
Effective Language Assessment: Enhancing Learning Outcomes through Innovative Methods

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Abstract

The environment of English Language Learning (ELL) assessment is changing, needing new ways to completely evaluate students' language competency. Conventional evaluation approaches frequently fall short of reflecting the constantly changing and varied nature of language acquisition. Summative evaluations, although offering a picture of skill, may lack specificity in suggesting areas for development. This study proposes an integrated strategy that blends summative, and performance-based evaluations to solve the constraints of standard assessment methodologies. The goal is to improve the accuracy of testing language abilities and offer a more complete picture of kids' language growth. The suggested integrated method builds on the advantages of summative, and performance-based evaluations. By integrating continual feedback, end-of-term exams, and actual language application, the technique strives to give a more nuanced picture of students' language abilities. This holistic approach recognizes the value of actual language usage, self-reflection, and collaborative learning, resulting in a more authentic and thorough evaluation process. Summative evaluations consist of standard tests and projects, whereas performance-based assessments incorporate real-world language applications. A diagnostic examination at the start of the course guides instructional preparation. The success of the comprehensive assessment strategy is assessed via a comparative examination of student outcomes. Language proficiency information, quantitative (test scores), is examined to quantify progress and identify specific areas of strength and weakness.

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

1. Introduction

With more than 1.5 billion speakers worldwide, English is among the languages most commonly spoken worldwide. It facilitates communication and cooperation between individuals with different language origins by acting as a lingua franca in a variety of disciplines, such as commerce, science, technology, and diplomacy. English, which has its roots in the Germanic peoples of early the middle Ages, has changed over decades due to a variety of factors, such as Latin, French, Norsemen, and even more lately globalization and innovations in technology. Because of its lengthy and varied past, the language has a large vocabulary, a sophisticated grammatical framework, and a reputation for versatility and portability. Because of

the British Empire's extensive historical impact and America's current supremacy, English is regarded as a worldwide language [1]. Consequently, French has emerged as the principal tongue for global correspondence, learning, and amusement. English's status as a second or primary language in many nations has increased its importance on a worldwide scale. Several varieties and variants expressing geographic variations in vocabulary, grammar, and pronunciation have resulted from the expansion of English. English variations influenced by societal, cultural, and historical causes include American, British, Australian, and Indian English. These variations also display unique traits.

Since English has taken over as the language for web browsing and knowledge

exchange, its significance in the digital era cannot be underestimated. Since English is the language used for the bulk of internet material, being able to communicate in it is necessary to take advantage of a multitude of possibilities and resources across many industries [2]. Even though English is the most widely spoken language in the world, it is always changing as novel phrases and terms from many other languages are included, showing how language and culture are ever-changing. English's status as a universal language of communication is expected to grow as obstacles to communication dissolve in a world growing more interrelated throughout the day, influencing connections and interactions on a global level. English language learning (ELL) is an important and dynamic process that helps people all over the world communicate successfully in one of the languages that is spoken most commonly. With more than 1.5 billion English language learning students worldwide, English language learning proficiency is now necessary for advancement in the workplace, in the classroom, and personal life. Being an essential component of many fields, including commerce, technological advancement, and negotiation, is one of the key causes of English's broad appeal as a second language. A strong command of the English language provides access to a wide range of options, such as foreign job placements and further education in English-speaking nations. Over time, the approaches to teaching English have changed dramatically in response to pedagogical breakthroughs and technology improvements [3].

Learners now have access to adaptable and engaging learning settings because of the addition of internet resources, and smartphone applications, along with fully immersive experiences alongside conventional classroom-based instruction. These services accommodate various learning methods and interests by providing a variety of learning materials, such as interactive quizzes, podcasts, movies, and online classrooms. Moreover, real-world communication skills are prioritized above repetitive memorizing of grammatical rules in the communicative method, which has gained popularity among English Language Learners. By encouraging meaningful interactions, this method helps students become more fluent and self-assured in their use of English in a variety of settings. Because languages and cultures are so closely

related, cultural competency is another essential component of ELL. Acquiring the societal and cultural norms, slang idioms, and cultural distinctions that are common in English-speaking areas is an essential part of learning the language. Learners are more equipped to handle cross-cultural communication when they are immersed in a different culture using language exchange initiatives, cultural seminars, and real materials. Furthermore, tests of English language competency such as the TOEFL, IELTS, as well as Cambridge examinations are important tools for assessing language ability among students in both academic and professional settings. These standardized exams act as an indicator of skill levels and open doors to global career and educational possibilities [4].

In English linguistic Learning, assessment is essential for determining students' linguistic competency and for informing lesson design. It includes a range of techniques and instruments intended to assess students' proficiency in grammar, vocabulary, speaking, reading, writing, and listening skills in addition to their understanding of the language's cultural distinctions. The multidimensional process of assessing in the field of English learning is essential for determining students' language competency and directing teaching strategies in language courses. In addition to measuring students' language proficiency, efficient assessment techniques also help to improve learning outcomes by informing instructional design and offering constructive criticism. To determine how different evaluation techniques affect students' learning results, this article will investigate how these techniques are applied in ELL situations. To determine students' language competency and direct teaching strategies in language classrooms, evaluation in learning the English language refers to a wide range of techniques and resources. Efficient evaluation techniques provide continuous education, offer constructive criticism for enhancement, gauge general language competency, and encourage the growth of communicative abilities in real-world settings. Teachers may improve language instruction and provide relevant experiences for learning that enable students to successfully meet their language learning objectives by investigating various assessment techniques and their effects on learning outcomes [5].

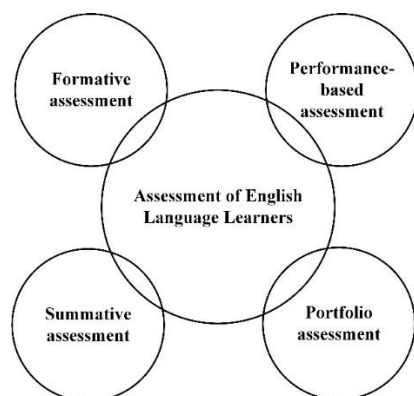


Fig. 1. Assessment of ELL

An essential part of English language acquisition in classrooms, formative assessment is a continuous process that is entwined with teaching activities. Fig. 1. shows the assessment of ELL. By utilizing techniques such as classroom monitoring, educators closely observe how students communicate, participate, and employ language, providing valuable insights concerning their competence levels and identifying areas that require improvement. Peer assessments also enable students to give helpful criticism on language problems, promoting cooperation in the classroom and developing their assessment abilities. Informal discussions between educators and students can help to assess oral ability, understanding, and fluency in natural language settings, providing important information about each student's development. Formative assessment has a significant effect on student learning results in language courses. Through this method, students receive timely assessment and contemplation chances that help them identify their strengths and limitations and promote self-regulated learning. Additionally, formative assessment's ongoing character fosters a development mentality in students, inspiring them to actively participate in their language learning process and establish goals for themselves. Formative assessment is a multidimensional technique that fosters an evolving and encouraging educational setting that supports students' entire development as speakers while also improving language abilities [6].

The final evaluation of students' language skills at the finish of a learning session is known as summative assessment, which is an essential part of English language acquisition. Standardized examinations such as the TOEFL along IELTS, that

provide a standardized assessment of ability based on preset criteria, are frequently used in ELL environments. Furthermore, written exams evaluate students' writing, grammar, and vocabulary through assignments like essays and multiple-choice quizzes, giving them a better understanding of the language. Through talks on a variety of themes, oral proficiency interviews are an essential tool for assessing students' abilities to talk and listen and demonstrating their success as communicators. Summative exams have a significant influence on ELL students because they provide a thorough assessment of their language competency. These evaluations evaluate students' preparedness for in-person interactions, check their correctness in language production and understanding, and provide information for making judgments about their position and advancement. Summative assessments provide teachers with important information about their students' general language ability, which helps them make well-informed judgments about their lessons and encourages ongoing development of language learning objectives [7].

Proficiency in language usage in authentic activities and real-life scenarios is assessed through performance-based evaluation in ELL. This kind of evaluation in ELL classrooms uses a variety of techniques, including projects, role-playing activities, and slideshows. Students exhibit their ability to organize ideas, use proper language patterns, and successfully engage viewers through oral presentations. Through role-playing activities, students may act out real-life communication issues, including placing an order for food or bargaining a commercial deal, demonstrating their capacity for meaningful interaction in a variety of settings. Furthermore, language-based assignments provide students the chance to use their language abilities creatively and meaningfully through essays, multimedia presentations, and poster designs. By motivating students to use their language abilities in real-world situations, performance-based evaluation improves learning outcomes and promotes the growth of interpersonal relationships, critical thinking, innovation, and teamwork. Because these activities encourage students to showcase their language ability in real-world circumstances, they help them develop a comprehensive grasp of language competency and prepare them to engage in effective

interaction in a variety of social, educational, and professional settings [8].

To demonstrate students' language ability and development, a portfolio assessment is the systematic gathering and review of examples of students' work over time. Portfolios in English Language Learner schools usually contain a range of items, including writing examples like essays, diary entries, or creative projects. Through written communication, these artifacts assist in illustrating students' abilities to articulate ideas, make good use of linguistic structures, and communicate meaning intelligibly. Portfolios may also contain recordings of students' interviews or oral presentations, which showcase their proficiency in speaking and listening, as well as their pronunciation, fluency, and ability to express concepts well in spoken English. Furthermore, when students record their language acquisition experiences, objectives, difficulties, and successes, self-reflections play a crucial role in portfolio evaluation. These remarks provide insightful information on the consciousness and language learning development of the pupils. By offering a thorough and individualized perspective of students' language progress, portfolio assessment plays a crucial role in improving the results of learning in language courses. Portfolios help students develop an impression of ownership and accountability for their learning process by letting them select and consider their work. Additionally, portfolios let students assess their language ability over time, create progress objectives, and become more motivated and autonomous in their language acquisition activities. All things considered, portfolio assessment is an effective method for evaluating and promoting language competency in ELL contexts for both teachers and students [9].

The combined strategy of ELL assessment that has been suggested seeks to transform current techniques by resolving the shortcomings of previous methods and offering a more thorough assessment of students' language competency. With an integrated approach, youngsters' language development is seen comprehensively as opposed to conventional examinations, which frequently fail to reflect the dynamic and multidimensional character of language acquisition. Examinations include summative, formative, and performance-based. This methodology, which recognizes the value of

collaborative learning, reflective thinking, and practical language usage, improves the accuracy of language skill assessments by utilizing the advantages of each assessment type. During the course, formative evaluations are administered regularly to provide instructors and students with immediate feedback to support further learning and development. Traditional examinations and projects are examples of summative assessments that provide an overview of ability; however, performance-based assessments that incorporate scenarios of everyday life language use are also used to measure language competency. The evaluation process is guided by the use of rubrics, which provide uniformity and clarity in the assessment criteria. Moreover, instructional preparation is informed by a diagnostic evaluation administered at the start of the course, which enables teachers to modify their strategies to fit the unique requirements and learning goals of each student. By integrating both quantitative and qualitative information-gathering approaches, a mixed-methods study design is used to examine the efficacy of an integrated evaluation methodology. Data on language proficiency—which includes both qualitative performance-based activities and quantitative test scores—is evaluated to track progress and pinpoint individual students' domains of weaknesses as well as strengths in their language abilities. Overall, by combining end-of-term assessments, continuous feedback, and real-world language application, this suggested technique contributes to a more thorough and genuine evaluation procedure for English language learning by providing an in-depth assessment of students' language skills.

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

Jamrus and Razali [10] Providing and getting feedback is a critical component of formative assessment. Yet, for a variety of reasons, including the high number of pupils in the class that consumes their time, most teachers find it challenging to provide feedback to their students. Students may serve as great sources of feedback by reflecting on the Calibre of their work, evaluating the extent to which it satisfies specified objectives or standards, and revising it as needed through self-assessment. When done correctly, student self-assessment may yield precise, practical data that supports education. In addition, self-assessment has been shown to have several positive effects on English language learning, including encouraging students to concentrate on their own English, promoting commitment to learning the language, scaffolding understanding of English learning from various English language skills, and developing an appreciation for independence in their learning. Therefore, the purpose of this conceptual study is to investigate the possibilities of self-assessment in learning the English language. The possibility of erroneous self-evaluation, whereby students might incorrectly determine their language skill levels, is one drawback of employing self-assessment during English language acquisition. This may cause them

to see their development inaccurately and make it more difficult for them to pinpoint areas where they still need to improve. Some students might not possess the spoken language mental processing ability or self-awareness needed to accurately evaluate their language proficiency.

The purpose of the study was to find out how instructors and students felt about different kinds of evaluation in the setting of a program in English offered to tertiary students who major in the subject. The investigation used a combination of conventional and non-traditional assessment instruments. Phongsirikul [11] set out to find out how instructors and students felt about the different kinds of assessment that were used in the overview of English grammar and framework course, which was required of first-year English majors at an institution of higher learning in Bangkok, Thailand. Pen and paper tests and quizzes with questions that are multiple-choice, cloze passages, mistake recognition, and phrase fulfilment were the standard assessments employed in this study. A few of the other evaluations are the group task iLearn & Teach Project, the assignment WeCreate Activity, and the solo work portfolio. The goal of all these substitute resources is to get students to shift their understanding of grammatical structure from what they already know to what they can accomplish with it. Furthermore, it was anticipated that this kind of evaluation would have an advantageous return by assisting students in improving the way they learn and inspiring them to acquire and utilize their grammar knowledge in everyday conversations. The results demonstrated that conventional evaluation instruments are often valued more highly by both instructors and students, particularly when it comes to their reliability and accuracy. They did, however, provide suggestions on the potential use of substitute assessment instruments as both learning motivators and assessment instruments for other English language skill courses.

New learning methods have been brought about by the extensive usage of educational apps, most notably Quizizz, especially in evaluation procedures at different academic levels. Using a case study technique, (Zuhriyah and Pratolo [12] aims to investigate students' opinions of Quizizz as a tool for evaluation in an English class. To collect data, students attending a private institution in Yogyakarta participated in interviews that were

semi-organized. The results revealed many favourable opinions about Quizizz: it was thought to be a fun and exciting tool that helped pupils become more motivated and self-assured while also boosting their reading skills. Overall, the usage of Quizizz in the classroom was well-received by the students. These revelations help to explain why Quizizz has been well-received as an evaluation tool, particularly among Indonesian educators. The reduced sample size resulting from time and resource restrictions was one of the study's stated shortcomings, which is similar to Cohen, and Manion, along with Morrison's suggestion for a bigger participant pool. The selection criteria for the participants include enrolment in an English course during the study term and acquaintance with Quizizz (being able to use it five to ten times). The interview process allowed for freedom in the construction of questions to accurately record the experiences of the students while facilitating an in-depth study of their viewpoints. By safely preserving information while upholding anonymity, ethical concerns including player privacy and data security were taken care of. The goal of carrying out interviews in Indonesian was to make participants feel at ease and promote candid discussion. As part of the data processing procedure, audio recordings were transcribed and then coded to reveal themes that represented the opinions of the students on Quizizz's usefulness as an evaluation tool.

Muho and Taraj [13] was to investigate how formative assessment procedures affect the desire of learners to acquire the English language. According to conventional wisdom, education should shift from being a means of determining right from wrong to one that supports educators in acquiring data that will influence instructional choices. The main contribution of the work is its investigation of the effects of formative evaluation procedures on motivation among learners and its establishment as a crucial component of second language acquisition. A few shortcomings in the research on how evaluation techniques affect student motivation were pointed up by the study. The purpose of this non-experimental correlational study is to explain how formative assessment procedures and learning motivation are related. It is believed that formative evaluation changes students' requirements for relatedness, competence, and autonomy, which in turn helps them to become more

autonomously motivated. A survey of secondary education students from both public and private institutions, chosen at random via stratified sampling, served as the instrument. They were affiliated with three prominent Albanian high schools in Durrës. The study's conclusions demonstrated that elements including the student's portfolio, the instructor's utilization of formative assessment questions, peer and self-evaluation, and self-assessment all had a positive impact on the desire of the learners to acquire the English language. The instructor's utilization of tactical questions throughout formative assessment was shown to have the biggest influence on learning motivation among the four independent variables, according to the findings of the regression formula. This was followed by student portfolios, peer assessments, and self-evaluation. This study found strategies for interventions that encourage motivation to learn English. The study will add to the Albanian context by demonstrating the influence of evaluation techniques on student motivation. It will support foreign language instructors, educational organizations, and legislators in enhancing evaluation procedures to increase student enthusiasm to study English.

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.

Fadilah et al.[15] explains the appropriateness of using both traditional and non-traditional forms of evaluation in 21st-century English Language Teaching is a contentious topic. The problem stems from how well standard and alternative assessments assist teachers in evaluating pupils in English Language Teaching classroom settings. The issue is that instructors do not have a more comprehensive understanding of the difficulties involved in evaluating English Language Teaching in the twenty-first century, whether through alternative evaluation methods or by combining traditional and new methods in the classroom. That difficulty causes the use of evaluation not to measure the particular abilities among pupils. Therefore, the purpose of this study is to look at how instructors feel about using both standard and non-traditional forms of evaluation in English Language Teaching. Employing fifty English instructors as research samples, survey research is the approach used in this study. A questionnaire that included open-ended questions on instructors' opinions of conventional and different types of assessment was used to gather the data. The findings demonstrate that a large number of educators are more at ease using traditional evaluation methods than alternative ones as they believe that the former is more practical and simpler to use in a classroom setting. These viewpoints must be adjusted, though, as there are difficulties in assessing English Language Teaching in the twenty-first century. Teachers must employ both conventional and different types of evaluation

depending on the proper goals and abilities. This will help the method of evaluation become more efficient and help students execute better in English. Typical exams are frequently time-consuming to conduct and grade, thereby restricting teaching time. Moreover, depending solely on conventional tests could not meet the changing requirements of students in the twenty-first century, who need innovative and interactive assessment techniques to gauge their language skills and preparedness to interact in the real world.

By covering a range of topics, including 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, the reviewed studies collectively add to the knowledge about assessment procedures in ELL contexts. To promote student learning, they first stress the significance of formative assessment as well as feedback. They also highlight the usefulness of self-evaluation as a tool for students to improve their critical thinking abilities and remark on their learning. Second, the studies examine how educators and learners see conventional and non-traditional techniques for analysis, illuminating the advantages and drawbacks of each strategy [13]. Thirdly, the usage of educational apps such as Quizizz is investigated as a novel kind of evaluation that enhances learning results and student engagement. Fourth, the effect of formative assessment procedures on student motivation is examined, emphasizing the contribution that strategic questioning and self-evaluation provide to the development of independent learning. Finally, the research on technology-assisted autonomous learning methodologies emphasizes how crucial it is to include contemporary educational technology to improve students' motivation control and strategic awareness when learning a language. But even with the insightful information these studies offer, there are still drawbacks to take into account. One of them is the limited generalizability of results in some research because of inadequate sample sizes caused by time and budget limitations. Furthermore, some research's dependence on self-report measures might add flaws and restrictions to the evaluation of learning results. Furthermore, the research's primary emphasis on particular people and situations may

restrict the findings' application to more general educational settings. More investigation into these constraints and other variables impacting evaluation procedures and academic results in ELL environments would yield a more thorough knowledge of efficient evaluation techniques in language instruction.

3. Problem Statement

There are several drawbacks to using conventional assessment techniques in ELL environments. Initially, they frequently ignore the integrated character of language usage in real-world situations in favour of discrete language abilities like grammar and vocabulary. Furthermore, students' communicative proficiency and their capacity to utilize the language in natural settings. Additionally, these approaches might place a strong emphasis on standardized testing, which may not adequately assess students' language skills or take into account their unique learning requirements. Fourthly, grading and administering conventional exams can take a lot of time, which reduces teaching time and possibilities for feedback. Finally, they might not give a comprehensive picture of language competency as they might not sufficiently evaluate students' sociocultural comprehension or their capacity to function in a variety of linguistic situations [16]. These drawbacks emphasize the necessity for creative and dynamic evaluation techniques that assess students' linguistic proficiency and communication skills properly while also being in line with language learning objectives. The integrated assessment strategy that has been suggested overcomes the drawbacks of conventional techniques by offering a thorough understanding of language competency through continuous feedback, practical language use, and group learning. Through a combination of summative, as well as performance-based assessments, it improves the validity and precision of assessing students' language proficiency.

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

The data-gathering portion of the English Language Learning (ELL) course takes a multidimensional approach, including summative, and performance-based assessments. Summative evaluations, which include traditional written examinations and projects, give an in-depth assessment of overall language skills about course goals. The performance-based evaluation component incorporates real-world language application into activities such as presentations and debates, which are supplemented by extensive rubrics and quantitative methods [17]. This thorough method enables a full grasp of students' language abilities, including both practical use and academic knowledge, providing useful insights into the language learning process. The Assessment for ELL for this analysis is collected from these years (2018-2022). Fig. 2 shows the number of papers collected.

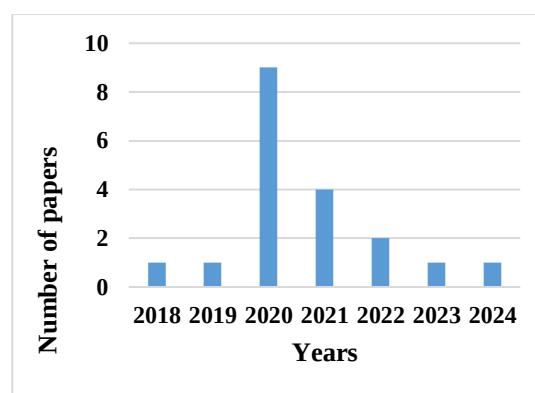


Fig. 2.No. of Papers Collected

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

A single perspective of the students is required in the cognitive improvement process; nevertheless, what the students have learned must be shown in real-world scenarios. These two phrases

are focused on curricular demands, particularly scoring and organized response needs. A performance assignment is a test of a student's ability to show a variety of previously taught topics. The instructor should use a standardized rubric to administer this evaluation, which comprises assessment elements, indicators, weights, scores, and score descriptions. This rubric promotes openness in the evaluation process, motivating both teachers and students to assess and enhance their learning results [19]. A performance assessment is a compilation of several tasks that were provided to the learners. Furthermore, performance assessment is described as an evaluation that demands learners to show their mastery of certain skills and abilities via performance or production. Performance assessment can improve students' language learning outcomes because Performance-based assessment is objective, according to 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.

There are various broad perspectives on the development of performance evaluation in writing, including the writer, the objectives and forms of writing, and writing training. From the writer's perspective, writing is a personal act that occurs when the writer converts thoughts or suggestions into a particular subject. The writer must be aware of the following: knowledge of the material, processes for organizing it, writing principles, and procedural requirements for using the three other forms of knowledge in the composition of a written output [20]. The writing evaluation should analyse and capture more parts of the creative process than only grammar and mechanics. The goal for writing is also important for setting precise requirements for the writing output.

4.3 Data Analysis

4.3.1 Impacts of learning outcomes

4.3.1.1 Summative Analysis

Because assessment is an essential component of the teaching and learning process, this study looked at the effects of summative and formative evaluations on academic inspiration, attitude toward learning, anxiety about tests, and self-regulation abilities among EFL students in Iran. To achieve the study's aims, 72 Iranian EFL learners were selected using the convenience sample approach and divided into two experimental groups (summative and formative) and a control group. The groups then took pre-tests for anxiety about tests, motivation, and ability to regulate themselves. Then, a single experimental class was instructed according to formative assessment criteria, while the second experimental group was instructed using summative

assessment principles. The control group received instructions without any preplanned assessments. Following a 15-session therapy, all groups were given post-tests of test anxiety, motivation, and self-regulation abilities to measure how the teaching affected their language success. Finally, a questionnaire was distributed to both groups of participants to measure their perceptions about the effects of formative and summative evaluation on English learning development. One-way analysis of variance and Bonferroni testing demonstrated the two types of summative and formative evaluations were beneficial, although the formative assessment had a greater impact on motivation for schoolwork, anxiety about tests, and self-regulation competence. The results of one sample t-test showed that participants had good views regarding summative and formative evaluations. According to the findings, it can be stated that formative assessment is a crucial aspect of teaching and should be employed in EFL educational environments [21]. The consequences of this study might assist students to identify their deficiencies and prioritise areas that require more effort and focus.

This study investigated the system of education and evaluation at the primary, middle school, high school, and postsecondary levels of Pakistan's academics. The study's main goal was to contextualize the evaluation system from basic to higher education institutions, as well as to investigate current modifications made by educational organisations. It began with a brief overview of the system of exams and summative assessment before discussing the present education system and the assessment procedure for education. The educational and examination techniques were

evaluated using 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 studies. The results indicated inadequate performance, particularly in English, which was not taught using current and effective approaches. Poor performance might be attributed to outmoded evaluation processes and weak courses [22].

This research sought to examine the items on the English summative examination. The analysis included Difficulty Level, Discriminating Power, and Distracter. The technique used was a descriptive one. It was discovered that the products still require significant changes and enhancements. The revisions and improvements aim to equalize the ranking of test item complexity levels. There were a few overly simple levels (12%) that must be rejected or altered. Overall, the difficulty level of several test items must be raised to moderate. On discriminating powers, as the very excellent discrimination capacity was only 34 percent, more assessments needed to be modified so that the test could distinguish the students' abilities [23]. The distracter analysis revealed a large number of failed and non-functional distracters (58%). Aside from the study of distracter alternatives, the key response option analysis revealed a few unsuccessful key replies (18%). The conclusion is that the exam still need numerous adjustments and enhancements.

4.3.1.2 Performance Based Analysis

The transition from traditional English language instruction to technology-based learning is well-known today. It is vital to determine the impact of employing technology on student performance. Vlog is one of today's most well-known technologies. This study seeks to determine the enhancement of student achievement after learning English through Vlog. The subjects of the research are 40 students from the English Education Department at Universitas Teknokrat Indonesia. They registered in the Transformational Conversation topic, which involved practicing English through vlogs. This research was designed as a quantitative investigation, with pre-tests and post-tests used. The pre-andof both tests were examined using inferential as well as descriptive statistics (Mann-Whitney U). The results of the

investigation show that there is a considerable increase in student achievement after learning English via Vlog [24].

The current study investigates secondary school instructors' and students' perceptions of web-based conversations in educational settings and their potential to improve their performance in the field of organic chemistry. Interviews and assessments of achievement were often used in combination to acquire both quantitative and qualitative information for triangulation. The total number of 138 senior five pupils and four instructors were purposefully picked from two secondary schools in Kicukiro District, Kigali, Rwanda. Qualitative data was analyzed using discourse and interpretative techniques, whereas quantitative data was analyzed using the t-test based on pre-and post-test results. The present research found that using web-based conversations can improve the performance of learners in organic chemistry, with 0.10 educational advantages and an impact size of 0.43. Furthermore, students and instructors have reported good attitudes regarding the use of web-based debates in teaching and learning [25]. Therefore, instructors and students are urged to use a universal chemistry network and undertake web-based conversations to improve their achievements in organic chemistry.

English is widely recognized as a tool of communication across the world. However, due to a lack of genuine English practice scenarios, EFL (English as a Foreign Language) students typically have limited opportunity to connect with people in English, much alone receiving feedback from individuals for reflections. In the present research, spherical video-based virtual reality (SVVR) surroundings were created to place students in authentic English-speaker contexts; additionally, the peer assessment (PA) strategy was used to guide students in providing feedback on peers' communication skills and reflecting on their performance. An experiment was carried out in a high school English class to assess the efficacy of the proposed technique. The trial results show that the peer-assessment-based SVVR strategy has a greater favorable impact on learners' English speaking, learning motivation, and ability to think critically, as well as lowering their English learning anxiety. Furthermore, it was discovered that the students' assessments were significantly connected with the teacher's. This study divided peer

comments into four categories: praise, critiques, opinion, and irrelevance. It was discovered that praise feedback was beneficial to the students' English-speaking performance, however, criticism feedback may have been unfavorable in this

circumstance. Furthermore, irrelevant information was not substantially connected with the student's performance in the early PA stage but showed a significantly negative association in the latter 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.

The following studies study several assessment methodologies in English Language Learning (ELL) and show noteworthy findings in table 2. The research cited provide useful insights into various evaluation methodologies used in a variety of

educational settings. The study evaluates formative and summative assessments in English as a Foreign Language (EFL) and finds that formative tests are beneficial in generating academic motivation, lowering test anxiety, and improving self-regulation

abilities, with participants providing positive feedback. It goes into Pakistan's examination system, highlighting low performance as a result of old evaluation mechanisms and inadequate curriculum, emphasising the critical need for creative teaching methods, particularly in English education. An examination of an English summative test that advocates for the modification and enhancement of test items in terms of difficulty, discrimination power, and distractors. The influence of Vlogs on the study of English, with students doing much better after being exposed to this educational technique. The study looks at web-based conversations in organic chemistry and finds that they have a good impact on student performance, which is supported by both students and instructors. Finally, it assesses a virtual reality environment using peer evaluation, demonstrating that the peer-assessment-based strategy delivers more positive advantages than non-peer-assessment-based tactics. Parallel comments in the present research are classified as expressions of appreciation, criticism, views, and extraneous remarks, with positive feedback significantly contributing to increased English-speaking abilities. These studies provide nuanced viewpoints on the efficacy and opportunities for development in various evaluation methodologies across diverse educational environments.

6. Conclusion

The study of various evaluation techniques in ELL emphasizes the requirement for a more thorough approach to evaluating students' language competency. The present investigation presents an integrated assessment paradigm that includes summative, and performance-based evaluations while acknowledging the limits of traditional techniques in capturing the complexities of language acquisition. The integrated method strives to improve the accuracy of evaluating language abilities by combining continuous feedback, end-of-term assessments, and real-world language application scenarios. This technique contributes to a broader understanding of students' language development by integrating the characteristics of each evaluation method. It emphasizes practical language usage, self-reflection, and interactive instruction.

The mixed-methods investigation approach, which includes information techniques, provides depth to the research. Regular summative exams and performance-based assignments provide an overall picture of students' language skills. The use of diagnostic evaluations at the start of the course improves instructional design and lays the groundwork for monitoring progress throughout time. The study assesses the efficiency of the integrative assessment strategy by conducting a comparative examination of student results, both statistically (by test scores) and subjectively (via performance tasks). This comprehensive approach enables a more authentic and insightful knowledge of language learning results, opening the way for informed methods of instruction and improvements in the entire English language learning experience.

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