

The impact of formative assessment on adult foreign language learners

El impacto de la evaluación formativa en estudiantes adultos de lenguas extranjeras

Daniel Guzman Cifuentes

Universidad Católica Luis Amigó, Colombia

Mariana Palacio Orozco

Universidad Católica Luis Amigó, Colombia

Luisa Maria Rivas Cardona

Universidad Católica Luis Amigó, Colombia

Cristian Camilo Montes

Universidad Católica Luis Amigó, Colombia

Juan David Granado Rendón

Universidad Católica Luis Amigó, Colombia

Daniela Atehortua Uribe

Universidad Católica Luis Amigó, Colombia

daniel.guzmanci@amigo.edu.co

mariana.palacioor@amigo.edu.co

luisa.rivasca@amigo.edu.co

cristian.montesza@amigo.edu.co

juan.granadore@amigo.edu.co

daniela.atehortuaur@amigo.edu.co

Abstract:

This paper explores the impact of formative assessment on the oral language skills of adult learners of English as a Foreign Language (EFL). The study employs a qualitative case study methodology, which allows for an in-depth analysis of real-life classroom situations where formative assessment is utilized. It draws upon theoretical frameworks that emphasize the significance of continuous feedback and learner engagement in the learning process. The results demonstrate the formative assessment fosters greater learner autonomy, enhances motivation, and significantly improves speaking proficiency among adult EFL students. The findings suggest that integrating formative assessment into language education not only supports individual learning needs but also helps educators refine their instructional strategies to better facilitate language acquisition. Ultimately, this study highlights the transformative potential of formative assessment in enhancing language learning outcomes for adult learners.

Key words: evaluation, methods, oral expression, adults, feedback

Resumen:

Este artículo explora el impacto de la evaluación formativa en las destrezas lingüísticas orales de estudiantes adultos de inglés como lengua extranjera (EFL). El estudio emplea una metodología cualitativa de estudio de casos, que permite un análisis en profundidad de situaciones reales de clase en las que se utiliza la evaluación formativa. Se basa en marcos teóricos que hacen hincapié en la importancia de la retroalimentación continua y la participación del alumno en el proceso de aprendizaje. Los resultados demuestran que la evaluación formativa fomenta una mayor autonomía del alumno, aumenta la motivación y mejora significativamente la competencia oral entre los estudiantes adultos

de EFL. Los resultados sugieren que la integración de la evaluación formativa en la enseñanza de idiomas no solo apoya las necesidades individuales de aprendizaje, sino que también ayuda a los educadores a perfeccionar sus estrategias de enseñanza para facilitar mejor la adquisición del idioma. En definitiva, este estudio pone de relieve el potencial transformador de la evaluación formativa para mejorar los resultados del aprendizaje de idiomas en estudiantes adultos.

Palabras claves: evaluación, métodos, expresión oral, adultos, retroalimentación

Language learning is a complex and dynamic process, where every step of the way matters. The significance of formative assessment in education, particularly in learning language, has garnered increasing attention due to the different implications that teachers can find in the classroom. In this paper, we intend to identify the impacts of formative assessment on adult English as a foreign language (EFL) students' oral abilities. As teachers the methodologies implemented should be refined with the purpose to enhance learning outcomes, the importance of formative assessment comes as a fundamental factor in the direction of educational practices need to be shaped. What better way to guide adult learners in mastering a new language than by using formative assessment to shape their progress?

Formative assessment, as opposed to summative assessment, is a process to provide constant feedback to educators and pupils during the learning process. Formative assessment as a texting tool to identify strengths, weaknesses, and areas for improvement, additionally facilitating the enhancement of learning results. This type of assessment comes with its transformative potential in maximizing teaching and learning experiences.

The importance of formative assessment in the context of oral skills acquisition among adult EFL learners is significant. Oral skills are the main components of language proficiency and are often considered the real goal in language learning endeavors. However, traditional assessment methods, such as summative assessment, sometimes fail to maintain the natural dynamic of speaking skills development. On the other hand, formative assessment offers a nuanced approach by providing continuous feedback, fostering learner engagement, and promoting self-regulation.

It is possible to observe how formative assessment is actually used and the effects on adult EFL students' speaking skills, by focusing on examining in-depth data related to several variables from students gathering detailed information and understanding the specific contexts in which formative assessment takes place. In other words, a case study helps us to get a clear notion of the impact of formative assessment on EFL adult students' speaking skills in their everyday learning environment.

Theoretical Framework

This paper communicates the rationale behind formative assessment, adult EFL learners, and speaking skills, and shows how they contribute to achieving the overarching purpose of this project. These concepts have been meticulously chosen to highlight the full potential of formative assessment in enhancing the speaking proficiency of adult EFL. Consequently, by focusing on formative assessment, this study endeavors to discover its role in fostering continuous improvement and reflective learning among adult learners. Through this perspective, it is intended to clarify how formative assessment can be leveraged to tailor instruction to the diverse needs and contexts of adult EFL learners, ultimately improving.

Formative Assessment

Formative assessment, as discussed by Black & William (1998) in their seminal work "Assessment and Classroom Learning," refers to the ongoing process of gathering evidence about student learning to inform instructional decisions. Unlike summative assessment, which typically occurs at the end of a unit or course to evaluate student performance, formative assessment is integrated into the learning process. The process of formative assessment is characterized by a cycle of continuous improvement and reflection.

According to Schildkamp et al. (2020), "The core unifying characteristic of Formative assessment is the focus on gathering evidence about student learning and using this evidence to guide student learning." Therefore, teachers can utilize the information provided by the students to redesign their instruction and increase the quality of their knowledge based on their needs, making them responsible for their own learning. Then, feedback provided by learners permits teachers to elicit evidence and establish where they are in their learning process, in order to adjust the lesson and make decisions regarding the improvement of the teaching.

EFL Adult Learners

The "adult learner" is first defined as a student who pursues any program leading to a vocational certificate, degree, or training; second, his or her goal for education is to gain additional or enhance existing work skills; third, he or she considers himself/herself primarily as a worker, not a student; and, finally, is likely to be enrolled in distance education because of his or her numerous responsibilities and multiple life roles (Compton et al., 2006; Ross-Gordon, 2011). EFL Adult learners may find that formative assessment is a useful tool for learning about their daily development, and teachers can use it to customize lessons to meet each student's specific needs including the socioeconomic, and educational background

of the learners, the specific purposes they have in learning a language, and institutional constraints that are imposed on the curriculum.

Speaking Skill

According to Kurum (2016). "Speaking is more than to form grammatically correct sentences; it covers broad areas of mechanics, functions, pragmatics, and social interaction." It is the means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes and viewpoints. Speaking proficiency in a foreign language is assessed in order to determine whether or not pupils have grasped the material. It assists us in determining areas in which students may be having difficulties and need more assistance. Sophisticated evaluation of speaking proficiency offers more than just a pass/fail rating; it offers information about how to modify teaching strategies to better support language acquisition. "it is formative assessment that gives the assessment process the evolutive function, as such assessment operates at the individual micro-level and provides the teacher with the information for immediate adjustment of the teaching process." (Heritage & Chang, 2012) It is a chance to assess how instruction is currently carried out and implement data-driven changes to close any gaps or challenges that students may be encountering. Consequently, carrying out a thorough speaking evaluation is essential to guaranteeing that language learners receive the specialized instruction they require to successfully acquire oral communication skills. A student's ability to speak will develop as a result of formative assessment in EFL classes.

Literature Review

Formative assessment has been defined as a monitoring tool that adapts teaching and learning to facilitate student needs without grading. Many studies have shown the impact of

formative assessment on motivation, self-regulation, and academic achievement. For instance, students reported “feeling more encouraged in their studies when provided with feedback, specifically oral, direct feedback from their teachers” (Asllani & Kosuta, 2023) However, there is limited research on its impact on specific skills, especially among young adult English as a Foreign Language (EFL) learners. This study aims to investigate the impact of formative assessment on the speaking skills of adult EFL students.

Previous studies have defined formative assessment as “the name given to assessment which monitors student progress, without grading and using this information to adapt teaching and learning in order to facilitate the students' needs during the task or activity.” (Black & William 1998; Boston 2002; Cowie & Bell 2001) Moreover, researchers have focused on the results implementing this strategy in class. Weurlander et al. (2012) found that “formative assessment motivates students to study, making them aware of what they have learned and where they need to study more. At the same time, Leenknecht et al. (2021) indicate that more perceived use of formative assessment is associated with more feelings of autonomy and competence, and more autonomous motivation.

Authors such as (Dixson & Worrell, 2016) contemplated that “whether the assessment should be for learning or assessment of learning. The distinction between formative and summative assessment is that summative assessment heavily focuses on what students have learned, in other words, outputs of the learning process, but formative assessment emphasizes the learning process rather than the learning product by providing feedback.”

Additionally, Leong & Masoumeh (2017) remarked that “speaking is one of the most important skills to be developed and enhanced as means of effective communication. Speaking skill is regarded as one of the most difficult aspects of language learning.” In parallel, Leong & Masoumeh (2017) added that “Many language learners find it difficult to

express themselves in spoken language. They are generally facing problems using a foreign language to express their thoughts effectively. Also, according to other authors, formative assessment has an important impact on the development of a student's speaking skill. As Nesreen (2019) states: “Formative assessment helps Saudi students to overcome the challenges they face in speaking tests. It is also recommended constructive feedback to improve their speaking performance.”

Furthermore, Çetin Köroğlu, Z. (2021) mentioned “Language skills assessment plays a very crucial role in the learning process but it turns out that changing or reforming assessment is quite difficult. However, in our changing and developing world cultural, theoretical, technological development and changes make reform a necessity in assessment. Thus, these changes affect both teaching and learning as well.”

They stop talking because they face psychological obstacles or cannot find the suitable words and expressions. Furthermore, Areiza (2013) has mentioned that “The effectiveness of this kind of assessment for enhancing student’s metacognition and consequently their autonomous learning. Mainly, students reported FA helped them become aware of their weaknesses and strengths in their communicative competence.” Another factor to take into account is the ability that students recreate to reflect on the formative assessment intended to achieve understandings of another author supports “In this respect, formative assessments ensure that students can manage the negative variables such as a high level of examination and grading.” (Ismail, Rahul, Patra, & Rezvani, (2022)

Therefore, there have been several studies about this topic in relation to children and adolescents than for adults. The intention is to focus on a population of adult students. As Bin Mubayrik (2020) mentioned:

“There is a lack of data regarding new trends in adult evaluations, this article intends to help address this issue. The findings can help inform further educational institutions and policy makers in the development of means for knowledge acquisition and evaluative methods in adult education.”

Formative assessment intends to prioritize adult students in the reflective critical posture so that the capacities that this population has and requires are understood, providing tools that facilitate its understanding. according to this the author says:

Therefore, the development of requirements in the adult learning field and evaluations for unique labor markets are crucial to confronting the various challenges faced by adult learners. In general, adult learning is important and relevant because it provides more opportunities for adults in today’s world (Angelo, 1995).

In summary, this literature review demonstrates that formative assessment has various benefits for EFL learners, besides, the majority of these studies have been focused on how formative assessment promotes motivation or self-regulation not on a specific skill, this study is aim to focus on speaking skills due to is one of the most difficult one to be developed. Also, they have been focused on the population of kids and teenagers. This means that the adult population has not been taken into account for that reason the stated aim of this study is to seek the impact of formative assessment in young adult EFL learners’ speaking skills.

Method

This study took place at a well-known private university in Medellin, Colombia. It is recognized for its academic excellence and responsibility to higher education. Within the university there is a language department that caters to students of all programs.

Approximately 65 English teachers teach in the department. There are 5 levels of English taught virtually, face-to-face or distance tutorials to EFL adult learners, with a total of 130 groups. Moreover, some teachers implement formative assessment. Through this type of evaluation, educators give prominence to oral skills development in these English courses. Overall, with a solid language department offering comprehensive English programs to a diverse range of students, the emphasis on formative assessment highlights a dedicated approach to enhancing oral skills development among EFL adult learners.

Research design

This study was developed based on an interpretive paradigm. According to Alvermann, & Mallozzi, (2010), “The interpretive paradigm holds that reality is constructed through subjective perceptions and interpretations.” (p. 488) Likewise, a qualitative case study design was adopted. According to Gammelgaard (2017), “Case studies are often used for inductive exploration of yet unknown phenomena.” Thus, Heale, & Twycross (2018) hold that “A case study has also been described as an intensive, systematic investigation of a single individual, group, community or some other unit in which the researcher examines in-depth data relating to several variables.” (p. 1) Therefore, a case study methodology permits to examine multiple cases of individuals or a group of people, providing clear insights and better informing the research questions. Furthermore, these researchers have stated that “qualitative research allows researchers to explore social phenomena and how they are meaningful in everyday life.” (Streubert Speziale & Carpenter, 2003) Consequently, qualitative research is valued in this study since it empowers it to delve deeper into the difficulties of educational practices. Overall, through the interpretive paradigm and the use of a qualitative case study design, this study runs parallel profoundly into the challenges of

educational practices, providing valuable information into the perceptions and interpretations that construct reality in this context.

Participants

Ten EFL adult students were selected from the university based on their age. For the purpose of this study, the primary inclusion criteria for participants must be 18 years old or older. Moreover, individuals with special educational needs were excluded from this study, since they require that their educational experiences have customized adaptations according to their individual needs that might interfere in the consistency of the data, regarding the perceptions of students who received an education without those adaptations, which in turn facilitates clearer results. By focusing on a more homogeneous sample, variability in responses is reduced, allowing for the identification of clearer and more precise patterns and conclusions regarding students' perceptions of formative assessment. These students were selected from B1 English level within the university courses, ensuring a diverse representation among them. Each participant, regardless of their specific field of study, voluntarily collaborated and provided valuable insights for this research. Additionally, the students were pursuing various undergraduate programs, which reflects a broad range of academic disciplines within the university. Evidently, the diverse representation of EFL adult students from different programs highlights the multiple perspectives that contributed to this study.

Data collection techniques

Data was gathered from two sources: Journals and semi-structured interviews. According to Annink (2017), "The research journal is a tool for observing, questioning, critiquing, synthesizing, and acting." (p. 4) Moreover, Janesick (1999) states that "Participants in qualitative studies may also use journals to refine ideas, beliefs, and their

own responses to the research in progress.” To leverage these insights, journals were written six times over the course of a semester from August to November. In relation to the content, the journal items were divided into 4 sections that allowed the researchers to document what happened in the session, reflect on the activities carried out, and formative feedback provided to improve oral skills, as well as any challenges or successes observed. Therefore, journals were pivotal in the research since they permitted this study to understand classroom interactions, student behaviors, and teacher feedback during classroom visits.

Furthermore, Longhurst, (2003) states that “semi-structured interview is a verbal interchange where one person, the interviewer, attempts to elicit information from another person by asking questions.” (p. 143) In addition, “Semi-structured interviews are a good approach when the researcher has only one opportunity to interview someone, and are also an effective technique when several interviewers will be collecting data for the same project.” (Bryman & Cramer 2012) Therefore, ten interviews were conducted in a semester during September and October, and the majority of the questions were open-ended. For instance, do your teacher's comments during practice help you improve your oral language skills? How do you use your teacher's feedback to improve your English speaking skills? Can you name a specific time when you noticed an improvement in your English speaking ability because of your teacher's comments? Each learner was interviewed individually, and each interview consisted of ten questions that were useful for understanding the student’s experiences, perspectives, and attitudes toward their language learning and how formative assessment helped them improve their oral skills.

Data analysis

Content analysis was used to interpret the information from this study. Parveen & Showkat (2017) state that “In simple terms, content analysis is the analysis of what is being

said, written or recorded.” (p. 2) Additionally, Hsieh and Shannon (2005) show that “content analysis is a widely used qualitative research technique and shows different approaches. These approaches are used to interpret the meaning of the data content.” Therefore, audio recordings, raw data, and journals were employed in the present study for the intention of transcription and analysis of the interview data. The audio recordings complemented the interviews, ensuring that no details were overlooked, while the raw data and journals provided additional levels of context and reflection, enhancing the depth and comprehensiveness of the analysis. Furthermore, the information gathered was coded and categorized using a comparison chart that included coding, findings, and categories items; with the purpose of drilling down data into manageable parts and facilitating a deeper analysis. The aforementioned led to a process of analysis that guided the identification of key themes and patterns that contributed to build findings.

Results

This section presents the key findings from the analysis of journal entries and interview responses concerning the impact of formative assessment on adult EFL learners. First, the findings reveal that formative feedback significantly enhances speaking performance by providing timely corrections, which help learners become more aware of their mistakes and foster greater confidence and independence. Second, continuous feedback plays a crucial role in improving fluency in oral production by promoting self-correction and encouraging active participation, which leads to more natural and confident speech. Lastly, the results highlight that ongoing formative feedback strengthens pronunciation skills, supporting learners in transitioning from conscious error correction to more automatic and fluent speech production. Each of these findings underscores the vital role of formative

feedback in improving various aspects of language acquisition in adult learners.

Formative feedback enhances speaking performance in these EFL adult learners by providing a timely correction.

We analyzed journal entries and interview responses to evaluate how formative feedback affects the speaking abilities of adult learners of English. Our findings show that receiving corrections at the right moment is crucial in helping learners improve their speaking abilities. When students receive timely feedback, they become more aware of their mistakes, which allows them to improve their language skills and apply corrections more effectively. Beyond fixing errors, formative feedback also helps learners to develop confidence and independence in their language use. By understanding where they need to improve, students might have more control in their learning process, making them more self-sufficient.

Our journal reflections revealed that students who received immediate corrections were better at recognizing and correcting their mistakes. This real-time feedback allowed them to process errors more effectively, reinforcing their understanding of the language and helping them apply corrections in future conversations. One journal entry highlights this impact, stating, "La retroalimentación inmediata ayuda a los estudiantes a mejorar su comprensión y mejorar su uso de la lengua." (Immediate feedback helps students refine their understanding and improve their language use. - Journal 2, Thursday, Researcher Luisa Rivas). This suggests that timely interventions not only clarify misunderstandings but also create learning moments that help students strengthen their skills.

Further evidence comes from the interviews, where students shared their experiences with teacher feedback, in which they highlighted how these corrections played a key role in improving their speaking skills. For instance, one of the students stated:

"Los comentarios sí ayudan mucho ya que son correcciones que le dice a uno qué debe mejorar, si es en la parte oral como la pronunciación. Ayuda mucho porque dice en lo que debe mejorar." (*Comments really help because they show you what needs improvement, whether in pronunciation or another aspect of speaking. They are very useful because they clearly point out what to work on.* - Interview, Student 4, October 03).

Continuous feedback increases fluency in oral production by promoting self-correction and encouraging active participation.

Another angle to explore is the impact of continuous feedback on the speaking fluency of adult EFL learners was examined through journal entries and interview responses. Findings indicate that regular, constructive feedback is essential in speech improvement, reducing hesitation, and increasing confidence in spoken interactions. Consistent exposure to feedback allows learners to recognize and correct some mistakes they may have, leading to more fluid and natural speech.

Journal reflections reveal that learners who received frequent feedback demonstrated noticeable improvements in fluency. (Researcher Luisa Rivas, Journal 2, September 19th, 2024) One of the students interviewed stated that, "He sido capaz de hablar más fluido después de recibir retroalimentación continua" (I have been able to speak more fluently after receiving continuous feedback. - Interview, Student 5, October 3), while another one stated, "La retroalimentación constante me ayuda a sentirme más seguro cuando hablo" (Constant feedback helps me feel more confident when speaking. - Interview, Student 2, October 5).

The improvement of pronunciation skills is strengthened through continuous formative feedback in adult EFL students.

Journal entries and interview answers indicate that regular corrective feedback on pronunciation creates a path toward greater accuracy and speaking confidence. As learners receive ongoing guidance on pronunciation patterns, they gradually internalize pronunciation features and develop appropriate articulations.

Participants evidenced immediate change, becoming more aware of their mistakes during the speech, stating, “Con las correcciones, empiezo a pensar menos en mis errores y más en lo que quiero decir.” (Interview, student 3, October 03) This statement illustrates how continuous feedback leads to meaningful learning, and facilitates the transition from conscious to more automatic production. When learners receive consistent corrections, they gradually internalize linguistic structures, allowing them to move from a conscious effort to correct mistakes to more automatic and fluent speech production. Furthermore, when teachers create a safe and supportive learning environment, learners do not feel frustrated by corrections but instead see them as a natural part of the learning process.

These findings demonstrate that when instructors provide timely, specific feedback within meaningful contexts, learners improve language abilities and switch from hesitant speech to more confident and spontaneous communication. This shift allows them to be more engaged in conversations, apply corrections effectively, and develop greater autonomy in their language use. When students receive continuous feedback, they become more aware of their strengths and areas for improvement, developing a sense of self-responsibility of their learning process. This study confirms that feedback should be provided in a consistent and supportive way to encourage reflection and promote self-correction. Moreover, it highlighted the importance of feedback not only as correction but also as a tool to support meaningful and long-term learning.

Analysis and Discussion

This study examined how formative feedback helps adult EFL learners improve their speaking skills. The findings show that timely corrections and regular feedback are very important for helping students speak more fluently, clearly, and with better pronunciation. When teachers give feedback often, students become more confident, motivated, and able to correct their mistakes on their own. This process makes students feel supported and encourages them to participate actively, which is key for their progress.

The study also highlights that feedback is a vital part of the learning process because it helps students become more aware of their strengths and weaknesses. When feedback is well aligned with learning goals, it keeps students focused and motivated to improve. It promotes self-assessment and responsibility, so students take a more active role in their learning. Additionally, continuous feedback helps students play a more active role in their own learning. Additionally, continuous feedback helps students speak more clearly and automatically, making their speech more natural and understandable.

Overall, the research points out that creating a classroom environment rich in feedback can help learners feel comfortable receiving corrections. Teachers need training to learn how to use formative assessment strategies effectively. It is also important to include the value of formative feedback in curriculum design. Despite some limitations, such as the small number of participants, this study confirms that frequent and supportive feedback is key to improving speaking skills and should be used more often in language teaching.

Conclusions

This study shows that formative assessment is helpful for adult EFL learners to improve their speaking skills. When teachers give regular and immediate feedback, students

become more confident, motivated, and able to speak more fluently and clearly. The research found that correcting mistakes right away helps students understand and fix their errors better, which makes their speech more natural. It also encourages learners to participate actively and become more independent in their learning. The results highlight that using formative assessment in language classes is important since it meets students' needs and helps teachers improve their teaching methods.

Suggestions for Further Research

Future research could explore the long-term impact of formative assessment on different language skills beyond speaking, such as listening, reading, and writing. It is recommended to carry out similar studies with larger and more diverse populations to examine whether the effects observed in this study are consistent across different age groups and learning contexts. Additionally, further research might focus on comparing the impact of different types of formative assessment (oral vs written, individual vs. group) to determine which methods are more effective in promoting language development. Researching the role of technology-based formative assessment tools in language learning could also offer valuable information for improving speaking performance and learner autonomy in virtual environments.

References

- Alahmadi, N., Alrahaili, M., & Alshraideh, D. (2019). The Impact of Formative Assessment in Speaking Tests on Saudi Students' Performance Volume 10. Number 1. <http://dx.doi.org/10.2139/ssrn.3367580>
- Alvermann, D. E., & Mallozzi, C. A. (2010). Interpretive research. In Handbook of reading disability research (pp. 488-496). Routledge.
- Andrienko, T., Chumak, N., & Genin, V. (2020). Emotional intelligence and acquisition of English language oral communication skills. *Advanced Education*, 7(15), 66–73. <https://doi.org/10.20535/2410-8286.201013>
- Annink, A. (2017). Using the research journal during qualitative data collection in a cross-cultural context. *Entrepreneurship Research Journal*, 7(1), 20150063.
- Asllani, N., & Kosuta, R. (2023). Effects on EFL Students' Motivation and Development using Formative Assessment (Dissertation). Retrieved from <https://urn.kb.se/resolve?urn=urn:nbn:se:mau:diva-58009>
- Bell, B., & Cowie, B. (2001). The characteristics of formative assessment in science education. *Science Education*, 85(5), 536–553. <https://doi.org/10.1002/sce.1022>
- Bin Mubayrik, H. F. (2020). New trends in formative-summative evaluations for adult education. *Sage Open*, 10(3), 2158244020941006.
- Black, P., & Wiliam, D. (1998). Assessment and Classroom Learning. *Assessment in Education: Principles, Policy & Practice*, 5(1), 7–74. <https://doi.org/10.1080/0969595980050102>
- Bryman, A., & Cramer, D. (2012). *Quantitative data analysis with IBM SPSS 17, 18 & 19: A guide for social scientists*. Routledge.

Canter, D. (2020). Approaches to research. In *Experiments in Anti-Social Behaviour*.
<https://doi.org/10.4324/9780429425011-2>

Çetin Köroğlu, Z. (2021). Using digital formative assessment to evaluate EFL learners' English speaking skills.

Chand, S & Pillay, K. (2024). Understanding the fundamental differences between formative and summative assessment. *Fiji National University* 2. 6-9.

Díaz, S (2010). Aprendizaje del inglés en adultos: una oportunidad de comunicación a través de la experiencia. Pontificia Universidad Javeriana. <http://hdl.handle.net/10554/5853>

Dixson, D. D., & Worrell, F. C. (2016). Formative and summative assessment in the classroom. *Theory Into Practice*, 55(2), 153-159.

Eissa, H. M. S. (2019). Pedagogic Effectiveness of Improving Speaking Skills of Saudi EFL learners. *Arab World English Journal*, 10 (1) 127-138.

<https://dx-doi-org.luisamigo.proxybk.com/10.24093/awej/vol10no1>

Gammelgaard, B. (2017). The qualitative case study. *The International Journal of Logistics Management*, 28(4), 910-913.

Heale, R., & Twycross, A. (2018). What is a case study? *Evidence Based Nursing/Evidence-based Nursing*, 21(1), 7-8. <https://doi.org/10.1136/eb-2017-102845>

Heritage, M., & Chang, S. (2012, August). Teacher Use of Formative Assessment Data for English Language Learners. National Center for Research on Evaluation, Standards, & Student Testing. P.2. Retrieved November 6, 2014, from https://www.cse.ucla.edu/products/states_schools/ELL_Symposium_FINAL.pdf

Hsieh, H. F., & Shannon, S. E. (2005). Three approaches to qualitative content analysis. *Qualitative health research*, 15(9), 1277-1288.

Janesick, V. J. (1999). A journal about journal writing as a qualitative research technique: History, issues, and reflections. *Qualitative inquiry*, 5(4), 505-524.

Kurum, Eyüp. (2016). Teaching Speaking Skills. Kurum, E. Y. (June 2016). "Speaking is more than to form grammatically correct sentences; it rather covers broad areas of mechanics, functions, pragmatics and social interaction." In teaching language skills for prospective English teachers (pp. 45-64), edited by Assoc. Prof. Ekrem Solak. Pelikan.

Leenknecht, M. J. M., Wijnia, L., Köhler, M. E., Fryer, L. K., Rikers, R. M. J. P., & Loyens, S. M. M. (2021b). Formative assessment as practice: the role of students' motivation. *Assessment & Evaluation in Higher Education*, 46(2), 236-255.

<https://doi.org/10.1080/02602938.2020.1765228>

Leong, L. M., & Ahmadi, S. M. (2017). An analysis of factors influencing learners' English speaking skill.

Longhurst, R. (2003). Semi-structured interviews and focus groups. *Key methods in geography*, 3(2), 143-156.

Madero, F. A. (2018). La Habilidad de Speaking en Inglés, una propuesta Lúdica para su Desarrollo.

Parveen, H., & Showkat, N. (2017). Content analysis. *Media & Communication Studies*.

Patton, M. Q. (2002). Two decades of developments in qualitative inquiry: A personal, experiential perspective. *Qualitative social work*, 1(3), 261-283.

Restrepo, H. N. A. (2013). El papel de la evaluación formativa en las percepciones de los estudiantes sobre su aprendizaje. *Revista PROFILE*, 15(2), 165-184.

Santos-Pastor, M. (2018). *La evaluación formativa en la adquisición de competencias docentes en la formación inicial del profesorado de Educación*. Dialnet.

<https://dialnet.unirioja.es/servlet/tesis?codigo=150499>

Schildkamp, K., Van Der Kleij, F., Heitink, M. C., Kippers, W. B., & Veldkamp, B. P. (2020). Formative assessment: A systematic review of critical teacher prerequisites for classroom practice. *International Journal of Educational Research*, 103, 101602.

<https://doi.org/10.1016/j.ijer.2020.101602>

Taborda, W. A. L., & Henao-Díaz, D. (2022). Evaluación formativa: impulsando el aprendizaje contextualizado y la mejora de la práctica docente. *Revista De Investigaciones UCM*, 22(39).

Weurlander, M., Söderberg, M., Scheja, M., Hult, H., & Wernerson, A. (2012b). Exploring formative assessment as a tool for learning: students' experiences of different methods of formative assessment. *Assessment & Evaluation in Higher Education*, 37(6), 747-760. <https://doi.org/10.1080/02602938.2011.572153>

Widiastuti, I. A. E., Mukminatien, N., Prayogo, J. A., & Irawati, E. (2020c). Dissonances between Teachers' Beliefs and Practices of Formative Assessment in EFL Classes. *International Journal of Instruction*, 13(1), 71-84.

<https://doi.org/10.29333/iji.2020.1315a>