



IMPROVING THE QUALITY OF EDUCATION THROUGH FORMATIVE ASSESSMENT METHODS IN TEACHING ENGLISH IN GENERAL SECONDARY SCHOOLS

Baxronova Rushanabonu

First-Year Master's Student, ISFT Institute, Samarkand Branch

*Scientific Supervisor: Ashurova Nigina Alimdjanovna, Associate
Professor, PhD*

Abstract: *This article examines the pedagogical and methodological aspects of effectively using formative assessment methods in teaching English in general secondary schools. It analyses the importance of formative assessment in monitoring students' learning progress, identifying individual learning needs, addressing learning difficulties in a timely manner, and improving the quality of education. Furthermore, the article explores the impact of self-assessment, peer assessment, criteria-based assessment, observation, reflection, and feedback on the effectiveness of English language learning. The potential of these approaches to developing students' communicative competence, independent thinking, self-evaluation skills, and active participation in the learning process is also discussed. The article concludes that the systematic implementation of formative assessment in accordance with lesson objectives, expected learning outcomes, and students' individual characteristics is an important pedagogical condition for improving the effectiveness of English language teaching. Keywords: formative assessment, English language teaching, educational quality, feedback, communicative competence, student motivation.*

1. Introduction

In the context of globalisation and the rapid development of information technologies, learning foreign languages, particularly developing effective communication skills in English, has become one of the priorities of general



secondary education. English serves as an important tool for international scientific communication, access to modern technologies, intercultural interaction, and participation in global educational opportunities. Therefore, improving the quality of English language teaching in general secondary schools, developing students' communicative competence, and continuously enhancing learning outcomes remain significant pedagogical challenges. Traditional assessment practices often place considerable emphasis on students' final achievements. However, contemporary educational approaches highlight the importance of not only determining students' levels of knowledge but also monitoring their learning processes, identifying difficulties, and supporting their individual development. In this regard, formative assessment plays a particularly important role. It enables teachers to analyse students' everyday learning activities, provide clear and constructive feedback, and adapt teaching methods to learners' educational needs. In English language teaching, self-assessment, peer assessment, observation, criteria-based assessment, reflection, and short diagnostic tasks can increase students' engagement in lessons. These methods help teachers identify students' progress in listening, speaking, reading, and writing, address errors, and develop learners' responsibility for independent learning.

Baxronova Rushanabonu The relevance of this study is determined by the need to improve educational quality through the purposeful integration of formative assessment methods into English language lessons in general secondary schools. The main aim of the study is to analyse the pedagogical potential of formative assessment methods and explain their methodological significance in improving the effectiveness of English language teaching. The findings may help English language teachers improve classroom practices, consider students' individual needs, and develop strategies for continuously enhancing learning outcomes.

2. Literature Review

The theoretical and methodological foundations of formative assessment have been extensively discussed in contemporary educational research. In these studies, assessment is viewed not merely as a means of measuring students'



knowledge but also as a mechanism for improving the learning process, guiding educational activities, and supporting individual development. Black and Wiliam (2009) examined the relationship between classroom formative assessment and students' learning outcomes. Their work emphasises the importance of regular feedback, clearly defined learning objectives, and consideration of students' existing knowledge in improving educational effectiveness. These principles provide a theoretical foundation for identifying learning difficulties and offering individual support in English language classrooms. Hattie and Timperley (2007) investigated the role of feedback in education. They argued that the effectiveness of feedback depends on its content, clarity, and relevance to students' subsequent learning activities. In English language teaching, this perspective highlights the importance of providing constructive comments on grammatical errors, pronunciation, and written and spoken communication. Andrade and Valcheva (2009) described self-assessment as a process through which students evaluate their learning outcomes against established criteria. This approach can promote reflective thinking, learner autonomy, and responsibility for one's own learning. Hattie and Mandouit (2023) also revisited the role of feedback from the learner's perspective, highlighting the importance of understanding how feedback is received and used. International educational research, including publications by the Organisation for Economic Co-operation and Development (OECD, 2021, 2025), highlight the importance of using assessment information to improve teaching quality. Recent studies have further explored formative assessment in English as a Foreign Language (EFL) classrooms. Zhang et al. (2024) reviewed formative assessment in K–12 EFL education, while Kaur and Lim-Ratnam (2023) examined its implementation in primary school English classrooms in Singapore. However, formative assessment methods need to be adapted to the age-related, communicative, and methodological characteristics of English lessons in general secondary schools. Consequently, the systematic application of formative assessment and the investigation of its potential contribution to educational quality remain important areas of pedagogical research.



3. Methodology

This study aims to identify the pedagogical potential of formative assessment methods in English language teaching in general secondary schools and provide a methodological explanation of their importance in improving educational quality. The methodological framework is based on competency-based, learner-centred, and activity-based approaches. These approaches emphasise students' individual characteristics, encourage active participation in language learning, and support the continuous improvement of educational outcomes. The principal research methods include the analysis of scientific and pedagogical literature, comparison, synthesis, pedagogical observation, and examination of the methodological potential of formative assessment techniques. The literature review is intended to identify the theoretical foundations, principal characteristics, and educational functions of formative assessment in English language teaching. The comparative method is used to examine the differences between traditional and formative assessment in terms of their purposes, functions, and effects on students' learning activities. Pedagogical observation can be used to examine students' classroom participation, task performance, and responses to feedback. From a methodological perspective, the integration of formative assessment into English lessons requires clearly defined learning objectives, explicit success criteria, and continuous monitoring of students' progress. Suitable techniques include self-assessment, peer assessment, short diagnostic tasks, question-and-answer activities, observation checklists, and constructive feedback (Ahmadi et al., 2021; Amirkulova, 2024; Razuvaeva et al., 2023). Assessment criteria should reflect students' development in the four main language skills: listening, speaking, reading, and writing. For example, speaking activities may be evaluated according to fluency, pronunciation, vocabulary use, grammatical accuracy, and interaction. Writing tasks may be assessed in terms of organisation, coherence, vocabulary, grammar, and task achievement. Qualitative analysis, comparison, and synthesis are appropriate methods for interpreting the information obtained. If an empirical study is subsequently conducted, students'



initial and final performance may be compared using predetermined assessment criteria. Throughout the research process, the confidentiality of students' personal information, the objectivity of assessment, and equal treatment of participants should be maintained.

4. Results

The theoretical and methodological analysis of formative assessment in English language teaching identifies several important ways in which this approach may contribute to the improvement of the educational process. First, formative assessment enables teachers to identify students' learning difficulties in a timely manner. Rather than focusing exclusively on final results, teachers can monitor students' progress and determine which areas require additional explanation or practice. Second, regular and specific feedback helps students recognise their errors, understand why they occur, and identify appropriate strategies for improvement. In English language lessons, this may involve correcting grammatical mistakes, improving pronunciation, expanding vocabulary, and developing the organisation of written texts. Third, self-assessment and peer assessment encourage independent thinking, responsibility, and reflective learning. When students evaluate their own work or provide feedback to classmates according to clear criteria, they become more actively involved in the learning process. Fourth, criteria-based assessment helps students understand expected learning outcomes. Clearly communicated criteria make assessment more transparent and allow learners to compare their performance with established standards. The integration of formative assessment into listening, speaking, reading, and writing activities is particularly important. Oral questioning and short diagnostic tasks can help teachers determine whether students have understood a topic. Written feedback can guide learners in correcting grammatical and lexical errors, while peer review can encourage students to improve their writing through collaboration (Khalaf, 2025; Ma, 2021; Zou et al., 2021). For example, an English teacher may use an exit ticket at the end of a lesson to ask students to identify one concept they have understood, one difficulty they have experienced, and one



question they would like to explore further. The responses can inform the planning of subsequent lessons. Similarly, a speaking checklist may help students evaluate their participation in pair work, while a writing rubric can clarify expectations for a paragraph or essay. The effectiveness of formative assessment depends on the clarity of assessment criteria, the timeliness of feedback, and the teacher's ability to encourage meaningful student participation. These findings are based on theoretical and methodological analysis; empirical classroom studies and quantitative evidence are required to establish actual effects on proficiency and achievement.

5. Discussion

The use of formative assessment in English language teaching in general secondary schools has considerable theoretical and practical significance. This approach extends the purpose of assessment beyond recording students' achievements and positions it as a means of guiding instruction, identifying learning difficulties, and supporting individual development. The findings discussed in this article are consistent with the principles presented by Black and Wiliam (2009), who emphasised the role of formative assessment in supporting learning. Similarly, Hattie and Timperley (2007) highlighted the importance of feedback that helps learners understand their current performance and determine the next steps in their learning. These perspectives suggest that feedback in English language classrooms should not be limited to identifying errors. Instead, teachers should explain how students can correct mistakes and improve their performance. For instance, when a student writes a paragraph with grammatical errors, the teacher may identify recurring problems, provide an example of correct usage, and encourage the student to revise the text independently. Self-assessment and peer assessment can develop students' ability to evaluate their work, reflect on their progress, and take responsibility for their learning. However, these techniques require clear instructions, accessible criteria, and appropriate teacher guidance. Without these conditions, students may provide subjective feedback or make inaccurate judgements about their own or their classmates' performance. Formative assessment should also be adapted to students'



ages, language proficiency levels, and communicative needs. Younger learners may benefit from visual checklists, simple reflection questions, and short interactive activities. More advanced learners may be able to use detailed rubrics, peer review, and structured reflection to evaluate their speaking and writing. Assessment results should inform subsequent teaching decisions. If classroom questioning reveals that many students have difficulty using a particular grammatical structure, the teacher can provide further explanation and additional practice. If students demonstrate strong comprehension but limited speaking confidence, the teacher may introduce more pair work, guided discussions, or communicative tasks. The implementation of formative assessment also presents challenges. Teachers need sufficient time to provide meaningful feedback, prepare assessment criteria, and monitor individual progress. Large class sizes and differences in students' proficiency levels may make these tasks more demanding (Akhmadova, 2025; Morris et al., 2021; Pulatova, 2025; Zemlyanskaya, 2022). Therefore, practical assessment tools should be manageable, relevant to lesson objectives, and appropriate to available classroom resources.

6. Conclusion

Formative assessment is an important pedagogical approach to improving the quality of English language teaching in general secondary schools, supporting students' individual development, and fostering communicative competence. The theoretical and methodological analysis presented in this article indicates that formative assessment serves a broader purpose than simply measuring students' knowledge. It enables teachers to monitor learning progress, identify difficulties, provide timely support, and improve subsequent educational activities. The effectiveness of formative assessment depends on several key factors, including clearly defined learning objectives, understandable success criteria, regular and constructive feedback, and the use of assessment information when planning further instruction. Self-assessment, peer assessment, pedagogical observation, diagnostic tasks, and reflection can also contribute to students' independent thinking, self-evaluation skills, and responsibility for learning. Integrating formative assessment



into listening, speaking, reading, and writing activities provides opportunities for the systematic development of students' language skills. Based on assessment information, teachers can adapt task difficulty, provide additional explanations, and offer individual support according to learners' needs. English language teachers are encouraged to implement formative assessment systematically, strengthen their assessment competence, and expand the use of effective methodological tools. Further empirical research is needed to determine its actual impact on educational quality. Future studies could compare students' initial and final performance, examine the effects of specific assessment techniques, and investigate students' and teachers' experiences in different classroom contexts. In conclusion, the purposeful and consistent application of formative assessment represents a promising direction for improving English language teaching methodology and creating a more learner-centred educational environment.

REFERENCES

- Ahmadi, H., Behnam, B., & Seifoori, Z. (2021). The reciprocal questioning as a formative assessment strategy: EFL learners' reading comprehension and vocabulary learning. *Teaching English Language*, 15(2), 61–93. <https://doi.org/10.22132/tel.2021.139843>
- Akhmadova, M. (2025). Formative and summative assessment effectiveness. *Innovative Research in the Modern World: Theory and Practice*. <https://doi.org/10.5281/zenodo.14866657>
- Amirkulova, D. (2024). Specific principles of formative assessment in foreign language teaching in general secondary education. *Foreign Linguistics and Linguodidactics*, Special Issue. <https://doi.org/10.71337/inlibrary.uz.foreign-linguistics.67601>
- Andrade, H., & Valtcheva, A. (2009). Promoting learning and achievement through self-assessment. *Theory Into Practice*, 48(1), 12–19. <https://doi.org/10.1080/00405840802577544>



Black, P., & Wiliam, D. (2009). Developing the theory of formative assessment. *Educational Assessment, Evaluation and Accountability*, 21(1), 5–31. <https://doi.org/10.1007/s11092-008-9068-5>

Hattie, J., & Mandouit, L. (2023). Revisiting “The Power of Feedback” from the perspective of the learner. *Learning and Instruction*, 84, Article 101718. <https://doi.org/10.1016/j.learninstruc.2022.101718>

Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research*, 77(1), 81–112. <https://doi.org/10.3102/003465430298487>

Kaur, K., & Lim-Ratnam, C. (2023). Implementation of formative assessment in the English language classroom: Insights from three primary schools in Singapore. *Educational Research for Policy and Practice*, 22, 215–237. <https://doi.org/10.1007/s10671-022-09327-y>

Khalaf, B. H. (2025). Analyzing the effectiveness of formative assessment in EFL writing classes. *Wasit Journal for Human Sciences*, 21(4). <https://doi.org/10.31185/wjfh.Vol21.Iss4.1223>

Ma, M. (2021). Using learning-oriented assessment to develop student feedback literacy in academic writing: An action research study. *Asian Journal of English Language Teaching*, 30(1), 77–100. <https://doi.org/10.65961/AJELT-2021-1-004>

Morris, R., Perry, T., & Wardle, L. (2021). Formative assessment and feedback for learning in higher education: A systematic review. *Review of Education*, 9(3), Article e3292. <https://doi.org/10.1002/rev3.3292>

Organisation for Economic Co-operation and Development. (2021). *OECD digital education outlook 2021: Pushing the frontiers with artificial intelligence, blockchain and robots*. OECD Publishing. <https://doi.org/10.1787/589b283f-en>

Organisation for Economic Co-operation and Development. (2025). *Unlocking high-quality teaching*. OECD Publishing. <https://doi.org/10.1787/f5b82176-en>

Pulatova, F. U. (2025). Formative assessment in English as a foreign language (EFL) classrooms: Challenges and opportunities in secondary schools in Uzbekistan.



Academic Research in Modern Science, 4(37), 38–41.

<https://doi.org/10.71337/inlibrary.uz.arims.108823>

Razuvaeva, T. A., Ryzhova, E. V., & Shurygina, Y. A. (2023). Assessment of educational outcomes of fifth-grade students in English language teaching in general education schools. *Pedagogy: Theory and Practice*, 8(10).

<https://doi.org/10.30853/ped20230161>

Zemlyanskaya, E. N. (2022). Formative assessment of educational achievements in primary general education: Teacher training. *Pedagogy: Theory and Practice*, 7(4).

<https://doi.org/10.30853/ped20220071>

Zhang, H., Ge, S., & Mohd Saad, M. R. (2024). Formative assessment in K–12 English as a foreign language education: A systematic review. *Heliyon*, 10(10), Article e31367. <https://doi.org/10.1016/j.heliyon.2024.e31367>

Zou, M., Kong, D., & Lee, I. (2021). Teacher engagement with online formative assessment in EFL writing during the COVID-19 pandemic: The case of China. *The Asia-Pacific Education Researcher*, 30, 487–498. <https://doi.org/10.1007/s40299-021-00593-7>