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The Effects of Formative and Summative Assessment on Students' Motivation in an EFL  
Classroom

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## **Resumen:**

Esta síntesis de investigación tiene como objetivo explorar los efectos de la evaluación formativa y sumativa en la motivación de los estudiantes en las clases de EFL, así como las percepciones de los estudiantes con respecto al uso de estos tipos de evaluación. Para cumplir con el objetivo se identificaron 21 estudios empíricos. Estos estudios se realizaron en entornos EFL y se publicaron en un plazo de 20 años. Los resultados del análisis revelaron que la evaluación formativa y sumativa puede afectar positiva o negativamente la motivación de los estudiantes dependiendo de diferentes factores como las calificaciones y la retroalimentación. Del mismo modo, las percepciones de los estudiantes muestran que pueden experimentar diferentes sentimientos como estrés, ansiedad, automotivación y motivación intrínseca en respuesta a la evaluación que reciben. Se evidenció que los estudiantes prefieren el uso de ambos tipos de evaluación simultáneamente ya que esta combinación puede conducir a la mejora de su proceso de aprendizaje. Con base en los hallazgos, se recomienda que los maestros usen estos dos tipos de evaluación en combinación y también diferentes formas de evaluar a los estudiantes además de las más tradicionales. Se sugiere realizar más investigaciones sobre la evaluación formativa y sumativa en las aulas de EFL ecuatorianas.

**Palabras clave:** Evaluación. Evaluación formativa. Evaluación sumativa. Motivación. Retroalimentación.

**Abstract:**

This research synthesis aims to explore the reported effects of formative and summative assessment on students' motivation in EFL classrooms as well as the students' perceptions regarding the use of these types of assessment. In order to meet the objective, 21 empirical studies were identified. These studies were conducted in EFL settings and published within a 20-year time frame. The results of the analysis revealed that formative and summative assessment can affect positively and negatively students' motivation depending on different factors such as grades and feedback. In the same way, students' perceptions show that they can experience different feelings such as stress, anxiety, self-motivation, and intrinsic motivation in response to the assessment they receive. It was evidenced that students prefer the use of both types of assessment simultaneously as this combination can lead to the improvement of their learning process. Based on the findings, it is recommended that teachers use these two types of assessment in combination and also different ways of assessing students in addition to the more traditional ones. Further research on formative and summative assessment in Ecuadorian EFL classrooms is suggested.

**Keywords:** Assessment. Formative assessment. Summative assessment. Motivation. Feedback.

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I dedicate this research synthesis to my parents, Luis Avila and Sara Saico, who have supported me throughout this process and have given everything to make me a professional. I also want to dedicate this project to my sister Tania Avila for advising, encouraging and accompanying me in difficult situations. Finally, I want to dedicate this project to my colleague Andres Faicán, who has been by my side since the beginning of this major and with whom I have shared situations in which we have learned from each other. I will always value the unconditional love and support they have given me.

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## Introduction

Assessment is one of the fundamental pillars in the process of learning English as a foreign language, as it helps us see the development of students' skills, and know to what extent the objectives set for the class or period have been achieved (Baran-Łucarz, 2019). Various types of assessment are used today, but the most common are formative and summative assessments (Brookhart, 2001). Formative assessment mainly refers to a way of providing feedback to the students by means of comments, annotations, or suggestions without implying a grade (Ketabi & Ketabi, 2014). On the other hand, summative assessment focuses on activities that aim to let us know the development of student skills through a grade (Dixson & Worrell, 2016). These two evaluation methods can have positive and negative implications for students' motivation which is the impulse that leads students to reach a goal (Meşe & Sevilen 2001). That is why keeping learners motivated contributes to the acquisition of new knowledge making their learning process enjoyable. The strategies that teachers use to apply these evaluations are of great importance since they can motivate or demotivate students (Ammar, 2017).

Learners are the main actors in the educational process; for this reason, it is also important to know their point of view about the effects that the evaluation process can have (Gan et al.,2019). That is why this research synthesis seeks to study the positive and negative effects of formative and summative evaluation, as well as analyze the students' perceptions. This analysis is carried out to know how these two types of assessment affect the students' motivation and which of the two is the most conducive to learning English as a foreign language.

This research synthesis is divided into six chapters. The first chapter explains the background, the statement of the problem, the rationale, and the research questions. The second chapter presents the theoretical framework that explains the important terms and definitions of formative and summative evaluation and motivation. The literature review is in the third chapter which systematically describes research relevant to the topic of study. The methodology used in the research synthesis is presented in the fourth chapter. In the fifth chapter, the found data is analyzed to reach the conclusions that answer our research questions. Finally, conclusions and recommendations are provided.

## CHAPTER I

### 1. Description of the Research

#### 1.1 Background

Classroom assessment, as stated by Gan et al. (2018), “is often described as encompassing all activities performed and artifacts used by a teacher to gather relevant information to make well-supported inferences about student learning” (p. 1).

As motivation is one of the terms of interest in this work, it is necessary to define it. Dornyei (2009) maintains that “motivation is one of the most important concepts in psychology and language education, which is commonly used to explain learners’ success and failure in learning” (as cited in Parviz & Nasrin, 2010, p. 212). It is a fact that motivation and assessment are directly related to the learning area. Therefore, a relationship has also emerged between these two terms. According to Brookhart (1997), “the classroom assessment environment is closely associated with student learning motivation and achievement” (as cited in Gan et al., 2018, p.2). Assessment, as well as motivation, are important factors in the teaching-learning process.

Different authors such as Brookhart (2001), and Gan et al. (2018) have studied the methods that we can use to assess English language learners. For example, Brookhart (2001) says that there are two main categories of evaluation: formative and summative, which have their subdivisions. Within formative assessment are brainstorming, in-class discussions, annotations, comments, etc. Regarding summative assessment, there are activities such as portfolios, projects, interviews, essays, tests, etc. Both summative and



formative evaluations play a fundamental role in the acquisition of knowledge and, as mentioned before, they can have important consequences on the motivation of students.

According to Kwon et al. (2017), “formative assessment (FA) is a process that has become more recognized for contributing to student learning since students receive continuous feedback that helps them improve their activities” (as cited in Yuan Guo & Yan, 2019, p. 1). Alvira (2016), in his study, shows that oral and written feedback makes students feel motivated and helps them to be autonomous. If students receive effective feedback, they will be able to identify their own mistakes, correct them, and learn from them. In the next study about formative assessment carried out by Gan et al. (2019), they worked with a rural and an urban school, in which different teaching methods were used. Two questionnaires were applied: a questionnaire concerning classroom assessment practices and one concerning students' classroom EFL learning motivation. The results obtained from this study indicate that teacher-student interactive-informal assessment and self-evaluation is a clear indicator of intrinsic motivation. It is important that students feel motivated to learn as they will be creators of their own knowledge. To make formative assessment successful, teachers must provide students with detailed feedback in which learners participate. Being part of the evaluation will make students feel confident in their work (Meşe & Sevilen, 2021).

On the other hand, according to Black (1998), summative assessment is an "overview of previous learning"(as cited in Brookhart 2001, p. 157), that is a qualified instrument that assesses all the learning that students have acquired over a period of time.

Summative assessment is a tool that helps teachers get an impartial view of student performance; however, as argued by Law (2007), it can also have negative results since it means a great mental load for students who are exposed to a stressful situation (as cited in Yuan & Yan, 2019). In the study carried out by Brookhart (2001), students who have received a successful evaluation do not differentiate between summative and formative assessment, but rather receive them naturally in their day to day educational tasks without being aware of the techniques they are using.

Prosper (2002) mentions that while students go through the process of learning a new foreign language, they generate different perceptions or attitudes as a result of the assessment to which they were exposed, and perceptions can be positive or negative (as cited in Zarei, Ahour & Seifoori, 2020). According to Martinez (2008), when formative assessment provided by teachers is not efficient and consistent, it develops negative attitudes in students since they would not fully understand it (as cited in Zarei, Ahour & Seifoori, 2020). Conversely, Bacon and Bean (2006) mentioned that some students show a positive perception regarding summative assessment because they find it reliable and functional to evaluate their performance (as cited in Guo & Yan, 2019). Nevertheless, Deb et al. (2014) maintained that the learners also portray negative perceptions regarding summative assessment since when this type of assessment comes as a formal exam, it can generate anxiety in the students (as cited in Guo & Yan, 2019). Brown and Wang (2016) establish that students often do not like being assessed; however, they understand that it is a tool that helps them in their educational process (as cited in Guo & Yan, 2019).

## 1.2 Statement of the problem

Summative and formative assessments are closely related and have a strong impact on learning. Formative assessment is one of the most important tools when it comes to motivating and improving student performance (Ammar, 2017). Ammar (2017) ensures that "summative assessment is considered to be a powerful tool, as it contributes to text marks, academic reports, and qualifications" (p. 14). As well as formative and summative assessment, motivation has a strong impact on learning, since it is linked to the techniques used in formative evaluation; that is, satisfaction, autonomy, and competence will be a sign of how effective formative evaluation is (Leenknecht et al. 2021). In the same way, one of the consequences of summative evaluation is that it gives the students the sense of learning progress; this progress motivates them to continue studying to obtain good grades that allow them to reach a higher level of English. Thus, both formative and summative assessment have positive and negative impacts on students' motivation. However, they also have negative aspects that can cause problems in students' motivation.

Undoubtedly, formative assessment helps students to realize their deficiencies and to overcome them; for this reason, this assessment is a fundamental tool to motivate students. The problem around formative assessment is the lack of preparation from the teachers to provide feedback and motivate students with their comments. Thus, according to our experience as students and observers, we have perceived that in many classrooms, there is little, vague or no formative assessment at all. In this regards, Leki (1990), in his research, has shown that teacher feedback about the content of students' work is often imprecise and ambiguous (as cited in Alvira, 2016), which becomes quite a dangerous limit

considering that if students do not receive effective feedback, their stress levels will rise, leading to failure (Baran-Łucarz, 2019).

Similarly to formative assessment, summative evaluation helps the educational community to be aware of the learning of the students and the progress they make in their academic life. Despite the importance of evaluation and the multiple technological tools that exist to evaluate students, we see that the problem with summative evaluation is that traditional methods such as questionnaires or exams are still misused. Sometimes they do not reach the objectives of the assessment because these evaluation tools are practical for teachers; however, they can be a problem for students who have to memorize the information and later take a test, which could be a stressful situation. According to Cassady and Gridley (2005), the students with the highest level of anxiety during an exam are those students who tend to procrastinate and use unproductive study techniques due to lack of motivation.

To summarize, both formative and summative assessments are necessary to understand and promote student learning, but some problems emerge when there exists a lack or misuse of them. The issue around formative assessment is the lack of preparation from the teachers and the ambiguous feedback that they provide, which affects students' motivation. Equally, there is a problem related to summative assessment; teachers still evaluate using traditional methods that usually result in anxiety and stress. Based on these two problems, we will analyze the effects of formative and summative assessment on students' motivation.

## 1.3 Rationale

Assessment is an important topic in education because it can make students feel motivated or frustrated. That is why there is a close relationship between assessment and motivation. Dornyei (2001) assures that "motivation is stipulated as an essential feature in language learning" (as cited in Hosna & Zargham, 2014, p. 110). Summative assessment has an important role in the educational system as it informs us about the knowledge that the student has acquired to a certain extent. The entire educational community must be aware of the learners' progress, and summative assessment helps us communicate such progress (Harlen & James, 1997). On the other hand, summative evaluation sometimes is a symbol of stress and panic for students since the educational system pays more attention to this type of evaluation to analyze learners' progress (Galora & Salazar, 2017).

Galora and Salazar (2017) express that formative assessment does not receive enough attention, but this conception may vary according to the different places where this type of assessment is analyzed. The appropriate use of formative assessment represents an impact on the motivation and perceptions of the students. Gan et al. (2019) mention that informal formative assessment and self-assessment promote greater motivation and positive attitudes in students. In the same way, Liang (2006) assures that teachers who use formative assessment in their classes must decide on "clear criteria to base their assessment on. Both teachers and students need to agree on clear criteria to use while assessing the students' performance" (as cited in Salimi & Nowrozi, 2015, p. 79). In this way, this type of assessment is proactive for students and teachers. Given the above reasons, it is necessary to emphasize that there are several ways to put formative assessment into practice

appropriately in an EFL class. The use of these methods increases the motivation of the students and improves their academic performance.

To help students have successful language learning, teachers must know what methods help students feel motivated. The purpose of this work is to analyze the effects of formative and summative evaluation and their influence on learner's motivation. In addition, if the students are the most relevant subjects in the process, it is necessary to analyze their reactions and opinions about the methods and techniques used. That is why we will explore the students' perception on assessment. We will conduct a research synthesis because, in this way, we can present information based on previous studies to show the relationship between summative assessment, formative assessment, and motivation in an EFL class.

## **1.4 Research Questions**

- Q1. What are the effects of formative and summative assessment on student motivation in an EFL class?
- Q2. What are students' perceptions regarding the use of formative and summative assessment in an EFL class?

## **1.5 Objectives**

### **1.5.1 General Objective:**

To analyze the effects of formative and summative assessment on students' motivation in an EFL class.

## 1.5.2 Specific Objectives:

- To examine the type of assessment that best motivates students in an EFL class.
- To analyze students' reported perceptions regarding the use of formative and summative assessment in EFL class.

## CHAPTER II

### 2. Theoretical Framework

#### 2.1 Assessment

The educational system uses evaluation in all its learning areas as it helps to optimize the educational process and its learning outcomes (Leutner et al., 2017). According to Tenbrink (1981), “assessment is the process of obtaining information and using it to form judgments that will, in turn, be used in decision-making” (p. 100). This process is part of the day-to-day in the classrooms since it is necessary to maintain continuous learning. Assessment can be carried out through dialogue, demonstration, and observation; it must be centered on the student to find the necessary information to continue with their training (Klenowski, 2009). According to Boyd et al. (2011)

Assessment for learning has four stages: 1) the learning process, 2) the learning process that teachers can use for instructional decisions, 3) the learning process that teachers can use for instructional decisions and students can use to improve performance, and 4) the learning process that teachers can use for instructional decisions and students can use to improve performance which motivates students. (p. 8)

The four stages include behavioral, constructivist, and sociocultural approaches; these stages help both teachers and students to engage in the assessment process.



## **2.2 Formative and summative assessment**

There are different types of evaluation classified according to their functionality, normotype, timing, and agents (Castillo & Cabrerizo, 2010). In this work, we will consider the functionality of the assessment, which is classified as formative assessment and summative assessment.

### **2.2.1 Formative assessment**

Formative assessment refers to collecting data and then providing effective feedback to improve student learning (Ketabi & Ketabi, 2014). This type of assessment is part of all EFL classes and it helps the teacher to know how much students learned during one or more sessions. The main objective of formative assessment is to show how much knowledge students acquired so that they can focus on their weaknesses and teachers know what things should be reviewed. This assessment should be used constantly as in this way students will be able to improve their skills (Black & Wiliam, 2010). Nitko (1993) stated that formative assessment has two purposes “(a) selecting or modifying learning procedures, and (b) choosing the best remedies for improving weak points in learning and teaching” (as cited in Ketabi & Ketabi, 2014, p. 437). Most of the evaluations carried out in class are formative, so teachers must find the necessary methods for students to achieve the objectives (Ketabi & Ketabi, 2014).

### **2.2.2 Summative assessment**

Summative assessment uses data to assess how much a student knows or has retained at the completion of a learning sequence (Dixson & Worrell, 2016). This type of evaluation shows the knowledge that students have acquired over a period of time and,

unlike formative evaluation, in this process, there is no feedback that contributes to learning (Ketabi & Ketabi, 2014 ). According to Black and Wiliam (2010), the objective of summative assessment is to obtain a grade to measure the knowledge that students have acquired and to use this data to make reports about the learners. Some examples of this evaluation are final exams, state tests, final performances, and term papers. In addition, summative assessment is used for the choice of participants in a specific program, which is why it can help to evaluate both the knowledge and the way of thinking of a person (Dixson & Worrell, 2016).

## **2.3 Motivation**

Student motivation is a topic of greater importance in education, that is why educators have shown their interest in this topic since it is directly related to the desired objectives or goals (Ammar, 2016). Motivation can be affected both positively and negatively by various factors. Therefore, Long et al. (2013) established that without proper motivation, the fulfillment of desired objectives may be at risk. Harlen and Deakin (2003) stated that motivation is a complex concept that is constituted of a range of different factors. However, Dorney (2001) provided a general definition of motivation in which he states that “motivation is an abstract hypothetical concept that we use to explain why people think and behave the way they do” (as cited in Dimitroff et al., 2018, p. 1). Oxford and Shearin (1994) established that motivation is one of the key factors in learning a second language because it provides the main impulses to start and sustain the learning process (as cited in Hong & Ganapathy, 2017). In the same way, Meşe and Sevilen (2001) mentioned

that "motivation is the first condition to take on a learning task and is the engine that powers the process" (p. 12). Similarly, Lumsden (1994) defined motivation as the effort made by students to actively participate in the language learning process (as cited in Meşe & Sevilen, 2021).

### **2.3.1 Types of motivation**

There are different categories of motivations, such as those established by Deci and Ryan (1985) in their work on Self-Determination Theory (SDT). The authors divided motivation into intrinsic and extrinsic motivation. On the other hand, Gardner and Lambert (1972) in their motivation theory focused on two categories of motivation: integrative and instrumental motivation (as cited in Hong & Ganapathy, 2017). However, for our study, we will consider the classification provided by Deci and Ryan (1985).

### **2.3.2 Intrinsic motivation**

Many authors have given their definition of what intrinsic motivation is. Hong and Ganapathy (2017) defined intrinsic motivation as the result of behaviors caused by the experience of self-satisfaction, such as happiness and curiosity. Similarly, Deci and Ryan (1985) stated that intrinsic motivation occurs when an action is performed "for the inherent satisfaction of the activity itself rather than for some external rewards" (as cited in Dimitroff et al., 2018, p. 2). Komiyama and Mcmorris (2017) pointed out that when students engage in school activities of their own free will because these activities cause enjoyment, students are considered to be intrinsically motivated. Ammar (2016) affirmed that intrinsic motivation enhances the attention and interest that arise from the student

himself. In accordance with Harlen and Deakin (2003), intrinsic motivation leads to self-motivated and continuous learning. This means that it helps students to find interesting and satisfying the different activities they do as well as the learning process. According to Dörnyei (2001)

Intrinsic motivation is concerned with the student's behaviors that are performed as a result of the student's (1) natural feeling of curiosity, that is a need to know about or discover something ; (2) desire to engage in an activity for the sake of participating in and completing the task ; (3) satisfaction of an inner drive , and (4) interest in a subject matter. (as cited in Ammar, 2016, p.31)

### **2.3.3 Extrinsic motivation**

Extrinsic motivation influences people's behavior to receive an external reward or to avoid punishment (Hong & Ganapathy, 2017). Deci and Ryan (1985) referred to extrinsic motivation as the performance of an action in exchange for obtaining a reward (as cited in Dimitroff et al., 2018). Vansteenkiste et al. (2006) stated that extrinsic motivation considers external factors or rewards such as praise, free time, or extra points towards an activity. In this way, students are motivated by these incentives that stimulate or support the student's wishes to participate in learning (as cited in Ammar,2016). Harlen and Deakin (2003) established that in the absence of these external incentives the learning process could stop, or at least the effort on the part of the students decrease, which also means that students' learning is directly related to behavior which is rewarded. "In other words, extrinsic

motivation refers to rewards that are obtained not from the activity, but as a consequence of the activity” (Ammar, 2016, p. 32)

## **2.4 Relationship between assessment and motivation**

Motivation is related to assessment, and it is linked to all the activities carried out in the classroom to achieve the learning objectives (Brookhart & Durkin, 2003). As previously said, assessment is a continuous process that is present in all classes with activities that help us to know how much the students learned; this is why the feedback or grade that students get from the assessment affects their motivation (Harlen & Deakin, 2003). According to Meşe and Sevilen (2021), students need to have detailed and clear feedback to obtain better results in their learning, so teachers play a great role when assessing students.

## CHAPTER III

### 3. Literature Review

Assessment is one of the fundamental pillars in the educational area which helps us know the students' strengths and weaknesses. For this reason, many people have wondered what to do to make this pillar effective in classrooms. This chapter shows us different aspects of formative and summative evaluation on which they have carried out research that has left important information. This literature review is divided into three parts: formative assessment and its results in the motivation of EFL students, summative assessment and its results in the motivation of EFL students, and formative and summative assessment from the perspective of students and teachers.

#### 3.1 Formative assessment and its results in EFL students' motivation

Feedback is one of the tools of formative assessment that helps us improve students' performance. Researchers such as Alvira and Baran-Łucarz have used it as an instrument to obtain the results of their studies. Alvira (2016) carried out an investigation in which the instruments were a pre-study and a post-study questionnaire, and the students' writings; the participants were 18 university students. When grading the learners' writings, it was observed that they had many grammatical errors and were not very coherent. After providing detailed feedback accompanied by phrases like "good job" or "you're improving your level of writing," the students were motivated and therefore improved their writing. In the same way, Baran-Łucarz (2019) carried out an investigation in which 106 first-year students of the University of Wrocław and the Technical University of Wrocław

participated and filled out a questionnaire. The results showed that constant and accurate feedback helps students to have less anxiety because they were sure about what they were doing, thanks to the teachers' corrections. As we can see, these two studies show us that formative assessment promotes student motivation and helps them to perform better in class.

As we saw, formative assessment plays an important role in motivation; however, Mahshanian et al. (2019) in their study, in which 133 advanced EFL students participated, who were divided into four groups (Formative Group, Summative Group, Interaction Group, and Control Group) show us that formative assessment has the same impact as summative assessment since both help students improve their skills. Thus, these researchers affirm that the most effective method consists of a mixture of these two types of assessment.

### **3.2 Summative assessment and its results in EFL students' motivation**

Summative assessment is constantly present in classrooms, so its impact has great effects on motivation (Harlen & Crick 2002). Torres (2019) in his paper analyzes the studies of several authors. He concludes that summative assessment is a useful tool in an EFL class but it is not more important than formative assessment because students need informal and positive feedback from their teachers. Similarly, Klapp (2018) worked with 8558 students to evaluate their attitudes when they had a summative evaluation and when they did a task that did not have a grade. She concluded that low grades made students have a negative self-concept. On the other hand, some authors ( Mahshanian et al., 2019; Artés

& Rahona, 2013; Bandiera et al., 2015) in their studies found that summative assessment is no less important than formative assessment since both can make students feel motivated.

Artés and Rahona (2013) carried out a study at the Complutense University of Madrid with 80,000 students and they concluded that weak students benefited more from summative assessment than better students. This situation happened because by knowing their grades, students could know what level they were at and thus try harder to obtain better results.

The results from the study by Mahshanian et al. (2019) showed that summative assessment contributed to the students' learning because their grades were better at the end of the course. However, this article concludes by affirming that none of the techniques used can ensure that students stay motivated. In the same way, Moss (2013) says that the students' motivation is not a factor that is in the hands of the teachers since it depends on many factors such as interests and needs. For this reason, it is important to take into account and analyze the perceptions that students have about the assessment.

### **3.3 Formative and summative assessment from the perspective of students**

Assessment is a fundamental element in the teaching and learning process where students and teachers are the main actors (Yi-Ching Pan, 2020). Knowing the students' perceptions regarding assessment is imperative and should be analyzed (Guo and Yan, 2019), so several studies have been carried out on this subject. Xiao and Carless (2013) and Guo and Yan (2019) agree that assessment can cause both positive and negative attitudes or emotions in students. For instance, Xiao and Carless (2013) carried out a study in which 29 high school students illustrated their perceptions about assessment by drawing. When



analyzing the students' drawings, in which investigators found signs of happiness when their performance on an assessment was successful and is demonstrated by high-performance marks, the researchers found that in terms of summative evaluation, students generally show positive attitudes. On the other hand, students' discontent or sadness is expressed through drawings that include tears or sad faces when they have poor performance indicators. Xiao and Carless (2013) report that according to the drawings that illustrate formative assessment, the students expressed positive and negative feelings through their drawings as well as a mixture of these feelings. That is, when they received certain phrases of encouragement, their drawings expressed happy facial expressions, but the opposite happened when the teacher provided feedback critically; it caused feelings of discontent in the students, but in a certain way, it helped the students to take into account their shortcomings and what they should improve. However, the authors conclude that the negative attitudes were greater than the positive ones.

Herrera and Zambrano (2019) and Guo and Yan (2019) assure that students do not like evaluation, neither formative nor summative; however, they understand that assessment is important for their development and academic progress. Guo and Yan (2019) after analyzing the instrument through a pilot study, in which 3,019 participants from 10 local schools answered the instrument, expressed that the students did not like the evaluation and presented more negative than positive attitudes towards the evaluations. However, Guo and Yan (2019) expressed that the positive attitudes found in formative evaluation positively influence the attitudes or perceptions on summative evaluation. Yi-Ching Pan (2020)

stated that students express that a combination of summative and formative assessment will be helpful for their learning process.

## CHAPTER IV

### 4. Methodology

A research synthesis is a framework for investigating and systematically evaluating past findings, always explicating the methodology followed in the review to enable replication by other reviewers (Weng, Zhu & Kim, 2019). For this research synthesis, we used different digital media such as Google Scholar and Eric, in which we searched for the necessary information to develop this work. It was also imperative to choose some terms that help us look for the studies. 1. motivation, 2. feedback, 3.learning, 4.performance, 5.EFL, 6.formative assessment, 7.summative assessment, 8.anxiety, 9.stress, 10.test, 11.perception, 12.self-evaluation, 13.intrinsic motivation, 14.extrinsic motivation. For this research synthesis, different types of studies were included without discriminating between the place where the studies were carried out or the methodology used. All the sources used remain on digital platforms because it was difficult to get physical sources.

To develop this research work, we took into account different criteria for including studies in the analysis. In the first place, the articles were empirical to have a real vision about summative and formative assessment and its effects on motivation. Second, studies published from the year 2000 on were considered. The collected literature was relevant, and in this way, our analysis focused on studies closer to our time. Third, we considered both applied studies in EFL classes and articles in which the impact of the assessment on motivation could be evidenced. Fourth, it was not mandatory for the articles to be written in English in order to obtain more information. Finally, it was necessary to mention that for

the study, we did not take into account the level of English, with which we sought to have a broader vision of the subject.

We considered articles published in the following journals: *PROFILE Issues in Teachers' Professional Development*, *Journal of Education Culture and Society*, *Assessment in Education: Principles, Policy & Practice*, *Journal of Education Culture and Society*, *Revista Publicando*, *The Journal of Asia TEFL*, *TESOL Quarterly*, *Canadian Center of Science and Education*, *Journal of Educational Technology & Online Learning*, among others. In these sources, we found relevant studies. Once the data was collected, they were analyzed and classified according to the themes or categories that emerged during the analysis itself.

## CHAPTER V

### 5. Analysis

To answer the research questions and achieve the objectives of this research synthesis, 20 studies were analyzed and classified according to different categories: Effects of summative assessment, Effects of formative assessment, Perceptions about formative assessment, Perceptions about summative assessment, Comparison between Formative and Summative Assessment.

#### 5.1 Effects of summative assessment

This category in turn is divided into three categories related to grades and motivation, which help us to have a better view of the most common effects in classrooms.

Table 1

*Effects of summative assessment on grades and motivation*

Author, year	High grades		Low grades		Motivation	
	Increased student learning	Students less negatively affected by the grade	High levels of stress before exams	High levels of test anxiety	Low self-esteem in underachieving students	High self-esteem in high-achieving students
Artés, J., & Rahona, M. (2013)	X	X				
Cassady, J., &	X	X	X	X		

Gridley, B. (2005)						
Harlen, W., & Crick, R. (2002)			X	X	X	X
Hosna H. & Zargham G. (2014)	X					
Klapp, A. (2017)	X		X	X	X	X
Parviz,B., & Nasrin,T. (2010)	X				X	X
Torres, J. (2019)			X	X		

Table 1 shows the effects of summative assessment on students that were reported in the analyzed studies. Artes and Rahona (2013) show the importance of grades as they can make students feel motivated and take summative assessment as an opportunity to learn or they can feel threatened and uncomfortable due to the stress that they experience. One of the observations made by Harlen and Crick (2002) in their article is that after the introduction of the curriculum, low-achieving students had lower self-esteem than higher-

achieving students, but before that introduction, there was no relationship between self-esteem and achievement. These two authors reach a conclusion similar to the one presented by Klapp (2017) who establishes that low-ability students are more affected by low grades. Thus, this type of evaluation can positively affect students if they get good grades or know how to use a low grade as a guide to improve their weaknesses. On the other hand, if a student obtains a low grade, this may negatively affect their motivation.

## 5.2 Effects of formative assessment

Table 2

*Effects of formative assessment on feedback and motivation*

Author	Effective/Complete/Feedback		Vague feedback			Motivation	
	Better development of tasks	English skills improvement	Poor development of English skills	Difficulty detecting weaknesses	Negative rapport	Increased autonomy of students	Development of intrinsic motivation towards English learning.
Alvira, R. (2016).						X	
Bandiera, O., Larcinese, V., & Rasul, I.	X	X					

(2015)							
Baran-Łucarz, M. (2019).			X	X	X		
Cassady, J., & Gridley, B. (2005).	X					X	X
Galora, N., & Salazar, M. (2017).	X	X				X	
Gan Z., He J. & Liu F. (2019).						X	X
Leenknecht, M., Wijnia, L., Köhlen, M., Fryer, L., Rikers, R., & Loyens, S. (2021)		X				X	



Salimi, A., & Nowrozi, V. (2015).						X	
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To analyze the effects of formative evaluation Table 2 is divided into three categories related to effective or vague feedback and motivation. These three categories show some of the most common effects found in eight studies. According to Galora and Salazar (2017), effective feedback helps students to know their mistakes, so they better develop their tasks and improve their skills. In this way, learners increase their confidence and become autonomous. Six of the eight studies analyzed reached this same conclusion; for example, Cassady and Gridley (2005) in their study say that clear feedback contributes to the intrinsic motivation of students. On the other hand, Baran-Lucarz (2019) in his study tells us about the negative aspects of vague feedback since, contrary to complete feedback, it can cause students not to develop their skills correctly. So, since most of the studies concluded that after the assessment the students increased their autonomy, we can infer that this is the main effect of this type of evaluation.

### 5.3 Perceptions about summative assessment

Table 3

*Students' perceptions about summative assessment*

Author	Positive perceptions and feelings			Negative perceptions and feelings		
	Gives a better	Provide opportunit	They are impartial.	Nervousne ss	Anxiety	Stress

	view of the evolution of the learning process.	ies for self-assessment and improvement.				
Herrera, L., & Zambrano, L.. (2019)	X	X		X	X	
Pan, Y. (2020).		X	X			
Xiao, Y., & Carless, D. (2013).				X	X	X
Yuan Guo, W., & Yan, Z. (2019).	X	X		X	X	X

Table 3 is divided into two categories that show the positive and negative perceptions and feelings of the students about summative evaluation. According to the positive aspects, Herrera and Zambrano (2019) affirm that summative evaluation helps students to know their progress in learning and to know the aspects in which they must improve. Pan (2020) also says that summative assessment is impartial since it follows a series of pre-established parameters that are not influenced by the teacher's criteria. On the

other hand, the most common negative perceptions and feelings are nervousness, anxiety, and stress. Xiao and Carless (2013) state that these negative feelings arise mainly because students feel the need to obtain high grades.

## 5.4 Perceptions about formative assessment

Table 4

*Students' perceptions about formative assessment*

Author	Positive perceptions and feelings			Negative perceptions and feelings		
	Improvement of English skills	Encouragement	Increased confidence.	Increased amount of pressure.	Discouraged by vague feedback	Ashamed students by negative feedback.
Pan, Y. (2020).	X			X		
Xiao, Y., & Carless, D. (2013).		X			X	X
Zarei, M., Ahour, T., & Seifoori, Z. (2020).	X		X	X	X	X

Table 4 shows the positive and negative perceptions and feelings of formative assessment. Zarei, Ahour, and Seifoori (2020) in their study show that students think that formative assessment helps improve English skills as well as increase their confidence. They also show us some negative aspects that arise when there is no positive feedback; for

example, increased pressure, discouragement, and sometimes students feel embarrassed by bad comments made by their teachers. As we can see in the table, according to Xiao and Carless (2013), formative assessment can encourage or discourage learners since perceptions also depend on the positive or negative feedback received.

Tables 5.3 and 5.4 give us a better insight into students' perceptions of summative and formative assessment. One of the aspects to take into account from this comparison is that the negative perceptions of both types of evaluation arise mainly because students already have a self-image that they want to take care of, and according to Klapp (2017) when this self-image is threatened they tend to feel anxious, stressed, nervous or embarrassed which affects their motivation.

## 5.5 Comparison Between Formative and Summative Assessment

Table 5

*Students' preferences between formative and summative assessment*

Author	Formative Assessment	Summative Assessment
Brookhart, S. M. (2001).	X	X
Cassady, J., & Gridley, B. (2005).	X	X
Gan, Z., Leung, C., He, J., & Nang, H. (2018).	X	X
Gan Z., He J. & Liu F. (2019).	X	

Herrera, L., & Zambrano, L.. (2019).	X	
Salimi, A., & Nowrozi, V. (2015)	X	X
Torres, J. (2019).	X	
Pan, Y. (2020).		X
Xiao, Y., & Carless, D. (2013).	X	
Yuan Guo, W., & Yan, Z. (2019).	X	X

There are various opinions regarding formative and summative assessment; Table 5 shows the students' preferences regarding these two types of evaluations. As we can see, in four of the ten studies analyzed, the students chose only formative assessment. In their article Herrera and Zambrano (2019) show that, despite the fact that both students and teachers consider that formative and summative evaluations are important, summative evaluation generates feelings of nervousness and anxiety in students. Therefore, the assessment must leave aside the qualification as the only element of judgment and focus on formative assessment.

In the study carried out by Pan (2020) summative assessment was chosen. In this study, students expressed that they felt more comfortable with summative evaluation than with other types of assessment because they had a better understanding of the way of

grading and the aspects that were going to be evaluated, which helped them to learn more. It should be emphasized that the learners considered that formative assessment was also important for their learning.

In most studies, students chose the two types of evaluation because they considered that they should go hand in hand for learning to be effective. Yuan Guo and Yan (2019) in their study state that students' perceptions regarding formative assessment predicted their perceptions regarding summative assessment. Thus, these authors say that formative and summative assessment must be related and applied together.

## 5.6 The effectiveness of summative assessment and formative assessment in students motivation

Table 6

*The effectiveness of summative assessment and formative assessment in students' motivation*

	Author	High Grades	Performance improvement	Autonomy	Self-confidence	Less anxiety
	Alvira, R. (2016).	X	X	X	X	
	Bandiera, O., Larcinese, V., & Rasul, I. (2015)	X	X			
	Baran-Łucarz, M. (2019).			X		X

Formative Assessment	Cassady, J., & Gridley, B. (2005).		X			
	Galora, N., & Salazar, M. (2017)	X	X	X		
	Gan, Z., Leung, C., He, J., & Nang, H. (2018)				X	X
	Gan Z., He J. & Liu F. (2019).		X	X	X	X
	Leenknecht, M., Wijnia, L., Köhler, M., Fryer, L., Rikers, R., & Loyens, S. (2021).		X	X		X
	Artés, J., & Rahona, M. (2013).	X	X			
	Brookhart,	X	X			

Summative Assessment	S. M. (2001).					
	Cassady, J., & Gridley, B. (2005).		X			
	Harlen, W., & Crick, R. (2002).	X	X			
	Hosna H. & Zargham G. (2014)	X	X			
	Klapp, A. (2017).	X	X		X	
	Parviz, B., & Nasrin, T. (2010).	X	X		X	

Table 6 shows parameters that indicate the effectiveness of both formative evaluation and summative evaluation. Referring to formative assessment, the most common indicator of effectiveness was the students' performance improvement since it is mentioned as an indicator in six studies. Alvira (2016), Bandiera, Larcinese, and Rasul, (2015) agree



that the performance of the students after receiving feedback from the teachers through different means, in which there are suggestions on how to improve on a task, or congratulating students on their tasks, was remarkably positive; since this feedback helps to improve student performance. Another indicator of effectiveness that was very common was autonomy. In this way, Gan, He, and Liu. (2019) in their work establish that immediate and constant feedback favors the development of students in terms of being less dependent, since through this feedback, strategies that direct the student to be autonomous are established.

Regarding summative assessment, the table shows us that all the studies analyzed concluded that this type of assessment contributes to improving student performance. Artés and Rahona (2013), in their article, conclude that graded problems help students to be aware of their weaknesses, which in turn helps them improve their learning and have good grades. In the same way, Hosna and Zargham (2014) state that summative assessment contributes to language learning and the improvement of the students' grades when we look for other ways to apply this type of evaluation. In their study, the portfolio was applied as an alternative to the traditional form (exams and tests) of summative assessment. Only two studies obtained the result that one of the effects of summative evaluation is self-confidence. It must be taken into account that in both the Klapp (2017) and Parviz and Nasrin (2010) studies, this type of evaluation only caused self-confidence when students obtained good grades, so weak students did not develop self-confidence as a result of summative assessment.

When comparing formative and summative assessment using the same parameters, we can see that formative assessment complies with several aspects that make it effective. However, summative evaluation rarely meets the parameters related to emotions such as autonomy, self- confidence or anxiety. Then we could say that summative assessment is little related to the learners' emotions and focuses more on the grades and the students' learning. It is necessary to mention that this does not mean that summative evaluation is not important since, as Brookhart (2001) mentions, this type of evaluation helps us to be aware of the strengths and weaknesses of the students.

### 6. Conclusions and Recommendations

#### 6.1. Conclusions

This research synthesis aims to analyze the data obtained from research studies about the effects of summative and formative assessment on student motivation. To achieve the objective, 21 studies were classified into five categories and analyzed according to parameters related to the effects of the two types of evaluation mentioned above. This analysis has helped us reach different conclusions about the effectiveness of summative and formative assessment.

Assessment is a key factor in student learning in an EFL class, so teachers need to be aware of what tools work with their students and in turn shape meaningful learning (Cassady & Gridley 2005). There are several types of assessment, but for this research synthesis, we have focused on formative and summative assessment and their effects.

For this work, we established two research questions. Regarding the first question, we have found that summative assessment has effects on grades, performance, and therefore also on the motivation of students. In terms of grades, depending on what learners get (high or low grades), they can affect students positively or negatively; that is, students who usually get high grades feel less affected when they get a low grade. High achieving students also feel less stress and anxiety than students who usually get low grades. In reference to performance, the strongest students are motivated by their grades and maintain good performance, but the students with low grades can take two paths; that is, they can get

frustrated and continue with low grades, or they can learn from their mistakes and improve their grades. Galora and Salazar (2017) in their study mention that informal comments, such as good, good job, or excellent, help students take the second option, which is to improve. All these situations can trigger positive and negative effects on motivation in the same way. Students who have low grades tend to have low self-esteem while learners with high grades tend to have better self-esteem.

The effects of formative assessment depend on how effective the feedback is; this can positively or negatively affect the learners' motivation. On the one hand, with effective feedback, students improve their English skills and therefore have better performance when doing their tasks. On the other hand, vague feedback can hinder students' skills development and form a negative relationship between students and teachers. This type of assessment also affects motivation since in an ideal environment in which feedback is effective, it can increase students' autonomy and intrinsic motivation. Salimi and Nowrozi (2015) concluded that comprehensive feedback creates a comfortable and supportive environment appropriate for learning.

For our second research question, we found that there are several positive and negative perceptions on formative and summative assessment. Regarding the summative evaluation, the most common feelings were nervousness and anxiety. In the same way, the most common perception was that this type of evaluation gives students the opportunity to self-evaluate and improve. On the other hand, in several studies, students perceived that formative assessment increased their confidence and improved their English skills, but

when there was no complete feedback, learners tended to feel pressured or embarrassed. In the study carried out by Guo and Yan (2019), it is concluded that students do not feel comfortable being evaluated in a formative or summative way, but they recognized that these two types of assessment were necessary for their learning. The student participants gave their opinions in search for tools that would make them feel more comfortable when being evaluated.

Finally, formative and summative assessment effectiveness is also related to other important aspects. In most studies, summative assessment was connected with performance and grades while formative evaluation was also related to the emotional features of the students such as confidence, self-esteem, and the reduction of feelings such as anxiety and nervousness. Thus, we consider that when evaluating, these two types of assessment should be applied since summative evaluation helps students see their mistakes and improve, and formative evaluation helps them to feel sure of themselves and supported by their teachers. Authors such as Cassady and Gridley (2005), Galora and Salazar (2017), and Guo and Yan (2019) consider that formative and summative assessment should go hand in hand in the learning process. They also think that the perceptions that students have during formative assessment can predict their perceptions about summative assessment.

## **6.2. Recommendations**

After analyzing several studies, we consider there are areas for future research. First, at the time of compiling the different articles, most of the studies we found belong to distant contexts, that is, they are mostly from Asia or Europe. Therefore, in order to have

more reliable information closer to our educational context, we recommend carrying out more studies on formative and summative assessment in Latin America, specifically in Ecuador.

Second, most of the studies in our analysis focused separately on each type of assessment and its effects on students' motivation. However, we consider it necessary to carry out research in which these methods are used and analyzed jointly since both are related when it comes to assessing students.

Finally, we recommend that teachers use these two types of assessment in combination since according to the conclusions of the studies analyzed, this combination could lead to positive results in EFL classes. However, we consider that many of the methods and tools used when evaluating in a summative and formative way are traditional. So, in addition to using the two types of evaluation together, we also recommend that teachers vary the available methods and tools that they use when evaluating their students.

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## Annexes.

### Annex 1

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