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ENHANCING FORMATIVE ASSESSMENT IN DISTANCE LEARNING OF A PROFESSIONAL FOREIGN LANGUAGE BY MEANS OF EDTECH TOOLS

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INTRODUCTION

The 21st century is distinguished by expeditious strides in information technology (IT), access to information on a global scale, and the fiercely competitive nature of the labour market. A university graduate needs to acquire both hard and soft skills alongside a commitment to lifelong learning in order to have a successful career in the ever-changing world. To facilitate students' readiness for the competitive global labour market, modern technologies are applied in higher education. The efficient use of IT in the educational process is ensured by a well-balanced integration of conventional and cutting-edge teaching techniques[1].

The organization of distance learning which has become an essential tool worldwide continues to be a relevant issue in the context of higher education in Ukraine. It expands the opportunities for both teachers and students within the virtual educational environment due to the rapid development of IT, technical progress, and the emergence of novel forms of learning. As traditional classroom settings evolve into virtual environments, teachers face the challenge of ensuring that distance learning remains effective and engaging when teaching profession-oriented disciplines such as Professional Foreign Languages (PFL).

Distance learning offers a convenient and effective approach to knowledge acquisition by allowing students to gain expertise irrespective of their geographical locations and temporal limitations[2]. The basis of education is progressive, innovative technologies that facilitate real-time communication and social interaction among students[3]. In this context, the integration of Educational Technology (EdTech) tools has emerged as a powerful solution

[1] Tarnavska T., Glushanytsia N. Key pedagogical principles of IT integration in higher education. *Politics, Economics and Administrative Sciences Journal of Kirsehir Ahi Evran University*. 2019. Vol 3(2). P. 131. URL: https://dergipark.org.tr/en/download/article-file/905212.

[2] Кошелєва О., Кравчук О., Цисельська О. Формування моделі надання освітніх послуг ЗВО в умовах воєнного стану. *Бібліотекознавство. Документознавство. Інформологія.* 2022. Вип. 2. С. 117. URL: https://doi.org/10.32461/2409-9805.2.2022.263982.

[3] Кошелева О. Б., Цисельська О. В., Кравчук О. А. Організація освітнього процесу у закладах вищої освіти культурно-мистецького профілю в умовах воєнного стану. *Перспективи та інновації науки. Педагогіка. Психологія. Медицина.* 2022. № 6 (11). С. 193. URL: https://doi.org/10.52058/2786-4952-2022-6(11)-192-203.

to enhance the educational experience and promote effective formative assessment.

IT has seamlessly integrated into the educational process and it promotes distance learning as a viable alternative to provide students with a virtual learning environment at universities to maintain a learning process. However, one of the major focal points in organizing distance learning lies in technical support. Ukrainian universities are making significant efforts to develop their technical infrastructure to ensure the functioning of remote platforms and provide access to the required equipment and software. In addition, many of them organize access to electronic libraries and other resources to foster self-study opportunities for their students.

In this context, the role of teachers has also changed: beyond their general and professional competencies, they must acquire digital competence to be able to organize distance learning effectively by using modern EdTech tools. This entails engaging students in learning, conducting formative and summative assessments effectively, and teaching students "to acquire knowledge on their own" (e.g., finding and analyzing information, acquiring, integrating and practical application of knowledge)[4]. The use of digital learning tools fosters teachers to receive quick feedback from their students in order to adapt and modify their teaching strategies to meet students' needs and preferences.

In the new paradigm of educational standards, assessment serves the dual role encompassing the evaluation of students' learning outcomes and accomplishments as well as the motivation for their learning. In this instance, the learning process and the students' learning experiences are emphasized in addition to the learning outcomes. Consequently, the teacher should search for such assessment tools that would support personalized learning, enhance students' motivation, and foster learning autonomy. Using formative assessment in addition to summative one is an approach to achieve these objectives.

In distance learning of a Professional Foreign Languages course, formative assessment becomes even more critical as teachers must bridge the physical gap between them and their students. Traditional assessment methods, such as paper-based quizzes and in-person discussions, may be impractical or less effective in the virtual learning environment.

The purpose of the study is to investigate the distinctive characteristics of formative assessment of students engaged in studying Professional Foreign Languages in a distance mode and to evaluate the suitability and effectiveness of EdTech tools used for this assessment.

[4] Конопляник Л.М. Роль цифрових інструментів при організації дистанційного навчання фахової іноземної мови в умовах пандемії. *Інноваційна педагогіка*. 2021. Вип. 41. Т. 2. С. 123. URL: https://doi.org/10.32843/2663- 6085/2021/41/2.24.

1. Formative assessment in professional foreign language (PFL) learning: a key component in optimizing language learning outcomes

The formation of a modern information society, the advancement of the digital industry, and the integration of rapidly evolving high-tech tools and systems put forward updated requirements for the professional training of future specialists. The advent of new state standards and educational and professional programs to meet these requirements have changed teaching and learning technologies at universities. These transformations emphasize the need for the scientific search for innovative techniques and efficient didactic tools for improving the quality of professional education. One crucial aspect of these changes is the implementation of new approaches to learning outcomes and their assessment[5]. Therefore, the higher education system is constantly improving and today it requires new approaches to assessment that align with emerging standards and demands.

Traditionally, assessment is divided into:

– "*assessment for learning"* which happens when teachers use information about students' progress to adapt and improve learning (*formative assessment*);

– "*assessment as learning"* which occurs when students are engaged in self-reflection and monitoring their progress to shape their learning objectives *(formative assessment)*;

– "*assessment of learning"* which is carried out by teachers to assess students' achievement against set goals and standards *(summative assessment)*[6].

The traditional education system at Ukrainian universities mainly uses summative assessment, focused on the assessment of students' achievements at the end of each term, module, or course. The main purpose of this assessment is to determine the level of assimilation of acquired knowledge by the student. In this case, the assessment system is focused more on the evaluation of learning outcomes as end-products: the teacher assesses and grades students who, in turn, play a passive role during the assessment process[7].

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[5] Даниско О. Дидактичний потенціал формувального оцінювання як інструменту професійної підготовки майбутніх учителів фізичної культури в умовах змішаного навчання. *Витоки педагогічної майстерності*. 2022. Вип. 29. С. 106. URL: https://doi.org/10.33989/2075-146x.2022.29.264274.

[6] Earl L. *Assessment as Learning: Using Classroom Assessment to Maximise Student Learning.* Thousand Oaks, CA: Corwin Press, 2003. 132 p.

[7] Орлова Н.В. Педагогічна доцільність впровадження паритетного формувального оцінювання ефективності навчальної діяльності студентів. *Фундаментальні та прикладні дослідження: сучасні науково-практичні рішення та підходи. Міждисциплінарні перспективи*: зб. матеріалів IV міжнар. наук.-практ. конф. (Баку-Банська Бистриця-Ужгород-Херсон, 27 червня 2019 р.). Ужгород: Посвіт, 2019. С. 138.

However, within the new paradigm of educational standards, the objective of the assessment is also to stimulate learning, requiring a more balanced assessment system that provides the teacher with useful information to shape ongoing learning in the class and modify teaching and learning activities to meet individual students' needs. According to C. Kivunja, teachers should make assessment meaningful and attractive to students in the 21st century. He argues that in order to achieve effective teaching and learning, it is necessary to shift away from the traditional focus. Instead, the education system must adopt a New Learning Paradigm which includes the development of the 4Cs skills of the 21st century (communication, collaboration, critical thinking and problem-solving, creativity and innovation). Therefore, these skills should be developed and monitored during learning.

Consequently, teachers encounter the challenge of finding such an assessment approach for learning achievements that would enhance motivation, support personalized learning and develop independence in learning. This is known as formative assessment, involving ongoing assessment during the learning process, the analysis of students' knowledge, skills, value attitudes and the establishment of constructive feedback between teachers and students[8].

Formative assessment, which is focused on the learning process and students' performance while learning, is crucial in addition to summative assessment, which is important in determining students' final achievements. The former can be described as a method of systematically collecting and interpreting facts, followed by the next stage – the judgment about their value and appropriate planning of further actions[9].

Feedback is vital and the information obtained from formative assessment can be used for analysis, planning, and improving the learning process. The concept of feedback is described as a "system" that operates with four components: data on the actual level of knowledge and skills of a student majoring in a certain field at a definite period of study; data on a reference (control) level of knowledge and skills which should be formed as a result of studying a topic or developing a skill; a mechanism for comparing the actual and control levels; and a mechanism used to eliminate the gap between actual and control levels of knowledge and skills[10].

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[8] Генсерук Г.Р., Мартинюк С.В. Цифрові технології формувального оцінювання. *Інноваційна педагогіка*, 2020. Вип. 30. Т. 2. С. 156. URL: https://doi.org/10.32843/2663-6085/2020/30-2.31.

[9] Морзе Н.В., Вембер В.П., Барна О.В. Формувальне оцінювання: від теорії до практики. *Інформатика та інформаційні технології в навчальних закладах.* 2013. № 6. С. 45.

[10] Allal L., Lopez L.M. Formative assessment of learning: A review of publications in French. *Formative Assessment: Improving Learning in Secondary Classrooms.* Paris: OECD Publishing, 2005. P. 247.

Formative assessment arouses increased interest among representatives of the international and Ukrainian research community. The necessity of its incorporation in teaching and learning has been extensively studied by foreign (P. Black, B. Cowie and B. Bell, L. M. Earl, C. Harrison, M. Heritage, C. Kivunja, P. Perrenoud, D. William, D. R. Sadler, I. Clark, H. Torrance and J. Pryor, L. Allal, M. Lopez) and Ukrainian researchers (N. Morze, V. Vember, H. Henseruk, S. Martyniuk, N. Orlova, E. Bazhmina, O. Danysko, O. Lokshyna, M. Hladun, L. Zelenska and M. Mykhailenko). The analysis of the scientists' views on the assessment of the students' achievements indicates changes in the pedagogical theory and practice and the recognition of the formative assessment which is often referred to as "assessment for learning".

Let us look deeper into the meaning of this concept based on the existing investigations. P. Black and D. William propose a very broad definition of this term, according to which formative assessment encompasses "all activities undertaken by teachers, and their students, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged"[11], emphasizing the importance of responding to students' requests in the learning process. In their later investigation, they determine the following main principles required for implementing formative assessment:

1) dialogue is an important part of formative assessment;

2) feedback for students is a key element of formative assessment;

3) peer assessment and self-assessment of learning is a vital part of formative assessment;

4) students should interact cooperatively not competitively while working in pairs or groups[12].

A simpler definition of formative assessment is offered by Ph. Perrenoud, who considers such assessment as "any assessment helping the student learn and improve, participating in the regulation of learning"[13]. He specifies that it is "assessment" rather than "all activities".

B. Cowie and B. Bell highlight that formative assessment is "a two-way process between the teacher and the student aimed at optimizing the learning process"[14], emphasizing the aspect of cooperation.

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[11] Black P.J., Wiliam D. Assessment and classroom learning. *Assessment in Education: Principles, Policy and Practice.* 1998. Vol. 5, issue 1. P. 20. URL: https://doi.org/10.1080/0969595980050102.

[12] Black P., Wiliam D. Developing the theory of formative assessment. *Educational Assessment, Evaluation and Accountability*. 2009. Vol. 21. P. 23. URL: https://doi.org/10.1007/s11092-008-9068-5.

[13] Perrenoud P. Pour un approche pragmatique de l'evaluation formative. *Mesure et evaluation en education.* 1991. Vol. 13, № 4. P. 50.

[14] Cowie B., Bell B. A Model of formative assessment in science education. *Assessment in Education: Principles, Policy and Practice*. 1999. Vol. 6, № 1. P. 101.

L. Allal and M. Lopez pay more attention to the means of formative assessment. Instead of perceiving formative assessment as a specific event occurring after a teaching phase, they consider its integration into each instructional activity. This integration entails diversifying the means of assessment. Apart from traditional paper-pencil tests or quizzes aimed at assessing students' comprehension, the assessment takes on an informal nature through direct teacher observation, student interaction at different stages of learning, and whole-class discussions where students present different ways of understanding a task or performing an activity[15]. Therefore, formative assessment, regardless of its formal or informal nature, can take various forms (quizzes, tests, written essays, self-assessment, peer assessment, oral questioning, etc).

In Ukraine, the issues of the assessment strategy, the main objectives of assessment, and the implementation of formative assessment in the educational process of universities have been investigated by O. Danysko, H. Henseruk, S. Martyniuk, N. Morse, V. Vember, M. Hladun and others. The formulation of "formative assessment" by these researchers is mainly consistent with the aforementioned interpretation of this term proposed by their peers. Yet, they adapt and specify the term to make it more relevant to their conditions and settings.

Based on the analysis of B. Cowie, B. Bell and P. Perrenoud's interpretation of the term, O. Lokshyna considers formative assessment as an interactive assessment of students' progress in a certain discipline, allowing the teacher to determine students' needs and adapt the learning process according to these needs[16]. Thus, formative assessment enables students to understand and track their progress as well as to plan further steps in learning with the teacher's assistance.

E. Bazhmina supports this point of view and adds that formative assessment serves as an analytical tool for monitoring students' individual achievements, their learning progress, the enhancement of their knowledge and skills, and the level of interaction between the student and the teacher to improve the overall quality of the educational process[17].

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[15] Allal L., Lopez L.M. Formative assessment of learning: A review of publications in French. *Formative Assessment: Improving Learning in Secondary Classrooms.* Paris: OECD Publishing, 2005. P. 244.

[16] Локшина О. Інновації в оцінюванні навчальних досягнень учнів у шкільній освіті країн Європейського союзу. *Порівняльно-педагогічні студії*. 2009. № 2. С. 108.

[17] Бажміна Е.А. Формувальне оцінювання: цілі, умови, принципи та структура. *Вісник Черкаського національного університету імені Богдана Хмельницького. Серія «Педагогічні науки».* 2021. Вип. 4. С. 133. URL: https://ped-ejournal.cdu.edu.ua/article/view/4048.

According to N. Morse et al., formative assessment enables students to analyze their learning trajectory while learning the materials[18]. Through rapid feedback, formative assessment empowers students to make decisions on what steps to take to enhance their own academic performance. The implementation of formative assessment practices contributes to improving learning outcomes[19].

O. Danysko has a similar understanding of formative assessment as an interactive, constructive and inclusive assessment, which is focused on the student and conducted during learning, providing feedback for adjusting the teaching and learning processes in order to achieve the planned learning outcomes for students[20].

H. Henseruk and S. Martuniuk also highlight the role of feedback in this assessment. According to their viewpoint, formative assessment is the assessment conducted throughout the learning process involving the analysis of students' knowledge, skills and values. It includes establishing feedback to motivate students for further learning and planning learning goals and strategies and focuses on comparing students' current progress with their previous achievements. The provided feedback offers a description of students' strengths and weaknesses, accompanied by recommendations to facilitate further learning and contribute to the development of their educational trajectory[21]. When using formative assessment, the teacher can see which learning material has already been mastered, and which one is challenging, and the students see their progress and what is still worth working on. Therefore, effective feedback should be descriptive and constructive, specific and oriented toward targeted learning objectives, given in a supportive manner, and articulated clearly for students. In order to be the most useful, feedback should affect students' future performance, or at least the information obtained from feedback should be used to improve learning.

Based on the interpretations of formative assessment presented by the researchers mentioned above, its key features can be outlined:

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[18] Морзе Н.В., Вембер В.П., Барна О.В. Формувальне оцінювання: від теорії до практики. *Інформатика та інформаційні технології в навчальних закладах*. 2013. № 6. С. 49.

[19] Black P.J., Wiliam D. Assessment and classroom learning. *Assessment in Education: Principles, Policy and Practice.* 1998. Vol. 5, issue 1. P. 35. URL: https://doi.org/10.1080/0969595980050102.

[20] Даниско О. Дидактичний потенціал формувального оцінювання як інструменту професійної підготовки майбутніх учителів фізичної культури в умовах змішаного навчання. *Витоки педагогічної майстерності*. 2022. Випуск 29. С. 107. URL: https://doi.org/10.33989/2075-146x.2022.29.264274.

[21] Генсерук Г. Р., Мартинюк С. В. Цифрові технології формувального оцінювання. *Інноваційна педагогіка*, 2020. Вип. 30. Т. 2. С. 156. URL: DOI https://doi.org/10.32843/2663-6085/2020/30-2.31.

– perceiving formative assessment as an interactive assessment of students' progress and accomplishments, enabling teachers to determine students' needs and tailor the learning process according to them;

– integrating formative assessment in all learning scenarios;

– use diverse assessment technologies to collect data;

– regulating the learning process through a combination of feedback and learning adaptation;

– active engaging students in formative assessment;

– emphasizing differentiated learning and, to some extent, its objectives.

Our research is aimed at highlighting some aspects associated with the implementation of formative assessment in distance learning of a "Professional Foreign Language" at university:

– the goal and the stages of formative assessment while learning a Professional Foreign Language;

– the impact of formative assessment on learning outcomes;

– student engagement and feedback;

– interaction between the teacher and students;

– EdTech tools for formative assessment.

The goal of formative assessment while teaching and learning "Professional Foreign Language" is to continuously monitor students' learning progress, track their development, diagnose areas of improvement, and provide constructive feedback in the form of written comments and interactions with students[22]. This type of assessment occurs throughout the entire process of studying the academic discipline, with a focus on ongoing feedback and regular monitoring, improving both teaching and learning. It involves analyzing students' knowledge and skills, offering quick feedback, and comparing current achievements with previous ones. Such feedback not only identifies students' strengths and weaknesses in their learning but also offers suggestions for further learning and facilitates the development of their individual educational trajectory[23].

Formative assessment includes several crucial components, each playing an important role:

– specific and measurable goals, which guide students, clarify educational requirements, and serve as the basis for feedback provision;

[22] Козолуп М.С. Контроль та оцінювання рівня сформованості письмової академічної комунікативної компетентності майбутніх бакалаврів природничого профілю в університетах США. *Science and Education in a New Dimension. Pedagogy and Psychology*. 2016. № 4 (47), issue 101. С. 26.

[23] Генсерук Г. Цифрова компетентність як одна із професійно значущих компетентностей майбутніх учителів. *Відкрите освітнє е-середовище сучасного університету.* 2019. Вип. 6. С. 14. URL: https://doi.org/10.28925/2414-0325.2019.6.816

– intermediate indicators of goal achievement that allow for ongoing evaluation of the process;

– feedback, which serves as a fundamental element in shaping an assessment process by giving students the opportunity to receive information regarding their achievements at every stage of learning. Formative assessment contributes significantly to students' self-reflection and helps students comprehend their current standing and the areas requiring further development, enabling them to identify both their strengths and weaknesses.

Formative assessment is essential in distance learning of Professional Foreign language (PFL) for several reasons:

Ongoing feedback. Students receive continuous feedback through formative assessment, allowing them to understand their strengths and weaknesses in real time. This feedback is valuable for students' self-assessment and helps them identify challenging areas that require improvement.

Adaptability and personalization. Formative assessment allows teachers to adapt and modify their teaching methods and learning materials according to students' individual needs. It enables personalized learning experiences adapted to students' specific language goals and professional requirements. When teachers identify areas where students are struggling, they can offer additional resources or extra support to help students overcome challenges.

Active learning. Formative assessment techniques encourage active learning and engagement of students in learning and assessment. Students actively participate in the learning process and improve their language acquisition through interactive activities, discussions, and tasks.

Progress monitoring. Students can monitor their progress over time with the help of formative assessment. They can monitor their language development and see how they improve in specific language skills related to their future profession.

Development and application of skills. Formative assessment focuses on authentic tasks and situations relevant to the students' professional needs. This gives them the chance to practice using language skills in real-life situations they may encounter in their future professional activity.

The integration of both formative and summative assessment in distance learning of the Professional Foreign Language course can enhance language acquisition and comply with individual learning objectives. Even as a valuable tool to assess overall performance at the end of a course or a term, summative assessment may not be sufficient on its own due to several reasons. Firstly, the feedback is provided after learning through summative assessment, which may be too late for students to improve their language skills during the course. Secondly, summative assessment mainly focuses on final outcomes and does not provide insights into how students acquired specific language skills or what areas need improvement. Thirdly, language acquisition requires

continuous practice and improvement, which may not be adequately provided by summative assessment alone, thus limiting students' skill development. Lastly, summative assessment treats all students' language skills equally, regardless of their individual needs and challenges.

Therefore, formative assessment, when combined with summative one, complements and enriches the distance learning of a Professional Foreign Language. It offers a more detailed understanding of the learning process, supports the development of skills, and encourages students to actively participate in learning. By incorporating both formative and summative assessment strategies, distance learning of a Professional Foreign Language can foster more effective language learning.

A model for organizing formative assessment consists of such components: setting the goal; planning the activity; implementing the planned activities; reflection; and summary[24]. The structure of the formative assessment process represents a certain cycle that take place in a repetitive manner.

Therefore, several stages of the implementation of the formative assessment strategy can be outlined:

1) setting the goal and planning;
2) teaching and transferring information to the student;
3) the analysis of the level of knowledge acquisition;
4) providing the student with clear feedback;
5) comparing the achieved and desired learning outcomes;
6) creating an algorithm, selecting appropriate tools and activities to eliminate gaps in students' knowledge and skills as well as implement differentiated learning.

The teacher's role remains crucial in organizing and implementing formative assessment because it is a teacher who chooses when and where formative assessment is conducted; when targeted intervention is needed to help students cope with challenging materials and tasks, as well as their attitude and their teaching experience have a significant influence on how formative assessment occur. When conducting PFL classes using the formative assessment technology, it is important to understand if students have mastered the given topic, if it is possible to proceed to the next topic, which of the students has gaps in knowledge and how to provide support for them, how to optimize teaching methods and adjust lesson planning. The importance of applying the principles of formative assessment when working in a distance mode of learning cannot be underestimated. The main purpose of assessing students in the context of distance learning is rather to provide feedback from the teacher to the students than check their performance.

[24] Black P. Formative assessment and curriculum consequences. In D. Scott (Ed.), *Curriculum and Assessment.* Westport: Greenwood Publishing Group, Incorporated, 2000. P. 17.

Therefore, in organizing the learning process, priority should be given to formative assessment, which involves providing students with support and adjusting learning tools and methods in case of their inefficiency. The results of independent work performed by students should be used to mark their successes, analyze errors, and plan further work on mastering the learning material.

In addition, students are more actively engaged in formative assessment than in summative one[25] and such assessment determines the pedagogical condition for developing a culture of students' self-study[26]. The involvement of students in their own assessment alters their role as learners as well as the nature of the "teacher-student" relationship, making students take more responsibility for their learning and requiring a radical shift in their own perspectives about learning[27]. We support T. Kanivets's opinion that student performance cannot be solely improved through assessment; rather, students need to constructively follow their teacher's pieces of advice and comments for their activities[28]. Therefore, the main factor during formative assessment is the teacher's support for students during learning, which should be demonstrated as a mentor's attitude towards the student: positive interaction and collaborative activities, fostering students' confidence in their abilities, providing them with guidelines and useful pieces of advice in the learning process, encouraging the constructive dialogue between the teacher and students, and forming a strategy for successful learning outcomes.

Systematic implementation of formative assessment while learning distance PFL course helps monitor and record the dynamics of each student's development at all stages of learning; provides the most comfortable individual conditions for the student; contributes to the development of adequate self-assessment and develops self-assessment and peer assessment skills.

Students require less grade-based assessment and more constructive feedback highlighting the aspects of the tasks they performed well and those requiring improvement. It is beneficial to provide them with the evaluation criteria so that students can navigate their progress and focus on problematic areas needed special attention and improvement.

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[25] Allal L., Lopez L.M. Formative assessment of learning: A review of publications in French. *Formative Assessment: Improving Learning in Secondary Classrooms*. Paris: OECD Publishing, 2005. P. 251.

[26] Бажміна Е.А. Формувальне оцінювання: цілі, умови, принципи та структура. *Вісник Черкаського національного університету імені Богдана Хмельницького. Серія «Педагогічні науки».* 2021. Вип. 4. С. 131. URL: https://ped-ejournal.cdu.edu.ua/article/view/4048.

[27] Black P. Formative assessment and curriculum consequences. In D. Scott (Ed.), *Curriculum and Assessment*. Westport: Greenwood Publishing Group, Incorporated, 2000. P. 18.

[28] Канівець Т.М. Основи педагогічного оцінювання: навч.-метод. посіб. Ніжин: ПП Лисенко М.М., 2012. С. 19.

Formative assessment helps students monitor their progress and reflect on their learning. Therefore, it is advisable to accompany students' submitted tasks with feedback in the form of comments and grades or points according to the evaluation criteria. Besides, it is important that the methods of monitoring students' academic performance suit the demands of distance learning of a PFL course and take into account the special features of this mode of study. Teachers must have sufficient means and opportunities to assess students' comprehension and ensure objectivity in assessment[29].

2. EdTech tools for formative assessment in distance learning of a professional foreign language (PFL)

In modern society, the incorporation of digital technologies into the educational process of universities has become vital to enhance the effectiveness and quality of higher education. This necessity arises from the potential of these technologies to increase students' motivation and encourage them to study through the use of new technologies and digital resources. Numerous investigations conducted by researchers in Ukraine and abroad show that digital technologies influence the improvement of teaching and assessment methods, ultimately yielding a positive effect on students' knowledge and skills[30].

Educational technology (EdTech) refers to the use of technology, including digital tools and resources in education to enhance teaching and learning experiences. This can include platforms like Moodle (a learning management system), Kahoot (a game-based learning platform), Quizlet (a study tool for creating flashcards and quizzes), etc.

EdTech tools for formative assessment play a vital role in assisting teachers to monitor students' learning progress by identifying challenging areas and personalizing learning experience[31]. In addition, they serve as natural motivators, encouraging students to pursue their learning objectives.

Nowadays, there are numerous EdTech tools that are used by teachers for organizing the learning of a foreign language by undergraduate students. They offer various features to assess students' language skills, engagement, and progress. Here are some of them:

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[29] Конопляник Л.М., Пришупа Ю.Ю., Коваленко, О.О. Організація освітнього процесу в закладах вищої освіти України з використанням технологій дистанційного навчання. *Академічні візії*. 2023. № 17. URL: http://dx.doi.org/10.5281/zenodo.7743250.

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[31] Пришупа Ю.Ю. Специфіка мовної підготовки в умовах інформаційно-освітнього середовища технічного університету. Інноваційна педагогіка. 2022. Вип. 54. Т. 2. С. 200. URL: https://doi.org/10.32782/2663- 6085/2022/54.2.39.

1. ***Learning Management Systems (LMS).*** LMS platforms such as Moodle, Canvas, or Google Classroom allow instructors to create interactive online courses, share resources, and facilitate discussions as well as they can host various formative assessment activities, including quizzes, assignments and facilitate interactive discussions.

2. ***Video Conferencing Tools.*** Zoom and Google Meet enable real-time virtual classes and live interaction between the teacher and students and therefore can be also used for formative assessment during online sessions.

3. ***Online quizzing platforms.*** Kahoot, Quizizz, Quizlet, and Socrative allow teachers to create interactive quizzes and surveys related to the content of their course. These platforms offer immediate feedback to students, engaging them in a fun and competitive way and making learning more enjoyable and engaging.

4. ***Polling and Survey Tools***. Tools such as Mentimeter and Poll Everywhere enable teachers to conduct real-time polls and surveys to collect students' opinions, comprehension, or feedback on specific topics.

5. ***Vocabulary Learning Apps***. Various language learning apps like Quizlet or Memrise which provide customizable flashcards and interactive exercises can be incorporated into PFL courses to enhance vocabulary and language skills.

6. ***Video Assessment Tools.*** Platforms like Flipgrid and Recap allow students to record videos that can be used for language proficiency assessment and evaluation of communication skills.

7. ***Collaborative Whiteboards.*** Digital tools such as Padlet, Miro, and Jamboard facilitate collaborative brainstorming, mind mapping, and vocabulary-building exercises for PFL learners.

8. ***E-Portfolios***. E-portfolio platforms like Seesaw or Google Sites enable students to demonstrate their foreign language learning progress and reflect on their learning.

9. ***Online Discussion Forums.*** The online course forums provide spaces for virtual discussions and debates on the topics, fostering communication and language practice.

When incorporating EdTech tools into the PFL course for formative assessment, it is essential to align them with the specific learning objectives of the course and the needs of your students, consider the specific language skills you want to assess, the level of interactivity required, and ensure they complement the overall teaching strategy.

To demonstrate the impact of formative assessment on students' academic achievements, a distance PFL course for undergraduate students was taught, incorporating digital learning tools. The digital EdTech tools listed below have proven to be effective in facilitating formative assessment for undergraduate students studying the PFL course at the National Aviation University for 3 years of distance learning. For convenience, they can be

categorized into groups based on their purpose or the type of language skills they assess:

1. ***Tools for creating interactive worksheets, lessons and tasks for the assessment of knowledge and comprehension.*** The tools that can assess reading comprehension, listening comprehension, knowledge of grammar, and other skills include *Eddpuzzle, ISLCollective, LearningApps, Liveworksheets, Nearpod, Wizerme, Formative, Classmaker, Kahoot, Socrative, Quizizz, Wordwall, Bamboozle*, and *Pear Deck*. In addition, polling and survey tools such as *Mentimeter, Google Forms, Poll Everywhere* have been used to collect feedback and opinions on specific topics of the course to assess comprehension.

2. ***Tools for communication and speaking assessment.*** Video assessment tools such as *Flipgrid, VoiceThread, Recap, Explain Everything* have enabled students to record video presentations, speeches, or add audio and text comments for evaluating their communication and speaking skills.

3. ***Tools for vocabulary learning and language practice.*** The applications such as *Quizlet* and *Memrise* have been used to enhance vocabulary and language skills in the context of the PFL course.

4. ***Tools for writing and language proficiency assessment.*** *Google Sites, Google Docs* and *the assignments with short answers in Google Classroom* have enabled students to demonstrate their writing assignments and language development progress over time.

5. ***Tools for interaction and collaborative learning assessment.*** With *Google Docs*, teachers can create a shared document for their students and give them the right to edit it. This enables students to work together to brainstorm some ideas and share them, and give instant peer feedback, i.e to collaborate in a real-time mode. Tools involving *Mentimeter, Miro, Padlet* are very helpful to facilitate collaboration for students in brainstorming and mind mapping and assess students' teamwork skills and use of language. *Online discussion forums in an LMS* and video conference platforms like *Google Meet* or *Zoom* enable students to participate in discussions on PFL topics during online sessions where teachers can assess their communication and critical thinking skills as well as their use of language.

6. ***Tools for overall progress and performance.*** If you integrate various Massive Open Online Courses (MOOCs) on the platforms like Coursera, FutureLearn, Prometheus, EdEra, edX into the educational process as an additional resource, they can be also useful along with the LMS (Moodle or Google Classroom) you use. They provide quizzes, assignments, interactive discussions to monitor students' overall progress and performance in the course they study. MOOCs training gives students the opportunity to demonstrate their academic background, explore their personal interests, create a solid base in professional terminology, demonstrate foreign language

proficiency, and foster an environment for dynamic development and independent thinking[32].

Let us consider some EdTech tools from the list in more detail and their role in facilitating formative assessment for PFL classes. One approach to formative assessment while viewing video content involves students watching the video on their own and completing the assigned activities and the teacher monitoring their performance.

One example of such an EdTech tool is **Edpuzzle**, a free service designed to create or edit video extracts and add interactive features (written notes, audio notes, in-video comments, multiple-choice options with instant feedback for each question, and open questions) to accomplish specific learning objectives. This resource transforms a passive video-watching process into an interactive and engaging form of formative assessment as well as it encourages students to interact actively with the video material they are watching.

Teachers should choose appropriate videos to correspond to the learning objectives and content of the course or theme that is being studied. In addition, they have to be engaging and relevant to students' needs. To achieve this goal, videos can be downloaded from the platforms such as YouTube, TED-Ed, Vimeo, KhanAcademy, National Geographic. Teachers easily share video content with the students, assign tasks, set deadlines or set time limits if they want to stimulate a timed assessment and track students' progress. After watching the video students have to do an interactive assignment in the form of multiple-choice questions, reflective questions or open-ended questions depending on the language skills that must be assessed. The variety of question types can assess different language skills: listening comprehension questions, vocabulary checks or critical thinking prompts related to the video content they have watched. Students can watch these videos synchronously (in a real-time mode) as a group activity during online classes or they can do it asynchronously at their own pace.

The data on students' results, engagement, responses, and performance generated from the embedded interactive tasks are conveniently displayed on teachers' Edpuzzle dashboard. The analysis of this data gives the opportunity for the teacher to identify common misconceptions and areas for improvement or areas where students need additional support. Moreover, Edpuzzle can be easily integrated into the LMS such as Google Classroom, Moodle, and Canvas which enhances the practicality and ease of using this service.

Edpuzzle's format encourages students to think critically and respond actively. By encouraging student engagement and discussion about the most

[32] Shalatska H. M. The efficiency of MOOCs implementation in teaching English for professional purposes. *Information Technologies and Learning Tools*. 2018. Vol. 66, № 4. P. 193. URL: https://doi.org/10.33407/itlt.v66i4.2106.

crucial elements of the video, this EdTech tool increases the relevance and depth of learning, unlike passive video watching which only calls for lower-level cognitive skills. This is especially true when teachers supplement the video with additional resources and relevant links, fostering critical thinking skills and skills in information analysis that contribute to knowledge modification.

ISLCollective is a similar service that offers the capability to use existing videos or customized ones, publish interactive lessons, and monitor students' performance. Like Edpuzzle it supports both synchronous and asynchronous modes of learning. The "Live" mode can be effectively applied during online classes conducted via platforms Google Meet or Zoom. To facilitate students' self-study, a link to the video helps them complete the tasks on their own at any time.

Thus, the services mentioned above enable the teacher to monitor individual students' performance and progress while they are engaged in watching the video. It is particularly crucial when dealing with large groups during distance learning. Our primary use of these EdTech tools included the selection of video materials to complement and extend professional texts from their PFL course that can be used both during online classes or for self-study.

However, encouraging students to demonstrate their productive speaking skills by recording their own videos is a more engaging formative assessment method with the use of video content. This method proves its effectiveness as it significantly saves the time of online classes. The teacher can provide feedback on the completed tasks after the online class without wasting time during the class. *Flipgrid, Recap*, and *VoiceThread* are versatile digital tools for formative assessment in a PFL course. They allow students to create short video responses to questions, enabling their teacher to assess their communication skills, use of language, and critical thinking.

Through the use of the **Flipgrid** video discussion platform, students can respond to questions by sharing a recorded video or comments. By recording and uploading their video comments, they actively participate in discussions initiated by the teachers during an online class.

Here are some ideas on how we apply Flipgrid for formative assessment during our PFL classes:

– *oral presentations* (the teacher assigns students to deliver individual or group oral presentations on relevant topics using Flipgrid, during which their communication skills, coherence, and organization can be assessed);

– *role-playing* (students act out scenarios related to their professional topics that require them to use professional terminology in authentic contexts);

– *pronunciation and language practice* (students record themselves practicing pronunciation of specific vocabulary or the use of language structures relevant to their professional needs);

– *peer feedback* (a collaborative learning environment can be created by allowing students to give feedback or even assess each other's responses on Flipgrid);

– *professional interviews* (the teacher prepares interview-style questions and students have to respond to them as if they were in a professional setting developing their skills to have a conversation and use appropriate language in it);

– *discussions* (the teacher initiates discussions on controversial topics relevant to the PFL course and students record their opinions and arguments so that not only their communication skills but also their critical thinking skills can be assessed);

– *collaborative projects* (students work together to create video presentations to demonstrate their communication and organizational skills, teamwork, creativity, and language proficiency).

Thus, Flipgrid shows versatility and therefore it is applicable to both face-to-face classes and online learning. It serves as an effective means to stimulate in-depth discussions during classes with home assignments serving as a springboard for subsequent class discussions. Furthermore, Flipgrid provides teachers with a practical and adaptable virtual area for interacting with students. Attentively listening to their peers' responses or comments, students learn to consider alternative viewpoints, which, in turn, influences the expression of their thoughts. The additional Flipgrid features, such as using pauses, cutting, and additional recording help students record their best effort to present their ideas most effectively, thereby contributing to the development of their creativity and the culture of a citizen of a digital society[33]. Using Fliprgid for formative assessment engages students in learning and facilitates the development of their skills by providing personalized feedback from the teacher and peers.

Recap and VoiceThreat are too more video-based EdTech tools, which allow students to record video and audio responses making formative assessment more engaging and meaningful. By using **Recap** students are engaged in conversations through brief video responses recorded with the assistance of mobile devices. They either share the recorded video or give comments on the existing video. One more tool, **VoiceThread,** gives students the opportunity to discuss video clips, audio texts, and presentations by adding recorded audio or video responses. To my mind, the choice of the most appropriate platform depends on personal preferences of the teacher and students.

[33] Близнюк Т. Цифрові інструменти для онлайн і офлайн навчання: навч.-метод. посібник. Івано-Франківськ: Прикарпатський національний університет імені Василя Стефаника, 2021. С. 50.

A web-based tool **Liveworksheets** is designed to create interactive worksheets, commonly used to work with audio or video materials. However, our practical use revealed its most effective application in transforming traditional textbook pages and tasks into interactive, professionally-oriented resources encompassing texts, audio, and video. It proved to be an invaluable resource, especially considering the scarcity of interactive resources tailored to the specific subjects of students' major.

An interactive worksheet essentially comprises a web page hosting learning materials and exercises, which can be readily accessed and completed online. This service offers the capability to convert any traditional materials into interactive online tasks, allowing for self-checking and the ability to monitor each student's progress.

Teachers create diverse interactive worksheets through Liveworksheets, incorporating a wide range of tasks such as checkboxes, multiple-choice options, matching exercises, drag-and-drop activities, listening tasks, and open-ended questions. These assignments may seamlessly integrate audio elements, including MP3 files, video components from platforms like YouTube, and other relevant hyperlinks, creating interactive lessons that extend beyond a single task.

The service provides users with two approaches to completing tasks: "Self-check mode" enabling students to receive immediate feedback and grades upon pressing the "Finish" button; or "Send to your teacher" mode, where students submit their completed tasks by entering the appropriate code. The latter mode, characterized by simultaneous monitoring of all students' progress, demonstrated exceptional effectiveness in structuring PFL classes. This mode is especially valuable when implementing formative assessment in large groups, where individual assessment of every student becomes a challenging task. Furthermore, students can complete the assignments in asynchronous mode and submit them to the teacher allowing for flexibility in situations with internet connectivity issues. This adaptability fosters inclusive student engagement and facilitates informational interaction among all participants in the virtual learning environment.

The advantages of using Liveworksheets are dynamism, versatility, accessibility, free access, ease of use, the availability of a free database of ready-made tasks, the possibility of using it as an educational simulator, a quick knowledge test, the ability to set a time limit for completing a certain task, and variety task templates.

Creating content by using Liveworksheets allows PFL teachers to diversify their classes and turn them into interesting and engaging activities. Interactive learning is a practical approach that arouses interest among students and contributes to the assimilation of a larger volume of material. Depending on the problem situation, working with interactive worksheets can

include a full cycle of learning activities – from immersion in the topic and setting the task to assessment.

Nearpod also engages students in interactive learning and can be used for formative assessment in PFL classes to evaluate students' understanding of profession-oriented topics. While preparing for our classes, the presentations enriched with interactive tasks, interactive whiteboards, quizzes, and other interactive features are created through this service.

Here are some Nearpod features we use for formative assessment of our students:

– *interactive quizzes* (multiple-choice questions, true/false statements, or fill-in-the-blank exercises related to the course topics) which are created and integrated into the Nearpod presentations by the teacher and performed by students in real-time during the class or in an asynchronous mode;

– *polls and surveys* which are used to gather feedback from students about their comprehension of the material and identify the areas that require further clarification or topics that students find particularly engaging;

– *interactive worksheets* with different types of tasks, such as matching, sequencing, and categorization which are used to assess students' practical application of knowledge in real-world scenarios;

– *open-ended questions* embedded in the Nearpod presentation to encourage students to give responses or explanations related to the course content developing their critical thinking and problem-solving skills;

– *"draw-it" tasks* are aimed at visual representation of students' understanding of complex concepts or processes related to their major (these tasks were particularly valuable for students majoring in design, IT-design and architecture);

– *collaborative boards* which engage students in collaborative activities through Nearpod interactive whiteboard feature while doing the assigned task or solving a problem;

– *virtual reality tours* provided by Nearpod were valuable for students majoring in architecture or design to virtually visit world-famous cathedrals, palaces, and museums, broaden their horizons, and study important concepts or profession-oriented terminology. Moreover, after the tour, incorporated questions or discussion prompts were proposed to students to assess their understanding and application of the information presented.

This resource allows finding up-to-date interesting materials relevant to students' majors for classes and extending their professional vocabulary. Such materials can serve as a basis for further creating interactive tasks for students[34]. In addition, it allows the teacher to interact with students more

[34] Березнікова Н.І. Використання ІКТ для визначення рівня англомовних компетенцій фахового напряму. *Американські та британські студії: мовознавство, літературознавство, міжкультурна комунікація.* Київ: «Талком», 2016. С. 143.

effectively by reviewing their responses, fostering an environment where students actively assume responsibility for their own learning, rather than being passive recipients of teacher-led presentations. The teacher-student interaction is thus heightened through the assessment and evaluation of student responses, promoting a sense of responsibility for the learning process among the students.

We would like to highlight several online quizzing platforms which were effective for the assessment of students' knowledge and comprehension while learning a PFL course. Within our educational practice, Kahoot, Google Forms, Quizizz, and Wizerme were implemented to assess students' grammar, reading comprehension, and listening skills. These EdTech tools also served as an important tool in conducting formative assessments of students.

Special attention should be given to the **Kahoot** platform, which allows the creation and distribution of educational games playable in diverse formats and modes. The service offers four forms of the game: *quiz* (a competition in which participants are offered questions with multiple-choice answers, containing one or more correct ones); *jumble* (a competition in which the participants arrange the fragments of the answer in the correct sequence); *discussion* (the mode which allows asking one question for discussion); and *survey* for conducting a survey of the learners with the aim of further processing obtained results[35]. In our classes, we utilized Kahoot mainly in the form of a quiz to evaluate students' proficiency in grammar, reading comprehension, and familiarity with profession-oriented terminology using the "term-definition" or "term-translation" format. A graphic image or video can be added to the content of the question. To create the effect of a competition, a timer is set for the questions. The use of Kahoot is one of the ways to increase the activity of students in classes, to enliven them due to the competitive atmosphere. The quiz results are stored as a list in an MS Excel spreadsheet. This allows for monitoring students' knowledge and determining the strategy for further training[36]. The advantages of the service include ease of use, assessment uniqueness, the ability to perform tasks by students in both synchronous and asynchronous modes, and the elements of gamification

[35] Білоус Н.П., Чала Н.М. Платформа kahoot як інструмент моделі «перевернутого навчання» при викладанні іноземної мови. *Використання моделі змішаного навчання при викладанні іноземних мов:* матеріали міжвуз. наук.-метод. семінару (Київ, 21 березня 2018 року). Київ, 2018. С. 11.

[36] Кушнір А.С. Застосування онлайн-сервісів як запорука підвищення пізнавального інтересу до вивчення іноземних мов. *Фізико-математична освіта*. 2019. Вип. 1(19). С. 97. URL: https://doi.org/10.31110/2413-1571-2019-019-1-015.

which change the type of activity during the class and activate the students' attention[37].

Apart from Kahoot, **Socrative** and **Quizizz** emerged as two other formative assessment tools, instrumental in formal assessments of learning and data analysis, providing immediate feedback to both students and teachers. But they were less popular among our students.

Google Forms is a powerful tool suitable for formative assessment used in PFL classes in both synchronous and asynchronous modes. This EdTech tool enables teachers to quickly and easily assess students' comprehension of the learning material, offer constructive feedback, and adapt instruction as necessary. For instance, PFL teachers can create simple Google forms for students to complete and submit, as means to assess students' understanding of key concepts and identify areas requiring additional support.

Google Forms is a free user-friendly, yet powerful and versatile online service used to create surveys, short answer questions, tests, multiple-choice quizzes, and other types of tasks, providing instant feedback. These tasks are customized for particular students or a specific topic and can be integrated into websites or web pages, sent to respondents, or incorporated into Google Classroom. Open-ended and closed-ended questions, multiple-choice options, checklists, and fields with brief responses are available in Google Forms. In our teaching practice, Google Forms are mainly used for grammar checks, vocabulary checks, reading or listening comprehension, as well as conducting polls and surveys to collect students' opinions and feedback.

Teachers prefer Google Forms because of its convenience in creating and grading tests instantly, with all respondent data automatically entered into Google Sheets, allowing for efficient data analysis. Responses are automatically saved and sent to the teacher, who can check them at any convenient time. In addition, the data can be stored as a spreadsheet, making it much more practical for teachers to analyze it.

Google Forms serve as an alternative and powerful digital technology for forming a system of tasks aimed at keeping track of students' learning progress. Its implementation provides new opportunities for creating dynamic and relevant applications using EdTech, particularly in distance learning mode.

One more use of Google Forms is for facilitating self-assessment and reflection, making it an excellent instrument for students to become more active both in learning and assessment as well as take more responsibility for their learning. Teachers can create a reflective writing task or self-assessment

[37] Білоус Н.П., Чала Н.М. Платформа kahoot як інструмент моделі «перевернутого навчання» при викладанні іноземної мови. *Використання моделі змішаного навчання при викладанні іноземних мов:* матеріали міжвуз. наук.-метод. семінару (Київ, 21 березня 2018 року). Київ, 2018. С. 12.

questionnaire to be completed by students. Such tasks and activities allow students to reflect on their learning, recognize areas where they may need additional support and improvement, and set personal objectives for future learning. So, this EdTech tool is relevant in organizing students' self-study while also serving as an efficient monitoring and management system[38].

Google Docs is a valuable resource for organizing collaborative writing. It offers a great opportunity to assess students' understanding of a specific PFL topic while encouraging teamwork and collaboration. A teacher can create shared Google Docs, allowing students to collaborate in real-time mode. They work together to brainstorm ideas, share information and knowledge, and provide mutual feedback, meanwhile, the teacher can monitor their progress and provide feedback to aid in their writing process.

Among EdTech tools designed for learning professional terminology and language practice, **Quizlet** and **Memrise** are worth mentioning. The web service and mobile application Quizlet for generating online flashcards allows teachers to create their own learning modules and courses or edit existing modules to meet their learning objectives. The modules consist of double-sided flashcards containing terminology from any professional topic using text, audio and visual support. Our students found this application beneficial to acquire new professional vocabulary through various modes of self-study activity. These include "Flashcards" for memorizing words through visual and auditory means, "Learn" mode for gradual vocabulary learning, "Match" for matching words with their definitions or translation, and "Test" for assessment. Furthermore, the "Quizlet Live" mode from in-class activity helps to quickly test the terms learned, with students easily joining teams through QR codes or hyperlinks. As a result, the process of learning lexical material turns into an interesting and exciting activity. Among the advantages of using this service and application, we must mention the teacher's ability to monitor students' progress and achievements throughout the learning process. Unfortunately, recently this option has become available only for teachers with QuizletPlus accounts which is not free (US$35.99/year).

The Memrise app is a similar application that we sometimes use to learn technical terminology as an alternative to Quizlet. However, it has not gained as much popularity as Quizlet among our students due to the smaller variety of tasks.

These are several tools that enhanced formative assessment in the PFL course during distance learning. Formative assessment assists in understanding how to adapt teaching to attain targeted objectives, shape the learning experience, modify content, stimulate effective learning strategies,

[38] Khlunovska L. Yu. Assessment of students' knowledge during distance learning using the Google Forms application. *Clinical and Experimental Pathology.* 2022. Vol. 21, № 4 (82). P. 98.

and facilitate students' growth and development. Additionally, it contributes to differentiating diverse learning styles and proficiency levels, ultimately fostering the development of a student through constant feedback.

CONCLUSIONS

As higher education undergoes transformations, formative assessment emerges as a highly effective assessment method, benefiting both students and teachers. Unlike summative assessment, which only captures students' final achievements, formative assessment facilitates students' development and improvement due to feedback and support from the teacher, resulting in better results in learning. The integration of EdTech tools in the formative assessment process opens wider possibilities at various stages of learning, increasing students' motivation, engagement and encouraging them to learn.

SUMMARY

The study focuses on the implementation of formative assessment in distance learning of a Professional Foreign Language (PFL) and highlights the multifaceted benefits of using EdTech tools to facilitate this process. The author indicates that formative assessment is a type of assessment aimed at acquiring insights into students' learning. The information obtained through formative assessment serves to adjust instruction and learning to meet students' individual needs and achieve specific goals which will result in improving students' comprehension and advancing their learning.

The study explores the versatility of modern EdTech tools that are suitable for formative assessment in PFL classes and proposes their classification based on their purpose or the type of language skills they assess: tools for the assessment of knowledge and comprehension (Eddpuzzle, ISLCollective, LearningApps, Liveworksheets, Nearpod, Kahoot, Socrative, Quizizz, Wordwall, Mentimeter, Google Forms, etc); tools for communication and speaking assessment (Flipgrid, VoiceThread, Recap, Explain Everything); tools for vocabulary learning and language practice (Quizlet, Memrise); tools for writing and language proficiency assessment (Google Sites, Google Docs); tools for interaction and collaborative learning assessment (Google Docs, Mentimeter, Miro, Padlet); tools for overall progress and performance. Their practical application, ease of use, and accessibility for students and teachers are investigated as well. The study also analyzes the impact of EdTech tools on student engagement, language acquisition, and skills development in the context of formative assessment.

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