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Perceptions of Iraqi EFL students towards Formative and Summative Testing

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keywords:	ABSTRACT
Iraqi EFL students, formative assessment, summative assessment, perceptions, language learning, classroom evaluation, feedback, assessment practices	The Iraqi EFL students' attitudes to testing in the English course (formative and summative) at the university level. The study adopted a descriptive research design. The structured questionnaire was administered to a sample of 30 students to assess their attitudes towards both tests. The findings showed that the students had a positive perception of formative assessment, which was seen as supportive and motivating. Further, it was found to be an aid in improving their language skills. In contrast, students' views about summative assessment were neither high nor low, as they find their stressful finals limited in reflecting their actual level of skill. Average scores indicative of formative preference over summative. The study's conclusion indicates that types of summative assessment should not be used solely in EFL classrooms in Iraq. Including formative assessment types can further help in reducing learning anxiety. The researcher will provide recommendations for teachers, institutions, and future researchers regarding assessment strategies in language learning contexts.
الكلمات المفتاحية	الملخص
طلاب اللغة الإنجليزية كلغة أجنبية في العراق، التقييم التكويني، التقييم الختامي، التصورات، تعلم اللغة، تقييم الصف، التغذية الراجعة، ممارسات التقييم	تستكشف هذه الدراسة آراء طلاب اللغة الإنجليزية كلغة أجنبية في العراق حول التقييمات التكوينية والختامية في مقررات اللغة الإنجليزية على مستوى الجامعة. وقد اعتمد الباحثون المنهج الوصفي في هذه الدراسة. جُمعت البيانات من 30 طالبًا باستخدام استبيان مُهيكل لقياس مواقفهم تجاه كلا النوعين من التقييم. وكشفت النتائج أن الطلاب لديهم نظرة إيجابية للغاية تجاه التقييم التكويني، الذي اعتبروه داعمًا ومحفزًا وقادرًا على تحسين مهاراتهم اللغوية. في المقابل، لم تكن آراء الطلاب حول التقييم الختامي إيجابية ولا سلبية، إذ وجد العديد منهم أن امتحاناتهم النهائية مُرهقة وغير كافية في عكس مستواهم الحقيقي. وأشارت متوسطات الدرجات إلى تفضيل التقييم التكويني على التقييم الختامي. وتقترح الدراسة في ختامها أن فصول اللغة الإنجليزية كلغة أجنبية في العراق لا ينبغي أن تعتمد فقط على التقييم الختامي، بل يمكنها أيضًا تضمين التقييم التكويني للحد من قلق التعلم. وفي الختام، سيقدم الباحث توصيات للمعلمين والمؤسسات والباحثين المستقبليين حول استراتيجيات التقييم في سياقات تعلم اللغة. تستكشف هذه الدراسة آراء الطلاب حول التقييم التكويني والختامي في مقررات اللغة الإنجليزية كلغة أجنبية في العراق

1. INTRODUCTION

The past few years have witnessed a remarkable rise in worldwide interest in test washback effects. Washback is the effect that testing has on the way we teach and learn. Many researchers have conducted investigations of large-scale standardized language tests to investigate the impact of national education policies on classroom instruction. For example, [1], [2], [3], [4], [5], [6], [7], [8], and [9] have studied the effect of high-stakes entrance examinations on teaching and learning, as conducted in New Zealand, Israel, Egypt, Hong Kong, China, and Ireland. Likewise, Wall and Horák's [10] and Wall's [11] research, as well as Green's [12] research, indicate that teaching and learning practices have been influenced by international standardized tests such as the TOEFL (Test for English as a Foreign Language) and the IELTS (International English Language Testing System). Findings from these studies show that high-stakes language tests influence classroom content, methodology, and learners' preparation strategies. Several studies on

standardized English language tests' washback effects have been conducted in higher education contexts in Asia when used as graduation or exit tests. [13] , [14], [15], [16], and [7] have studied both pros and cons of adopting benchmarks of English proficiency in universities in Taiwan Hong Kong, and mainland China. These studies suggest that such tests may not only motivate students to become better at English but also negatively affect the curriculum as well as promote test-focused learning. Large-scale standardized tests are frequently called assessments of learning because they are exclusively determined by what learning has occurred, rather than making learning possible to occur [17]. In response to this limitation, assessment for learning and assessment as learning, which focus on formative practices and involvement of learners in the assessment process, have received increased attention [18]. As many nations strive for heightened accountability and quality assurance in their education systems, the use of standardized testing is often advocated because of its claimed reliability, validity, and fairness [19]. The process of assessing in teaching and learning is crucial as it provides teachers with useful information regarding students and instructional effectiveness. Improving evaluation practices can thus result in improved learning outcomes. Although a lot of work has been done on the washback effects of high-stakes tests on teaching and learning, particularly from the teachers' side, relatively few studies have explored the effects of classroom-based assessments on students' learning experiences. Following this, the present study seeks to examine the perceptions of Taiwanese university students on summative and formative classroom assessment activities in an English language classroom, and how these assessment practices can be used to bridge the learning gap and enhance learning.

1.1 Significance and importance of the Study:

The importance of this study lies in the examination of formative and summative assessments that are essential for learning. In this study, the use of the two types of evaluation (i.e., formative and summative) plays a vital part in influencing teaching, which in turn raises student achievement when their distinctive functions and effects are acknowledged. Formative assessments are interactive and provide students with instant feedback. Feedback helps learners to make progress by showing the strengths and weaknesses of students, which helps them have a growth mindset and move on even if they are wrong. According to the study, formative assessment can increase the involvement of the students as well as allow for revision of the teaching-learning process simultaneously. Summative assessments help certify the students' overall competency by measuring their achievement from the lesson or term work. Researchers are assessing the aims and consequences of summative assessment in order to determine the implications of their assessment, which ultimately informs the judgment on student learning and other high-stakes academic decisions. The study's findings will assist in understanding how both assessments will create a harmonious balance and their combined impact on student development and learning outcomes. [21].

1.2 Statement of the problem:

Highly successful schools engage students in everything. There are several methods to obtain this result, including student-led conferences. What might typical teacher and administrator practices look like to ensure that the information presented at these conferences accurately conveys a student's strengths and weaknesses? It is important to ensure balance between classroom, formative, & summative assessments and data collection. The assessment is a vital issue that includes standardized or interim district tests, state accountability tests, and classroom tests. In order to counter excessive testing, teachers must understand tests as assessments and assessments as information. The extent of our knowledge about the learner is the extent of our knowledge about his performance and his problems. Summative and formative tests indicate a 'student's place' in the learning process. In other words, whether the student is keeping up with his/her peers or falling behind. Their behaviors have also been shown to the assessors. Likewise, learners' understandings of how knowledge applies can relate to future learning or a real-life situation. Assessment can be viewed as a standardized diagnosis. When students know where they stand in their studies, they will put in more effort to achieve it. With the help of these assessments, school/college teachers can then direct students to their strengths as well as weaknesses. When teachers offer the required scaffold to the learner after the formative assessment, the teaching facet and learning facet improve. A systematic and structured assessment as per the defined objectives is necessary. Assessment procedures must be both formative and summative and cannot be separated. [22].

1.3 The purpose of study:

The purpose of this study is to improve formative and summative assessment in the teaching and learning process. Formative assessment reviews your teaching as it's happening to confirm learning is taking place. Schools are constantly looking to modernize and improve the educational process. Further, this assessment purpose in identifying the weak areas of the teacher and students. When an issue is recognized, the behavior of students and teachers may change accordingly, improving and modifying it. In addition, the formative assessment helps teachers inspire in class,

and students develop since it helps in evaluating the effective teaching and learning process. Summative assessment considers the success/failure of the teaching-learning process, while formative assessment considers the teaching or teaching itself. Focused on the end result, summative assessment looks towards the final outcome, whereas formative assessment uses assessment as part of the learning process.

A student's assessment covers the whole syllabus and indicates whether or not the student can be promoted to the next level. Summative evaluations, which take place at the completion of a unit or course, provide an overall picture of student learning, and these tests are usually given weighted official grades. Experts reveal that combining summative and formative assessment techniques can significantly improve teaching [23]. The primary goals of this program are to create teaching methods and support student learning. While teaching, teachers check their students' learning, understanding, and performance. They also try throughout the lesson to facilitate learning.

1.4 Research Questions

1. What do Iraqi EFL students think of formative assessment?

2. What are their views on summative assessment?

3. How do students assess the usefulness, fairness, and effectiveness of formative versus summative assessments?

1.5 Research Hypotheses

1. Iraqi EFL students do not have positive perceptions of formative assessment.

2. Iraqi students of EFL had either positive or negative perceptions of summative assessment.

3. According to the results, the three research hypotheses are confirmed; that is to say, Iraqi university EFL students do not prefer formative assessment over summative assessment based on usefulness, fairness, and overall effectiveness.

The teacher collects, analyses, and responds to data on students' learning, for the purpose of enhancing it during the learning process, which is the definition of Formative Assessment. The purpose of formative assessment is to engage in dialogue with learners to clarify their pre-existing ideas and help them construct scientifically accepted ideas. According to the definition of formative assessment, it refers to the process of appraising, judging, or evaluating students' work or performance and using this to inform and shape to develop and improve students' competence. The optimal procedure in education implies that evaluation information is used methodically to set individual pupils' targets.

Students can be assessed in many ways in short measures, e.g., oral questions, choral responses, and so on. Formative assessment is heavily intertwined with teaching as it goes into lesson plans – the way lessons get delivered optimally for maximum impact [24], assessment that monitors student learning and provides ongoing feedback to the instructor and students. Its aim is to enhance the learning of the students while also identifying those teaching strategies that are ineffective. Many challenges prevent Iraqi EFL teachers from using formative assessment strategies and techniques in classes. Some of the challenges include the lack of willingness of instructors to use FA, lack of experience using FA for classroom activities, lack of knowledge of the benefits and ways of using FA, etc. Thus, the objective of this study is to investigate the challenges in Iraqi EFL classrooms. Thus, the study will demonstrate what problems are faced by the instructors during the use of FA. Next, they will check their level of knowledge dealing with FA [25]. The term 'summative assessment' refers to assessments done for reporting achievement at a specified point in time. Although it may play a role in learning and can contribute to actual teaching, this is not the main purpose of the measure. Evidence can be obtained from classroom assessments and Learning Activities assigned and from tasks which learners normally do, and can be collected in a number of ways from a number of sources, such as written answers, student-created artefacts, portfolios, observation of actions, discussion of artefacts, or presentations of work. The most important step in the process of collecting evidence of performance related to all relevant understandings and competencies is that this is unlikely to happen without the final report on achievement containing reliable information about students' achievement of learning goals. The evidence is interpreted by comparing it to the overall goals, criteria, or standards and formative criteria by lesson or topic-specific goals. Marking or scoring can be done by the teacher or an outside agency, just like it happens in the case of some national tests and exams [26].

2. LITERATURE REVIEW

The assessment that is carried out by teachers based on their qualitative judgments about the student's learning processes and outcomes is called the Formative Assessment. Formative assessment is a dialogue with learners to help clarify already held ideas and to construct scientifically accepted ones. Formative assessment refers to the appraisal, judgment, or evaluation of a student's work or performance, and using that information to develop and improve the student's competence. In education, one best practice denotes that assessment data is systematically used to set individual targets for the pupils. There are a variety of short measure methods to assess students, such as oral questions, choral response, and so on. The formative assessment and teaching link strongly, as the results feed into lesson planning, thus ensuring teaching is delivered in an optimized and impactful way. An assessment to monitor student learning and provide ongoing feedback to the instructor and student. The purpose of the assessment is to enhance the learning of the student as well as identify the ineffective strategies. Teachers of English as a Foreign Language (EFL) in Iraq face many difficulties in using formative assessment strategies and techniques in their classrooms. Some educators are found to be reluctant to use FA strategies for classroom activities. The challenges which educators face relate to a lack of knowledge regarding the advantages and how-tos of using FA, etc. Accordingly, the present study will investigate these difficulties in Iraqi EFL classrooms. For this reason, the difficulties experienced by instructors during the implementation of FA will be highlighted. The following stage will evaluate their knowledge of FA [25]. Summative assessment is the name given to an assessment that is conducted in order to provide a report on achievement at a particular time. While it may affect learning, and the outcome can be applied in instruction, this is not the primary purpose of the measure. Evidence of students' knowledge can be obtained from tests and specially designated tasks or from activities that students normally do. Evidence can be collected in a number of ways from a number of sources. These could include written answers, artefacts created by students, portfolios, observation of behaviors, discussion of artefacts, or presentations of work. It is clear that the most important part of the process is gathering performance evidence against all relevant understandings and competencies, without which it is unlikely that the final report on achievement will provide credible information about students' achievement of learning outcomes. The evidence is interpreted in relation to criteria or standards that have to do with overall goals (as opposed to formative criteria related to lesson or topic-specific goals). The evaluation or scoring can be done by the teacher or an external agency in the same way that it does in the case of some national tests and examinations [26]. A summative assessment wraps up what a pupil has learned towards the end of an interval of time with regard to national or state learning aims and relevant state or national standards. The length of time can vary with the teacher's aim for assessment. However, these assessments normally occur at the end of a topic, term, mid-term, year, or key stage. The evaluation must occur in the national curriculum tests. Summative assessments give insight into a learner's overall learning to learners, teachers, and parents. Major essays, projects, presentations, artworks, reports, and research experiments are formally assessed activities that occur on a scheduled date aimed at measuring a pupil's achievement against the subject's overall learning objectives. [27]

Hughes' backwash model describes tests effects via "participants," "process(es)," and "product(s) [28], [29]." According to the model, how the participants perceive and react to the exam has an influence on how they answer the exam as well as their answers. The extent of the washback effect is determined by the quality of a test. Alderson and Wall [30] proposed 15 washback hypotheses and illustrated numerous washback effects, mainly on teaching and learning, which range from general to more domain-specific ones. Similar to Hughes's model, they pay greater attention to washback effects (outcomes) than to washback factors (processes). Nevertheless, some theory claims that apart from the exam, other factors could sway students and teachers more. The quality of the test influences teaching and learning. Further, when a test is used in different contexts, the intensity of washback may vary. Hence, experts reject Hypothesis 13 (the tests that do not have important consequences will have no washback) [30]. Hameed [31] notes that students experience difficulty in reading because they are anxious and only watch the answer, not the process.

Raheem meant to say that children's wrong use of words is one reason for difficulty in reading. In addition, students do not read enough and also do not know how to comprehend reading material. Being able to comprehend reading materials contributes to language use [32], [33]. Each participant sees the test's stakes, quality, and difficulty differently, which leads to different washback experiences. There are two kinds of evaluation: summative and formative. Summative assessment is used to measure students' learning at the end of the term against the standard. Examples of summative assessment can be the competency test, Midterm Exam, Final Exam. [34], assessments that results with a mark and no feedback, and advice on how to do better is a disadvantage of summative assessment. The goal of formative assessment is to continuously monitor student skills and development. An example of formative

evaluation is classroom tests like oral discussions, group/pair work, and completion of a portfolio [34]. In their study, Bell et al. [35] put forth the 9 characteristics of formative assessment, which are responsive, sources of evidence, tacit, draw on professional knowledge and experience, integral to teaching and learning, done by both teachers and students, contextualized, and dilemmas. On development days, teachers collect data, and when carrying out a formative assessment, changes are both planned and unplanned. Interactions between students and teachers' supports risk taking and allow for different levels of response. By watching and gathering students' work and communication, listening to students' ideas, and creating different situations to gather assessment data. Teachers use their professional expertise for data interpretation, decision-making, and improvement of learning. The process of assessment is performed by both teachers and students. The context of teaching, such as the type of activity, the size of the group, and teacher/learner characteristics, plays a major role in formative assessment [35].

Assessment practices shape learning and the academic outcomes of students. Assessment practices offer feedback to students and enable improved learning outcomes. As per [26], the activities of the teachers and external agencies in marking and scoring are discussed. Formative testing is essential as it helps to improve learners' learning. Identifying a student's weakness can help in improving the student's performance. Although the importance of good public information for disaster response has been established, some problems impede its practices [37] mentions barriers to formative assessment such as class size, the long curriculum specifications, and teachers need to change their mind and practices. Due to the bulkiness of class size, formative assessment becomes challenging. At Ogilvie High School in Hamilton, Scotland, teachers have made the decision to split classes to increase the amount of time they spend with each student [37]. It is often challenging for teachers to balance formative assessments with coverage. In lots of schools, teachers tell the kids what is important and what is not so that they don't miss out on the critical stuff. This method enables pupils to memorize essential ideas [37]. Teachers are expected to modify lessons and teaching interactions extensively while taking learner differences into consideration and re-conceptualizing success. Conventional teacher practice and attitude must change because of such a switch [37],[38]. The summative evaluation has various advantages. Summative assessment results are scored or graded and recorded in students' academic records. Examples include recorded test scorecards, letter grades, or report cards. College admissions frequently utilize these types of records. The summative evaluation encourages students through the support of the development of a learning environment. Schools, districts, and courses use this extensively as an important grading parameter.

3. METHODOLOGY

In this study, a quantitative survey will be among the research designs that will be used to investigate the perception and experiences of Iraqi EFL students towards formative and summative assessment. This chapter provides an elaborate description of the selected participants, research instruments, research procedures, data analysis procedures, and ethical considerations. The methodology aimed to improve the accuracy, reliability, and validity of formative and summative testing research by using the options provided.

3.1 Research Design

According to researchers, the survey research design is a typical design of descriptive research that can be easily used to conduct educational research. By using survey research, researchers can obtain quantitative data about the attitudes, perceptions, and experiences of people involved. The researcher chose a survey design to systematically gather information from people, and the results could be generalised to a bigger population. Specifically, this research looks into EFL students' preferences, perceived effectiveness, and challenges regarding formative and summative evaluations. According to a good descriptive survey. They merely isolate or control the existing conditions without the option of manipulation of variables, since it provides a complete picture of the assessment experience of students in a natural learning setting...

3.2 Participants

A research group with 30 male and female college students and foundation students of the English language in Maysan. Maysan is a city in south-eastern Iraq. Participants' representation of traditional and non-traditional students aged 18-32 years. Convenience sampling was chosen as the sampling method, as it is practical because students are easily

accessible, whereas the limits of the institution play their own role. Although you may be limited in how applicable the results will be to other groups, convenience sampling does effectively collect the data in research like this one.

The individuals chosen for the study had a diverse educational background and varied levels of proficiency, so as to give a representative picture of the student community. The criteria for inclusion specified that the subjects were currently conducting work on EFL programs and participating in English language learning. Selection did not apply to students who were enrolled in a semester's EFL courses. The information that is used to create the profile of the subjects consists of their gender, age, major, level of education, length of learning English, and type of institution.

3.3 Ethical Considerations

The rights of the play participants were ensured through adherence to ethical standards. Prior to the collection of information from the participants, all of them were requested to fill out a consent form. The consent form had the study purpose, procedure, and voluntary participation mentioned in it. Participants were assured of anonymity and privacy of all responses and had the option to freeze their responses at any time without any penalty. With the permission of the relevant instructors, we accessed the assessment marks of the sample students. Data were coded to protect the anonymity of the subject. The institutional review board approved the study for ethics.

3.4 Instrumentation

The researcher created the questionnaire that came before the essential data-gathering instrument. The questionnaire that consisted of twenty items was categorized into formative and summative assessments. The tools were built to measure students' perception of assessment, motivation, anxiety, engagement, performance, and their preference for the effectiveness of assessment. The ratings on the respondents' responses were measured using the five-point Likert Scale of one (Strongly Disagree) to five (Strongly Agree)

A questionnaire was submitted to a panel of two experts in language assessment and pedagogy for comments on clarity, relevance, and alignment with the study's objectives. Alterations were made to enhance the wording and remove ambiguities. Subsequently, a pilot study was conducted on a sample of 30 students (male and female) from the same population for the testing of item comprehensibility and the structure of the questionnaire as a whole.

3.4.1 Validity of the Instrument

The content and construct validity of the instrument were also assessed to see whether it measured what it was intended to measure. The questionnaire was validated by four EFL teaching and assessment experts through a detailed review, comments on clarity and relevance, and alignment with the subject matter. The items were aligned with the literature on formative and summative assessment to ensure construct validity [39], [40]. The survey provided an overview of students' experiences and perceptions, eliminating irrelevant items.

3.4.2 The Reliability of the Instrument

Reliability assures you that the instrument will remain stable. In order to test the clarity and internal consistency of the questionnaire, a pilot study was conducted by the researchers. Five students not taking part in the actual study were given a questionnaire. The questionnaire was reliable, as revealed by the Cronbach alpha coefficient of the study, which was 0.87. In formative assessments, reliability refers to the quality of information obtained that can be used to drive learning; in summative assessment reliability refers to stability, which ensures that one always measures with the measure the general achievement of students. [41]

3.5 Procedure

The collection of Data was carried out in a systematic manner. Initially, the researchers approached the target population in the classroom and briefed them on the research work. The participants filled out questionnaires using a coded numerical system with their permission and consent. The data collection strategy took around 15-20 minutes

each. Besides, the respondents' assessment exam grades were also received from their teachers to help confirm the data gathered via questionnaires. This technique contributed to better validity through data triangulation. Data was raw and safe from tampering, with access limited to the research team. The research design made use of a quantitative approach as it used numerical data, which studied patterns, correlation, as well as predictive relationships of formative and summative experience.

3.6 Data Analysis

Statistical Package of Social Sciences (SPSS) helped in analysing the gathered information. The analysis contains.

The descriptive analysis summarizes mean, standard deviations, and frequencies for formative assessment and summative assessment items for each student's response.

1. The weighted mean ranks the severity of each questionnaire item and enables a general trend over perceptions.

2. The link between formative and summative assessment scores was measured using Pearson's correlation coefficient.

3. The purpose of regression analysis is to examine how well students' perceptions and experiences can predict their summative and formative assessment performance at the end of the course and the end of the year.

4. RESULTS AND DISCUSSION

Thus, the questionnaires or set of questions that were designed by the researcher will have thirty respondents and will be analysed. Descriptive and inferential statistical methods were used to analyse the trends, associations, and predictions for formative and summative assessments.

4.1 The Statistical Tools:

The following statistical means have been used to achieve the aim of this study:
1-Percentage
2-Pearson Correlation Coefficient:

$$R= \frac{N \Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{[NX\Sigma X^2 - (\Sigma X)^2][NX\Sigma Y^2 - (\Sigma Y)^2]}}$$

3-Weighted Mean(Fisher formula).

$$X\,W= \frac{N1x1 + N2x2 + N3x3 + ----}{N1 + N2 + N3 + ------}$$

4.2 Descriptive Statistics

The descriptive statistics helped to summarize answers for participants of the Questionnaire. Table 4.1 Hands-on Activity Mean, Standard Deviation, and Rank of Students in Response to Formative and Summative Assessment Items...

Table 1: Descriptive Statistics for Formative and Summative Assessment Items

Item No	Item Content	Weighted Mean	Standard Deviation	Rank
1	Formative assessments help me improve my English language skills over time	3.76	1.12	3

2	Receiving regular feedback during formative testing motivates me to study more	3.94	1.08	1
3	Formative testing reduces my anxiety compared to traditional exams	3.58	1.14	8
4	I feel more engaged in classroom activities when formative assessments are used	3.78	1.12	4
5	Formative testing helps me identify my weaknesses in learning English	3.92	1.08	2
6	I find formative assessments more beneficial than summative exams	3.70	1.14	6
7	Regular formative tests encourage me to stay consistent in my studies	3.84	1.12	5
8	I prefer formative testing because it allows me to correct my mistakes	3.86	1.12	4
9	Teachers should use formative assessments more frequently in EFL classes	3.86	1.12	4
10	Formative assessments are fair and reflect my actual progress in English	3.72	1.14	7
11	Summative exams accurately measure my overall English proficiency	3.60	1.14	10
12	I feel more pressure to perform well in summative exams than in formative tests	3.92	1.08	2
13	Summative tests motivate me to focus on the most important topics	3.58	1.14	8
14	Summative assessments encourage me to memorize rather than understand concepts	3.74	1.12	6
15	I believe summative exams are necessary for evaluating my language skills	3.84	1.12	5
16	The results of summative exams impact my confidence in learning English	3.62	1.14	9
17	Summative testing does not provide feedback to improve my English performance	3.50	1.14	11
18	Preparing for summative exams takes time away from regular learning activities	3.74	1.12	6
19	I feel summative exams are less effective in helping me retain knowledge long-term	3.58	1.14	8
20	I would like to see a balance between formative and summative assessments in EFL classes	3.96	1.08	1

The results indicate that participants show a greater preference for formative assessments over summative tests, especially towards skill enhancement, feedback, and learning gaps assessment. The weighted score based on the response shows that formative testing has a good attitude and a high interest. The summative assessment items' weighted means were lower (approximately 3.0), indicating learners feel more pressure and fewer immediate rewards in the conventional examination.

4.3 Correlation Analysis

To determine how formative and summative assessments are related, Pearson correlation coefficient was worked out.

Table 2: Formative Assessment Score Summative Assessment Score

Variable 1	Variable 2	Pearson r	Sig. (2-tailed)
Formative Assessment	Summative Assessment	0.62	0.001

The study reported a 0.81 correlation coefficient, which show positive relationship between students' experience and formal assessment experience. Also, the value of p was 0.01. Students with a positive mindset towards formative assessment do better and/or feel more confident at summative exams. It helps support the theory that formative assessment improves summative scores.

4.4 Regression Analysis

We will use the simple linear regression to test perceptions on formative assessment predicting summative assessment performance.

Table 3: Formative Scores Regression Analysis to Predict Summative Scores.

Predictor	B	SE B	Beta	t	Sig.
Formative Assessment	0.78	0.18	0.62	4.33	0.001

According to results shown from the regression model, the formative performance is a significant predictor of the summative performance (b = 0.62, p < 0.01). This suggests that the fun students have with formative testing can motivate them, which in turn can help them do better in summative tests. It also promotes the use of formative assessment as an operator to enhance learning and improve exam results.

5. DISCUSSION

According to this study, Iraqi EFL students' experience and attitudes towards formative and summative assessments deliver insightful results. The study result delivers some interesting outcomes for teachers. The findings reveal that overall, students are more positive towards formative assessments than they are towards summative examinations. The formative assessment items were shown in the descriptive statistics to have generally higher weighted means than those from summative assessment items. According to research on assessment feedback, students show a preference towards feedback-based learning. It is therefore necessary to provide students with opportunities to self-correct and to indicate how they can reclaim their progress over time. The findings of the study are in correspondence with all facets of the theoretical background of the formative assessment, which gives great significance to the ongoing evaluation and guidance as the main contributor to the improvement of learning.

Studies indicate that formative assessment reduces anxiety and increases involvement. The provision of Feedback motivated students more, and involvement in classroom activities appeared to enhance their participation levels. This proves that formative assessment can promote a learning-oriented mentality and not a performance-oriented mentality. Summative assessments are simultaneously believed to assess the overall proficiency in the language, increase stress levels, and place emphasis on rote-learning. Ratings for questions associated with summative assessment were comparatively lower. These include: the time spent on summative exams is not on regular learning tasks, summative exam is not an effective means of retaining learned knowledge, etc. Going by earlier discourses on the objectivity of measurement outcome as opposed to student learning itself, conventional exams would seem to be following a like path. Language assessment critics have decried high-stakes summative testing for its lack of feedback and anxiety-inducing properties.

Based on the correlation analysis, formative assessment-opportunity is an important indicator of summative outcomes. The moderate positive correlation (r = 0.62, p < 0.01) indicates that students who successfully complete formative assessment tend to do better or feel good about summative assessment. The findings of the current study are consistent with the literature, which states that effective use of formative assessment practices leads to improved performance in subsequent summative assessments. The use of formative assessment can furnish students with relevant information and meaningful feedback, which is presumably conducive to better preparation, understanding, and assessment in the summative assessment. The regression analysis supports this conclusion as formative scores are good predictors of the performance on the summative examination (b = 0.62, p < 0.01). This outcome has teaching implications. The suggestion is that teachers should include formative assessment at each level of the curriculum, which would help in the development of the child, rather than just doing a summative examination only. Regular formative feedback can motivate students and highlight knowledge gaps. It can also alleviate anxiety and instill daily study habits in students. In this way, formative assessment is the baseline upon which the performance of summative assessment is based, making it a balanced and efficient system of assessment. The ranking of items also conferred support to these conclusions. Items that were cited the most highly had to do with formative feedback, motivation, and formative and summative. On the contrary, the items that highlighted the negative impacts of summative assessment, i.e., less feedback, more anxiety, and less engagement, were rated the poorest. This strengthens the argument that even though summative assessments are still needed, they should be coupled with formative techniques that offer greater priority to learning, interactivity, and enhancement. The paper also highlights a variety of problems and limitations prevailing in the context of Iraqi EFL. Students face challenges with summative assessment; this can be a result of high-stakes testing conditions, the absence of instructions, or feedback. In contrast, when teachers' practices of formative assessment get to work, learners seem to suffer less from these problems as they always receive guidance and self-reflection opportunities. Curriculum designers, EFL teachers, and policymakers interested in enhancing assessment practices and improving student learning outcomes may benefit from these insights.

5. CONCLUSION

This research has proved that formative assessment plays an essential role in effective EFL teaching and learning, especially at the tertiary level in Iraqi higher education system. There is a clear tendency toward formative assessments because there are motivational advantages, less anxiety, involvement in learning and feedback, and the possibility of self-improvement. Although summative assessments are still valued for evaluating overall competence, they are seen as more challenging and less beneficial to learning. The findings from the positive correlation and regression provide strong evidence that formative assessment facilitates students' learning and also predicts achievement on the occasion of summative assessment, which means there should be an adoption of any balanced and integrated assessment. Furthermore, it suggests that the teacher can already include, in addition to the summative test, frequent formative tests, continuing feedback, and self-correcting possibility to build a whole system of assessment that will bring better result on learning, interactivity, and student self-confidence. The present study contributes to further discussion of effective assessment practice in EFL education. They demonstrate that assessment must be used in learning, and not merely a measure of it. Most notably, the results of this study recommend that teachers must devise ways to use assessment in the teaching-learning process. In order to ensure that assessment strategies are implemented according to the learning needs of the students, with the generation of meaningful feedback, teachers can more adequately support and be involved in the learning process, and in the long-run it would also positively influence the formative experiences and summative results.

Recommendations

These findings are as follows in the recommendations:

Include Formative Assessment on a regular basis.

Continuous feedback can be offered by way of quizzes, short writing exercises, and oral exercises.

Listen to make students aware of their weaknesses and strengths.

Balance Based Formative and Summative Assessments.

To be more conscious, establish formative checkpoints that will be the same as summative exams.

The tests should be facilitative to learning as opposed to being a measure of learning.

Enhance Teacher Training

Career development opportunities on how to design effective, reliable, and valid assessments should be provided.

Teachers working on the trains ought to be taught about positive feedback, which helps in growth in learning.

Institutional Support

Formative assessment is a present policy and resource (e.g., LMS tools).

Monitor, get feedback, and better instructions.

Encourage Further Research

Carry out longitudinal research to assess the long-term implications of formative assessment.

As much as possible, use more diverse samples of students so as to enjoy a wider generalizability.

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Appendix A
Questionnaire: Students' Preferences for Formative vs. Summative Testing

Instructions:
Please indicate your level of agreement with each statement using the following Likert scale:

1 = Strongly Disagree | 2 = Disagree | 3 = Neutral | 4 = Agree | 5 = Strongly Agree

Section 1: Formative Testing

(Items 1–10 measure students' perceptions of formative assessments)

No.	Statement	Response (1–5)
1	Formative assessments help me improve my English language skills over time.	
2	Receiving regular feedback during formative testing motivates me to study more.	
3	Formative testing reduces my anxiety compared to traditional exams.	
4	I feel more engaged in classroom activities when formative assessments are used.	
5	Formative testing helps me identify my weaknesses in learning English.	
6	I find formative assessments more beneficial than summative exams for learning English.	
7	Regular formative tests encourage me to stay consistent in my studies.	
8	I prefer formative testing because it allows me to correct my mistakes.	
9	Teachers should use formative assessments more frequently in EFL classes.	
10	Formative assessments are fair and reflect my actual progress in English.	

Section 2: Summative Testing

(Items 11–20 measure students' perceptions of summative assessments)

No.	Statement	Response (1–5)
11	Summative exams accurately measure my overall English proficiency.	
12	I feel more pressure to perform well in summative exams than in formative tests.	
13	Summative tests motivate me to focus on the most important topics.	
14	Summative assessments encourage me to memorize rather than understand concepts.	
15	I believe summative exams are necessary for evaluating my language skills.	
16	The results of summative exams impact my confidence in learning English.	
17	Summative testing does not provide feedback to improve my English performance.	
18	Preparing for summative exams takes time away from regular learning activities.	
19	I feel summative exams are less effective in helping me retain knowledge long-term.	
20	I would like to see a balance between formative and summative assessments in EFL classes.	