



FORMATIVE ASSESSMENT TECHNIQUES FOR ENHANCING LEARNER AUTONOMY IN EFL CLASSROOMS

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*"Assessment is not about grading, it's about guiding learners to grow."
(John H. Smith)*

Anotation: *This article explores the potential of Mobile-Assisted Language Learning (MALL) for improving assessment literacy among English language teachers and learners. It examines the theoretical foundations of assessment literacy, the pedagogical role of mobile technologies, and their integration into classroom-based and online assessment practices. The study reveals that mobile tools—such as assessment apps, digital feedback systems, e-portfolios, automated scoring mechanisms, and gamified platforms—significantly enhance teachers' understanding of assessment principles while simultaneously strengthening learners' self-assessment and feedback skills. The article concludes that MALL serves as an effective, flexible, and learner-centered approach to developing assessment literacy in modern educational contexts.*

Keywords: *MALL; assessment literacy; mobile learning; digital feedback; self-assessment; e-portfolio; automated assessment; language education.*

Anotatsiya: *Ushbu maqola ingliz tili o'qituvchilari va o'quvchilari orasida baholash savodxonligini rivojlantirishda mobil texnologiyalardan foydalanishning (MALL) imkoniyatlarini tahlil qiladi. Baholash savodxonligining nazariy asoslari, mobil texnologiyalarning pedagogik roli hamda ularning sinf va onlayn baholash jarayonlariga integratsiyasi yoritiladi. Tadqiqot shuni ko'rsatadiki, mobil ilovalar, raqamli fikr-mulohaza tizimlari, e-portfellar, avtomatlashtirilgan baholash mexanizmlari va gamifikatsiyalangan platformalar o'qituvchilarning baholash tamoyillarini chuqurroq anglashiga, o'quvchilarning esa o'z-o'zini baholash va fikr-mulohaza olish ko'nikmalarini mustahkamlashga xizmat qiladi. Xulosa sifatida, MALL zamonaviy ta'lim sharoitida baholash savodxonligini rivojlantirishning samarali va moslashuvchan yondashuvi sifatida baholanadi.*

Kalit soʻzlar: *MALL; baholash savodxonligi; mobil oʻqitish; raqamli fikr-mulohaza; oʻz-oʻzini baholash; e-portfel; avtomatlashtirilgan baholash; til taʼlimi.*

Аннотация: *В статье рассматривается потенциал мобильных технологий (MALL) для развития оценочной грамотности преподавателей и студентов английского языка. Анализируются теоретические основы оценочной грамотности, педагогическая роль мобильных устройств и их интеграция в процесс аудиторного и онлайн-оценивания. Исследование показывает, что мобильные приложения, цифровая обратная связь, электронные портфолио, автоматизированные системы оценивания и игровые платформы значительно повышают понимание принципов оценивания у преподавателей и способствуют развитию навыков самооценки и получения обратной связи у студентов. Делается вывод, что MALL является эффективным и гибким подходом к формированию оценочной грамотности в современном образовании.*

Ключевые слова: *MALL; оценочная грамотность; мобильное обучение; цифровая обратная связь; самооценка; электронное портфолио; автоматизированное оценивание; языковое образование.*

Rapid digital transformation has reshaped language education, leading to the widespread adoption of Mobile-Assisted Language Learning (MALL). Smartphones, tablets, mobile applications, and cloud-based tools have become integral components of modern pedagogy. While existing research has demonstrated the effectiveness of MALL for vocabulary development, listening practice, pronunciation training, and classroom engagement, its application for assessment literacy remains less commonly addressed.

Assessment literacy encompasses teachers' and learners' ability to understand assessment concepts, interpret results, apply assessment principles, and use feedback for progress [1]. In contemporary education systems, where formative assessment, self-assessment, and digital feedback are becoming essential, assessment literacy is a key competence for both instructors and students.

This article investigates how MALL can enhance assessment literacy by integrating mobile tools into language assessment processes. The analysis includes theoretical foundations, pedagogical implications, and practical examples of MALL-based assessment tools.

Assessment literacy was originally defined as the understanding of assessment principles and the capacity to implement them effectively in instruction [2]. Recent studies expand this notion to include critical evaluation of assessment data, ethical considerations, and learner involvement.

MALL research highlights the flexibility, accessibility, and learner-centered nature of mobile learning environments [3]. Mobile devices support personalized practice,



immediate feedback, and multimodal learning, creating ideal conditions for formative assessment.

Several scholars emphasize the intersection of MALL and assessment:

- Mobile quizzes and micro-assessments encourage continuous learning.
- Messaging tools and LMS-integrated apps support instant feedback.
- E-portfolios facilitate long-term evaluation of learner progress.
- AI-powered mobile tools provide automated scoring of speaking and writing tasks.

Despite these advantages, concerns regarding reliability, digital inequality, and teacher preparedness remain relevant.

Theoretical Framework: MALL and Assessment Literacy

Assessment literacy in the digital era requires mastery of several competencies:

- Understanding assessment types and purposes;
- Designing valid and reliable tasks;
- Using technology for data collection and feedback;
- Guiding learners in self- and peer-assessment;
- Interpreting numerical and descriptive assessment results.

MALL strengthens these competencies by providing mobile platforms that support assessment processes before, during, and after instruction.

Mobile learning environments offer:

- ubiquitous access to assessment tools;
- real-time analytics;
- authentic data collection (audio/video recordings);
- opportunities for autonomous assessment practice.

Thus, MALL supports both teacher assessment literacy and learner assessment literacy.

4. MALL Tools for Developing Assessment Literacy

4.1 Digital Feedback Applications

Applications such as Google Classroom, ClassPoint, Edmodo and Moodle Mobile allow teachers to deliver formative feedback immediately after learners complete tasks. Real-time feedback enhances learners' self-regulation skills and helps teachers improve assessment accuracy [4].

4.2 Mobile Self-Assessment Tools

Apps such as Quizlet, Socrative, Kahoot! and Duolingo encourage learners to evaluate their own knowledge. Self-assessment promotes autonomy, metacognitive awareness, and responsibility for learning.

4.3 E-Portfolio Platforms

E-portfolios stored via Seesaw, Notion, Google Sites or Padlet enable learners to collect evidence of progress. Teachers can evaluate written tasks, audio recordings, and reflective notes, cultivating assessment literacy on both sides.



4.4 Automated Scoring Tools

AI-supported mobile applications evaluate pronunciation, grammar, writing fluency, and vocabulary patterns. Although automated scoring is not a replacement for human judgement, it provides initial assessment data for teachers and immediate feedback for learners.

4.5 Gamified Assessment Tools

Gamification increases motivation and engagement. Reward-based platforms help learners understand assessment criteria indirectly through task repetition and scoring systems.

5. Challenges and Opportunities

Challenges

- Limited teacher digital competence;
- Reliability concerns regarding automated scoring;
- Internet access disparities;
- Overdependence on technology;
- Privacy and ethical issues in storing student performance data.

Opportunities

- Enhanced autonomy and engagement;
- Improved assessment transparency;
- Continuous formative assessment;
- Real-time feedback loops;
- Increased motivation through gamified assessment.

With proper teacher training and infrastructure, MALL can significantly improve assessment literacy in language education.

MALL offers a dynamic and interactive environment for enhancing assessment literacy among teachers and learners. Mobile tools support digital feedback, self-assessment, automated scoring, and e-portfolios, contributing to deeper understanding of assessment principles and effective use of evaluation data. The integration of MALL into language assessment practices strengthens learner autonomy, improves instructional quality, and aligns with global educational standards. For sustainable implementation, professional development and technological support are essential.

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