

**PRINCIPLES OF EFFECTIVE FORMATIVE
ASSESSMENT IN EFL/ESL**

*The university of Public Safety
of the Republic of Uzbekistan
Department of language studies
Pulatova Zulfiya Abduazizovna - PhD,
Doctor of philosophy in pedagogical sciences*

Annotation. To be actually effective, assessments in EFL/ESL contexts must follow certain principles to ensure they are reliable, valid, and practical. These principles guarantee that assessments accurately measure students' language skills, provide consistent results, and are manageable for both instructors and students.

Key words. Validity, reliability, practicality, continuous feedback, summative assessments, formative assessment.

Validity refers to how well an assessment measures what it is intended to measure (Brown, 2004). In language assessment, a test designed to assess speaking proficiency must evaluate speaking skills rather than just vocabulary or grammar knowledge. Validity is essential for ensuring that the assessment results truly reflect students' abilities in the specific language skills being evaluated. According to Hughes (2003), a high level of validity is achieved when the assessment's content aligns with the learning goals and accurately represents the language skills being taught. Reliability refers to the consistency of an assessment in measuring language proficiency. A reliable assessment will produce similar results under similar conditions, allowing teachers and students to trust the results (McNamara, 2000). This is especially critical in standardized tests, where inconsistencies can undermine the reliability of the results. In classroom assessments, reliability can be increased through the use of clear rubrics, standardized scoring systems, and well-defined criteria, ensuring that the results are as objective and accurate as possible (Brown, 2004). Practicality concerns how feasible an assessment is, considering factors like time, resources, and teacher workload. In EFL/ESL classrooms, where resources are often limited, practicality is an important factor (Richards & Schmidt, 2013). Assessments that require excessive time or specialized materials may not be realistic for regular use. As Hughes (2003) notes, effective assessments strike a balance between thoroughness and efficiency, allowing teachers to assess students without overwhelming them or disrupting the learning process. By adhering to these principles, teachers can develop assessments that offer valuable insights into students' language skills and aid in making better instructional decisions, leading to improved learning outcomes.

Formative Assessment Techniques for EFL/ESL Classrooms

Formative assessment is essential in EFL/ESL teaching, providing ongoing feedback that helps students develop their language skills and allows teachers to adjust their instruction. Since language acquisition is a gradual process, formative assessment ensures that students receive timely support throughout their learning journey. This section discusses the importance of continuous feedback, practical formative assessment methods, and ways to align these assessments with learning goals.

Continuous Feedback and Its Impact on Learning

Continuous feedback is critical in language learning because it helps students monitor their progress and identify areas that need improvement. Unlike summative assessments, which give an overall evaluation at the end of a learning period, continuous feedback is provided regularly during classroom activities, allowing for immediate guidance that students can act on right away (Harmer, 2015).

Teacher Feedback

Teacher feedback is one of the most influential forms of feedback in the classroom. When given in a timely, constructive, and specific manner, it helps students understand their mistakes and offers clear guidance on how to improve. For instance, after a speaking task, a teacher may provide feedback on pronunciation or grammar, showing the student how to make corrections. Research by Black and Wiliam (1998) indicates that teacher feedback can significantly improve student performance, especially when it offers actionable advice instead of merely pointing out errors.

Peer Feedback

Peer feedback encourages students to work together by evaluating each other's work. This method promotes critical thinking and self-reflection as students assess their peers' language use, accuracy, and fluency. Peer feedback also provides additional perspectives, helping students take responsibility for their own learning as well as their peers' (Harmer, 2015). For example, in a writing assignment, students could exchange papers and provide feedback on grammar, structure, and vocabulary, learning from one another's insights.

Self-Assessment

Self-assessment allows students to reflect on their performance, which increases their self-awareness and independence. Through self-assessment, students can identify strengths and weaknesses, set realistic goals, and become more actively involved in their learning process. Harmer (2015) states that self-assessment fosters metacognitive awareness, an essential skill for language learners who must monitor their language choices. Tools like self-rating scales or reflection journals help students track their progress, boosting their motivation and confidence.

Formative assessments give teachers a range of tools to assess student understanding and offer immediate feedback. These techniques are versatile and can

be easily incorporated into EFL/ESL classrooms, improving the learning experience without overwhelming students. **Exit tickets** are quick, informal assessments given at the end of a lesson to quickly assess students' understanding of the material. In an EFL/ESL classroom, exit tickets might include questions that prompt students to practice target vocabulary, grammar structures, or summarize key concepts. The simplicity of exit tickets allows teachers to gather immediate feedback on students' comprehension, helping them plan future lessons that address any areas that need reinforcement (Brookhart, 2010). **Think-pair-share** is a collaborative activity where students first think about a question individually, then discuss it with a partner, and finally share their thoughts with the class. This technique encourages active participation and allows students to process information at their own pace before engaging in group discussions. In an EFL context, think-pair-share is especially effective for developing speaking skills, as it gives students time to organize their ideas and practice language in a supportive setting. Research by Black and Wiliam (1998) highlights the effectiveness of collaborative learning activities like think-pair-share in enhancing student engagement and comprehension. **Quick quizzes** are brief, low-pressure assessments that gauge students' understanding of recently taught material. These quizzes can be done verbally or in writing and may include tasks like vocabulary matching, multiple-choice questions, or short-answer exercises. In EFL/ESL classrooms, quick quizzes help reinforce language structures and vocabulary while providing teachers with instant feedback on areas that need attention (Harmer, 2015). This quick feedback can motivate students to remain engaged and reinforce their understanding.

To ensure that formative assessments are effective, they must be aligned with specific language learning objectives. By focusing on well-defined goals, teachers can make formative assessments more meaningful and relevant to students' needs. Effective formative assessments begin with clearly defined objectives that align with the desired language outcomes. For example, if the goal is to improve speaking fluency, a formative assessment could involve a role-play task requiring spontaneous language use. By setting measurable goals, teachers ensure that formative assessments offer a clear picture of students' progress (Brookhart, 2010).

Thus, rubrics provide a clear framework for assessing language skills, ensuring that feedback is consistent and focused on specific criteria. In EFL/ESL classrooms, rubrics can be used to evaluate tasks such as presentations, essays, or speaking activities, with criteria covering aspects like pronunciation, grammar, coherence, and vocabulary. Rubrics help students understand expectations and offer concrete areas for improvement, fostering transparency and fairness in the assessment process (Andrade, 2000). Regular checkpoints, such as brief assessments at the end of each unit, enable teachers to track students' progress toward language objectives. These checkpoints

help keep formative assessments aligned with learning goals, providing both teachers and students with a clear understanding of progress. For example, if the goal is to improve listening skills, a series of listening exercises could act as checkpoints, with results guiding future lessons (Harmer, 2015). By incorporating these strategies, teachers can ensure that formative assessments reflect students' current abilities and are closely aligned with the goals of their language programs. This approach enhances the effectiveness of formative assessments, making them a crucial part of a goal-oriented language learning experience.

In conclusion, formative assessment is a powerful tool in EFL/ESL classrooms, offering continuous feedback that supports language development. By using techniques like ongoing feedback, practical assessments, and alignment with learning goals, formative assessments create a responsive and engaging teaching environment. These methods help students grow confidently as language learners.

Reference

1. Pulatova, Z. A. (2022). TALIM TIZIMIDA «ASSESSMENT» HAMDA «EVALUATION» TUSHUNCHALARI VA ULARNING FARQI. *Oriental renaissance: Innovative, educational, natural and social sciences*, 2(Special Issue 20), 170-174.
2. Pulatova, Z. (2021). MODULE SYSTEM AND TOOLS FOR DEVELOPING WRITING SKILLS OF LAW STUDENTS. *Philology Matters*, 2021(3), 196-209.
3. Pulatova, Z. Factors For The Development Of Writing Skills Of Law Students In A Modular System.
4. Pulatova, Z. (2020). ASSESSMENT PRINCIPLES, CHARACTERISTICS OF IMPROVING STUDENTS'ASSESSMENT OF WRITING SKILLS IN ENGLISH (EXAMPLE B2 LEVEL). *European Journal of Research and Reflection in Educational Sciences Vol*, 8(12).
5. Ikanova, L. (2020). ANALYSIS OF TWO TASKS FROM THE POINT OF PRAGMATICS. *Modern trends in linguistics: problem and solutions*, 25-26.
6. Ikanova, L. S. Q. (2024). SUDLANGAN SHAXSLAR VA MAHKUMLARNING XULQ ATVORI VA QAYTA JINOYAT SODIR ETISHINI BARTARAF QILISHDA TA'LIMNING TA'SIRI (AQSH TAJRIBASI MISOLIDA). *Oriental renaissance: Innovative, educational, natural and social sciences*, 4(1), 433-439.
7. qizi Ikanova, L. S. (2020). IMPROVING LISTENING SKILLS THROUGH ICT. *Bulletin of Namangan State University: Vol*, 2(11), 64.
8. Ikanova, L. (2019). Learners' digital literacy of students in language classrooms. *Trends in Teaching Foreign Languages: Achievements, Challenges and Solutions*, 98-99.
9. Ikanova, L. S. (2019). The impact of materials development, critical pedagogy and lgbt's issue on the language planning and policy. *Вестник педагогики: наука и практика*, (48), 68-70.

10. Ikanova, L. (2019). THE IMPACT OF MATERIALS DEVELOPMENT, CRITICAL PEDAGOGY AND LGBT'S ISSUE ON THE LANGUAGE PLANNING AND POLICY. SCIENCE. RESEARCH, DEVELOPMENT, 59-62. 11
11. Khasanova, D., Ulmasbaeva, M., & Ikanova, L. (2019). IT IS TIME TO CHANGE THE SUBJECT MATTER OF ENGLISH AT VOCATIONAL COLLEGE. *EPRA International Journal of Multidisciplinary Research*, 48-52. 12
12. Ikanova, L. (2019). THE IMPACT OF THE MATERIALS DEVELOPMENT TO THE IMPLEMENTATION OF THE LANGUAGE PLANNING AND POLICY. *Electronic journal of actual problems of modern science, education and training*, 7-13. 12
13. Иканова, Л. (2024, Май). ОБРАЗОВАНИЕ В ТЮРЬМЕ: ФУНДАМЕНТАЛЬНОЕ ПРАВО И ВАЖНЫЙ ИНСТРУМЕНТ. In *Proceedings of International Conference on Scientific Research in Natural and Social Sciences* (Vol. 3, No. 5, pp. 269-275). 9
14. Ikanova, L. S. (2024). JAZONI IJRO ETUVCHI MUASSASSALARDA, TA'LIMNI TASHKIL QILISH TAJRIBALARI (AQSH MISOLIDA): Yangi O'zbekiston taraqqiyotida tadqiqotlarni o'rni va rivojlanish omillari. *Yangi O'zbekiston taraqqiyotida tadqiqotlarni o'rni va rivojlanish omillari*, 7(3), 26-31.2
15. Darvishova, G. K. (2023). SHARLOTTA BRONTE IJODIDA AYOLNING IJTIMOIIY MAVQEI. *Oriental renaissance: Innovative, educational, natural and social sciences*, 3(1), 57-67.
16. Darvishova, G. K. S. B. I., & MAVQEI, A. I. ORIENS. 2023.№ 1. URL: <https://cyberleninka.ru/article/n/sharlotta-bronte-ijodida-ayolning-ijtimoiymavqei> (дата обращения: 10.10. 2023).
17. Iskandarovna, K. G., & Kenjabayevna, D. G. (2020). The means of image" woman" in the literary world of charlotte bronte. *Journal of Critical Reviews*, 7(12), 136-139.
18. Darvishova, G. K. (2023). ШАРЛОТТЕ БРОНТЕ ИЖОД ҚИЛГАН ВИКТОРИЯ ДАВРИ. *Innovative Development in Educational Activities*, 2, 238-243.
19. Kenjabayevna, D. G. (2022). The issues of gender, equality and moral problems in the novel “jane eyre” by charlotte bronte. *ACADEMICIA: An International Multidisciplinary Research Journal*, 12(5), 731-735.
20. Дарвишова, Г. К. (2022). По Педагогическом Мастерстве Учителя Иностранного Языка В Процессе Урока. *Central Asian Journal of Literature, Philosophy and Culture*, 3, 122-125.
21. Дарвишова, Г. К. (2022). ШАРЛОТТА БРОНТЕ АСАРЛАРИДА БАДИИЙ МАҲОРАТ. *Oriental renaissance: Innovative, educational, natural and social sciences*, 2(Special Issue 26), 754-757.
22. Shirinova, N. D., & Shirinova, N. D. (2023). LISONIY PARALLELIZM HODISASIGA DOIR. *Oriental renaissance: Innovative, educational, natural and social sciences*, 3(1), 51-56.

23. Djabarovna, S. N. (2021). Synonymous pairs of lexical units. *ACADEMICIA: AN INTERNATIONAL MULTIDISCIPLINARY RESEARCH JOURNAL*, 11(2), 910-913.
24. Shirinova, N. (2018). ORGANIZATION OF THE ENGLISH TEACHING PROCESS. *Irrigatsiya va Melioratsiya*, (2), 61-64.
25. Nilufar, S., Nargiza, S., & Nosir, R. (2023). Study of the gradual relations in differentiation of substance and attributive meanings in the english and uzbek languages.
26. Shirinova, N. (2024). DEVELOPING COGNITIVE ACTIVITY OF CADETS IN THE PROCESS OF TEACHING ENGLISH. *ОБРАЗОВАНИЕ И НАУКА В XXI ВЕКЕ*, (54-4).
27. Ширинова, Н., & Ширинова, Н. (2022). ПОВЫШЕНИЕ ПОЗНАВАТЕЛЬНОЙ АКТИВНОСТИ КУРСАНТОВ ЭКОНОМИЧЕСКОГО НАПРАВЛЕНИЯ НА УРОКАХ АНГЛИЙСКОГО ЯЗЫКА. *Gospodarka i Innowacje.*, 24, 744-746.
28. Tulkin, S., Nargiza, S., & Nilufar, S. (2022). ANALYSIS OF THE TRANSLATION OF ZAHIRIDDIN BABURS POEMS. *CURRENT RESEARCH JOURNAL OF PHILOLOGICAL SCIENCES*, 3(02), 42-48.
29. Shirinova, N. D., & Davlatova, M. K. MORPHOLOGICAL WAY OF DIFFERENTIATION OF SUBSTANCE AND ATTRIBUTIVE MEANINGS IN THE LANGUAGE SYSTEM. *ILMIY XABARNOMA. НАУЧНЫЙ ВЕСТНИК Учредители: Андижанский государственный университет им. ЗМ Бабура*,(1), 86-89.
30. Shirinova, N. D. (2024). INPARALLELISM IN ENGLISH. *ОБРАЗОВАНИЕ И НАУКА В XXI ВЕКЕ*, (55-3).
31. Djabarovna, S. N. (2021). Synonymous pairs of lexical units. *ACADEMICIA: AN INTERNATIONAL MULTIDISCIPLINARY RESEARCH JOURNAL*, 11(2), 910-913.
32. Shirinova, N. D. (2006). The expression of the relation of substance and attribute in the language system. *The Problems of Philology and Methodics.–Bukhara*, 98-101.
33. Ширинова, Н. Д. (2021). ЭЛ-ЮРТ ҲУРМАТИГА САЗОВОР УСТОЗ: Ширинова Нилуфар Джаббаровна, Ўзбекистон Республикаси Жамоат хавфсизлиги университети Тилларни ўрганиш кафедраси доценти, филология фанлари номзоди, доцент. In *Научно-практическая конференция*.
34. Ширинова, Н. (2010). Ўзбек тилида предметлик ва белги-хусусият маъноларини фарқлаш воситалари: Филол. фан номз.... дисс.