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Empowering English Learners: Implementing Effective Formative Assessment Strategies in Education

ABSTRACT

This paper discusses how effectively implementing formative assessment strategies empowers English learners in their studies. The study looks into various assessment tools to be tried on respondents, including Kahoot, group discussion, and an online assessment tool. There were 10 EFL instructors and 50 students from two different universities in Erbil, Iraq who participated in the study. Student responses appear to indicate that the implementation of formative assessments is positively related to enhanced learning gains. The interviews with the instructors described various forms of formative assessment applied in an English language classroom currently. Whereas there are areas where shortcomings exist such as lack of time and alignment between assessments and curriculum standards, challenges are presented by formative assessments. In light of this, therefore, educators shall be provided with resources in incorporating the use of formative assessments into their teaching. Formative assessment proves to be efficient in enhancing confidence among learners enabling learners to make sense of main ideas or concepts and academically better performances among students, as has been shown in this paper. Yet, the reluctance of student participation still prevails. This research adopted mixed-methods approaches by way of interviews and questionnaires in the collection of data and test attitudes toward formative assessment. It would seem that one of the positive impacts brought about by formative assessment is student engagement and academic achievement in learning the English language.

تمكين متعلمي اللغة الإنجليزية: تطبيق استراتيجيات فعّالة للتقويم البنّاء في العملية التعليمية

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الخلاصة:

يناقش هذا **البحث** مدى فعالية تطبيق استراتيجيات التقييم التكويني في تمكين متعلمي اللغة الإنجليزية في دراستهم. تبحث الدراسة في مجموعة متنوعة من أدوات التقييم التي يمكن تجربتها على المشاركين، بما في ذلك منصة "كاهوت"، المناقشات الجماعية، وأداة التقييم عبر الإنترنت. شارك في الدراسة ١٠ مدرسين

للغة الإنجليزية كلغة أجنبية و٥٠ طالبًا من جامعتين مختلفتين في أربيل، العراق. يبدو أن استجابات الطلاب تشير إلى أن تطبيق التقييمات التكوينية مرتبط بشكل إيجابي بتحسين المكاسب التعليمية. وصفت المقابلات مع المدرسين أشكالًا مختلفة من التقييم التكويني المطبقة حاليًا في فصول تعليم اللغة الإنجليزية. ومع ذلك، توجد بعض القصور مثل قلة الوقت وعدم التوافق بين التقييمات والمعايير المنهجية، وهي تحديات تقدمها التقييمات التكوينية. بناءً على ذلك، سيتم تزويد المعلمين بموارد لدمج استخدام التقييمات التكوينية في تدريسهم. يثبت التقييم التكويني فعاليته في تعزيز ثقة المتعلمين وتمكينهم من فهم الأفكار أو المفاهيم الرئيسية وتحقيق أداء أكاديمي أفضل بين الطلاب، كما هو موضح في هذا **البحث**. ومع ذلك، لا يزال هناك تردد في مشاركة الطلاب. تبنت هذه الدراسة منهجيات مختلطة من خلال إجراء المقابلات والاستبيانات لجمع البيانات واختبار المواقف تجاه التقييم التكويني. يبدو أن أحد الآثار الإيجابية التي أحدثها التقييم التكويني هو زيادة تفاعل الطلاب وتحقيقهم الأكاديمي في تعلم اللغة الإنجليزية.

الكلمات المفتاحية :التقييم التكويني، تمكين متعلمي اللغة الإنجليزية، نتائج التعلم، استراتيجيات التقييم الفعّالة.

1. Introduction

Assessment refers to the processes of collecting and analyzing information to evaluate the performance of EFL university students across multiple dimensions of meaning (Majeed and Hameed, 2021, p.40). Formative assessment is a collaborative process of diagnosis that, through continuous feedback, self-evaluation opportunities, and goal-setting, aims at promoting students' learning and development. This article presents an investigation into the impact of formative assessment on student learning outcomes in private English language classrooms in Lebanese French University-Erbil and Bayan University-Erbil, Iraq. The researcher shall focus on college students who are learning English as a second language. The central question being addressed is: "What is the impact of formative assessment on student learning outcomes in the English language classroom?" The present research also hopes to add to the present knowledge of the advantages of formative assessment and how it can be realized within a classroom.

1.2 Statement of the Problem

The vast majority of students in college are unable to achieve competency in the English language. The main issue underlying this problem is that English language classrooms seldom use formative evaluation methods. While the traditional summative assessment techniques of quizzes and exams are still very common, they may not give students enough feedback to guide their learning and growth. Summative assessment seeks to evaluate or encapsulate students' gained knowledge at the conclusion of a semester or

instructional unit (Mahmoud and Ghaleb, 2024, p.94). This may make students at a lower level of ability become disheartened and lose interest, which is likely to reduce the level of engagement. While there is so much experimental evidence that has pointed in the direction of formative assessment, it is not being implemented. Summative assessment does not provide students with helpful, precise, and meaningful feedback that would allow them to bridge the gap between what they know and what they do not.

1.3 Research Questions

The two major questions to be addressed in this study are:

1.How far does the effective use of the formative assessment procedure go by the teachers themselves?

2.What are the effects of using formative assessment on student learning outcomes in the English language classroom?

2. Strategies for Formative Assessment

1. Clear Learning Objectives

To effectively use formative assessment, it is essential to first establish clear learning objectives. Teachers must define what students need to know, understand, and be able to do by the end of a lesson or unit, as outlined in Wiggins and McTighe's work in 2005. Clear objectives provide a roadmap for assessment and ensure that learning activities align with desired outcomes.

2. Effective Questioning

As a teacher, questioning is an important tool we have to evaluate how much our students already understand. Good questions will allow you to open their minds and will open their minds to critical thinking. For writing questions of varying levels of cognitive thinking, you can use a method called Bloom's Taxonomy. The categories in this taxonomy can help you craft questions that span from lower-order to higher-order thinking skills (Anderson & Krathwohl, 2001).

3. Feedback That Promotes Learning

Providing feedback to students is an essential aspect of the learning process. Timely, specific, and constructive feedback can guide students on how to improve and achieve better results. It is crucial to focus feedback on the task, process, and self-regulation rather than the individual student. This approach encourages a growth mindset and helps students view their efforts as a path to mastery. Therefore, effective feedback is an integral part of the learning experience that can help students develop their skills and achieve their goals.

4. Peer Assessment

Is a teaching strategy that involves students taking responsibility for assessing each other's work against a set of criteria? This approach encourages collaboration, reflection, and critical thinking, and when implemented correctly, it can enhance learning and develop students' ability to self-assess (Topping, 1998).

5. Self-Assessment

Encouraging learners to assess their work helps them become more active participants in the learning process. Self-evaluation encourages student's autonomy and self-motivated learning because they define what they are good at and what they need to work on (Andrade & Valtcheva, 2009)

6. Use of Rubrics

Rubrics are guidelines for specific expectations given about a performance. They also create conditions where clear expectations can be easily described with specifics concerning areas of strength and those that require more attention and consideration. Rubrics provide opportunities for peer and self-assessment by instructors as a valid way to maintain uniformity in grading (Stevens & Levi, 2005).

Previous Studies

Moroccan EFL Secondary School Teachers' Current Practices and Challenges of Formative Assessment by A Ghaicha, Y Oufela

The study conducted by Ghaicha and Oufela (2021) sheds light on Moroccan EFL Secondary School Teachers' Current Practices and Challenges of Formative Assessment, aiming to investigate the extent to which Moroccan EFL high school teachers implement formative assessment practices and identify the major challenges hindering their effective utilization. The research by Ghaicha and Oufela (2021) addresses a significant gap in the assessment literature by focusing on teachers' classroom practices of assessment. Despite the well-documented positive effects of formative assessment on instruction and learning, there has been a lack of studies examining teachers' actual implementation of formative assessment strategies.

The study employs an explanatory sequential mixed-method design, utilizing questionnaires and semi-structured interviews to gather data from 98 EFL secondary school teachers in Morocco. The study's findings reveal valuable insights into the practices of Moroccan EFL high school teachers regarding formative assessment. The analysis indicates that most teachers are dedicated to providing feedback to students, with a significant number reporting consistent feedback provision. However, the study also

highlights challenges teachers face in effectively utilizing formative assessment practices, including contextual, institutional, and pedagogical obstacles.

English Language Instructors' Perceptions and Practices of Formative Assessment by Mohammed Sherko-Taher MalazADA

Mohammed Sherko and Taher Malazada conducted research concerned with the perceptions and actual practices of formative assessment among teaching instructors of the English language. Continuous evaluations during the process have hereby been explained. The case study abstracted from fifty English Language Instruction at Salahaddin University -Erbil brings into the view the importance of instructor not only in maintaining a progress-based record but also provides individual feedback and modifies their instructing methods as per requirements expressed by the students in this term. Conspicuously, the research findings drew further emphasis that assessment strategies would need revision as concerns the levels of understanding obtained within a framework developed and achieved by the students themselves, while active student involvement in assessment processes needs consideration. These are positive; still, challenges associated with the transparency of assessment methods and involvement in self-assessment were also noticed. This paper will be adding to the growing volume of knowledge base related to formative assessment within the evolving landscape of English language teaching at schools and underline that individual approaches shall be devised for necessary and effective learning support.

Formative Assessment and the Impact on Student Learning by Michael Huisman,2018.

Formative assessment plays a crucial role in enhancing student learning outcomes, as demonstrated by Michael Huisman's case study at Northwestern College, Iowa. Utilizing both quantitative and qualitative methods, the research found that the implementation of formative assessment practices led to notable improvements in student performance.By using quizzes on Quizizz at the end of lessons, Huisman identified students' weaknesses and adjusted lessons accordingly. This continuous assessment approach not only improved learning but also increased test scores and boosted student confidence.

Huisman's findings support existing literature, with scholars like Black and Wiliam emphasizing the benefits of formative assessment in raising academic standards. The research concluded that effective formative assessment techniques significantly enhance teaching, pinpoint student weaknesses, and promote academic growth and achievement.The conclusion of the research once again proved that formative assessment tends to have a positive impact on student learning. With tools such as Quizizz quizzes,

students developed better test scores, which increased confidence in themselves and improved their retention of the lesson material. It also evidences that inculcation of techniques of formative assessment will enhance teaching for betterment, locate weaknesses in students, and, in turn, ensure academic growth and achievement of goals.

Methodology

3.1 Methodology and data collection

To achieve the objectives, the study will adopt the qualitative and quantitative approach, in the present study the collection of data will be through interviews, and questionnaires, on both instructors' and students' levels of English departments at Bayan University-Erbil, Kurdistan Region, Iraq and Lebanese French University-Erbil.

3.2 Study Design

The study uses a Mixed method and exploratory research design to investigate the effectiveness of formative assessment strategies in education, involving interviews and questionnaires with English teachers and students at Bayan University-Erbil and Lebanese French University-Erbil.

3.3 Data Analysis

Mixed methods were applied for the collected data analysis through a statistical method to convert the data into results.

3.4 Sample of Participants

Random Sampling using data drawn from available respondents was used to get all willing subjects for the current study. All those who were respondents in the present study consented to participate. The sample participants in this research included 10 EFL instructors who were specifically selected to respond to the interview questions. They were from departments of English in two faculties namely, College of Education of Bayan University-Erbil Iraq and College of Education from Lebanese French University-Erbil. The questionnaires that were given to the students to fill in were used to check the bearing of formative assessment on the performance of the students in the above mentioned colleges. Participants were notified that all the information that had been gathered would remain confidential and their names would not be provided.

In their opinion poll conducted via questionnaire, the researchers selected 10 Lecturers who were teaching at intermediate level and 50 students who were learning at 3rd grade to get their views. Also, in order to enhance the validity and reliability of the response, a non-structural interview was carried out. But the respondents were the selected sample population of the research survey.

3.5 Questionnaire

Questionnaires are important tools in research as they allow researchers to collect data in a statistical form. They are used to examine the relationship between variables and outcomes, as well as to describe behaviors, attitudes, and trends related to research questions (Creswell, 2008). The questionnaire investigates Empowering English Learners: Implementing Effective Formative Assessment Strategies in Education. The questionnaire was handed to the students. This questionnaire was a total of 20 items in length and was constructed using the principle that every question would have five alternatives; these are, in order, (strongly disagree), (disagree), (neutral), (agree), and (strongly agree). Also, students would be asked for information regarding demographic data such as the student's gender and age. The second part contains the items of the questionnaire which was established and based on the relevant literature. On the other hand, in the case of quantitative, data was entered into the SPSS to analyze it by following the recent academic standard. his particular instrument was replied to by 50 students from English Departments of two colleges namely College of Education at Bayan University-Erbil and College of Education from Lebanese French University.

3.6 The Validity of the Questionnaire

Validity is the most significant measure to be considered in creating any instrument in any study (Muji, 2004). Face Validity concerns "What the teacher and students think of the test" (Harrison, 1983). For this purpose, the questionnaire was given to several jury experts those who are well-experienced university teachers, to address the accuracy and acceptability of items of the questionnaire. Some items were changed, others were modified according to the recommendations and suggestions of the jury members.

3.7 Semi-Interview

The researchers interviewed two university EFL instructors in two departments of English. More specially, first, the five instructors were interviewed on the 25th and 26th of March,2024 at the College of Education- Lebanese French University-Erbil. On the other hand, 5 EFL instructors were interviewed on the 25th, 26th, and 31st of March,2024 at the College of Education at Bayan University-Erbil, Iraq. This study utilized semi-structured interviews, which involved a set of pre-prepared open-ended questions that guided the interview while encouraging the interviewee to elaborate on the topic. The interview consisted of 8 questions, and participants were made aware up front that their responses would be confidential and their identities will be in anonymity.

3.8 Scope and limit to the research

This study will focus on two colleges at Lebanese French University-Erbil and Bayan University-Erbil-Iraq. This study is limited to 3rd students in English departments for the academic year 2023-2024.

Data Analysis and Discussion

4.1 Introduction

This section represents an analysis of the data that was gathered using two assessment tools, namely a questionnaire for students and an interview for instructors. The data obtained from the questionnaire was analyzed using SPSS, while the data from the interviews was examined through content analysis.

4.2 Data collection and research methodology

This research is descriptive and utilizes a survey with 20 questions from the study titled "Empowering English Learners: Implementing Effective Formative Assessment Strategies in Education." A total of 51 participants were randomly selected, and a smaller sample of 10 students was used to validate the survey questions. Cronbach's alpha was computed, resulting in a value of 0.851, indicating high reliability for the questions.Data analysis involved calculating the mean, standard deviation, one-sample t-test, and factor analysis to achieve the study's objectives. The one-sample t-test compared the average of the sample against a hypothesized value of 3 to determine any significant differences, as shown in Table 3.

Factor analysis

A multivariate statistical approach helps to reduce and summarize data, enabling the analysis of the interrelationships among a large number of variables. This method explains these variables in terms of their common and underlying factors. Additionally, it correlates numerous quantitative variables, reducing the original variables to a smaller set of new variables referred to as factors. When grouping variables into factors, the reduction occurs because each variable within a single factor is closely related, while variables from different factors are less related (Johnson and Wichern, 2013; Blbas et al., 2017; Blbas & Kadir, 2019). Factor analysis is employed to identify the key significant reasons for Empowering English Learners, which are categorized into four components using this technique (Blbas and Kadir, 2017). For a factor solution to be valid, it should explain at least half of the variance of each original variable, meaning that the communality value for each variable should be 0.50 or higher (Tefera et al., 2016, p. 37).

	N	%

Table (1) Descriptive Statistics for Demographic Questions

Gender	Male	21	41.2%
	Female	30	58.8%
Age	20-25 Years	50	98.0%
	26-30 Years	0	0.0%
	31-35 Years	1	2.0%

Table (2) Descriptive Statistics for the Factors Influencing Empowering English Learners

	S. disagree		Disagree		Neutral		Agree		S. agree		Mean	Std. Deviation
	N	%	N	%	N	%	N	%	N	%		
1. Formative assessments help me understand the key concepts of the course material.	2	3.9%	2	3.9%	9	17.6%	30	58.8%	8	15.7%	3.784	0.901
2. I feel that formative assessments contribute positively to my learning motivation.	1	2.0%	2	3.9%	17	33.3%	21	41.2%	10	19.6%	3.725	0.896
3. The feedback from formative assessments helps me identify areas where I need improvement.	2	3.9%	2	3.9%	7	13.7%	21	41.2%	19	37.3%	**4.039**	1.019
4. Formative assessments encourage me to engage more deeply with the course	2	3.9%	2	3.9%	15	29.4%	22	43.1%	10	19.6%	3.706	0.965

content.												
5. I believe formative assessments are aligned with the learning outcomes of the course.	0	0.0%	2	3.9%	13	25.5%	30	58.8%	6	11.8%	3.784	0.702
6. Formative assessments prepare me for summative assessments (e.g., exams, and final projects).	2	3.9%	3	5.9%	9	17.6%	22	43.1%	15	29.4%	3.882	1.032
7. Formative assessments encourage me to engage more deeply with the course content	0	0.0%	6	11.8%	11	21.6%	21	41.2%	13	25.5%	3.804	0.960
8. The frequency of formative assessments is appropriate for my learning	3	5.9%	5	9.8%	7	13.7%	29	56.9%	7	13.7%	3.627	1.038

pace.												
9. Formative assessments aid in my retention of course information over time.	1	2.0%	11	21.6%	4	7.8%	23	45.1%	12	23.5%	3.667	1.125
10. I feel comfortable asking questions and seeking clarification due to the formative assessment process.	2	3.9%	5	9.8%	9	17.6%	23	45.1%	12	23.5%	3.745	1.055
11. Formative assessments allow me to receive personalized feedback on my performance.	0	0.0%	4	7.8%	13	25.5%	21	41.2%	13	25.5%	3.843	0.903
12. I am more likely to participate in class due to the formative assessment	1	2.0%	7	13.7%	10	19.6%	24	47.1%	9	17.6%	3.647	0.996

approach.											
13. Formative assessments help me develop critical thinking skills related to the course material.	0	0.0%	4	7.8%	9	17.6%	14	27.5%	24	47.1%	**4.137**	0.980
14. The formative assessment process is fair and unbiased.	2	3.9%	4	7.8%	3	5.9%	28	54.9%	14	27.5%	3.941	1.008
15. Formative assessments have increased my confidence in the subject matter.	0	0.0%	4	7.8%	11	21.6%	22	43.1%	14	27.5%	3.902	0.900
16. I find formative assessments to be a valuable tool for self-reflection and improvement.	0	0.0%	4	7.8%	11	21.6%	19	37.3%	17	33.3%	3.961	0.937

17. The feedback from formative assessments helps me prioritize my study topics effectively.	2	3.9%	6	11.8%	9	17.6%	16	31.4%	18	35.3%	3.824	1.161
18. Formative assessments have helped me develop better time management skills.	2	3.9%	4	7.8%	10	19.6%	22	43.1%	13	25.5%	3.784	1.045
19. I feel that formative assessments contribute to a supportive learning environment.	0	0.0%	5	9.8%	9	17.6%	24	47.1%	13	25.5%	3.882	0.909
20. Formative assessments have improved my academic performance in the course.	2	3.9%	6	11.8%	6	11.8%	21	41.2%	16	31.4%	3.843	1.120

Overall			3.826	0.489

Table 1 displays the descriptive Statistics for the demographic question, the percentage of females (58.8%) is higher than the percentage of males (41.2%) while most of them are aged between 20 and 25 years (98%).

Table 3 One Sample T-Test for an Overall Average of Empowering English Learners

	N	Mean	Std. Deviation	t	p-value
Overall	51	3.8265	.48912	12.087	0.000

Table (3) represents there is a statistically significant difference between the overall average of Empowering English Learners and the specific value (3) because its p-value (0.000) is less than the significant level of α=0.05. Since the mean (3.8265) of this overall is greater than 3.

Table (4) Rotated Factor Matrix and Communities for the Factors Influencing Empowering English Learners

Factor order	Variables	Factor Loading	Communality	Eigenvalue	Total Variance Explained	Alpha Cronbach
1	7. Formative assessments encourage me to engage more deeply with the course content.	0.728	0.626	3.009	18.809	0.868
	1. Formative assessments help me understand the key concepts of the course material.	0.696	0.520			

	2. I feel that formative assessments contribute positively to my learning motivation.	0.690	0.561			
	3. The feedback from formative assessments helps me identify areas where I need improvement.	0.670	0.620			
	8. The frequency of formative assessments is appropriate for my learning pace.	0.650	0.566			
2	10. I feel comfortable asking questions	0.850	0.801	2.707	16.921	0.892

	and seeking clarification due to the formative assessment process.				
	12. I am more likely to participate in class due to the formative assessment approach.	0.750	0.665		
	14. The formative assessment process is fair and unbiased.	0.705	0.733		
	19. I feel that formative assessments contribute to a supportive learning environment.	0.602	0.660		
3	9-Formative assessments aid in my retention of course	0.711	0.579	2.098	13.115	0.711

	information over time.					
	6. Formative assessments prepare me for summative assessments (e.g., exams, and final projects).	0.683	0.557			
	15. Formative assessments have increased my confidence in the subject matter.	0.524	0.527			
	16. I find formative assessments to be a valuable tool for self-reflection and improvement.	0.501	0.505			
4	5. I believe	0.709	0.521	1.7224	10.766	0.701

formative assessments are aligned with the learning outcomes of the course.					
18. Formative assessments have helped me develop better time management skills	0.698	0.535			
17. The feedback from formative assessments helps me prioritize my study topics effectively.	0.502	0.560			
Overall Variance				59.611	
KMO and Bartlett's Test	KMO		0.626		
	Chi-square (p-value)		317.811 (0.000)		

Table 4 presents the factor analysis conducted to identify the key factors that empower English learners through the implementation of effective formative assessment strategies in education. This analysis highlights the 16 influential variables listed in Table 3. However, four variables items 11, 13, 20, and 4were excluded from the analysis because their commonalities were below the threshold of 0.5. The remaining 16 variables, or

factors, have a total influence rate of 59.611 on Empowering English Learners. The first factor, which is extremely important, accounts for an influence rate of 18.809 and includes the following variables: items 7, 1, 2, 3, and 8. The second factor, which is also significant in empowering English learners, has a total variance of 16.921. The variables in this factor include items 10, 12, 14, and 19. The third factor, which is very important (the total variance) and equals 13.115, is (items 9, 6, 15 and16) The four very important factors (the total variance) equal to 10.766, are (items 5, 18, and item17)

4.3 Interview of Instructors

In this section, the qualitative data has been analyzed by using interviews with instructors using the content analysis method. All the teachers, with over 5 years of teaching experience, participated in the study. The majority of teachers, approximately 70%, teach in large classes with 40-45 students, while only 10% teach in smaller classes with 20-30 students. The interview, aimed at investigating the current status of Empowering English Learners: Implementing Effective Formative Assessment Strategies in Education, consisted of eight questions to align with the participation of 8 teachers.

The first question was asking how you currently incorporate formative assessments in your teaching practice. This question aims to understand the specific methods, strategies, and tools teachers use to assess student learning progress formatively. *The analysis of the respondent's result belongs to many reasons as the teachers explain in the interview. Out of the 8 teachers interviewed, 62.5% reported using quizzes as a method to incorporate formative assessments into their teaching practice. Additionally, 37.5% mentioned utilizing class discussions and peer assessments in their teaching approach. Overall, these responses highlight the diverse strategies teachers use to incorporate formative assessments into their teaching practice, reflecting a commitment to ongoing assessment and feedback to support student learning.*

The second question was asking what challenges they face when implementing formative assessments in their classroom. The aim of asking teachers this question was to identify the obstacles and difficulties they encounter in effectively utilizing formative assessment strategies.

The predominant challenges reported by the majority of teachers regarding the implementation of formative assessments were time constraints and alignment with curriculum standards. In contrast, two teachers highlighted student reluctance to participate as a significant challenge.

The third question given to the teachers during the interview was, "How do you believe formative assessments impact student learning outcomes?"

The participants' responses to this question varied. Two respondents highlighted that formative assessments aid in identifying student strengths and weaknesses, enabling targeted instruction for improved learning outcomes. Other participants emphasized that formative assessments enhance student engagement, foster active participation in the learning process, and offer timely feedback to students.

The fourth question was what strategies do you use to provide feedback to students based on formative assessments?

The majority of faculty members concurred that verbal and written comments are the primary strategies they employ to provide feedback to students based on formative assessment. In contrast, two faculty members acknowledged utilizing timely and specific feedback as part of their feedback provision approach.

The fifth question was how do you ensure that the formative assessment tools you design are aligned with the diverse learning styles and preferences of your students?

Most of the teacher's responses were that to ensure that formative assessment tools are aligned with the diverse learning styles and preferences of students, it's essential to employ a variety of assessment methods that cater to different modalities of learning. This might include incorporating visual aids for visual learners, hands-on activities for kinesthetic learners, auditory prompts for auditory learners, and opportunities for verbal expression for linguistic learners.

The sixth question was can you share an example of a successful formative assessment you have used in your teaching.

The responses to the question about sharing a successful formative assessment used in teaching varied among the teachers. Examples included the use of Kahoot, group discussions, Exit tickets, and concept mapping.

Question seven has been mentioned: In what ways do you use technology or digital tools to enhance the design and implementation of formative assessment tools in your classroom?

The responses to the seventh question revealed a diverse approach to leveraging technology for formative assessment tools. Two participants highlighted the use of platforms like Google Forms, Kahoot, or Quizizz for interactive quizzes and immediate feedback. On the other hand, some educators utilize smart boards and Canvas to create

engaging, efficient, and adaptable formative assessment tools tailored to meet the diverse needs of their students.

The eighth question was: Which formative assessment tools, such as Quiz, Kahoot, Quizizz, Quizlet, presentations, or group discussions, do you find most effective in assessing students' learning progress and understanding in your classroom?

Half of the respondents identified Kahoot and quizzes as the most effective formative assessment tools for assessing students' learning progress and understanding, while the other half favored presentations and group discussions.

Conclusion

In sum, research on Empowering English Learners through effective formative assessment strategies underlines the positive impacts of formative assessments on student learning outcomes in the English language classroom. Results indicated that formative assessment raises students' understanding, motivation, and engagement in course material, furthering academic growth and achievement. The research has emphasized the establishment of effective formative assessment methods like Kahoot, group discussions, and online platforms that will enable the English learners and enhance their learning experience holistically. Despite challenges faced by instructors, including time constraints and alignment with curriculum standards, the study emphasizes the value of formative assessments in enhancing student engagement and academic success. Moving forward, continued support and resources for educators in integrating formative assessments into their teaching practices are crucial for further enhancing English language education in universities.

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