

## **FAB: USING FORMATIVE ASSESSMENT IN THE LANGUAGE CLASSROOM**

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In spite of extensive body of research on formative assessment carried out since 1988, teaching languages and the evaluation of language competences are still frequently not viewed as integral parts of the whole teaching / learning process. To be more precise, formative assessment does not only provide a comprehensive picture of a learner's language proficiency, but becomes assessment for learning with its crucial role in a number of other educational settings, such as extra opportunities to improve learners' linguistic competence, cognitive and cultural skills, better adaptation to students' needs, teacher and peer support, learners' active involvement and cognitive engagement in the learning process. The study is based on the analysis of real teaching situations which is the core part of Erasmus+ Strategic Partnership FAB – Formative Assessment Benchmarking for Foreign Language Learning and Teaching in Higher Education project. Coordinated by the University of Warsaw, the project involves partners from the University of Pecs in Hungary, Turku University of Applied Sciences in Finland and Vytautas Magnus University in Lithuania. The aim of the project is the improvement in the quality of language instruction providing language teachers with suitable formative assessment tools for evaluating speaking skills. Using data collected during peer observations in thirteen lessons of different languages and levels taught by eight language teachers, the present study aims at investigating the degree of application of formative assessment during language lessons in tertiary education. The research sample were 183 full-time students of various first-cycle programmes at the University of Warsaw who attend language courses offered by the Centre for Foreign Language Teaching. The research questions concern the degree of the establishment of learning goals and a classroom culture facilitating learning, active involvement of students in the learning process, the use of varied approaches to assess students' understanding and feedback on their performance. In order to develop insight into the need and effectiveness of formative assessment during language lessons as well as to identify teaching forms that could help in meeting this need, several short semi-structured interviews with language teachers were conducted.