



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA  
SCHOOL OF EDUCATION AND LANGUAGES  
PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES**

**“FORMATIVE ASSESSMENT IN LANGUAGE LEARNING: ENHANCING  
STUDENTS' ENGAGEMENT AND PERFORMANCE”  
RESEARCH PROJECT**

As a prerequisite to obtain a:

**BACHELOR'S DEGREE IN PEDAGOGY OF NATIONAL AND FOREIGN  
LANGUAGES**

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## **ADVISOR'S APPROVAL**

In my role as Advisor of the research paper entitled **FORMATIVE ASSESSMENT IN LANGUAGE LEARNING: ENHANCING STUDENTS' ENGAGEMENT AND PERFORMANCE** prepared by **CAMPOVERDE CATAGUA JESSICA DANIELA** and **EUGENIO PERERO FIORELLA GUILLERMINA** an undergraduate student of the Pedagogy of National and Foreign Languages Major, at School of Educational Sciences and Languages at Universidad Estatal Peninsula de Santa Elena, I declare that after oriented, studied and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

**Sincerely,**



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León Abad Eliana Geomar, MSc.

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### Statement of Authorship

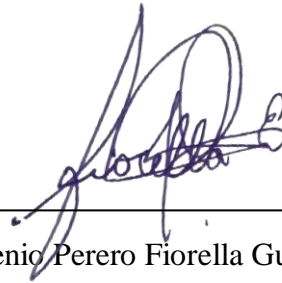
We, Campoverde Catagua Jessica Daniela, with ID number 2450258781 & Eugenio Perero Fiorella Guillermina ID number 0944129659, undergraduate students from Universidad Estatal Peninsula de Santa Elena, School of Education Science and Languages, as a prerequisite to obtaining a bachelor's degree in Pedagogy of National and Foreign Languages in our role as authors of the research project "FORMATIVE ASSESSMENT IN LANGUAGE LEARNING: ENHANCING STUDENTS' ENGAGEMENT AND PERFORMANCE" certify that this study work is our authorship, except for que quotes, statements, and reflections used in this research paper.



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## Declaration

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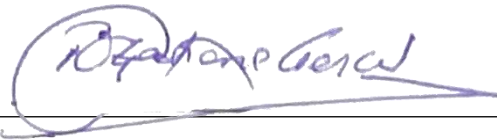
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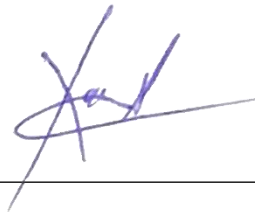
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## **Acknowledgment I**

First of all, I thank God for having guided each step along this path. For giving me strength when I felt I could go on, for giving me clarity in the midst of fatigue, and for reminding me that with faith and effort, anything is possible.

To my parents, thank you for your unconditional love, for every piece of advice, and for your constant support, even in the most uncertain moments. Your example, your sacrifice, and your trust in me have been the driving force that has driven me forward.

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- Eugenio Perero Fiorella Guillermina

## Dedication I

This work would not have been possible without the support and presence of the people who have deeply marked my life throughout this journey.

To my beloved parents, Daniel and Angélica, thank you for always being there for me, even when you didn't fully understand my decisions. Your love and faith in me have been the foundation that sustained me through the toughest times. This achievement is also yours.

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- With love, Campoverde Catagua Jessica Daniela

## **Dedication II**

I dedicate this achievement to God, my constant peace throughout every step of my life. Thank You, Lord, for guiding my decisions. Thank You for allowing me to accomplish my goals each achievement reflects Your boundless love and grace. Truly, without You, none of this would have been possible.

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- With love, Eugenio Perero Fiorella Guillermina

## **Abstract**

This research explored how Formative Assessment in Language Learning enhances students' engagement and performance. The study explored the impact of Formative Assessment in the classroom since it encourages students to be more active in their learning process, as this type of Assessment allows teachers to monitor students' progress. With immediate feedback, educators are capable of identifying students' needs, which promotes better understanding. A Qualitative method was used, through one-on-one interviews with five middle school EFL teachers who had experience applying Formative Assessment. The interview results showed that students respond positively to the Formative Assessment process, noticing higher levels of engagement when they understand completely the objectives of the class, and when receiving constant feedback. Despite the benefits encountered for students, educators mentioned challenges when implementing Formative Assessment effectively, some of them mention limited time, over workload, lack of training, and institutional support as the primary barriers. The findings highlighted the necessity for schools to incorporate educational training for teachers focused on practical Formative Assessment for improved areas. The research concluded that Formative Assessment enhances students' engagement and performance in language learning. The study recommends developing clear assessment outlines, teaching training, and boosting a culture of progressive feedback; applying these institutions can foster teachers and learners, creating an effective language education.

**Keywords:** Formative Assessment, engagement, performance, Language Learning, feedback

## Resumen

Esta investigación explora como la Evaluación Formativa en el aprendizaje de idiomas mejora el compromiso y el rendimiento de los estudiantes. El estudio exploró el impacto de la Evaluación Formativa en el aula, debido que anima a los estudiantes a ser más activos en su proceso de aprendizaje, puesto que este tipo de Evaluación permite a los profesores supervisar el progreso y con retroalimentación inmediata los docentes son capaces de identificar las necesidades de los estudiantes, lo que promueve una mejor comprensión. Se utilizó el método cualitativo, a través de entrevistas a cinco profesores de inglés de secundaria con experiencia en la aplicación de la Evaluación Formativa. Los resultados de las entrevistas mostraron que los estudiantes responden positivamente al proceso de Evaluación Formativa, notando mayores niveles de compromiso cuando entienden completamente los objetivos de la clase, y cuando reciben retroalimentación constante. A pesar de los beneficios encontrados para los estudiantes, los educadores mencionaron retos a la hora de implementar la Evaluación Formativa de manera efectiva, algunos de ellos mencionan la limitación de tiempo, la sobrecarga de trabajo, la falta de formación y el apoyo institucional como las principales barreras. Los resultados enfatizaron la necesidad de que los centros educativos incorporen formación para profesores centrada en la práctica de la Evaluación Formativa para mejorar esas áreas. La investigación concluyó que la evaluación formativa mejora el compromiso y el rendimiento de los estudiantes en el aprendizaje de idiomas. El estudio recomienda desarrollar esquemas de evaluación claros, capacitar a los docentes e impulsar una cultura de retroalimentación progresiva. Aplicando estas recomendaciones, las instituciones podrán mejorar el rendimiento de profesores y alumnos, creando una educación lingüística eficaz.

**Palabras clave:** Evaluación formativa, compromiso, rendimiento, aprendizaje de idiomas, retroalimentación.

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## **Introduction**

Nowadays, keeping students motivated and engaged in class is one of the main challenges for English as a Foreign Language (EFL) teachers. Many students present difficulties in maintaining interest in the subject, which directly affects their academic results and prevents them from reaching the expected learning outcomes. In this context, Formative Assessment is considered a valuable pedagogical process that provides useful tools that can help teachers to increase students' participation and performance.

This project is divided into five chapters structured in the following order:

In Chapter I, the problem under study is presented, defining the content, establishing the research questions and objectives intended to be reached at the end of the project, and explaining the importance of the topic in the educational field.

In Chapter II, presents the background of the study, including international, Latin-American, and national context of the application of Formative Assessment in education, particularly in English teaching. It also encompasses the pedagogical approaches related to and the main concepts that define the variables to be studied.

Chapter III presents the methodology, the type of investigation, the data collection and analysis technique chosen, the characteristics of the instrument, and the sample involved.

In Chapter IV, the results of the interviews conducted with the sample are analyzed and interpreted, organizing the information in categories and identifying variables that are related.

In Chapter V, the conclusions and recommendations reached after processing the data are presented.

The research project aims to explore the use of Formative Assessment in language learning classes and how its implementation influences students' engagement and academic performance through teachers' perceptions. To gather this information, qualitative data collection methods such as interviews will be employed.

## Chapter I

### Problem Statement

According to Samim-ur Rasul et al. (2024), the type of assessment that enhances student engagement, performance and motivation is Formative Assessment, which is an integral part of the student learning process, as it also supports students' development through their strong academic ability to achieve remarkable, and beneficial results in their learning journey. In contrast to Summative Assessment, that is used to evaluate students' knowledge at the end of a course, Formative Assessment focuses on assisting students to achieve their academic goals with the help of teachers' feedback and adjustments in the pedagogical approach.

In a world of constant development, fluency in a non-native language is considered an important factor in the educational context. In spite of the noticeable significance of the acquisition of a foreign language, a visible decline in performance and students' engagement exists in language learning classes. Therefore, Formative Assessment has become a crucial pedagogical process that educators continuously implement in their classes to provide feedback and opportunities for improvement in pupils. The key to Formative Assessment is not only to supervise students' knowledge acquisition but also to assist teachers in boosting an interactive and dynamic learning environment for learners (Muho & Taraj, 2022).

Shakir et al. (2021) stated that in the traditional education system, teachers expect that students show the knowledge that they are supposed to know at the end of a lesson; the common method that teachers use to ensure this is through the classic function of testing. The student assessment system endures the major challenge because of the lack of knowledge that teachers have about the proper use of Formative Assessment.

Hancock (1994), as cited in Ismael (2023), highlight the necessity of this assessment as it is not only a normal process to manage students' understanding during their skill development process, but also it permits instructors to make choices of what their performance is connect to their capacities, and the capabilities of pupils, contributing in personal and academic development for both. Morris et al. (2021) mentioned that Formative Assessment offers continuous support on the path to language learning by identifying students' weaknesses and their strengths. Additionally, according to Carney et al. (2022), the timely detection of the areas that students need to improve in their performance can lead to a rapid response by educators, who must adapt their methodologies and strategies to improve their teaching process for students' good learning.

The appropriate use of Formative Assessment ensures valuable information that can be used to furnish opportune feedback and foster students' self-reflection. Furthermore, the gathered information lets teachers build a participative and active classroom environment where every student can grow academically.

### **Justification**

Bashit et al. (2020) consider that Formative Assessment is fundamental in supporting and enhancing students' learning. This continuous process that includes reviews and observations in the classroom is beneficial for teaching and learning as to yielding information about students' academic development. Teachers apply this type of Assessment with the purpose of selecting the most suitable instructional strategies to address the learners' needs and providing timely feedback, which has a significant level of influence on students' academic performance.

Within teaching, Formative Assessment assists in students' learning improvement through the promotion of understanding, self-reflection of knowledge, and recognition of strengths and frailties during the learning process. Besides, it provides the educator with information to be autocratic, analyze their practice, and make the necessary decisions to enhance it (Muñoz & Solís, 2021).

Based on Andersson Palm's analysis (2017) as cited in Karaman (2021), one of the main benefits of Formative Assessment is its timely feedback to students. Through feedback, learners are able to acknowledge the existing condition of their learning process and, thus, continue progressing. This progress can come from Formative Assessment components such as self-assessment, peer assessment, and group assessment, among others.

Formative Assessment not only contributes important information about students' performance in the subject to motivate them to improve but also provides a sense of tranquility at the final exam, since it helps students to gain confidence in their abilities and knowledge. Furthermore, it assists both teachers and students in identifying areas that need to be ameliorated and to take corrective actions to upgrade them (Irons & Elkington, 2020).

The purpose of the following project is to analyze teachers' perspectives about the application of Formative Assessment as a pedagogical process in enhancing students' engagement and performance. Additionally, this project aims to identify the challenges and benefits of its implementation in language learning.

In order to develop this investigation, the thesis will focus on how EFL teachers at middle school apply Formative Assessment as a process for achieving more participation and better learning outcomes for students. In this context, this research project will

present relevant information about the implementation of Formative Assessment in the English as a Foreign Language pedagogical practice. This proximity will allow a deeper understanding of how the theory of Formative Assessment is useful in concrete actions in the classroom.

Näsström et al. (2021) manifested that there exists a wide variety of proficiency levels in reading, writing, listening, and speaking among students in most of the middle school classrooms. Using Formative Assessment, it is possible to adapt the materials and teaching strategies to the students' needs, at the same time, it permits more flexible instruction based on what students need to improve as a group or as individuals. By implementing this type of Assessment, teachers find it easier to provide valuable and timely feedback that will allow students to raise their level in these four skills.

This research project seeks to provide valuable information about the application of Formative Assessment in language learning, especially in how the use of this type of Assessment influences the students' engagement and performance. The information gathered and the results of this project will benefit EFL middle school teachers, who will be more aware of how the employment of Formative Assessment can help them enhance their pedagogical practice and students' learning levels.

## **General Question**

How do teachers perceive Formative Assessment on language learning, particularly in enhancing engagement and performance?

## **Specific Questions**

- How do teachers use Formative Assessment process in language teaching to foster students' engagement?
- How do teachers describe the relationship between Formative Assessment and the development of students' performance in language learning?
- What are the main challenges and benefits that teachers perceive in implementing Formative Assessment in language learning?

## **General Objective**

To explore teachers' perceptions of Formative Assessment in language teaching to understand how it influences students' engagement and academic performance through qualitative data collection methods such as interviews.

## **Specific Objectives**

- To describe how teachers use Formative Assessment process to promote students' engagement in language learning.
- To analyze teacher's perceptions of the relationship between Formative Assessment and improve students' performance in language learning.
- Identify the challenges and benefits teachers encounter in the implementation of Formative Assessment in language learning.

## **Chapter II**

### **Theoretical Framework**

#### **Background**

Ningsih et al. (2025) manifest that Formative Assessment plays a pivotal role in language learning because it provides teachers with proper evidence about students' development and performance, granting improvements on the instruction to make the learning way more effective for pupils. The constant feedback that promotes the continuity of this process facilitates the recognition of strengths and weaknesses in learners; it helps to encourage students to be engaged and motivated. This research project is theoretically grounded in analyzing relevant insights in the field of Assessment, specifically in Formative Assessment. Through the simplification of key points and theoretical frameworks, the objective of this project is to understand how Formative Assessment enhances students' engagement and performance in language learning.

#### **International Background**

Dandekar (2020) studied the effect that formative assessment has on students' academic performance in Department of Kriya Sharir, making a comparison between two groups. This study determined that learners in the experimental group learn with Formative Assessment, which helps them to get better outcomes, rather than students who are in control group, because they were not assessed properly. This investigation shows how students' academic performance was positively influenced by Formative Assessment. This type of Assessment helps teachers to identify the effectiveness of their instruction by recognizing what students have already learnt, and what they need to know to improve their learning process, leading to the adaptation of the teaching strategies.

Muho & Taraj (2022) in their article about the impact of Formative Assessment practices explored the influence of this type of assessment on students' motivation in EFL. The results reveal that the implementation of Formative Assessment contributed to the increase in students' intrinsic motivation. The article finishes with the conclusion that Formative Assessment promotes students to reach their full potential through practical and experimental learning according to their capacities. All these elements enclose motivation, long-term academic success and responsibility. In place of a surface learning environment, Formative Assessment uplifts active learning, encouraging students' confidence and independence.

Nurhayat (2020) explores the effects of the application of Formative Assessment to develop writing skills in an EFL secondary classroom. The information was collected through a questionnaire completed by a population of 30 students and an English teacher result obtained demonstrated that Formative Assessment has a favorable influence on both teaching and learning. From the teacher's perspective, Formative Assessment provides a meaningful experience for the students and, at the same time, permits them to be more involved in their learning process. On the other hand, students manifested what they learned from their classmates because they felt more confident in expressing their opinions and sharing their knowledge to improve their writing abilities. The author concludes that Formative Assessment should be taken more seriously due to its implementation benefits the teaching and learning of writing.

Evidence from a study by Dimitrenko et al. (2021) titled Impact of Formative Assessment on Students' motivation in foreign language acquisition demonstrated that the use of Formative Assessment can be beneficial in English language learning. In this study, level models of Formative Assessment were compared. As a result, the application of high levels of FA during English classes shows a greater impact on EFL students' motivation than low levels. Therefore,

the author considered that Formative Assessment is advantageous for increasing students' motivation, which influences their growth in foreign language proficiency.

### **Latin-American Background**

In Latin America, middle-school teachers support themselves in their teaching by the three stages of assessment: Diagnostic assessment is used at the beginning of a class or unit and determines students' knowledge and weaknesses. Formative assessment facilitates teaching if it is effectively implemented. In other words, Formative Assessment is only as helpful as the teacher who implements it. Finally, summative assessment evaluates the student learning outcomes at the end of a unit (Asiah & Festiyed, 2024).

The use of Formative Assessment in language learning is a vital process to enhancing students' engagement and performance. Based on the article “The Influence of Formative Assessment on Foreign Language Learning” conducted in Universidad de Panamá, the authors prioritize Formative Assessments with the learning process itself, allowing teachers to monitor students' progress and detect areas for improvement with a humanized system that allows them to recognize students' backgrounds and learning styles. Furthermore, the article highlights the importance of promoting autonomy and critical thinking among learners to develop independent students who can reflect on their learning growth. To sum up, the integration of Formative Assessment in EFL is not only about enhancing student learning but also to create an equitable education, Formative Assessment assists teachers in addressing the students' needs while raising an active and engaged performance learning process (Guerrero & Célica, 2020).

## **National Background**

In the study *Evaluación formativa y comprensión de textos en inglés en estudiantes de bachillerato de instituciones educativas públicas* conducted in Santo Domingo, Ecuador by Cadena (2022) it is highlighted the correlation that exists between the application of Formative Assessment and the English texts comprehension. The article presents that twenty-seven percent of English teachers who use Formative Assessment effectively in their lessons recommend the need for ongoing training in the application of Formative Assessment to enhance and grow in educational settings with the purpose of assisting students to develop a deeper and better understanding of language learning through efficient teaching.

According to Córdova & Cabrera (2024), in higher education, the correct implementation of Formative Assessment can promote dynamic interactions between teachers and students, which consequently revamp the quality of learning and classroom motivation. Moreover, it can create a more participatory and reflective space where students are conscious of their strengths and weaknesses, and teachers are aware of what they need to modify in their practice. The article supports the idea that Formative Assessment is a fundamental component in education to achieve an inclusive and competent learning environment.

In a study carried out in High School Juan León Mera La Salle, located in Ambato, Ecuador. Revelo (2022) analyzed the application of Formative Assessment in EFL teaching. The study portrays the lack of training and poor knowledge of teachers about the correct use of Formative Assessment, demonstrating that teachers make use of basic theoretical knowledge of Formative Assessment, but with no systematic strategies aligned to students' needs; consequently, they do not get noticeable results. At the end of this study, the author pointed out

that teachers showed interest in learning how to apply Formative Assessment in their lessons effectively.

These studies and projects strengthen the idea that Formative Assessment is an essential key process for improving language learning and learning in general. Through these studies, it is possible to understand that the tools that Formative Assessment provides allow teachers to measure the needs of each student and give personalized feedback that raises their motivation, at the same time allowing the adjustment of the teaching methodologies to achieve active participation in the classroom activities.

## **Pedagogical Basis**

### **Constructivism**

Resnick & Glaser (2016), as cited in Prakash Chan (2024), declared that Constructivism states that students are able to form new knowledge through exploration and interaction with unknown concepts around them. By using meaningful activities to promote problem-solving abilities in real-world contexts and the development of critical thinking skills, Constructivism ensures students' learning engagement. Furthermore, when they are applied properly, the results are highly beneficial for the learning process and reaching the educational goals previously set.

Formative Assessment and Constructivism principles are interwoven due to both using feedback as a learning guide. Constructivist classrooms make use of assessments for measuring pupils' learning results through peer reviews and self-assessment. This motivates students to test their knowledge and provides both teachers and students with information about the areas fulfilled and those that need improvement. The main purpose of teachers using Constructivism

and Formative Assessment is to transmit what needs to be enhanced, meeting individual and group needs, and providing the necessary support to the learning environment (Sheeja, 2023).

### **Flipped Classroom**

The Flipped Classroom is a student-centered approach rooted in a Constructivist theory. In this approach, learners receive the necessary materials to introduce them to the new content before classes. In this way, they attended classes with all the information already prepared to be ready to participate in class discussions, group work, or any learning activity based on the content that teachers previously provided to them. This makes it possible for students to learn independently and on their path, which allows them to be accountable in their learning process to achieve the learning outcomes (Yunus & Ngo, 2021).

### **Project Based Learning**

Shukla et al. (2024) argue that Project-Based Learning is a methodology commonly used by teachers to help their students reach further development and acquire knowledge through investigation. For this, students answer an initial question and drive it to a topic that motivates them to research. The process ends in a presentation in front of the teacher and classmates, who will provide constructive feedback. Project-Based Learning is an assertive methodology, well-known for fostering students' engagement in meaningful learning contexts, permitting students to discover various subtopics in one investigation.

### **Feedback Model**

The Feedback model is characterized by its structure, which helps teachers recognize earlier events and academic results that allow them to have consciousness and lift the students' future motivational states. It is considered that this approach produces good results in students'

performance by integrating feedback into the learning process. The Feedback Model and Formative Assessment contribute positively to reach pedagogical functions such as avoiding the misunderstanding about what students already know and what they are supposed to know at a certain point (Andrade & Lui, 2022).

Overall, these pedagogical theories highlight the significance of Formative Assessment in language learning and its effectiveness in engaging students and fostering a more participative learning environment where students feel confident putting into practice their knowledge and abilities. These approaches focus on the importance of pupils creating understanding through feedback and interaction with their surroundings, provoking genuine motivation and interest.

## **Theoretical Basis**

### **Definitions and Concepts of Formative Assessment in Language Learning**

#### **Assessment in Learning Definition**

Assessment in an educational context guarantees the process of learning absorption before, during, and after the educational context. Across the recollection of data related to this information, educators can allow students the opportunity to manage necessary strategies to build a better understanding and elevate a proper quality education. In accordance with Tashpulatova (2024), Assessment is fundamental due to its application provides a general view of what needs to be done and modified. Otherwise, the decline of using it can cause demotivation, wrong implementation of teaching strategies, and poor students' performance.

This process can have different objectives, such as Diagnostic Assessment, whose principal goal is to identify the previous needs of students, Formative Assessment, which seeks

to improve the teaching, or Summative Assessment, which certifies the learning outcomes reached by the students at the end of the course.

### **Diagnostic Assessment**

Aisyah et al. (2023) stated that Diagnostic Assessment is designed to recognize the students' level of knowledge by identifying the abilities, competencies, and weaknesses or problems at the beginning of the course to detect possible inconveniences throughout the learning process. This type of assessment is attainable to obtain results about what students already know and what part of the previous content they need to reinforce. This gives the teachers a general understanding of what to do and how to adapt their material for the course.

### **Formative Assessment**

Assessment is defined as formative within the teaching process, assisting students' learning improvement by promoting understanding, reflection, and application as they learn. In addition to helping the educators, it allows them to analyze their practice and make the corresponding decisions to enhance the teaching process (Muñoz & Solís, 2021).

UNICEF (2021) stated that the assessment process must be continuous, especially in key moments of the learning process, using immediate feedback and teaching arrangements following students' academic results. Formative Assessment helps provide a timely answer to the difficulties students may face during classes, contributing not only to their academic performance but also to their integral development.

## **Summative Assessment**

Summative Assessment, also known as Assessment of Learning, is used to assess the students' academic success at the end of the course. It is a product-oriented process that focuses on the final product. This kind of assessment focuses on determining the progress and learning outcomes reached by the students through the assignments of grades assigned, which dictates if they can continue their learning process seamlessly or need extra help. At the same time, Summative Assessment evaluates the effectiveness of the learning program and teaching strategies used by the teachers and decides if changes need to be made (Khaled & El Khatib, 2020).

## **Formative Assessment in EFL Learning**

According to Bachman Palmer (1996) as cited in Abdusharipovna (2020), Formative Assessment in EFL learning allows both teachers and students to recognize what they know, what they do not know, and what they need to improve. This ongoing process has the principal goal of serving as a tool to verify the state of students' knowledge, contributing to the modification of teaching strategies and lesson planning. Abdusharipovna (2020) considers that Formative Assessment elevates their participation, as well as the students' motivation for learning the target language. Thus, students are more aware of the target language, allowing them to reset their goals and be able to reach them.

In general, the application of Formative Assessment in language learning significantly enhances students' engagement and performance by making them actively participate in their learning process. By providing valuable information about the students' state of knowledge during their learning process, teachers can identify issues and needs that allow timely

adjustments to the teaching strategies to increase the students' motivation for the target language. Therefore, the use of Formative Assessment results advantageous for EFL learners.

In conclusion, the information gathered and reviewed in Chapter II allows a deeper understanding of the influence of Formative Assessment in language learning and provides the pedagogical and theoretical basis of this research project. In Chapter III, the type of research and method applied to this study of the use of Formative Assessment in language learning to enhance students' engagement and performance will be revealed.

## **Chapter III**

### **Methodological Framework**

#### **Methods**

This research project will make use of the qualitative method focusing on middle school English teachers in Santa Elena province with previous experience using Formative Assessment, to understand how they apply it in language teaching, particularly in enhancing students' engagement and performance. This research will help teachers and pedagogy students to include this process in their professional practice.

According to Mantula et al. (2024) Qualitative Research focuses on the comprehension of complex phenomena through the recollection and analysis of non-numeric data, such as words or experiences. The authors state that this type of research is invaluable due to permitting researchers a profound understanding of the phenomena studied. They highlight that in educational research, the qualitative approach provides a more detailed description of opinions and experiences of all the stakeholders, helping to comprehend and identify the factors that influence education.

The research will collect data through interviews that will contribute to a more explicit understanding of the individual experiences of the sample. It will analyze the middle school English teachers' involvement and opinions about the use of Formative Assessment as a process to enhance students' engagement and performance.

## **Type of Research**

### **Phenomenological Studies**

The research project will use a phenomenological design. According to Husserl (1970), as cited in Ismail & Kinchin (2023), phenomenological design is mostly used to explore and comprehend a specific phenomenon related to the research from the point of view of people who have experienced it. This approach is adequate for executing qualitative research since it focuses on individual experiences and perspectives and the meaning the sample attributes to them.

Shulan et al. (2022) expound that the phenomenological method analyses the characteristics of individual conscious activities. Using phenomenological methods in educational research allows researchers to examine how participants experiment with specific aspects in their daily-life educational environment. This method aims to obtain rich, nuanced answers that reflect the individuals' experiences, including detailed descriptions and perspectives that deliver unique insights into the phenomenon studied.

### **Data Collection Techniques**

#### **Interviews**

This study will use interviews with English teachers from different middle school institutions in Santa Elena province that have used Formative Assessment in their practice, and if its use provoked an increase in students' engagement and performance. Dursun (2023) claimed that interviews are a data collection technique of qualitative method that tries to reveal individuals' experiences and how they make sense of those experiences, providing interactive information on a specific topic.

Data collection will involve five middle school English teachers who have used Formative Assessment to improve their teaching techniques. Their answers will be recorded and transcribed for the research to later analysis. The interview will follow a structured format and will consist of nine open questions focused on the research problem.

The information obtained will allow analyzing and examining the effect of Formative Assessment in language learning, showing how this pedagogic process may be used to raise students' enthusiasm and involvement in the subject and determine the advantages and challenges they perceive from their previous experience.

## **Instrument**

### **Questionnaire**

Taherdoost, H. (2022) explains the value of questionnaires in having structured information for research, since questionnaires emphasize relevance and clarity with the research objectives. The article focuses on how questionnaires can ensure appropriate results. Furthermore, the article underscores each stage of the questionnaire process, such as clarifying purposes, choosing the format, creating questions, structuring the order of each question, guaranteeing the use of simple language, and considering the opinion of each participant.

To go more deeply into the impact of Formative Assessment and the relationship between engagement and performance on learners in a language learning context, this study employed a qualitative research design. The instrument used is a questionnaire to navigate educators' experiences, strategies, and challenges in applying Formative Assessment in a language classroom. The questionnaire was applied to establish rules for qualitative research instruments, offering accuracy and clarity with the study's purposes (Lim, 2024). It involves open-ended

questions that permit educators to give detailed opinions, furthering a better understanding of how they apply Formative Assessment in their practices. Consequently, this research highlights the value of qualitative questionnaires for obtaining more accurate contextual data.

## **Type of questions**

### **Open-ended Questions**

The Questionnaire includes nine Open-Ended Questions to encourage educators to describe and share their experiences using Formative Assessment, allowing examiners to identify insights that closed-ended questions do not allow. Neuert et al. (2021) emphasize that Open-Ended Questions were selected to allow participants the freedom to express their thoughts and insights without being constrained by fixed-response options, thereby enhancing the richness of the data collected.

These Questions were cautiously selected to explore the practices of Formative Assessment in Language Learning Classrooms in which EFL leads. By asking teachers how they manage this assessment to maintain students' engagement and performance, where Open-Ended Questions are used to show the relation between teaching and learning processes. This approach aims to confirm that the information collected reflects the opinions of the educators, which is an important fact for this qualitative research.

### **Population and Sample Population**

The population is known as a group that shares specific characteristics in a specific context, this group serves as role of basis of understanding of the environment being studied. Additionally, specific characteristics will be established to identify and select the individuals who will make up this population (Willie, 2024). This will ensure that the data collected will be

meaningful and useful for the development of the research, ensuring that the research continues to be focused and appropriate to the context.

The study relies on English language educators in Santa Elena, Ecuador. A sampling strategy was used to choose five teachers from different institutions, certifying a varied interpretation of experiences and teaching contexts. Participants were selected based on their knowledge in teaching English and their opinions to offer specific and valuable details in their Formative Assessment process within the classroom. The study focused on a small but with a big variety sample to capture perspectives, fostering a better understanding of Formative Assessment.

### **Sample**

In this study, the sample consists of a small group of five educators who incorporate Formative Assessment in their classrooms. The objective of this research is to examine how Formative Assessment contributes to scholar engagement and achievement. It is indispensable that the sample reflects real-world classroom practices. The research design is qualitative since the purpose of the study is to explore detailed experiences. Each of the five educationalists will participate in an interview, guided by nine open-ended questions, giving them the opportunity to elaborate a clear explanation of each question.

To make participation easy for educators located in different institutions, the interviews were conducted via Zoom, a virtual platform that made it possible for the involvement of the teachers to participate while remaining consistent in the interview. Furthermore, the use of Zoom as a remote platform provides a flexible and comfortable environment for teachers, allowing

them to explain the Formative Assessment in different teaching settings based on each question related to the main topic.

### **Data Collection and Analysis Techniques**

Mazhar (2021) highlights the importance of Data Collection as proof of analyzing and evaluating accurate information. Its role is to collect key information in all research. Collecting data is fundamental for discovering problems and making decisions based on evidence, emphasizing the accuracy of collected significant data to validate the study's results. Without the proper data, the formulation of a hypothesis would not be possible.

Taherdoost (2021) classifies Data Collection Techniques into two categories: Primary Collection Technique, which include collecting first-hand data directly from sources, and secondary data collection, which is based on data in books, investigations, and so on. In this study, the category used was Primary Collection Technique based on interviews, since it is effective when collecting large data. The information was obtained through face-to-face Zoom interviews, allowing deeper exploration of the main topic.

Labeling is appropriate in a qualitative study, involving codes to identify concepts normally used in interviews. It contains two steps: Transcription, the process to convert an audio into written text, and facilitating specific phrases to be assigned meaningful labels, demonstrating that the content is valuable. Then, each color is classified into questions, combining related codes into groups using color-coded labels to emphasize clarity. These techniques supported the qualitative analysis to be better structured, clearer, and more transparent (Lochmiller, 2021).

## **Chapter IV**

### **Analysis of Findings**

This chapter will present the analysis and interpretation of data obtained from interviews conducted with five EFL teachers who have had experience working with Formative Assessment in middle school settings. The main purpose of this section is to comprehend the use of Formative Assessment in the English language learning process and how it influences students' engagement and performance.

Open-ended questions allowed the five EFL teachers to share experiences and insights of how Formative Assessment is applied in English language learning and the impact on students' engagement and performance. Their answers offer various perspectives, benefits, and challenges of this Assessment in the classroom.

To sum up, the interviews show how Formative Assessment is crucial in the English language learning process, since it helps teachers to control the progress of students' comprehension and development through questioning, quizzes, and peer assessments. Teachers highlighted the value of this Assessment in identifying learning difficulties, offering instant feedback. Even though Formative Assessment has benefits, teachers mention some challenges, such as time, workloads, lack of students' engagement, and complications when offering individualized feedback. These interviews highlight the pros and complexities of using Formative Assessment in language classrooms.

## Questions report

**Table 1**

*Results obtained from teachers experiences towards Formative Assessment in Language Learning: Enhancing Students' Engagement and Performance compared to the literature review*

CATEGORIES	ANSWERS	AUTHORS
<p><b>1) Formative Assessment in language learning</b></p>	<p>In compliance with the interviewee's answers, Formative Assessment in the context of language learning is the continuous process that permits monitoring of students' comprehension and language skills acquisition and development. Through Formative Assessment strategies such as questioning, quizzes, self and peer assessment, teachers can provide immediate feedback and adjust their teaching practice based on the students' needs.</p>	<p>Assessment is defined as formative within the teaching process assisting students' learning improvement by promoting understanding, reflection, and application as they learn. In addition to help the educators, since it allows them to analyze their practice and make the corresponding decisions to enhance the teaching process (Muñoz &amp; Solís, 2021).</p>
<p><b>2) Formative Assessment in teaching practice</b></p>	<p>Teachers interviewed agreed that Formative Assessment has an important role in their teaching practice, permitting them to constantly monitor students' understanding of the content, identify learning gaps, and make pedagogical decisions. They also manifested that Formative Assessment facilitates feedback, guides future lessons, and makes students aware of their progress.</p>	<p>This type of assessment helps teachers to identify the effectiveness of their instruction by recognizing what students have already learnt, and what they need to know to improve their learning process, bring about adjustments in teaching strategies (Dandekar, 2020).</p>
	<p>Teachers manifested that Formative Assessment</p>	<p>The application of high levels of Formative Assessment</p>

<b>3) Formative Assessment in autonomy and motivation</b>	promotes students' autonomy, self-regulation, and self-reflection. Due to the receipt of timely and personalized feedback, students feel more value, therefore increasing their motivation levels. However, its effectiveness depends on the type of tool used and the student's age.	during English classes shows a greater impact in EFL students' motivation than low levels, which influences students' growth in foreign language proficiency (Dimitrenko et al., 2021).
<b>4) Challenges when using Formative Assessment</b>	According to the interviewees, among the main challenges they face in the application of Formative Assessment in Language Teaching are time management, overwork load, students' limited participation, and the difficulty of providing individualized feedback.	The lack of training and poor knowledge of teachers about the correct use of Formative Assessment, demonstrate that teachers make use of basic theoretical knowledge of Formative Assessment, but with no systematic strategies aligned to students' needs; consequently, they do not get noticeable results (Revelo, 2022)

*Note 1* This table presents the results obtained from interviews conducted with teachers who had implemented Formative Assessment in their teaching practice versus the bibliographic review.

### **Interpretation of Data from The Interview**

From the questionnaire of the research about Formative Assessment in Language Learning, nine categories were detected, of which four will be deeply analyzed. The four categories selected are presented on one table in a clear and precise outline of the information collected. By the analysis and understanding of the teachers' answers, it was possible to obtain relevant perceptions of each category.

The first category is fixated on Formative Assessment in language learning. Teachers agreed that Formative Assessment in this context is a constant process that allows them to

observe and follow students' comprehension and develop linguistic skills. Teachers indicate that Formative Assessment offers daily support, which helps them to identify advances and specific needs in each student. Teachers underline that Formative Assessment focuses on making questions in classes, interactive exercises, short lessons, and constant observations about the performance of the students. According to educators, constant feedback is crucial for their teaching process. When teachers make observations and assist them with feedback, students can correct mistakes, solve problems, and reinforce what they learned. In addition to helping students, it also helps teachers, because they do not need to wait for a final grade, as the feedback allows students to grow actively and constantly.

The second category concentrates on the role of Formative Assessment in teaching practice. The answers indicate that this type of Assessment permits teachers to monitor in a continuous way the comprehension of students' content. Moreover, teachers consider Formative Assessment as an effective tool for detecting learning gaps, due to these teachers can identify with more precision the students who need special support in specific areas.

The third category focuses on Formative Assessment in autonomy and motivation. Four of the five teachers interviewed agreed that using Formative Assessment strategies during their classes fosters students' independence and motivation toward the target language. They manifested that using strategies such as self-assessment, students become more aware of their performance and can notice their progress after each lesson, making them feel more valued in the classroom, which consequently will influence their motivation level, taking more accountability in their learning process. Nevertheless, one of the interviewees commented that the results of Formative Assessment in this aspect would depend on the strategy applied and the age of the

students' group, since not all students will be willing to participate and see Formative Assessment as a process to improve their performance, but just to get a grade.

The final category from Table 1 is about the Challenges teachers face when using Formative Assessment. Teachers' opinions highlighted time management as one of the most demanding tasks at the time to apply this kind of assessment in their lessons. They also mention large classes and over workload as factors that complicate the correct use of Formative Assessment, add to lesson planning according to students' needs, and the delivery of individualized feedback to each student can be overwhelming and time-consuming. Another challenge mentioned by the teachers was the students' attitude toward Formative Assessment since they most of the time conceive of it just as a manner to obtain a grade. Due to this, students may not adapt well to the strategies applied and be afraid of making mistakes during the assessment process, which can affect their performance.

The next chapter will present the results obtained throughout the research. The data will be thoroughly analyzed to identify important elements. The analysis will permit drawing conclusions that address the research objectives established in Chapter I. From those conclusions, recommendations for future research will be suggested.

## Chapter V

### Conclusion and Recommendations

This chapter presents the conclusions and recommendations obtained from the investigation of Formative Assessment in Language Learning: Enhancing Students' Engagement and Performance. Each conclusion is aligned with the objectives established in Chapter I and provides answers to the research questions that guided the study.

Additionally, based on the results, this chapter offers various practice recommendations for EFL teachers, each recommendation includes the integration of regular activities using Formative Assessment in classes. The recommendations seek to improve pedagogical practices to develop better academic results and experiences of students through effective techniques.

#### Conclusions

1. The analysis carried out concludes that, according to teachers' perceptions, Formative Assessment plays a crucial role in enhancing students' engagement and performance in language learning. Teachers consider that this ongoing process not only provides continuous and timely feedback but also increases students' interest in the target language, motivating them to participate actively in their learning process. Besides, it allows teachers to detect issues and intervene with personalized activities to cover students' needs, improving their understanding of the content and raising their performance.
2. Based on the information gathered, it can be stated that teachers use Formative Assessment to monitor students' understanding of the content and check for issues or learning gaps that need to be addressed, helping them to adapt their lessons according

to students' results, therefore creating a more dynamic and student-centered learning environment. Teachers consider that applying Formative Assessment strategies, such as continuous feedback, self and peer assessment, can promote students' active participation and interest in language learning. Using those strategies, students are able to recognize their progress, identify their strengths and the areas for improvement, which encourage self-reflection, engagement, and a positive attitude toward learning a foreign language.

3. According to the data obtained, Formative Assessment is an essential tool for EFL teachers since it promotes opportunities for noticing learning gaps in students and brings them strategies to foster their progress rather than taking students a final exam to just note where they made mistakes. Most teachers value a deeper understanding of this assessment when encouraging students to be conscious of their learning outcomes and engagement the language learning, as well as with their motivation and performance during classes, since teachers support them in their learning journey, which directly impacts their confidence. With the implementation of these strategies, teachers affirm that Formative Assessment is not only an evaluation method but also a pedagogical process that enhances teaching quality.
4. Formative Assessment strengthens communication between students and teachers, making an open space for dialogue and comprehension. This Assessment also boosts a cooperative and collaborative classroom atmosphere among students, as they engage in peer and group activities. Nonetheless, this implementation brings some obstacles, such as a lack of proper and adequate time to follow up with each student and activity, as well as the challenge of teaching large class sizes, which limit the ability to provide

individual feedback. Despite these difficulties, many teachers still believe in the benefits that Formative Assessment brings, since it permits them to recognize how students think, which helps teachers to look for better teaching alternatives. Also, Formative Assessment allows teachers to have a clear analysis of how their instructions are impacting the students' progress in real time.

## **Recommendations**

1. In order to enhance students' engagement and performance through Formative Assessment. It is suggested that EFL teachers integrate Formative Assessment strategies in their classes that will allow them to monitor students' progress, identify weaknesses, and provide extra help to those who need it. Strategies such as rubrics adjusted to students' knowledge levels, self-assessment activities guided by the teacher, the application of recreational games, and immediate feedback centered more on the students' progress than the grade are highly recommended. Moreover, including moments at the end of the class where students can reflect individually or with peers about their performance will make them not just increase their motivation but also actively participate in their language learning process.
2. With the purpose of using the Formative Assessment process to promote students' engagement in language learning, it is recommended that teachers use strategies that actively involve students in their learning process. For instance, encourage students to reflect on their understanding individually or with peers after oral or written activities, which will promote their critical thinking skills and allow them to learn from classmates, creating a more respectful and

collaborative environment. It is also useful that teachers make use of simple and visual rubrics that allow students to easily understand what they need to achieve according to the content, and include dynamic activities such as games, hence students do not feel afraid to participate and gain confidence in themselves.

3. It is recommended that educators incorporate Formative Assessment as routine practice during their classes, making sure that this Assessment becomes part of the students' learning process, more than usual practice. To develop a motivating and understanding learning environment, teachers should give specific feedback regularly, putting more emphasis on how pupils can progress, and not on how many errors they make. Visual tools encourage educators to progress through charts, online interactive activities, and goal trackers to monitor their growth and make learning more stimulating for learners. Students' involvement in classes can be better with self-assessment and peer-assessment tasks, which allow students to develop their critical thinking skills. Moreover, educationalists should create a low-anxiety environment, where students see Formative Assessment as a process for better educational growth, not as a sanction, so students can associate Formative Assessment with support.
4. Schools should incorporate professional training focused on practical Formative Assessment for improved instruction. Along with collaborative spaces where teachers can share Formative strategies, activities, and materials to better teaching. On the other hand, to cope with the large numbers of learners, teachers must implement rotating stations to give efficient feedback to students, for example, teacher must divide the class into five or seven groups and then they will rotate to another station in which teacher can help them in another gap, teachers maintain students active while

working continuous with everyone at the same time. To add to that, teachers should explain to learners the benefits and purpose of Formative tools, allowing them to increase their interest. Formative practices should be incorporated based on students' age, competence, learning styles, and linguistic background, guaranteeing efficacy. Constant learning, where learners and educators see Formative Assessment as a central tool for growth and development, should be fostered in schools.

Finally, this research project has the intention to contribute to the English as a Foreign Language field by providing a deeper understanding of how middle school teachers implement Formative Assessment in their teaching practice. In addition, this research highlights the relevance of Formative Assessment in the growth of motivation, engagement, and student communicative competence in language learning classrooms. This assessment plays an important role in shaping the learning context, identifying learning gaps early and offering alternatives for continuous intervention, also encouraging students to reflect on their learning journey.

In conclusion, this research fortifies the perception that Formative Assessment is not a tool for evaluation, but a comprehensive pedagogical process that supports meaningful learning outcomes. Formative Assessment using feedback, reflection, and other strategies mentioned earlier in the study results in individual and group growth among students, evidencing how Formative Assessment is a key component in the development of EFL education learning.

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## Annexes

Annex A: Certified Anti-plagiarism System

La libertad, 11 de junio de 2025

### **Certificado Sistema Anti-Plagio**

En calidad de tutor/a del Trabajo de Integración Curricular denominado “FORMATIVE ASSESSMENT IN LANGUAGE LEARNING: ENHANCING STUDENTS' ENGAGEMENT AND PERFORMANCE” elaborado por las estudiantes JESSICA DANIELA CAMPOVERDE CATAGUA Y FIORELLA GUILLERMINA EUGENIO PERERO de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el sistema anti plagio COMPILATIO, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 1 % de la valoración permitida, por consiguiente se procede a emitir el informe , para proceder a la revisión por parte del especialista.

Atentamente,



Ing. Eliana León Abad, MSc

TUTOR



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ELIANA  
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 ELIANA GEOMAR  
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## Annex B: Questionnaire

**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA****CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS****Interviewers: 2****Interviewees: 5**

The purpose of the questionnaire is to collect insights from middle school teachers who apply Formative Assessment in language learning to enhance student engagement and performance. Your responses will help illustrate how Assessment can influence students. The information collected is intended solely for educational purposes. We deeply appreciate your willingness to share your experiences and opinions, since they are essential to understanding effective language teaching methods.

**General Objective**

- To explore teachers' perceptions of Formative Assessment on language teaching, with an emphasis on students' engagement and performance.

**Specific objective**

- To describe how teachers use Formative Assessment process to promote students' engagement in language learning.
- To analyze teacher's perceptions of the relationship between Formative Assessment and improve students' performance in language learning.
- Identify the challenges and benefits teachers encounter in the implementation of Formative Assessment in language learning

**Questionnaire**

- 1) How would you define Formative Assessment in the context of language learning?
- 2) What role do you think Formative Assessment plays in your language teaching practice?
- 3) How do you incorporate quizzes and classroom questioning as part of your Formative Assessment practices in language teaching?
- 4) What role do you think formative assessment can play in shaping students' attitudes toward learning in a supportive classroom environment?
- 5) How do you use Formative Assessment to promote individual student engagement and participation during language lessons?
- 6) In your opinion, does Formative Assessment foster student autonomy and motivation? Why or why not?
- 7) How do you use feedback from Formative Assessment to support students' academic progress?
- 8) Do you adapt your teaching practices based on the results of Formative Assessments? If so, how?
- 9) What difficulties do you encounter when using Formative Assessment to improve students' engagement and academic performance in language learning?

## Annex C: Transcripts of interviews

## Categories

Formative Assessment in language learning
Formative Assessment in teaching practice
Implementation
Formative Assessment in student's attitudes
Formative Assessment in engagement and participation
Formative Assessment in autonomy and motivation
Feedback and academic progress
Teaching adaptations
Challenges when using Formative Assessment

Specific questions	Interviewee 1	Interviewee 2	Interviewee 3	Interviewee 4	Interviewee 5
<b>1. How would you define Formative Assessment in the context of language learning?</b>	Formative Assessment is something that I use to gather information about how my students are learning during a lesson. It helps me to provide immediate feedback and maybe adjust some things at the moment of teaching. So, assessment is a way that I use to help my teaching process and my students learning process.	Formative assessment is so necessary for the reason that we need to set basis at the moment of running a class and that's the reason why I believe that all professors and all teachers must need to develop the their formative assessment skills for the reason that this is going to be the key to set goals and what do they want to reach at the end of a certain class.	For me, formative assessment is more like a helpful tool, especially when learning languages because it makes it easier for me to know if my students are grasping the concept or at least are understanding what I'm trying to teach. And it makes it faster since I don't really have a structured program or a structured worksheet with questions and grades	There are two kinds of assessment, formative and summative assessment. Formative assessment is a way to evaluate students' knowledge, can be on the same day, in the same class, or during the week. You can apply formative assessment during the process of a unit. You can evaluate three times a week, focusing on grammar or	For me, formative assessment in language learning is an ongoing process approach used to monitor students' understanding of language development and skill acquisition. It includes formal or informal strategies, for example, observation, quizzes, prayer assessments, and self-reflections.

for me to really know if my students are actually understanding what I'm trying to explain to them. vocabulary words or things like that.

**2. What role do you think Formative Assessment plays in your language teaching practice?**

In my classes Formative Assessment, it's crucial and it has a central role because with this I can monitor my students' understanding. I can check if there is any learning gap. I also can take decisions based on the assessment, and of course I can provide feedback.

The role is so important because it tracks the progress of all the students, and you can identify the strengths and weaknesses that you can find in a student, and you can notice that in different ways. For example, you can do a formative assessment through quizzes, or you can do it through practical activities, to sum up the role of Formative Assessment is to identify the progress.

I think that the role that it's playing is mainly a helpful tool for understanding as I mentioned before if my students are actually grasping the concept or understanding what I'm trying to teach since it makes it easier for them to show me without them realizing that I'm trying to see if they are really grasping the content. Perhaps there is something that we need to control better or something that I need to approach in a different setting. So, I think it plays a big role because that is basically what directs and what guides the classes that I'm going to teach from that point onward.

In my opinion, formative assessment plays an important role because formative assessment helps us to monitor the knowledge that the students are acquiring during the lesson or the topic.

I think it plays a central role by helping me identify each student's strengths and challenges in progress in real time. It allows me to tailor lessons better, meet learners' needs, provide targets, support and create a more inclusive response classroom environment. It also helps foster a culture of confidence improvement.

**3. How do you incorporate quizzes and classroom questioning as part of your Formative Assessment practices in language teaching?**

I use short or mini quizzes and sometimes I use exit tickets that are something that students need to fill in at the end of the class saying they understood and maybe an example of something that they have learned that day. Based on what they complete on the tickets they can leave to recess five minutes before the other students that need extra help. In questioning, I can use random calling in class so I can check if they are understanding and of course this reinforces the self-correction.

We can implement different methodologies when applying formative assessment. You can do it in a formal way you know through a quiz, or you can do it informally applying the method called task-based learning in which you can use different activities that can help students to develop their daily activities. What do I mean by daily activities? It can be through a conversation. It can be through a strategy which is called pakucha, which is an activity that you show more than 20 pictures, and you have to describe all those pictures in no more than 20 seconds. There are only two examples. You can also apply different things that could be more formal like portfolios, you can do it through a self-evaluation that they can do on themselves.

I do it throughout my class. I don't really have a set time and date where I say to my students, you're going to have to take this test or we're going to complete these questions and you're going to be graded for it. Instead, I try to do it throughout the class, and it could be at any random point. If I could see that, for example, most of my students are like either falling asleep or they're standing up or they're doing something, then I think to myself, what exactly is happening? Are they bored because they already know the topic? are they perhaps just bored because of other things. So that's when I use my formative assessment. I usually do it in the sort of games or activities that my students can

I consider that quizzes and questioning are gamification. These elements are important to consolidate the knowledge. I can use these elements inside the classroom, and they are useful.

I use short, long-stage quizzes to assess vocabulary recall, grammar understanding, or listening comprehension. I also use guided questions during classroom discussions to check understanding and promote critical thinking. And the guide to students is an opportunity to express themselves in the target language.

do. So, it's easier and safer for them to really show me if they are understanding or if perhaps something else is happening or perhaps a topic they already know and that's why they don't want to continue with the class.

**4. What role do you think formative assessment can play in shaping students' attitudes toward learning in a supportive classroom environment?**

It helps students to reduce anxiety when they need to answer something because they are afraid of making a mistake. It builds their confidence because they can see their progress and how safe the environment where they are studying or learning is. So, the next time that they have to answer something they will take the risk of doing it.

The role of formative assessment plays in them is how they self-reflect and notice their own progress. What I mean is that it fosters self-regulation for the reason that they can be evaluated through questions. For example, if I teach a class and I want to ask a question to a student for example, I can say what's the conclusion of this or what do you think about it? They develop their criticism, and they can develop words on their own.

I think that the role that it will play, I think it's more like a guide since they will be able to also notice their progress since there's also self-assessment that they can do. I think they will be able to notice exactly if they're really learning the concept. It also makes it easier for them because they can really tell me if they are not understanding or perhaps there is something that they don't really like about the class. And then we can change it. We can adapt or create something different

They can focus; they can concentrate a little much better in the class. Perhaps they don't like too much English, but they are conscious that they need to study because every day or every class teachers are going to evaluate so the behavior or the aptitude of the students that are going to show more responsibility, more kindness with the teacher, and positive aptitude is going to display.

I consider formative assessment can possibly influence a student's attitudes by helping them see learning as a process. When a student receives constructive feedback and see that errors are part of growth, they become more confident, motivated, and engaged. It fostered a safe environment where the students are encouraged to take risks and learn from mistakes.

for them. So, it could be more engaging, more entertaining and they will be more motivated to work towards it.

<p><b>5. How do you use Formative Assessment to promote individual student engagement and participation during language lessons?</b></p>	<p>I use random selection so I can be sure that all my students participate. I have personalized questions and immediate feedback during activities. So, this can improve individual engagement.</p>	<p>There are different tools that you can use but the most I used is rubric. Rubric can show all the levels that are that are supposed to be approached, and, in this case, you can evaluate, and you can keep track of what the student is reaching. So, in this case you can see if you are doing a good job or you can have to work a little bit more on that's the way it is you your rubric.</p>	<p>I usually do it in sort of games or activities where an important point is I do not punish them at all. I don't give them anything if they don't get the answer right. It's not like I subtract points. It's not that I grade them and then it's a bad grade or something like that. I usually just let them be. I try and create activities where there's a lot of movement. So that way it is easier for them to be more engaged in the classroom and also participate more. They also feel freer to make mistakes.</p>	<p>Formative assessment fosters work in a dynamic way, teachers only need to tailor the activity in each lesson. This can help the teacher significantly. In my opinion, yes, it is going to foster a lot in different skills that the teacher needs to develop in each student.</p>	<p>I use a variety of strategies. For example, think-pair-share, interactive games, or mini-presentations to encourage participation. By providing individual feedback and recognizing efforts, I keep students motivated.</p>
<p><b>6. In your opinion, does Formative Assessment foster student autonomy</b></p>	<p>Definitely. It's something that is needed. It fosters autonomy because students feel good to</p>	<p>Of course it does. It fosters self-regulation and self-reflection, and as learning has become student-centered nowadays, it is</p>	<p>Well, I would say yes, but in that case it would depend. Mostly if you do self-assessments in your</p>	<p>Yes, for example, when the objective or the instruction is so clear, the student is going to be so</p>	<p>Yes, it fosters both autonomy and motivation. When the students are involved in self-</p>

**and motivation?**  
**Why or why not?**

understand how these learning gaps are just getting narrower. Also, their motivation increases because students see their progress. They don't feel fear of failing at something. They feel that they are valuable people in the classroom when they are receiving personalized feedback. So, this shapes the way they learn and of course, it shapes the lessons. So, I think that formative assessment bears their motivation and autonomy.

necessary for teachers to foster this because the students are the ones who are going to be the future, so they need to get by at the moment of solving a problem or maybe answering one question that they don't really know.

class or you try and give students self-assessment tools for them to understand or for them to let you know if they understood the concept then yes. For example, in this case I do games and things like that where students don't really realize that they are actually part of an assessment at the moment they are just immersed in the game or they're just having fun during the class. So, I would say it mostly depends on what kind of formative assessment tool you're using. But I think that for younger students it is easier if the assessment is done by the teacher instead of doing a self-assessment because the students are that age are really not able to grasp the concept of what self-assessment

independent and demonstrate autonomy. The students are going to be ready to demonstrate the abilities that they have.

assessment and goal setting, they take greater ownership of their learning. Sending progress through feedback and success in small tasks builds intrinsic motivation. Moreover, formative assessment helps students develop metacognitive skills to empower independent learning.

really is and how it could work for them instead of thinking that it is a tool for the teacher to either do something bad or to grade them badly.

**7. How do you use feedback from Formative Assessment to support students' academic progress?**

I try to provide immediate and specific feedback. Sometimes it means reteaching something or having a very specific practice and I need to modify activities. So, my students can receive something more understandable for them, and it gives the support they need.

Normally feedback can be given at the end of the classes or at the beginning, but it is recommendable to use feedback most of the time. Every time that you're teaching a certain topic you need to ask students if it was clear, if they have an opinion about it, if they can add something more. Ask them to add some more examples or to make one personification of the topic or the scenario. In that way using feedback you can also add constructive criticism

What I do with that is, for example, I am able to understand if students already know the topic and that's why they are bored of it. Because to be honest, the syllabus of classes, especially for high school and elementary school, is basically the same topics just taught in a different way, but it's exactly the same every single time. So, it is easier for me to understand if perhaps students already know the topic and it's because they are bored or they are not really participating or they are not engaging in class as much as they should. So, I

You can provide feedback using a checklist through this, students are going to evaluate themselves. So, a checklist is a good element, a good tool, not only for the teacher, but also for the students. So, one of the techniques that I use is checklist. I use checklists with them when they master any activity.

Normally, I provide specific actionable feedback that guides students on what they did well and what they need to improve. I also use feedback to make effort and additionally resource, reteach difficult concepts or provide targeted practice. Also follow up discussions and one-on-one support sessions ensure students understanding and apply their feedback.

think that is how it helps me at least.

Yes, I actually do. For example, one of the things that I do is not go to the next topic unless I know that my students are really understanding the topic that we were um trying to see on that day or on that week. And I know that for most schools, the purpose is to complete the syllabus as much as we can without even sometimes noticing if the students already learned or understood what we're trying to teach at that point. But for me personally, what I do is focus on the topic. I stay on the topic, and I do not move from it until they are able to know it at least somewhat well. And also, what I do is I try to focus on what exactly students are having most issues with. For example, I

Yes, sometimes the teacher needs to adapt in different environments. You can find different kinds of levels and aptitudes in the classroom. So, in this part, you have to use an approach called universal design for learning. So, with this approach, you can identify the learning styles. I mention this learning style because when you identify, you can adapt in different areas, in different concepts, in different topics.

Yes, I regularly adjust my teaching strategies. If I notice a common misunderstanding, I revise the topic using different methods. For example, visual aids, group work, or storytelling. I also vary pacing grouping and task complexing, depending on formal assignment outcomes, ensure that instruction remains aligned with the student's needs.

8. Do you adapt your teaching practices based on the results of Formative Assessments? If so, how?

Yeah, I adopted these practices because if I receive very good results, it means that things are working well. But if the results are not the ones that I was expecting, I need to adjust maybe the pace. Sometimes if the results are really good, I can speed up. But if the results are not the ones that I need, I slow down the class and check what are the contents that I can just put together so I can take extra time to go or to teach one more time the contents that are that are not well set. So sometimes I need to explain the concepts in different ways or modify the activities.

Of course I do every time that you adapt your teaching practices, you need to do it from the lowest to the highest. You are not going to put a practice for B1 levels to people who is a A1. No, everything is progressive. You need to do it as long as they are progressing and well the activities that I mentioned to you could be not always formal, but they can be a bit funny as well. You can do it by immersion when you want to develop speaking skills. That's something that I really like to practice. Or when you want to develop their listening skills, you can do it through songs. You put a song, and you try to ask students, hey, what does this mean? Or can you give me exactly the meaning of this song? Or can you give me exactly one certain word that was significant to you? Something that

you could touch something like that.

noticed that if I'm trying to teach pronunciation to some students, they don't really like the fact that I have to ask them to write it down. So, I will cut that part in the next class, and I would try and just sound it out or I would play more games with them if I saw that it's more engaging for them that way and things like that.

**9. What difficulties do you encounter when using Formative Assessment to improve students' engagement and academic performance in language learning?**

I consider that probably one of the main difficulties it's the time because when I have to teach according to a lesson plan and something goes from a different path that the one that I have designed the time is still ticking and when I have busy lessons and I have large classes the individual feedback it's difficult and in informative assessment the

One of the difficulties is more for the teachers than the students. What do I mean? Most of the professors and teachers nowadays have to do a lot of paperwork. They're overloaded with work to do at home, not only at their work. And they need to adapt to different strategies and methodologies, if they are not working you need to think of something else, you need to adapt to different kinds of students. For example, one student can catch one topic so well

I would say it's mostly the fact that sometimes students do not go really do not go well with the normal tools. For example, as part of the curriculum that I'm working with, we usually have to have any sort of assessment that is a structure like a worksheet activity or something that could be graded and something that has well-regulated test taking standards I

A difficult thing can be, for example, when you are a new teacher in a classroom, the students need to learn the new rules of a teacher, and sometimes it's hard for them to adapt in this new strategy, in this new method, approach that the teacher tried to incorporate in the class because every teacher has their own way to teach different lessons.

Through these years, one difficulty is time management. Providing individualized feedback can be time-consuming. Another challenge is ensuring that students value formative assessment as a learning tool, not just a grade. Additionally, addressing the diverse needs of students based on assessment results

individual feedback it's really important. Another difficulty could be when my students are really shy, and they don't give me the opportunity to help them with their assessment. Also designing the activities is because it takes lots of hours, but the good thing about doing this redesigning part is that if you're receiving good results, it means that probably next time you can use the same kind of activities with your students.

but what happens if another student doesn't catch it at the same time as the first student did? So, you need to adapt to it in different ways. You need to do even in different lesson plans for it. It's complicated and most of the teachers don't really like to do it. And well another difficulty that I can think of is students that sometimes are not really into it but as I mentioned to you before you need to look for other strategies to cope with it.

would say. So, I think that's the issue that affects me the most is the fact that I've noticed that my students tend to get nervous or they don't really perform as well when they notice that it's an structured exam because they think that that means that it will be graded right away and so they try and not make mistakes and when they try and not make mistakes that's when they make the most mistakes. So, I think that is what I have struggled the most with but besides that as I mentioned since I just play activities, I play games, I do activities and things like that they don't really notice it's mostly when they are structured

can be demanding, particularly in large or mixing-level classes.

*Note:* This table shows the results of the interviews conducted with the five EFL teachers. All the common answers are highlighted according to categories.