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FORMATIVE ASSESSMENT METHODS IN EFFECTIVE FOREIGN LANGUAGE TEACHING

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Abstract. The use of formative assessment methods plays a crucial role in enhancing the effectiveness of foreign language teaching. Unlike summative assessments, which evaluate learning at the end of an instructional period, formative assessments provide continuous feedback, enabling instructors to identify students' strengths and weaknesses in real-time. This article explores various formative assessment techniques, such as self-assessment, peer review, quizzes, interactive tasks, and teacher feedback, and their impact on language acquisition. It highlights how these methods foster learner autonomy, motivation, and engagement, ultimately improving linguistic competence. The study also discusses best practices for integrating formative assessment into the foreign language classroom and the challenges educators may face in its implementation. The findings suggest that adopting formative assessment strategies leads to more personalized and adaptive instruction, promoting a deeper understanding and retention of the target language. I have included a few excerpts to share with my foreign language teaching colleagues how I use this type of assessment in my classes.

Keywords: formative assessment, foreign language teaching, feedback, learner engagement, instructional effectiveness.

Introduction. Assessment is a term used to describe activities aimed at systematically summarizing learning outcomes with a view to making decisions about further learning, the student guide says. If earlier in the traditional education system we accepted the student as an object and carried out only one type of evaluation - evaluation of learning, two types of evaluation are used according to the requirements of the "Effective teaching and learning" program. They are formative or learning assessment, summative or learning assessment.

The purpose of formative assessment is to use assessment as part of instruction to influence student learning. Therefore, formative assessment contributes to the formation of students as self-regulating individuals. Currently, the concept of formative assessment as an independent concept has become widespread in the education system. Formative assessment is defined by the Assessment Reform Group as follows: formative or learning assessment is a formative or learning assessment that is used by learners and their teachers to determine where they are in their learning, where they need to progress, and how to reach the desired level of an interpretation process.

"The effectiveness of formative work depends not only on the content of the feedback and associated learning opportunities, but also on the broader context of assumptions about the motivations and self-perceptions of students within which it occurs. In particular, feedback which is directed to the objective needs revealed, with the assumption that each student can and will succeed, has a very different effect from that feedback which is subjective in mentioning comparison with peers, with the assumption - albeit covert - that some students are not as able as others and so cannot expect full success" [1].

In fact, prior to this, it was more important to measure the level of mechanical knowledge of the students. In my opinion, supervision is very important in improving formative assessment. The teacher should act not only as a supervisor, but also as a guide and supporter. I have found that student assessment can be done in three ways: observation, interaction with students, and analysis of student performance. Formative assessment plays main role in effective foreign language

teaching by providing continuous feedback that enhances student learning and engagement. Unlike summative assessments, which evaluate overall performance at the end of a course, formative assessments focus on monitoring progress and identifying areas for improvement during the learning process. This approach fosters a learner-centered environment, promotes active participation, and helps educators tailor instruction to individual needs. The growing emphasis on communicative competence and personalized learning in foreign language education makes formative assessment an essential tool for developing speaking, listening, reading, and writing skills. The article explores various formative assessment methods used in foreign language teaching, including self-assessment, peer review, quizzes, classroom observations, and interactive feedback techniques. It highlights the benefits of real-time assessment in motivating students and improving their linguistic abilities. Additionally, it addresses challenges such as time constraints, subjectivity in assessment, and the need for teacher training in effective feedback strategies. The article concludes by emphasizing the importance of integrating formative assessment into daily language instruction to enhance learner outcomes and overall language proficiency.

Methods and Materials

Methods

This study employs a qualitative and descriptive research approach to explore the use of formative assessment methods in foreign language teaching.

The methods include:

1. Literature Review - A comprehensive analysis of previous studies, scholarly articles, and educational frameworks related to formative assessment in language education. This review helps identify effective strategies and their impact on language acquisition.

2. Classroom Observations - Observations of foreign language classes where formative assessment techniques are applied. The focus is on teacher-student interactions, feedback mechanisms, and student engagement.

3. Teacher Interviews and Surveys - Structured interviews and questionnaires conducted with foreign language instructors to gather insights into their experiences, challenges, and best practices in implementing formative assessments.

4. Student Feedback and Performance Analysis - Collection of student feedback through surveys and reflection journals to assess their perceptions of formative assessment. Additionally, analysis of student progress over time provides empirical evidence of effectiveness.

The article “Formative Assessment Methods in Effective Foreign Language Teaching” examines various approaches that help monitor and improve students’ language proficiency through continuous feedback. The key methods include:

Self-Assessment - Encouraging students to evaluate their own progress using checklists, reflection journals, and goal-setting exercises. This fosters autonomy and self-awareness in language learning.

Peer Assessment - Allowing students to review and provide constructive feedback on each other’s speaking and writing skills. This method promotes collaborative learning and enhances critical thinking.

Quizzes and Informal Testing - Short, low-stakes quizzes and games help track vocabulary, grammar, and comprehension progress without the pressure of formal exams.

Classroom Observations - Teachers monitor students’ participation, pronunciation, and fluency in real-time, providing immediate feedback and corrective strategies.

Interactive and Digital Tools - AI-powered applications, language learning platforms, and real-time polling tools provide instant feedback and personalized learning paths.

These methods collectively ensure a dynamic and responsive language learning experience, improving student engagement and performance.

Materials

The study utilizes the following materials:

1. Educational Resources - Textbooks, language learning platforms, and instructional materials incorporating formative assessment techniques.

2. Assessment Tools - Online quizzes, peer evaluation sheets, self-assessment checklists, and teacher-designed rubrics.

3. Classroom Technology - Digital platforms such as Kahoot, Google Forms, and interactive whiteboards used for real-time feedback and assessment.

4. Recorded Observations and Transcripts - Notes and recordings from observed classes to analyze teacher-student interactions and formative assessment strategies.

According to Heritage (2010), the use of assessment for learning/formative reasons is a cyclical process that comprises four essential elements. The cycle starts with identifying a learning gap based on learning goals and objectives and ends with minimizing this gap through teacher assessment activities, their monitoring, collecting learning evidence, constructive feedback through students' involvement, and making changes or adjustments in the instruction addressing learner needs [2].

By employing these methods and materials, the study aims to provide a comprehensive understanding of how formative assessment contributes to the effectiveness of foreign language instruction.

Discussion

The findings of this study highlight the significant role that formative assessment plays in the effective teaching of foreign languages. By providing continuous feedback, formative assessment allows both teachers and students to identify strengths and areas for improvement in language learning. The results suggest that formative assessment enhances student engagement, motivation, and overall language proficiency.

Impact on Student Learning

Formative assessment fosters active participation and learner autonomy. Techniques such as self-assessment and peer review encourage students to take responsibility for their learning, leading to increased confidence and competence in the target language. The use of interactive tools, such as online quizzes and real-time feedback platforms, was found to enhance student motivation and create a more dynamic learning environment. "Despite the appeal of self-regulation as a construct, it is important to recognize some basic assumptions underlying its use. While it is assumed that students can self-regulate internal states and behaviour as well as some aspects of the environment, this does not mean that the student always has full control. Learning tasks set by teachers, marking regimes and other course requirements are not under students' control, even though students still have latitude to self-regulate within such constraints" [3]. Also, students often learn in implicit or unintentional ways without explicit regulation (e.g. aspects of some skills such as reading are automated)"

Teacher Strategies and Challenges

Teachers who effectively integrate formative assessment methods report improved student performance and a deeper understanding of linguistic structures. However, challenges such as time constraints, lack of training, and resistance to non-traditional assessment methods were noted. Some educators struggle to balance formative and summative assessments while ensuring that formative techniques align with curriculum objectives.

Role of Technology in Formative Assessment

The incorporation of digital tools, such as Kahoot, Google Forms, and Learning Management Systems, has revolutionized formative assessment in foreign language teaching. These tools provide instant feedback, allowing teachers to adapt instruction based on student needs. However, the effectiveness of technology-based assessment depends on accessibility, teacher proficiency, and student digital literacy.

Implications for Foreign Language Teaching

The study underscores the need for professional development programs that equip educators with the skills to implement formative assessment effectively. On page 216 (Rea-Dickins, P., & Gardner, S.) the authors delve into the complexities of defining formative assessment within the context of language education. They argue that formative assessment is not merely a collection of tools or techniques but an integral component of effective teaching practices. The discussion

emphasizes the dynamic relationship between assessment and instruction, highlighting how formative assessment involves continuous feedback loops that inform both educators and learners. The authors also address challenges such as the subjective nature of teacher judgments and the necessity for professional development to implement formative assessment effectively [4]. Schools and institutions should support teachers by providing resources and training on formative assessment strategies. Additionally, a shift in assessment culture - from purely evaluative to a more feedback-oriented approach - can lead to more meaningful learning experiences.

Research Results. By conducting evaluation in a new format during the internship, I became closer to the students than before. I paid special attention to the assessment of my students' and my actions during the lesson. In my sequential lesson plans, I used the following methods of formative assessment more: "two stars one recommendation", "descriptor organization", "feedback". I am sure that I used these methods regularly during my practice. In this way, I made a significant contribution to the students' activity in class. Proof of that is the lesson held with second-year students. This lesson was held in the subject "Methodology of education in a foreign language". The topic is "Methodology of education in a foreign language and its connection with other sciences". I grouped the students by distributing different images. The lesson started with a reflective review, because this topic was discussed in the previous lecture. In this lesson, I used the "poster" method.

As Stiggins R. J. wrote: "In student-centered classroom assessment, by opening up the assessment design and development process we create the opportunity to bring our students into it as responsible partners. This represents an excellent way to reveal to students precisely what we expect of them. The result is classrooms in which there are no surprises and no excuses" [5]. The students started working hard, and I observed them from the side. At the end of the activity, both groups evaluated each other using the "two stars one recommendation" method. The method of asking each other questions through "flying the plane" also had an impact on the formative assessment. From the teacher's side, students received different colored smileys as an evaluation. Each smiley represents a certain number of points according to its color. I explained it to the students at the beginning of the lesson and showed it with a table.

Students realized that the given proposal is a weak point in their work that needs to be supplemented. As soon as they saw the offer, they began to renegotiate. This is self-regulation. This type of evaluation developed the interest of students in learning, increased their activity, corrected their mistakes, and implemented mutual and self-evaluation. It was very effective. Feedback was established between the teacher and the student. During feedback, students suggested that this formative assessment approach could be used in future school practices. In-class assessment for learning has become known as Black and William's black box technique, i.e. working inside the black box. He considered five key factors:

- Providing effective feedback with students;
- Active participation of students in self-study, which in turn involves students in self-assessment;
- change of training taking into account the evaluation results;
- recognizing that assessment has a profound influence on students' motivation to learn and self-esteem, as both of these fundamentally affect learning;
- to ensure that students can self-assess in order to understand how to improve their knitting, and to form the skills of working together with fellow students through mutual evaluation [6].

Another one of my sequential classes is "Practical grammar" which I conducted with first-year students. Students of this group are particularly active and inquisitive. At the beginning of the lesson, I explained the purpose of today's lesson. This time, I determined what students know, what they can do, and what difficulties they face in order to organize the assessment of children. "The basic idea behind formative assessment is that evidence of student learning is used to adjust instruction to better meet students' learning needs - in other words, teaching is adaptive to student needs. In the same way that formative experiences are those experiences that have shaped our current selves, formative assessments should shape instruction" [7].

In order to further develop students' ability to evaluate their own work and evaluate their peers fairly, I have set the following steps:

- Paying attention to each student's achievements rather than finding their shortcomings;
- Determining what to teach the child and how to teach it;
- Establishing a joint, active relationship between the teacher and students;
- Contribute to effective education and success of students.

The topic of the lesson is "Adjective forms". Fixing this topic started with the following type of work. After two minutes, I erased the picture on the whiteboard and asked each pair to list as many adjectives as possible for the picture. Compare the work of at least two pairs of adjectives in sequence.

The next task is to discuss the picture in the group and report the leaders of each group. They evaluated each other, made a mutual assessment. Peer and self-esteem is a "black box". Using adjectives, they asked each other questions about the topic of the picture, created a dialogue. This is effectively a black box question. In the third stage of the work, he shared and discussed the pictures he saw. In the course of this work, dialogic learning was carried out "collectively", i.e., with the joint performance of the task between the teacher and the child, and with students listening to each other, sharing ideas and forming alternative views, which "creates conditions for mutual knowledge exchange".

Formative assessment was carried out in four ways. Students' self-assessment, peer assessment, group assessment and teacher assessment. Another participant of this structure is the "supporter" - the students, without fear of wrong answers, freely express their ideas and help each other to reach mutual understanding. Another form of working inside the "black box", providing feedback, was also used. The work that has not been done with this group is the criterion evaluation.

Evaluation criteria	Descriptors
Distinguishing adjectives from other word classes	Creates a list of adjectives based on the picture
Be able to ask questions using adjectives	They ask each other questions using adjectives according to the picture
Using adjectives in speaking skills	They use adjectives in speaking skills

Another formative assessment used at the lesson is the "traffic light" approach. Green is good, yellow is average, red is bad.

No matter how much concrete work was done in terms of formative assessment, the students who were particularly engaged in the discussion asked what grade they received at the end of the lesson. It occurred to me that in order to introduce a formative assessment method, it would be necessary to completely change the assessment system in higher education. This is because, according to the university's requirements, every student must be graded on the electronic journal at the end of the lesson. This, in my opinion, is the downside of formative assessment. The way to solve this obstacle is to develop evaluation criteria in collaboration with students.

Conclusion

The use of formative assessment methods in foreign language teaching proves to be an effective strategy for enhancing student learning, engagement, and overall language proficiency. Unlike summative assessments, formative assessment provides continuous feedback, enabling educators to identify learning gaps and tailor instruction to meet individual student needs. Techniques such as self-assessment, peer evaluation, interactive activities, and technology-assisted feedback create a more dynamic and student-centered learning environment.

Despite the clear advantages, challenges such as time constraints, lack of teacher training, and resistance to change must be addressed to maximize the effectiveness of formative assessment. Institutions should invest in professional development programs and provide educators with the necessary tools to implement these strategies effectively. Furthermore, integrating digital technologies into formative assessment can enhance real-time feedback and facilitate personalized learning experiences.

In conclusion, formative assessment fosters a more adaptive and responsive approach to foreign language teaching, making it a crucial component of modern language education. By continuously refining assessment practices and addressing implementation challenges, educators can create more effective and engaging learning experiences, ultimately leading to improved language acquisition and long-term retention. Future research should explore the long-term effects of formative assessment on language fluency and its impact on diverse learner populations.

LITERATURE

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МЕТОДЫ ФОРМАТИВНОГО ОЦЕНИВАНИЯ В ЭФФЕКТИВНОМ ОБУЧЕНИИ ИНОСТРАННОМУ ЯЗЫКУ

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Аннотация: Использование методов формативного оценивания играет решающую роль в повышении эффективности обучения иностранным языкам. В отличие от итоговых оценок, которые оценивают обучение в конце учебного периода, формативное оценивание обеспечивает непрерывную обратную связь, позволяя преподавателям определять сильные и слабые стороны студентов в режиме реального времени. В этой статье рассматриваются различные методы формативного оценивания, такие как самооценка, экспертная оценка, тесты, интерактивные задания и обратная связь с преподавателем, а также их влияние на усвоение языка. В нем подчеркивается, как эти методы способствуют развитию самостоятельности учащихся, мотивации и вовлеченности учащихся, в конечном итоге улучшая лингвистическую компетентность. В исследовании также обсуждаются лучшие практики интеграции формативного оценивания в классы иностранного языка и проблемы, с которыми могут столкнуться преподаватели при ее внедрении. Результаты показывают, что принятие стратегий формативного оценивания приводит к более персонализированному и адаптивному обучению, способствуя более глубокому пониманию и сохранению изучаемого языка. Включили несколько отрывков, чтобы поделиться с коллегами-преподавателями иностранных языков тем, как используют этот вид оценивания на занятиях.

Ключевые слова: формирующее оценивание, обучение иностранному языку, обратная связь, вовлеченность учащихся, эффективность обучения.

ШЕТ ТІЛІН ТИІМДІ ОҚЫТУДА ҚАЛЫПТАСТЫРУШЫ БАҒАЛАУ ӘДІСТЕРІ

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Аңдатпа. Қалыптастырушы бағалау әдістерін қолдану шет тілін оқытудың тиімділігін арттыруда шешуші рөл атқарады. Кезеңнің соңында оқуды бағалайтын жиынтық бағалаудан айырмашылығы, формативті бағалау мұғалімдерге нақты уақытта оқушылардың күшті және әлсіз жақтарын анықтауға мүмкіндік беретін үздіксіз кері байланысты қамтамасыз етеді. Бұл мақалада өзін-өзі бағалау, өзара бағалау, тесттер, интерактивті тапсырмалар және мұғалімнің кері байланысы сияқты формативті бағалаудың әртүрлі әдістері және олардың тіл меңгеруіне әсері қарастырылады. Ол бұл әдістердің оқушының дербестігіне, мотивациясына және белсенділігіне, сайып келгенде лингвистикалық құзыреттілігін арттыруға қалай ықпал ететінін көрсетеді. Зерттеу сонымен қатар қалыптастырушы бағалауды шет тілі сыныптарына кіріктірудің озық тәжірибелері мен оны жүзеге асыру кезінде мұғалімдер кездесуі мүмкін қиындықтарды талқылайды. Нәтижелер формативті бағалау стратегияларын қабылдау мақсатты тілді тереңірек түсінуге және оны сақтауға ықпал ететін жекелендірілген және бейімделген оқытуға әкелетінін көрсетеді. Осы бағалау түрін әр сабақта қалай қолданатындығын тіл мұғалімдерімен бөлісу үшін бірнеше үзінді қосылды.

Түйін сөздер: қалыптастырушы бағалау, шет тілін оқыту, кері байланыс, оқушылардың белсенділігі, оқытудың тиімділігі.