



RESEARCH PAPER

Influence of Teachers' Formative Assessment Feedback and Students' Learning Activities on English Subject at Secondary School Level

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ABSTRACT

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The goal of this study was to determine the influence of teachers' feedback in formative assessment on students' learning outcomes in English subject at secondary school level. Assessment is a continuous procedure that occurs throughout the educational process with the goal of boosting students' learning. This quantitative study adopted an experimental research design to measure the effect of teachers' feedback in formative assessment on student learning outcome on English subject through random sampling method. Fifty students were chosen from two schools in the taluka of Kotri Jamshoro. A validated English subject test from the text book of ixth class was used as a research instrument. The research found that teachers' formative assessment feedback improved students' English learning results. Teachers' formative assessment feedback boosted students' motivation and learning engagement. Thus, successful formative assessment approaches led to improved student learning activities. Administrators should create programmes to help teachers execute formative assessment appropriately in the classroom.

Introduction

Assessment is a crucial aspect of any educational system, and the fact that it is used to hold instructors accountable has piqued people's interest in how effectively they utilise it (Huisman, 2018). You should know what you're assessing, why you're measuring it, and how to apply the best assessment techniques if you want to be an assessment-literate teacher. You should also understand how to build appropriate assessment practises and how to avoid using ineffective assessment methods(Chappuis & Chappuis, 2007).

Formative assessment, also known as formative evaluation, formative feedback, or assessment for learning, is a collection of formal and informal evaluation techniques used by instructors to make changes to the way they teach and learn in order to help their students perform better, it also includes diagnostic testing. During a lesson, unit, or course, instructors employ a variety of forms of formative assessment to check on students' comprehension, learning needs, and progress(Rust,

2002). Formative evaluations may help teachers find out what kids don't comprehend, what abilities they lack, and what standards they haven't reached. Teachers will be able to make adjustments to lessons, teaching, and academic assistance in this manner (William, 2014).

A large number of educators and professionals believe that formative assessment practices are essential component of excellent education (Angelo, Thomas A., 1993). Formative assessments are integrated into the teaching and learning process, as opposed to the bulk of summative examinations, which are purposely segregated from instruction. A formative assessment technique could be as simple as a teacher asking students to raise their hands if they believe they understand a newly introduced concept, or as complex as students completing a self-assessment of their own writing (typically using a rubric outlining the criteria) that the teacher then reviews and comments on. While formative assessments help instructors discover student learning requirements and issues, they also help students get a more nuanced understanding of their academic strengths and weaknesses. If students understand what they do well and where they need to improve, they may take more responsibility for their own learning and academic advancement (Umar, 2018).

The country's assessment and examination systems continue to fall short of expectations at both the macro and micro levels, such as in schools, colleges, and classroom assessments and exams. This shows that the system doesn't have the ability to lead, manage, plan, develop, administer, mark, and report on standardised and high-quality school-based assessments and large-scale examinations (Mohammad et al., 2017).

Most school tests require students to just repeat facts from a text book, rather than analyse, evaluate, or come up with something altogether new themselves. Students often rely on textbooks as their major source of knowledge. In the textbooks, there are few, if any, high-order thinking tasks. Because most external exams don't need higher-order thinking abilities, creative teaching that focuses on lower-order thinking skills may lead to pupils doing worse on exams as a result of the innovative teacher's lack of practise. Consequently, teachers must depend on low-level talents like rote memorization in order to teach the content and get excellent outcomes from their students (Quyen & Khairani, 2016).

Many efforts have been made to assess students and create policy frameworks to improve students' learning in schools, including the PAT, SAT, ASER, NEAS, PEACE, and other provincial and national comparison exams. These exams routinely demonstrate low student accomplishment in maths, science, and English, giving a grim image of student's learning outcomes evaluation and feedback in the key subjects at the school level. The Sindh Government devised a strategy on Sindh Assessment and Examinations in this respect. "To carry out the policy initiatives outlined in the NEP 2009, as well as the assessment targets outlined in the Sindh School Education Standards and Curriculum Act, the Sindh Education Sector Plan (SESP), the Curriculum Implementation Framework, and the Sindh Education Student's Learning Outcomes Assessment Framework (SESLOAF)" purposes to provide a standards-based approaches to assessments, while the policies on assessments and examinations intentions to provide policy action. Summative assessments should be formative, ongoing, genuine, and standardised, according to the framework, with an emphasis on assessment for learning (Ahmed et al., 2020).

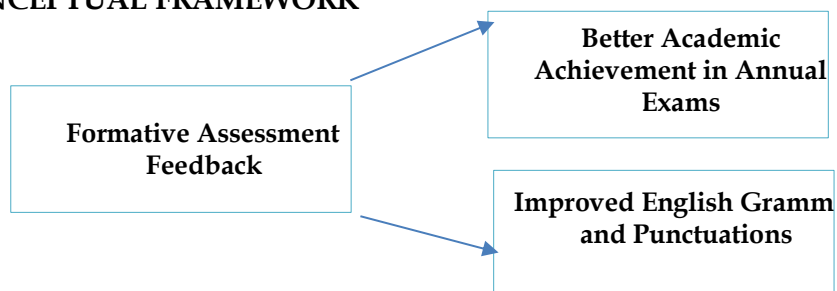
Formative assessment practices shift classroom practices in the direction of learning culture (Black & William, 1998). Research has proven that during instruction the feedback by teacher in formative assessment practices most effectively reflect and improve the instructional practices to discourse learning outcomes. Formative assessment gives a path on how teachers should adapt their practise to increase learning at various stages throughout the year. Students get feedback from teachers that informs them of what is acceptable and what needs to be addressed. A vast number of studies, such as Black and William (1998) and ABC (2011), have looked at the usefulness of feedback on students' English subject activities and found a substantial link between teachers' feedback and students' English subject performance. According to ABC (2011), one of the most successful parts of student learning is feedback in formative assessment. In today's environment of student learning, formative assessment may be a path to success in summative appraisal and post-evaluation/assessment knowledge retention. Formative assessment has the ability to positively affect both the teacher's and students' learning methods, helping students to master not just the topic at hand, but also the learning tactics that best suit them (Moghaddam et al., 2019).

As a result of globalisation and internationalisation, English has established itself as an international lingua franca in the contemporary world. Students who come to universities for graduation have low English language skills, so teachers face many challenges in imparting their knowledge by giving lectures in English. Many students who come from public schools have low English language skills, and they spend their university careers learning English rather than learning and understanding other subjects, so teachers also complain that rather than imparting important knowledge, they spend their time learning English. This research is vital to find out the present level of English proficiency of students and explore the teacher's formative assessment feedback on English topics at secondary school level, keeping the significance of the English language subject in mind (Shakir et al., 2021).

Hypothesis

1. There is no significant influence of teachers' formative assessment feedback on students learning activities on English subject at public secondary school level.
2. There is no significant difference between the students' pre and post-test of English subject at secondary school level

CONCEPTUAL FRAMEWORK



Literature Review

There is no question that instructors have employed means and strategies in the process of educating pupils throughout history. Teachers have used various techniques to determine if pupils have grasped the content effectively (Tremblay, 2013). Michael Scriven, on the other hand, invented the term "formative assessment" in 1967. Scriven (1967) described a formative assessment feedback process for the purpose of improving something. "While a programme is in the design and development phases, it is still changeable," the formative process adds, "and the knowledge collected through assessment may therefore contribute to change in the programme" (Greensstein, 2010, p. 20). Since then, the phrase "formative assessment feedbacks" have been used in educational contexts as a technique to keep instructors informed about student learning while it is happening. Teachers have been capable to utilise information acquired via formative assessment procedures to make required modifications and changes in the hopes that students will grasp the curriculum.

Book authored by Douglass Fisher and Nancy Frey (2014), the two writers examine both typical formative assessment strategies in the classroom and the usefulness of such techniques in student learning. While most instructors use questions like "Did you all understand?" or "Does that make sense?" to gauge student comprehension, these two writers contend that this is not the most effective way to gauge student comprehension. To determine whether or not pupils have achieved the degree of learning that is required, these approaches are inadequate (Fisher & Frey, 2014). "Oral language, questioning, writing, projects and performances, assessments, and school-wide methods" are some of the categories of this book's structured work (Fisher & Frey, 2014, p. 1-2). A thorough formative assessment feedback system is essential for teachers, according to Fisher and Frey (2014), who lay the groundwork for a teacher's understanding of its value. This technique consists of three parts: learning objectives, students' feedback, and the planning of students' education based on shortcomings or mistakes that have been identified. According to Fisher and Frey (2014), when a complete formative assessment feedback system is in place and used regularly, instructors will be able to evaluate students' strengths and shortcomings in order to improve student learning.

Students' success was examined in an article written by Paul Black and Dylan Williams (1998) as part of a meta-analysis of formative assessment. To address three critical issues, the research gathered a survey of more than 250 sources. Does enhancing formative assessment enhance standards? Does it seem like there is space for improvement? How may formative assessments be improved? Black and Williams (1998) concluded that the answers to all 3 questions were yes at the end of their study assessment. According to the authors of the study, the establishment of formative assessment has been shown to enhance student accomplishment levels. To our knowledge, there is no other mechanism to raise standards that has such a strong presumptive case (Black & Williams, 1998, p.148).

Formative assessment feedbacks help learners become aware of any gaps between their intended objective and their existing knowledge, understanding, or ability, and leads them through the steps required to achieve the goal (Savin Baden, 2004). This research study says that when students take exams and do assignments,

the most useful feedback is detailed and specific, and it encourages them to pay attention to the subject work rather than just getting the right answer.

Material and Methods

Research Design

In its nature and scope, it was an experimental research study. Population of the study included two secondary schools of the taluka Kotri at district Jamshoro. Convenient sampling method was adopted to select the schools and random sampling method was also applied to select the students of class IX. The student's achievement test was prepared from the course and validated from the experts in the relevant field. This experimental study helped to understand the practices of formative assessment feedback improve students' learning or not. This experimental investigation required four weeks of sessions. During the academic session of 2021, the first was the pre-test, and the last week was the post-test (experimental test). Students were equally selected from English classes of 9th grade e.g., (n=25 students) from Sec-A and (n=25 students) from Sec-B. Both the experimental and control groups were given an English subject pre-test. The experimental group was taught and assessed through formative assessment feedback on their English book exercises. The lessons from the English book were same in the both groups. After 4 weeks the final post -test was taken from both groups. For attempting the test students was also given the directions. Test was validated by expert. This experimental study was an attempt to see the influence and relationship of formative assessment feedback on students learning activities on English subject.

Results and Discussion

Data Analysis

Frequency distribution, of schools from which the samples have been taken for the collection of data. In this regard 50% samples have been taken from the GGHS labour square, whereas 50% samples have been chosen from the GGHS LUMS colony Taluka Kotri District Jamshoro.

Null Hypothesis (H₀):

Marks of Students of Govt. Girls High School labour square are not significantly different from Marks of Govt. Girls High School LUMS Colony.

Pre-Test Marks of Students of Experimental and Control Group

A two-tailed paired samples *t*-test was conducted to examine whether the mean difference of Experimental students marks and Control students' marks was significantly different from zero.

Assumptions

Normality. A Shapiro-Wilk test was performed to decide if the distinctions/differences between the marks of students of Govt. Girls High School labour square and Govt. Girls High School LUMS Colony could be delivered by a common appropriation/distribution (Razali& Wow, 2011). Shapiro-Wilk test results

were not significant based on alpha values of .05, $W = 0.96$, $p = .326$. This outcome recommends the likelihood that the distinctions/differences in marks of students of Govt. Girls High School labour square and Govt. Girls High School LUMS Colony cannot be ruled out by a simple division, indicating that the assumptions of normality has been fulfilled.

Homogeneity of Variance. Experimental student scores and variations of control student scores were compared using Levine's test to see if they differed significantly. Based on alpha value .05, $F(1, 48) = 0.57$, $p = .454$, Levene's test result was not significant. This result shows that the marks of the experimental students (Govt. Girls High School labour square) and the marks of the control students (Govt. Girls High School LUMS Colony) were formed by the distribution of equal variables, indicating that the uniformity of the need for change was met.

Results

The HO hypothesis rejected since the two-tailed paired samples t-test revealed in a significant alpha value of .05, $t(24) = -2.12$, $p = .044$, suggesting/recommending that the HO hypothesis rejected. The distinction/difference between the mean of experimental students' marks (Govt. Girls High School labour square) and the mean of control students' marks (Govt. Girls High School LUMS Colony) was substantially different from zero, according to this conclusion. Experimental students' marks' mean was substantially lower than control students' marks' mean. Table 1 summarises the findings.

Table 1
Pre-test marks of students of GGHS labour square and students of GGHS LUMS Colony.

Experimental_students_marks		Control_students_marks		<i>t</i>	<i>p</i>	<i>d</i>
<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			
34.52	13.48	41.68	12.62	-2.12	.044	0.42

Note. $N = 25$ is a point to keep in mind. The t-statistic has 24 degrees of freedom, and *d* stands for Cohen's *d*.

Post Test Results Of Experimental And Control Group

To see if the mean difference between Experimental (Govt. Girls High School labour square) student's post-test marks and Control group (Govt. Girls High School LUMS Colony) student's post-test marks was statistically dissimilar from 0, a two-tailed paired samples t-test was applied.

Assumptions

Normality. A Shapiro-Wilk test was used to examine that is there any difference between the post-test scores of the experimental students and the post-test scores of the control group students may be due to normal distribution (Razali&Wah, 2011). □ Based on alpha values of .05, $W = 0.95$, and $p = .222$, Shapiro-Wilk test results were not significant. The possibility cannot be ruled out that the difference/distinction between the post-test scores of the experimental students and

the post-test scores of the control group students was due to a general distribution, suggesting that the normality assumption was met.

Homogeneity of Variance. Post-test scores for experimental students and post-test scores for control group students were compared using Levine's test to see if they were significantly different. Based on an alpha value of 05, $F(1, 48) = 0.04$, $p = .849$, Leon's test result was not significant. This result shows that the post-test scores of the experimental students and the post-test scores of the students in the control group would be generated by dividing them with identical variations, indicating that the uniformity of the change requirement is met. Is done

Results

The null HO hypothesis rejected since the two-tailed paired samples t-test resulted in a significant alpha value of 05, $t(24) = 7.59$, $p.001$. This result indicates that the difference between the mean of Experimental (Govt. Girls High School labour square) students' post-test marks and the mean of Control group (Govt. Girls High School LUMS Colony) students' post-test marks was not zero. The mean of Experimental students' post-test marks exceeded the mean of Control group students' post-test marks by a wide margin. Table 2 summarises the findings. Figure 2 shows a bar plot of the mean values.

Table 2
Showing the post-test marks of students of GGHS labour square and students of GGHS LUMS Colony.

Experimental_students_posttest_marks		Control_group_students_posttest_marks		<i>t</i>	<i>p</i>	<i>d</i>
<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			
65.08	12.13	37.28	13.21	7.59	< .001	1.52

N = 25 is a point to keep in mind. The t-statistic has 24 degrees of freedom, and d stands for Cohen's d.

Discussion

In the current study, it was revealed that formative assessment practices by teachers have statistically significant effects on students' learning at secondary school level, and these effects are positive in nature. This means that formative assessment feedbacks improve students' learning processes, and students perform better when they assessed through the practices of formative assessment feedback in the class after every lesson or chapter. Most of the research papers discussed in the literature review on the subject of assessment have come to this conclusion: formative assessment feedback is a very useful tool for students to enhance their learning and academic performance while teaching and learning continues.

According to Dunn and Mulvenon (2009), formative-assessment feedback diagnosis significantly increases academic performance. He believes that the lack of evidence supports the claim that "educational assessment helps in the process of teaching and learning to reach higher results." The results of William (2006) confirm the findings of this study, stating that a number of studies have been conducted and

confirmed that there are benefits to learning from different forms of formative assessment in educators, and that such strategies have helped teachers close the student success gap. As per Gallagher, and Worth (2008) and Madison-Haris, Mouneke, & Times (2012), 'formative assessment assists the instructor with giving centered guidance that can meet the learning objectives that understudies have set. Promotes growth, and provides information. About actual learning achievements.

The statistical outcomes of this study also exposed that formative assessment feedback allows a teacher to identify gaps/flaws in teachers' teaching and change teachers' teaching strategy accordingly, ensuring that the teaching performance is maintained. It has also been found that formative assessment feedback increases students' interest and adventures to enhance their academic performance.

Gallagher and Worth (2008) found that teachers can use formative assessment feedback to satisfy learning objectives, enhance student performance, track learning progress and successes, identify student strengths and weaknesses, and clarify student misconceptions. Learning about, helps to assess the efficiency of teaching approaches and projects, and re-shaping curriculum. According to Blake & William (1998), decades of study have shown that early diagnosis improves student learning. Black & William (1998), Marshall & William (2002), Hattie & Timperley (2007), all agree with the findings of this study, after reviewing hundreds of researches and studies in this area have a positive effect on students' learning performance and that it also serves as an encouraging factor for students to further polish their education. In their studies of the impacts of formative assessment feedback, Schunk & Swartz (1993), Geisler-, Vispoel and Austin (1995), and Brenstein & Schmeck (1996), Black and William (1998), all come to similar results. According to their findings, formative assessment feedbacks bridge the gap between students' present and actual status in regard of what they have learned and what they aim to learn. formative assessment emphasizes students' learning goals, and it encourages students to engage in self-organized learning, which increases their confidence. The results of research studies by Crooks (1998) and Natriello (1987) reflect the results and outcomes of the present study. As per their study results, the formative assessment has a very positive effect on students' attitudes and achievements.

Conclusion

The conclusion of this study reached at the point that formative assessment practices and feedbacks have a strong beneficial effect on secondary school education. In other words, formative assessment feedback on daily basis in a class by teachers on students English learning subject improves students' English skills and competencies at secondary school level and students get more marks if a teacher gives students feedback on their formative assessment test in a class.

According to the findings of this study, formative assessment feedback has a favourable influence on pupils learning. This finding was achieved using quantitative data approaches, and it reveals that formative evaluation enhanced student's average scores. Students also feel that formative evaluation improves confidence, learning, and preparation, according to the findings. Teachers can utilise formative assessment to assist guide their instruction and discover what pupils know against what they don't know. Students can be beneficial from the use of formative

assessment to better establish what subject is comprehended and to act as a path for what requirements to be improved.

1. On the basis of statistical analysis, it is found out that the practices of formative assessment have positive impact on students' learning at secondary school level.
2. Pre-test was conducted from the two group, e.g., Sec-A students and Sec-B students in the test the students got low marks which ranges from 41-63 which are not good enough majority of the students from experimental group secured below 50% marks. The average marks are 51.36 only and the difference is 6.88.
3. Pre-test was conducted from the two group, e.g., Sec-A students and Sec-B students in the test the students got low marks which ranges from 41-63 which are not good enough majority of the control group students secured below 50% marks. The average marks are 50.96 only and the difference is 6.09.
4. Post-test was conducted from the both groups, e.g., Sec-A students and Sec-B students in the test the students got good marks which ranges from 45-89 which are good enough. The average marks are 73.16 only and the difference is 11.294. it was concluded that the after practicing the formative assessment practices in the class students perform better in the test than the pre-test.
5. Post-test was conducted from the both groups, e.g., Sec-A students and Sec-B students in the test the students got good marks which ranges from 45-89 which are good enough. The average marks are 51.36 only and the difference is 7.181 it was concluded that the students who teach in the same practice without applying formative assessment practice their score almost remain same in the class. It is concluded that the students can not improve without the formative assessment.

Recommendations

Based on the study's findings the following recommendations were discussed with the heads of the schools for improvements in the area of formative-assessment have been made to improve the student's quality learning particularly on English subject through applying the practices of formative assessment at secondary school education:

1. Educational institutions' management should organise teacher capacity-building programmes to introduce formative assessment and guarantee that it is properly implemented in the framework of teaching and learning.
2. Formative assessment might be included in the National Education Policy and the National Curriculum.
3. Practices of formative assessment should be used often in the classroom.
4. Provincial institutes for teacher education should introduce the training on effective practices of formative assessment applied in the classroom learning.
5. Formative assessment policies and appropriate instruments for implementation may be established.
6. Formative assessment should have an influence on student marking, and reports of formative assessment should be worth around half of the overall marks.

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