

**FORMATIVE AND SUMMATIVE ASSESSMENT  
IN FOREIGN LANGUAGE LEARNING**

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**Abstract;** This paper discusses the role of assessment in foreign language learning, focusing on formative and summative approaches. It highlights how assessment supports teaching and learning by providing feedback, improving motivation, and identifying learners' strengths and weaknesses. The study shows that clear criteria and continuous assessment improve student performance and engagement. It also explains the shift from traditional grade-based assessment to a more learner-centered approach that encourages active participation, self-development, and better language acquisition outcomes in modern education.

**Key words;** assessment, formative assessment, summative assessment, foreign language learning, feedback, motivation, self-esteem, objective scoring, learning process, student progress, teaching methods, active learning.

**Introduction.** Assessment is a key element in foreign language learning because it plays an important role in both teaching and learning processes. In modern education, assessment is not only used to measure students' knowledge and give grades but also to support learning, improve motivation, and develop students' active participation in classroom activities. In traditional approaches, assessment was mainly focused on final results, and students were evaluated only at the end of a unit or course, while the learning process itself was not always considered important. However, modern educational methods emphasize that assessment should be continuous, supportive, and learner-centered. In foreign language learning, assessment is usually divided into two main types: formative and summative. Formative assessment takes place during the learning process and provides feedback that helps students improve step by step, while summative assessment is used at the end of a learning period to evaluate overall achievement and measure how well students have mastered the required skills. Both types are important because they complement each other and ensure effective learning. Assessment also has a strong influence on students' motivation, self-esteem, and emotional involvement in learning activities. When assessment is fair, clear, and transparent, students feel more confident and participate more actively in classroom

tasks such as speaking, writing, reading, and listening. Constructive feedback helps learners understand their strengths and weaknesses, while clear criteria guide them toward better performance. On the other hand, unclear or negative assessment practices can reduce students' interest in learning and slow down their progress. Therefore, understanding the role of assessment in foreign language learning is essential for improving teaching quality and learning outcomes, as it supports student-centered education and continuous development of language skills in modern classrooms.

Allows the teacher and the student to improve their work and remove any possible mistakes, missing parts, or weaknesses before the final stage of the task is completed. It means that both teaching and learning can be adjusted during the process, not only at the end. This idea is closely connected to formative assessment, where feedback is given while learning is still going on, so improvements can be made in time.

In education, this process is very important because it helps students understand their mistakes early. Instead of waiting for a final exam or final task to see the result, students receive feedback during their learning. For example, when a student writes an essay, the teacher can check it and point out problems such as grammar errors, unclear ideas, or weak organization. After that, the student can correct the work and make it better before submitting the final version. This helps students learn more effectively and avoid repeating the same mistakes.

It also means that learning is a continuous process of improvement. Students are not only judged at the end, but they are guided throughout the learning process. This makes learning more supportive and less stressful. Students feel more confident because they know they have a chance to fix their mistakes. At the same time, teachers can also improve their teaching methods based on students' performance. If many students make the same mistake, the teacher can explain the topic again or use different examples to make it clearer.

Another important part of this idea is removing gaps in knowledge. A gap means something that the student does not understand well, and a weakness means a part of the skill that is not fully developed. Through feedback and correction, these gaps can be filled. For example, if students do not understand how to use linking words in writing, the teacher can teach them again and give extra practice. This helps students build stronger skills step by step.

This process also encourages active learning. Students are not passive learners who only receive information. Instead, they actively take part in improving their work. They read feedback, think about their mistakes, and try to correct them. This makes them more responsible for their own learning and helps them become more independent learners.

It helps fill knowledge gaps, improve skills, and prepare better for the final stage of assessment [1].

Assessment in foreign language learning is very important because it helps both the teacher and the student to understand the learning process better. When assessment is used in a formative way, it gives clear goals for learners. Students can see what they need to achieve in grammar, vocabulary, reading, listening, speaking, and writing. These clear goals make learning easier because students know exactly what to focus on during lessons and homework. Without clear goals, learners may feel confused, but with assessment guidance they can organize their study step by step. Another important point is identifying areas for improvement. This means that assessment shows students their mistakes and weak points. For example, a learner may understand grammar rules but make mistakes in speaking or writing. Through feedback from tests, quizzes, or classroom tasks, both teacher and student can see which part needs more practice. This helps to avoid repeating the same mistakes and supports continuous progress. It also allows teachers to adjust their teaching methods based on students' needs. In this way, learning becomes more effective and targeted. Motivation is also a key part of this idea. When students receive feedback and see their progress, they feel more motivated to continue learning. Positive results encourage them to study more, while even small improvements increase their confidence. Motivation is very important in foreign language learning because students need regular practice and effort. Assessment creates a sense of achievement, and this makes learners more active in class. They become more interested in participating in exercises, speaking activities, and homework tasks. In addition, clear feedback helps students feel supported by the teacher, and this emotional support also increases motivation. Overall, this idea shows that assessment is not only about giving marks or grades, but it is a learning tool. It helps to set clear learning goals, find and correct mistakes, and increase motivation. In foreign language learning, these three elements work together to improve students' skills and make the learning process more successful and meaningful [2].

Clear and fair assessment standards are essential for unbiased scoring. In foreign language learning, assessment is very important because it helps teachers understand students' progress and gives students clear feedback about their performance. When assessment criteria are strict and transparent, it means that all students are evaluated by the same clear rules and standards. This is very important for fair and objective scoring. If criteria are not clear, different students may be judged in different ways, and this can create unfair results. But when criteria are strict and transparent, every student knows what is expected from them, and teachers also follow the same guidelines when giving marks. Transparent criteria help students understand how their work will be evaluated. For example, in English learning, students may be assessed in grammar, vocabulary, pronunciation, fluency, reading comprehension, and writing skills. If the criteria clearly explain what is considered good or excellent performance in each area, students can prepare better and focus on improving specific skills. This reduces confusion and helps

learners to study more effectively. Strict criteria also ensure consistency in grading. It means that different students with similar performance will receive similar scores. This is very important in classroom assessment because it increases trust between students and teachers. Students feel that their results are fair, and this increases their motivation to learn. They do not feel that marks are given randomly or based on personal opinion. Instead, they understand that their performance is measured according to clear standards. Another important point is that objective scoring supports better learning outcomes. When students know the exact requirements, they can work step by step to improve their weaknesses. Teachers also benefit because they can evaluate students more easily and give focused feedback. This feedback helps students to correct their mistakes and develop their language skills gradually. In addition, transparent criteria support self-assessment. Students can check their own work and compare it with the given standards. This helps them become more independent learners. They can identify their own strengths and weaknesses without always depending on the teacher. Overall, strict and transparent assessment criteria play a key role in making assessment fair, clear, and effective. They improve the quality of foreign language learning by ensuring objective scoring, better understanding of expectations, and stronger student motivation [3].

In foreign language learning, assessment plays a very important role in shaping students' motivation, confidence, and participation in classroom activities. It is widely known that both positive and negative assessment experiences can strongly influence learners' emotional and cognitive development. When assessment is not supportive or is conducted in a strict and discouraging way, it may negatively affect students' attitude toward learning. In such cases, learners may start to lose their motivation and become less active in the learning process. As a result, students' motivation to learn, confidence, and emotional engagement in learning and thinking activities decline. This means that students may no longer feel interested in studying the language, and their desire to participate in tasks such as speaking, writing, or listening activities becomes weaker. When "interest in learning" decreases, students often stop focusing during lessons and do not try to improve their skills. They may see language learning as difficult or unimportant. At the same time, "self-esteem" is also affected. Self-esteem refers to how students value themselves and their abilities. If students constantly receive negative feedback without clear support or encouragement, they may start to believe that they are not capable of learning a foreign language. This can create fear of making mistakes and reduce their willingness to speak or participate in class activities. Another important factor is "emotional involvement in learning". This refers to how emotionally connected students feel to the learning process. When emotional involvement decreases, students may feel bored, stressed, or disconnected from the lesson. They do not enjoy learning activities and may avoid participation. This also

affects “cognitive activities”, such as thinking, analyzing, and solving problems in the target language. Without emotional engagement, students cannot fully use their mental abilities in learning tasks. As a result, their overall performance becomes weaker, and progress in language learning slows down. Therefore, it is very important for teachers to use fair, clear, and supportive assessment methods. Positive feedback, clear criteria, and encouragement can help students maintain their interest, improve self-confidence, and stay emotionally engaged in learning. In conclusion, this idea shows that assessment should not only measure knowledge but also support students’ motivation and emotional well-being in foreign language learning [4].

In foreign language learning, assessment is an essential part of the educational process because it helps teachers measure students’ progress and helps students understand their own level of knowledge and skills. However, the way assessment is understood and used has changed over time. In traditional approaches, assessment was often limited in purpose and scope, focusing mainly on final results rather than the learning process itself. Assessment was viewed as simply assigning a grade to students; learners studied just to obtain marks, and it was used only at a specific stage of the learning process. This idea reflects the traditional view of assessment, where the main goal was to assign marks rather than to support learning and development. In such a system, students often focused only on achieving high grades instead of truly understanding the language. Learning became more result-oriented rather than process-oriented, which limited deeper language development. Students might memorize information for tests but forget it later because the focus was not on long-term understanding. In foreign language learning, this approach is not very effective because language requires continuous practice, communication, and real-life application. The statement also shows that “the student studied only to get a grade”. This means that motivation was often external rather than internal. Students worked hard mainly to receive good marks from the teacher, not because they were interested in learning the language. As a result, their engagement in classroom activities could be low unless there was a test or exam. This reduced creativity, communication, and active participation, which are very important in language learning. Without meaningful engagement, students may not develop strong speaking, listening, reading, and writing skills. Another important idea is that assessment “was applied only in a certain part of the educational process”. This means that assessment was mostly used at the end of a unit, semester, or course, rather than being a continuous process. This type of assessment is known as summative assessment, where the goal is to evaluate what students have already learned. However, modern approaches in foreign language teaching also emphasize formative assessment, which is used throughout the learning process to provide feedback, support improvement, and guide teaching strategies. Unlike traditional methods, formative assessment helps students identify their

strengths and weaknesses early and improve step by step. In conclusion, this statement highlights the limitations of traditional assessment in foreign language learning. Modern educational practice now combines both formative and summative assessment to ensure not only grading but also continuous learning, motivation, and skill development [5].

In foreign language learning, assessment is also an important part of teaching and learning because it helps both teachers and students understand the level of knowledge and skills that have been achieved. Traditionally, assessment was mainly used to check students' results and give grades. However, modern educational approaches show that assessment has a much broader purpose. Assessment is not just meant to show how well students have learned the material, but also to encourage and support continued active learning. This means that assessment should not be used only to measure students' performance, but also to support and improve the learning process. When assessment reflects how well students have learned the material, it helps teachers see which areas students understand well and which areas need improvement. For example, in foreign language learning, students may be strong in reading but weak in speaking or writing. Through assessment results, teachers can identify these differences and adjust their teaching methods accordingly. This makes learning more effective and focused on students' real needs. At the same time, assessment plays an important role in "boosting further active learning". This means that assessment should encourage students to continue learning and improving their skills. When students receive feedback on their performance, they can understand their mistakes and work on correcting them. This process helps them become more active participants in their own learning. Instead of only waiting for the teacher's instructions, students start to take responsibility for their progress. In foreign language learning, active learning is very important because language skills develop through practice and communication. Assessment activities such as quizzes, speaking tasks, writing exercises, and group discussions encourage students to use the language actively. When students see their progress through assessment, they feel more motivated and confident. This motivation leads to better participation in classroom activities and more consistent learning. Moreover, assessment also helps students set new learning goals. After receiving feedback, they can understand what they have already achieved and what they still need to improve. This goal-setting process keeps students focused and engaged in learning. In conclusion, assessment in foreign language learning is not only about measuring knowledge but also about supporting continuous improvement and active engagement. It plays a key role in developing students' language skills, motivation, and independence in learning [6].

In conclusion, assessment in foreign language learning is an essential process that goes far beyond simply giving grades to students. It plays a crucial role in improving

teaching quality, supporting students' development, and ensuring effective learning outcomes. The analysis of formative and summative assessment shows that both types are necessary for a complete and balanced educational system. Formative assessment provides continuous feedback during the learning process, helping students identify their mistakes, understand their weaknesses, and gradually improve their language skills. Summative assessment, on the other hand, evaluates students' overall achievement at the end of a course or learning period and measures how well they have mastered the required knowledge and competencies. One of the most important aspects of assessment is its influence on students' motivation, confidence, and active participation in learning activities. When assessment is fair, transparent, and supportive, students become more motivated, confident, and engaged in classroom tasks such as speaking, writing, listening, and reading. They also become more responsible for their own learning progress. However, when assessment is unclear, inconsistent, or focused only on final results, students may lose interest, become less active, and experience lower levels of engagement. Modern assessment approaches encourage active learning by helping students set clear goals, monitor their progress, and continuously improve their language abilities. They also allow teachers to adjust their teaching strategies according to students' needs, making the learning process more effective and student-centered. Overall, assessment should not be viewed only as a tool for measuring knowledge but also as an important mechanism for supporting learning, motivation, and personal development. Therefore, the integration of formative and summative assessment is essential for achieving successful, meaningful, and long-term foreign language learning outcomes in modern education systems.

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