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ABSTRACT

This qualitative study explores how rural teachers employ formative assessment strategies to improve students' speaking skills in resource-constrained environments. Focusing on 12 purposively selected rural teachers, the research utilizes semi-structured interviews to investigate the types of formative assessments used, the challenges faced in implementation, and the adaptive strategies teachers develop to overcome these barriers. Key findings reveal that rural teachers rely on low-cost, interactive methods such as peer feedback, oral questioning, storytelling, and one-minute summaries to assess and enhance speaking skills. However, systemic challenges—including large class sizes, limited training, inadequate materials, and student anxiety—hinder consistent and effective formative assessment practices. Despite these obstacles, teachers demonstrate resilience by fostering collaborative learning environments and providing incremental, personalized feedback.

The study emphasizes how crucial it is for rural educators to receive context-specific professional development that gives them useful formative assessment strategies adapted to their particular limitations. It also suggests legislative changes to close resource and infrastructure shortages in rural school systems. Formative assessment can become a more sustainable technique for enhancing oral communication skills among rural learners by filling in these gaps.

This study adds to the larger conversation about fair language instruction by emphasizing the ability of rural educators to modify their teaching methods to meet the requirements of their students. By using mixed-methods approaches or larger-scale plans, future research could build on these findings.

Оқушылардың сөйлеу дағдыларын жетілдіру үшін ауылдық мектеп ағылшын тілі
мұғалімдерінің формативті бағалауды қолдануы

АНДАТПА

Бұл сапалы зерттеу ауыл мұғалімдерінің ресурстары шектеулі ортада оқушылардың сөйлеу дағдыларын жақсарту үшін қалыптастырушы бағалау стратегияларын қалай қолданатынын зерттейді. Максатты түрде таңдалған 12 ауыл мұғаліміне назар аудара отырып, зерттеу пайдаланылған қалыптастырушы бағалау түрлерін, іске асыру кезінде кездесетін қиындықтарды және мұғалімдердің осы кедергілерді еңсеру үшін әзірлейтін бейімделу стратегияларын зерттеу үшін жартылай құрылымдық сұхбаттарды пайдаланады. Негізгі нәтижелер ауыл мұғалімдері сөйлеу дағдыларын бағалау және жетілдіру үшін кері байланыс, ауызша сұрақ қою, әңгімелеу және бір минуттық қорытындылау сияқты интерактивті әдістерге сүйенетінін көрсетеді. Дегенмен, жүйелік мәселелер, соның ішінде сыныптардың үлкен көлемі, шектеулі оқыту, материалдардың жеткіліксіздігі және оқушылардың алаңдаушылығы—қалыптастырушы бағалаудың дәйекті және тиімді әдістеріне кедергі келтіреді. Осы кедергілерге қарамастан, мұғалімдер бірлескен оқу ортасын құру және біртіндеп, жекелендірілген кері байланыс беру арқылы өміршеңдігін көрсетеді. Зерттеу ауыл мұғалімдері үшін олардың нақты шектеулеріне бейімделген пайдалы қалыптастырушы бағалау стратегияларын беретін контекстке байланысты кәсіби дамудың қаншалықты маңызды екенін көрсетеді. Ол сондай-ақ ауылдық мектеп жүйелеріндегі ресурстар мен инфрақұрылым тапшылығын жабуға бағытталған заңнамалық өзгерістерді ұсынады. Қалыптастырушы бағалау осы олқылықтардың орнын толтыру арқылы ауыл оқушыларының ауызша қарым-қатынас дағдыларын арттырудың тұрақты әдісі бола алады. Бұл зерттеу ауыл мұғалімдерінің өз оқушыларының талаптарын қанағаттандыру үшін оқыту әдістерін өзгерту қабілетіне баса назар аудара отырып, әділ тілді оқыту туралы кеңірек әңгімені толықтырады. Аралас әдістерді немесе ауқымды жоспарларды қолдана отырып, болашақ зерттеулер осы нәтижелерге негізделуі мүмкін.

АННОТАЦИЯ

Это качественное исследование исследует, как сельские учителя используют формирующие стратегии оценки для улучшения разговорных навыков учащихся в условиях ограниченных ресурсов. В исследовании, посвященном 12 целенаправленно отобранному сельским учителям, использовались полу структурированные интервью для изучения используемых типов формирующего оценивания, проблем, с которыми сталкиваются при его проведении, и адаптивных стратегий, которые разрабатывают учителя для преодоления этих барьеров. Основные выводы показывают, что сельские учителя полагаются на интерактивные методы, такие как обратная связь, устное постановление вопросов, рассказывание историй и одноминутные резюме, для оценки и совершенствования навыков устной речи. Однако системные проблемы, в том числе большие размеры классов, ограниченный объем обучения, нехватка материалов и беспокойство учащихся, препятствуют последовательной и эффективной практике формирующего оценивания. Несмотря на эти препятствия, учителя демонстрируют устойчивость, создавая условия для совместного обучения и обеспечивая постепенную персонализированную обратную связь. В исследовании подчеркивается, насколько важно для сельских педагогов повышать свою квалификацию с учетом конкретных условий, что дает им полезные формирующие стратегии оценки, адаптированные к их конкретным ограничениям. В нем также предлагаются законодательные изменения для устранения нехватки ресурсов и инфраструктуры в сельских школьных системах. Формирующая оценка может стать более устойчивым методом совершенствования навыков устного общения среди сельских учащихся, заполняя эти пробелы. Это исследование способствует более широкому обсуждению вопроса о справедливом обучении иностранному языку, подчеркивая способность сельских педагогов изменять свои методы обучения в соответствии с требованиями своих учеников. Используя смешанные методы или более масштабные планы, будущие исследования могли бы основываться на этих результатах.

CHAPTER 1

Introduction

1.1. Formative assessment

Formative assessments are widely known to have a productive impact in the field of education on enhancing the speaking skills of learners, especially in the context of learning a language. With the use of formative assessment, there is a focus on helping students through ongoing feedback and guidance so that they can know what their strengths and weaknesses are as well as the things that they need to improve on. Each study that has been conducted on the integration of formative assessment in the development of speaking skills has some elements of creative insights and practicality on its effectiveness and application. Herein lies an elaborate account posing how formative assessment is aimed at augmenting speaking skills and incorporating necessary evidence.

Formative assessment is a process of evaluating an individual simultaneously while interacting with them and it is mainly focused on enhancing the student's achievement target by offering helpful comments while they are learning. In contrast to summative assessment, which is just an assessment of extractive evaluation that quantifies learning achievement after the termination of a course or period of study, formative assessment applies to all levels, and it is non-recorded in nature; this means that both learners and educators can track how well a student is performing and take corrective actions in case of a lapse. (Chen, 2022). Summarizing in regard to speaking skills, formative assessment implies that students have to be given enough time to participate in speaking activities that require them to be actively talking- monitored and provided with the means to think about their engagement. This is vital and more applicable in learning a new language where the learner's great oral proficiency facilitates alone tailored strategies to meet the learner's specific needs. (Sumaharani et al., 2023).

In educational contexts, the use of formative assessment helps to improve speaking skills remarkably well. By offering continuous feedback and promoting self-reflection, as well as nurturing student independence, formative assessment enables learners to steer their learning path with regard

to language acquisition. Nonetheless, successful implementation of formative assessments requires proper organization, teacher preparation, and sufficient teaching resources.

As a result of incessant globalization and advancement in technology, mastery of foreign languages is being viewed as a key prerequisite for successful personal and professional engagement. Among all constituents of learning a language, developing oral skills merits special attention as it facilitates effective participation in intercultural communication. One of the methods that help improve speaking skills is formative assessment aimed at providing prompt feedback to students and enabling them to evaluate themselves. This technique has been commonplace in Western educational systems for years; however, incorporating it in English instruction in Kazakhstan is relatively new and requires further exploration.

Addressing the issue of formatively assessing speaking skills, rural teachers in Kazakhstan face both strategic opportunities and challenges. Formative evaluation is a mechanism employed to enhance the educational attainment of students, and thus is

Teachers in rural areas face unique challenges, such as limited resources and professional development opportunities, which can impact the effectiveness of formative assessment in enhancing speaking skills. However, with appropriate strategies and support, formative assessment can significantly improve students' speaking abilities.

Despite the recognition of the effectiveness of formative assessment in educational practice, its application in the development of speaking skills remains insufficiently studied, especially in the context of rural schools. Teachers face a number of challenges, including a lack of methodological resources, lack of experience in implementing this approach, and the difficulty of objectively evaluating students' oral speech. In this regard, there is a need to analyze teachers' perception of formative assessment, determine its impact on students' motivation and academic performance, as well as identify difficulties that hinder its effective use.

The object of the study is the process of teaching English in rural secondary schools.

The subject of the research is the use of formative assessment for the development of students' oral speech skills.

1.2. Research objectives.

Despite the recognized benefits of formative assessment in language education, rural teachers often face significant challenges in effectively implementing it to improve students' speaking skills. Limited training, scarce resources, large class sizes, and socio-economic constraints hinder the consistent application of formative assessment strategies. There is a need to explore how rural teachers perceive, adapt, and utilize formative assessment techniques to enhance oral communication skills in under-resourced educational settings.

To achieve this goal, it is necessary to solve the following objectives and research questions:

Research objectives:

1. To explore how rural EFL teachers perceive the concept of formative assessment and its potential impact on improving students' speaking skills.”
2. To examine students' participation, motivation and interest and identify any factors that promote or hinder their active participation in speaking tasks.
3. To identify the challenges and barriers rural EFL teachers face when conducting formative assessments to develop speaking skills.

Research questions:

1. How do rural educators perceive the concept of formative assessment in the classroom context?
2. What strategies and methods does the rural educator use to integrate formative assessment into teaching practice to improve students' speaking skills?
3. Why rural ESL teachers face challenges and barriers in conducting formative assessments to develop speaking skills?

This study employs a qualitative research design to explore the use of formative assessment in enhancing speaking skills among EFL students in rural Kazakhstani schools. The research focuses

on the perspectives and experiences of 12 rural English teachers, providing an in-depth understanding of the challenges and strategies they encounter in implementing formative assessment. This small but focused sample allows for detailed insights into the realities of rural EFL classrooms, where resources and training opportunities are often limited. The findings will contribute to a better understanding of how formative assessment can be adapted to support speaking skills development in similar educational contexts.

Formative assessment is a powerful tool for improving students' speaking skills, especially in language learning. While it offers many benefits—such as regular feedback, increased student reflection, and better speaking practice—its use in rural Kazakhstani schools still faces challenges. These include limited teacher training, lack of resources, and difficulties in assessing spoken English fairly. This study explores how formative assessment can help rural students develop better speaking skills by examining teachers' experiences, effective strategies, and common obstacles. The findings will provide recommendations to make formative assessment more effective in these schools.

CHAPTER 2

Literature review

Formative Assessment (FA) is a flexible, continuous process that gives teachers and students the ability to monitor and adjust teaching and learning to enhance student learning success. Despite the plethora of research regarding formative assessment in urban and resourced-rich schools, less is known about its use in rural classrooms, especially for speaking skills. This review of the literature includes formative assessment practice from rural teachers for the development of students' oral proficiency, focusing on obstacles, effective techniques and suggestions for further study.

2.1. Key Concepts

Formative assessment plays an important role in language learning, especially in the development of conversational skills, as it allows teachers to constantly receive feedback and make adjustments to the learning process (Black & Wiliam, 1998). Formative assessment provides immediate feedback on student success, which helps teachers adapt their teaching methods, unlike final assessment, in which learning outcomes are summarized at the end of study blocks (Heritage, 2010). Formative assessment serves as an important educational practice that promotes both teaching and learning through constant feedback and the ability to make changes in the learning process. Margaret Heritage's work conducted in 2010 shows that formative assessment goes beyond simple tools and tests and becomes a dynamic practice that is part of daily classroom work. Formative assessment, in fact, consists of constant monitoring of students' learning in order to track progress and eliminate gaps in understanding. Formative assessment functions as a proactive and interactive method, focusing on immediate improvement of learning, in contrast to summative assessment, which evaluates learning outcomes at the end of the course. Numerous studies have shown that effective formative assessment improves learning outcomes among students with learning difficulties to a greater extent. Individual learning, combined with early correction of misunderstandings, helps to close academic gaps and increase student engagement. Heritage's research shows that formative assessment is conducted in repetitive cycles rather than isolated cases. The success of formative

assessment depends on creating an atmosphere of collaboration in the classroom, qualified teachers, and student participation in their educational process. The thoughtful implementation of this approach revolutionizes education by creating a student-centered learning environment in which every student has a chance to succeed.

2.2. Formative vs. Summative Assessment

Research conducted by Taras in 2005 shows that formative assessment methods contribute to increased student engagement, as well as the development of self-regulation and oral communication skills. Taras' research demonstrates the importance of revising assessment methods to better facilitate the learning process for students. Formative assessment becomes necessary in rural areas, where the level of English proficiency outside of classes is minimal, as it supports students' conversational practice through structured feedback and careful planning. Influential work by Madalen Taras (2005) This paper takes a critical look at formative and summative assessment and questions traditional boundaries, offering a complex picture of their relationship to learning. This paper, therefore, challenges the general distinction between types of assessment and suggests a purpose-led, less prescriptive model that places greater emphasis on learning outcomes. Central to Taras' analysis is a reinterpretation of the language and concepts of assessment. The paper starts by shedding light on fundamental definitions, namely summative assessment as assessment of learning at the end of an instruction period (for example, the final exams and grading) and formative assessment of how the assessment, while learning and teaching take place. But Taras soon transcends these rudimentary definitions to more subtle composites. One of the most important aspects of the paper is its criticism of the "received" wisdom of the divorcement of formative and summative functions. His experience demonstrates that the instruction tool itself (be it a quiz, a project, or a classroom discussion) can be used as formative or summative based entirely on how the information both obtained from the process and results in the process are used. This realization changes the dialogue from what assessments are to what they can do in practice at the institutional level. It is a power analysis of assessments that reveals how structural forces and long standing hierarchies have a tendency for the

summative assessment to rule our educational world. Taras cautions that it is also during such cases of perceiving formative activity through a summative lens (as can occur when feedback is marked or weighted) that the improvement in learning produced is reduced. This situation leads to what the author calls "the formative-summative conflict," meaning positive formative practices are destroyed by students' grade-worshipping attitudes. A big part of the work is dedicated to the feedback loops, and Taras points out the major deficiencies of the widespread approaches. The answer is that genuinely formative feedback needs to be both timely and sufficiently substantial to guide future learning. Taras also attacks systems in which feedback is received after the fact and is not useful, or where feedback's function is made to justify grades more than to drive growth. The analysis provides specific suggestions for how to make feedback more dialogic and learner oriented. The conclusion provides practical advice for educators and institutions. In the classroom, Taras (2005) argues for malleable assessment planning that is fashionable in focus and will be reused as opposed to what is in fashion at the time. On an organizational level, the paper advocates policies that align with and support the construction of cultures that truly appreciate being formed and suggests some structural changes to alleviate an overemphasis on high-stakes testing and grading. Taras' contribution remains especially interesting in that he observes at least the following, namely that "the distinction between formative and summative resided not in the instrument, but in the use to which the information is put" (p.35). The influence of this view has carried over into later research and practice contexts, with educators being challenged to move away from a classification of assessments and more toward how to make the most from assessment for learning. The paper's lasting import comes from its nuanced position — recognizing the pragmatic world of institutional accountability's demands while relentlessly urging toward practices that protect and promote student development. In shedding light on the intricate relationships between types of assessment and the world uses of the results, Taras offers a valuable theoretical framework, as well as clear practical guidance for teachers and others, on how to make of assessment a more potent leaven for learning. Formative assessment as the means for the quality enhancement of education is an area of a lively research in pedagogical science.

Various types of formative assessment have been shown to be effective in improving speaking. The notion of formative assessment was first put forth by Benjamin Bloom, who in the mid-20th century stated that continual feedback was important in the learning process. Eight years later, Black and William (1998) concluded that this methodology encourages students to engage actively in the learning process and becomes a useful tool to enhance their academic results. Student is the ultimate consumer of assessment information for learning improvement. This is a double-edged sword. If the school culture is centered on awards, golden stars, marks and class ranking, students are looking for a way to get a better mark, not to learn more. One result of this is how students, when given an option, shirk the hard task. They do not strive for knowledge, because learning can bring nothing but disappointment, so the youngsters try to raise their self-esteem in any way possible. One positive dimension of the truth that students primarily use the information received from assessments for learning is that less favorable outcomes, such as excessive emphasis on competition and the resulting fear of failure for low performers, are not a logical consequence. What is required is a culture of success predicated on the conviction that every student is capable of success. Formative assessment can be a powerful weapon in this context, if done right. Formative testing can be beneficial for all students, but there are particularly strong results for students with low academic achievement by focusing on specific issues in their work and showing them clearly what the problems are and how to correct them. Students can presage these messages, deal with them, provided they are not deleterious to the ability and competition and the comparison with others. In short, the essence can be formulated as follows: feedback from any student should relate to specific qualities of his or her work, accompanied by advice on what he or she can do to improve., and avoid comparisons with other students.

Reflection and feedback in the form of self- and peer-assessments are widely considered as important form of assessment based learning. Peer-assessment, however, promotes co-operation and mutual learning. Students also appreciate receiving feedback from their classmates, as their peers can offer a new lens when evaluating speaking performance. Studies have illustrated that peer-

assessment not only improves speaking skills, but also fosters learner autonomy and metacognitive awareness. (Rochma et al., 2024; Lichen & Bogdanovich, 2018). Educational assessment has been changing over the past years, and that has been documented in the work by Rochma et al. (2024) and Lichen & Bogdanovich (2018). Together, these studies provide a compelling image of assessment of and for 21st-century learners, promoting technology integration, competence-based evaluation, and learner-centered approaches. Note that the digital revolution in education is a focus of the work of Rochma et al. (2024) review of the ways that new technologies are changing how we think about assessment. Their research underscores the growing ability of computers and other forms of artificial intelligence to create customized learning experiences supported by technology that responds in real time to students. Such AI-powered platforms are capable of automatically assessing complicated student work, such as essay writing, as well as problem-solving tasks, and adjusting difficulty in real time as the learner progresses. The study further examines the promise of learning analytics, the analysis of student data to discover learning patterns, predict future learning behavior, and precisely tailor educational interventions. Especially creative is their detailing of gamified assessment components, like digital badges and interactive simulations, that are both interactive and track competency attainment. Yet Rochma et al also warn of the pitfalls of these tools, which - along with algorithmic bias, data privacy and exacerbating school-based inequalities in access to digital resources - demand to be seen as a means to an end, as a way of improving upon what schools and teaching can offer.

Reinforcing this technological view, Lichen & Bogdanovich (2018) offer a sound foundation model of a competency-based assessment that emphasizes application of skills, rather than recall. Their work supports micro-credentialing ecosystems in which learners can earn a verified credential for particular competencies, from critical thinking to cross cultural cooperation. This model focuses on authentic assessment, where learners have to show what they can do – for example through real-world projects, case studies and extensive portfolios. (Maybe, the researchers suggest, we should think about multi-source feedback from not only our instructors but also industry professionals,

community members, and our peers. They claim that this kind of multi-dimensionality in the assessment of EL is beneficial for preparing students for the work environment and for obtaining a more comprehensive view of a learner's abilities. However, while Licens & Bogdanovich recognise the systemic transformation that it would entail in order to roll out projects such as these, including significant staff development, and institutional capability to respond to this kind of curriculum demand. Although they focus on different aspects, these studies share some general principle that are starting to lead to a re-conceptualization of theory and processes of assessment. Both teams underline the need for greater learner agency in the assessment cycle, arguing for models in which learners are involved in the co-construction of criteria, monitoring progress and reflecting on their learning. That research also challenges the conventional distinction between formative and summative assessment, arguing for continuous assessment systems that integrate ongoing feedback and occasional competency checks. The role of ethics is a common theme, especially as it relates to development of assessment tools that are culturally appropriate and protection of student data in digital settings. These studies also suggest several promising avenues for assessment innovation. Rochma et al. emphasize the promise of predictive analytics to identify at-risk students sooner and more accurately to offer earlier support interventions. Licens & Bogdanovich stress the importance of interdisciplinary assessment rubrics that map to skills with the potential to transfer across content domains. Both research groups emphasize how the nature of a teacher's job is changing within this new system, with educators' role shifting from simply delivering standardized tests to being the designers, interpreters, and holders of data. Taken together, it appears that the future wellness of assessment will be personalized, authentic, and enmeshed with learning. By integrating technology with pedagogical intentions, these approaches seek to develop an evaluative practice that does not just provide more accurate measurement of learning, but that also actively contributes to the learning process. Given the dilemmas surrounding the need to ensure the academic validity of assessment, while at the same time recognizing the need to prepare learners for the digital age and the labor market, the research-informed proposals put forward by these researchers are

timely and can help establish the contours of academically sound assessment and acceptable assessment practice which is adaptive to changing educational contexts. Again, implementation of these models will necessitate thoughtful attention to institutional factors, resource support, and the varied needs of learner groups to ensure fair and meaningful assessment for all.

2.3. AI and Automated Feedback

Furthermore, there are also evidences to prove that peer feedback can help students to strengthen their speaking ability through participating actively (Topping, 2009). In rural Nepal, peer ratings facilitated teachers in helping students communicate in English and promoted a climate of cooperation among learners (Shrestha, 2018). In addition, open ended questions and teacher/student dialogue stimulates critical thinking and oral fluency (Walsh, 2011). Teachers in rural India who asked probing questions reported increased student's confidence and articulation (Patel & Rao, 2020). Self- and peer-assessment among students There has been relatively little success in related innovations at tacking formative assessment (Tharps, 1971) Although this work in implementing innovations has been partially successful when applied with students aged 5 years and above. Formative assessment and self-assessment are obviously no strangers. (Black & William, 1998). The techniques promote student ownership of learning, metacognitive skills. For example research in self-assessment has indicated that clear assessment criteria serve to narrow the gap between self-assessment and tutor marks. (Babaii et al., 2016; Rochma et al., 2024). Having clear assessment criteria fosters student understanding of the expectations (Andrade, 2005). In rural South Africa, teachers employed speaking rubrics; evaluation of pronunciation, fluency, and coherence resulted in marked improvement (Mkhize, 2019). The assessment of the teacher is very important in formative assessment. Teachers can offer professional feedback on the areas that need to be polished, like pronunciation, fluency or accuracy of vocabulary use. Research has shown that learners' Oral Proficiency can be greatly improved upon receiving effective

feedback, especially if receiving feedback is accompanied by opportunities to practice and reflect. (Chen, 2022; Nicoloska, et al., 2023). As for recent studies on the use of formative assessment in the teaching of foreign-language writing, mention should be made of the research carried out by Hattie and Timperley (2007), who have shown that effective feedback has the potential to substantially enhance learners' language competences. Chapelle & Douglas (2006) and Heift & Rimrott (2008) were also interested in digital technology for automatic speech visualization. Technology integration has enriched formative assessment in speaking skill. Also, digital tools like mobile apps and online platforms allow teachers to offer instant feedback and monitor student growth throughout time. (Hasan et al., 2021). Mobil installation taped on top the his recordings allows students to rehearse and self-evaluate speaking (Luoma, 2004). A program in rural Philippines delivered personalised feedback through voice recordings to induce learners to pronounce clearly and quickly (Dela Cruz, 2021). Multimodal deep technologies have also been investigated in diagnosing public speaking anxiety and in delivering automated feedback. These tools integrate audio, visual, and text information to provide a holistic presentation of speaking performance and to support self-awareness and self-regulation of anxiety. Additionally, formative assessment is associated with decreases in speech anxiety in learners. Formative assessment also helps to develop learners' confidence in speaking by offering opportunities for practice supported by feedback (Chen & Wan, 2024). Integrated blended assessment schemes that mix material in traditional and digital formats provide a balancing act to developing speaking skills. These include checklists; rubrics; and portfolios for recording learning and structured feedback. Studies have also indicated that hybrid courses can enhance speaking skills in elementary and novice-level students incrementally and significantly. (Ramadan, 2024). Formative assessment has proven to be effective in enhancing multiple factors of oral proficiency such as fluency, accuracy, delivery skills. For example, in one study of EFL learners, those who received formative feedback were considerably better prepared to deliver confident, clear,

public speeches. (Chen, 2022). Students are guided towards metacognitive awareness through formative assessment by promoting self-assessment and reflection. This can help learners to discover what their strengths and weaknesses are which can help to motivate them when they are feeling down about the language. (Rochma et al., 2024). The practice and feedback. Research on Formative Assessment There is evidence to suggest that learners' involvement and interest is higher when they get involved in tasks such as speaking as a result of being formatively assessed. (Sumaharani et al., 2023 & Lie, 2019). Form of assessment has been associated with fewer public speaking.

2.4. Trilingual Education Policy and Formative Assessment

Although, FA has been broadly investigated in Western and non-Western contexts, there are few studies conducted by Kazakhstani researchers on using FA in rural classrooms and more specifically in developing speaking skills. Nonetheless a number of important studies and projects indicate the increasing interest in FA strategies in Kazakhstan's education system, in particular in rural and multilingual contexts. Kazakhstan has introduced major changes in its educational system, such as the formative assessment practices implemented in the transition to student-centered learning (Nazarbayev Intellectual Schools, 2015). Scholars have studied how FA is compatible with the trilingual education policy (Kazakh, Russian, and English) in Abildina (2018) and Karabassova (2020), and its implication for language learning in rural schools. Theoretically innovative, Saltanat Abildina's 2018 book provides an unprecedented analysis of the assessment literacy and educator practices surrounding student testing. This in-depth study combines theoretical perspectives with empirical analysis to provide a multi-faceted view on assessment in the context of current education, lending itself to a variety of readers, as well as to practitioners. Central to Abildina's work is a complex understanding of assessment literacy that exceeds a mere ability to develop tests) and is challenging to improve. The analysis reveals three elements that are derived interdependently as a form of genuine expertise in assessment:

theoretical knowledge of the principles of assessment, practical skills in designing and involving in the administration of methods, and ethical awareness on fairness and cultural sensitivity. This integrated theoretical model confronts traditional perspectives by situating assessment literacy as a form of pedagogical professionalism directly related to educational equity, rather than as purely technical competence. The study contributes to assessment theory and practice in many ways. One, purpose deconstruction – actually more purpose clarification – differentiating between diagnostic, formative and summative functions in assessment while cautioning against what they call purpose drift-- when assessments are leveraged for purposes unintended by their creators. Abildina provides a useful decision-making model that allows teachers to make conscious choices about how they administer an assessment in relation to what students are supposed to know and do. Of particular note in the study are its contributions regarding cultural responsiveness in measurement. Abildina critically analyzes the ways in which traditional tests, as instruments of assessment, work to the disadvantage of the culturally diverse student and offers practical alternatives for diverse classrooms. We explore the emergence of “assessment justice” as a moral obligation to challenge the sociocultural practices of testing and their implications for fairness, opportunity and difference. Identifying the shortcomings in the current model of teacher education, Abildina (2018) suggests an intensive model of teacher professional development grounded in a four-step readiness cycle: Starting with being aware of a teaching ability, followed by understanding of a concept, and then taking the learnt concept into practice, followed by self-reflection on that practice. This model highlights the necessity of building learning communities of educators capable of improving their assessment practices together through dialogue and common experience. This study applies these theoretical understandings to practical classroom strategies. These factors include, complete transparency and ownership through student co-creation of rubrics, differentiated assessment pathways that meet all learning styles, and the promotion of continuous growth through iterative feedback systems.

Just this the way that these strategies filtered down in terms of adapting for different topics and levels. 21) Abildina demonstrates specific methods to implement these strategies at various subject levels. Abildina's book provides a critical voice of dissent about current assessment practices, inviting the educational world to question established educational processes. The study challenges the overemphasis on high-stakes standardized testing, confronts the fallacy of one-size-fits-all approaches to testing, and reveals how educators' lack of assessment literacy can contribute to the failure to decrease achievement gaps, specifically for marginalized student groups. This has far-reaching implications for educational practice. According to Abildina, the above improvements can be achieved through not only personal development, but also through organizational advances, change in policy and commitment of teachers to renounce fragmented practice and embrace assessment development. What makes Abildina's approach particularly useful is the emphasis on practical utility and ethical responsibility, as a practical tool kit of ideas that can be easily incorporated into classroom practice, yet at the same time as an act of critical consciousness raising of the broader social dimensions of assessment and its (in)equity-making capacities. This balance keeps the study applicable for a wide range of forms of education, from primary to higher education. In an era in which educators are facing this challenge, his work provides the kind of theoretical base and practical handbook that is essential. The research highlights that assessment of quality is not just about the quantification of learning outcomes – rather it is about creating a learning ecosystem, one that is equitable, relevant and responsive, to meet the needs of all learners. As education systems around the world struggle with concerns about equity and quality, the assessment literacy framework offered in this work provides a roadmap for modernizing assessment to serve the needs of students and learning goal s in the 21 st century.

As beneficial as FA may be, there are challenges involved with implementing this type of assessment. Among the most common are that teachers are usually too busy to invest the

time and resources in formative assessment that it demands. For example, giving personal feedback to a class of students can be laborious, particularly in a distance learning context. (Sumaharani et al. 2023). It is also possible that the majority of the teachers do not have the necessary skills/training to develop and employ effective formative-assessment tools. This may lead to less valid or weak feedback which is not supportive for the beneficial consequences of formative assessment. (Nikolovska et al., 2023). Though the majority of students understand the concept of formative assessment, some students may wish to rebel against the ideas of self-assessment or peer assessment to start with. Active involvement and clear policies can help alleviate such problems. (Rochma et al., 2024; Licen & Bogdanovich, 2018).

2.5. The Role of FA in Reducing Urban-Rural Education Gaps

Many rural schools are without materials, trained teachers, and access to technology. When teachers are in overcrowded classrooms, personalised feedback is challenging (Westbrook et al., 2013). Training in FA methods of some educators in rural areas is absent (Ogegbo & Gaigher, 2019). Ogegbo et al.'s (2019) study highlights a major issue confronting rural STEM education throughout Africa: an endemic lack of teacher training in the use of formative assessment (FA) approaches. This study, from several sub-Saharan African countries, illuminates how this professional development gap is an important obstacle to effective teaching of science and mathematics in under-resourced schools. Several troubling aspects of the contemporary status of assessment in rural classrooms are detailed in the study. By observing classrooms and conducting interviews with teachers, the authors discovered that 78% of eastern rural STEM teachers were using summative assessment practices almost exclusively, while only 22% were practicing elementary formative assessment. Most of them considered "assessment" to be equal to the end-of-the-semester tests—a deep and complete misinterpretation of what assessment should be all about—detection and betterment of the mistakes. Three key contributing factors have been identified as a cause of this shortfall in

training. First, teacher education programs typically emphasize specialized content knowledge at the expense of assessment literacy, and accordingly, graduates are not sufficiently well-prepared to use FA methods. The second challenge to be addressed is the severe lack of access to in-service professional development for rural teachers. A significant proportion of teachers do not practice effective FA in their classrooms. Many educators believe that effective FA would require high-tech resources not available at their schools, not realizing that there are low-tech solutions. To compound the situation, national standards and evaluation systems for teachers seldom include FA competences. The repercussions for student knowledge are many and dire. Without good FA implementation, teachers lose out on the possibility of identifying and remediating student learning gaps on a timely basis. In these classrooms, students never become practitioners of metacognition – they do not learn to monitor their own learning. The study demonstrates how it helps maintain achievement gaps, especially in science, technology, engineering, and math fields, where conceptual knowledge is developed incrementally. Most critically, though, the FA training gap undermines the anticipated value of inquiry-based strategies now being widely advocated in many of the African education programs. In the face of these difficulties, Ogegbo and Gaigher at least note a number of positive emerging practices from innovative programs across the continent. School-based mentoring programs involving the pairing of experienced with novice teachers have been effective in developing FA capability. Peer observation systems afford opportunities for teachers to learn strategies of FAs from one another. Mobile professional learning: bridging geographic isolation for rural teachers. Possibly the most influential are pared down FA toolkits that equips teachers with manageable, low-resource strategies that they can employ right away. The report provides specific recommendations for policy makers and education administrators. Teacher education school faculties need to incorporate a thorough FA program within preservice programs, including classroom-realistic demonstration lessons. Rural schools require stable professional support structures such as

teacher learning circles and classroom-based coaching initiatives. In a very systemic way, ministries can ensure that the curricula is curriculum is enhanced from an FA perspective, tools for monitoring progress are developed and FA data is used in the planning of instruction. One of the most important things about this study is that it shows us even small, context appropriate investment in FA capacity building can have a big impact. The authors cite instances of teachers who received focused FA training and then became vastly more skillful at recognizing and addressing student misconceptions lessons. These teachers reported increased confidence in modifying instruction to support learners, and their students demonstrated gains in STEM achievement and engagement. In conclusion, Ogegbo and Gaigher suggest that closing the FA training gap is one of the most cost-effective methods of improving the quality of STEM education offered in rural Africa. Their findings are both a sobering diagnosis of what's wrong now and an optimistic path forward to change. The more we can help develop assessment literacy among rural educators – and in practical and sustainable ways – the more schools and systems can unleash the potential of what their teachers and students, even with few resources, can achieve. It is an important rallying call for governments, donor agencies and teacher education institutions to place formative assessment at the heart of quality education.

The mother tongue of the students may be a barrier against speaking in English (Brock-Utne, 2016). Some authors emphasize the impediments of implementing FA effectively in rural Kazakhstan. A lot of teachers from the rural area have not seen the modern FA methods (Irsaliyev and Mukhametzhanova, 2019). The introduction of formative assessment (FA) practices in rural Kazakhstan encounters a number of intricate barriers related to historical, geographical and systemic circumstances. Based on several studies, including the fundamental research by Irsaliyev and Mukhametzhanova (2019), the article demonstrates how professional isolation, limited resources, and cultural-institutional factors generate specific challenges for rural educators in the application of the new assessment

practices. Among the barriers identified in the studies is the professional isolation of rural teachers and their poor access to contemporary methods of assessment. A lot of teachers in remote areas are still using an assessment model of the Soviet times where the stress is on testing and speaking of tests teachers are primarily interested in is standardized testing, they have no idea that something exists that is different. Research evidence also reveals that, when available, professional development programs tend to place greater emphasis on content than pedagogy; thus, teachers are not typically being trained in must FA practices. To make matters worse, poor internet connections in a lot of rural areas limit access to worldwide resources and online training platforms that could narrow the knowledge gap. The in-the-field conditions of rural schools are significant barriers to the implementation of FA. In particular, with class sizes often larger than 30 students, personalized feedback and differentiated instruction is difficult to provide. Most schools do not have the most basic materials for interactive assessment activities and the technological infrastructure required for digitized assessment tools is still insufficient. Perhaps most importantly, there is a severe lack of quality FA pedagogic resources in the Kazakh language, and teachers turn to materials in the Russian medium, which may not be relevant to local curricular demands or social practices. The still existing high-stakes tradition of national education systems is based on evaluating and assessing children which forms an overall polarization in relation to formative assessment approaches. The potential pressure to train students for standardized tests is also a factor that deters teachers from dedicating time to FA practices, despite being aware of their pedagogical potential. Rote teacher-centered instructional paradigms persist as a matter of school culture and top-down administrative configurations often stifle innovation at the classroom level. Parental pressure doesn't help, as many families hold in higher esteem test scores or final marks rather than the learning process that FA aims to help and boost. When teachers know FA principles, they still encounter problems applying. Research demonstrates how difficult it is for teachers to implement FA models developed elsewhere in the West into

their cultural space and specific classroom situation. National curriculum prescriptiveness provides minimal scope for differentiation of pacing in terms of formative data and it is difficult for teachers to find the time within timetabled constraints to analyze test outcomes and act upon them. One of the recurring themes from many teachers is that they are unsure about whether or how they can use data from FAs to make any difference for their students. There are obstacles and challenges, yet there are also trends and signs that point to some more positive ways forward as indicated by studies of Irsaliyev and Mukhametzhanova (2019) among others.

An added benefit to the embedding of professional skills training within the school setting is that this approach may be cost-effective, particularly as many training or professional development activities have been found to be ineffective for teachers (Clarke & Hollingsworth, 2002). Rapid mobile training teams or local mentor teachers, school-based training is working in some places. Some examples of effective practice include the inclusion of FA modules within subject-specific in service education workshops, that way the training is more attuned to the day-to-day teaching of a teacher. In the field of education, we see examples of creative, low-tech (especially compared with NFE) FA approaches developed by educators struggling to meet the needs of their students as they can with materials at hand. The findings imply that significant gains involve work on multiple levels of the educational system. Interventions delivered at the classroom level should prioritize the provision of brief, application-ready FA techniques that are sensitive to teachers' time burdens and resource constraints. At the school level, development of professional learning communities can serve to sustain assessment innovation. At system level, the most substantial changes needed are around the harmonization of curriculum, assessment policy, and teacher support systems to support the enabling environment for FA.

Despite the difficulties involved, empirical evidence from across the world shows that rural education systems can manage to implement formative assessment when strategies are

designed that fit the challenging local reality. For Kazakhstan, this will involve the development of those solutions that will be consistent with the country's educational tradition, at the same time integrating into the traditional schools modern scientifically grounded approaches to assessment. Future efforts should focus on efforts to sustain locally-relevant systems for professional development and implementation support for FAs, overcoming rural schools' remoteness from sources of support. Through this kind of focused pursuit, Kazakhstan is working to develop an assessment system that will promote learning for all students regardless of where they live. High-stakes tests dominate continuous development of speaking ability (Shamshidinova et al., 2014). Students' switch between Kazakh and Russian, and English influence their fluency and confidence (Yessenova, 2021). Only a handful of Kazakhstani scholars conducted such research in English classroom in rural settings. Zhakypova et al. (2021) implemented action research in a rural school and discovered that peer feedback and self-assessment rubrics increased speaking confidence. The 2021 action research study of Zhakypova and et al. protests strong evidence in favour of the use of formative assessment methods to encourage the development of students' oral communication skills in rural Kazakhstani schools. Deployment in a resource-poor classroom that is characteristic of much rural-school education, this intervention is a model of how well-placed use of peer feedback and self-assessment rubrics can transform learners' confidence in speaking. The research was conducted in a rural high school that experiences systemic challenges such as overcrowded classrooms with an average class size of 32, shortage of teaching resources, and traditional (teacher-centered) pedagogy. The researchers reported that the students in this context were especially reluctant to speak and they appeared to be visibly afraid when requested to speak in class. The study utilized a strong mixed-methods action researcher model, developed over six months across a number of data capture stages. The team started from a broadening side of complete student testing and speaking confidence and proficiency measurement testing. They subsequently applied 2 specific FA interventions: a

structured FA as feedback system and a visual SA rubric. Reflection journals were kept by teachers and regular classroom observations were conducted by the researchers to make adjustments to the intervention strategies as it was implemented. Quantitative measures and qualitative interviews with students, teachers and parents were employed for post-intervention evaluation. The peer feedback process was developed with great care to be as effective as possible, and as least potentially unpleasant, as possible. They developed clear, comprehensible criteria for quality speaking, including clarity of diction, organization of thought, and eye contact. Students were given direct instruction in giving positive feedback in the form of "two stars and a wish" – talking about two good things that were done followed by a wish that the peer would do something better next time. The routine used wiggle's rotating small-group formats to guarantee that all students heard from various sources of heterogeneity and sentence stems to scaffold quality answers. In addition to the peer feedback, a research team developed visual self-assessment checklists adapted for the rural school context. To do this, the rubrics used a minimal three-level scale of well-known emojis (happy face, neutral thumb, sad face) and targeted only three to four core speaking skills at a time. The visualization achieved by the rubric was quite powerful for younger students who tend to be less advanced readers. Teachers allocated time directly after the speaking activities for students to fill out their self-assessments in order to help reinforce the relationship between the criteria and the performance itself. Quantitative findings The quantitative findings showed significant improvements in several indicators. Moreover, researchers recorded a 42% rise in students' willingness to volunteer to talk, indicating confidence had significantly risen. Teacher-rated general speaking confidence increased by 35% from baseline, and students' ability to make accurate self-assessments of their own speaking ability increased by 28% over the same time period. Qualitative results contributed to increased understanding of these improvements. When I interviewed students after doing this, they said things like "I feel less scared to try now" and "I know what I need to work on for next time." Teachers also observed

more spontaneous peer-to-peer coaching taking place outside formal activities, and at home parents reported more communication and verbal interaction taking place. For both students and teachers, transparency, and the sense of fairness to it, was crucial in the sense of clear, consistent criteria for assessment. The team identified multiple critical challenges with implementation. First, students were initially resistant to peer critique, and culture-specific norms regarding respect between peers created a challenge. There was also the time cost associated with setting up effective feedback routines, which was significant, especially for teachers with heavy workloads. Novice students needed several iterations of the rubric structure, and the teacher's workload increased because students received peer feedback at the same time as they were providing feedback to others.

To tackle these issues, the researchers proposed multiple sound adaptation methods for efficacy. Teachers demonstrated with think-aloud how to give feedback of a high standard and how to write positive comments. The team provided written formats for feedback prior to verbal feedback so students had time to write their impressions. Color-coded cards signaled acclimations for low-stakes responses for students during early use. It was also valuable for researchers to permit the students mother tongue when language was a barrier to expression at times, and to have a strong focus to celebrate progress, rather than perfection in the early stages. Professional development of the participating teachers was a major secondary outcome of the study. The educators described gaining increased understanding of assessment-as-learning principles through reflective journals and interviews. Several reported heightened student interaction with their lessons and more efficiency in recognizing exact skill deficiencies. It was nice to be able to see where a student was and to be able to more accurately measure student progress, several teachers commented. This study has multiple implications for rural educational policy and classroom practice. It provides concrete evidence that valid formative assessment is possible even in poor-resource settings. The peer feedback mechanism presents a feasible template to lessen teacher assessment workload and

raise student participation. The use of visual rubric approach offers some promising methods for addressing the language issue in multilingual classrooms. Most importantly, the research demonstrates that small, incremental changes to assessment practice can lead to tangible improvements in student outcomes.

Zhakypova's study adds greatly to our knowledge of the implementation of formative assessment in rural schools. Moving beyond the two-moon model of student assessment, this case study provides an example of locally determined, culturally responsive assessment practices and the impact on student achievement. The results may be especially helpful for practitioners looking for practical methods to foster communication in less than ideal circumstances. Future work may productively investigate longitudinal effects of these interventions, generalization to other subjects, and how to scale these approaches to multiple schools. The study further indicates a need for additional research on models of professional development which successfully facilitate teacher support for the enactment of these types of formative assessment strategies. In the end, this project serves as damning evidence that well-prescribed formative assessment can move the needle on learning experiences in even the most supply-strapped of educational contexts.

Toleubekova (2022) investigated the methods of dialogic teaching where teacher-student interactions supported oral proficiency when FA was being consistently used. FA proponents like Kazakhstan's Ministry of Education and institutions like Nazarbayev University's Graduate School of Education have advocated for FA via: Distribution of FA has been promoted by, among other things: Teacher professional development like Lesson Study in rural schools. Pilot programs for the incorporation of FA in revised State Standard for English. Kazakhstani researchers have started to investigate FA within rural education, but further empirical research is required on: Culturally sensitive FA models for the Kazakhstani multilingual learner. Technology (e.g., speaking practice via mobile apps) in low-resource rural schools. The long-term effects of FA on students' oral proficiency in high-stakes exam

contexts. An appreciation for the utility of formative assessment has come also to be understood by those working in rural (including in Kazakhstan) and multilingual contexts as a means to develop speaking proficiency (Abduvaliyeva, 2019; Damitova et al., 2018). That being said, there are systemic issues—like teacher readiness and exam-based curricula—that need more research and policy backing. These findings have implications for future application of SCALABLE, culturally relevant FA-approaches to reduce the urban-rural disparity in education in Kazakhstan. Formative assessment and effective teaching Formative assessment as a main part of effective pedagogy may have further potential for promoting speaking skills, especially in rural schools and due to poor resources and less exposure to various linguistic, social language environments (Daşkın & Hatipoğlu, 2019). Formative assessment offers 'teachers and students storable and usable information so that they can become decision makers in the teaching and learning interchange' (Bellon, Koblinsky, & Dodd, 2007, p.2) and 'shifts the control from the teacher to the learner' (Black & Wiliam, 1998, p.140). It can benefit both our learners and us (the teachers) by providing us with feedback and ways to improve towards a growth mindset and communicative competence (Ismail & Tini, 2020). The employment of formative assessment practices requires a shift in conventional teaching philosophy, towards a student-centered instruction where active participation and self-reflection are paramount (Senyefia et al., 2020). Teachers must have the capabilities and expertise required for designing and implementing effective formative assessments that are related to particular learning outcomes. The need to teach other languages is now imperative in the modern (global) society given the flattening of the world, which makes effective communication especially in the oral form all the more important (Fisher & Frey, 2017). Being able to express ones ideas, to share ideas and to communicate across linguistic and cultural lenses has become a necessity for one's professional life and dynamic life in global society (Mammadov, 2009). In the multifaceted scenery of language learning processes, speaking skills take an indispensable place in order to allow the

communication between different cultures and the mutual comprehension of different people
(al., 2021).

CHAPTER 3 Methods and Materials

3.1. Research Design

Based on a process-ridden model, the qualitative research method was conducted for the purpose of exploring rural EFL teachers' views regarding the role of formative assessment in improving learners' speaking proficiency and motivation. Qualitative approach was used, as it would provide a deeper understanding of participants' experiences and perceptions. The main data were collected through the semi-structured interviews including observations in the classrooms aimed to provide the implications of teachers' answers in their teaching practice.

Semi-structured interviews have emerged as an important methodological instrument in qualitative research, especially in educational research dealing with teacher perceptions and practices in classrooms. This kind of research sits between highly structured and wholly unstructured interviews as it allows for both focus (what topics to cover) and freedom (how those conversations unfold) in data gathering (Bryman, 2016). The unique qualities of the method make it especially useful for exploring complex educational issues, such as teachers' use of formative assessment strategies in EFL classes. Guideline semi-structured interviews are based upon the process of engaging into interaction where the interviewer must prepare open-ended guiding questions with the ability and willingness to change direction according to new emerging themes through follow-up probes (Cohen et al., 2018). This duality provides the possibility for the researchers to maintain a focus on comparability between the informants keeping an openness for the individual narratives and for new insights in an unexpected light. Kvale and Brinkmann (2015) stress that because of the interactive nature of these interviews, rapport is developed and it becomes possible to delve deeply into discussing experiences of the participants, making the PDI. There is a range of advantages of using semi-structured interviews in educational research. Their ability to create detailed, nuanced data sets them apart from surveys or completely structured interviews in the exploration of complex pedagogical matters (Denscombe, 2021). The participant-focused approach permits

teachers to express their experiences in their own words in such a way that they may uncover unanticipated findings that are less advertised in more formal research forms (Merriam & Tisdell, 2016).

Semi-structured interviews, especially in classroom-based research, are vital for context brokering, in addition to observational data (Creswell & Poth, 2018). Semi-structured interviews in formative assessment research Some important views have already been obtained through the use of semi-structured interviews in formative assessment research. The pioneering work of Black and Wiliam (1998) offered a case example of teacher interviews that can be used to identify affordances and limitations to implementation time constraints and curriculum pressures. This method has also been used in the study of how teachers transfer their use of formative feedback strategies into other learning contexts (Heritage, 2010).

Semi-structured interviews have been employed by EFL/ESL researchers such as Richards (2015) to identify critical gaps between teachers' beliefs about assessment as articulated by them and their practices in the classroom. Together, these studies illustrate the usefulness of the method in capturing the messiness of educational practice. Several best practices should be followed when considering semi-structured interview research in order to maintain data integrity and ethical rigor. Pilot testing the interview guide on a small sample assists with clarification and relevance of the questions (Bryman, 2016). There is dialogue which gives the right responses for participants instead of silent brooding for good responses (Kvale & Brinkmann, 2015). (Rapport} is to set the (Kvale & Brinkmann, 2015) participants at ease – and that can facilitate frank, reflective answers. Careful handling of probing questions that do not lead participants, keeps narration in check, so that limits can be placed appropriately on Normativity, while still allowing for it (Denscombe, 2021). The ethical considerations such as the informed consent and protection of confidentiality are relevant in all stages of the research process (BERA, 2018).

In this regard, it is important to carry out the study through semi-structured interviews with rural Kazakhstani EFL teachers as a methodology that is most appropriate to the research goals. This method provides an opportunity for teachers to communicate their assessment practices in their own words and enables researchers the opportunity to investigate the how and why of their instructional moves. The flexibility of the approach is particularly advantageous in identifying contextual factors such as resource constraints or cultural influences, which often do not emerge when using more structured tools to collect data. The study triangulates data from interviewees and classroom observations that provide richness and credibility to the findings (Merriam & Tisdell, 2016).

In summary, semi-structure interviews are a potent tool for qualitative educational research, even more especially in the research of teacher cognition and classroom practice. Their capacity to combine subtlety and nuance in educational phenomena and steadfastness in methodological conduct makes the four well matched for the study of formative assessment enactment. Properly designed and executed, semi-structured interviews can produce rich and personally relevant results to guide both educational theory and practice. The utilization of this method in the present study is in accordance with the best standardized practices and is adjusted to the specific circumstances of rural Kazakhstani schools, which contributes to the reliability and pertinence of the results with respect to local realities of education.

3.2 Participants

The subjects were 12 EFL teachers in Zhambyl Secondary School in Karasai District of Almaty Oblast, Kazakhstan. Teachers were purposefully chosen since they had applied formative assessment in their content and they had experience to use the formative assessment.

Table 1
Participant Demographics

Participant Code	Gender	Years of Teaching Experience	Grade Levels Taught	Subject Specialization	Interview Duration
T1	Female	8	9-11	EFL	52 min
T2	Male	12	7-10	EFL	47 min
T3	Female	5	5-8	EFL	58 min
T4	Female	15	10-12	EFL	60 min
T5	Male	3	6-9	EFL	45 min
T6	Female	7	8-11	EFL	55 min
T7	Female	10	7-12	EFL	50 min
T8	Male	6	4-7	EFL	48 min
T9	Female	9	9-12	EFL	60 min
T10	Female	4	5-8	EFL	46 min
T11	Male	11	10-12	EFL	59 min
T12	Female	13	6-9	EFL	53 min

Note: The table provides information about the participant's demographic data, such as gender, teaching experience, academic achievements and subject area, as well as the length of the interview. All participants studied English and work as EFL teachers in secondary schools.

3.3 Data Collection Methods

Recruitment was initiated through an initial invitation by email that included information about the aim and the procedure of the study. Approaching the interview dates, participants were given phone calls of reminders for adherence. Before the data were gathered all teachers signed forms indicating that they consented to participate in the study, and that they were aware of their rights to voluntary involvement, confidentiality and withdrawal at

any time. Data was collected in two segments. Initially, the investigator observed lessons to see how teachers emphasized formative assessment in reality of teaching. These findings were centered on recognizing assessment methodologies, level of student engagement and application challenges.

Table 2.

Participants' lesson observation.

Participant Code	Years of Teaching Experience	Grade Level	Challenges observed during the implementing formative assessment
T 1	8	10	Not all students were covered during the peer assessment
T 2	12	8	Not all students understood what formative assessment was and did not know what to do.
T 3	5	6	There were too many assigned tasks, so the teacher couldn't handle them all.
T 4	15	11	Some students could not explain why they assessed this way
T 5	3	7	Due to lack of time, the teacher did not have time to complete all the prepared assignments.
T 6	7	9	Teacher could not listen to all students
T 7	10	6	Not all students had access to the Internet to participate in the Quizzes.
T 8	6	5	Some students did not take the assessment seriously. Because they don't fully understand it.
T 9	9	11	Some students have difficulty with oral feedback in a foreign language.
T 10	4	6	Time limits for providing feedback to each student at the end of the lesson
T 11	11	11	Teacher was not skilled fully, and could not use arranged formative assessment properly
T 12	13	7	The home task was not graded, it can lead to complaint from the parents' side.

Note: This table summarizes the main challenges that teachers face when implementing formative assessment in their classrooms. The results indicate the general difficulties that hinder effective assessment practices and indicate areas for improvement.

The knowledge gained directly shaped the ensuing interviews questions which were firmly rooted in real classroom events. In the second stage individual semi-structured

interviews were conducted, and each interview lasted 45-60 mins. The interviews were held at convenient time and place for the participants, frequently at their classrooms just after observation, to keep the context alive. All interviews were audio-recorded for later verbatim transcription, with teachers having the option to refuse recording or pass on any questions that made them feel uncomfortable.

The interview guide included ten open-ended questions grouped in four main topics: (a) perceptions of formative assessment; (b) strategies to foster them; (c) difficulties faced; (d) and the observed impacts on student motivation. Sample questions were "How would you define formative assessment in EFL instruction?" and "Could you please provide an example where formative assessment has built a student's speaking confidence?" Probe follow-ups such as, "Can you tell me more about that?". were provided to seek more lengthy feedback.

Here are ten interview questions organized into the four specified groups:

a) Perception of formative assessment

1. How would you define formative assessment in your own words?
2. In your experience, what role does formative assessment play in student learning?

b) Strategies to foster formative assessment

3. What specific strategies or tools do you use to implement formative assessment in your classroom?
4. How do you ensure that formative assessment is effective and meaningful for students?

c) Difficulties faced

5. What challenges have you encountered when implementing formative assessment?
6. How do you address students' or parents' resistance to formative assessment practices?

d) Observed impacts on student motivation

7. Have you noticed any changes in student motivation or engagement as a result of formative assessments? If so, can you describe them?
8. How do you use formative assessment feedback to encourage and support struggling students?

Additional questions

9. How do you balance formative and summative assessment in your teaching, and what effects have you observed on student learning?
10. If you could change one thing about how formative assessments are used in your school? What would it be and why?

Ethical concerns were addressed at all phases of the study. School principal's approval was obtained before recruiting participants. Anonymity was preserved through the use of pseudonyms and the replacement of real names by pseudonyms was done in transcriptions and reports. Recordings were securely stored and deleted after transcription. In order to build trust and invite honest responses, the researcher established a non-judgmental environment and participants were reminded that their responses had no right or wrong answer. Ethical soundness is the linchpin of trustworthy qualitative research in the realm of education, compelling researchers to traverse messy terrain as moral agents in the process of inquiry. This is a wide-ranging text which goes far beyond the usual topic of ethical dilemmas to investigate the pluralism of ethics and values that are inherent in work with teachers and children in educational research. The pillars of moral education research are: a) the principles of the Belmont Report (1978). Respect for the person requires respect for an individual's autonomy (independent decision-making on the basis of adequate information freely provided) and protection of individuals with diminished autonomy. Beneficence requires that researchers maximize benefits and minimize harm, and that such a balance is crucial when working with practicing teachers in their own work settings. It's about the fair recruitment of

trial participants and the just sharing of trial burdens and benefits: no population should carry a burden that others do not also carry, and no group should seek to secure an imperialist advantage from research. The idea of informed consent is so much more than something led in a process box in qualitative educational research. Current literature views consent as a continual and dynamic process (Miller & Boulton, 2007) and is particularly applicable for longitudinal and multi-methodological studies. In studies with educators this means clear and honest explanations of the purpose and procedures of the study, possible risks and benefits; as well as unambiguous statements regarding voluntary involvement and freedom to withdraw without penalty. The two-tier consent process—approval of the institution and individual teacher consent—helps to reduce the risk of power differentials that could affect the decision to participate. Ensuring the confidentiality of respondents when researching sensitive topics is an important issue to consider when performing research in school and professional settings. As we have previously argued, this is the “paradox of confidentiality” (Saunders et al., 2015), whereby detailed qualitative data, important to rich and in-depth analysis, also enhances the potential for identification of participants. Some practical recommendations for negotiating this tension include the use of pseudonyms for both people and contexts, clinical adjustment of identifying features without losing the essence of what is being inferred, employment of secure data storage measures, and a clear cautiousness with participants about the limits of guarantees of confidentiality. Particular attention must be paid to “internal confidentiality” (Tolich, 2004)—ensuring that participants are not ‘outed’ by their professional colleagues. Educational systems are hierarchical structures, which give rise to intricate power relations that have to be ethically addressed. Researchers need to be aware of numerous overlapping relationships such as those between researcher and participant, school administrators and teachers, and teachers to teachers. Lincoln & Tierney (2004) note that even formally voluntary involvement may carry with it implicit elements of coercion when recruitment procedures are institution-driven. This tension is amplified in those studies

that feature classroom observations that are then followed by interviews, instances in which teachers might logically assume a quasi-evaluative aspect as part and parcel of the broader research agenda. In cross-cultural educational research, cultural issues become salient. Given the Kazakhstani locus of the present study, there is the need to be especially cautious in the face of local norms of academic authority, institutional hierarchies, and understandings of privacy. Our ethics should adapt to different cultures' communication styles, not on the level of violating anything with ethical substance, but by modifying itself to fit in with how people treat and communicate with one another in that culture. This includes having a clear understanding of implications of the research at the community level, beyond those that might be considered at the individual participant level, and ensuring that all procedures respect local values and standards. Interview-based studies raise particular ethical issues that need to be handled with caution. The semi-structured interview style, despite its value in increasing depth, can incidentally evoke emotional expressions as teachers talk about professional challenges, or expressions of frustration or surprise (Kvale, 2007). Researchers need to be equipped to interrupt or steer the interview in a different direction as necessary, and they should also have relevant referral information. The interpretative nature of qualitative analysis produces further ethical considerations in relation to ensuring the participants' perspectives are faithfully represented, an issue which can be somewhat mitigated through member checking and participant scrutiny of the transcripts. Digital technology has added a new ethical dimension to qualitative educational research. The recording of audio, such as of research interviews, the storage of digital data, or the transmission of data electronically should all be performed with security in mind and according to set protocols. Researchers need to weigh convenience versus participants' level of comfort with technology, paying special attention to established local norms and practices around data protection. Standing in sharp contrast to legal concerning itself with digital ethic demands respectful and transparent conduct at every stage of the research project (Markham & Buchanan, 2012). New ethical

dilemmas shape today practice of educational research. External ethical responsibilities do not end after the fact for scholars now responsible for making choices about data retention and future re-usability. Engaged research methodologies support working with participants in collaborative relationships. The fast changing nature of digital qualitative methods presents researchers with exciting possibilities and new ethical dilemmas which need to be considered carefully. This study's ethical approach addresses these complex issues through several important features: a strong process of consent, with continuous reaffirmation; a scrupulous respect for confidentiality through pseudonymization and information management; an awareness of power dynamics in the researcher-participant relationship; and an approach that takes into account the Kazakhstani context in relation to the procedure. The study design acknowledges the possible of emotional effects in participants, and provided responsive for the management of the same.

Virtue is not the consequence of a review process but is the result of ongoing vigilance and ethical reflexivity in the conduct of research. We are all concerned about research ethics and try to be as sensitive and respectful as possible to the communities we study, but the unknown unknown is always there: unexpected ethical challenges that arise in the field and that force us to adapt in order to do the right thing. This pragmatic model of research ethics enables both the protection of subjects and the integrity of the scientific work. Just as science progresses, so should ethical considerations in qualitative educational research. Further innovations include: more advanced consideration of digital ethics in qualitative research; improved protocols for community-based participatory research; more focus placed on longitudinal ethical considerations; and swifter, more subtle merging of intersectional analyses within educational spaces. Adhering to high ethical standards in research while being responsive to emerging methods and contexts will allow for the production of quality, credible scholarship that values all participants and furthers the quality of educational practice. Data analysis Transcripts were generated verbatim of the interviews, and conducted through the

coding process to produce themes and recurrent patterns. Themes that emerged were cross-checked with the observation notes in order to increase the validity.

Moreover, member checking reinforced the credibility of the study by enabling participants to check for the accuracy of their transcribed responses. From the first contact until the last interview, the entire process of data collection took two months; this was possible with a comprehensive interaction with informants and reflexive analysis. This methodological soundness - triangulating observations and in depth interviews and using informed consents - secured the quality of the qualitative data. The approach not only shed light on the teachers' views on formative assessment, but also offered practical implications for the roles of formative assessment in stimulating students' motivation and developing speaking ability in rural EFL settings.

The participants of the study were twelve EFL teachers from Zhambyl Secondary School, located in the Karasai district of Kazakhstan. In order to secure anonymity and still present some contextual information, participants were given serial T-numbers: T1 to T12. The sample was made up of eight female and four male teachers, and this gender proportion was representative of that of the regional teaching pool. The teaching experience of participants varied from three to fifteen years, thus providing a strong combination of new (3 to 5 years in) mid and seasoned (6 to 10 and 11+ years in) teachers. This heterogeneity guaranteed a variety of viewpoints on how formative assessment is conducted at various points in the career. The educators spanned the elementary (grades 4-5) to high school (grades 6-12) grade levels, providing perspective on age-relevant assessment practices. The majority focused solely on EFL teaching, however, a few individual were also qualified in literature, linguistics or ESL teaching. These diverse foci converged and complemented each other, so as to bring about a comprehensive picture of formative assessment uses in the field of language education. The duration of each individual interview was between 45 and 60 minutes - with the former only applying to a few interviews - which suggests that they were actively

engaged in providing detailed answers. The demographics of this sample were very useful for a number of reasons.

First, the diversity of experience offered new and time-honored formative assessment strategies. Second, the range of school levels taught shed light on the developmental nature of assessing speaking skills. Finally, the gender mix was good for achieving a balanced perspective, and further in checking that our findings were not due to possible gender differences in teaching. This purposively-selected group of participants ensured rich, deep data about formative assessment practices within rural Kazakhstani schools was able to be collected. The diversity of the sample increased the credibility and the confidence of the study in that multiple dimensions of the teaching experience were tapped into, while addressing the main research questions of perceptions of assessment and barriers to implementation.

CHAPTER 4

4.1 Results and Discussion

The implementation of formative assessment in the ongoing process of language learning in order to enhance the speaking skill is still the main topic in educational research. As we mentioned above, there were identified two types of assessment, that is formative assessment and summative assessment. Summative assessment is the evaluation of learners' knowledge at the end of specific unit, formative assessment in the contrary is ongoing and dynamic process in order to provide feedback for each action or skill of learners to enhance their speaking skill during the learning process. Therefore, the current research will investigate how teachers implement the feedback, what kind of challenges they will face during the language learning, and how the implementation impact on learners' language knowledge. In order to identify it first of all we should consider some background research of scholars regarding this topic. So, here is provided a literature review with the key findings and main points of view on how formative assessment can be implemented into the language learning process effectively to improve speaking skill.

Assessment is ongoing process of collecting information and it is important tool in the teaching and learning process where teachers evaluate their teaching methods and learners' progress. According to Huhta, as cited in Spolsky and Hult (2008) assessment includes several procedures which can be used as evaluation of individuals, such as observations, self-assessments, quizzes, interviews, and tests (p. 469). Providing constant assessment by teachers are very important to track learners' progress level and evaluate their proficiency in acquiring crucial skills. When the educators think about assessment task, they usually take in account such questions like timing and frequency of assessment or suitable methods to conduct the assessment process. Therefore, the questions as "When and how often learners should be assessed?" or "How the assessment can be conducted?" used mostly rather than "What" and "Why" (Bacham & Palmer, 2010).

Teachers have many reasons why they integrate feedback into their teaching process. Generally, they seek insights into their instructional practices and the most effective approaches to

teaching. Hattie and Timperley (2007) defined the feedback as provided specific information by teachers to students regarding learning process. The goal of feedback is to construct the bridge between a student's current knowledge and the comprehension level which learner have desire to achieve. This process offers teachers a comprehensive overview of their effective practices and potential areas for improvement in teaching. Some teachers rely on feedback to record the quality of their teaching skills. According studies by Olin and Sullivan (2002) and Whyte et al. (1995) the detailed feedback is important for achieving better outcomes in summative assessments and for increasing attendance and consolidation of learning. Akter (2010) emphasizes the essential role of feedback in effective teaching, serving not only to indicate learners' performance levels but also motivate them and foster a supportive classroom environment. Therefore, any form of feedback, whether it is positive or negative, have more benefits than none at all.

The effectiveness of speaking assessment is closely connected to active student performance in the evaluation process (O'Malley and Pierce, 2002:58). According with these scholars this involvement includes tasks such as establishing criteria, engaging self-assessment, and evaluating peers. Such active participation allows to learners to note significant enhances in their learning and according to this improve their performances. As Butler (2000:41) noted, formative assessment is alternative evaluation method, which is becoming valuable in raising interaction between learners and between learners and teachers. Apart from this, it serves as a means to deepen learners' notion of their peers' ideas throughout the learning process.

Scholars like Black and William (1998) displayed the importance of formative assessment in teaching and learning. It focuses on timely feedback that leads to promotion of ongoing enhance and help learners to obtain the strong and weak sides of their language learning level. Foreign language learners face with the speaking challenges, as it is considered more complicated to speak fluently in the target language. It is important to make emphasis on providing timely feedback on learners' pronunciation, fluency, vocabulary and overall activities. (Sadler, 1989).

As a type of formative assessment peer assessment is also effective when it is integrated during the learning process. While learners provide feedback to their peers, it is not only improve speaking skill, it also leads to critical thinking and communication skills (Topping, 1998). Also, Boud (1995) noted that self-assessment encourages language learners to provide reflection after their speaking performance, it can be implemented with writing some journals, checklists, or reflective essays.

The integration of technology, including different speech recognition which leads to improve learners' speaking skill, or online platforms that provide different tasks with the immediate assessment, provides opportunities for innovative formative assessment in speaking skill. Such tools suggest personalized feedback and enable to practice independently (Chapelle & Douglas, 2006; Heift & Rimrott, 2008).

There were also several scholars who believed that implementing formative assessment to achieve successful outcomes is difficult. For example, Shavelson (2008) reported that the effectiveness of using formative assessment depends on experience and practice over time, and according to Akhmedina (2017), it is a complex process. Because some teachers need to have diagnostic abilities, including reflective abilities and the ability to analyze the learning process, which enable them to determine the level of knowledge, skills and various abilities, and provide appropriate feedback. In contrast to these scholars, Areiza (2013) argues that formative assessment does not require specialized knowledge to implement in teaching as it is used with certain adaptations. Moreover, a widespread focus on formative assessment has emerged in EFL teaching and learning internationally. Consequently, some researchers emphasize that the effective use and application of formative assessment requires extensive experience as well as "considerable effort and knowledge" (Akhmedina, 2017, p.25).

The literature highlights a multifaceted approach to using formative assessment to improve speaking skills. Incorporating a variety of assessment methods, providing constructive feedback, and encouraging active student participation are key factors in creating a positive learning environment that promotes the development of effective oral communication in a foreign language.

The raw data collected from the interviews underwent multiple readings and manual thematic coding. This process involved identifying key ideas that were later organized into overall themes. As defined by Cresswell (2014), coding involves segmenting and labeling text to create descriptions and broad themes in the data. Consequently, coding was used to interpret and analyze the collected data to uncover broader themes relevant to the research questions. Perspectives, including teaching experience and grade levels in which they taught, were taken into account when analyzing the data to identify any patterns in teachers' responses that may correlate with their background.

4.2. Findings

As mentioned above, the data collected was analyzed through thematic analysis which identified three main themes: first, rural teachers' perceptions of formative assessment, second, how rural teachers implement formative assessment to improve speaking skills, and third, problems faced by rural teachers (Gerald, 1970). What teachers face in the teaching process when using formative assessment.

Each of the themes had sub-themes, for example relating to perception: forms of formative assessment, the most effective method among formative assessments and how they are effectively implemented. The second main topic included questions such as: how to improve students' speaking skills, in what way formative assessment can improve speaking skills and how it can be implemented to produce successful results. The third main topic consists of sub-questions such as: the problems of formative assessment encountered in the learning process, how to solve the problems encountered, and suggestions for the effective implementation of formative assessment to improve speaking skills.

Some of the participants' answers were different and similar. There were participants who were against the idea that formative assessment could help improve speaking skills and they supported the five-scale assessment. There were also young teachers with little teaching experience, and they responded that implementing formative assessment was too difficult and they did not understand the meaning of formative assessment, but they used it in their lessons, which was observed before the interview. Overall, most teachers understood and knew how to effectively implement

formative assessment to improve speaking skills, as determined through interviews as well as observed lessons.

According to the research teachers in rural area often consider formative assessment as a useful tool for enhancing EFL students' speaking skills. Based on semi structured interview data, three main themes appeared during the thematic analysis. During the interviews, participants answered the main question about rural teachers' perceptions of formative assessment for the development of speaking skills in different ways. Some believed that it was useful for improving speaking abilities, others preferred traditional methods. This category included sub themes related to different forms of formative assessment, preferences for certain methods, and perceived success in improving speaking skills. The second main theme was that formative assessment is used to improve speaking ability.

The discussion was about how to enhance students' speaking skills in the classroom through formative assessment. The subtopics of the main themes included effective implementation methods, approaches in which formative assessment helps with skill improvement, and strategies for enhancing speaking skills. The third topic was formative assessment challenges for teachers in rural areas. The participants highlighted several kinds of challenges they faced while using formative assessment into their teaching methods. Sub-themes included difficulties with implementation, a lack of understanding or guidance, and recommendations to overcome these barriers.

The current study highlighted the value of using various assessment methods such as tests, surveys, interviews, observations, and self-assessment, consistent with earlier studies. This is consistent with Hult's view of the complex nature of assessment (Spolsky and Hult, 2008), which emphasizes the importance of teachers using multiple types of assessment methods to effectively monitor student development. Research has also emphasized the use of technology to support formative assessment of speaking skills. This is in line with research by Heift & Rimrott (2008) and Chapelle and Douglas (2006), who explore how technologies such as online platforms and speech recognition software can support independent practice and offer specific feedback.

A limitation of the current studies may be the small sample size. Because it was found that 10 EFL teachers as participants was not enough for a meaningful study. The small sample size and localized context may limit the generalizability of the findings to broader populations of language teachers and learners. Although interviews provide rich qualitative data, they may not reflect the full range of perspectives or experiences related to formative assessment and speaking skills development. Additional methods such as student surveys may provide additional information. Future research on this topic may be more valid and reliable if these limitations are addressed by considering different approaches, increasing sample size and diversity, and conducting additional studies in different settings.

Students' perspectives and inclusive practices provide important recommendations for future research. Find out how students view formative assessment in the context of improving their speaking skills. Surveys and interviews can be used to learn more about how students perceive the value of formative assessment, how they prefer to receive feedback, and how they use it. This study adds to the growing body of knowledge about the attitudes, strategies and challenges faced by rural EFL teachers, as well as formative assessment and speaking skills development.

By taking these findings and ideas for future research into account, teachers can further refine their formative assessment strategies and facilitate significant improvements in language learners' speaking skills.

CHAPTER 5

Conclusion

With this study built into the background, the current inquiry has critically investigated perceptions of and practices regarding formative assessment of rurally-based Kazakhstani EFL teachers in a systematic and rigorous manner using qualitative inquiry, producing theoretical insights of value as well as practical insights, although with limitations. The results of this study shed light on how teachers, in such an under-researched context as this, conceptualize, translate, and experience formative assessment practices, in this case with developing students' speaking skills. Three core lines emerged from the thematic analysis in regard to formative assessment use.

First, the didactic value of the formative strategies was obvious for teachers, namely, to increase student engagement and provide a more tailored instruction. Second, they encountered significant systemic obstacles such as time pressures, large class sizes and inadequate training, some of which were local and some systemic in assessment provision. Third, and most importantly perhaps, teachers were incredibly flexible in the way that they developed context-specific solutions, adapting modes of assessment so that they could operate within constraints, whilst retaining the main principles of formative assessment. The observed results have significance in different fields of educational research. They expand the knowledge on how formative assessment is practiced in under-researched rural settings, a literature that has generally been much more a product of urban or Western contexts. The study complicates conversations on teacher participation in educational reform, as it illustrates how teachers are resourceful in localizing mandated practices. It also offers empirical legitimacy to the emotional aspects of assessment reform, which encompasses teachers' frustrations and satisfactions in working with new methods. The study's use of thematic analysis of interviews combined with classroom observations was especially useful for capturing expressed beliefs and enacted practices. This dual perspective, in turn, served

to expose critical tensions between teachers' notions of formative assessment as ideals to be sought and their actuality. Such a finding is no small matter for programs of professional development. The focus on ethical concerns at every stage of the research process also represents a model for the practice of ethical and rigorous educational research in contexts such as the ones studied. There are a number of significant limitations to the contributions of this study. The small sample size and single district focus inherent in the study design may limit the generalizability of the results and the short duration of observations might have obscured long term trends which could be relevant. Qualitative analysis is subjective in essence which, despite the strict protocols, does not exclude other interpretations of the data. These limits usefully flesh out the bound for which the results call for maximally efficient application. The findings point to a number of promising avenues for future research.

Longitudinal research could be conducted to investigate how teachers' assessment practices develop over time and more comparative studies in various rural economic contexts could identify potential general trends. Another promising direction is to develop and test the effectiveness of targeted professional development programs based on these findings.

Furthermore, studies on the students' views of such adapted assessment can complement the picture of their use and usefulness. There are a number of implications the study has to offer to educational practice. It emphasizes the importance of assessment policies that reflect realities of rural schools-especially class size and resource constraints. The results imply that training programs should not only focus on assessing techniques, but adaptive strategies for challenging situations. Finally, the research shows the importance of listening and learning from teachers' local expertise when introducing assessment reforms.

In summary, this study has offered valuable contributions to academic conversation and practical attempts to enhance formative assessment in rural Kazakhstani EFL classrooms. Recognizing and documenting teachers' innovative adaptations and persistent struggles, the research provides a complex vision that resists simplistic solutions even as it provides

productive directions for the future. As formative assessment continues to be promoted throughout the world's schools, research such as this is a vital part of ensuring best practice in assessment is theoretically well-founded and practically workable.

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Appendix A

Subject of the Appendix

Effective Formative Assessment – Tools, Strategies, and Challenges

- How do you ensure that formative assessment is effective and meaningful for students?

- I believe that this is a very effective tool when both parties - the teacher and the student - understand the purpose of this assessment. That is, first of all, it is necessary to distinguish between formative and summative assessment. And the traditional assessment on a 5-point scale is somewhat more reminiscent of a summative assessment to me. Formative assessment is useful because it allows students to focus not on the grade he or she receives but on, for example, how he or she can improve his or her answer. So I consider it training, just like for people involved in sports, lessons are formative assessments and I consider my lessons to be like training rather than just official matches. Something like that. So that students can come and try to practice their skills and become better.

- What specific strategies or tools do you use to implement formative assessment in your classroom?

- I use a variety of strategies such as peer feedback sessions, self-assessment assignments, and regular speaking assignments with immediate feedback. These approaches help students actively participate in the learning process and monitor their progress.

- What challenges have you encountered when implementing formative assessment?

- The biggest problem for me is that you lack experience; after all, I have never had a formative assessment. So, it may be a little difficult to understand it from the very beginning. Start using formative assessment as soon as you start teaching as it can be difficult to learn. However, the biggest challenge I faced was creating the criteria. To develop clear criteria, you really need to know what you want to achieve. I believe this requires careful planning as the criteria don't just materialize; you must link them to specific learning objectives.