

**RESEARCH PAPER****Examining Formative Assessment Practices: Effects On Students' English Language Learning****<sup>1</sup>Iqra Jabeen\* and <sup>2</sup>Dr. Nighat Shakur**

1. Assistant Professor, Department of Linguistics & Language studies , University of Sargodha, Pakistan
2. Assistant Professor, Department of English, International Islamic University Islamabad, Pakistan

**Corresponding Author** [iqra.jabeen@uos.edu.pk](mailto:iqra.jabeen@uos.edu.pk)**ABSTRACT**

The objective of this study is to implement formative assessment techniques upon BS level students of Sargodha university to help them to overcome their deficiencies and weaknesses in learning English as a foreign language. Foreign language learning is the persistent need of present time in all systems of education. Action research design was chosen for this participatory study that is assisted in evaluation by the self-reflective spiral model by Kemmis and McTaggart 2004. Qualitative research method is used to measure the respective outcome of learner's English language competency. A qualitative student survey is also conducted to get the effective feedback of students' learning output. The result advocated that formative assessment practices impact students' learning positively as students average scores increased with the assistance of formative assessment. This study recommended the due role of formative assessments in enhancing students motivational level to learn English as a second language.

**Keywords:** English Language, Formative Assessment, Self-reflective, Motivation**Introduction**

The term formative assessment was coined by Michael Scriven in 1967. Scriven (1967) wrote, firstly, about "an evaluation process for the goal of improvement and called this process as formative". Brown (1969) has latter applied this terminology to educational assessments and programme evaluation. The terms 'formative' and 'summative' actuality employed towards different kinds of assessments (Bloom et al., 1971). According to Bloom (1969), FA would "provide feedback and correctives at each stage in the teaching-learning process while summative assessment (SA) intended to judge what the student had achieved at the end of a programme or course (p.48)". From this onwards, this term formative assessment has been formally used in educational settings as a means to inform teachers about student learning while the learning is taking place. Formative assessment practices always enabled teachers to utilize information that has particularly been assembled during learning process to make certain necessary modifications and amendments with the prospect that students would get better understanding to master content.

Foreign language learning is always considered a requirement of the existing time in all cycles of the education system, especially in the study of international literature and gaining professional and scientific knowledge. Nevertheless, what we are perceiving and feeling in routine classes, signifying clearly that have students' interest in learning foreign language is lessened. Scholars like O 'Connor (2009); Reeves (2007) and Marzano (2006) have anticipated significant amendments in grading strategies to inspire an atmosphere where learning is not concerned only with grades or classifications. Stiggins (2007) said that "formative assessment practices enabled students to build knowledge, understanding, and achieve their objectives and, at the same time enabled them to think critically and creatively promote self-efficacy, self-regulation, self-esteem, and self-attribute".

The preset study addresses the issue of students' deficiency in learning English language that ultimately effect their overall summative outcome of course content. The researcher is intended to investigate how certain formative practices implemented in the class determine their effect on students understanding of English language. When the student's English language competency will be improved then they will also in a better position to grasp knowledge of course content. As it is determined with retrospective debate that formative assessment "gives teachers information that they can use to inform their teaching and improve student learning while it is in progress and while the outcome of the race can still be influenced" (Greenstein, 2010, p. 2).

The main objective of this study was to identify how different type of formative assessment practices, like quiz, test, assignment and presentations help students to overcome their deficiencies and weaknesses in learning English as a foreign language. Ultimately, difficulty in learning and understanding English language affect their assessments and grades. Foreign language learning is the persistent need of present time in all systems of education. Both Teachers and students must work collaboratively and actively to fit into a new assessment culture. The learning quality will be improved when teachers and students change their roles to support active learning in the classroom (Black, Harrison, Lee, Marshall, & Wiliam, 2004). Students need to change their passive role as learner and must become active participant in the process of assessment to take charge of their learning management (Black et al., 2004). When the students will be actively involved in learning activities by teacher then they will better asses and identify their strengths and weaknesses. The investigation will inform the Teachers that how the use of formative assessment can be beneficial for them in updating their teaching practices and identifying students' deficiencies in learning English language and course content. Students can benefit from the use of formative assessment as to determine more successfully what course content is better learned and to also help as a guideline to what they still need to be improved upon. This study will serve to upgrade assessment practices and to improve students' deficiencies in learning language as the fact determined that implementation of formative practices with consistent teacher guide and feedback develop learning motivation in students. (Stefanou, 2003).

### **Literature Review**

It is acknowledged undoubtedly that educationist and researchers throughout history have always employed certain methods and approaches to teach the students effectively. Teachers have made use of these practices to determine if students have effectively acquired understanding of given material). Formative assessment (FA) is considered to have enormous pedagogical potentialities to reinforce students' learning (Black & Wiliam, 1998, 2018). The formative process actually explains that, "while a program is in the planning and developmental stages, it is still malleable, and the information gathered from evaluation can therefore contribute to change in the program" (Greenstein, 2010, p. 20).

Douglas Fisher and Nancy Frey (2014), in their book, explored some common formative assessment techniques and their practical application in the classroom. They specified the vital importance of these techniques for enhancing student learning. They argued that mostly classroom teachers assess students' understanding of knowledge with questions like, "Did you all get that?" or "Does that make sense?" These methods are inadequate to evaluate students' actual level of learning that is required (Fisher & Frey, 2014). The work of this book is organized into categories such as, "oral language, questioning, writing, projects and performances, tests, and school wide approaches" (Fisher & Frey, 2014, p. 1-2).

John Hattie and Helen Timperley (2007) said in his article about the importance of feedback that it is an essential element of the formative assessment process which impacts

students' learning in answering these three important questions, "Where am I going? (What are the goals?), How am I going? (What progress is being made toward the goal?), and where to next? (What activities need to be undertaken to make better progress?)" (Hattie & Timperley, 2007, p. 86). Hattie and Timperley (2007) stated that when the teacher has interactive communication with students during class and answer these questions then it produced finest learning environment.

Paul Black and Dylan Williams (1998) published an article of related to a meta-analysis of formative assessment and its impact on the students' achievement. The study collected a detail review of over 250 sources to find out the answer to these three pivotal questions: 1) "Is there evidence that improving formative assessment raises standards?" 2) "Is there evidence that there is room for improvement?" 3) "Is there evidence on how to improve formative assessment?" At the conclusion of the research review, Black and Williams (1998) found the answers to all three questions to be yes. The authors stated that, "There is a body of firm evidence that formative assessment is an essential component of classroom work and that its development can raise standards of achievement. We know of no other way of raising standards for which such a strong prima facie case can be made" (Black & Williams, 1998, p.148).

The Regional Educational Laboratory (2017) conducted a systematic review of twenty-three diverse studies to find out the effective impact of formative assessment student learning. Nineteen studies were believed to have ample informative guide to measure thirty different effecting sizes (Klute, Apthorp, Harlacher & Reale, 2017). It was concluded that the students who assisted with the dynamic use of formative assessment got higher score on "measures of academic achievement" than the students who were never given the opportunity to make use of formative assessment. This systematic review of these studies, evidently, determined that, "On average across all the studies, formative assessment had a positive effect on student academic achievement" (Klute et al., 2017, p. 6). This review is helpful in advising instructors and educational institutes that how they can make an effective and accurate use of formative assessment to enhance the desired level of academic achievements.

Researches identified that the role of students' English language proficiency level is very dynamic in developing their understanding about the course contents (Abedi, 2007). Results of studies conducted on the opportunity to learn have declared that lack of proficiency in English may be one of the major obstacles in students ELL learning content knowledge (Abedi & Herman, in press; Herman & Abedi, 2004). The National Assessment of Educational Progress (NAEP) framework included writing skills in formative assessment as "one of the most important skills that young people can acquire and develop throughout their lives" (National Center for Education Statistics, 2002).

Learners who haven't attained the required English proficiency level for understanding academic instruction in English might experience frustration, lose of interest, and struggle to maintain focus. Furthermore, there's a risk of misidentifying them as students with learning disabilities. (Abedi, 2006a; Artiles, Rueda, Salazar, & Higareda, 2005).

Formative assessment engages both students and teachers in an active role, serving as a vital element in enhancing students' performance. This type of assessment, aligned with its purpose, focuses on evaluating learners' progress. (McCallum & Milner, 2021) Hamedi et al. (2022) investigated the impacts of using formative assessment assessing on Iranian EFL students' vocabulary knowledge This research involved 60 participants divided into experimental and control groups. The findings highlighted significant improvements in the vocabulary knowledge of Iranian EFL students through the use of formative assessment. The study resulted in evaluating the positive effects of formative assessment on EFL Irani learners' language learning (Ismail et al. 2022)

Dylan Wiliam (2017) in his research suggested that a teacher key Formative assessment strategy that a teacher required to implement in class to improve and assist students' learning journey are classroom discussions, learning tasks, effective feedback that motivate learning process. This will Activating learners to assess their own learning outcome positively. Sing (2019) believed that "Teachers need to note that there is in general a consensus on the importance of feedback provided in order to move learning forward or to close learning gaps" (Kaur, 2023).

Black and Wiliam (1998) believed that an effective formative assessment can take place with the active involvement of teachers who make consistent adjustments to teaching as well learning practices while responding to assessment data. They said that Formative Assessment is a process which involves active participation of both students and teacher's so teachers must provide students with persistent feedback of their learning and put forward constructive advises to assist their improvement journey during process of peer as well self-assessment to meet the desired learning goals (Heritage, 2010).

Keeping in view the above theoretical framework, the present research study utilizes four formative assessments techniques namely quiz, test, assignments and presentations. These assessments will be integrated in the class systematically through formative assessment practices to inform students feed-up, feed-back and fee-forward. Likewise, teacher will plan the tasks to activate the student in learning process then observe and evaluate their work and give feedback for reflection. This way teacher is providing them guide plan through cooperative discussion strategy and actively involve them in learning activity and assigned pre-assessment tasks which will help them to complete their graded **formative** assessment tasks. The consistent monitoring of on-going assessment practices of oral question answer, presentation, quizzes, tests, written tasks and projects effect not only their English language proficiency but also authentically add up to their academic output in the evaluation criteria of mid, sessional and final marks.

## Material and Methods

To study formative assessment practices and their effects on students' English language learning and to answer the research questions, the research design opted for the present study is grounded on an Action Research Design. This research strategy is usually practiced by teachers for the examination of a problem that is having specific importance within their teaching practicing atmosphere (Coats, 2005). "Action research aims to achieve social change by producing data that support strategic action for change (Mountz et al, 2008)". Action research is based on action, evaluation and critical analysis of specific practices that we need to improve with the help of suitable practices in relevant situations and contexts which, ultimately, facilitate the researcher to introduce authentic and practical improvements in pertinent practices.

Generally, action researches are divided into three classes: positivist, interpretive and critical. This research study implemented positivist approach that is also recognized as classical approach of action research. It presumes that action research is like a social experimentation in which researcher used this method so as to test the hypotheses in real world atmosphere. Kemmis and McTaggart (2000) believed that major advantage of Action Research Spiral model links to provide the researcher with an opportunity to analyze the problem or phenomena with greater depth at each time of practice and consequently it will result in deeper level of practical understanding of the issue.

"Creating new forms of understanding, since action without reflection and understanding is blind, just as theory without action is meaningless. The participatory nature of action research makes it only possible with, for and by persons and communities, ideally involving all stakeholders both in the questioning and sense making that informs the research, and in the action, which is its focus." (Reason & Bradbury, 2001, pg. 2). The spiral

model emphasizes the cyclical process that moves beyond the initial plan for change. The spiral model also emphasizes revisiting the initial plan and revising based on the initial cycle of research.



Figure 1 Interpretation of action research spiral, Kemmis and McTaggart (2004, p. 595)

By adopting the tenants of action research, this present study is a participatory study that is assisted in evaluation by the spiral of self-reflective cycles systematically through initiating a plan by instructor to bring change in performance of students. Then with the implantation of suggested change keep on adding further procedures of implementation through involving active and consistent observation of teacher. Further with the assistance of reflection on the process of change through productive feedback and evaluation of ongoing assessments tasks teacher will initiate certain re-planning for graded tasks so as actively involve student's self-observation for the reflection of desirable change in their summative assessments too.

### Participants /sample population

The action research study was conducted in Sargodha university and the researcher has selected two BS(Urdu) first semester classes through purposive sampling. The Grammar subject was taught in these classes. The researcher was herself teaching this subject to the students. The class-A has total 45 students while class-B has total 40 students. So, there are a total of 85 students with 60 female students and 25 male students.

### Data Collection

This action study was focusing on the issue that students have deficiency and difficulty in learning English Language and for that purpose various type of formative assessment practices were operationalized while teaching grammar in the class to determine that in what way formative assessment help students to improve their understanding of English language. The data is collected both by using mixed-method with both quantitative and qualitative practices. While maximum data was collected quantitatively, but to seek more authenticity and validity of the effectiveness of formative assessment in improving students' English language, qualitative data was collected as well.

In relation to the quantitative data collection, tests, quizzes, assignments and presentations were given to all eighty-five students, while qualitative data collection

involved conducting a student survey. These mixed data collecting techniques yielded information from multiple perspectives and the result was an increased amount of data with a more acute reflection of results.

Regarding the quantitative aspect of the study, students were given summative assessments at the completion of overall course evaluation in final exam to discover students' comprehensive knowledge of language learning. Within this research, specific data emerged from chapters taught using formative assessments, identifying precise areas of weakness in students' English language learning so that the teacher can help students in overcoming these deficiencies during the learning process.

Regarding data collection, the research also incorporated a qualitative component. This entailed the researcher employing a survey to gather student responses, aiming for broader and more comprehensive research outcomes. The student survey was conducted with the use of a three-part questionnaire. The survey asked students the following three questions:

1. Did you receive a better understanding of the English language use with content chapters taught with effective feedback in quiz, tests, and assignments?
2. Do you believe that formative assessment helped you learn the material and prepare you to use English accurately for the mid and final exam?
3. Did the use of formative assessment affect your confidence in giving the presentation?

The duration of the data collection period spanned four months from December 2022 to April 2023. Fifteen chapters were covered in the classroom during this time with the researcher (teacher) using formative assessment practices including quizzes, tests, assignments and presentations. After the completion of each chapter, the teacher employed any one of the formative assessment practices to identify weaknesses and impediments that needed to be re-taught during the ensuing class period. Summative assessments were given at the completion of the course content which covered all the important information learned throughout the chapters in order to monitor student growth and achievement in English language use.

### **Data Analysis**

The researcher practiced formative assessment methods while teaching grammar course to the students in the class. Qualitative and quantitative data collection techniques were utilized in order to get accurate perception about the way formative assessment practices influence learners' language competency and to provide information that was impartial.

### **Quantitative data analysis**

The quantitative data received was done through four formative assessments namely quiz, test, assignment and presentations that provided results of student language learning achievement over the course of four-month teaching period. On each of the table, the quantitative data gives the following information:

1. Specific individual student scores for each of the four formative assessments.
2. Individual average of the summative assessment with and without formative assessment.
3. The overall class average of the four formative assessments.
4. Class average of the summative assessment with and without the use of formative assessment

5. The percentage increase or decrease with the average summative assessment scores using formative assessment versus the average summative assessment scores that did not use formative assessment.

**Table 1**  
**Class-A Formative Assessments Data Analysis**

Students.ID	Test (5)	Quiz (5)	Assignment (5)	Presentation (5)	Summative.as without formative.as (50)	Summative.as with formative.as (50)
1	90%	100%	80%	90%	58%	70%
2	100%	80%	90%	90%	50%	61%
3	80%	90%	100%	90%	42%	50%
4	90%	60%	70%	80%	48%	59%
5	80%	70%	90%	60%	54%	52%
6	90%	70%	70%	90%	52%	56%
7	100%	100%	60%	100%	42%	65%
8	90%	90%	90%	90%	50%	70%
9	70%	70%	80%	100%	58%	67%
10	80%	80%	80%	90%	58%	63%
11	90%	80%	80%	80%	32%	54%
12	60%	100%	100%	100%	20%	42%
13	60%	60%	60%	60%	10%	37%
14	80%	60%	60%	60%	48%	56%
15	100%	80%	60%	100%	62%	72%
16	60%	100%	80%	100%	58%	65%
17	80%	80%	80%	90%	46%	53%
18	90%	90%	100%	80%	52%	60%
10	100%	100%	60%	100%	72%	77%
21	90%	90%	90%	90%	66%	65%
21	100%	60%	80%	100%	46%	54%
22	90%	100%	80%	90%	44%	54%
23	90%	80%	80%	80%	27%	68%
24	90%	90%	90%	90%	52%	66%
25	90%	90%	80%	100%	70%	70%
26	90%	60%	80%	70%	32%	44%
27	80%	80%	100%	60%	38%	52%
28	60%	90%	80%	70%	44%	56%
29	90%	90%	90%	90%	78%	80%
30	90%	70%	60%	80%	22%	39%
31	90%	90%	90%	90%	40%	50%
32	80%	80%	90%	80%	56%	68%
33	100%	100%	60%	100%	42%	57%
34	100%	60%	100%	100%	52%	67%
35	90%	90%	90%	90%	68%	75%
36	80%	80%	80%	90%	54%	63%
37	100%	60%	80%	100%	60%	66%
38	80%	90%	80%	80%	54%	61%
39	100%	100%	80%	60%	34%	51%
40	70%	80%	70%	100%	50%	36%
41	90%	100%	100%	80%	46%	55%
42	100%	60%	100%	100%	38%	59%
43	90%	90%	90%	90%	44%	50%
44	100%	90%	80%	100%	44%	50%
45	60%	60%	80%	40%	38%	38%
Overall average with four formative assessments	85%					
Class average of summative assessment without	50%					

formative assessments	
Class average of summative Assessment with formative assessment	59%
average difference	9%

In the table, forty-five class-A students have given four formative assessments during the study of course in the class. Before the submission of each assessment the students were consistently assisted by teacher in class practice. As in this action study, comprised of four month learning voyage, the role of both teacher and student is interactive. Teacher first plans the task of four formative assessments and give first hand draft practice to student so that in their class activities like tests and quizzes so that he may observe certain weaknesses and reflect his productive feedback to assist their English language learning journey and then formally students submit assignments and give presentations. Further these formative assessment practices effect constructively their final summative assessment as well.

The quantitatively analyzed data in the table communicated firstly Overall average with four formative assessments is 85% that is higher as compared to overall summative assessments. One of the reasons is that formative assessments give students a practical insight about knowledge of English language and they consistently practice it with the help of teacher guidance. Secondly the analyzed data in table -1 revealed that Class average of summative assessment without formative assessments is 50%. But when looking at the Class average of summative assessment using formative assessments is 59%, it shows difference of 9%. So, an implementation of formative assessments effect students' understanding of English language grammar and content material and the table 1- saw an average increase of 9% in results.

**Table 2**  
**Class-B Formative Assessments Data Analysis**

Students ID	Test (5)	Quiz (5)	Assignments (5)	Presentations (5)	Summative.assmnt without formative. Assessment (50)	Summative.assmnt with formative.assessment (50)
1	80%	60%	80%	100%	56%	64%
2	90%	70%	60%	100%	36%	56%
3	100%	60%	100%	100%	32%	50%
4	80%	80%	60%	100%	54%	64%
5	90%	90%	90%	90%	50%	68%
6	90%	80%	80%	80%	42%	59%
7	100%	80%	70%	70%	42%	53%
8	70%	100%	100%	90%	56%	70%
9	90%	90%	100%	60%	30%	37%
10	60%	100%	100%	100%	54%	65%
11	80%	100%	80%	80%	64%	75%
12	90%	90%	100%	80%	70%	68%
13	70%	100%	100%	90%	62%	73%
14	100%	80%	60%	60%	18%	35%
15	80%	80%	60%	80%	24%	41%
16	100%	70%	90%	100%	70%	70%
17	60%	100%	100%	100%	64%	64%
18	80%	100%	80%	100%	38%	52%
19	100%	70%	80%	70%	52%	61%
20	90%	80%	80%	80%	48%	62%
21	60%	80%	60%	100%	30%	40%



22	80%	60%	80%	80%	28%	39%
23	100%	60%	80%	100%	50%	66%
24	60%	80%	60%	100%	46%	59%
25	60%	100%	100%	100%	60%	71%
26	90%	80%	90%	100%	36%	50%
27	70%	70%	80%	100%	44%	56%
28	60%	60%	100%	100%	50%	64%
29	100%	60%	100%	80%	50%	66%
30	90%	80%	80%	90%	44%	59%
31	100%	70%	70%	100%	32%	55%
32	100%	100%	60%	80%	42%	58%
33	60%	100%	60%	100%	44%	55%
34	100%	80%	80%	100%	42%	58%
35	80%	60%	100%	80%	42%	61%
36	80%	90%	80%	90%	40%	52%
37	100%	60%	100%	80%	52%	65%
38	100%	100%	60%	100%	30%	50%
39	80%	80%	60%	60%	22%	28%
40	70%	60%	70%	100%	30%	38%
<b>Overall average with four formative assessments</b>	<b>85%</b>					
<b>Class average of summative assessment without formative assessments</b>	<b>45%</b>					
<b>Class average of summative assessment with formative assessments</b>	<b>57%</b>					
<b>Average Increase</b>	<b>12 %</b>					

In Table 2, forty students took the were given four formative assessments by the teacher researcher. When the data was analyzed from Table 2, The overall average of four formative assessments was 85%. This reflect student improved understanding of English language as the score is higher as compared to average summative assessment without using formative assessments that is 45% and average summative assessments using formative assessments which is 57%. Again, it is denoted that an average increase in the result of overall summative assessments is 12% which is because of using formative assessments techniques. It is analyzed in the light of results that students learning of English language while teaching grammar course is affected by the implementation of formative assessments strategies because these provide them better and practical knowledge of English language use.

Furthermore, it is investigated in the light of results that average increase difference of class-A(regular) and class-B(self) of summative assessment with formative assessments is 2%. However, the class-B(self) students are weaker in academic credentials as compared to Class-A(regular) students but their performance is increased with minimal difference of 2% or it may be argued that their it was because of the implementation of formative assessment techniques that these students' performance effected significantly and they surpassed class-A average result. It can be further argued that it was because of the integration of formative assessments techniques that the performance efficiency and level of learning of English language remained almost consistent in both classes regardless of their difference in academic merits.

### Qualitative Data Analysis

The qualitative data was conducted through using a student survey at the completion of the all-course content chapters that were specifically taught utilizing

formative assessment selected techniques. In this survey, the researcher required students to give answer of three core questions.

In reviewing the 85 students' answers to these three questions, the figures below demonstrate the following results:

**Table 3**  
**Impact of formative assessment on better understanding of English language.**

<b>Response -class:A</b>	
<b>Yes</b>	<b>No</b>
89%	11%
<b>Response -class:B</b>	
<b>Yes</b>	<b>No</b>
95%	05%

In table 3. the question was asked, "did you receive a better understanding of the English language use with content chapters taught with effective feedback in quiz, tests, and assignments? In class-A, out of total 45 students 89% agreed that use of formative assessment practices and consistent guidance from teacher enhanced their level of English language understanding. The rest of the 11% students said that these formative assessments have no impact on their level of understanding.

In the class-B, out of total 40 students 95% agreed that their proficiency of English language increased with the implementation of formative assessments practices while 5% were believed that these Formative assessments did not affect their understanding of English language.

**Table 4**  
**Impact of formative assessment on learning of course material and exam grades**

<b>Response-class:A</b>	
<b>Yes</b>	<b>No</b>
96%	04%
<b>Response-class:B</b>	
<b>Yes</b>	<b>No</b>
90%	10%

In table 4. the question was "Do you believe the use of formative assessment helped you to learn the content material and use English accurately for the mid and final exam? In class-A, the students answered at the percentage of 96 that formative assessment practically helped them in learning of course material with better comprehension of English language and also improved their grades in exams as compared to other subjects. Only 4 percent students felt no difference in their English language content knowledge and exam grades.

The 90% students of class-B found an increase in their competency of English language and exam grades with the help of formative assessment practices in the class. While 10 percent observed no constructive increase in English language knowledge and exam output.

**Table 5**  
**Impact of formative assessment on students' confidence level in speaking English during presentation.**

<b>Response -class:A</b>	
<b>Yes</b>	<b>No</b>
91%	09%
<b>Response -class:B</b>	
<b>Yes</b>	<b>No</b>
92%	08%

In table 5. question was asked, “Did the use of formative assessment affect your confidence in giving the presentation at the conclusion of the chapter”? In Class-A ,91% students approved that use of formative assessment practices increased their English language speaking confidence with improved content knowledge of English language. In the similar class,09 percent noted no difference in their level of English language learning and confidence.

In class-B, 92 percent students comprehended effective increase in their accuracy of English language use to give presentations confidently. However, eight percent students find no improvement in their level of speaking English with confidence.

## **Discussion**

With the assessment journey of this action research, it has now become evidently clear that formative assessment practices including test, quiz, presentations and writing assignments impact students’ English language competence and learning outcomes. The results of the research showed that student language proficiency is improved with writing assignments and giving presentations as Radmacher and Latosi-Sawin (1995) stated in a research investigation that “college students who wrote summaries assignment as part of their course scored an average of 8 percent higher on their final exam, compared to students who did not write summaries.” Nany and frey also (2007) believed “Writing can be used to determine the next steps for instruction in topics such as grammar, spelling, and comprehensions. Likewise, Elbow (1994) in his research study, purposed that Writing to learn is one of the powerful formative assessment tools for students to help them to develop critical thinking and effective understanding of content material .Along with that , it further allows teachers to analyze their present level of understanding to reflect their feedback. Presentations are also an excellent way of formative assessment to assess students’ speaking knowledge about English. Research and practical evidence supporting the use of even multimedia presentations in the classroom are growing (Bremer & Bodley, 2004; Weiss, Kramarski, & Talis, 2006).

With conducting tests, the teacher was informed by the needs of the students and help them to improve in their deficient areas of English language. similarly, Lapp, Fisher, Flood, and Cabello (2001) believed that tests as formative assessments can be used for a variety of purposes such as “Diagnosing individual student needs (e.g., assessing developmental status, monitoring and communicating student progress, certifying competency, determining needs)”. By taking quizzes, teacher kept a consistent check on the learning process of the students and it added up to their productive outcome as well. Fisher (2011) argument is supportive to this evaluation as he believed that Quizzes, as formative assessment practice, are very informative for the learner. While attempting a quiz, test-taking anxiety does little to enhance recall. Quizzes should always be used by teachers as strategic and practical learning device to achieve the desired outcome. (Fisher, 2011)

The quantitative data, in both classes, observed an increase to the average score of summative assessment results in the course content taught with using techniques of formative assessments in the class room. Class-A average score increased 9 percent while Class-B average score increased 12 percent. So far as the analysis of qualitative data is concerned, student responses have made it evidently clear that with the implementation of formative assessment practices in the class they experience an effective increase in their language competence, confidence level and test scores. Further, it helps them to understand course content accurately and they also overcome their misconceptions about English language.

**Conclusion**

The aim of the study was to recognize how different kind of formative assessment practices' impact students' learning journey of English as a foreign language. The study operationalized spiral model of action research that facilitate the teacher researcher to plan the tasks (test, quiz, written assignments and presentations) and then actualized them in the classroom to observe and reflect his consistent guidance for the students to improve their certain deficiencies and weaknesses in learning English language. English proficiency also helped students in better understanding of course contents.

The quantitative analysis of the collected data advocated that formative assessment practices impact students' learning positively as the results revealed that students average scores increased with the assistance of formative assessment. The qualitative data analysis affirmed that formative assessment helped students in increasing their learning of content material, English proficiency, and confidence level. Formative assessment is always helpful for the teachers to identify what students know versus what is unknown. Formative assessment can be advantageous for students as it helps in gauging their understanding of content more effectively and serves as a roadmap for areas that require improvement.

**References**

- Andrade, H. L. (2010). *Handbook of Formative Assessment Gregory J. Cizek*. United Kingdom: Routledge.
- Black, P., & Wiliam, D. (1998). *Inside the black box: Raising standards through classroom assessment*. Granada Learning.
- Black, P., & Wiliam, D. (2010). Inside the black box: Raising standards through classroom assessment. *Phi delta kappan*, 92(1), 81-90.
- Bloom, B. S. (1971). Handbook on formative and summative evaluation of student learning.
- Brookhart, S., Moss, C., & Long, B. (2009). Promoting student ownership of learning through high-impact formative assessment practices. *Journal of MultiDisciplinary Evaluation*, 6(12), 52-67.
- Brown, H. D., & Abeywickrama, P. (2004). Language assessment. *Principles and Classroom Practices*. White Plains, NY: Pearson Education.
- Creswell, J. W. (2020). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. Pearson Higher Ed.
- Davies, A. (2008). Leading the way to making classroom assessment work. Courtenay: Connections Publishing Inc.
- Frey, D. F. (2007). *checking for understanding:Formative Assesment techniques for yourclassroom*. USA: Library of Congress Cataloging-in-Publication Data.
- Frey, N., & Fisher, D. (2011). *The formative assessment action plan: Practical steps to more successful teaching and learning*. ASCD.
- Greenstein, L. (2010). *What teachers really need to know about formative assessment*. ASCD.
- Gronlund, N. E. (1998). *Assessment of student achievement*. Allyn & Bacon Publishing, Longwood Division, 160 Gould Street, Needham Heights, MA 02194-2310; tele.
- Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of educational research*, 77(1), 81-112.
- Henning, G. (1987). A guide to language testing: Development, evaluation, research.
- Heritage, M. (2021). *Formative assessment: Making it happen in the classroom*. Corwin Press.
- Heritage, M., Kim, J., Vendlinski, T., & Herman, J. (2009). From evidence to action: A seamless process in formative assessment?. *Educational measurement: issues and practice*, 28(3), 24-31.
- Hughes, A. (2020). *Testing for language teachers*. Cambridge university press.
- Irons, A. (2008). *Enhancing students learning through formative assesment and feedback*. USA and CANADA: Routledge.
- Ismail, S. M., Rahul, D. R., Patra, I., & Rezvani, E. (2022). Formative vs. summative assessment: impacts on academic motivation, attitude toward learning, test anxiety, and self-regulation skill. *Language Testing in Asia*, 12(1), 40.

- Kaur, K. (2023). Formative Assessment in the English Language Classroom: A Review of Diversity and Complexities. *The Malaysian English Language Teaching Association*, 48-58.
- Klute, M., Apthorp, H., Harlacher, J., & Reale, M. (2017). Formative Assessment and Elementary School Student Academic Achievement: A Review of the Evidence. REL 2017-259. *Regional Educational Laboratory Central*.
- Marshall, B. (2011). *Testing English: Formative and summative approaches to English assessment*. Bloomsbury Publishing.
- Moss, C. M., & Brookhart, S. M. (2019). *Advancing formative assessment in every classroom: A guide for instructional leaders*. ASCD.
- Muho, A., & Taraj, G. (2022). Impact of Formative Assessment Practices on Student Motivation for Learning the English Language. *International Journal of Education and Practice*, 10(1), 25-41.
- Sadler, D. R. (1989). Formative assessment and the design of instructional systems. *Instructional science*, 18, 119-144.