, in

exposition text learning, there are several vocabulary materials, such as bringing up synonyms, verbs, or others that are printed in bold. Later, students look for meaning, information, or even make sentences with these words.” (Projo, Interview, February 5th, 2025, Researcher translation).

The implementation of varied formative assessments in English vocabulary learning, as evidenced by the research findings, aligns with Black and Wiliam’s (1998) theory that such assessments identify student understanding, adjust instruction, and promote self-regulation. These varied assessments, integrated into ongoing learning, maintain motivation (Leenknecht et al., 2020), cater to diverse learning styles (Kulasegaram & Rangachari, 2018), and provide rich learning experiences. Activities like matching items, true-false, multiple-choice (Glas et al., 2003; Thornbury, 2007), and group discussions make learning engaging. The formative assessment variations, including quizzes, discussions, and writing assignments, enhance vocabulary learning (Estaji & Mirzaii, 2018) and support students’ growth (Brown, 2004).

Integrating HFWs into diverse activities, such as exposition text discussions and sentence-building tasks, creates an engaging learning environment (Childers & Lowry, 1997) and connects new vocabulary to existing knowledge (Maftuh, 2023). This contextual learning improves reading comprehension (Johns & Wilke, 2018; Marks et al., 1974; Masrai, 2019) and fosters positive attitudes (Estaji & Mirzaii, 2018; Zelenska et al., 2022). Effective formative assessment, tailored to students’ needs, requires careful selection of methods based on learning styles, ability levels, objectives, and resources (Lokare & Jadhav, 2024; Brown, 2004). Teachers must balance challenge and support, aligning assessments with specific learning goals.

Providing feedback

Teachers in this study prioritize providing feedback for students’ HFW mastery, delivering it both verbally and in writing, as seen in observations across various activities. Verbal feedback is given immediately after activities, with teachers offering encouragement and correcting errors: “I also continue to encourage and motivate those who can’t do it yet and give appreciation to those who can.” (Projo, Interview, February 5th, 2025, Researcher translation), “...if there is something wrong, usually Mr. Hadi will tell us right away, so we remember it right away.” (Fany, Interview, February 5th, 2025, Researcher translation), and “...if there is something that we don’t understand, the teacher can give input directly.” (Rifai, Interview, February 5th, 2025, Researcher translation). Written feedback, including appreciation and corrections, is provided on student worksheets: “For written assignments, I usually give words of appreciation or motivation on the student’s worksheet.” (Projo, Interview, February 5th, 2025, Researcher translation) and “Mr. Hadi gives me writing on my assignment paper; if it’s correct, he will definitely give me good words; if there’s something wrong, he will definitely give me the correct sentence.” (Cloudine, Interview, February 5th, 2025, Researcher translation). Teachers offer detailed explanations of errors, specific feedback, and concrete examples: “There is an example; maybe you want to take a picture.” (Projo, Interview, February 5th, 2025, Researcher translation), to aid student understanding and boost confidence.

The research findings demonstrate that teachers prioritize feedback, aligning with Brown's (2004) theory that formative assessment focuses on ongoing language growth through feedback like comments and error correction. The feedback provided is comprehensive, including explanations, motivation, and appreciation. Effective feedback, as emphasized by Binu (2020), helps students identify errors and enhances HFW understanding, consistent with Estaji and Mirzaii's (2018) findings. Positive feedback also boosts self-confidence and reduces anxiety, supporting Aswar's (2018) research. Teachers employ both verbal and written feedback, allowing for tailored responses to individual needs (Hattie & Timperley, 2007). Verbal feedback enables detailed explanations during discussions, while written feedback allows for independent reflection and progress tracking.

Challenges of employing formative assessment in HFWs mastery

Time constraints

Time constraints are a significant challenge in implementing formative assessments for HFW mastery. Teachers struggle to allocate sufficient time for diverse assessments: "Then, the biggest challenge is managing time to cover all materials and formative assessments." (Projo, Interview, February 5th, 2025, Researcher translation). This was observed during group work, where discussions were rushed to accommodate presentations. Time limitations impact the quality of assessments due to heavy workloads, curriculum density, and varying student abilities: "For time constraints or external challenges, this can arise due to a dense curriculum, students who have different abilities, or students who are reluctant to be involved in learning, thus hindering the smooth flow of learning." (Projo, Interview, February 5th, 2025, Researcher translation). Students also report rushing through quizzes: "Usually, when doing quizzes, I do it quickly because I don't have enough time." (Bitu, Interview, February 5th, 2025, Researcher translation) and "When I'm doing quizzes, I often rush because I'm afraid I won't finish. So, sometimes, I answer questions carelessly." (Rifai, Interview, February 5th, 2025, Researcher translation).

Time constraints are a significant challenge in implementing formative assessment, as highlighted by Özkan and Ozkan (2025) and Wei (2010). Teacher and student statements confirm difficulties in allocating sufficient time for assessments, leading to decreased motivation and limited creativity. Students feel rushed and frustrated, as supported by Zarei et al. (2015). Factors contributing to time constraints include a tight curriculum, varying student abilities, and reluctance to engage, aligning with Muenks and Miel's (2017) findings. Teachers emphasize the need for classroom and time management skills (Jordan et al., 2009). Strategies to overcome this include prioritizing key concepts (Fitchett et al., 2014), using simplified techniques that focus on learning progressions (Alonzo et al., 2022), and leveraging technology for efficient assessment and feedback (Szymkowiak et al., 2021). These approaches enable teachers to maintain quality formative assessment despite time limitations.

Diverse student ability levels

Differing student ability levels pose a significant challenge in implementing formative assessment. Teachers acknowledge the range of student capabilities: "...human resources, students' abilities are certainly different. Some are smart, some are intermediate, some are

very lacking.” (Projo, Interview, February 5th, 2025, Researcher translation). Students also recognize these differences: “Especially when I see the others, they finish quickly; it seems really easy for my friends, even though I think it’s quite difficult.” (Rifai, Interview, February 5th, 2025, Researcher translation). This variation complicates the design of suitable assignments and impacts motivation: “This will affect students’ learning motivation if assignments are given in the same portion and difficulty...” (Projo, Interview, February 5th, 2025, Researcher translation). Maintaining engagement across diverse abilities is difficult, as high-ability students may become bored, while low-ability students may lack confidence: “From the factor of differences in ability, other challenges arise, such as differences in student involvement in learning...” (Projo, Interview, February 5th, 2025, Researcher translation).

Differences in student ability levels pose a significant challenge to formative assessment implementation, as highlighted by Wei (2010) and Akhmedina (2017). This variation complicates task design, as tasks that are too easy or difficult can demotivate students (Asare & Afriyie, 2023). These differences also impact student engagement, with anxiety and diverse abilities hindering teachers’ adoption of uniform assessments (Asare & Afriyie, 2023). To address this, teachers can employ differentiated learning, which recognizes and values diverse student knowledge, skills, and interests (Mills et al., 2014). This involves grouping students based on ability or interest, providing individualized activities, and modifying curriculum materials (Mills et al., 2014). However, differentiation can be time-consuming, requiring strong time management skills, as teaching load, class size, and time constraints are notable obstacles (Al-Shaboul et al., 2021).

Student engagement

Student engagement varied during formative assessment activities, with most students showing enthusiasm, particularly in interactive sessions. However, some students were less engaged, often due to difficulty understanding the material: “Because of different abilities, students who feel that their cognitive, affective, or psychomotor abilities are lacking in a learning process tend to be quiet and reluctant to get involved in learning.” (Projo, Interview, February 5th, 2025, Researcher translation). A noisy classroom atmosphere also hindered concentration for some: “Then, if the classroom atmosphere is noisy because of groups or games, it becomes difficult for me to concentrate, so I just want to be quiet.” (Cloudine, Interview, February 5th, 2025, Researcher translation). Furthermore, the type of assessment or activity influenced engagement: “Sometimes there are friends who don’t want to discuss or don’t even want to do it; they just sleep when they’re in groups.” (Fany, Interview, February 5th, 2025, Researcher translation). These factors, including assessment type, motivation, resources, and environment, all impact student participation.

Student engagement is a key challenge in implementing formative assessment for HFW mastery, interconnected with other obstacles (Asare & Afriyie, 2023). Factors like assessment activity type, classroom atmosphere, student resources, and feelings significantly influence engagement. While interactive activities like games and discussions can boost participation, a non-conducive classroom environment can decrease it (Cambay & Paglinawan, 2024). Teacher-student relationships and a supportive environment are crucial for enhancing motivation and participation (Cambay & Paglinawan, 2024). Differences in student abilities also impact engagement, with higher extroversion and intellectual experience correlating with increased participation (Pentaraki & Burkholder, 2017). Teachers must foster a sense of

inclusion and address these factors to maintain student interest and develop HFW mastery, as students who feel safe, respected, and appreciated are more likely to actively participate (Wolpert-Gawron et al., 2022).

Conclusion

The present study reveals that formative assessment is effectively employed by teachers through diverse methods such as quizzes, games, discussions, and writing assignments to enhance students' mastery of high-frequency words (HFW) in English. Constructive feedback, both verbal and written, is crucial in supporting student understanding and confidence. Students respond positively to engaging activities like games and group discussions which contribute to better vocabulary retention when words are actively used in sentences or interactive settings. These findings imply that varied formative assessment techniques combined with timely feedback can significantly elevate HFW vocabulary acquisition and should be integrated as a core strategy in English language instruction.

However, the study also acknowledges several limitations, including constraints of instructional time, varying student learning abilities, and fluctuating levels of student engagement, which challenge the consistent implementation of formative assessments. Future research is recommended to explore effective time management strategies and tailored differentiated instruction approaches to accommodate diverse learners and optimize engagement. Additionally, longitudinal studies could provide deeper insight into the long-term impact of formative assessment methods on vocabulary retention and language proficiency development.

Acknowledgements

I extend my sincere gratitude to the supervisor and the five participants for their vital contributions to this research. Their insights, enthusiasm, and support were instrumental in improving its quality.

References

- Akhmedina, A. (2017). *Challenges of implementing formative assessment at Nazarbayev Intellectual School* [Master's thesis, Nazarbayev University Graduate School of Education, Rusia]. Nazarbayev University Graduate School of Education Repository. <https://nur.nu.edu.kz/items/a8b6a761-5124-49d1-92b9-327631817f37>
- Alizadeh, I. (2016). Vocabulary teaching techniques: A review of common practices. *International Journal of Research in English Education*, 1(1), 23–30. <https://ijreeonline.com/article-1-25-en.html>
- Alonzo, A. C., Wooten, M. M., & Christensen, J. (2022). Learning progressions as a simplified model: Examining teachers' reported uses to inform classroom assessment practices. *Science Education*, 106(4), 852–889. <https://doi.org/10.1002/sce.21713>
- Al-Shaboul, Y., Al-Azaizeh, M., & Al-Dosari, N. (2021). Differentiated instruction between application and constraints: Teachers' perspective. *European Journal of Educational Research*, 10(1), 127–143. <https://doi.org/10.12973/eu-jer.10.1.127>

- Asare, E. & Afriyie, E. (2023). Barriers to basic school teachers' implementation of formative assessment in the Cape Coast Metropolis of Ghana. *Open Education Studies*, 5(1), 20220193. <https://doi.org/10.1515/edu-2022-0193>
- Aswar, M. (2018). *The effectiveness of formative assessment in evaluating students' speaking ability* [Master's thesis, Universitas Muhammadiyah Makassar]. Digital Library Universitas Muhammadiyah Makassar. https://digilibadmin.unismuh.ac.id/upload/868-Full_Text.Pdf
- Bachman. (1999). *Introduction to language classroom assessment*. Oxford University Press.
- Bennett, R. E. (2011). Formative assessment: A critical review. *Assessment in Education: Principles, Policy & Practice*, 18(1), 5–25. <https://doi.org/10.1080/0969594x.2010.513678>
- Binu, M. (2020). The role of feedback in classroom instruction. *The Journal of ELTIF*, 5(4), 7–11.
- Black, P., & Wiliam, D. (1998). Assessment and classroom learning. *Assessment in Education: Principles, Policy & Practice*, 5(1), 7–74. <https://doi.org/10.1080/0969595980050102>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp0630a>
- Braun, V., & Clarke, V. (2012). Thematic Analysis. In H. Cooper, P. M. Camic, D. L. Long, A. T. Panter, D. Rindskopf, & K. J. Sher (Eds.), *APA handbook of research methods in psychology* (pp. 57–71). Research designs: Quantitative, qualitative, neuropsychological, and biological. American Psychological Association. <https://doi.org/10.1037/13620-004>
- Brown, H. D. (2004). *Language assessment: Principles and classroom practices*. Pearson PTR Interactive.
- Brown, H. D. (2007). *Principles of language learning and teaching*. Pearson.
- Cambay, D. J. D., & Paglinawan, D. J. L. (2024). Classroom management strategies and school environment on student engagement. *International Journal of Research and Innovation in Social Science*, 8(12), 1–13. <https://dx.doi.org/10.47772/IJRIS.2024.8120001>
- Childers, P. B., & Lowry, M. (1997). Engaging students through formative assessment in science. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 71(2), 97–102. <https://doi.org/10.1080/00098659709599334>
- Crisp, G. (2001). *Teacher's handbook on e-assessment*. Creative Common.
- Crisp, G., Waycott, J., Thompson, C., Clerehan, R., Sheard, J., Hamilton, M., & Richardson, J. (2011). *Teacher's handbook on e-assessment: A handbook to support teachers in using e-assessment to improve and evidence student learning and outcomes*. Creative Common.
- Dakhi, S., & Fitria, T. N. (2019). The principles and the teaching of English vocabulary: a review. *JET (Journal of English Teaching)*, 5(1), 15–21. <https://doi.org/10.33541/jet.v5i1.956>
- Dang, T. N. (2019). High-frequency words in academic spoken English: corpora and learners. *ELT Journal*, 74(2), 146–155. <https://doi.org/10.1093/elt/ccz057>
- Dmitrenko, N., Budas, I., Koliadych, Y., & Poliarush, N. (2021). Impact of formative assessment on students' motivation in foreign language acquisition. *East European Journal of Psycholinguistics*, 8(2). <https://doi.org/10.29038/eejpl.2021.8.2.dmi>
- Estaji, M. & Mirzaii, M. (2018). Enhancing EFL learners' vocabulary learning through formative assessment: Is the effort worth expending? *Language Learning in Higher Education*, 8(2), 239–264. <https://doi.org/10.1515/cercles-2018-0015>
- Fitchett, P. G., Heafner, T. L., & VanFossen, P. (2014). An analysis of time prioritization for social studies in elementary school classrooms. *Journal of Curriculum and Instruction*, 8(2), 7–35. <https://doi.org/10.3776/joci.2014.v8n2p7-35>

- Gamlem, S. M., & Vattoy, K. (2023). Feedback and classroom practice. *International Encyclopedia of Education (4th ed.)*, 89–95. <https://doi.org/10.1016/b978-0-12-818630-5.09019-9>
- Gardner, D. (1997). *Vocabulary, semantics, and language education*. Cambridge University Press.
- Glas, C. A., Scheerens, J., & Thomas, S. (2003). *Educational evaluation, assessment, and monitoring: A systemic approach* (1st ed.). Taylor & Francis Group. <https://doi.org/10.4324/9780203971055>
- Harmer, J. (2001). Book review: The practice of English language teaching. *RELC Journal*, 32(1), 135–136. <https://doi.org/10.1177/003368820103200109>
- Harrison, H., Birks, M., Franklin, & R., Mills, J. (2017). Case study research: foundations and methodological orientations. *Forum Qualitative Sozialforschung/Forum: Qualitative Social Research*, 18(1), 1–17. <https://doi.org/10.17169/fqs-18.1.2655>
- Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research*, 77(1), 81–112. <https://doi.org/10.3102/003465430298487>
- Hussein, H. J. (2019). The impact of using Socrative-based formative assessment to enhance student achievement in a nutrition course: A digital forward assessment. *Journal for Researching Education Practice and Theory (JREPT)*, 2(1), 34–56.
- Johns J. L. & Wilke K. H. (2018). High-frequency words: some ways to teach and help students practice and learn them. *Texas Journal of Literacy Education*, 6(1), 3–13.
- Jordan, A., Schwartz, E., & McGhie-Richmond, D. (2009). Preparing teachers for inclusive classrooms. *Teaching and teacher education*, 25(4), 535–542. <https://doi.org/10.1016/j.tate.2009.02.010>
- Kulasegaram, K., & Rangachari, P. K. (2018). Beyond “formative”: Assessments to enrich student learning. *Advances in Physiology Education*, 42(1), 5–14. <https://doi.org/10.1152/advan.00122.2017>
- Lambert, V.A. & Lambert, C.E. (2012). Qualitative descriptive research: An acceptable design. *Pacific Rim International Journal of Nursing Research*, 16(4), 255–256.
- Leenknecht, M., Wijnia, L., Köhlen, M., Fryer, L., Rikers, R., & Loyens, S. (2020). Formative assessment as practice: The role of students’ motivation. *Assessment & Evaluation in Higher Education*, 46(2), 236–255. <https://doi.org/10.1080/02602938.2020.1765228>
- Lim, W. M. (2024). What is qualitative research? An overview and guidelines. *Australasian Marketing Journal*, 33(2), 199–229. <https://doi.org/10.1177/14413582241264619>
- Lokare, V. T., & Jadhav, P. M. (2024). An AI-based learning style prediction model for personalized and effective learning. *Thinking Skills and Creativity*, 51, 101421. <https://doi.org/10.1016/j.tsc.2023.101421>
- Maftuh, M. S. J. (2023). Understanding learning strategies: A comparison between contextual learning and problem-based learning. *Educazione: Journal of Education and Learning*, 1(1), 54–65. <https://doi.org/10.61987/educazione.v1i1.496>
- Marks, C. B., Doctorow, M. J., & Wittrock, M. C. (1974). Word frequency and reading comprehension. *The Journal of Educational Research*, 67(6), 259–262. <https://doi.org/10.1080/00220671.1974.10884622>
- Masrai, A. (2019). Vocabulary and reading comprehension revisited: Evidence for high-, mid, and low-frequency vocabulary knowledge. *SAGE Open*, 9(2). <https://doi.org/10.1177/2158244019845182>

- Mills, M., Monk, S., Keddie, A., Renshaw, P., Christie, P., Geelan, D., & Gowlett, C. (2014). Differentiated learning: From policy to classroom. *Oxford review of education*, 40(3), 331–348. <https://doi.org/10.1080/03054985.2014.911725>
- Moghadam, S. H., Zainal, Z., & Ghaderpour, M. (2012). A Review on the important role of vocabulary knowledge in reading comprehension performance. *Procedia: Social and Behavioural Sciences*, 66, 555–563. <https://doi.org/10.1016/j.sbspro.2012.11.300>
- Muenks, K., & Miele, D. B. (2017). Students' thinking about effort and ability: The role of developmental, contextual, and individual difference factors. *Review of Educational Research*, 87(4), 707–735. <https://doi.org/10.3102/0034654316689328>
- Nahavandi, N., & Mukundan, J. (2014). The impact of textual input enhancement on Iranian elementary EFL learners' vocabulary intake. *Asian Social Science*, 10(21). <https://doi.org/10.5539/ass.v10n21p216>
- Nation, I. S. P. (2001). *Learning vocabulary in another language*. Cambridge University Press.
- Nunan, D. (1991). *Language teaching methodology: A textbook for teachers*. Prentice-Hall International, Ltd.
- Nurhasanah, F., & Khasanah, N. (2020). The effectiveness of Socratic application for formative assessment in teaching vocabulary at SMA Muhammadiyah 1 Ponorogo. *ELTALL: English Language Teaching, Applied Linguistic and Literature*, 1(2), 51–56. <https://doi.org/10.21154/eltall.v1i2.2448>
- Özkan, Y. Ö., & ÖZKAN, M. (2025). Decoding teachers' dilemma: Unveiling the real obstacles to implementing formative assessment in the classroom. *Journal of Qualitative Research in Education*, 41, 95–118. <https://doi.org/10.14689/enad.41.2062>
- Papadopoulou, S., & Vlachos, K. (2014). Using digital storytelling to develop foundational and new literacies. *Research Papers in Language Teaching and Learning*, 5(1), 235–258.
- Pentarakis, A., & Burkholder, G. J. (2017). Emerging evidence regarding the roles of emotional, behavioural, and cognitive aspects of student engagement in the online classroom. *European Journal of Open, Distance and E-Learning*, 20(1), 1–21. <https://doi.org/10.1515/eurodl-2017-0001>
- Rahman, A., Yap, N. T., & Darmi, R. (2018). The association between vocabulary size and language dominance of bilingual Malay-English undergraduates. *3L, Language, Linguistics, Literature*, 24(4), 85–101. <http://doi.org/10.17576/3L-2018-2404-07>
- Rahman, K. A., Hasan, M. K., Namaziandost, E., & Ibna Seraj, P. M. (2021). Implementing a formative assessment model at the secondary schools: Attitudes and challenges. *Language Testing in Asia*, 11(1), 1–18. <https://doi.org/10.1186/s40468-021-00136-3>
- Richards, J. C., & Renandya, W. A. (2002). *Methodology in language teaching: An anthology of current practice*. Cambridge University Press.
- Rustan, R. M., & Andriyanti, E. (2021). High-frequency words in English textbooks for Indonesian senior high schools. *Studies in English Language and Education*, 8(1), 181–196. <https://doi.org/10.24815/siele.v8i1.18141>
- Sardi, A. (2022). Building up of students' vocabulary mastery through knowing by heart strategy. *LETS: Journal of Linguistics and English Teaching Studies*, 4(1), 62–72. <https://doi.org/10.46870/lets.v4i1.318>
- Schildkamp, K., Van der Kleij, F. M., Heitink, M. C., Kippers, W. B., & Veldkamp, B. P. (2020). Formative assessment: A systematic review of critical teacher prerequisites for

- classroom practice. *International Journal of Educational Research*, 103. <https://doi.org/10.1016/j.ijer.2020.101602>
- Schmitt, N. (2000). *Vocabulary in language teaching*. Cambridge University Press.
- Szymkowiak, A., Melović, B., Dabić, M., Jeganathan, K., & Kundi, G. S. (2021). Information technology and Gen Z: The role of teachers, the internet, and technology in the education of young people. *Technology in Society*, 65. <https://doi.org/10.1016/j.techsoc.2021.101565>
- Terry, G.; Hayfield, N.; Clarke, V.; Braun, V. Thematic analysis. In Willig, C., Rogers, W.S. *The SAGE Handbook of Qualitative Research in Psychology* (pp.17–36). SAGE Publications Ltd.
- Thornbury, S. (2007). *How to teach vocabulary*. Longman Pearson.
- Wei, L. (2010). Formative assessment: Opportunities and challenges. *Journal of Language Teaching and Research*, 1(6). <https://doi.org/10.4304/jltr.1.6.838-841>
- Wolpert-Gawron, H., Platt, R., Corales, G., Skae-Jackson, L., & Good, M. W. (2022). *It's vital to focus on student engagement*. Edutopia.
- Wu, S., Lin, S., Huang, R., & Tsai, I. (2021). High frequency words produced by typically developing Mandarin-speaking children between 3 and 6 years of age. *SAGE Open*, 11(3), 1–23. <https://doi.org/10.1177/21582440211036109>
- Yarahmadzahi, N., & Goodarzi, M. (2020). Investigating the role of formative mobile based assessment in vocabulary learning of pre-intermediate EFL learners in comparison with paper-based assessment. *Turkish Online Journal of Distance Education*, 21(1), 181–196. <https://doi.org/10.17718/tojde.690390>
- Yin, R. K. (2013). *Case study research: Design and methods, applied social research methods* (5th ed.). Sage.
- Zainal, Z. (2007). Case study as a research method. *Jurnal Kemausiaan*, 5(1). <https://jurnalkemanusiaan.utm.my/index.php/kemanusiaan/article/view/165>
- Zarei, N., Hussin, S., & Rashid, T. (2015). Overcoming learning time and space constraints through technological tool. *Advances in Language and Literary Studies*, 6(4), 151–157. <https://doi.org/10.7575/aiac.all.v.6n.4p.151>
- Zelenska, O., Kondra, O., & Galaidin, A. (2022). Formative assessment as effective classroom practice. *Scientific Journal of Polonia University*, 50(1), 151–155. <https://doi.org/10.23856/5018>