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Revolutionizing Listening Practice: Integrating Autoproctor Google Forms for Scalable English Learning in Large EFL Classrooms

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ABSTRACT

This study explores the integration of AutoProctor-enabled Google Forms to enhance English listening comprehension in large EFL classrooms. The research aims to address challenges of academic integrity and scalability faced by university instructors in technology-limited contexts. Employing a descriptive mixed-method design, data were collected from 95 undergraduate students and one lecturer through questionnaires and semi-structured interviews. The results indicate that the integration of AutoProctor in listening activities improved students' motivation, confidence, and comprehension, while also ensuring a fair testing environment through automated proctoring features. Participants appreciated the platform's automated grading, immediacy of feedback, and accessibility for independent practice. However, technical limitations such as unstable connectivity and restricted access to premium features occasionally constrained learning efficiency. The study highlights that AutoProctor-based Google Forms constitute a viable and integrity-oriented innovation for large-scale English learning, supporting both learner autonomy and sustainable digital pedagogy. The findings also offer implications for the broader use of AI-assisted assessment in EFL instruction.

Keywords
Auto Proctor
Digital Assessment
EFL
Google Forms
Listening Comprehension

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Introduction

English listening skills play a crucial role in contemporary education, especially in education. There are many interesting learning videos using English on various platforms or social media, both in the form of learning videos and interesting and current information. The material can be used in class or outside the classroom because the material can be accessed anywhere and anytime using a smartphone.

Listening is the foundation of other language skills such as speaking, reading, and writing. In an academic context, students who possess strong listening skills can better comprehend information from lectures, seminars, or presentations in English [1]. This proficiency is particularly crucial for students in disciplines that rely on English for scientific references or instructional materials. Furthermore, well-developed listening skills enhance students' readiness for professional environments, where understanding oral instructions and engaging in English communication are often essential [2].

By improving English listening skills, one will indirectly improve other skills such as speaking, reading, and writing. This is a challenge in its implementation in learning. Teachers have their own challenges in teaching English listening, especially in large classes. Classes are side by side with other classes. There is no English lab to support this learning. If the teacher uses a large speaker so that the sound of English listening practice is heard clearly, then this will disturb other classes that are studying. The sound can interfere with the learning process in it.

Here, the role of technology is needed in breaking the deadlock in the teaching and learning process. One way that can be used is by using a Google Form. By using Google Forms, no matter how many students are in the class, they can do English listening exercises without disturbing the learning process of other classes.

Recent studies have demonstrated the pedagogical benefits of utilizing digital assessment tools in English language learning. For instance, Purnomo et al. [3] reported that the integration of Google Forms in listening instruction significantly enhanced students' listening comprehension skills. The study highlighted that students were more motivated and actively engaged, as the platform allowed them to access materials autonomously and receive immediate feedback. Similarly, Kurniawati and Lestari [4] found that students responded

positively to the use of Google Forms for listening comprehension assessments. Participants in their study expressed greater comfort and achieved higher performance scores compared to those assessed using traditional methods.

Thus, the integration of technology such as Google Forms in English listening learning not only overcomes the limitations of facilities but also improves students' motivation and learning outcomes. This is in line with efforts to create an adaptive and inclusive learning environment in the digital era.

The use of Google Forms in teaching English has been proven effective in various studies over the past decade. Rabbasa et al. [5] and Prasetya et al. [6] stated that the use of Google Forms made the English test process easier, from preparation to evaluation. Another study by Handayani et al. [7] showed a significant increase in English grammar mastery of students who learned using Google Forms compared to students who used conventional methods. Similar results were also found by Wibowo et al. [8] who noted high participation and satisfactory learning outcomes when Google Forms were used as an evaluation tool during online learning during the pandemic.

In addition to being an evaluation medium, Google Forms is also considered capable of increasing student engagement and satisfaction. Yuliana et al. [9] and Manggaberani et al. [10] found that Thammasat University students felt great benefits from using Google Forms in independent English listening practice, especially in terms of time flexibility and accessibility. Meanwhile, Sari et al. [11] identified various advantages of Google Forms, such as time efficiency, low cost, and features that support learning evaluation. However, they also noted several limitations, such as difficulties in assessing essays and limited features in presenting interactive questions. These findings confirm that Google Forms is a relevant and adaptive tool to support English learning in various educational contexts.

This study has differences with previous studies; this study uses the AutoProctor feature in the Google Form. In this feature, the Google Form has a specified duration to complete the exercise. Then, the Google Form will also automatically record sound and images randomly at certain intervals. Even this feature can report the level of honesty of students in completing the assignment. Based on the research background, this study investigates the integration with three investigative questions:

- How is the implementation of AutoProctor Google Forms in English listening activities for large EFL classes?
- What are the perceptions of students and lecturers toward the effectiveness of AutoProctor Google Forms in supporting listening comprehension?
- What are the main advantages and challenges of using AutoProctor Google Forms in listening practices?

This article is structured as follows. Section 2 presents the relevant literature that frames the theoretical foundation of listening, technology integration, and large-class pedagogy in EFL contexts. Section 3 describes the research methodology, including the design, participants, instruments, and analysis procedures used in this study. Section 4 reports and discusses the main findings related to the implementation, perceptions, and pedagogical implications of integrating AutoProctor-enabled Google Forms in listening practice. Finally, Section 5 concludes the paper by summarizing the key findings, addressing limitations, and proposing recommendations for future research and practice.

Literature Review

A. Theoretical Foundations of Listening and Technology Integration in EFL

Listening comprehension is a fundamental component of second language acquisition, serving as the primary channel through which learners receive linguistic input before producing language output. Rost [2] conceptualizes listening as an active and interpretive process involving decoding, meaning construction, and contextual inference. Similarly, Graham and Graham emphasize that effective listening instruction requires not only exposure to authentic input but also structured pedagogical support that facilitates learner engagement and comprehension monitoring [1].

Within English as a Foreign Language (EFL) contexts, listening plays a crucial role in supporting the development of other language skills, including speaking, reading, and writing. Learners who demonstrate strong listening competence are better equipped to participate in academic discourse, follow instructional explanations, and engage in professional communication [12]. However, traditional listening instruction often faces constraints related to limited facilities, large class sizes, and restricted instructional time.

Computer-Assisted Language Learning (CALL) provides a theoretical framework for addressing these challenges through the integration of digital technologies in language instruction. CALL emphasizes learner autonomy, immediate feedback, flexibility of access, and individualized learning pace [13]. Digital assessment tools aligned with CALL principles allow learners to engage in self-regulated learning while enabling instructors to manage large-scale instructional contexts more effectively.

B. Empirical Studies on Digital Listening Assessment Using Google Forms

A growing body of empirical research highlights the effectiveness of Google Forms as a digital assessment tool in EFL listening instruction. The use of Google Forms significantly improved students' listening comprehension and engagement due to immediate feedback and flexible access [3]. Similarly, Kurniawati and Lestari reported positive learner perceptions and higher performance scores compared to conventional paper-based listening tests [4].

Beyond listening skills, several studies have emphasized the broader pedagogical benefits of Google Forms, including increased motivation, reduced administrative workload, and enhanced assessment efficiency [5–6]. During the COVID-19 pandemic, Wibowo and Rahmah found that Google Forms enabled effective learning evaluation despite physical distancing constraints, reinforcing its adaptability across learning modalities [8].

However, most existing studies focus primarily on usability, motivation, or achievement outcomes, with limited attention to academic integrity and assessment authenticity. While digital platforms facilitate scalable assessment, concerns regarding cheating, collaboration, and test security remain underexplored in EFL listening contexts. This gap indicates the need for research that integrates digital assessment tools with integrity-oriented mechanisms.

C. Methodological Trends in Large-Class EFL Assessment

Teaching and assessing EFL in large classes present persistent pedagogical challenges, including limited interaction, difficulty monitoring individual performance, and reduced feedback quality [14]. Large classes, typically defined as those exceeding 50 students, require assessment models that are efficient, fair, and scalable.

Recent methodological trends suggest a shift toward mixed-method approaches in evaluating technology-enhanced language learning. Quantitative data provide measurable indicators of effectiveness and motivation, while qualitative data capture learner experiences and contextual challenges. Studies by Sari et al. [11] and Han et al. [15] indicate that combining automated assessment data with perception-based analysis strengthens methodological rigor and explanatory depth.

Despite these advancements, limited research has explored the integration of automated proctoring systems within Google Forms for EFL listening assessment. Most prior studies lack detailed explanations of monitoring mechanisms, scoring procedures, and data categorization processes. Therefore, this study addresses a methodological gap by examining how AutoProctor-enabled Google Forms support scalable, integrity-driven listening assessment in large EFL classrooms.

D. Research Gap and Conceptual Positioning

Although previous studies have examined digital listening assessment, self-regulated learning, and large-class EFL instruction independently, limited empirical research has explored their intersection within a single instructional context. In particular, there is a lack of studies investigating how proctoring-supported digital assessment platforms function not only as tools for maintaining instructional control but also as environments that shape learners' self-regulatory behaviors during listening activities in large EFL classrooms. Therefore, this study addresses this research gap by examining the implementation of AutoProctor-enabled Google Forms for listening practice, integrating quantitative performance data, learner

perceptions, qualitative interview insights, and system-generated logs to position the findings within current debates on SRL, digital assessment, and large-class EFL pedagogy.

Material and Methods

A. Research Design

This study employed a descriptive mixed-method design to examine the integration of AutoProctor Google Forms for scalable English listening learning in large EFL classrooms. The design was chosen to capture both quantitative patterns and qualitative insights regarding the effectiveness, challenges, and user perceptions of the tool. The research was conducted at Polkesbaya in October 2024 during regular English course sessions.

Quantitative data were collected through a 7-item Likert-scale questionnaire distributed to 95 students selected purposively. The instrument underwent expert validation to ensure content validity, and its reliability was confirmed through Cronbach's Alpha ($\alpha = 0.82$), indicating high internal consistency.

Qualitative data were obtained through semi-structured interviews involving one lecturer and five students to provide deeper triangulation of the findings. Quantitative responses were analyzed using descriptive statistics, including means, standard deviations, and percentage distributions, while qualitative data were analyzed thematically to identify recurring themes related to motivation, usability, and implementation issues.

B. Respondents

The study involved 95 students from the D3 Sanitation program at Polkesbaya. Students were required to bring earphones to engage in individual listening activities using Google Forms. Each session incorporated different listening topics aligned with course objectives. Following each listening practice, students participated in a speaking activity to reinforce comprehension. Listening improvement was measured using pre-defined criteria, including accuracy in answering comprehension questions, completion rates, and time taken to submit responses. The study involved 95 students from the D3 Sanitation program at Polkesbaya. Students were required to bring earphones to engage in individual listening activities using Google Forms. Each session incorporated different listening topics aligned with course objectives. Following each listening practice, students participated in a speaking activity to reinforce comprehension. Listening improvement was measured using pre-defined criteria, including accuracy in answering comprehension questions, completion rates, and time taken to submit responses.

C. Instruments

The research employed three primary instruments: a questionnaire, an interview guide, and an AutoProctor activity log. These instruments were designed to measure the effectiveness,

motivation, and academic integrity aspects related to the integration of AutoProctor Google Forms in listening activities.

The questionnaire consisted of seven closed-ended items measured using a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The items were designed to assess perceived usability, learning motivation, feedback effectiveness, and system reliability. Sample items included: "The use of AutoProctor Google Forms makes listening practice more motivating" and "Immediate feedback helps me understand my listening mistakes."

For analytical purposes, individual item scores were summed and averaged to obtain composite mean scores for each construct. Higher mean scores indicated more positive perceptions, stronger learning motivation, and higher perceived system reliability. This scoring procedure ensured consistency in quantitative data interpretation across respondents.

Content validity was established through expert judgment involving two senior EFL lecturers with expertise in digital language assessment, ensuring that the questionnaire items were theoretically grounded, contextually relevant, and aligned with the study's research objectives. Minor revisions were made to improve clarity and alignment with research objectives. Reliability analysis using Cronbach's Alpha yielded a coefficient of 0.82, indicating high internal consistency.

Qualitative instruments included a semi-structured interview guide consisting of eight open-ended questions addressing learning experience, perceived benefits, technical challenges, and academic integrity. To enhance trustworthiness, data triangulation was conducted by comparing questionnaire results, interview responses, and AutoProctor system logs.

AutoProctor system logs were analyzed to identify behavioral data such as tab-switching frequency and honesty level reports, providing supporting evidence for academic integrity evaluation. Each questionnaire item was explicitly mapped to its corresponding indicator to ensure construct alignment between theoretical variables and empirical measurement, as summarized in Table 1.

Table 1. The operationalization of variables

Aspect	Indicators	Data Source	Analysis Technique
Media Effectiveness	Ease of use, clarity of embedded audio, and automatic feedback accuracy	Questionnaire (7 items)	Descriptive statistics (mean, SD, percentage)
Learning Motivation	Enthusiasm in learning, confidence, and interest in redoing listening tasks	Questionnaire and Interviews	Thematic analysis
Academic Integrity	Frequency of cheating behavior, honesty level detected by AutoProctor, and perception of fairness	AutoProctor log data and Interviews	Narrative and qualitative analysis

D. Data Analysis

The collected data consisted of quantitative and qualitative components. The quantitative data were obtained from the 7-item Likert-scale questionnaire, and students' listening achievements were recorded through AutoProctor Google Forms. These data were analyzed using descriptive statistics, including mean scores, percentages, and standard deviations, to identify patterns of student responses and overall trends in perceived effectiveness and motivation. Mean score interpretation followed predefined thresholds adapted from Likert-scale categorization standards: 4.21–5.00 (very high), 3.41–4.20 (high), 2.61–3.40 (moderate), 1.81–2.60 (low), and 1.00–1.80 (very low).

For analytical purposes, raw questionnaire responses were processed through a three-step procedure. First, individual item responses were scored on a five-point Likert scale. Second, item scores were summed and averaged to generate composite mean scores for each construct. Third, these mean scores were classified into analytical categories based on the predefined interpretation thresholds to ensure consistency and replicability of the analysis.

Meanwhile, the qualitative data derived from semi-structured interviews and AutoProctor log reports were analyzed using thematic analysis. The researcher followed three main steps:

1. Data condensation – transcribing and summarizing interview responses and system logs.
2. Coding and theme identification – grouping meaningful phrases into themes such as ease of access, learning motivation, and academic honesty.
3. Interpretation and triangulation – comparing qualitative themes with quantitative findings to ensure validity and consistency.

The integration of both analyses allowed the researchers to provide a comprehensive understanding of how AutoProctor Google Forms supported large-scale listening activities in EFL classrooms.

E. Ethical Considerations

Informed consent was obtained from all participants before data collection. Since the study involved minimal risk and was limited to voluntary participation in regular classroom activities, formal ethics approval was not required. Accordingly, ethical considerations were carefully observed to maintain participants' privacy, confidentiality, and data integrity throughout the process.

Results

A. The Implementation of Listening Practice

In this study, a large class referred to the merging of two cohorts, D3 Sanitation 1A and 1B, into one integrated learning session. Each meeting began with short group presentations and lecturer feedback, aiming to establish an interactive and collaborative learning atmosphere.

Following the presentation, the lecturer reinforced students' pronunciation accuracy using online dictionary tools before transitioning to the main listening practice activity.

The listening practice was conducted through Google Forms integrated with the AutoProctor add-on, designed to facilitate large-scale, integrity-driven digital assessment. The lecturer distributed the Google Form links to student representatives, who shared them with their classmates via WhatsApp groups to ensure timely access. Students were instructed to use earphones to engage in individual listening exercises without disturbing other classes.

AutoProctor was used to control the integrity of the assessment through automated time limits, browser-locking functions, and real-time response monitoring. Once the allotted time expired, the system automatically collected responses. The integrity reports included indicators such as honesty levels, random screenshots, and recorded voice inputs taken at intervals. This mechanism provided the instructor with transparent data on students' performance consistency and compliance with test protocols.

Each listening exercise consisted of ten multiple-choice questions without alphabetic options (a, b, c, d) to support randomized response display, thus preventing patterned guessing. This randomized structure ensured fairness and minimized potential bias among participants. Through this digital system, assessment procedures became more efficient, transparent, and adaptable to large-class learning environments, illustrating the practical feasibility of integrating AutoProctor with Google Forms in EFL listening pedagogy.

B. Perception of Effectiveness

1. The students' opinions on using Google Forms for a listening exercise

   Overall, students' perceptions of the use of Google Forms integrated with AutoProctor in listening activities were highly positive. The mean scores across all seven indicators ranged from 4.16 to 4.43, reflecting a consistently high level of agreement regarding ease of use, motivation, engagement, and feedback effectiveness. Most students reported that the platform's accessibility and interactive design encouraged them to practice listening more frequently and with greater confidence.

   Quantitatively, over 90% of respondents agreed that Google Forms was easy to use and provided useful, immediate feedback. They also found the digital listening format more interesting than traditional classroom-based methods, with a mean satisfaction level above 4.2 on a five-point scale.

2. The teacher perceives the effectiveness of using AutoProctor Google Forms in listening exercises

   The semi-structured interview with the lecturer produced five key themes: (1) perceived effectiveness in enhancing listening skills, (2) practical benefits, (3) technical

challenges, (4) role of proctoring features, and (5) sustainability for large-class implementation.

The lecturer emphasized that AutoProctor-enabled Google Forms were highly effective for large listening classes, allowing flexible and noise-free assessments even in limited physical spaces. The real-time scoring, immediate feedback, and reusable test materials were recognized as practical benefits that streamlined teaching preparation and evaluation. Nevertheless, technical limitations such as unstable internet connectivity occasionally disrupted assessments, leading to data loss.

C. Practical Strengths and Logical Challenges

The results revealed several practical strengths and logical challenges associated with the implementation of Google Forms integrated with AutoProctor in listening practice. Based on student questionnaire responses and interview data, the strengths were primarily related to accessibility, efficiency, and assessment control. Most students reported that the platform was easy to access using personal devices, allowing them to complete listening tasks without technical complexity. The automated submission and immediate data recording also facilitated efficient assessment management for the lecturer. In terms of assessment control, both students and the lecturer acknowledged that AutoProctor features, such as time limits and monitoring functions, contributed to a more structured and disciplined testing environment. These features reduced delays, minimized distractions, and ensured that all participants followed the same assessment timeline. As a result, the listening practice could be conducted smoothly even in a large-class setting.

However, the results also indicated several logical challenges. Technical issues, particularly unstable internet connectivity, were reported as the main obstacle during the listening sessions. Some students experienced brief interruptions that affected audio playback continuity. Additionally, the strict time constraints imposed by the system were perceived by a small number of students as limiting their ability to re-check responses, especially when technical delays occurred. From the lecturer's perspective, while the system effectively supported large-scale implementation, it required careful preparation and contingency planning.

Discussions

A. The Implementation of Listening Practice

The implementation of listening practice through Google Forms integrated with AutoProctor demonstrates how digital assessment tools can be strategically utilized to manage listening activities in large EFL classrooms. The integration enabled lecturers to conduct listening assessments simultaneously across merged classes without compromising instructional control, which is often a critical challenge in large-class contexts [16]. This finding

highlights the practical viability of combining readily available platforms with add-on technologies to address scalability issues in language learning environments.

From a pedagogical perspective, the structured listening workflow consisting of controlled audio playback, randomized questions, and automated submission supports principles of Computer-Assisted Language Learning (CALL), particularly in promoting consistency and efficiency in assessment delivery [17]. By standardizing the listening experience for all students, the implementation minimized procedural discrepancies that often arise in traditional paper-based or manually supervised listening tests.

Moreover, the use of AutoProctor features such as time restrictions and activity monitoring aligns with the growing emphasis on assessment integrity in online learning. Previous studies have emphasized that technological supervision can reduce opportunities for academic dishonesty while maintaining learner focus during online assessments [18]. In this study, the implementation model illustrates how such features can be embedded within routine instructional practices rather than treated as separate or additional assessment mechanisms.

Overall, the implementation of listening practice in this study reflects a pragmatic instructional innovation rather than a radical pedagogical shift. Its significance lies in demonstrating that scalable, controlled, and pedagogically sound listening activities can be achieved using low-cost, accessible digital tools, particularly in institutions with limited resources and large student populations.

To enhance clarity and synthesis, Table 2 summarizes the key findings related to the implementation of listening practice, situating the results within prior empirical studies and relevant theoretical perspectives.

Table 2. The Implementation of Listening Practice

Aspect	Key Findings (This Study)	Supporting Studies	Theoretical Implications
Listening Management	Listening assessments conducted simultaneously across merged classes	Large-class digital assessment [16]	Supports scalability principle in CALL
Instructional Control	Controlled audio playback and randomized items ensured standardized testing	Digital assessment consistency [17]	Reinforces procedural reliability in CALL-based assessment
Academic Integrity	AutoProctor monitoring reduced cheating opportunities	Online proctoring studies [18]	Aligns CALL with integrity-oriented assessment design

B. Perception of Effectiveness

1. The students' opinions toward using Google form for listening exercise

These findings suggest that the integration of AutoProctor-enabled Google Forms supports learning scalability, motivation, and engagement in large EFL classrooms. These outcomes align with prior studies emphasizing the pedagogical potential of Computer-Assisted Language Learning (CALL) tools, particularly their ability to promote learner

autonomy, immediate feedback, and individualized learning pace [1]. Within the CALL framework, Google Forms with AutoProctor operates not only as an assessment medium but also as a self-regulated learning environment where students can independently practice listening comprehension while receiving automated performance insights.

Consistent with Purnomo et al. [3], this study confirms that automated feedback tools enhance engagement and comprehension accuracy. However, unlike previous research, the inclusion of AutoProctor's proctoring feature introduces a novel dimension of academic integrity and authenticity in online listening practice an aspect seldom discussed in studies such as Kurniawati and Lestari [4], which focused mainly on usability and motivation.

From the perspective of student experience, the gamified elements and digital challenge of the AutoProctor-integrated Google Form made listening tasks more engaging and enjoyable. This supports Fitria [19], who noted that real-time assessment features stimulate students' interest and sustain intrinsic motivation. The results also reinforce Unser-Schutz [20], who argued that personalized, data-driven feedback enhances learner reflection and self-efficacy.

From a pedagogical viewpoint, these findings demonstrate how digital learning environments, when grounded in CALL principles, can transform routine listening assessments into interactive, motivating, and autonomous learning experiences particularly valuable in institutions with limited resources or large class sizes [13], [21].

2. The teacher perceive the effectiveness of using AutoProctor Google forms in listening exercises

This finding resonates with Suryanovika [22], who highlighted connectivity as a recurrent constraint in online assessment environments. The teacher also praised the AutoProctor monitoring system for promoting academic honesty and discouraging cheating elements often overlooked in earlier implementations of digital tests. The ability to monitor tab switching, record audio, and detect potential violations was perceived as a valuable accountability mechanism, aligning with global trends toward integrity-oriented online learning design [23],[24].

Importantly, the lecturer confirmed that this system was sustainable and scalable, having been successfully applied to approximately 100 students per session without major logistical issues. This reinforces the feasibility of AutoProctor Google Forms as a cost-effective solution for large-class EFL assessment in developing-country contexts. From a broader CALL perspective, integrating AutoProctor with Google Forms operationalizes the theory's central pillars autonomy, feedback, and interactivity within a scalable and integrity-driven ecosystem. The platform not only enhances listening comprehension but

also supports reflective learning and ethical assessment practices, bridging pedagogical and technological innovation.

Table 3. Comparative Summary of Findings

Aspect	This Study	Previous Studies	Novelty/Contribution
Learning Motivation	Significant increase (M = 4.23)	Purnomo et al. [3]: moderate increase	Greater improvement due to proctoring integration
Fairness and Integrity	Ensured by AutoProctor monitoring	Kurniawati and Lestari [4]: no proctoring feature	Introduces the academic honesty dimension
Immediate Feedback	Automated and real-time	Unser-Schutz [20]: manual or delayed	Faster and more transparent
Large-class Scalability	Effective for 100 students	Not discussed	Demonstrates a scalable EFL model
Practical Utility	Sustainable for repeated use	Fitria [19]: limited-term use	Long-term classroom applicability

For policymakers and practitioners, these findings highlight that AI-supported, cloud-based learning systems can effectively address challenges of large-class teaching in low-resource contexts. Therefore, investment in such technologies could substantially improve assessment quality, motivation, and fairness across higher education institutions.

Table 4. Summary of Student and Teacher Perceptions of Effectiveness

Dimension	Findings in This Study	Comparison with Prior Studies	Pedagogical Implications
Student motivation	High motivation and engagement (M = 4.23)	Moderate improvement in Google Forms-only studies [3], [4]	Proctoring enhances engagement through accountability
Learning experience	Positive perception of feedback and autonomy	CALL-based environments [1], [19]	Supports self-regulated learning
Teacher perception	Effective monitoring and fairness	Earlier tools lacked integrity focus [22]	Integrates supervision into pedagogy
Large-class feasibility	Effective for ~100 students/session	Rarely discussed previously	Demonstrates a scalable EFL assessment model

The synthesis presented in Table 4 illustrates that the effectiveness of AutoProctor-enabled Google Forms extends beyond usability, encompassing motivational, pedagogical, and managerial dimensions.

C. Integration of Quantitative and Qualitative Findings

The integration of quantitative and qualitative findings demonstrates methodological coherence in this mixed-method study. By combining survey results, interview data, and system-generated logs, the study provides a more comprehensive understanding of how AutoProctor-enabled Google Forms function in large EFL listening classes [25]. This integrative approach allows the findings to be interpreted not only in terms of measurable outcomes but also through participant experiences and behavioral evidence.

High mean scores indicating strong student motivation were supported by interview data revealing increased confidence and engagement during listening activities. Similarly,

AutoProctor log reports corroborated lecturer perceptions regarding academic integrity by documenting consistent testing behavior and controlled participation. Together, these convergent findings reinforce the explanatory power of the mixed-method approach in capturing both learning outcomes and learning processes.

The convergence of quantitative trends, qualitative insights, and system-based evidence strengthens the credibility of the findings by reducing reliance on a single data source. This methodological triangulation enhances the trustworthiness of the study and supports the argument that technology-assisted listening practices can be evaluated effectively through integrated data analysis. Consequently, the mixed-method design employed in this research provides a robust framework for examining digital learning interventions in large classroom contexts.

D. Practical Strengths and Logical Challenges

To provide an integrated overview of the pedagogical advantages, logistical constraints, and sustainability considerations identified in this study, Table 5 summarizes the key strengths and challenges of implementing AutoProctor-enabled Google Forms in large EFL listening assessments.

Table 5. Practical Strengths and Challenges of AutoProctor-Integrated Listening Assessment

Category	Strengths Identified	Challenges Identified	Implications
Pedagogical	Academic integrity, immediate feedback, learner autonomy	False-positive detections	Requires balanced human judgment
Technical	Automated monitoring and grading	Internet dependency	Infrastructure readiness needed
Logistical	Scalable for large classes	Subscription cost	Institutional support essential
Sustainability	Long-term classroom applicability	Limited access in low-resource contexts	Hybrid and open-source strategies are recommended

1. Pedagogical Strengths

The integration of AutoProctor-enabled Google Forms in listening instruction offers a range of pedagogical advantages that significantly enhance the effectiveness, fairness, and engagement of assessment in English as a Foreign Language (EFL) classrooms. This digital innovation not only transforms how listening tests are conducted but also aligns closely with modern principles of technology-enhanced learning.

The first pedagogical strength of integrating AutoProctor-enabled Google Forms lies in the enhancement of academic integrity and assessment objectivity. Through camera, microphone, and screen monitoring, AutoProctor minimizes dishonest behaviors during listening examinations by ensuring continuous supervision throughout the testing process. Automated detection of irregular activities promotes fairness and accountability, which are

often difficult to achieve in large EFL classes. This finding supports previous studies emphasizing that digital proctoring systems can significantly strengthen exam security while providing reliable behavioral evidence of student conduct [26], [27]. In addition, Google Forms facilitates transparent and objective scoring through automated grading and immediate result generation, reducing human bias and ensuring consistency across large student cohorts.

The second pedagogical advantage concerns increased student motivation and engagement during listening activities. The digital format and interactive features of AutoProctor-integrated assessments create a more dynamic testing experience that aligns with students' familiarity with technology. The availability of immediate feedback and the ability to control audio playback encourage self-paced learning and reflective practice. These results are consistent with previous findings indicating that data-driven feedback and personalized learning environments enhance learner autonomy, confidence, and intrinsic motivation [19–20]. Consequently, technology-supported listening assessments not only function as evaluation tools but also contribute to meaningful learning engagement, particularly in large and resource-limited EFL classrooms.

The third pedagogical strength lies in the promotion of learning motivation and engagement. The digital and interactive nature of AutoProctor-integrated assessments makes the testing process more dynamic and appealing. Students, who are increasingly familiar with digital platforms, perceive these tools as relevant and modern, thereby increasing their intrinsic motivation to participate. The option to replay audio segments individually also promotes personalized learning, as students can control their listening pace according to their comprehension level. This aligns with the findings of Zahara et al. and Firmansyah [28–29], who argue that self-paced digital environments foster autonomy, confidence, and deeper learning engagement.

Lastly, the integration of AutoProctor provides a practical solution for large-class management. Instructors no longer need to depend on traditional language laboratories or physical supervision, as students can access the same materials through their personal devices. Lecturers can simultaneously monitor multiple participants, distribute equitable feedback, and maintain consistent instructional control. Studies Sari [30] and Nia et al. [31] affirm that such systems help address key challenges in large EFL classes, particularly those related to interaction, assessment fairness, and classroom organization.

Overall, the adoption of AutoProctor Google Forms transforms listening instruction into a more secure, transparent, engaging, and manageable learning experience, bridging pedagogical effectiveness with technological innovation.

2. Logistical Constraints

Despite its notable pedagogical strengths and promising applications in digital assessment, the implementation of AutoProctor-enabled Google Forms is not without challenges. Several logistical and technical limitations continue to hinder its optimal use, particularly within developing educational contexts where infrastructure and funding remain constrained. Understanding these limitations is essential to ensure that the integration of such technology remains equitable, effective, and sustainable in the long term.

The first major constraint concerns the subscription cost of AutoProctor. While the free version allows only ten test sessions per month, paid subscriptions range from USD 15 to 60, depending on the number of users and additional features. For many lecturers and institutions in developing regions, especially those operating under limited budgets, these costs can pose a significant financial burden. Unlike universities in wealthier countries, where digital assessment tools are often subsidized, educators in Indonesia and similar contexts frequently have to bear such expenses personally. This situation not only limits access to advanced proctoring technology but also raises concerns about digital inequality between institutions with differing economic capacities. Hence, sustainable implementation requires institutional or governmental support to provide subsidized licensing or the adoption of open-source proctoring alternatives.

The second issue involves the problem of false detection by the automated monitoring system. Although AutoProctor employs artificial intelligence to ensure exam integrity, its accuracy is not perfect. Normal student behaviors such as coughing, reading aloud, looking away momentarily, or adjusting the camera are sometimes misinterpreted as signs of cheating. These false positives can distort the validity of integrity reports and generate unnecessary anxiety among students. In some cases, the fear of being wrongly flagged may affect learners' concentration and overall performance. Therefore, teachers must interpret automated integrity reports with caution, complementing them with human judgment and contextual understanding. Continuous improvement of AI algorithms and clearer communication with students regarding system procedures can help minimize such misinterpretations.

The third limitation concerns internet connectivity, which is particularly crucial for listening-based assessments. AutoProctor-integrated Google Forms require stable and continuous internet access to stream audio materials and monitor student activity in real time. However, many classrooms, especially in rural or semi-urban areas, still experience unstable Wi-Fi connections or limited bandwidth. Students relying on mobile data face further inconsistencies depending on network providers or remaining data quotas. When

the connection drops during a test, the system may automatically pause or terminate the session, leading to incomplete responses and unreliable data. This issue not only disrupts the assessment process but also undermines students' motivation and confidence.

In conclusion, while AutoProctor offers significant pedagogical value by promoting academic integrity and learner autonomy, its cost, detection accuracy, and internet dependency present critical barriers to widespread adoption. To address these challenges, institutions should prioritize infrastructure investment, digital training, and flexible assessment design, ensuring that technology-enhanced evaluations remain inclusive, valid, and contextually appropriate within diverse educational environments.

3. Sustainability Implications

To ensure the long-term sustainability of digital assessment practices, this study emphasizes the need for a hybrid utilization strategy combined with strong institutional support. Rather than relying solely on commercial platforms, higher education institutions are encouraged to apply AutoProctor selectively for large-scale or high-stakes examinations, while simultaneously developing and adopting open-source alternatives such as Safe Exam Browser or Moodle Quiz with integrated proctoring plugins. These approaches can significantly reduce dependency on costly subscription-based systems, thereby promoting greater equity and accessibility in digital assessment practices. Furthermore, universities should consider forming inter-institutional collaborations to share digital resources, technical expertise, and proctoring infrastructure, ensuring cost efficiency and broader participation across various academic contexts.

Beyond the technological dimension, enhancing digital literacy among lecturers, administrators, and technical staff is crucial for sustainable adoption. In the Indonesian higher education landscape, particularly in the ECE (Early Childhood Education) and EFL (English as a Foreign Language) learning contexts, many educators still face challenges in integrating AI-based assessment tools effectively. Regular professional development programs focusing on AI ethics, data security, digital pedagogy, and adaptive learning design are essential to empower educators with both the competence and confidence needed to apply these tools meaningfully. Such initiatives will ensure that digital proctoring and automated assessment systems are not only implemented technically but also pedagogically aligned with learner needs and local educational values.

The findings of this study reinforce earlier research by Han et al. and Al Najar et al. [15], [32] showing that digital proctoring enhances academic integrity and student motivation while simultaneously facing challenges of financial feasibility and technical reliability. However, unlike most descriptive or anecdotal studies, this research contributes quantitative evidence that delineates the motivational and operational impacts of

automated proctoring in large-scale EFL classrooms. This empirical insight provides a clearer understanding of how students and teachers perceive such systems not merely as surveillance tools but as supportive mechanisms that encourage fairness, accountability, and active engagement during assessments.

In pedagogical terms, the integration of AutoProctor-enabled Google Forms demonstrates a powerful potential for enhancing assessment transparency, learner motivation, and classroom management efficiency. These benefits are particularly evident in large EFL learning environments, where manual supervision and individualized feedback are often difficult to achieve. Through automated monitoring, structured feedback, and transparent scoring, AutoProctor bridges the gap between scalability and personalization, promoting a more balanced and student-centered learning process. However, these advantages coexist with practical barriers such as unstable internet connectivity, false detections of misconduct, and limited institutional funding factors that require careful strategic planning to mitigate.

To address these limitations, educational institutions must adopt a context-sensitive and balanced implementation model that merges technological innovation with institutional infrastructure and continuous professional development. A well-planned combination of reliable technology, competent educators, and supportive policy frameworks will optimize the pedagogical benefits of AI-supported assessment while maintaining equity, inclusivity, and sustainability [33].

Theoretically, the integration of AutoProctor resonates with the principles of Computer-Assisted Language Learning (CALL) and constructivist learning theory. CALL emphasizes learner autonomy, continuous assessment, and immediate feedback as key elements of effective technology-enhanced instruction. AutoProctor operationalizes these principles by fostering self-regulated learning, allowing students to take greater responsibility for their own progress through transparent evaluation mechanisms. From a constructivist perspective, digital proctoring also supports the learner's active role in constructing meaning through interaction with digital tools and feedback data.

Ultimately, the adoption of AutoProctor-integrated Google Forms offers a sustainable framework for digital transformation in language education. By aligning scalability with personalization, and innovation with accessibility, higher education institutions can leverage AI-supported assessment systems to cultivate academic integrity, learner motivation, and pedagogical effectiveness, ensuring that technology serves as an enabler of meaningful, equitable, and future-ready education.

Conclusion

This study concludes that the integration of AutoProctor-enabled Google Forms provides an effective and scalable approach to enhancing English listening comprehension, learner motivation, and academic integrity in large EFL classrooms. The system's automated monitoring, feedback, and transparent scoring mechanisms successfully promote learner autonomy and strengthen classroom management efficiency. Both quantitative and qualitative findings consistently demonstrate its pedagogical usefulness and positive perceptions among students and instructors. Theoretically, this study contributes to the advancement of Computer-Assisted Language Learning (CALL) and constructivist learning frameworks by showing how digital proctoring tools can harmonize scalability and personalized learning. Pedagogically, the results emphasize the importance of integrating integrity-based, technology-enhanced assessment tools in English instruction. These innovations encourage learners' self-regulation and foster equitable access to digital learning environments.

Limitation and Suggestions

Despite its promising outcomes, several challenges remain. Subscription costs, occasional false detections by the AutoProctor system, and unstable internet connections limit its full applicability in resource-constrained institutions. Therefore, institutional support through funded licenses, reliable digital infrastructure, and ongoing teacher training on AI-assisted assessment is strongly recommended.

Future studies should employ experimental or longitudinal designs to measure long-term improvements in listening performance. Research comparing AutoProctor with other AI-based or open-source proctoring systems is also needed to develop more accessible and sustainable models for large-scale EFL learning. Further exploration into multimodal analytics and adaptive feedback systems could enrich the understanding of learner engagement and integrity in digital assessment contexts.

Conflict of Interest

The authors declare no conflict of interest.

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