FORMATIVE VS. SUMMATIVE ASSESSMENT IN LANGUAGE LEARNING

Nuriddillayeva Sevinch Ilhom qizi

Chirchik State Pedagogical University

4th year student of the Faculty of Tourism

Supervisor: **Usmonova Gulsevar Abdulaziz qizi**

Teacher at Chirchik State Pedagogical University

E-mail: gulsevardesigner@gmail.com

Abstract: *Formative-summative assessment occurs in two primary forms: using a mock exam before the final or using the final exam before the retake. Formative assessment allows for feedback which improves learning while summative assessment measures learning. Formative assessment refers to frequent, interactive assessments of students' development and understanding to recognize their needs and adjust teaching appropriately. This article discusses formative vs. summative assessment in language learning.*

Keywords: *formative assessment, development, language learning, study, students, implication, weaknesses, teaching, target, effort, work.*

Annotatsiya: *Formativ-summativ baholash ikkita asosiy shaklda amalga oshiriladi: yakuniy imtihondan oldin sinovdan o'tkazish yoki qayta topshirishdan oldin yakuniy imtihondan foydalanish. Formativ baholash o'rganishni yaxshilaydigan fikr-mulohazalarni olish imkonini beradi, summativ baholash esa o'rganishni o'lchaydi. Formativ baholash o'quvchilarning ehtiyojlarini tan olish va o'qitishni mos ravishda moslashtirish uchun ularning rivojlanishi va tushunishlarini tez-tez, interaktiv baholashni anglatadi. Ushbu maqolada til o'rganishda formativ va summativ baholash muhokama qilinadi.*

ЛУЧШИЕ ИНТЕЛЛЕКТУАЛЬНЫЕ ИССЛЕДОВАНИЯ

Kalit so'zlar*: formativ baholash, rivojlanish, til o'rganish, o'qish, talabalar, ma'no, zaif tomonlar, o'qitish, maqsad, harakat, mehnat.*

Аннотация*: Формативно-суммативная оценка происходит в двух основных формах: с использованием пробного экзамена перед финальным или с использованием финального экзамена перед пересдачей. Формативная оценка позволяет получить обратную связь, которая улучшает обучение, в то время как итоговая оценка измеряет обучение. Формативная оценка относится к частым интерактивным оценкам развития и понимания учащихся для распознавания их потребностей и соответствующей корректировки обучения. В этой статье обсуждается формативная и итоговая оценка в изучении языка.*

Ключевые слова: *формативная оценка, развитие, изучение языка, изучение, ученики, значение, слабые стороны, обучение, цель, усилие, работа.*

INTRODUCTION

In teaching and learning, assessment is defined as a procedure applied by instructors and students during instruction through which teachers provide necessary feedbacks to modify ongoing learning and teaching to develop learners' attainment of planned instructional aims. According to Popham , assessment is an intended procedure in which evidence of learners' status is utilized by educators to adjust their ongoing instructional processes or applied by learners to change their present instructional strategies. Assessment intends to improve learning and it is used to reduce the gap between students' present instructional situation and their target learning objectives. Two types of assessment are formative and summative. According to Glazer , summative assessment is generally applied to give learners a numerical score with limited feedback[1]. Therefore, summative assessment is commonly used to measure learning and is rarely used for learning. Educators can make the summative assessment more formative by giving learners the opportunity

to learn from exams. This would mean supplying pupils with feedback on exams and making use of the teaching potentiality of exams. Wininger proposed an amalgamation of assessment techniques between summative assessment and formative assessment. This marriage between summative assessment and formative assessment is referred to as summative-formative assessment. Based on Wininger, summative-formative assessment is used to review the exam with examinees so they can get feedback on comprehension. Formative-summative assessment occurs in two primary forms: using a mock exam before the final or using the final exam before the retake.

METHODS

Formative assessment allows for feedback which improves learning while summative assessment measures learning. Formative assessment refers to frequent, interactive assessments of students' development and understanding to recognize their needs and adjust teaching appropriately[2]. According to Glazer , formative assessment is generally defined as tasks that allow pupils to receive feedback on their performance during the course. In the classroom, teachers use assessments as a diagnostic tool at the termination of lessons or the termination of units. In addition, teachers can use assessments for teaching, by identifying student misconceptions and bridging gaps in learning through meaningful feedback. Unfortunately, numerous instructors consider formative assessments as a tool to measure students' learning, while missing out on its teaching potential. Testing and teaching can be one or the same which will be discussed further in this research. According to Black et al, using formative tests for formative purposes improves classroom practice whereby students can be encouraged in both reflective and active review of course content. In general terms, formative assessment is concerned with helping students to develop their learning. Formative assessment can be considered as a pivotal and valid part of the blending of assessment and teaching.

RESULTS

Formative assessment helps students gain an understanding of the assessment process and provides them with feedback on how to refine their efforts for improvement. However, in practice, assessment for learning is still in its infancy, and many instructors still struggle with providing productive and timely feedback. Using the mentioned assessments can positively affect the test anxiety of the students[3]. Test anxiety signifies the extent to which the students experience apprehension, fear, uneasiness, panic tension, and restlessness while even thinking of forthcoming tests or exams. Anxiety can also be regarded as a product of hesitation about imminent events or situations. Test anxiety is the emotional reaction or status of stress that happens before exams and remains throughout the period of the exams. Anxiety can commonly be connected to coercions to self-efficacy and evaluations of circumstances as threatening or reactions to a resource of stress to continue.

The other variable which can influence the consequences of tests or testing sessions in EFL settings is the attitudes of students towards English culture, English language, and English people. Kara stated that attitude about learning together with beliefs and opinions have a significant impact on learners' behaviors and consequently on their performances. Those learners who have desirable beliefs about language learning are willing to rise more positive attitudes toward language learning. On the other hand, having undesirable beliefs can result in negative attitudes, class anxiety, and low cognitive achievements. There are both negative and positive attitudes towards learning[4]. Positive attitudes can develop learning and negative attitudes can become barriers to learning because students have these attitudes as they have difficulties in learning or they just feel that what is presented to them is boring. While a negative attitude toward learning can lead to poor performances of students, a positive attitude can result in appropriate and good performances of students.

DISCUSSION

In the realm of language learning, assessment is not merely evaluative but fundamentally pedagogical. The dichotomy between formative and summative assessment reflects two distinct paradigms in how language proficiency is measured and developed.

Formative Assessment aligns with constructivist and sociocultural theories of learning (e.g., Vygotsky). It positions language learning as an evolving process mediated by interaction, feedback, and scaffolding within the learner's Zone of Proximal Development (ZPD). Summative Assessment, on the other hand, stems from behaviorist and positivist traditions, where learning is broken into measurable outcomes and language competence is evaluated in terms of observable performance. Encourages risk-taking and experimentation in language use, crucial for developing communicative competence. Functions as assessment of learning, typically at the culmination of a learning phase.Offers accountability and standardized benchmarks for learners, institutions, and policymakers. Can reinforce or undermine learner motivation depending on the fairness, transparency, and alignment with real-world language use.

Formative practices require a high level of diagnostic skill and adaptability. Teachers must analyze language use in real-time and offer targeted support. Summative assessments necessitate construct validity and reliability. Tests must reflect the constructs of language proficiency they're intended to measure. Formative assessment cultivates learner autonomy. It shifts the learner's role from passive recipient to active co-constructor of knowledge. Summative assessment has high-stakes implications (e.g., passing a language proficiency exam for immigration or academic purposes), potentially creating test anxiety or a "teach-to-the-test" culture. Modern pedagogy increasingly sees formative and summative assessment as complementary, not mutually exclusive: Assessment as learning: A third paradigm that sees assessment as a tool for learners to self-regulate, self-

assess, and internalize criteria for success[5]. Portfolio-based assessments can blend both purposes—tracking ongoing development (formative) while culminating in a final evaluation (summative). Task-based language assessment (TBLA) provides authentic communicative contexts, allowing assessment to be both performance-oriented and pedagogically relevant. Language programs often face tensions between pedagogical integrity and institutional demands. While formative assessment is ideal for classroom learning, summative tools are required for gatekeeping functions.

Large-scale language testing bodies (e.g., Cambridge, IELTS) have begun integrating formative elements into their materials (e.g., learner profiles, feedback reports) to better support instructional goals. While summative and formative assessments serve different purposes, their integration is key to effective language instruction. A balanced assessment framework recognizes that learning a language is not linear, and that assessment should reflect the complex, social, and dynamic nature of language use.

CONCLUSION

In conclusion, this study proved the positive impacts of applying formative assessments on Iranian EFL students' academic motivation, attitude toward learning, test anxiety, and self-regulation skill. Therefore, teachers are strongly recommended to use formative assessment in their classes to help students improve their language learning. Using formative assessment allows teachers to modify instruction according to the results; consequently, making modifications and improvements can generate immediate benefits for their students' learning.

One more conclusion is that using formative assessment gives the teacher the ability to provide continuous feedback to their students. This allows the students to be part of the learning environment and to improve self-assessment strategies that will help with the understanding of their own thinking processes. All in all, providing frequent feedback during the learning process is regarded as an efficient

technique for motivating and encouraging students to learn a language more successfully. Indeed, by assessing students during the lesson, the teachers can aid them to improve their skills and examine if they are progressing or not. Thus, formative assessment is an essential part of teaching that should be used in EFL instructional contexts.

References.

1. Abeywickrama, P., & Brown, H. D. (2010). Language assessment: Principles and classroom practices. Pearson Longman.

2. Ahmad, S. (2012). Relationship of academic SE to self-regulated learning, SI, test anxiety and academic achievement. International Journal of Education, 4(1), 12–25.

3. Ahmadi, S., Namazizadeh, M., Abdoli, B., & Seyedalinejad, A. (2009). Comparison of achievement motivation of football players between the top and bottom teams of the Football Premier League. Olympic Quarterly, 17(3), 19–27.

4. Al Tayib Umar, A., & Abdulmlik Ameen, A. (2021). The effects of formative evaluation on students' achievement in English for specific purposes. Journal of Educational Research and Reviews, 9(7), 185–197.

5. Alahmadi, N., Alrahaili, M., & Alshraideh, D. (2019). The impact of the formative assessment in speaking test on Saudi students' performance. Arab World English Journal, 10(1), 259–270.