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EXTRANJEROS**

**Summative Assessment in English Teaching and Its Implications
for Students' Emotional State.**

**Trabajo de Titulación para optar al título de Licenciatura en
Pedagogía de los Idiomas Nacionales y Extranjeros**

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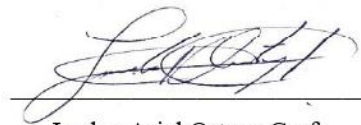
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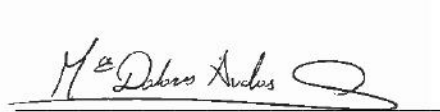
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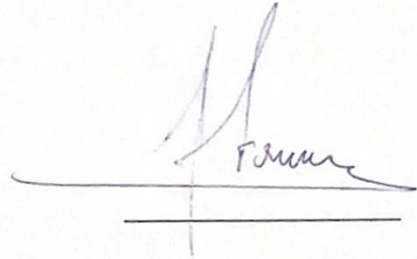
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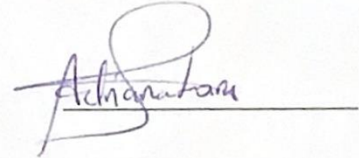
We, the undersigned, professors appointed as Members of the Degree Tribunal for the evaluation of the research work, Summative Assessment in English Teaching and Its Implications for Students' Emotional State, presented by Jordan Ariel Ortega Grefa, with ID number 1600732612, under the tutorship of Mgs. María Dolores Avalos Obregón; we certify that we recommend the APPROVAL of this for degree purposes. The research work has been previously evaluated and the author has been heard; having nothing further observation to make.

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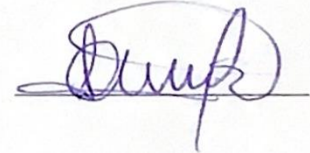
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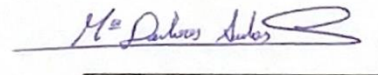
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TUTORA

DEDICATORY

I dedicate the culmination of my thesis and university career, first of all, to God, for the strength, faith and wisdom he put in me throughout this time of constant learning. To my parents Luis and Marisol, to my brothers Bryan and Lorant, for their unconditional and emotional love in each of my academic achievements. To my in-laws Luis and Teresa, for the trust placed in me from day one. Finally, I dedicate this great achievement to my wife Daniela Garcia, who together with God has been a fundamental pillar in my life, she has been the person who has motivated me and helped me to excel in every aspect of my life, thank you very much for your support and unconditional love.

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To my professors and mentors at the Universidad Nacional de Chimborazo, for their guidance and wisdom throughout this process. Your teachings have left a deep impression on me.

Finally, I thank with all my heart my beloved wife Daniela, who is the rock on which I lean day by day, who is my light in days of darkness, my guide in difficult times, my counselor in times of anguish, my best friend and above all the love of my life. Thank you for your unconditional help, for teaching me to be a better person, for guiding me by your hand towards success in all aspects and for teaching me that together with our little Blue everything is possible.

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RESUMEN

Este estudio analiza la influencia de la evaluación sumativa en el estado emocional de los estudiantes de bachillerato, esto parte de una revisión bibliográfica de estudios realizados previamente. El objetivo principal se centra principalmente en comprender cómo la evaluación sumativa impacta en las emociones de los estudiantes y por ende, en la eficacia en el aprendizaje del inglés como lengua extranjera. Por consiguiente, esta investigación adopta un enfoque cualitativo, en el cual se hizo uso de una matriz bibliográfica donde se buscó y se sintetizó la respectiva información de fuentes académicas verificadas. Los resultados destacaron que la evaluación sumativa, es entendida como el proceso formal que mide el aprendizaje del estudiante al final de un período académico, el cual puede generar emociones negativas como ansiedad y estrés, esto debido a la alta presión por obtener buenos resultados. No obstante, también se identificaron emociones positivas, como el alivio y la satisfacción, tras completar con éxito el proceso de la evaluación sumativa. Esta investigación concluye que la evaluación sumativa tiene un impacto emocional significativo, con efectos tanto positivos como negativos, dependiendo de factores como la preparación, el apoyo emocional y la percepción individual del rendimiento. Por lo tanto, se recomienda que los profesores apliquen estrategias para ayudar a los estudiantes a gestionar sus emociones, crear un entorno evaluativo positivo y fomentar una preparación holística que integre las habilidades académicas y el apoyo emocional. En conclusión, la evaluación sumativa en la enseñanza de idioma inglés, resultó estar asociada con una fuerte carga emocional, que puede ser tanto positiva como negativa. Dependiendo del nivel de preparación, apoyo emocional y percepción subjetiva de rendimiento, los estudiantes del idioma inglés se ven obligados a lidiar con un nivel alto de estrés. Por lo tanto, con el fin de reducir el impacto negativo de este factor, los profesores deben emplear una serie de técnicas y estrategias que ayuden a los estudiantes a sobrellevar mejor sus emociones, crear un entorno evaluativo más saludable y promover una preparación integral centrada en la integración de apoyo emocional y habilidades académicas.

Palabras claves: Evaluación sumativa, estados emocionales, miedo, estrés, tranquilidad.

ABSTRACT

This study analyzes the influence of summative assessment on the emotional state of high school students, this part of a literature review of previous studies. The main objective is mainly focused on understanding how summative assessment impacts on students' emotions and thus, on the effectiveness in learning English as a foreign language. Therefore, this research adopts a qualitative approach, in which a bibliographic matrix was used to search and synthesize the respective information from verified academic sources. The results highlighted that summative evaluation is understood as the formal process that measures student learning at the end of an academic period, which can generate negative emotions such as anxiety and stress, due to the high pressure to obtain good results. However, positive emotions, such as relief and satisfaction, were also identified after successful completion of the summative assessment process. This research concludes that summative assessment has a significant emotional impact, with both positive and negative effects, depending on factors such as preparation, emotional support, and individual perception of performance. Therefore, it is recommended that teachers implement strategies to help students manage their emotions, create a positive evaluative environment, and encourage holistic preparation that integrates academic skills and emotional support. In conclusion, summative assessment in English language teaching was found to be associated with a strong emotional charge, which can be both positive and negative. Depending on the level of preparation, emotional support, and subjective perception of performance, English language learners are forced to deal with a high level of stress. Therefore, in order to reduce the negative impact of this factor, teachers should employ a number of techniques and strategies that help students better cope with their emotions, create a healthier assessment environment, and promote comprehensive preparation focused on integrating emotional support and academic skills.

Keywords: Summative assessment, emotional states, fear, stress, tranquility.

CHAPTER I

1. INTRODUCTION

In a globalized world focused on constant improvement in the educational field, assessment is as important a tool as teaching itself, since it makes it possible to know and measure acquired learning and of course academic performance. Summative assessment in particular has been the subject of much research and analysis in many pedagogical disciplines. Following this premise, in English language teaching, summative assessment emerges as an interesting field of research to deepen, clearly focused on correct academic training.

Assessment is interpreted as a very simple way to measure awareness; however, this is not entirely true, the impact of assessment has a deeper focus than just final grades. The purpose of this research is to explore " Summative Assessment in English Teaching and Its Implications for Students' Emotional State".

In this research, we will dive into understanding summative assessment from an epistemological perspective, explore the various emotional states of students during this process, and analyze in detail how the application of summative assessment may impact their emotional well-being.

With specific objectives ranging from the identification of summative assessment and emotional states to the interpretation and description of their influence, this study seeks not only to illuminate the interaction between academic assessment and the emotional aspect of students, but also to offer meaningful contributions to improve educational practices.

1.1 Problem Statement

Summative assessment, used by teachers to measure the knowledge acquired by students at the end of an academic period, plays a very important role in teaching English as a foreign language. However, the application of this assessment generates concern in the students and affects their emotional state of mind. Studies such as Selkomaa (2022), affirms that students may present different moods when taking a summative assessment.

In teaching English as a foreign language, confidence and communication skills are fundamental aspects of learning development. These skills are assessed by the teacher to measure the students' acquired knowledge. However, the presence of a summative test in the classroom can unleash a number of emotions such as fear, stress and even calmness in students, which will influence their academic performance. Ishaq (2020) mentions that when a single exam is administered at the end of the entire school term, almost all students experience nervousness and face the summative assessment with high levels of anxiety. This can lead to a rejection towards learning English, affecting their academic performance and

their motivation to participate in communicative activities, which are essential for English language learning.

In this context, the central problem of this research is how summative assessment influences the emotional state of students and, consequently, their disposition and efficacy in learning English. Therefore, this research aims to analyze the influence of summative assessment on the emotional state of bachillerato students through a literature review in the last five years.

1.2 Problem Formulation

How does summative assessment influence the emotional state of bachillerato students in the last five years?

1.3 Justification

Teaching English as a foreign language faces significant challenges, especially in the area of student assessment. In many cases, summative assessments at the end of the academic term generate high levels of stress and anxiety in students, which negatively impacts their academic performance, self-esteem, and motivation to continue learning. Understanding how summative assessment influences the emotional state of students is critical to creating more effective and supportive learning environments.

Currently, there is a notable lack of research examining the relationship between summative assessment and learners' affective states in the context of English language teaching. This study aims to fill this gap and thus constitutes a relevant and original contribution to the academic community. By exploring this intersection, the research adds valuable insights into how the assessment process can be optimized to promote emotional well-being, which is essential for effective language acquisition.

The findings of this study will benefit many stakeholders. For educators, the research offers evidence-based recommendations for designing and implementing more integrative and supportive assessment strategies. For students, it aims to improve their emotional experience during assessments, which in turn improves overall learning outcomes. In addition, the academic community will better understand the affective dynamics of summative foreign language assessment.

1.4 Objectives

1.4.1 General Objective

To analyze the influence of summative assessment on the emotional state of bachillerato students based on a literature review.

1.4.2 Specific Objectives

- To identify epistemologically the summative assessment and the types of emotional states in students.
- To analyze which are the emotional states of students during the summative assessment process.
- To describe the influence of the application of summative assessment on the emotional state of students.

CHAPTER II

2. THEORETICAL FRAMEWORK

2.1 Emotional education

A conveyor system that runs in the assembly line, where emotional education never comes to an end and connects with the emotionally healthy developmental process and complements intellectual development, the two components of which provide context for the formation of an integral personality (Espoz et al., 2020). Such method nurtures the development in emotional management, assisting learners in coping with the complexities of everyday life and self-regulating the undesirable moods detectable to them. The skills of self-regulation, empathy and resilience developed by emotional education help students manage the emotional challenges posed by summative assessments. LeDoux (1998) points out that the amygdala involved with the emotional responses in our brains can activate stress reactions that could be in an evaluative condition and affect academic performance.

Despite these tendencies, a basis of emotional intelligence (Salovey and Mayer, 1990) would enable the students to control their emotional responses and remain composed during an exam. According to Pekrun (2006), emotions are an essential component of learning [8] and summative assessment causes different types of emotions; such as anxiousness as well as happiness. Accordingly, educators in emotional education cause students to control and realize these emotions in a more adjusted method, providing the condition for an atmosphere to learn, test and evaluation.

2.2 Assessment

Assessment is an essential element of effective teaching and learning that utilizes multiple methods to gather evidence of student learning, direct instruction, and provide actionable feedback. Assessment should not be merely a tool for measuring student performance, but should be a continuous and integrated part of teaching process to improve both teaching and learning (Stiggins, 2005). When teachers capture data about the growth and learning of students, they can use those data to determine how much students know and what they can do, and that in turn informs the pedagogical decisions teachers make to foster students' development and understanding. Thus, assessment is the net that catches what the system is trying to achieve.

2.3 Summative assessment

Summative assessment refers to a type of assessment that formally describes what a learner can do at the end of a time period and evaluates kids against benchmarks, standards, or objectives (Mogboh et al., 2019). This can take various forms, such as exams, portfolios, projects, presentations, or essays, and gives a big picture of students overall learning. Summative assessment typically gives a

numerical score with little to no feedback aiming to assess performance rather than help improve it (Ismail et al., 2022). According to Popham (2017), one must be careful when creating summative assessments to appropriate designs to warrant validity, reliability, and fairness to find if what students have learned can accurately and equitably be evaluated.

However, all of this is fine, but there is an emotional burden attached to many of the formative assessments (and some of the summative assessments) that we use for grading, for program evaluation, for movement into the next grade or program. High-stakes testing contributes additional stress and anxiety that might negatively affect students as a whole (Brookhart, 2013). To counteract these possible adverse effects, it will be necessary to balance summative assessments with formative assessments that will offer continuous feedbacks and guidance. According to Stiggins (2005), assessments that are authentic and comprehensive in design can be used to support the different kinds of needs that each student has regardless of his or her ability. Teachers contribute to a supportive classroom environment when they write and use assessments that are best practices; challenging, fair, and net-friendly assessments give students the opportunity to show what they know, and relieve some of the emotional toll associated with high-stakes assessment.

2.3.1 Advantages of summative assessment

Summative assessments are familiar to everyone and are usually mentioned when highlighting stress and anxiety but they also offer benefits for pupils and teachers. Knowles (2021) As pointed out by Popham (2017), summative assessments offer a structured opportunity to measure student learning, and enable teachers to determine the effectiveness of an instructional program and identify areas in need of adjustment.

Summative assessments can give a clear image of a students learning / success. Summative assessments include tests, projects, and other work done at the end of the year, it gives teachers an idea of what students are doing well and where they need help. It can inform next steps for teaching and offer extra help to learners who may be finding the content challenging.

In addition, summative assessments encourage students to study and work hard. If they know they will be tested on what they learn it will make them take their studies more seriously. Furthermore, high-quality summative assessments can promote critical thinking, problem solving, and creativity. Instead, having summative assessments challenge students to utilize their knowledge and skills differently and more creatively can inspire deeper learning.

However, we should counter that with a healthy dose of formative assessment along with our summative assessments. Organizing information and monitoring progress of the students, these are the two types of assessments one in they can be used are formative and

summative formative check out the students progress over time throughout the learning process and can provide a timely feedback on it. Using formative and summative assessment together can provide a more enhanced and holistic environment.

2.3.2 Disadvantages of summative assessment

Despite all of the above advantages, some disadvantages need to be addressed before considering a summative assessment (Reddy, 2019).

- The main disadvantage of a summative assessment is that the learning process can be challenging, as it focuses on the results after the test, in the presence of obstacles or difficulties. There is no possibility of retrieving the results, which is not an accurate representation when considering learning.
- Since it is a single exam at the end of the whole school session, almost all participants become nervous, noisy and face the summative assessment of anxiety and nervousness.
- In a summative assessment, nothing is done to identify obstacles or difficulties early enough, and instructional problems may not be recognized until they become crucial.
- Re-testing for low-level learners decreases self-confidence and self-esteem. Summative assessment results hurt low-achieving students, whether they are more pronounced for students than for institutions or administrations.
- Teachers may have to spend more time on summative assessments, which cannot increase a person's competence and knowledge.
- It should be established that assessment involves and represents the entire content and teaching of the subject.
- Summative assessments recognize that they have short forms of expression, particularly standardized tests with a series of multiple-choice questions that are automatically graded. It has the greatest disadvantage for students who do not speak the language natively, face cultural differences, have trouble interpreting problems, have physical or learning difficulties, and have low performance due to uncertainty in testing methodologies.

- Summative assessment questions are posed in terms they cannot understand or answer. These factors cannot determine whether or not a student knows the subject matter.

2.3.3 Characteristics of summative assessment

Summative assessments measure student learning at the end of an instructional period; these assessments can also serve a summative function as a formal rating of achievement, and thus can be used to inform grades, promotions, and program evaluation (Popham, 2017). This same author highlights the main characteristics of summative assessment.

- **Standardization:** Summative assessments typically involve standardized tests or other standardized instruments that are administered to a large group of students. This helps to compare across schools and districts.
- **High Stakes:** Summative assessments, especially if used to inform high-stakes decisions, may cause a great degree of stress and anxiety among students. Which worsens their performance badly and also affects their entire life.
- **Outcomes are the focus:** What your end product is knowledge, skills, and abilities.
- **Formative elements:** Tests considered summative are usually used to assess final outcomes, but formative components can be integrated. Teachers can see from the results of a summative assessment that students might require further assistance or instruction in a certain area.

Summative assessment is a wonderful support of a student learning process, but its place is in combination with formative assessment. Through the inclusion of formative alongside summative assessment teachers can formulate a fuller approach and thus a more relatable assessment system that emphasises learning, wellbeing in the future.

2.4 Emotional statement

Learning and motivations are strongly influenced by emotional states. Pekrun (2006) stated that emotions can facilitate or impair academic performance. In fact, positive emotions, such as happiness, curiosity, and optimism, among others, broaden thinking and expand energy. Conversely, negative feelings, such as anxiety, frustration, and boredom, have a negative impact on learning because they can sap motivation.

Certainly, emotional states can have a great impact on language learners. Affective variables, such as aptitude, motivation, self-confidence, anxiety, attitude, ego, and integrative behavior, are vital aspects of the language learning process, according to Gardner (2004). Positive emotions will motivate learners towards learning, engagement in learning, risk-taking and perseverance.

Awareness of how and what emotions the students currently learning English feel is important to teaching and assessing our students. While summative assessments are necessary, teachers can build a positive learning environment in their classrooms so that students can nurture and develop positive attitudes toward language learning and subsequently lower their anxiety toward summative assessments too.

2.5 Summative Assessment in English Teaching

The meaning of summative assessment marks the end of a learning cycle and serves as a benchmark for the teacher to measure the achievement of specific objectives. Unlike formative assessment, summative assessment is mainly focused on certifying the knowledge and skills acquired during the English course. As Brown (2004) says, summative assessment is defined as a process of making decisions about the degree to which students have achieved certain criteria. However, the impact of summative assessment influences students' perceptions in a positive or negative way, depending on the grade obtained, and therefore has an impact on their emotional state.

Summative assessments can take different forms such as written tests, oral presentations, essays or standardized tests. They provide valuable information to evaluators about the effectiveness of instruction and the level students have achieved at the end of the course. According Richards y Renandya (2020) notes that summative assessment provides a greater focus on what the student needs to improve and provides a starting point to begin a new cycle, taking into account the student's strengths and weaknesses.

Although summative assessment can be a useful tool for measuring a student's knowledge and performance, its impact on the motivation of most students is nowadays a matter of debate. According to Fox (2019) students who take summative assessments without proper feedback tend to experience demotivation and anxiety about learning the English language, but on the other hand summative assessments in which students receive proper feedback demonstrate greater motivation and willingness to learn the English language.

A key element in summative assessment that teachers can rely on is feedback, as according to Carless (2019), effective feedback should be constructive, specific, and provide clear guidance to the student on how to improve. In the context of English language learning, this can refer to details of how to improve in grammar, vocabulary, idea organization, and pronunciation. When students are given good feedback, students improve their academic performance as well as a more positive attitude towards English language learning.

Finally, for summative assessment to be truly meaningful, it is important for teachers to consider both the positive and negative impact it can create on the student. According to Brookhart (2019), the implementation of meaningful strategies such as the combination of formative and summative assessments, coupled with the application of appropriate positive

feedback, can reduce anxiety and foster a positive and balanced English language experience for students.

2.6 Emotional statements in the classroom

Emotions in the classroom play an important role in the learning process. Goetz et al., (2003) mentions that the emotions that are generated in educational aspects are called academic emotions. These can be reflected when there are academic interventions such as lesson development, solving assessments, performing individual tasks, group learning, tutoring with the teacher, among others. These emotions can range from happiness to stress. Richards (2022) mentions that there are negative emotions that can demotivate learners when they feel frustration and disappointment in not achieving their goals, which can lead them to lose confidence in their ability to succeed and discourage them from investing more time and effort in language learning. In addition, she mentions some negative emotional states observed in the classroom. Fear of being laughed at by their peers.

- Fear of being negatively evaluated by teachers.
- Fear of embarrassment.
- Concern that others in the class may be more competent.
- Reluctance to perform in front of peers.
- Frustration over lack of vocabulary and grammar.
- Frustration at not being able to use correct pronunciation.
- Frustration at not being able to express what they wanted to say.
- Concern that they did not understand the teacher's instructions and explanations.

All these previously mentioned emotional states can generate in students a blockage or displeasure when learning a language such as English.

2.7 Assessment and students' emotional state

When a student hears the word "Evaluation", it significantly affects their emotional state. This generates different emotions in them, leading to different academic and psychological results. In a recent study they mention that evaluations are an important source of academic stress in students (Otero-et al., 2020). Another variant of student stress in learning assessment is the fear of failing (Vélez et al., 2023).

However, positive emotions also appear during the evaluation, emotions such as tranquility, happiness, pride, among others, when completing a question with ease (Schutz & Pekrun, 2007). This is due to a classification, where students with a fixed mindset may experience higher levels of anxiety and frustration towards assessments, in contrast to those with a growth mindset, who tend to see assessments as opportunities for learning and development (Dweck, 2006).

Similarly, Mayer & Salovey (1997), emphasize that the ability to manage and regulate emotions is important for coping effectively with assessments, which can mitigate the negative impact of academic stress on students' emotional well-being.

2.7.1 Happiness

Students can be benefitted from some positive emotions e.g. happiness as it can give a boost to their motivation and engagement and overall well-being. Positive emotions, according to Fredrickson (2001), opens up a person's mindset and develops their resources to deal with stress and adverse situations.

Across assessments, positive emotions such as happiness and satisfaction can improve self-efficacy and motivation in students. According to Pekrun (2006), positive emotions may promote effort effortful, persistence and development of growth mindset which is significant for academic achievement.

Although many high-stakes assessments tend to incite stress, it is still possible to design assessments that invoke positive emotions. This is just one way to bring more joy and creativity into our classrooms and an example of how to provide authentic and meaningful tasks for your students to work on, like project-based learning. Providing timely, constructive feedback also helps in enhancing student confidence and motivation.

Emphasizing the bright side of assessment, the chance to show learning and gain validation, could help students shift their perspective towards evaluation in a more positive direction, educators say.

2.7.2 Tranquility

Tranquility is a state of calm and peace, it implies the absence of worry and stress, which allows for emotional balance. Vejar & Avila (2020) mention that positive emotional states such as happiness provoke tranquility in students in the face of a successful evaluation. This allows the student to be free of worries or stress that affect their academic performance.

Calmness, or a sense of tranquility, is crucial to the best performance of the mind and best emotional health. The flow state, a term coined by Csikszentmihalyi (1990), can be described as when a person is completely immersed in an activity with the feel of losing track of time which calms the mind and brings a sense of well-being. Flow Helps Students Through Assessment Making them More Motivated, Engaged, and Successful.

Educators might create an environment that is positive and encouraging to promote calm during assessment. It includes setting clear expectations, giving feedback on time and at the right time and avoiding undue stress. As explained by Dweck (2006), a growth mindset encourages students to see challenges as chances to learn and grow! A growth mindset

encourages students to come to assessments with more excitement and curiosity than fear and anxiety.

2.7.3 Fear

Fear in a sense of assessment can be expressed as test anxiety, performance anxiety, and a general fear of failure. According to Zeidner, Roberts, and Matthews (1998), test anxiety is characterized by feelings of tension, apprehension, and anxiety that can hinder students from performing best on tests.

Many elements can lead to the test anxiety, among them negative previous experiences, unrealistic expectations, and insufficient preparation. According to Spielberger (1983), test anxiety is comprised of two parts: cognitive anxiety and somatic anxiety. There are two types of anxiety in sport: cognitive anxiety which is defined as the negative thoughts and worries about performance and somatic anxiety/symptoms which includes sweating, rapid heart rate and muscle tension amongst other factors.

2.7.4 Stress

Stress from defeat can affect students' emotional well-being and academic performance. Stress, according to McGrath (2007), is a feeling of mental agitation or confusion due to an uncomfortable or difficult situation, which produces anxiety and to which students respond negatively as anxiety, frustration or fear of failure.

Stress is related to summative assessment as having significant adverse effects on student performance. According to Perkun (2019), stress caused by summative assessment can reduce a student's ability to be interested in further learning and can also impact memory and problem solving. In addition, late-term stress can lead to serious mental health problems, such as depression or generalized anxiety, creating low performance in the student's overall well-being.

Stress and the interactive model of stress, we know that stress is a transaction for Lazarus and Folkman (1984). In relation to an assessment, students may experience stress, always depending on their evaluation of the situation, a direct reminder of how they should cope with it and as a constant reminder of who they believe should control its outcome.

There are many ways in which educators can improve the effects of stress on student learning:

- Create an environment that facilitates student learning: such as a positive, predictable and structured classroom climate; an educator should also strive to have clear and consistent expectations; timely, specific and actionable feedback.

- Various assessment methods: This combination of formative and summative assessment allows for practice with feedback that eases test anxiety.
- Stress management Similarly, this time of year typically brings a lot of stress to the school calendar as a result of tests, essays, and reports; it's another thing to deal with.
- Fostering a growth mindset: Students could be guided to view challenges not as negative indications of their worth compared to others, but instead could be taught to view them as opportunities for growth.
- Stress management techniques for students: Topics for teacher development: By learning to identify stressors and use techniques that can help mitigate them, teachers can prepare their students for the development of resilience and self-regulation skills, which will be useful in the academic environment.

CHAPTER III

3. METODOLOGY

3.1 Approach

The research was conducted with a qualitative approach. Because it explored and understood the meaning that participants attribute to a social or human problem (Creswell, J. W., & Creswell, J. D., 2017)). According to Creswell this approach helps the researcher to enter into the experience and perception of the participants.

3.2 Research modality

This research adopted the documentary modality, because it focused on the collection and analysis of existing records to obtain relevant information on the subject. Likewise, it has a field modality, since it implied a data collection directly in the place where the problem occurs.

3.3 Level or type of research

The type of research was bibliographic because it sought to collect and analyze existing information for the purpose of substantiating a topic that has already been researched (Creswell, J. W., & Creswell, J. D., 2017). This allowed to affirm analyses and arguments on a consolidated theoretical basis.

3.4 Study population

This study is bibliographic research. Therefore, it does not involve a study population.

3.5 Sample size

This study is a bibliographic research. Therefore, it does not imply a sample size, since at no time are they mentioned, nor do they participate directly in the process of this research.

3.6 Data collection techniques and instruments

3.6.1. Bibliographic analysis

To carry out this study, the bibliographic analysis technique was used, since Zorilla (2021) mentions that this is a research technique that allows studying what has been previously written and published on a given topic. For this reason, a bibliographic matrix was used, as mentioned by Gallay (2023), this is a list of data that refers to the sources of information used in a book, an article or a journal, among other reading materials, as well as a list that presents a summary of the main ideas extracted from a source of information.

The data collection process followed a systematic methodology to ensure relevance.

The first step was to establish clear inclusion and exclusion criteria to guide the selection of sources. Inclusion criteria were:

- Scholarly articles, books, and journals published between 2019 and 2024.
- Sources that specifically addressed summative assessment, emotional states in educational contexts, and English language teaching.
- Peer-reviewed publications and reliable academic sources

Consequently, the databases and search terms were selected:

The search was performed in recognized academic databases, such as Google Scholar, Scielo, Scopus and ProQuest. To optimize the search, keywords and Boolean operators were used. For example: “summative assessment”, ‘emotional states’, ‘English language teaching’, ‘educational assessment’. “summative assessment AND emotional states” OR ‘English language teaching AND assessment’.

As a third step, a bibliographic matrix was used to organize and synthesize the information from the selected sources (Galley, 2023). Each entry in the matrix comprised the following components:

- Complete references: Author, date of publication, type of document, title.
- Summary of main ideas: Here the most important findings such as theories, etc. were highlighted.

As a fourth step, sources were evaluated and selected based on their reliability, relevance and alignment with the research objectives. This step ensured that only high quality and credible sources were included in the analysis.

The last step was to categorize the selected sources thematically to facilitate the analysis. Categories included the impact of summative assessment on emotional states, strategies to mitigate stress and anxiety, and best practices in English language teaching.

CHAPTER IV.

4. RESULTS AND DISCUSSION

This chapter presents the results of the research whose main objective was to analyze the influence of summative assessment on the emotional state of bachillerato students based on a literature review in the last five years. For this reason, a technique was applied with its respective instrument that allowed the collection of information, which was: bibliographic analysis and bibliographic matrix. This technique and instrument allowed the collection of the information required to respond to the three specific objectives established. The first objective was oriented to identify epistemologically the summative evaluation and the types of emotional states in the students. The second objective was to analyze the emotional states of students during the summative evaluation process. Finally, the third objective was orientated to describe the influence of the application of the summative evaluation on the emotional state of the students. After applying the instrument to collect the information, the data were processed, interpreted and analyzed according to the theories that support this research. In addition, they were connected with the objectives of the study. The results obtained are presented below.

4.1 Results of Bibliographic Matrix

This section presents the results obtained from a bibliographic analysis of different academic sources related to the research topic “Summative Assessment in English Teaching and Its Implications for Students' Emotional State”. The data were compiled and analyzed with the help of a bibliographic matrix, in order to organize and synthesize the most relevant data that address this topic. The results are organized according to the specific objectives.

Firstly, according to the specific objective number one “To epistemologically identify summative assessment and types of emotional states in students”. The results define summative assessment as a procedure where the student formally describes what they can do at the end of a period of time (Mogboh, 2019). These can take the form of projects, essays, presentations, and, most commonly, exams. This being a highly demanding task for students. The same that can provoke different emotional states in students such as stress and anxiety (Brookhart, 2013). This result agrees with previous evidence that summative assessment is associated with anxiety and stress because it generates emotional well-being problems and a greater sense of high stakes (Harlen & Deakin Crick 2003; Pekrun, 2002). On the other hand, Vejar & Avila (2020) in their research emphasize emotional states such as happiness and tranquility that occur at the end of a successful evaluation process. According to the epistemological analysis, the summative evaluation prioritizes the final results of a certain period of time, which consequently demands a greater effort as it is a highly demanding task for students. The same that can generate different negative emotional states such as stress or

anxiety due to the expectation of the exam, but also positive emotional states such as happiness and tranquility to have completed the evaluation process in a satisfactory manner.

Secondly, according to the specific objective number two “To analyze what are the emotional states of students during the summative evaluation process”. Several studies indicate that students experience high levels of anxiety during summative assessment processes fostering a stressful environment because it generates emotional well-being issues and a heightened sense of high stakes (Harlen & Deakin Crick, 2003; Broadfoot, 2007). Thus the emotional states that students present in the assessment process can affect their emotional health. Research findings indicate that the initiation of a summative assessment process can provoke anxiety and even emotional triggering due to the anticipation of the results (Pekrun et al., 2002; Cassady & Johnson, 2002). However, Zeidner, 1998; McDonald, 2001, stress the importance of good pre-test emotional preparation to reduce stress and improve readiness for the assessment. In addition, proper emotional management can help decrease the debilitating effect of anxiety on academic performance (Spielberger and Vagg, 1995). Thus, research reveals that the beginning of the summative assessment often generates anxiety and emotional tension due to the anticipation of the results. However, adequate emotional preparation before the exam can reduce stress, improve readiness and mitigate the negative impact of anxiety on academic performance. On the other hand, once students focus on the questions and application of their knowledge, the emotional state slightly decreases their anxiety levels, facilitating a more favorable emotional balance (Putwain and Daly, 2014; Segool et al., 2013). As the student completes the evaluation process, the feeling of relief and calm after completing a task as stressful as a final exam can be based on the perception of performance (Zeidner, 1998; McDonald, 2001). Thus, the emotional states experienced by students during the summative assessment process are varied and complex, ranging from anxiety to relief. Although most students report that anticipation and fear predominate before and during the assessment (Cassady & Johnson, 2002), they also acknowledge that adequate preparation can mitigate these negative states (Zeidner, 1998). In addition, positive feelings such as relief after completing an exam can enhance emotional well-being, suggesting that the impact of summative assessment is not unidimensional, but depends on factors such as preparation, emotional support, and individual perceptions of performance (Putwain & Daly, 2014).

Finally, according to the third specific objective “To describe the influence of the application of summative assessment on the emotional state of students”. It has been shown that the use of summative assessments has a significant impact on the emotional state of students. Such is the study by Harlen (2006), where he highlights that the pressure associated with this type of assessment can cause anxiety and stress, especially when students feel that their grades will determine their academic future. Similarly, Zaidner (1998) found that high levels of anxiety can lead to a decrease in self-esteem, particularly in those students who do not achieve the expected results; on the other hand, at the time of the completion of the evaluation, students show a higher level of satisfaction and happiness after completing the task that generated anxiety and stress for them McDonal (2001). In summary, the studies analyzed show that summative assessment can trigger a series of negative emotional

responses, such as anxiety and decreased self-esteem, which affect students' overall well-being (Harlen, 2006; Zeidner, 1998; Putwain, 2008). In addition, it generates in students the need to finish the exam as soon as possible in order to feel relief from a very demanding task for them.

In summary, summative assessment has a significant and unclear impact on students' emotional states. On the one hand, it is associated with negative emotions such as anxiety and stress due to the pressure to perform well, which can affect their emotional well-being and self-esteem (Harlen, 2006; Zeidner, 1998). However, it can also generate positive emotions such as relief and satisfaction upon successful completion of the evaluative process (Putwain & Daly, 2014; Vejar & Avila, 2020). These results suggest that, although summative evaluation is perceived as a highly demanding task, its emotional impact is not unidimensional; it depends on factors such as preparation, emotional support, and individual perception of performance (Brookhart, 2013; Cassady & Johnson, 2002).

4.2 Discussion

Findings from the literature reveal that summative assessment being an important tool in formal assessments, they demonstrate what students are capable of doing at the end of a term or academic period (Mogboh, 2019). This can provoke different types of affective responses in students due to the stress and high expectations involved in this type of assessment. In the Brookhart, 2013 study, negative emotions such as stress and anxiety were recognized. This coincides with studies in which summative assessment causes emotional well-being problems and an increased sense of high demand (Harlen & Deakin Crick, 2003; Pekrun, 2002). Moreover, in the evaluation process, along with negative emotional states such as anxiety and uncertainty, some positive feelings, such as happiness and calmness, were also documented.

These results are consistent with previous research suggesting that summative assessment significantly affects students' emotions. Harlen and Deakin Crick (2003) and Broadfoot (2007) emphasize that these types of assessments often induce high levels of anxiety due to performance expectations, which promotes an environment of academic pressure. Similarly, Pekrun et al. (2002) and Cassady and Johnson (2002) point out that test anxiety is a common experience among students. However, some students manage to generate positive emotions that mitigate the adverse effects of test anxiety. On the other hand, Zeidner (1998) and McDonald (2001) argue that adequate emotional preparation can neutralize the negative effects of summative assessment. This preparation improves students' readiness and performance on these tests, demonstrating the potential of effective emotion management to improve performance.

According to the results obtained, summative assessment has two main emotional effects on students. The first involves negative feelings driven by anxiety and stress, which can impair emotional well-being and self-esteem (Harlen, 2006; Zeidner, 1998). The other

encompasses feelings of relief and satisfaction upon successful completion of an assessment itself (Putwain & Daly, 2014), indicating that this emotional impact varies according to students' individual experiences and perceptions of their performance. Therefore, the assessment process is complex and does not lead to a singular emotional reaction, as it is contextual and dependent on personal factors.

The impact of these findings is fundamental for both educators and the students under their supervision. It is essential that teachers take into account the emotional processes that can be triggered by summative assessments. To address this, new emotional support strategies and additional guidance should be implemented to provide students with tools to effectively cope with test-related stress and anxiety. In addition, it is now essential to promote a healthy and supportive environment to ensure that students feel safe and are adequately prepared, thus reducing the negative effects of the assessment process.

For the development of this research we have relied on literature reviews, i.e. the results rely on secondary sources. Therefore, future research could obtain primary data through surveys or interviews with students to obtain details about the emotional impacts of the summative assessment process. In addition, given that the results indicate a mixed emotional impact of summative assessment, future research could identify how individual student characteristics, such as academic preparation and coping strategies, influence their emotional responses. Finally, it would also be valuable to explore interventions that could be used to buffer stress or enhance emotional well-being in academic assessment contexts.

CHAPTER V.

5. CONCLUSIONS AND RECOMMENDATIONS

5.1 CONCLUSIONS

- Summative assessment and types of students' emotional states were presented epistemologically. Thus, it is understood that summative assessment is a demanding process that is likely to produce both negative and positive experiences in students learning a new language. Anxiety and stress, the negative emotions that are commonly manifested. However, satisfaction and relief at completing the test with success and perseverance are also emotional memories, suggesting that the emotional impact is not one-dimensional.
- The emotional states of the students during the summative evaluation process were analyzed. As a result, students experience a variety of emotional states during summative assessment. The anticipation of the results provokes anxiety and stress, while, once the evaluation is over, many experience feelings of relief and satisfaction, depending on their preparation and perception of the results obtained. This phenomenon demonstrates that the emotional impact of summative assessment depends on a variety of personal and contextual factors.
- The influence of summative evaluation on the emotional state of students was described. It was concluded that summative assessment has a considerable impact on students' self-esteem, especially in those who fail to achieve the expected results. High expectations and pressure to achieve good results can negatively affect their emotional well-being, although relief and satisfaction after completing the assessment contribute to the improvement of their emotional state.

5.2 RECOMMENDATIONS

- Emotional management strategies for students are recommended: for teachers to implement educational strategies for students to manage stress and anxiety before and during an assessment cycle. Specifically, educators should revisit time-focused relaxation techniques, preparation before, and interactive skills to minimize the negative impact of summative assessment on students' emotional well-being.
- Build a positive and comforting evaluative environment: educators should create a safe and caring environment where students feel they are ready. The environment should be neutral on emotion and contribute to a positive attitude in students prior to a summative assessment, generating more confidence and less anxiety.
- Encourage holistic preparation of students: educational interventions will require a focus not only on academics but also on emotional skills that will generate greater resilience among students when facing assessment challenges. This can be achieved by training students in self-confidence and encouraging coping techniques on the part of students from beginning to end of the process.

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ANEXXES

Bibliographic matrix					
Title	Author	Date of publication	Type of source	Main ideas	Abstract
Academic self-efficacy: from educational theory to instructional practice	Artino, A.	2012	Journal article	Examines how academic self-efficacy influences student learning and performance. Highlights the importance of students' beliefs in their ability to succeed and how this impacts emotional states during assessment.	The article explores the theoretical basis of self-efficacy in education and its practical applications in instructional design. It outlines ways in which teachers can enhance self-efficacy to improve student outcomes and reduce anxiety during assessments.
An introduction to assessment	Broadfoot, P.	2007	Book	Provides an overview of different types of assessment, including summative assessment, and discusses their purposes and impacts on learners. Considers the emotional and psychological implications of assessment practices.	This book presents a comprehensive guide to understanding educational assessment, its purposes, and implications. It delves into how summative assessment can influence students' motivation and emotional state, emphasizing the need for balanced approaches.
How to give effective feedback to your students	Brookhart, S. M.	2017	Book	Focuses on the significance of feedback in educational contexts and its effects on student motivation and emotional response. Links feedback practices to assessment methods.	Brookhart's work discusses practical strategies for delivering effective feedback that supports learning. It highlights how appropriate feedback can mitigate negative emotional responses to summative assessments and foster a supportive learning environment.
Inside the black box: Raising standards through classroom assessment	Black, P., & Wiliam, D.	2010	Journal article	Argues for the importance of formative assessment and its positive impact on student achievement compared to summative assessment.	The article reviews evidence supporting the effectiveness of formative assessment and contrasts it with summative practices. It underscores the influence of assessment

				Discusses how classroom assessment practices can shape students' emotional states.	types on student stress and emotional well-being, advocating for balanced use.
Explanatory Style	Buchanan, G., Seligman, M., & Seligman, M.	1995	Book	Introduces the concept of explanatory style and its relation to emotional resilience. Explores how students' interpretations of assessment outcomes affect their emotional state.	This book details how explanatory styles influence individuals' reactions to success and failure. It applies psychological insights to educational settings, demonstrating how these styles impact students' emotional responses to assessments, including summative ones.
Emotional state classification: an additional step in emotion classification through face detection	Cadayona, A., Cerilla, N., Jurilla, D., Balan, A., & Goma, J.	2019	Conference paper	Discusses methods for classifying emotional states through facial recognition technology, relevant for analyzing students' emotional reactions during assessments.	The paper presents an innovative approach to emotion classification using facial detection technology. It is relevant for understanding how students' emotional states can be monitored during testing, contributing to the broader study of assessment impact on emotions.
Ansiedad ante los exámenes en los estudiantes del Centro Preuniversitario-UNMSM ciclo 2012-I	Chacaltana, H., & Zamora, J.	2014	Journal article	Investigates test anxiety among students and its implications for performance and well-being. Provides insights into the emotional challenges faced during summative assessments.	This study explores the prevalence of exam anxiety and its impact on pre-university students. It highlights contributing factors to anxiety and offers recommendations for educational practices to reduce stress in assessment situations.
Anxiety in schools: The causes, consequences, and solutions for academic anxieties	Cassady, J.	2010	Book	Explores the causes of academic anxiety, particularly during high-stakes testing like summative assessments. Proposes strategies to alleviate its effects on students.	Cassady examines the roots and impacts of academic anxiety, emphasizing the role of assessments. The book outlines solutions for educators to mitigate these anxieties, focusing on creating a supportive classroom environment to help students manage stress.

El estrés ante los exámenes en los estudiantes universitarios: Propuesta de intervención	Hernández, J., Parra, J., & Segura, S.	2011	Journal Article	Examines the stress experienced by university students during exams and suggests intervention strategies.	The study focuses on the academic stress that university students face during exams and proposes interventions to reduce anxiety. It aligns with findings that emotional preparation and stress management techniques can improve students' experiences with summative assessments.
Exploring Summative Assessment and Effects: Primary to Higher Education	Ishaq, K., Rana, A., & Zin, N.	2020	Journal Article	Investigates the effects of summative assessments across various educational levels.	This research looks at the impact of summative assessments from primary to higher education, identifying significant emotional and cognitive effects on students. It discusses how assessments can induce stress and anxiety, which may hinder students' overall performance and mental health.
Formative vs. summative assessment: Impacts on academic motivation, attitude toward learning, test anxiety, and self-regulation skill	Ismail, S., Rahul, D., Patra, I., & Rezvani, E.	2022	Journal Article	Compares formative and summative assessments and their effects on students' emotional and academic outcomes.	This study compares formative and summative assessments, highlighting how summative assessments tend to increase test anxiety and reduce motivation, while formative assessments promote engagement, self-regulation, and positive attitudes toward learning.
The prevalence and effects of test anxiety in school children	McDonald, A. S.	2001	Journal Article	Investigates the prevalence and effects of test anxiety in school-aged children.	This article explores the widespread nature of test anxiety among students and its impact on academic performance. The findings highlight how fear and stress during assessments can negatively affect students' emotional well-being, which aligns with the themes of your thesis.
¿Qué es la investigación descriptiva?	Muguira, A.	2023	Online Article	Defines and discusses descriptive research methodology.	Muguira provides an overview of descriptive research, explaining how it is used to observe and analyze variables

					such as emotional states. This is important for your study as it provides insight into how qualitative research methods, like observations, can capture students' emotional responses.
Academic emotions in students' self-regulated learning and achievement: A program of qualitative and quantitative research	Pekrun, R., Goetz, T., Titz, W., & Perry, R. P.	2002	Journal Article	Investigates the role of academic emotions in self-regulated learning and achievement.	This study explores the impact of emotions like anxiety, joy, and frustration on students' self-regulation and academic outcomes. It suggests that emotional states significantly affect how students perform and learn, supporting the idea that emotional experiences in assessments must be considered in educational research.
Summative evaluation advantages and disadvantages	Reddy, K.	2019	Online Article	Outlines the pros and cons of summative evaluation.	This article discusses both the advantages and disadvantages of summative evaluations. It highlights how summative assessment is often seen as stressful and anxiety-inducing, thus linking to the emotional impacts discussed in your thesis.
La evaluación sumativa y el estado emocional en los octavos grados de educación general básica en la Unidad Educativa "Benjamin Araujo"	Reyes, I.	2016	Bachelor's Thesis	Investigates the relationship between summative evaluation and emotional states in 8th-grade students.	This thesis studies how summative assessments affect the emotional states of 8th-grade students. The findings may provide direct insight into the emotional implications of summative assessment, supporting your thesis' focus on emotional well-being during assessments.
The Relationship Between Students' Experience with Summative Assessment, Emotional Regulation, and Trait Self-Esteem	Selkoma, S.	2022	Master's Thesis	Explores the relationship between summative assessments, emotional regulation, and self-esteem.	Selkoma's thesis investigates how students' experiences with summative assessments influence their emotional regulation and self-esteem, which are critical components of emotional well-

					being. This research directly aligns with your thesis topic and findings.
Dimensions of test anxiety: Relations to ways of coping with pre-exam anxiety and uncertainty	Stöber, J.	2004	Journal Article	Explores various dimensions of test anxiety and how students cope with anxiety before exams.	Stöber's study provides valuable insights into the emotional dimensions of test anxiety and students' coping mechanisms, which are crucial for understanding the emotional consequences of summative assessments.
Ansiedad ante los exámenes moderada por la participación en actividades físicas y deportivas	Torrecillas, J., & Segura, C.	2017	Journal Article	Investigates how physical and sports activities can moderate exam-related anxiety.	This article examines how physical activity can reduce anxiety in students before exams, a relevant topic for exploring how emotional regulation can affect responses to summative assessments.
Test anxiety: The state of the art	Zeidner, M.	1998	Book	Provides a comprehensive overview of test anxiety research.	Zeidner's work is a key source for understanding test anxiety, summarizing various studies and theories. This book provides valuable context for your research on the emotional impact of summative assessment.
The association between academic stress and test anxiety in college students: The mediating role of regulatory emotional self-efficacy and the moderating role of parental expectations	Zheng, G., Zhang, Q., & Ran, G.	2023	Journal Article	Investigates the relationship between academic stress and test anxiety, considering emotional regulation and parental expectations.	Zheng et al.'s study explores how academic stress and test anxiety are influenced by emotional self-regulation and parental expectations. This is directly relevant to understanding the emotional challenges students face during summative assessments.

