



DEVELOPING A TECHNOLOGY-BASED FORMATIVE AND SUMMATIVE ASSESSMENTS FOR ESP LEARNERS

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Abstract: The results of students' educational activities and knowledge, and when talking about methods and methods of assessing skills, first of all, it is necessary to mention how preferable and effective the evaluation is. This and the evaluation of students' knowledge based on international assessment through the article methodology are discussed.

Key words: assessment, methodology, national curriculum, program, international assessment system.

In today's rapidly evolving educational landscape, the integration of technology has transformed teaching and learning experiences across various disciplines, including English for Specific Purposes (ESP). ESP learners, who seek to acquire language skills tailored to their specific professional or academic needs, can greatly benefit from the effective implementation of technology in their assessment practices. Traditional assessment methods often fall short in effectively capturing learners' progress and providing timely feedback. As a result, educators and researchers have increasingly turned their attention to the development of technology-based formative and summative assessments for ESP learners, aiming to enhance their language acquisition and proficiency in targeted domains.

This article explores the significance of technology-based assessments in ESP education. It delves into the advantages offered by these assessments in terms of providing tailored feedback, promoting learner engagement, and fostering autonomous learning. Furthermore, it investigates the challenges and considerations associated with the implementation of such assessments, including technological infrastructure, validity, reliability, and test security. By addressing these crucial aspects, this article aims to contribute to the ongoing dialogue on effective assessment practices for ESP learners and provide valuable insights for educators and researchers seeking to develop and implement technology-based assessments in their teaching environments.

Assessment: learning goals at a certain stage of the educational process, measuring the level of achievement based on predetermined criteria. The results consist of identification and analysis. The purpose of assessment is student learning, collecting relevant information about the development of activities, students' learning, making decisions about improving the process and their interests, and determining the compatibility of expectations with actual results from teaching.

Formative assessment (assessment for learning): education during the educational process of recipients to assess the quality of learning. Formative assessment is conducted regularly. It is education that quick identification of achievements and shortcomings in the educational process, coordination, and feedback between the teacher and the learner allow. Marina Aleksandrovna Pinskaya, a pedagogical sciences candidate, writes the following in the

book "New Forms of Evaluation": Formative assessment of the educational process is not only at the final stage but also at the initial and it is necessary to diagnose how the middle stage is going, and if the data turns out to be unsatisfactory, enter the necessary information based on the received information, and changes can be made to improve the quality of educational activities. Formative assessment focuses on individual learning skills; instead, the entire curriculum will be directed to the skills in the program. These assessments are for a specific purpose, meaning that they are intended to measure aspiration. [1]

Summative assessment is a certain mastery of the educational process of the learner that determines whether the results meet the criteria and standards of the specified period. Summative assessment is conducted at the end of a certain stage of the educational process. The type of summative assessment is the year and major of the subject, quarter, or semester at the end of the stage, with the help of tasks suitable for educational programs. possible Summative assessment is in the form of written, test, oral, interview, and practical assignments. The goal is to check the knowledge of students, that is, they themselves, to see how well they have learned the taught material. Summative assessment seeks to evaluate the effectiveness of the lesson or program, examines the learning process and thus, assessment is the main part of the current education system is an integral part.

Most undergraduate students experience summative assessment more than formative assessment. In fact, formative assessment is more constructive than summative assessment, which impacts students' development. Notwithstanding the benefits, research about the incorporation of formative assessment in the ESP class is somehow rare. This recent research focuses on enacting formative assessment in ESP classes regarding students' writing skills in Indonesia. The researchers employed a case study research design to investigate how ESP teachers implement formative assessment in their classes. The participants are two EFL teachers who teach English subjects. The researchers gathered the data from closed-ended questionnaires, semi-structured interviews, and class observation. This study revealed that ESP learners were provided with multiple chances to enhance myriad facets of their writing skills and establish a good attitude regarding English subjects and formative assessment. Thus, educators are required to implement the formative assessment concept in their classes since the educators' and learners' involvement can achieve teaching and learning improvement and reflection. Future research should focus on the more particular aspects of formative evaluation, like how to give feedback and classroom discourse, which are equally useful in teaching English.

In higher education in general and in undergraduate study programs in particular, summative assessment is still the predominant mode of evaluation of how much students have learned throughout the course. Teachers mostly administer mid-term tests, end-of-course tests and/or final oral exams to evaluate students' information retention. This practice appears reasonable as undergraduate study programs include a fair number of courses that teach factual knowledge that students need to acquire in their field of study and that, at the same time, set students up for success in their follow-on courses. However, formative assessment could occupy a more important place in higher education because teachers who carry out the formative assessment in their courses do not only monitor students' progress, but they also monitor learning while the students take direct responsibility for learning. [2]

If we look at the education system of developed countries, for example, for staff (teachers) and adults (leaders) in the UK, good practice in relation to educational assessment

in education and training settings Education, Evaluation, and Quality for Facilitating Learning and Development There is a provisional reward. So, assessment is the main process for the development of education. Formative assessment is especially clear about the quality of education and provides information. Not only formative assessment but also other types of assessment are important and effective. At this point, you should say that our country is investing in education to improve the quality and adequately prepare for international assessment processes.

Assessment is a multifaceted tool at the English teacher's disposal that can promote student involvement in the learning process and encourage foreign language acquisition. There are various ways of assessing students that can encourage their positive involvement in the learning process. There is clear evidence that assessment can motivate learning in the intrinsic sense of stimulating intellectual curiosity. By participating in self- and peer-assessment, students can become effective judges of their own and their peers work, thus increasing their motivation to learn. Students should be aware of the assessment criteria. Moreover, their involvement in designing assessment criteria makes the study process transparent. Peer assessment also motivates improvements in student performance [3].

The development and integration of technology-based formative and summative assessments in English for Specific Purposes (ESP) education hold immense potential for enhancing the language learning experience and outcomes of ESP learners. This article has explored the significance of technology-based assessments, highlighting their ability to provide tailored feedback, promote learner engagement, and foster autonomous learning. By leveraging technology, educators can create dynamic and interactive assessment experiences that effectively cater to the specific language needs and professional goals of ESP learners.

One of the key advantages of technology-based assessments is their capacity to offer personalized and timely feedback. Through the use of digital platforms, learners can receive immediate feedback on their language performance, allowing them to identify areas of improvement and make targeted revisions. This real-time feedback enables learners to take ownership of their learning process and make meaningful progress towards their language goals.

Furthermore, technology-based assessments facilitate learner engagement by incorporating multimedia elements, interactive exercises, and gamified approaches. These features make the assessment experience more enjoyable, motivating learners to actively participate and invest in their language development. The integration of technology also opens up opportunities for collaborative learning, enabling learners to engage in online discussions, peer review, and collaborative projects, thereby fostering a sense of community and enhancing their language proficiency.

However, it is important to acknowledge the challenges and considerations associated with the implementation of technology-based assessments. Educators need to ensure the availability of adequate technological infrastructure, address issues of validity and reliability, and maintain test security to uphold the integrity of the assessment process. Additionally, ongoing professional development and training programs are crucial for educators to effectively incorporate technology into their assessment practices and leverage its full potential.

The development and implementation of technology-based formative and summative assessments have the potential to revolutionize ESP education. By embracing technology,

educators can create innovative assessment methods that align with the specific needs of ESP learners, enhance their language acquisition, and prepare them for success in their chosen fields. As technology continues to advance, it is imperative for educators and researchers to further explore and refine the use of technology in assessment design, ensuring that ESP learners receive the most effective and efficient language learning experiences possible.

By embracing technology in assessment practices, educators can unlock new possibilities for ESP learners, fostering their language proficiency and empowering them to thrive in their professional domains. As we move forward, it is essential to continue exploring and refining technology-based assessments to maximize their benefits and create a more inclusive and learner-centered ESP education landscape.

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