

Language Learning Outcomes: A Critical Analysis of Assessment Methods and Their Effects on Student Achievement

Tatheer Aziz¹, Saima Zaman Muhammad Zaman², Ms. Sameena Begum³, Dr Gulnaz Fatma⁴

¹Lecturer, Department of Foreign Languages, Jazan University, Saudi Arabia

Email: tatheeraziz@gmail.com

²Lecturer, Department of Foreign Languages, Jazan University, Saudi Arabia

Email: szaman@jazanu.edu.sa

³Language Instructor, Dept of Foreign Languages, College of Arts and Humanities, Jazan University, KSA

Email: sbmohammed@jazanu.edu.sa

⁴Language Instructor, University College, Al Ardah, Jazan University, Jazan, Saudi Arabia

gulnaz.fatima15@gmail.com

ARTICLE INFO

Received: 30 Dec 2024

Revised: 05 Feb 2025

Accepted: 25 Feb 2025

ABSTRACT

The landscape of English Language Learning (ELL) assessment is evolving, necessitating innovative methods to thoroughly assess students' linguistic proficiency. Traditional assessment methods often fail to capture the dynamic and diverse characteristics of language acquisition. Summative evaluations, while providing an overview of proficiency, may lack precision in identifying areas for improvement. This paper provides a comprehensive technique that combines summative and performance-based evaluations to address the limitations of conventional assessment methodologies. The objective is to enhance the precision of language proficiency assessments and provide a more comprehensive overview of children's linguistic development. The proposed integrated approach leverages the benefits of summative and performance-based assessments. The method aims to provide a more comprehensive assessment of students' language proficiency by incorporating ongoing feedback, final examinations, and practical language usage. This comprehensive method acknowledges the significance of practical language application, introspection, and cooperative learning, leading to a more genuine and extensive assessment process. Summative evaluations comprise standardized tests and projects, while performance-based assessments involve practical language applications in real-world contexts. An initial diagnostic assessment informs instructional planning. The effectiveness of the comprehensive assessment technique is evaluated through a comparative analysis of student results. Quantitative language proficiency data, namely test results, is analyzed to measure growth and pinpoint distinct strengths and weaknesses.

Keywords: English Language Learning, Assessment, Integrated Approach, Language Proficiency, Qualitative Analysis.

1. Introduction

English is one of the most widely spoken languages globally, with about 1.5 billion speakers. It promotes communication and collaboration among persons from diverse linguistic backgrounds by serving as a lingua franca across various fields, including commerce, science, technology, and diplomacy. English, originating from the Germanic tribes of the early Middle Ages, has evolved over the decades due to various influences, including Latin, French, Norse, and more recently, globalization and technological advancements. Due to its extensive and diverse history, the language possesses an expansive vocabulary, a complex grammatical structure, and is renowned for its adaptability and mobility. Due to the British Empire's significant historical influence and America's present dominance, English is considered a global language. As a result, French has become the primary language for international communication, education, and entertainment. The prominence of English as a second or primary

language in numerous countries has expanded its global significance. The growth of English has produced numerous varieties and variants that reflect geographic differences in vocabulary, grammar, and pronunciation. Variations of English shaped by societal, cultural, and historical factors encompass American, British, Australian, and Indian English. These variations exhibit distinct characteristics.

It is impossible to understate the significance of English in the modern era of digital technology because it has become the language of choice for engaging in web browsing and the sharing of information. Because English is the language that is used for the majority of the content that is found on the internet, it is essential to be able to communicate in English in order to take advantage of the numerous opportunities and resources that are available across a wide range of industries [2]. Even though English is the language that is spoken the most in the world, it is constantly evolving because new phrases and terms from a broad variety of other languages are being included into it. This may be seen as an example of how language and culture are constantly evolving. It is anticipated that English will continue to strengthen its position as a worldwide language of communication as barriers to communication continue to be removed in a world that is becoming more interconnected throughout the day, which will have an impact on connections and interactions on a higher level everywhere. Learning English, also known as English Language Learning (ELL), is a process that is both significant and dynamic, and it assists individuals from all over the world in effectively communicating in one of the languages that is spoken the most frequently. English language learning proficiency is now required for advancement in the job, in the classroom, and in personal life. This is because there are more than 1.5 billion students throughout the world who are learning English. The fact that English is a crucial component in a wide variety of professions, such as trade, technical advancement, and negotiation, is one of the primary reasons for the widespread attraction of English as a second language. If you have a solid command of the English language, you will have access to a broad variety of opportunities, such as job placements in other countries and higher education in countries where English is the primary language. The methods that are used to instruct English have undergone significant transformations throughout the course of time as a result of pedagogical advancements and technological advancements [3-5].

In addition to the traditional classroom-based training, learners now have access to completely immersive experiences, as well as learning environments that are both customizable and engaging. This is made possible by the addition of online resources and smartphone applications. A wide range of educational resources, including interactive quizzes, podcasts, videos, and online classrooms, are made available by these services in order to cater to a variety of learning styles and interests. The communicative technique, which has gained popularity among English Language Learners, places a higher emphasis on the development of real-world communication skills than it does on the memorization of grammar rules in a repetitious manner. Students can become more fluent and self-assured in their use of English in a variety of circumstances with the assistance of this method, which encourages meaningful interactions amongst peers. Another key component of English Language Learners (ELL) is cultural competency. This is due to the close relationship that exists between cultures and languages. As part of the process of learning English, it is vital to acquire the societal and cultural norms, idioms, and cultural distinctions that are prevalent in locations where English is dominant. Through immersion in a different culture through the use of language exchange programs, cultural seminars, and genuine materials, students are better prepared to handle communication across cultural boundaries. In addition, assessments of English language proficiency, such as the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS), and Cambridge examinations, contribute significantly to the evaluation of students' language skills in academic and professional contexts. The purpose of these standardized tests is to serve as an indicator of existing ability levels and to open doors to educational and employment opportunities globally [4].

It is vital to conduct assessments in English Language Learning in order to determine the level of linguistic proficiency possessed by students and to inform the development of lessons. It is comprised of a variety of methods and tools that are designed to evaluate the students' ability in grammar, vocabulary, speaking, reading, writing, and listening skills, as well as their comprehension of the cultural differences that are associated with the language. In the subject of English language learning, the multifaceted process of assessment is vital for identifying the level of language competency of students and for directing the instructional strategies that are utilized in language classes. Not only can effective assessment methods measure the level of language proficiency possessed by students, but they also contribute to the enhancement of learning outcomes by providing constructive criticism and directing the design of

instructional materials. In order to assess the extent to which various evaluation strategies influence the learning outcomes of students, this article will study the ways in which these strategies are utilized in English Language Learner (ELL) settings. The term "evaluation in learning the English language" refers to a wide variety of methods and tools that are utilized in order to ascertain the level of language proficiency possessed by students and to steer instructional tactics in language classes. In addition to providing continuous education, providing constructive criticism for improvement, assessing general language proficiency, and encouraging the development of communicative talents in real-world settings, effective evaluation approaches also provide continuous education. The investigation of various assessment methods and the effects that these methods have on learning outcomes can help teachers enhance language instruction and offer students with learning experiences that are relevant to their language learning goals. [5] This will allow students to successfully accomplish their language learning objectives.

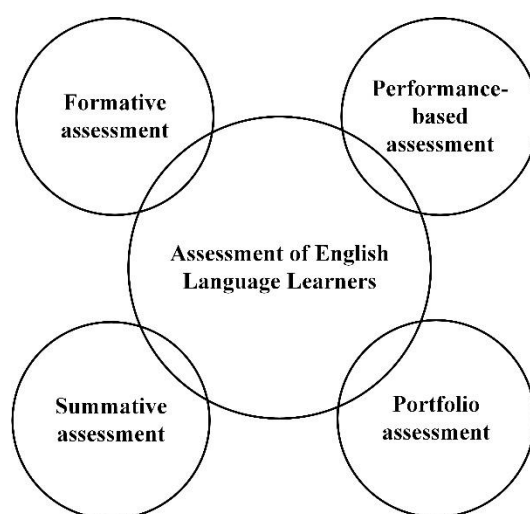


Fig. 1. Assessment of ELL

The constant process of formative assessment, which is intertwined with the activities of teaching, is an essential component of the English language learning that takes place in classrooms. In Figure 1, the evaluation of ELL is displayed. By employing strategies such as classroom monitoring, educators are able to closely examine how students communicate, participate, and use language. This allows them to gain vital insights on the students' levels of competence and highlight areas in which they need to improve. Additionally, students are able to provide constructive comments on language issues through the use of peer evaluations, which further encourages collaboration within the classroom and helps students build their assessment skills. Informal conversations between teachers and students can be helpful in evaluating students' oral abilities, levels of comprehension, and fluency in natural language contexts. These conversations can also provide valuable information regarding the growth of each individual student. In language classes, the results of students' learning are significantly impacted by the formative assessment that is administered. By utilizing this approach, students are provided with timely opportunities for assessment and introspection, which not only assist them in recognizing their own capabilities and limitations, but also encourage self-regulated learning. In addition, the continual nature of formative evaluation helps students create a growth mindset, which in turn motivates them to take an active role in the process of language acquisition and to set personal objectives for themselves. Students' overall development as speakers is supported by formative assessment, which is a multidimensional technique that generates a changing and encouraging educational atmosphere [6]. Formative assessment serves to improve language abilities while also supporting students' overall development as speakers.

The term "summative assessment" refers to the final evaluation of students' language skills that takes place at the conclusion of a certain learning session. This evaluation is an integral component of the process of learning English. Standardized tests, such as the Test of English as a Foreign Language (TOEFL) and the International English Language Testing System (IELTS), are widely utilized in situations that are geared toward English Language Learners (ELL). In addition, written examinations examine students' writing, grammar, and vocabulary through tasks such as essays and multiple-choice quizzes, which provides pupils with a greater mastery of the language. Oral proficiency

interviews are a vital technique for evaluating students' abilities to talk and listen, as well as displaying their competence as communicators. These interviews are conducted through discussions surrounding a wide range of topics. Because they offer a comprehensive evaluation of the students' language skills, summative examinations have a substantial impact on pupils who are learning English as a second language. The purpose of these evaluations is to assess the level of preparedness of students for face-to-face interactions, guarantee that they are proper in their language production and comprehension, and supply information that can be used to make decisions regarding their position and advancement. Summative assessments give teachers valuable information on the general language competence of their pupils. This information enables teachers to make well-informed judgments about the lessons they teach and fosters the ongoing improvement of language learning objectives [7]. Performance-based evaluation is used to determine whether or not an English Language Learner (ELL) is proficient in the use of language in authentic activities and real-life circumstances. In the context of English Language Learners (ELL) classes, this type of evaluation makes use of a range of methods, such as projects, role-playing activities, and presentations. Through the use of oral presentations, students demonstrate their capacity to organize ideas, employ appropriate language patterns, and successfully captivate audiences. Students get the opportunity to demonstrate their ability for meaningful connection in a range of circumstances by participating in role-playing exercises. These activities allow students to assume the role of real-life communication situations, such as placing an order for food or negotiating a business transaction. Additionally, language-based tasks give students the opportunity to employ their language skills in a way that is both creative and meaningful. This can be accomplished through the creation of posters, multimedia presentations, and personal essays. The use of performance-based evaluation helps students improve their learning outcomes and fosters the development of interpersonal relationships, critical thinking, innovation, and teamwork. This is accomplished by encouraging students to apply their language skills in circumstances that are actually occurring in the world. They assist students build a complete understanding of language competency and enable them to engage in effective interaction in a variety of social, educational, and professional situations [8]. This is because these activities empower students to demonstrate their language abilities in real-world conditions, which helps them create a comprehensive understanding of language competency.

A portfolio assessment is the process of systematically collecting and reviewing examples of students' work over the course of time. The purpose of this evaluation is to illustrate students' linguistic skill and development. Examples of writing, such as essays, diary entries, or creative projects, are typically included in the portfolios that are produced by schools that cater to students who are learning English as a second language. The ability of pupils to express ideas, make effective use of language structures, and transmit meaning in a way that is understandable is illustrated through the usage of these artifacts, which are associated with written communication. It is also possible for portfolios to include recordings of interviews or oral presentations given by students. These recordings demonstrate the students' competency in speaking and listening, as well as their pronunciation, fluency, and ability to articulate ideas effectively in spoken English. Furthermore, when students record their experiences, objectives, obstacles, and triumphs in the process of language acquisition, self-reflections play a significant role in the evaluation of how well their portfolios are done. The learners' consciousness and the growth of their language learning skills are addressed in these statements, which provide valuable information. Portfolio assessment plays a significant role in enhancing the outcomes of learning in language classes because it provides students with a comprehensive and tailored perspective of their progress in the development of their language skills. By giving students the opportunity to select and evaluate their own work, portfolios facilitate the development of a sense of ownership and accountability for the learning process that they are engaged in. In addition, portfolios enable students to evaluate their language skills over time, establish goals for their growth, and become more self-motivated and independent in their activities related to language acquisition. When everything is taken into consideration, portfolio assessment is an efficient tool for evaluating and increasing language competency in English Language Learner (ELL) contexts as well as for teachers and students [9].

The proposed combined strategy for ELL assessment aims to transform existing methodologies by addressing the inadequacies of earlier approaches and providing a more comprehensive evaluation of students' language proficiency. This is the idea behind the proposed strategy. Conventional tests, which frequently fail to reflect the dynamic and multifaceted nature of language acquisition, are contrasted with an integrated approach, which allows for a thorough study of the language development progression of children. There are three types of examinations: summarized,

formative, and performance-based. In order to increase the accuracy of language skill evaluations, this methodology, which acknowledges the significance of collaborative learning, reflective thinking, and practical language usage, makes use of the benefits that are associated with each type of assessment. For the purpose of providing instructors and students with quick feedback to encourage further learning and growth, formative assessments are conducted on a regular basis during the course. Traditional examinations and projects are examples of summative assessments that provide an overview of ability. However, performance-based assessments that contain scenarios of language use in everyday life are also used to test language competency by incorporating language usage scenarios. In order to ensure that the evaluation criteria are consistent and easy to understand, the process of evaluation is directed by the utilization of rubrics. In addition, the preparation of instruction is influenced by a diagnostic evaluation that is carried out at the beginning of the course. This evaluation gives teachers the opportunity to revise their methods in order to accommodate the specific needs and objectives of each individual student. Using a mixed-methods study design, one can investigate the effectiveness of an integrated assessment methodology. This is accomplished by combining qualitative and quantitative approaches to the collection of information. The data on language competence, which includes both qualitative performance-based activities and quantitative test results, is examined in order to track development and identify the areas in which individual students could improve as well as those in which they excel in their language abilities. Additionally, by integrating end-of-term exams, ongoing feedback, and real-world language application, this suggested method adds to a more comprehensive and authentic evaluation procedure for English language acquisition. This is accomplished by offering an in-depth examination of the language abilities that students possess.

The following is the paper's main contribution:

- The integrated assessment approach captures a variety of abilities and competencies, providing a deeper understanding of language competency.
- Through the integration of summative, along with performance-based evaluations, this approach offers a thorough understanding of students' language progress.
- In performance-based examinations, real-world language experiences allow students to genuinely use their language abilities, improving their interpersonal preparedness.
- When assessing students' language competency across a range of tasks and activities, rubrics provide guidance and ensure clarity and openness.

There are many sections in this paper. A description of the English Language Learning assessment is given in Section 1 along with an introduction to the suggested integrated assessment approach. Traditional techniques of assessment in ELL classrooms are covered in related works of Section 2. Section 3 outlines the problems that are stated in the traditional methods. The Methodological Framework for Summative, and Performance-Based Assessments in ELL is presented in Section 4, along with the findings of the investigation, including an analysis of the and qualitative data, are covered in Section 5. Section 6 concludes with recommendations and ramifications for ELL evaluation procedures.

2. Related Works

The number 10 is Jamrus and Razali. One of the most important aspects of formative evaluation is the process of giving and expecting feedback. The majority of teachers, however, find it difficult to provide feedback to their students for a variety of reasons, one of which is the high number of kids in the class that consumes their time. Reflecting on the quality of their own work, determining the degree to which it satisfies certain objectives or standards, and changing it as necessary through self-assessment are all ways in which students can act as valuable providers of feedback. Student self-assessment has the potential to produce accurate and useful data that may be used to enhance educational endeavors when it is carried out correctly. It has also been demonstrated that self-assessment has a number of beneficial effects on the process of learning English. These include encouraging students to focus on their own English, fostering a commitment to learning the language, providing a framework for understanding English learning based on a variety of English language skills, and aiding students in developing an appreciation for independence in their learning. In light of this, the objective of this conceptual study is to analyze the various ways in which self-assessment might be utilized in the process of learning English. The use of self-assessment throughout the process of English language acquisition has a number of potential drawbacks, one of

which being the risk of students making erroneous self-evaluations, in which they may inaccurately determine their skills in the language. Therefore, it is possible that they will have an erroneous perception of their progress, which will make it more challenging for them to identify the areas in which they still have room for improvement. It's possible that some pupils don't have the mental processing skills for spoken language or the self-awareness that's required to assess their language competency effectively.

The objective of the study was to investigate the attitudes of both teachers and students regarding the various types of evaluations that were utilized within the context of a program in English that was made available to students who were majoring in the subject at the tertiary level. An assortment of standard and non-traditional evaluation tools were utilized throughout the course of the inquiry. In order to determine how instructors and students felt about the various types of assessment that were utilized in the overview of English grammar and framework course, which was required of first-year English majors at an educational institution in Bangkok, Thailand, Phongsirikul [11] set out to find out how they felt about the various types of evaluation. These conventional evaluations included cloze passages, error recognition, phrase fulfillment, and pen and paper tests and quizzes with multiple-choice questions. Cloze passages were also used in this study. The iLearn & Teach Project, which is a group assignment, the WeCreate Activity assignment, and the solo work portfolio are some of the other activities that are evaluated. Students are supposed to move their understanding of grammatical structure from what they currently know to what they can accomplish with it, and the purpose of all of these alternative resources is to accomplish this. As an additional point of interest, it was believed that this form of evaluation would have a beneficial return by supporting students in enhancing the manner in which they learn and motivating them to acquire and use their understanding of grammar in ordinary interactions. According to the findings, standard evaluation tools are frequently found to be more highly appreciated by both teachers and students, particularly when it comes to the reliability and correctness of these instruments. When it comes to other English language skill classes, they did, however, offer some suggestions regarding the possible utilization of alternative assessment instruments as learning motivators as well as assessment instruments.

The widespread use of educational applications, most notably Quizizz, has resulted in the development of new approaches to learning, particularly in the context of evaluation procedures at higher levels of education. (Zuhriyah and Pratolo [12] intends to research the attitudes of students about Quizizz as a tool for evaluation in an English class. This will be accomplished via the use of a case study technique. The purpose of conducting interviews that were semi-organized was to obtain data from students who were attending a private institution in Yogyakarta. It was believed to be a fun and interesting tool that helped students become more motivated and self-assured while also enhancing their reading skills through the use of Quizizz, according to the findings, which indicated many positive thoughts about the platform. The pupils demonstrated a positive attitude toward the implementation of Quizizz in the classroom as a whole. Especially among Indonesian educators, Quizizz has been warmly regarded as an evaluation tool, and these revelations help to explain why this is the case. Consistent with the findings of Cohen and Manion, as well as Morrison's recommendation for a larger participant pool, one of the acknowledged limitations of the study was the smaller sample size that was a consequence of time and resource constraints. Enrollment in an English class throughout the study term and familiarity with Quizizz (the ability to use it five to ten times) are two of the selection criteria that will be made for the participants. In order to effectively record the experiences of the students and to facilitate an in-depth analysis of their perspectives, the interview procedure allowed for latitude in the form of questions that were constructed. Taking care of ethical concerns such as player privacy and data security was accomplished by securely keeping information while maintaining anonymity. Having interviews conducted in Indonesian was done with the intention of putting participants at ease and encouraging them to talk openly about their problems. In order to discover themes that represented the students' perspectives on the effectiveness of Quizizz as an evaluation tool, audio recordings were transcribed and then coded as part of the procedure for processing the data.

The purpose of the study conducted by Muho and Taraj [13] was to evaluate the ways in which formative assessment techniques influence whether or not learners are interested in learning English. According to the common wisdom, education ought to transition from being a method of identifying what is right and what is wrong to becoming a method that assists educators in gathering data that will influence the choices that are made about instruction. The research of the impact of formative evaluation processes on the motivation of learners and the development of these procedures as an essential component of the acquisition of a second language is the primary contribution that this

work makes from its findings. The study brought to light a few deficiencies in the research that had been conducted on the topic of how evaluation methods influence the motivation of students. The objective of this correlational study that does not involve any experiments is to provide an explanation for the relationship between formative assessment processes and learning motivation. Students' criteria for relatedness, competence, and autonomy are thought to be altered as a result of formative evaluation, which, in turn, assists students in becoming more autonomously motivated. The instrument consisted of a survey that was administered to secondary school students from both public and private schools. The students themselves were selected at random using stratified sampling. They were associated with three of the most prestigious Albanian high schools in Durrës. The study's outcomes revealed that aspects like the student's portfolio, the instructor's application of formative assessment questions, peer and self-evaluation, and self-assessment all had a beneficial impact on the motivation of the learners to master the English language. As a result of the findings of the regression formula, it was discovered that the deployment of tactical questions by the instructor throughout the formative assessment process had the greatest influence on learning motivation among the four independent variables. After this, students were required to submit portfolios, undergo peer evaluations, and do self-evaluations. According to the findings of this study, there are interventions that can be used to help individuals to learn English. The research will contribute to the Albanian context by illustrating the impact that evaluation methods have on the motivation of students. It will provide assistance to educators of foreign languages, educational organizations, and legislators in the process of improving evaluation systems in order to boost student interest for studying English at the university level.

An et al. [14] examined the technology-assisted self-regulated learning techniques used by Chinese university students, as well as the potential mediating role of these technological strategies in the relationships amongst learning results, English language competency, and pleasure. A test of English language competency and three self-report questionnaires were used to gather data from 525 undergraduate learners in mainland China. Students reported using technologically based vocabulary learning techniques at a high level, although they reported using self-regulated learning tactics at a generally modest level. Students' English learning outcomes and the application of technologically focused self-regulated learning instructional methods were found to be positively correlated statistically. Technological self-regulated learning techniques were linked to both English language pleasure and English language optimism. Additionally, English language confidence only slightly controlled the correlation between English pleasures and self-regulated learning methods, whereas self-regulated learning approaches completely influenced the connection between Language satisfaction and English learning results. The study's pedagogical conclusions imply that in order to maximize students' use of contemporary educational tools to acquire the target language, instructional and training activities targeting this goal should focus on helping them create a tactical understanding of motivation regulation. Technology-related issues are a problem in this area of work as they may lead to a decrease in face-to-face encounters and fewer opportunities for interpersonal engagement. Technology errors or malfunctions may also interfere with learning, leading to frustration and impeding advancement. Additionally, not every student might have accessibility to the required technology or an internet connection, which might result in differences in the chances of learning.

The article by Fadilah et al. [15] provides an explanation of why it is suitable to use both traditional and non-traditional methods of evaluation in the 21st century. Educating students in the English language is a controversial subject. When it comes to evaluating students in English Language Teaching classroom settings, the issue arises from the degree to which standard and alternative evaluations are able to provide assistance to teachers. The problem is that teachers do not have a more comprehensive awareness of the challenges that are involved in evaluating English Language Teaching in the twenty-first century. This can be accomplished through the use of alternative assessment methods or by mixing old and innovative methods in the classroom. Due to this difficulties, the use of evaluation does not accurately measure the specific abilities that are possessed by these students. As a result, the objective of this study is to investigate the attitudes of teachers toward the utilization of both conventional and non-conventional methods of evaluation in the context of English Language Teaching. The method of research technique that was utilized in this investigation was survey research, and the research samples consisted of fifty English teachers. The data was collected through the use of a questionnaire that had open-ended questions regarding the opinions of the instructors regarding conventional and several distinct methods of assessment. According to the data, a significant number of instructors are more comfortable with traditional evaluation methods than they are with alternative

methods. This is because they believe that the former is more practical and easier to utilize in a classroom environment. These perspectives, on the other hand, need to be modified since evaluating English Language Teaching in the twenty-first century is fraught with challenges. In order to assess students' abilities and aspirations, teachers are required to use a variety of evaluation methods, including both traditional and alternative approaches. The technique of evaluation will become more effective as a result of this, and students will receive assistance in improving their English performance. Regular examinations are typically time-consuming to administer and grade, which limits the amount of time available for instruction. Furthermore, relying simply on traditional examinations would not be sufficient to fulfill the ever-evolving demands of students in the twenty-first century. These students want forward-thinking and interactive assessment methods to evaluate their language abilities and determine whether or not they are equipped to engage with others in the real world.

The reviewed studies collectively contribute to the body of knowledge regarding assessment procedures in English Language Learner (ELL) contexts by covering a wide range of topics. These topics include formative assessment, conventional and non-traditional assessment methods, the utilization of educational applications, the effect of assessment methods on pupil inspiration, and technology-assisted learning methods that are self-regulated. In order to encourage student learning, they first emphasize the significance of formative assessment as well as feedback within the classroom. In addition, they emphasize the significance of self-evaluation as a tool that students can use to enhance their capacity for critical thinking and to reflect on their achievements in the classroom. In the second place, the research investigates the perspectives of both teachers and students on conventional and non-traditional methods of analysis, shedding light on the benefits and drawbacks associated with each approach [13]. With regard to the third point, the utilization of educational applications like Quizizz is being examined as an innovative form of evaluation that improves learning outcomes and increased student engagement. In the fourth section, we investigate the impact that formative assessment processes have on the motivation of students, with a particular focus on the role that strategic questioning and self-evaluation play in the development of independent learning. In conclusion, the research that was conducted on technology-assisted autonomous learning approaches highlights how important it is to use modern educational technology in order to enhance students' ability to control their motivation and enhance their strategic awareness when they are learning a language. However, despite the fact that these studies provide enlightening information, there are still some limitations that should be taken into consideration. The inability to generalize the findings of certain studies due to insufficient sample sizes brought on by constraints on both time and money is one of the factors that contributes to this issue. As an additional point of interest, the fact that certain studies rely on self-report measures may introduce limitations and imperfections into the evaluation of learning outcomes. In addition, the fact that the research focused primarily on specific individuals and circumstances may limit the extent to which the findings may be applied to educational environments that are more commonplace. If additional research were conducted into these limitations as well as other factors that influence evaluation procedures and academic outcomes in environments containing English Language Learners (ELL), the result would be a more comprehensive understanding of effective evaluation strategies for language education.

3. Problem Statement

Conventional assessment methods have a number of limitations when applied in situations where English Language Learners are present. The integrated nature of language usage in real-world circumstances is typically ignored by them in the beginning, and instead, they focus on discrete language talents such as grammar and vocabulary. In addition, the pupils' ability to communicate effectively and their capability to use the language in natural circumstances are taken into consideration. In addition, these methods may place a significant emphasis on standardized testing, which may not be able to accurately evaluate the language skills of pupils or take into account the specific educational needs of each individual student. Fourthly, the grading and administration of traditional examinations can take a significant amount of time, which cuts into the amount of time available for instruction and the opportunities for feedback. Finally, they might not provide a whole image of language proficiency because they might not adequately evaluate students' sociocultural comprehension or their ability to function in a variety of linguistic circumstances [16]. This is because they might not present a complete picture of language competency. The aforementioned shortcomings highlight the importance of employing innovative and dynamic evaluation strategies that accurately assess the linguistic proficiency and communication abilities of students, while also being in accordance with the goals of language learning. By providing a comprehensive understanding of language

competency through continuous feedback, actual language use, and group learning, the integrated assessment strategy that has been offered is able to address the disadvantages that are associated with conventional techniques. The validity and precision of the assessment of students' language proficiency are improved by the utilization of a combination of summative and performance-based assessments.

4. Methodological Framework for Summative, and Performance-Based Assessments in ELL

The main technique of this study is a holistic strategy to improve English Language Learning assessment by including summative, and performance-based assessments. Conventional summative examinations, and performance-based assignments are all examples of assessment tools. The procedural framework establishes a systematic timetable for summative tests, guaranteeing continuous feedback to students while also obtaining a comprehensive perspective of their language competence growth. Real-world language applications included in the curriculum improve the validity of the evaluation process. This methodology intends to give a nuanced view of students' language skills while assessing the efficacy of the combined strategy in resolving the constraints of standard evaluation methods.

4.1 Data Collection

A multifaceted strategy is taken in the data-gathering component of the English Language Learning (ELL) course. This method includes both summative and performance-based assessments. The purpose of summative evaluations is to provide a comprehensive evaluation of the overall language abilities that are related to the course goals. These assessments include standard written examinations and projects. Real-world language application is incorporated into activities such as presentations and debates as part of the performance-based evaluation component [17]. These activities are reinforced by substantial rubrics and quantitative methodologies. This comprehensive approach makes it possible to acquire a comprehensive understanding of the students' language skills, which encompasses both academic knowledge and practical application, and it offers valuable insights into the process of language acquisition. These years (2018-2022) see the collection of the Assessment for English Language Learners (ELL) for this analysis. Figure 2 depicts the total number of papers that were gathered.

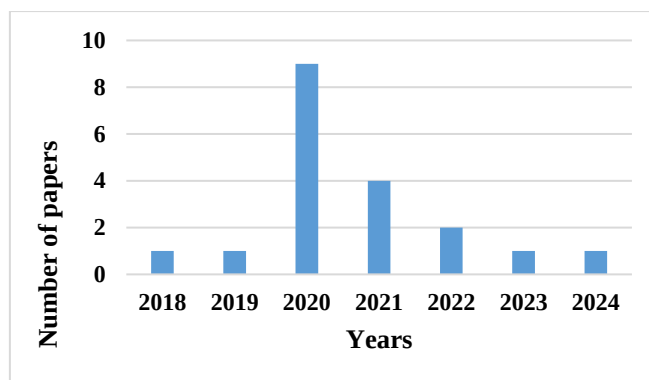


Fig. 2.No. of Papers Collected

4.2 Assessment Instruments

Assessment helps both instructors and students to assess their progress toward reaching learning objectives, and it can be conducted in a variety of ways.

4.2.1 Summative Assessment

On the other hand, summative evaluations measure student learning, knowledge, competency, or accomplishment at the end of an educational session, such as a unit, course, or program. Summative evaluations are nearly always explicitly scored and strongly weighted (although this is not required). The summative evaluation may be utilized effectively in conjunction with formative assessment, and educators might examine several strategies to combine both approaches [18]. Summative evaluations are frequently higher stakes than formative assessments;

thus, it is particularly important to make sure that the assessment matches the goals and expected outcomes of teaching.

- Apply a Rubric or Tables of Specifications.
- Develop clear, effective questions.
- Determine comprehensiveness.
- Ensure clarity in parameters.
- Consider using blind grading.

4.2.2 Performance Assessment

During the process of cognitive enhancement, it is necessary to utilize a single point of view from the students; however, it is essential that the students demonstrate what they have learned by applying it to real-world settings. These two phrases are more concerned with the requirements of the curriculum, specifically the requirements for scoring and ordered response. A performance assignment is an exam that evaluates a student's ability to demonstrate how well they have learned a variety of things in the past. For the purpose of administering this evaluation, the instructor ought to make use of a standardized rubric, which includes assessment parts, indicators, weights, scores, and descriptions of the scores. The use of this rubric encourages transparency in the evaluation process, which in turn motivates both instructors and students to evaluate and improve their understanding of the material [19]. A performance assessment is a compilation of a number of different activities that were given to the students to complete or complete. An additional definition of performance assessment is that it is an examination that requires students to demonstrate that they have mastered particular skills and capabilities through the medium of output or performance. Students' language learning outcomes can be improved through the use of performance evaluation due to the fact that performance-based assessment is objective and conducted in accordance with the abilities and efforts of students.

- Enables students to show their understanding of English,
- Students take part in the assessment process,
- Using many abilities to complete a task,
- Encourage learners to complete assignments to the best of their ability,
- Encourages cooperative learning,
- Increases problem-solving skills,
- Provides detailed data for parents, managers, and policymakers.

Table 1: Characteristics of Summative and Performance Assessments

Summative Assessment	Performance Assessment
After an educational session, assesses student learning, understanding, competency, or success.	Showcases the capacity of learners to apply previous knowledge in real-world situations.
Explicitly graded, and typically heavily weighted.	Utilises a standardised rubric that includes assessment components, indications, weights, ratings, and descriptions.
Can be utilised well alongside formative assessment.	Emphasises the actual application of previously taught skills and talents.
Often have higher rewards than formative exams.	Objective evaluation based on student talents and efforts.
It is advisable to use an assessment or table of requirements.	Essential for delivering the exam and clarifying assessment items and objectives.
The creation of clear, efficient inquiries is critical.	Students complete a variety of exercises that show knowledge of certain skills and abilities.

The evaluation should be thorough and in line with instructional objectives and results.	Students demonstrate their comprehension of English with a variety of assignments, fostering a comprehensive perspective of their abilities.
The clarity in parameters guarantees that the evaluation matches the educational objectives.	A standardised criteria makes the evaluation process more transparent, pushing both instructors and students to examine and improve learning results.
Considerations of blind grading could prove advantageous.	Uses a standardized rubric to impartially assess performance, encouraging openness and progress throughout the learning process.
Individual success is emphasised.	Promotes cooperative learning by having students complete a variety of tasks to demonstrate competence.
The primary focus is on measuring competence and understanding.	Students' problem-solving skills improve when they apply what they have learnt in practical, real-life situations.
After a session, it provides an overview of student learning.	Provides precise data to parents, managers, and policymakers, offering a complete picture of kids' talents and accomplishments.

In the process of developing performance evaluation in writing, there are many different broad viewpoints that can be considered. These perspectives include the writer, the purposes and forms of writing, as well as writing instruction. Writing, from the point of view of the writer, is a personal act that takes place when the writer transforms their thoughts or recommendations into a specific subject matter. When it comes to the composition of a written output, the writer is required to be aware of the following: knowledge of the content, procedures for organizing it, writing principles, and procedural requirements for using the three other types of knowledge [20]. It is not enough for the evaluation of writing to only focus on grammar and mechanics; it should also analyze and capture other aspects of the creative process. When it comes to establishing specific specifications for the writing output, the objective of the writing is also an important consideration.

4.3 Data Analysis

4.3.1 Impacts of learning outcomes

4.3.1.1 Summative Analysis

The purpose of this study was to investigate the effects of summative and formative evaluations on academic inspiration, attitude toward learning, anxiety about examinations, and self-regulation abilities among English as a Foreign Language (EFL) students in Iran. Assessment is a crucial component of the teaching and learning process. Using the convenience sample method, 72 Iranian students of English as a foreign language were chosen to participate in the study. These students were then split into three groups: a control group, two experimental groups (summative and formative), and a control group. Following that, the groups were given pre-tests to determine their levels of anxiety around tests, motivation, and ability to self-regulate. After that, one of the experimental classes was taught in accordance with the criteria for formative assessment, while the other experimental group was taught in accordance with the principles of summative assessment. The control group was given instructions, but there were no assessments that were scheduled ahead of time. After participating in a therapy session that lasted for fifteen sessions, all of the groups were given post-tests to evaluate their levels of test anxiety, motivation, and self-regulation abilities. This was done in order to determine the extent to which the training had an impact on their language proficiency. In conclusion, a questionnaire was sent out to both groups of participants in order to gauge their perspectives on the ways in which formative and summative evaluations influence the progression of English language learning. One-way analysis of variance and Bonferroni testing revealed the two types of summative and formative evaluations were beneficial, however the formative assessment had a stronger impact on motivation for schooling, anxiety about examinations, and self-regulation ability. One sample t-test revealed that the participants had positive attitudes toward summative and formative evaluations. The findings of this test were statistically

significant. Taking into consideration the findings, it is possible to assert that formative evaluation is an essential component of instruction and ought to be utilized in English as a Foreign Language (EFL) educational settings [21]. The findings of this study may provide students with the opportunity to discover areas in which they need to improve and to prioritize those areas that require more work and concentration.

The purpose of this study was to evaluate the educational and grading system that is in place in Pakistan's primary, middle, high school, and postsecondary educational institutions. In addition to investigating the modifications that are currently being made by educational organizations, the primary objective of the study was to contextualize the assessment system from elementary to intermediate and higher education institutions. In the beginning, there was a brief overview of the system of tests and summative assessment, and then there was a discussion about the current education system and the assessment technique for education. Data from the Punjab Examinations Commission (PEC) for the fifth and eighth grades, the Board of Secondary and Intermediate Education (BISE) for the ninth grade, and the Punjab University for undergraduate courses were utilized in order to evaluate the evaluation of the educational and examination methods. According to the findings, the performance was not satisfactory, notably in the subject of English, which was not taught using methods that are both contemporary and efficient. When it comes to poor performance, it is possible that outdated evaluation procedures and inadequate classes are to blame [22].

For the purpose of this study, the items that were included on the English summative assessment were investigated. Distracter, Discriminating Power, and Difficulty Level were all components of the analysis. One of the methods that was utilized was a descriptive one. An investigation revealed that the products still have a large amount of room for improvement and further modification. The adjustments and improvements are being made with the intention of achieving a ranking of test item complexity levels that is more equitable. There were a few levels that were unreasonable in their simplicity, which accounted for twelve percent of the total. In general, the level of difficulty of a number of elements on the examination has to be increased to moderate. The very excellent discrimination capacity was only 34 percent, which meant that more tests needed to be updated in order for the test to be able to differentiate between the talents of the students [23]. According to the results of the distracter analysis, there were a significant number of unsuccessful and non-functional distracters (58 percent). The key answer option research found that there were a few unsuccessful key responses, which accounted for 18% of the total. This was in addition to the investigation of distracter alternatives. The conclusion is that the examination still need a great deal of modification and improvement with regard to its content.

4.3.1.2 Performance Based Analysis

In today's world, it is common knowledge that traditional methods of teaching English language skills are being replaced by technology-based learning. Determining the effect that the use of technology has on the performance of students is an extremely important step. One of the most well-known technologies of the present day is the vlog. The purpose of this study is to assess whether or not learning English through vlogs significantly improves students' academic performance. The participants in this study are forty students who are enrolled in the English Education Department at Universitas Teknokrat Indonesia. They signed up for the Transformational Conversation theme, which required them to practice their English verbally through the use of video blogs. For the purpose of this research, a quantitative inquiry was designed, and both pre-tests and post-tests were utilized. Using both inferential and descriptive statistics (Mann-Whitney U), we looked at the results of both tests before and after they were administered. After learning English through the use of a Vlog, the results of the experiment indicate that there is a significant rise in the level of achievement on the part of the students [24].

The purpose of this study is to investigate the perspectives of web-based talks in educational settings held by secondary school teachers and students, as well as the potential for these conversations to improve students' performance in the field of organic chemistry. In order to obtain both quantitative and qualitative information for the purpose of triangulation, interviews and evaluations of achievement were frequently employed both individually and in combination. There were a total of 138 senior five students and four teachers that were selected on purpose from two secondary schools located in the Kicukiro District of Kigali, Rwanda. Discourse and interpretative methods were utilized in order to examine qualitative data, whereas the t-test was utilized in order to assess quantitative data based on the results of both the pre-test and the post-test. Based on the findings of the current study, it was discovered that the utilization of web-based chats has the potential to enhance the performance of students in organic chemistry,

featuring 0.10 educational benefits and an impact size of 0.43. Additionally, researchers have found that both students and teachers had positive opinions toward the utilization of web-based debates in the context of educational instruction [25]. Therefore, in order to improve their performance in organic chemistry, both teachers and students are strongly encouraged to make use of a universal chemistry network and engage in talks that take place on the internet.

All around the world, English is widely acknowledged as a language that may be used for communication. EFL (English as a Foreign Language) students, on the other hand, generally have limited opportunities to communicate with people in English, let alone receive feedback from persons for reflections. This is because there is a dearth of authentic English practice settings. In the current study, spherical video-based virtual reality (SVVR) environments were developed in order to immerse students in genuine English-speaking environments. Additionally, the peer assessment (PA) strategy was implemented in order to guide students in providing feedback on the communication skills of their peers and reflecting on their own performance. In order to determine whether or not the proposed method is effective, an experiment was conducted in an English class with students from a high school. The results of the experiment indicate that the SVVR technique that is based on peer assessment has a more positive impact on the English speaking abilities of learners, as well as on their learning motivation and their capacity to think critically, and it also reduces the anxiety that learners experience when learning English. Additionally, it was found that there was a considerable connection between the assessments that the kids had and those that the teacher had. For the purpose of this study, remarks from peers were classified into four distinct categories: praise, criticism, opinion, and irrelevance. It was shown that providing the students with feedback through praise was beneficial to their performance in English-speaking situations; on the other hand, providing feedback through criticism may have been detrimental in this particular scenario. Furthermore, irrelevant material did not exhibit a significant connection with the student's performance during the early PA stage, but it did show a significantly unfavourable correlation during the latter PA stage [26].

5. Findings and Analysis

Table 2: Findings and Analysis of Assessments

Reference	Assessment Methods	Findings and Analysis
[21]	Formative and Summative Assessments in EFL	Both summative and formative evaluations are useful, however formative exams perform better in terms of academic motivation, anxiety about tests, and self-regulation skills. Positive opinions regarding both tests were noted.
[22]	Examination System in Pakistan	Poor performance is linked to antiquated evaluation systems and poor curriculum, particularly in English. Calls for innovative teaching approaches.
[23]	Analysis of English Summative Test	Test items should be revised and improved in terms of difficulty, discrimination power, and distracters.
[24]	Vlog in English Learning	Students' performance improved significantly after learning English through Vlogs.
[25]	Web-Based Discussions in Organic Chemistry	Web-based conversations improve students' organic chemical performance, with both students and professors expressing good feedback.
[26]	SVVR Environment and Peer Assessment	The peer-assessment-based SVVR approach has more positive benefits than the non-peer-assessment-based SVVR strategy. Peer comments can be categorised as gratitude, criticism, views, and irrelevant. Praise feedback has been shown to improve English-speaking skills.

In the following investigations, numerous different assessment procedures in English Language Learning (ELL) are investigated, and the results of these studies are presented in table 2. It is helpful to gain insights on the many evaluation procedures that are utilized in a range of educational settings from the research that was cited. Formative

tests are effective in producing academic motivation, minimizing test anxiety, and boosting self-regulation abilities, according to the findings of the study, which compares formative and summative assessments in English as a Foreign Language (EFL). The study also indicates that participants provide positive feedback on formative exams. It examines Pakistan's examination system, criticizing low performance as a result of outdated evaluation procedures and inadequate curriculum, and highlighting the vital need for creative teaching approaches, particularly in English education. Specifically, it focuses on making English education more innovative. A study of a summative English examination that proposes the modification and improvement of test items with regard to the degree of difficulty, the ability to discriminate, and the presence of distractions. There is a significant impact that Vlogs have on the study of English, with students achieving much higher levels of success after being exposed to this instructional method. The research investigates the effects of web-based chats in organic chemistry and concludes that these conversations have a positive influence on student performance. This finding is backed by both students and teachers. Finally, it evaluates a virtual reality environment through the use of peer evaluation, proving that the method that is based on peer review offers more favorable advantages than the strategies that are not based on peer evaluation. According to the findings of the current study, parallel comments can be categorized as expressions of gratitude, criticism, perspectives, and unnecessary remarks. Positive feedback is found to greatly contribute to increased English-speaking abilities. The findings of these studies offer varied perspectives on the effectiveness of various assessment procedures from a variety of educational settings, as well as suggestions for further growth in these methodologies.

6. Conclusion

The investigation of a variety of evaluation strategies in English Language Learners (ELL) highlights the necessity of adopting a more comprehensive strategy for assessing the language proficiency of pupils. The current inquiry proposes a paradigm for integrated assessment that acknowledges the limitations of existing methods in terms of their ability to capture the intricacies of language learning. This paradigm comprises both summative and performance-based evaluations. Continuous feedback, end-of-term assessments, and real-world language application scenarios are all components of the integrated method, which aims to improve the accuracy of language abilities evaluations by combining these elements. The integration of the characteristics of each evaluation method is what makes this technique a valuable contribution to a more comprehensive knowledge of the language development of pupils. It places an emphasis on self-reflection, participatory learning, and utilization of language in actual situations.

A more in-depth study is achieved by the utilization of the mixed-methods investigation methodology, which incorporates information techniques. When students are given performance-based tasks and regular summative assessments, it is possible to get a comprehensive picture of their language skills. Enhancing the instructional design and laying the framework for monitoring progress over the course of time are both accomplished through the utilization of diagnostic evaluations at the beginning of the course. The purpose of this study is to evaluate the effectiveness of the integrative assessment approach by conducting a comparative analysis of student results. This investigation is conducted in two ways: statistically, by analyzing test scores, and subjectively, by analyzing performance tasks. This all-encompassing approach makes it possible to acquire a more genuine and perceptive understanding of the outcomes of language learning, so paving the way for more informed ways of instruction and enhancements to the overall English language learning experience throughout its whole.

References

- [1] J. Aarts and W. Meijs, "Corpus linguistics: recent developments in the use of computer corpora in English language research," 2022.
- [2] Orosoo, M., Goswami, I., Alphonse, F. R., Fatma, G., Rengarajan, M., & Bala, B. K. (2024, March). Enhancing Natural Language Processing in Multilingual Chatbots for Cross-Cultural Communication. In *2024 5th International Conference on Intelligent Communication Technologies and Virtual Mobile Networks (ICICV)* (pp. 127-133). IEEE.
- [3] B. Vadivel, E. Namaziandost, and A. Saeedian, "Progress in English language teaching through continuous professional development—teachers' self-awareness, perception, and feedback," in *Frontiers in Education*, Frontiers, 2021, p. 757285.

- [4] M. Lestari and A. Y. Wahyudin, "Language learning strategies of undergraduate EFL students," *J. Engl. Lang. Teach. Learn.*, vol. 1, no. 1, pp. 25–30, 2020.
- [5] A. Rahardjo and S. Pertiwi, "Learning motivation and students' achievement in learning English," *JELITA*, vol. 1, no. 2, pp. 56–64, 2020.
- [6] Orosoo, M., Rengarajan, M., Fatma, G., Yuldashev, D., & Raj, I. I. (2024, March). Applying Transformer-Based Neural Networks to Corpus Linguistic Data for Predictive Text Generation in Multilingual Environments. In *2024 International Conference on Emerging Smart Computing and Informatics (ESCI)* (pp. 1-6). IEEE.
- [7] T. Levi and O. Inbar-Lourie, "Assessment literacy or language assessment literacy: Learning from the teachers," *Lang. Assess. Q.*, vol. 17, no. 2, pp. 168–182, 2020.
- [8] S.-Y. Chien, G.-J. Hwang, and M. S.-Y. Jong, "Effects of peer assessment within the context of spherical video-based virtual reality on EFL students' English-Speaking performance and learning perceptions," *Comput. Educ.*, vol. 146, p. 103751, 2020.
- [9] K. Ishaq, A. M. K. Rana, and N. A. M. Zin, "Exploring Summative Assessment and Effects: Primary to Higher Education," *Bull. Educ. Res.*, vol. 42, no. 3, pp. 23–50, 2020.
- [10] R. Morris, T. Perry, and L. Wardle, "Formative assessment and feedback for learning in higher education: A systematic review," *Rev. Educ.*, vol. 9, no. 3, p. e3292, 2021.
- [11] Kumar, A. P., Fatma, G., Sarwar, S., & Punithaasree, K. S. (2025, January). Adaptive Learning Systems for English Language Education based on AI-Driven System. In *2025 International Conference on Intelligent Systems and Computational Networks (ICISCN)* (pp. 1-5). IEEE.
- [12] E. Namaziandost, S. Alekasir, M. Hassan Mohammed Sawalmeh, and M. Z. Miftah, "Investigating the Iranian EFL learners' attitudes towards the implementation of e-portfolios in English learning and assessment," *Cogent Educ.*, vol. 7, no. 1, p. 1856764, 2020.
- [13] M. H. M. Jamrus and A. B. Razali, "Using self-assessment as a tool for English language learning," *Engl. Lang. Teach.*, vol. 12, no. 11, pp. 64–73, 2019.
- [14] Rajkumari, Y., Jegu, A., Fatma, G., Mythili, M., Vuyyuru, V. A., & Balakumar, A. (2024, October). Exploring Neural Network Models for Pronunciation Improvement in English Language Teaching: A Pedagogical Perspective. In *2024 International Conference on Intelligent Systems and Advanced Applications (ICISAA)* (pp. 1-6). IEEE.
- [15] M. Phongsirikul, "Traditional and Alternative Assessments in ELT: Students' and Teachers' Perceptions," *REFlections*, vol. 25, no. 1, pp. 61–84, 2018.
- [16] S. Zuhriyah and B. W. Pratolo, "Exploring Students' Views in the Use of Quizizz as an Assessment Tool in English as a Foreign Language (EFL) Class," *Univers. J. Educ. Res.*, vol. 8, no. 11, pp. 5312–5317, 2020.
- [17] A. Muho and G. Taraj, "Impact of Formative Assessment Practices on Student Motivation for Learning the English Language," *Int. J. Educ. Pract.*, vol. 10, no. 1, pp. 25–41, 2022.
- [18] Z. An, C. Wang, S. Li, Z. Gan, and H. Li, "Technology-assisted self-regulated English language learning: Associations with English language self-efficacy, English enjoyment, and learning outcomes," *Front. Psychol.*, vol. 11, p. 558466, 2021.
- [19] Alijoyo, F. A., Prabha, B., Aarif, M., Fatma, G., & Rao, V. S. (2024, July). Blockchain-Based Secure Data Sharing Algorithms for Cognitive Decision Management. In *2024 International Conference on Electrical, Computer and Energy Technologies (ICECET)* (pp. 1-6). IEEE.
- [20] R. Fadilah, H. Y. Ayudhia, V. S. Chairani, and F. Afni, "Assessment of English Language Teaching for 21st Century: Teachers' Perspectives on Traditional and Alternative Assessment," *JADEs J. Acad. Engl. Educ.*, vol. 4, no. 1, pp. 108–130, 2023.
- [21] T. Stoeckel, S. McLean, and P. Nation, "Limitations of size and levels tests of written receptive vocabulary knowledge," *Stud. Second Lang. Acquis.*, vol. 43, no. 1, pp. 181–203, 2021.
- [22] Ravichandran, K., Virgin, B. A., Patil, S., Fatma, G., Rengarajan, M., & Bala, B. K. (2024, July). Gamifying Language Learning: Applying Augmented Reality and Gamification Strategies for Enhanced English Language Acquisition. In *2024 Third International Conference on Smart Technologies and Systems for Next Generation Computing (ICSTSN)* (pp. 1-6). IEEE.
- [23] M. O. Rivera and G. K. McKeithan, "Progress Monitoring of Language Acquisition and Academic Content for English Learners," *Learn. Disabil. Res. Pract.*, vol. 37, no. 3, pp. 216–225, 2022.

- [24] T. Gezer, C. Wang, A. Polly, C. Martin, D. Pugalee, and R. Lambert, "The relationship between formative assessment and summative assessment in Primary grade mathematics classrooms," *Int. Electron. J. Elem. Educ.*, vol. 13, no. 5, pp. 673–685, 2021.
- [25] H. Sun, H. V. Burton, and H. Huang, "Machine learning applications for building structural design and performance assessment: State-of-the-art review," *J. Build. Eng.*, vol. 33, p. 101816, 2021.
- [26] S. McCallum and M. M. Milner, "The effectiveness of formative assessment: student views and staff reflections," *Assess. Eval. High. Educ.*, vol. 46, no. 1, pp. 1–16, 2021.
- [27] S. M. Ismail, D. Rahul, I. Patra, and E. Rezvani, "Formative vs. summative assessment: impacts on academic motivation, attitude toward learning, test anxiety, and self-regulation skill," *Lang. Test. Asia*, vol. 12, no. 1, p. 40, 2022.
- [28] Orosoo, M., Rajkumari, Y., Ramesh, K., Fatma, G., Nagabhaskar, M., Gopi, A., & Rengarajan, M. (2024). Enhancing English Learning Environments Through Real-Time Emotion Detection and Sentiment Analysis. *International Journal of Advanced Computer Science & Applications*, 15(7).
- [29] K. Ishaq, A. M. K. Rana, and N. A. M. Zin, "Exploring Summative Assessment and Effects: Primary to Higher Education.," *Bull. Educ. Res.*, vol. 42, no. 3, pp. 23–50, 2020.
- [30] A. Sugianto and others, "Item analysis of english summative test: Efl teacher-made test," *Indones. EFL Res. Pract.*, vol. 1, no. 1, pp. 35–54, 2020.
- [31] B. Mandasari and D. Aminatun, "IMPROVING STUDENTS'SPEAKING PERFORMANCE THROUGH VLOG," *Engl. Educ. J. Engl. Teach. Res.*, vol. 5, no. 2, pp. 136–142, 2020.
- [32] Sharma, M., Chinmulgund, A., Kuanr, J., & Fatma, G. (2024, April). The Future of Teaching: Exploring the Integration of Machine Learning in Higher Education. In *2024 International Conference on Knowledge Engineering and Communication Systems (ICKECS)* (Vol. 1, pp. 1-6). IEEE.
- [33] A. Iyamuremye, J. Mukiza, E. Nsabayezi, F. Ukobizaba, and K. Ndiokubwayo, "Web-based discussions in teaching and learning: Secondary school teachers' and students' perception and potentiality to enhance students' performance in organic chemistry," *Educ. Inf. Technol.*, vol. 27, no. 2, pp. 2695–2715, 2022.
- [34] S.-Y. Chien, G.-J. Hwang, and M. S.-Y. Jong, "Effects of peer assessment within the context of spherical video-based virtual reality on EFL students' English-Speaking performance and learning perceptions," *Comput. Educ.*, vol. 146, p. 103751, 2020.