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Thesis:

"TEACHERS' PERCEPTIONS AND STUDENTS' PERCEPTIONS OF ENGLISH LANGUAGE ASSESSMENT –RESEARCH CONDUCTED AT SEEU LANGUAGE CENTER"

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Teza:

"PERCEPTIMET E MESIMDHENESVE DHE PERCEPTIMET E STUDENTEVE NE VLERESIMIN E GJUHES ANGLEZE"

Теза:

"ПРЕЦЕПЦИИ НА НАСТАВНИЦИ И ПЕРЦЕПЦИИ НА УЧЕНИЦИ ВО ОЦЕНУВАЕ НА АНГЛИСКИ JAЗИК"

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„Children are not trained for what I'm trying to get them to do. If you invest time in this process it will return with great results, that process makes students more independent in the way how they learn and how they can become responsible for their learning. "

(Black, et al.,2003 , p.52)

Abstract

The assessment should relate to the development of all aspects of the student's personality and in that case, it has the formative function. That means frequent and interactive students` assessment, understanding students` learning needs as well as adopting teaching methods according to student`s abilities and needs. The best assessment is when final grade – decision is made by the student and the teacher in public and transparently (students participate in self-assessment and self-evaluation of their work). In addition to this there is a need of objective assessment and realizing the level of achievements by the student himself.

The assessment process shouldn`t be based on measuring the quantity of knowledge or lack of knowledge, in contrary it should take in consideration the previous activities, constant following, measuring, the student`s interest and relation towards the tasks and etc. This is the way how to build moral personality in a student. Relating to this fact, students should be correctly involved in the process of assessing their own work as well as the assessment of their mates' work. With students` involvement in assessment and self-assessment of their work we develop the students` democracy at school, we make the school environment more comfortable especially the relation between the student-teacher, and the most important of all is to develop positive attitudes, willing and personality in students and teachers too.

Key words: *formative assessment, teaching foreign language, self-assessment*

Parathënie

Vlerësimi ka të bëjë me zhvillimin e të gjitha aspekteve të personalitetit të nxënësve dhe në këtë rast ka funksionin formativ. Kjo nënkupton vlerësimin e rregullt dhe interaktiv të nxënësit, të kuptuarit e nevojave të të mësuarit të nxënësit gjithashtu edhe përfshirjen e metodave të të mesuarit në bazë të aftësive dhe nevojave të nxënësve. Vleresimi më i mirë është kur nota përfundimtare-vendimi është bërë nga nxënësi dhe mësuesi në publik dhe në mënyrë transparente (nxënësit marrin pjesë në vetëvleresimin e punës së tyre). Vec kësaj është e nevojshme një vlerësim objektiv duke realizuar nivelin e vlerësimit nga vet nxënësi.

Procesi i vlerësimit nuk duhet bazohet në vlerësimin e kuantitetit të njohurisë ose mungesa e njohurisë, përkundrazi duhen të merren parasysh aktivitetet e mëparshme, ndjekja e vazhdueshme, vlerësimi, interesi i nxënësit dhe lidhja ndaj punës etj. Kjo është mënyra se si krijohet personaliteti i moralit te nxënësi. Duke u bazuar në këtë fakt, nxënësit duhet të përfshihen në mënyrë korrekte në procesin e vlerësimit të punës së tyre gjithashtu edhe në vlerësimin e punës së shokëve të tyre. Me përfshirjen e nxënësve në vlrerësimin e punës së tyre, ne zhvillojmë demokracinë e nxënësve në shkollë, ne e bëjme ambientin shkollor më të rehatshëm në vecanti lidhjen mes nxënësit-mësuesit dhe më e rëndësishme prej të gjithave është të zhvillohet qëndrimi pozitiv, vullneti dhe personaliteti te nxënësit dhe mësuesit gjithashtu.

Fjalët kyce: vlerësimi formativ, të mësuarit e gjuhës së huaj, vetëvleresimi

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1.1 Assessment of student achievements

Globalization and the challenges of the 21st century, have led to a consensus on competencies of young people that need to develop today in the educational system, for being an active citizen in society.As frequently asked objectives, to which the young man should strive to acquire the skills and motivation for lifelong learning in different areas as encouraging criticism, creativity and flexibility of thought among students, developing communication skills using technology, creating awareness and self-care and environment for sustainable development, developing life and professional skills and so on.

Declarative, the concept is based on cognitive - constructivist theories of learning and teaching.

Constructivist view of these theories concerning the way students learn in school and the same is considered equally important, even more important than how the teacher taught knowledge (teaching). The way that students learn is responsible for the result, that is what eventually recognized as a change in the student. Shift of emphasis from teaching (what the teacher makes the class) to learning (student activity class) throws a new light in modern teaching. Confirming the opinion that education is not sufficient innovation curricula, but also need changes pertaining to the essence of the school.(Dhindsa, Omar, and Waldrip, 2007). Constructivism focuses on the construction of knowledge and not of a repetition of knowledge. It is a belief that a person creates their knowledge based on their own experience and the mental structures and beliefs that are used to interpret the objects and events. Our view of the outside world is different from the others because of our own experiences that are gained.

The curriculum that is now being used in the educational system in Republic of Macedonia is still a mixture of traditional teaching methods and receptive-modern interactive approaches.

The biggest mismatch of goals and practice is when it comes to assessing which is the most powerful means of defining the content and the way they are taught.

1.2. What is assessment?

Various definitions of assessment and the role it plays in teaching and learning: Assessment involves the use of empirical data on student learning to refine programs and improve student learning. (Assessing Academic Programs in Higher Education by Allen 2004)

Assessment is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences; the process culminates when assessment results are used to improve subsequent learning. (Learner-Centered Assessment on College Campuses: shifting the focus from teaching to learning by Huba and Freed 2000)

Assessment is the systematic basis for making inferences about the learning and development of students. It is the process of defining, selecting, designing, collecting, analyzing, interpreting, and using information to increase students' learning and development. (Assessing Student Learning and Development: A Guide to the Principles, Goals, and Methods of Determining College Outcomes by Erwin 1991). Assessment is the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development. (Assessment Essentials: planning, implementing, and improving assessment in higher education by Palomba and Banta 1999).

Assessment, defined as "a systematic process for gathering data about student achievement", is an essential component of teaching (Dhindsa, Omar, & Waldrip, 2007, p. 1261). As Struyven, Dochy, and Janssens (2005) argue, the impact of assessment is significantly observable on students' performance. The way students approach learning determines the way they think about classroom assignments and tests (Struyven et al., 2005). Recent studies

advocate for including students in the process of developing assessment tools because, as Falchikove (2004) states, student involvement in peer assessment adds more value to the learning process.

Dhindsa, Omar, and Waldrip (2007) note that examining students' perceptions of assessment, stimulates students to develop an authentic and realistic assessment approach that "rewards genuine effort and in depth learning rather than measuring luck" (p. 1262). Thus, in order to support this concept, studies suggest that students should be held responsible for their learning, for the sake of this study, including their perceptions of assessment seems to hold promise.

Assessment in education is the product of the 20th century. Michael Scriven (1967) proposes the use of "formative and summative" assessment in order to make the distinction between the roles of evaluation. Hence, assessment is perceived to serve two different purposes (Scriven, 1967, p. 41): informative, to improve instruction, and, summative to measure students' achievement. The use of assessment to classify, predict, and sort has also changed to advance the process of teaching and learning in addition to accountability purposes (Gordon, 2008). Aligning with other authors, Pellegrino and Goldman (2008), and Shepard (2000) suggest ways that classroom assessment can be improved in order to increase learning, such as the content and the characteristics of assessment, utilization of assessment results, and integration of assessment as a course in teacher education programs.

Because assessment significantly affects students' approach to learning, assessment paradigms have shifted from "testing learning of students to assessing for students learning" (Birenbaum & Feidman, 1998, p. 92). Recent assessment approaches are attempting to increase the correspondence between what students need to learn and what is expected for them to know once they finish their studies (Gulikers et al., 2006).

The question remains whether students are taught so that they can excel on a test or whether they are taught to construct meaning that will sustain in the long term. As Dhindsa et al. (2007) summarize, teachers "sacrifice learning for drilling students in the things that they will be held accountable" (p. 1262). This claim needs to be treated carefully because the

accountability of teachers for the long-term and short-term may vary. Thus, this study sheds light on the extent to which the daily lessons and assessment approaches help students apply the concepts outside the walls of the university rather than the idea to teach students to the test. According to Cavangah, Waldrip, Romanoski, and Dorman (2005), although teachers and administrators typically select assessment forms and tasks, the purpose of assessment varies among various stakeholders, including students, teachers, parents, schools, and policy makers.

Goodrum, Hackling, and Rennie (2001) assert that "an assessment is a key component of teaching and learning process" (p. 2). This means that teachers use "a very narrow range of assessment strategies and in practice; however, little evidence exist that teachers actually use formative assessment to inform planning and teaching" (Goodrum et al., 2005, p. 2). Hence, including students' and teachers' perceptions in designing assessment tools would be considered reasonable, given the fact that both students' preferences and teachers' rationale might influence the way students proceed with learning and the way it is tested. Goodrum et al. (2005) state that, ideally, assessment "enhances learning, provides feedback about student progress, builds self-confidence and self-esteem, and develops skills in evaluation" (p. 2). In addition, they argue that effective learning occurs when correspondence exists between teaching, evaluation, and results. Therefore, due to its close relation with instruction and learning outcomes, assessment has a key role in learning.

These characteristics of assessment build the foundation for the current study involving student perceptions of classroom assessment. Educators can then analyze their assessment processes and draw on the extent students, as learners, know about assessment in their classrooms. Although little evidence exists that students should be involved in decision making about assessment tasks, earlier studies encouraged this argument: for example, Fisher, Waldrip and Dorman (2005) recommend an investigation of student involvement in classroom assessment.

1.2.1. Assessment objectives of students' achievements

In manuals intended for teachers, as the manual "Teaching and Learning in the 21st Century", it is noted that the assessment is more than giving grades. It is:

✓ Monitoringot the work of the student;

✓ Exchange of information on learning;

✓ Valuation of learning and learned;

✓ Provide direction for further work;

✓ Memo, documenting the development of student achievement.

Good assessment should help the teacher to teach by recognizing that it is not exactly understood in order to take action to overcome this problem. Good assessment in turn, allows the student to learn better by giving accurate feedback and correct understanding by setting clear goals.

By Black and Wiliam (1998), the term assessment is used to denote all those activities that are undertaken by teachers and their students in their self-assessment, providing information that will be used for retroactive to modify teaching and learning activities.

"All student work can be used in assessing" - Black and Wiliam, (1998)

This determination of the evaluation is directed to(Black and Wiliam, 1998):

✓ providing information to students and their parents about student progress in acquiring knowledge, developing skills and forming attitudes.

✓ providing support to teachers to modify instruction and educational programs.

✓ providing information to other competent bodies that make decisions about educational policy, which applies to students.

From this set of evaluation guidelines can be concluded that the assessment is an integral part of the teaching process. There is a close connection between teaching, learning and assessment. There is a clear link between the objectives and content of teaching and assessment (what is learned and taught and what is assessed). The results of the assessment depends on how instruction and to what other purposes will strive for. From the pedagogical point of view, according V. Poljak program of checking and assessment stems from the basic goals and tasks of teaching. Those tasks are durable: material (acquisition of knowledge), functional (developing physical and mental abilities), educational (adoption of educational values). Hence the subject of the assessment, means the scope and the quality of the acquired knowledge, the degree of development of cognitive ability and affective quality of the established educational values of students. Physiologically, according to Terenzini, Patrick, educational goals should be closely linked to the area of learning (Cognitive, affective and motoric). From the foregoing it can be seen that psychological goals are very close to the pedagogical.

Talking about the assessment in education in their research, authors Huba and Freed say that the main goals in education, which should be evaluated, it should not cover only the quantum of knowledge, understanding, skills, but also include the ability to acquire attitudes, interests, developing critical thinking, personal and social adaptation of the student in teaching (learning) process. The teacher should deal with the overall development of the student, not only by his intellectual and academic development. (Black, Harrison, Lee, Marshall, William, 2003).

Two important conclusions about the best college teachers (Blanche, P., 1988):

✓ How do they prepare to teach? They begin with questions about student learning objectives rather than about what the teacher will do.

- ✓ How do they check their progress and evaluate their efforts? They have some systematic program to assess their own efforts and to make appropriate changes. They assess their students based on the primary learning objectives rather than on arbitrary standards.

- ✓ Main tasks of assessment today are (Blanche, P., 1988):

- ✓ Genuine objectively determining the level of effort and efforts for the realization of the set program content in all sectors of the educational process.

- ✓ Constantly encouraging students to work independently on acquiring the necessary knowledge, skills and habits.

- ✓ Creating conditions for fast development of each student individually.

- ✓ Timely consideration of the reasons for the deadlock and failure in educational work and take timely a pedagogical measure to overcome weaknesses in teaching and extracurricular activities.

- ✓ Continue to inform students about their progress, the same weaknesses through continuous monitoring and evaluation of students' work with the timely provision of feedback on achieved success and the resulting assessment.

As it can be seen from the above, assessment of student achievement has practical task: to equip students for real and accurate assessment of their own work and the work of their peers. Thus, actually enable students to value their work and results, and enable them to appreciate the material goods that the men have achieved by hard work.

1.2.2. Task of assessment of students` achievements

The quality of assessment is very important in teaching and a bridge to the knowledge of the student. Many researches, shows that regular monitoring and providing feedback and evaluation should be an imperative for every teacher as affecting the improvement of student

achievement. An objective assessment of student achievement is a permanent task and need of every teacher. The complexity of this problem and deriving tasks to contribute to a better success of students in the evaluation process.

Main tasks of assessment today (Black and Wiliam, 1998):

- ✓ reality and objectively determining the level of effort and commitment in order to realize the stated program content in all areas of the educational process.

- ✓ constantly encouraging students to work independently to acquire the necessary knowledge, skills and habits.

- ✓ creating conditions for fast development of each student individually.

- ✓ timely consideration of the reasons for the deadlock and the failure in the educational work and take timely pedagogical measures to overcome weaknesses in teaching and extracurricular activities.

- ✓ continue to inform students of their progress, the same weaknesses through continuous monitoring and assessment of students with timely provision of feedback on the success achieved and the resulting assessment.

Thus the teacher has an insight into their work and parental insight into the progress and performance of the student, which is of great importance for the entire outcome of the educational process at school and outside of it.

An important task is also despite the acquisition of knowledge and the struggle for a good grade, the student to develop other motives for working and learning, such as the motive of curiosity, accuracy, neatness, precision, accuracy, the motive of achievement motive for mutual support and self-help, motivation for socializing and developing the person in the community and for the community.

According to the author Blanche, assessment of student achievement has practical task: To equip students for real and accurate assessment of their own work and the work of their peers. Thus actually empower students to value their work and results, so they will be able to appreciate the material goods that man through labor scored.(Blanche, P., 1988).

It leads to develop their own creative personality traits.

The purpose of this task is to prepare students for practical work life, better problem-solving, not only in regular classes, but also abroad. Specifically, their theoretical knowledge and skills students need to successfully apply them in life. The above objectives of the evaluation process relating to raising the culture of students, and thus a larger quantity of work at the school. It is actually a powerful weapon in the struggle to achieve lasting and profound knowledge, skills and habits.

With a continuous educational activity of the student through real assessment of it`s work can contribute work habits and interests to convert to common interests, thus raising the quantity and quality of knowledge of the student to a higher level. Thus, the student will draw on practical involvement in life situations and tasks that work independently successfully perform.(Black, Harrison, Lee, Marshall, William, 2003)

Besides the above mentioned core tasks in the process of evaluating, student achievement must be highlighted and by some special tasks(Black and Wiliam,1998):

- ✓ to conduct continuous and regular analysis of student achievement throughout the educational process;

- ✓ to take into account individual characteristics and abilities of each pupil in the class;

- ✓ to address the working conditions of the student, the family, the school, socio-economic structure of the family;

- ✓ to be monitored continuously and systematically (progress and work), the results of all students (in the initial stage in the process and the end of the evaluation period);

✓ to avoid premature giving negative opinions because it adversely affects the student, especially the slower progress.

1.2.3. Types of assessment in teaching

Assessment of student achievement in teaching is a process of gathering information, evidence of what a student can or can not.

The evaluation process follows the process of gathering information and includes analysis and reflection and decision based on collected data. Starting from the basic principles of assessment, it should be a cycle of gathering information, interpreting data, feedback and adjustment of teaching on meeting the principles. We can talk about different types of assessment depending on the weather or when the purpose of assessment, depending on the content being evaluated or assessed by the someone.

In traditional didactics, it is point out that the assessment in time when there is not a sufficient criteria because there are some essential features, as opposed to a more appropriate criterion for determining, the type of checking and evaluation is to take its objective pursued. In this respect, we are talking about: diagnostic assessment (to provide greater security for successful work it is necessary to know what kind of background knowledge has student before starting the processing of new content). This evaluation is more intended for teacher perceive deficiencies and predicted zone of the next development. According to Vygotsky's, the most important for the organization of teaching. in diagnostic evaluation is the forecast of the teacher how much he can teach students, not what they have learned by then, because the purpose of teaching is the future, not achieved development of students.(Kohonen, V., 1999).

In the schools, the most significant element in assessment is a final evaluation of the student or summative assessment. This assessment is used after certain periods of the teaching process (classification periods, semester or at the end of the school year). Summative assessment is used to determine whether students have achieved the prescribed educational standards for acquiring appropriate educational level. It actually has more administrative function, the results can be used for various analyzes and reports. In many countries worldwide

are using standardized tests of knowledge that perceived knowledge of students. But this form of assessment is causing anxiety and concern among students and applies only to the cognitive dimension of the development of the student.

The assessment should address all aspects of the development of the individual student. In that case, it needs constant monitoring and recording the development and progress of the student. In such a case, the assessment can be in formative function. In the department formative assessment refers to frequent and interactive evaluation of student achievement and understanding the needs of learning and adjustment of teaching methods according to students' needs. In order to make an informed decision, the teacher should take into account the findings of the student at different times, contexts and ways. Since no single strategy or a trial or activity which will provide a full and clear picture of student progress, formative assessment involves the use of multiple sources and methods of gathering information in different contexts.

Of course that absolute objectivity in assessment does not exist, but each teacher should have the desire and tendency to approximate the most realistic method of assessment. Relying on some research in other countries, the results show that the highest percentage of positive answers are when teacher and student agree on how to respond when checking students is continuous, systematic, without any strict concepts that will serve for ranking students that will encourage rivalry and resentment and will be based only on memorizing facts. Students most motivates mark is accompanied by a clear explanation (feedback) from the teacher, which in turn allows them to see the extent of their achievement. In this information system students freely express themselves and their feedback to the teacher, so there is interaction and cooperation.

If the assessment is a reflection of the work of the student that should be public, be supported by the opinion of the student and well documented by the teacher. In such a case it would be fair and proper.

1.3. Forms of Alternative Assessment

Society and social norms are constantly changing, and thus changes the role of the teacher and the student in the teaching process.

Hence there is a need for changes in the monitoring and assessment of student achievement.

Today the emphasis is on the process of learning how to learn, not what to know?

This means supporting the learning process instead of the measurement results thereof. That allows us to formative assessment (assessment of knowledge). It allows incorporation of previous knowledge of students in the learning and teaching process.It is not only diagnose the strengths and weaknesses, but action, process, search, which allows teachers to jointly plan their activities. Teachers work with students, involve them in planning activities and evaluating the quality of the learning process. The teacher should have data on their pedagogical impact on students and the results of this and based on the same plan its further work. For students it is important to gain insight about their achievements and to plan their learning.(Black, Harrison, Lee, Marshall, William, 2003):

Any checking and evaluation that aims to help the student to learn and develop and which actively involves the student's, it is formative assessment. The lesson should be an open learning environment where there is sometimes intermittent exchange of information through cooperation and dialogue.

The concept of formative assessment in the literature was treated thirty years ago, before the onset critical reviews of Black and William which attracted attention in consideration of the positive effect on the learning and application of innovation in practice. The subsequent practice showed that the practical implementation of formative assessment can greatly contribute to the improvement of teaching, but also for many teachers it was a radical change in their role. (Black and William, 1998). For several years now there are different and irreconcilable views on determining the notion of formative assessment, whether it is product or process or something that you can buy?

In some studies in the literature, formative assessment is the process of giving guidance on changes and improvements based on feedback about student achievement. In the program concerning the international evaluation of student achievement of the project PISA (2007), formative assessment can be seen as a set of instruments that measure and monitor the progress of students in the classroom.

Pofan said that formative assessment is always a planned process that never happens by accident.(Popham W., 2008)

From here it can be circled one of the familiar determination of the term formative assessment: it is a process in which teachers use various tools and strategies to determine the student's knowledge, to recognize deficiencies in understanding and comprehension of students to follow their personal development, in order to plan the future actions that promote teaching. Evaluations of students that allows them to demonstrate their views and opinions, and allows teachers to best assess and record this cognitive process is practically, a formative assessment.

Assessment for learning is any assessment whose priority in its concept and practice is to serve for the purpose of promoting student`s learning. It thus differs from the assessment, conceptualized primarily to serve to the purpose. The activity of assessing promote teaching if only provides feedback that can be used by teachers and their students. The author Black, says that such assessment becomes formative when indicators are actually used to adapt teaching to meet the needs of learning. (Black. R., 2002). Considering the fact that these display Item gather to promote learning and thereby adhering to established principles of effective teaching, active involvement of students in the learning process, assessment is accomplished by checking what he understands by developing an understanding of the objectives and criteria for effective learning by promoting mutual learning or discussion.

These guidelines primarily relate to the cognitive dimension of learning, but should not be neglected affective and motivation co-dimension such as feedback given as praise or evaluation that strengthens the ego of the student and thus they believe that through their own efforts it is willing to accept new challenges and learn from failure.(Dweck, C., 1999).

1.4. Formative assessment

Formative assessment is a mechanism in this system of learning which share information constantly by feeding people in their personal development process, says Dweck. (Dweck, C., 1999).

1.4.1. About the formative assessment as a term

Formative assessment (and also called current, process) involves a continuous process of monitoring and controlling the work of students and participants in teaching, in order to collect data on the results of their work.

The purpose of this type of evaluation is the teacher and students to have feedback on the quality of their activities and effects. Hence any checking and evaluating student who helps to study, to learn and develop is formative. It must be continuous. The assessment process should not be limited to the evaluation of the quantity of knowledge or ignorance, but rather should take into account previous observations, measurements, the interest of the student, his attitude toward the tasks etc.. Thus builds moral character of the student. Because of this fact the students should be promptly and properly introduced and trained for self assessment and evaluation as well as peer review.(Black, Harrison, Lee, Marshall, Wiliam, 2003)

Formative assessment is only possible if students are actively involved in the teaching process when they show their work and other activities that can be monitored, recorded and diversified.

Poposki said that the basic purpose of this evaluation is to influence the formation of the teaching process (content, forms and methods of joint work of teachers and students) with the intention to ensure the realization of the set of goals and standards, and progress as well, in students development is called formative. (Попоски, 1998)

It means expanding the contents of the inspection. Despite cognitive processes it includes and values and not cognitive elements of instruction (cooperation of students, the approach to the problems, the speed and accuracy of work, interest, skill of handling assets act). Formative assessment of students, which is a function of learning and student achievements in Macedonia, for the first time introduces a structured way in 2007 under the USAID (PEP) for primary education. Formative assessment is an innovation in teaching, and its adoption is in a process. In order for innovation to be accepted and applied it needs to respond appropriately to each level of the process.

1.4.2. Basic elements of formative assessment

In research conducted by teachers in the study by the Organization for Economic Cooperation and Development - program for international evaluation of achievements PISA (programm for International Student Assessment) it is said that there are following elements of formative assessment (PISA, 2007):

1. Establishing a culture of assessment that encourages interaction and the use of assessment instruments

Teachers need to plan and integrate formative assessment into their instructional planning. They should also take into account the level of knowledge and ability of students, learning style, purpose and expected results. Thus establish a culture of assessment.

Culture assessment includes strategies for monitoring and collecting information using a variety of methods for gathering information. It includes suggestions from students in order teachers to generate new methods to see what is positive or negative. In this way, emphasize the researchers in the study requires students to feel safe, confident that they can be active participants in the learning process. Research shows that it is important that the students' attention to focus on the task rather than to competition in order to take care of the emotional competencies that students should develop as self-awareness, self-control, cooperation,

flexibility and ability for decision judgment based on facts and these skills will be of great benefit in the future at all.(OECD, 2002)

Emotions have a major impact on self-assessment of students' motivation and ability to manage the learning process. The implementation of this item teacher has an obligation to prepare and use appropriate methods and techniques for checking (continuous monitoring and recording, making the knowledge tests, scales of assessment, checklists, etc.). The teacher should use proper strategy of questioning, present criteria and enables students to self, keep proper records of student achievement, evaluates all activities and works of students, inform parents, monitor and evaluate the development of interests, motivation and attitudes students in teaching, appreciate and evaluate the attitude of students towards other people as well as themselves;

2. Sharing learning objectives, paving the way for an individual to achieve them by using all the potential of the student (skills and knowledge)

The PISA study, clearly supports the idea of sharing the learning objectives and pave the way towards them. Achievement of objectives takes into account the efforts of the student that may exceed the capabilities of the student and plays an important role in strengthening the self-image, through self-esteem. This is very important for students who have difficulty in progress because they are convinced that they are gifted in learning foreign languages, but with the effort expended and proper feedback they can achieve a lot.

3. Application of different teaching methods that depend on the needs and style of student learning

The study said that the adoption of different methods depends on the learning styles of the student, they adapt teaching methods to meet the needs of the student, to recognize emotional styles.

Teachers has noticed that shy students need to develop emotional competence, so teachers need to work on developing self-esteem among students for their abilities and knowledge and to encourage students to manage their learning. (Bruner, 1996). Social and

cognitive psychologists, anthropologists and other experts found that the knowledge and experience that children carry to school reflects on their way of learning.(Bransford et al., 1999)

This foreknowledge is the result of tradition and culture, socio - economic status and more. Teachers are the ones that can help students learn new concepts and ideas to connect is their prior knowledge and new worldviews. Research shows that parents have a huge role in this process because they share the experience of children, quite familiar with the skills and ideas of their children and can help to the children these ideas to realize.(Bransford et al., 1999)

4. Application of different approaches to monitoring and assessment of knowledge and understanding of students

Students who show some results in some tasks, sometimes can not achieve the same results in some other tasks. Because of such phenomena it requires the application of different methods and approaches for monitoring and assessment of the students that primarily will relate to the ability of students to customize the learning process according to the new situations - a skill that emphasizes what is important to studying and understanding the student may be amended or supplemented. These various modes of assessment include some more tests and summative forms of assessment in order information for student achievement test to be used to enhance the teaching in the future. Summative checks when used for broader purposes in the community are better if they are applied formative. Thereby reducing stress testing often has a negative effect on self-assessment of students with lower achievement.(EPPI - Centre at the Institute of Education, University of London, June 2002)

5. Feedback is most important for formative way of assessment and information which should be in favor of student progress, but not all feedback is effective.

Feedback should be timely, specific and should include ways that will streamline the student how to improve in the future. Under good feedback, it means an explicit criteria that are relating to the expectations of the student, thus making the evaluation process more transparent and modeling skills for learning.

In the studies of English language and literature, Black and Wiliam in their studies (controlled experiments pertaining to the usual conditions in the classroom with the student and their teacher) identify ego involving feedback - (even in the form of prize) is shown to have negative effect on student achievement than feedback in the form of a momentally task. (Black, P. & Wiliam, D., 1998)

Students also show better results when working towards achieving the goals of the learning process, rather than the goals of the final product and when they trace targets to progress according to the general learning objectives. (Schram, T. H., 2005)

6. Active involvement of students in the assessment process

Teachers need to be constantly involved in the monitoring and collecting information about the learning process of the student, by providing timely and clear feedback.

Teachers should use framework for formative assessment with all six elements (given in Picture 1) in the process of teaching and learning and strive to establish a culture of evaluation as part of formative assessment.

Figure 1 - Frame for formative assessment

Source: Black, P. & William, D. (1998) Assessment and classroom learning, Assessment in
Education, 5(1)

The purpose of formative assessment is to guide students to develop their personal
skills for learning (metacognitive strategies). They use their own knowledge and tools to learn
and are more willing to adapt and use these skills to solve the problems of daily life, they strive
to find answers and to develop strategies to tackle the problem that it is very close for them. In
other words, they develop self-control, and learning strategies. Student who is aware of how
learning is more able to set up, develop and achieve objectives and use different learning
strategies, and thus to control the learning process.(Black, P. & William, D., 1998)

The term„involving students in the assessment process "is not new to teachers who
teach a foreign language. Academics like Oscarsson (1997), Blanch (1988), Blue (1988) and

many others have investigated this issue more broadly so, the terms self-assessment and peer review are very close to most of the teachers of foreign (English) language of the 21st century.

Modern concepts in education referring to the autonomy, cooperation, meaning, emotional maturity of students, and develop critical thinking skills could be incorporated in the process of checking and assessment with explanation that the process of assessing and teaching should complement one another, as complementary aspects of the learning process. Here, the authors think of the assessment of the achievements and work of students who study a foreign language in terms of the following methods of assessment: self-assessment, mutual evaluation, assessment by portfolio, project tasks (works by students) and research and presentations.

The self-evaluation is defined as assessing the quality of the work by the students, which is based on evidence and explicit criteria in order to improve the achievement of students.(Pellegrino, Goldman, 2008)

Pellegrino, self-assessment sees it as a powerful tool for self-control of the learning process that allows the students to influence on their own work by considering weaknesses and overcome them in the learning process, and thereby increases the internal motivation of the learner, which stimulates the activity. Students should gradually involve in the process of evaluating their results, and in the process of peer review, by sharing the goals, objectives, introduction to teaching programs whereby students will be allowed to participate in the choice of contents, methods and forms of work. The teacher should involve more students in the process of monitoring, through informal observations, settings direct questions to allow them to participate in the discussion of the obtained scores, achieved results. This form of dialog provides a multitude of useful information about the student and its learning process. Formative assessment supports the use of evaluation lessons in order to improve student achievement. It promotes the idea that students will work best only if they understand the purpose of their knowledge and only if they are an inseparable part of the process of learning and teaching. (Pellegrino, Goldman, 2008)

According to Clark effective assessment of learning happens on the class and it includes(Clarke, 2005):

- ✓ sharing the learning objectives with the students;

- ✓ helping students to recognize the standards they aspire;

- ✓ giving feedback that will give guidance to students how to improve;

- ✓ belief that every student can improve in terms of their previous achievements;

- ✓ joint reflection and discussion on the achievements and progress of pupils with the teacher and student;

- ✓ to enable students to use the techniques of self-assessment to find the aspects where to intervene to improve;

- ✓ involving students as active partners in the process of evaluating of their achievements;

- ✓ enhance motivation and self-esteem of students using effective techniques of evaluation (self-evaluation, mutual evaluation).

1.5. Term for English language teaching

Knowledge of foreign languages has always been a perpetual need of a developed society. Aspirations to be part of Europe require knowledge of foreign languages. In sociolinguistics, language is learned or adopted as a non-native, usually distinguish between the terms: non-mother language, foreign language, second language.

Term foreign language refers to the language that has no chance to be learned in the "natural" an interactive way, but it has to be consciously learned through the special programs.

Innovation in foreign language teaching began in the 19th century and increased over the next century. This led to the emergence of a variety of teaching methods. The oldest method is introduced by Jean Manesca, Heinrich Gottfried Ollendorff (1803-1865), Henry Sweet (1845-

1912), Otto Jespersen (1860- 1943), and Harold Palmer (1877-1949). They worked on setting principles for the language and approaches that were based on linguistic and psychological theories. Teaching a foreign language is a compulsory subject in schools in Macedonia, studying a foreign language - English starting in the first grade, and second foreign language is introduced as compulsory in sixth grade.

English language teaching has undergone many changes and paradigms during its existence. One of those changes is the place of the student in the classroom who is now at the center of the learning process and management. Learning the language from informational, went into the study of language and its practical application.(Sano, Takahashi, Yoneyama, 1984)

The process of transferring knowledge turns into the transformation of knowledge and its integration in everyday situations.(Kohonen, V., 1999). Intellectual education becomes affective - recognition of affective states (confusion, confidence, motivation, attitudes to learning) and important emotional factors that drive and control the process of learning and teaching.(Murphey, 1994/1995). Foreign language teaching allows evaluation of progress na students with active forms of monitoring and control of student achievement in the development of all language functions and skills (with a self-assessment, mutual evaluation, evaluating the portfolio etc.).

Teaching today provides the use of different approaches to it. Sometimes the word approach relates to the method and technique used to study the language, but they still have a certain hierarchy. There are three main approaches:

✓ Structural - which treats language as a system of structural elements in order to explain the meaning (grammar)

✓ Functional approach - treat language as a means to emphasize or perform a specific function (application in everyday communication)

✓ Interactive approach - sees language as a means of creating and managing socialization, focusing on situations of everyday life through playing the roles, interaction and correspondence, and this method becomes dominant in the 1980s.

1.5.1. How English language may be assessed?

If you are considering teaching in all its aspects: affective, cognitive and socio-cultural learning, the question arises as how foreign language teaching can be taught and evaluated effectively?

Specifically, how can the class as an environment where foreign language is taught and assessed affect the social development of the student and how can teachers of students willing to create future citizens who accept the challenges of the new age in which the only constant factor is change? Slowly but surely assessment in foreign language teaching applies the latest techniques for monitoring and evaluating student progress because its already used the concept of autonomy, cooperation and student centered teaching.

It takes students who study a foreign language, to abandon outmoded concept where the student is interested only to pass the test, despite it should promote the concept that requires such students to be able to use the language in everyday life, developing skill critical thinking as opposed to the simple memorization of linguistic facts. However the changes that happened in the 21st century in sociological sciences, psychology, philosophy and politics, suggest that in a modern society learning and understanding skills learning by solving problems, developing critical thinking, development projects are much more important than mere memorization of knowledge.

Hence here are a several key issues that need to pay attention to(Wiliam, Thompson, 2008):

- ✓ Is it possible to turn classrooms with students who study a foreign language in a unit where the body and soul, reason and emotion, heart and head arm will be activated at once?

- ✓ Does the study and assessment of the foreign language can itself be an interesting activity?

- ✓ What should be done to keep the creative potential of the students in the classroom?

- ✓ What would be the role of teacher and student in a situation where communication is valued?

- ✓ Should be taken into consideration the internal and external discourse of the student as a value in the linguistic competence?

- ✓ What should be done to develop the ability for self-criticism of own work of the student?

- ✓ Hoe students may become collaborators in the learning process and participants in the assessment process of their achievements?

- ✓ How to create a learning environment where students can give an initiative to evaluate their learning in order to improve it and to discover their own learning styles?

These questions highlight the problem and the resources that we use in approaching this problem. The need to understand the application of the above procedures and tools to learn about the affective factors that affect the process evaluation, which imposes on us the application of each reflective forms of assessment at the appropriate structured activities in class (assessment of communication skills, evaluating portfolio student, the process of self-assessment and peer review of its operations) that focus on integration of instruction and assessment. In this two-way process underlying the interactive nature of the learning process extends to the evaluation process, ensuring that students actually can do with language effectively, using the same tasks in real situations.(Dwyer, 2013)

1.5.2. Ways of formative English language assessment

Based on the key concepts of formative assessment it can be notice that there is a difference in determining the term evaluation with formative assessment. The term assessment of student achievement refers to the use of evaluation results which help to enhance the teaching. Whereas formative assessment promotes clear learning objectives, continuous assessment, feedback between the student and the teacher and it is used to improve the process of learning.(Wiliam, Thompson, 2008). In literature, there are various ways of formative assessment, that have a common goal and that is to improve achievement through assessment of valuation.

The followingmethods, are some of the most frequently applied methods of formative assessment:

Naturalistic evaluation (assessment process)

This way of the assessment focuses on what actually happens in the classroom instead of assumptions that should be happening. According to the naturalistic method, there is a division of belief that there is no significant separation of facts and values, so the phenomenon will be understood by the context in which it is studied. (Guba and Lincoln, 1989, p. 45).

Under this approach, the study of language is treated as a process that is constantly changing. A range of techniques are involved in this method of assessment, as: interviews, questionnaires, monitoring, diaries, notes from students, calls workings of students and portfolios. This method provides very important information for students in the process of learning and teaching, which are of great importance for the teacher and the student. This method, includes all students in the evaluation process.

From the perspective of the student, it is payed an equal attention to the product and the process, and how the same it is obtained. All this is of great help in the process of acquiring the positive opinions and attitudes of learning, which leads to improving the quality of the learning. Naturalistic way of evaluation occurs continuously. The teacher creates a relaxed learning environment displaying portfolios, magazines and other works of students, and then together they perceive the results and procedures and the need to change them if it is necessary. This reduces a confusion and anxiety among students, as well as emotional problems that they have related to the study of a language. Students are activated in the assessment process by giving an opinion, attitudes and solutions for specific tasks.

Naturalistic method includes the following procedures: reviewing portfolios that represents all the positive aspects of the student which reinforces his confidence; an open interview in which the students from the teacher gets information about their work, in content to observe the problems that often appear in the process of learning and teaching; well crafted

instruments for achievement enables students to demonstrate what they know and what they can do to enable the teacher for properly and objectively to evaluating. (Oscarson, 1997)

Portfolio

Evaluation of portfolios is a more formal way of self-assessment. The portfolio as a collection of student papers selected by the student and the teacher reflects the most positive part of the student. Teachers should involve students in evaluating their portfolios quarterly throughout the school year. Subject to their ranking should be all works (written compositions, videos, projects, tests, etc.).(Harri-Augstein & Thomas, 1991)

The process of monitoring, review, evaluation and reflection of their own work is very productive process for students. Through this process students learn how to control their own learning process and to set their future goals. The portfolio is limited collection of student works that aims to show the educational development of students in specified period of time.

Open discussion for the achievements

Traditional way of assessment is faced to the teacher. The teacher formulates and evaluates the tests. But if we rely on the principle of autonomy and student centered in teaching process and assessment process, it can be seen the need of including the students in the assessment process and that in every step of the teaching process. Harri Augstein and Thomas, highlight the process of open discussion, where students discuss about the learning process and set future goals based on their findings. (Harri-Augstein & Thomas, 1991)

Referring to this problem, the same authors say that those conversations can occur daily throughout the educational process or they can be content for oral presentation, in which the teacher will monitor the use of language. Fear of testing (checking) could be reduced if allowing students to group themselves and their choice alone to determine the subject for discussion. When talking about the past, about their engagement, how to reach the targets, the

discussions should be relative to the set of objectives of the program portfolios, speech activities or any other material that students think it will be useful for their evaluation.

Students should discuss about their goals, how they are made or amended during the teaching process for the projected period. Students should discuss about the works that have made (projects, tests, written, products) for the given period of time, the teacher is allowed to join the conversation as well as, to offer some solution and advice. Students are free and they can find great benefit in this way of learning and appreciation than to pass a test of knowledge. Another way to engage students in the process of evaluating their achievements is to ask them for an opinion and explaining their assessment. This is an interesting method of promoting realistic attitude towards learning and is done in a similar way as the foregoing conversation (conversation about summative, final assessment at the end of the semester or the year should include this kind of conversation).

The student receives the information before it is included in the valuation, the student is given a list of self-evaluation which is required to address all aspects of the learning process that emerged around it. Students should report on their progress based on achievements in the past. In this way it fosters the responsibility of the student to the learning process and the real, objective assessment of abilities. It all depends on the teacher as the final decision being taken on the basis of its arguments, but if students realistically and responsibly carry out the task of assessing, the personal problems may be reduced to minimum. If there is a problem with students who do not take this step, seriously,it is supposed to start with further training on assessment and collaboration before they engage in another step evaluation. Teachers must understand that they have a duty to create positive atmosphere in class. It requires open discussion classes, activation of students, hearing the opinion and attitude of the student and encourage further learning.

Joint development of tests

In the teaching process, it is certainly necessary formal assessment by objective tests, progress tests, final tests and other tests. These forms of testing are required by educational institutions, and teachers do not have many opportunities around their creation and appreciation. These teachers are facing the dilemma of what to test the students? Relying on the principles of autonomy, active learning, even at this level, there is a need to involve students in the preparation of the tests. This allows students to gain the skills of scoring and they will have a benefit in their further life. In this way there is a development of the cognitive and linguistic skills. Students can develop a test based on a review of the adopted themes of the textbook in terms of the objectives that are set in the curriculum.When they decide what to test and how to test, they are actually understanding the content and they actively work on it.(Wiliam, Thompson, 2008)

This approach gives the great freedom to the teachers and students. It does not assess only the knowledge, but also and a critical analysis of textbook content by the choice of the students. Therefore it can be concluded that the group test making might work if the term test is performed individually and competitive nature, it must be remembered that cooperation is far more effective way of learning than the competition, team work is very highly regarded today. So the best way is to test students in a group.But here the question is how to test students who rely on other members of the group. However it is good for them to track how to use the group for their own purposes, yet with some of their activities contribute to the group. In this case the test is not only appreciation of knowledge, but also to promote the cooperation and social skills and the opportunity for future development of the student.(Oscarsson, 1997). If a teacher is not sure that students can develop the test for their selves alone, he/she will have to produce the test by him/her self.

In this case the test with multiple choice answers would be a good solution, because they're easy to formulate and suitable for objectively evaluating the students. But when when teacher use such tests, they are constantly asking whether they formative evaluate the use of

language or the ability of students to solve this test. This kind of test is suitable for assessing the linguistic aspects (grammar, vocabulary, structures), the skill of reading comprehension and listening comprehension. There are some downsides to this kind of test that the teachers should have in mind.

According to Finch, those are the following (Finch, 2004):

- ✓ wrong answer to the question;

- ✓ more than one correct answer;

- ✓ inappropriately formulated paragraph structures;

- ✓ not logic answers.

To make valid and objective test the teachers should be taken into account the following: a factual, understanding of the facts, recognize words from the context, distinguish facts from opinion, sort events by chronology.

Self- and mutual evaluation

Self-assessment and mutual evaluation is a powerful tool, which includes encouraging students to work effectively in groups. The research according to Blatchford and Mercer, shows the students that they should be trained in such procedures of valuation.

They should be well understood the goals that are wanted to be achieved, activities that need to be achieved by them, how will they achieve the goals, to jointly formulate and respect the evaluation criteria and give a critical assessment of learning. Formative interaction is a necessary condition for successful learning, but it must be implemented so that the students will be supported to work in accordance with the objectives and planned activities.

The self-evaluation is defined as assessing the quality of work by the students, which is based on evidence and explicit criteria in order to improve the achievement. Students should be gradually involved in the process of evaluating their results, and in the process of peer review, by sharing the goals, objectives, introduction to teaching programs. The teacher should involve more students in the process of monitoring, through informal observations, settings direct questions to allow them to participate in the discussion of the obtained scores, and achieved results. This form of dialog provides a multitude of useful information about the students and their learning process.

Self-assessment by students is essential to their development as independent and responsible individuals. This requires also that students have a clear view of the objectives and criteria by which their performance should be evaluated. The ultimate goal is to deflect students from dependence on the teacher and independently to direct their own learning, or to take responsibility for it. Informal self-assessment consists of a continuous process of reflection on their own knowledge, which is a natural part of everyday curriculum. What did we learn? How do you achieved it? What do I do when I do not know a word? Is everyone performed the task in our group?Teachers can ask such questions through a variety of content, such as calls for reading and writing, talking in classroom, reviewing goals, literary texts etc.

At the end of each teaching topic it is necessary to summarize the goals of learning and results using simple checklists as for example: I know what I know. Hence, the student clearly sees its strengths and weaknesses and have precise insight where to run more. Rolheiser`s research, show that self-assessment plays a major role in advancing the learning process. When students are self-assessing, there is a positive and equitable way that encourages them to set higher goals and to use more personal resources or effort to achieve them. The combination of targets and effort is equal success. (Rolheiser, 1996). That success results in self-criticism and self-control and the question is "whether my goals have been achieved?". The result of self-criticism is a reaction or response of the student to the question "How do I feel about this?".

Objectives, efforts, achievements, self-assessment, personal reaction, it can be combined to affect the confidence of the student in a positive way. According to the theoretical

model self-assessment is a combination of self-criticism and personal reaction, if students want to progress they need to speed up this advanced learning process.

When students are involved in the evaluation of their own learning, they become stronger as a students. Reflection of their teaching guide the students to increase their control over the process of learning a foreign language.

Peer review

Another important way to engage students in the assessment process is through peer assessment of the classmates. This method can be applied in the valuation of written papers of students as diktats or essays. What should be noted is that the process of evaluation by the students should be well explained and students should receive criteria that will conduct the evaluation.

Following the criteria, students can easily make an assessment for a subject to assessment and it is very objective. On this way, the students are encouraged responsibility, activity and critical attitude to work. Foreign language teaching offers more opportunities as students can be mutually (or peer) evaluated. It is made through evaluation of diktats by assessing the tests set criteria and solutions, through evaluating project activities from production to performance using appropriate tools, assessment of written papers etc.

If the above mentioned methods of evaluation in collaborative are practiced more through teaching process undoubtedly will create a solid basis for intrinsic motivation of students to learn. This in turn will contribute with them to develop a sense that they can, and want to learn and are able by themselves to check and control their own learning process.

Performance activities

Teaching purposes are related to the acquisition of the student with knowledge and skills to perform an activity. The successful achievement of such objectives can not be sufficiently valid to measure by indirect measurements, but it requires to measure the success of specific performance or making the product. When there is an evaluation of the practical performance,it is monitored the process at the time it occurs, if there is an evaluation of the product, assessment is carried out after the completion of the product. Formative assessment does not make a sharp division, so in making the product there is monitoring and evaluating of the the process and product, as well. It should be noted that formative assessment of a construction activity must emphasize learning how performance has to look like (what students need to know and what the students need to apply).

"The assessment of practical performance is a group of strategies for application of knowledge, skills and work habits through performance by the students of the tasks that make sense." (Hibbrad, 1996, Brualdy, 1998)

Evaluating projects

As long-term activities, projects allow students to work interactively. These reports and evaluates practical competence of the student. Each project shall have an appropriate project

plan that is made in common by teacher and students at the beginning of it. Initially there is set and key educational objectives and important assessment activities. The project is intended to be realized by a group, but assessment of certain elements is based on assessment of the individuals and others on group work.

Some authors said that every student should understand the project goals, by showing the examples of developed projects. Students should be familiar with the standards and criteria that are used in assessment and tools of the assessment as well. Students need to provide access to information equally to all. They need to know and understand what plagiarism is and why it is important to respect the work of others.

Oral and written feedback

Checking and evaluation of student achievement should represent a kind of pedagogical dialogue between teacher and student about the quality of learning, teaching and knowledge. Such two-way communication provides feedback that enables qualitative diagnosis of the difficulties faced by the student in the learning process and creates the conditions to overcome them, according to the needs of the student.

The feedback should be frequent and quality, whether is oral or written. Formative feedback is ongoing, it is to help the student, and the aid is effective only if it is given at the right time - when it is most necessary (in the learning process, and during the presentation of learning).

In written work of students, there must be provided a feedback that will help the learning. That teachers should pay great attention to formulating comments that would help students to understand their mistakes and improve their performance.

The key thing is that the paperwork should be treated as a final act in which a given score represents the end of the task, but rather to explain the student with feedback to enhance learning through interaction with a specific individual. The author Black, stresses that especially noticeable results is shown, among the students with lower achievements. (Black, Harrison, Lee, Marshall, William, 2003)

Characteristics of good feedback are: useful, descriptive, accurate, detailed, focused, specific, constructive, individualized positively geared towards the individual student. It should not be judgmental and general. Return notifications should enable the student to respond to lead himself, to comprehend the learning process, it can control and overcomes weaknesses with a plan how to do it. Feedback does not offer direct assistance but it encourages: collaboration and support between students, asking the questions, thinking that failure is an important step on the road to success, reflective thinking about their mistakes and actions.(Hibbrad, 1996, Brualdy, 1998)

1.5.3. Practical examples for English language assessment

The evaluation process starts with the planning of the evaluation concerning the following questions: how students will be assessed and why? What would be the purpose of assessment? What strategies (methods) of the evaluation will be used? Will the evaluation be noted? What feedback will be sent to the students? Is the collected information will help teachers to modify instruction?

The second step in the preparation of the assessment plan is continuously monitor of the performance of the student. Monitoring should be an integral part of the lesson. It should not be threatening act towards teachers and students, it involves careful analysis of the students' behavior and performance on a wider range of content. It should not be limited to registering the scores of the tests, but should be part of the educational system in which teachers will make the decisions about student progress through data that is collected. The system will require the student to be active in the learning process and engaged in the monitoring of its results if previously have a clear purpose and why it works.

In the prepared curriculum Atlantic Canada English Language Arts Curriculum K3, monitoring of the student progress includes recording an information therefrom. It can be formal (planned). There are several useful ways of formative assessment, which implies active involvement of students in the same.

The teacher develop a systematic plan to follow. It can refer to the monitoring of one to three students a day in different contexts (reading, writing, speaking), or follow specific linguistic skills of all students. Informal monitoring, involves direct questions from the teacher, examining the opinions, views, solving the given problems and so on.

The purpose of monitoring may be: whether the student in solving the problem shows interest and enthusiasm, self-confidence, a student in certain language skills shows fear, uncertainty or embarrassment of speaking to a group? Does the student can answer the problem of limited time, it shows some strategies for spelling, understanding of new words from context or strategies for critical thinking? How student cooperate in a group and how the student communicate?

In foreign language teaching as successful strategies for recording of monitoring are(Black, Harrison, Lee, Marshall, William, 2003):

- ✓ anecdotal notes: short narrative descriptions of monitoring.

  Checklists: This multi-tool should be made in order to correspond to the learning objectives and expected results of the student at the end of the theme as:

    - ✓ student confidently participate in reading,

    - ✓ student may align paragraphs,

    - ✓ student understand the meaning of words,

    - ✓ student reads for specific information.

  Recording speed reading is a strategy that assesses reading when the teacher heard the student read and seen how he does that reading. Then the procedure is analyzed based on the

criteria for reading. It requires the student to read aloud the text and the teacher records until the student reads. Reading words correctly is observed in additional, and errors in reading are seen as an example: If a student corrected by it self the mistake made in reading, it is not considered as an error.

Example:

Instead of „fast", the student reads „father".

Student drops the article "the" while reading, uses "very", and although there isn`t one in the text that student reads. These notes are intended to help teachers to understand which are problematic words, structures in order to find a way in the future to overcome and to help students to progress.

Student papers are collected as a collection or portfolio that is an excellent source of information about student achievement. This collection includes works such as short written compositions on given topics, illustrations, school papers and other works of the project work, research everything that works on the student. To organize data in the portfolio earlier teacher does plan to include collection as and when it will be reviewed and evaluated, which can have access to it and for what purpose it is used. The student is informed that the valuation of his every work teacher uses a criteria that in public should be represented in the collection.

For example, to evaluate a written text the teacher is guided by the following criteria: Is the text appropriate to the topic? Is there a logical sequence of thoughts and ideas? Whether the structure of the text is correct (introduction, main and final part)? How student use adopted vocabulary, correct grammatical structures, spelling, etc. appropriate illustrations. Examples are taken from: Assessing and evaluating student learning: (Appendix 5, pp. 303-306) Atlantic Canada English Language Arts Curriculum K3.

The application of formative assessment is a challenging task that requires a lot from any teacher. The difficulty for the teacher is that the changes in their usual practice classes include deep changes in the role of teacher, it can sometimes be risky and takes a lot of energy and time. The necessary changes can be made in a short time, they need ongoing support and

collegial cooperation. And students need a lot of effort and above all, a change of consciousness for learning. It is necessary to change the attitude towards the learning process, it is necessary to understand the role of the student, above all now is that they need to take responsibility for their own learning.

Very formative assessment is built in the teaching process, or in the foreign English lessons. Formative assessment must be exercised continuously and can also continuously intervene on the course of the teaching process, the early treatment of some content by checking previous knowledge of students as a basis for new knowledge during of the instruction (by targeting cognitive, emotional and social processes of the students at the end of the course through the whole formative period).

According to the group of authors, (Inovacije u osnovnom obrazovanju, Skolske novine, Zagreb, 1989, str. 32) checking by the formative assessment does not end withformal summative evaluation and registration of evaluation. So the goal is not the assessment of the student, but further direction of his teachings. The conditions for successful learning are optimal when the student is quite clear with the purpose of learning and that he constantly receives feedback on his progress. Therefore teachers should plan assessment and set clear targets for learning that could be shared with students to raise student achievement at higher levels.

It is fact that there are teachers who have made changes in the didactic communication with students. Students are involved in all stages of the process: planning, implementation, thinking about their work and results.

They are included in the measurement of their previous knowledge. When they know where they are, they can progress with some new ideas. For an engaged learning, wise teaching, teachers and students have each other to know and their own expectations. Natalia Komljanac, in their research notes that teachers in Slovenia are aware of the need for cooperation of classes, in fact they have become very experienced teachers in formative assessment. These facts are the source of their teaching strategies and innovation. So formative assessment lead the innovation in teaching and for the first time in educational theory they are

developing a personal biography of the students and teachers themselves. Teachers - beginners in Slovenia seminars for first level evaluation (Proceedings for evaluating the 21st Century, 2011, p.89) have presented the following definitions of formative assessment:

- ✓ Formative assessment feeds students with guidance for higher levels of knowledge.

- ✓ Formative assessment is by itself able to reach the goal.

- ✓ Formative assessment means unity in dialog.

- ✓ Formative assessment raises self-criticism and responsibility of their own knowledge.

Experienced teachers from Slovenia again in the above mentioned study, formative assessment has defined as: more autonomy, better cooperation with parents, engaging in the development of previous knowledge and justification strategies for measuring; Formative assessment is the key to self-control, self-evaluation, self-development, learning throughout life. It is a process of integrated teaching and learning.

Chapter II: Literature review

2.1. Development and Application of Assessment Questionnaire

Koul, Fisher and Earnest (1998) investigated the relationships among students' perceptions of their assessment task, classroom learning environment, academic self-efficacy, and attitude to science in years eight, nine and ten of school. This study provides a generic representation to many other studies as far as perceptions of students are concerned with assessment. The study took three years and the authors used "a six-scale instrument, Perceptions of Assessment Task (PAT), 48 items from a 55 items questionnaire developed by Schaffner, Burry, Cho, Boney and Hamilton (2000)" (cited in Koul, Fisher & Earnest, 1998, p. 2). Their sample was constituted of 470 students from grades eight, nine and ten in 20 science classrooms in three Western Australian schools. As part of their study, they developed a five-scale instrument, *Students Perceptions of Assessment Questionnaire (SPAQ).*

In the second phase, the authors administered SPAQ with an attitude scale and self-efficacy scales to nearly 1,000 students from 41 science classes in grades eight, nine, and ten,(Koul, Fisher & Earnest, 1998). The collected data was analyzed using one-way ANOVA, differentiating between classrooms, with the Cronbach Alpha Reliability for internal consistency, Scale Mean and Standard Deviation. Correlation results show an association between the SPAQ and students' attitude to science classes.

In addition, the authors found that among the five scales of SPAQ, the scales of Congruence with Planned Learning, Authenticity, Transparency and Diversity were positively associated. This means that the instrument was able to differentiate between the perceptions of students in different classrooms based on the 5 scales on the questionnaire. In contrast, the scale of Student Consultation was negatively associated (Koul, Fisher, & Earnest, 1998). This means that students do not have a say in their classroom tasks. Similarly, the analysis shows an association between students; perceptions of assessment tasks, and their academic self-efficacy in science classes were positively significant. However, the study shows that *no*

*statistically significant differences*were noticed in students perceptions based on their gender. This means that male students in this study perceived themselves to be academically more efficient that than their female counterpart.

Dhindsa, Omar and Waldrip (2007) performed a study to evaluate the validity of Students' Perception of Assessment Questionnaire (SPAQ), to evaluate student perceptions on assessment, and to evaluate gender-based, grade-based, and ethnicity-based differences in students' perceptions. These researchers found that SPAQ was a suitable instrument for assessing students' perceptions on five assessment dimensions: congruence with planned learning (CPL), assessment of applied learning (AAL), students' consultation on assessment (SCA) types, transparency in assessment (TA), and accommodation of students' diversity in assessment procedures.

The study constituted 1,028 upper secondary science students from four districts of Brunei including 42% males and 58% females. This sample consisted of 68.5% Malay, 44.5% Chinese, and 3.9% students from other races. These ethnic groups with different culture, language, and dialects are concentrated in the district call, Brunei Darussalam. Dhinda et al. (2007) used a stratified sampling technique for the selection of classes and schools, as among 43 science classes, they randomly selected 14. In addition, in order to triangulate the objectivity of the quantitative data they held interviews with teachers and observed their classes.

Dhindsa et al. (2007) used tests and assignments as their assessment instrument, but through classroom observation they analyzed test-papers, homework, and class-work. Their instrument, SPAQ, was administered in English, the medium of instruction, although English was the second or the third language for the participants. The researchers summarized that the average scale-item mean values for Congruence with Planed Learning (CPL) and Transparency in Assessment (TA) were higher, which suggest that students perceived that often the assessment covered what they learned in their classes and transparency existed in their assessment (Dhindsa et al., 2007). However, the scale-item values for Students Consultation on Assessment (SCA) were the lowest, meaning that students perceived a low-level of consultation.

In addition, the results on race-based differences in students' perception of assessment show that the average mean score of Chinese students was statistically lower than Malay students on all scales, as well as that of students of the other category. This suggests that Chinese students, as compared with the other two groups, perceived a weak link between what is taught and what is assessed; assessment is less transparent, does not account for student consultation, lacks testing applications in daily life, and caters very little towards students' diversity (Dhindaet al., 2007). However, the average scale scores between Malay and other students were not statistically significant except in the Assessment of Applied Learning scale.

Cavanagh, Waldrip, Romanoski, Fisher and Droman (2005) conducted a study that "constructed a measure of how students view the assessment procedure applied in the science classroom" (p. 3). The study involved 320 students, grades eight, nine and ten from 16 classes of Queensland metropolitan and rural schools. Out of 30-items of Student Perceptions of Assessment Questionnaire, six items were dropped because they were less relevant (Cavanagh et al., 2005). The data was analyzed using the Rasch Unidimensional Measurement Model (RUMM). The authors used the result of RUMM analysis to refine the instrument, called *post hoc* because the original data were analyzed earlier (Cavanagh et al., 2005). They gauged the difficulty students showed in affirming the items of the instrument. The result of their study showed that the students differed widely in their ability to state the elements of classroom assessment measured based on the Rasch analysis (Cavanagh et al., 2005).

2.2. Attitudes towards Assessment Forms

Birenbaum and Feldman (1998) examined the relationship between students' *learning related characteristics* and their attitudes towards two assessment formats (constructed response and choice response). They found that "students' attitudes towards each of the two assessments formats (construction vs. multiple choice) correlate with students' learning-related processes of the cognitive and effective aspect" (p. 94). Although the effect of assessment format on students' performance has been investigated in light of the effect of assessment on students as performers (often the victim), Bennett (1993), Birenhaum et al. (1992), and Traub and MacRury (1990) observe that it was surprising to witness "the paucity of research regarding

students' assessment attitudes and preferences" (cited in Birenhaum & Feldman, 1998, p. 91). The authorshypothesized that a considerable interaction between students' personal characteristics and assessment formats exist.

In this study, Birenbaum and Feldman (1998) measured students' attitudes towards multiple choice exam format and open-ended exam type against gender, academic self-concept, reflective processing, agentic processing (strategies of learning), test anxiety (TA) worry, and TA emotionality. They found that sex, agentic processing, and methodical study significantly correlated with multiple-choice (MC) format (Birenbaum & Feldman, 1998). In addition, the study shows that male participants tend to have comparatively more positive attitudes toward MC format than females. Variables that correlate significantly with open-ended (OE) format are the two components of test anxiety and methodical study. Overall, students with low test anxiety tend to favor OE format more than high test-anxious students; in other words, participants with high scores on the methodical scale tend to favor this format more than those who scored lower.

Struyven, Dochy, and Janssens (2005) performed a study examining the relationship between assessment and students' approaches towards learning. This inquiry presented a comprehensive review of students' perceptions about assessment making a considerable contribution in understanding the impacts of assessment in higher education. The study was done through reviewing web and education databases, such as ERIC, the Web of Science and PsychoINFO from the years 1980 to 2002.The evidence shows that the cited studies were empirical in terms of both content and the findings that are drawn.

The study hypothesized that "assessment has an important influence on students' learning" (Struyven et al, 2005, p. 326). In addition, the researchers argued, "learner's experience of evaluation and assessment determines the way in which the students approach(future) learning" by the same token, the way "a student thinks about learning, determines the way he tackles evaluation task" (Struyven et al, 2005, p. 326). Two pairs of variables are identified in this study: 1) students' perception about assessment, the independent variable (IV) and their approaches to learning, dependent variable (DV); 2)

assessment format and method (IV) and students' approaches to learning (DV). The authors encourage further stating, "as educators, we have an important influence on students' approach to learning, but findings suggest that we do not succeed in providing sufficient guidance to students about optimum learning approach" (Struyven et al., 2005, p. 336).

The authors used a desk review of earlier studies that include both quantitative and qualitative investigations to pursue this study. In terms of measurement, the study relies on the approaches earlier studies pursued, exploring students' perceptions about two general types of methods (format) of assessment, conventional evaluation methods and alternative assessment methods.

The study concludes that students' perceptions about assessment and their approaches to learning are strongly related. Given the findings, when assessment is perceived to be inappropriate that implies a surface approach to learning; however, a deeper approach to learning seems according the Stryven et al. (2005) yield through a complex and extensive assessment approach. Within conventional assessment practice students favor multiple-choice format of assessment more than essay items or constructed response. The study shows that students with more advanced learning abilities and with low test anxieties favor essay type exams, while students with poorer learning abilities and low test anxiety are less likely to favor essay-type exams. In addition, studies on gender differences indicate that female students favor essay type exams. The researchers argue that, unlike multiple-choice type, an essay type exam invokes deeper approaches to learning (Stryven et al., 2005).

Student perceptions about the appropriateness of evaluation and their preferences barely match. Although inappropriate assessments tend to encourage students to only take a surface approach to learning, students still demonstrated a clear preference for multiple-choice exams. Students view fairness as if "assessment: relates to authentic tests, represents reasonable demand, encourages students to apply knowledge to realistic contexts, emphasizes the need to develop a range of skills, and is perceived to have long-term impact" (Struyven et al, 2005, p. 337).

2.3. Peer-Assessment

Kwok (2008) performed a study investigating students' perceptions of peer evaluation and teachers' role in seminar discussion. He found that students viewed the experience of peer evaluation as enhancing their confidence and providing them the opportunity to exercise power of making judgments about their peers (Kwok, 2008). The study, which aimed to measure the impact of peer evaluation on seminar discussions in higher education, involved 19 undergraduates taking a course titled *English for Academic Purposes*. The author used both quantitative and qualitative methods in this study and focused on students' responses from two perspectives: students as evaluators and students as evaluatees.

The author found that the majority of students participating as evaluatees "considered the comments and feedback fair" (Kwok, 2008, p. 89). These respondents viewed the seminar as helpful in terms of the "importance of teamwork, self-awareness and confidence in responding to open-ended questions" (Kwok, 2008, p. 89). Similarly, students' perceptions as evaluators indicated that students enjoyed their experience of observing, listening to other students, making decisions, giving comments, and marking (grading). However, the study shows that some students considered themselves unprepared to assess peers as compared to the teacher who has more experience and provides professional advice (Kwok, 2008).

2.4. Performance-Based Assessment

Segers, et al (2006) studied two cohorts of second-year students attending a course titled "International Business Strategy" (p. 228). They used two instruction formats: first, an assignment-based format for the first cohort, which 406 students attended, and second, a problem-based learning format attended by 312 students in the following academic year. The authors found that there were significant differences in the learning strategies: "students in the assignment-based learning course adopted more deep-learning strategies and less surface-

learning strategies than the students in the problem-based learning course" (Segers et al., 2006, p. 234).

Their findings suggest that, contrary to their expectation, students who intended to have deep learning strategies and deep assessment demands, had a weaker association, although the correlation between the actual deep-learning strategies and students' deep perceptions of the assessment demand was significant. The authors confirm an earlier study by Scouller (1998) that a relationship exists between "students' actual learning strategies and their perceptions of the assessment demands in the test and assignment condition" (Segers et al., 2006, p. 236).

Panizzon and Pegg (2007) engaged 25 teacher- volunteers to participate in a study representing six secondary rural schools from New South Wales, Australia.

The researchers used the Structure of Observed Learning Outcome (SOLO), a cognitive structural model, which provided "a basis for both assessing students' understandings and identifying ways of enhancing student learning" (Panizzon & Pegg, 2007, p. 420).

Three two-day workshops were conducted at the university for these teachers, focusing "around the SOLO model, assessment tasks and pedagogical practices" (Panizzon & Pegg, 2007, p. 423). The authors primarily used two sources of data: "student scripts coded using the SOLOmodel" and interviews with teacher, inquiring their experiences with the new approach to "teaching and assessment practices to enhance students learning" (Panizzon & Pegg, 2007, p. 423).

The authors found that all teachers who participated in this project represented a change in their practices, embedding different kinds of questions to gauge students' understandings in their classrooms. According to Panizzon and Pegg (2007), the project helped teachers recognize that "restricting the type and style of questioning in their teaching and assessment provided limited scope for students to demonstrate their conceptual understanding" (p. 431). Overall, the authors asserted that teachers reported a shift in their

perceptions of learning demonstrated in their teaching and assessment practices, which was noticed by students and their colleagues as well (Panizzon & Pegg, 2007).

Gulikers, Bastiaens, Kirschner, and Kester (2006) investigated the relations between student perceptions of assessment authenticity, study approaches and learning outcome with 118 senior students studying social work at a vocational education and training institute in Netherland. The authors used qualitative and quantitative methods collecting the data. The participants filled out a questionnaire regarding perceptions of assessment, using a five-dimensional framework adopted from an earlier study conducted by (Gulikers et al., 2006). Their perceptions of alignment were measured by a 5-item questionnaire, and their study approach was measured with *Revised Study Process Questionnaire 2 Factors,* a 20-item questionnaire (Gulikers et al., 2006). The perceptions of assessment questionnaire examined whether students perceived the authenticity of the task, the physical context, the social context, the form, and the criteria.

The authors used correlation analyses to examine the relationships between the various variables. Among the 118 participants, only 77 had final grades; thus, students' grades were not included in analysis. As the study hypothesized that relations exist between perceptions of authenticity and alignment on a Deep Study Approach (DSA) and development of generic skills, Structural Equation Modeling was used to test the hypothesis. The finding suggests that a positive relationship exists between perceptions, deep studying approach and the learning outcome (Gulikers et al., 2006).

However, the study shows an unexpected contradictory "positive correlation between Generic Skill Development and Surface Study Approach, meaning that more surface study activities improved the development of generic study skills" (Gulikers et al., 2006, p. 391). In addition, according to Gulkirs et al. (2006) "a significant relationship exists between perceptions of *criterion* authenticity and a deep study approach, (β=-.44)", which indicates, "the more assessment criteria were perceived, the less deep the students reported having studied" (p. 393).

Chapter III: Research methodology

3.1. Research aim

The aim of this research is to explore the views and opinions of teachers and students on how much and how is the formative evaluation in terms of student participation in the assessment process of their achievements in English language in SEE University?

This is applied research because we establish the application of formative assessment in English language teaching through opinions of the teachers and students. In this study dominates the inductive method.

The research will aim:

- ✓ To examine the attitudes and opinions of teachers on how to apply formative assessment;
- ✓ To examine the attitudes and opinions of teachers about what methods of formative assessment used by teachers that are aimed at involving students in the assessment process;
- ✓ To examine the attitudes and opinions of teachers on the type and effect the feedback exchange with students;
- ✓ To examine the opinions of teachers about the nature of problems faced in the process of formative assessment;
- ✓ To examine the attitudes and opinions of students on the application of different approaches to monitoring and assessment of knowledge and understanding of students by teachers;
- ✓ To examine the attitudes of students, on how much and how teachers involve students in the process of assessment the achievements in teaching English language;
- ✓ To examine the attitudes and opinions of students about the quality of feedback;
- ✓ To compare the views and opinions of teachers and students on the issue - how formative assessment is successfully applied in English language?

3.2. Research questions

This research will have to answer the following questions:

1. How students are really involved in the process of evaluating the achievements in English language and what are their opinions on this question?

2. What are the opinions of teachers on the use of formative evaluation?

3. How much and in which way teachers are using the different forms of assessment of student achievement?

4. Whether students are part of the process of assessing their own achievements?

5. What are the teacher's perception and student perception for the use of formative assessment in English language at the University?

3.3. Research Hypothesis

It is assumed that, formative assessment, in terms of involving students in the assessment, is successfully applied in teaching of English language and positively affect the perceptions of teachers and students as well.

3.4. Research design and Methodology

The research uses descriptive method in the form of description, definition, analysis and generalization. In order to increase the reliability of data in parallel will be analyzed attitudes and opinions (perceptions) of teachers and students from collected data and draw the conclusions.

This research will be also a combination of qualitative and quantitative methods. The instruments which will be used in this research will be observation and questionnaires.

3.4.1. Materials

Materials that are used during the research, are the paper printed questionnaires, as well as questionnaires that were send via e-mail. There were send 102 questionnaires to the students and 11 to the teachers), and the total number of 72 (66 students and 6 teachers) were given back answered. Those materials were carefully studied and brought into graphics, by percentage.

3.4.2. Participants

To select student participants for the interview, it was approached to all third- and fourth-year students and introduced the topic of the study. Students were asked to volunteer to participate in the study, for the aims of this research. However, some classes were revisited or individual students were invited to take part. It was maintained a relative balance between female and male participants (30 males and 36 females), but the majority volunteers were fourth year students. Only eighteen third year students offered to participate. Part of the reason for their reticence is that third year students have to go for practicum two days a week, and that they are having an intensive classis; therefore, their schedule was more demanding than that of the fourth-year students. It was chosen to involve only students from the third and fourth years because they have more experience and have witnessed a wider range of assessment practices in their classrooms.

It was used a semi-structured interview approach focusing on four main themes of classroom assessment (methods of assessment, authenticity of assessment, use of assessment result, and transparency of assessment).

As it was mentioned before, the participants will be also and teachers (precisely 6) that teach in English language in SEE University, as well as, students (precisely 66) who will be asked to complete the given questionnaires.

3.4.3. Instruments

The instruments that are going to be used are: Scalar questionnaire for teachers with precise statements; Scalar questionnaire for students with precise statements (Likert scale of attitudes). Scaling is done for each position by offered answers (1 - completely disagree, 2 - disagree, 3 - neither agree nor disagree, 4 - agree) to measure the teachers' perceptions and students' perceptions of English language assessment.

To answer the research questions: students' and teachers' perceptions of assessment, main methods of assessment used in SEE University, and the extent assessment results used to improve instruction, two types of data (quantitative and qualitative) were collected in this study. In terms of the qualitative section, the researcher opted for a phenomenological approach to explore students' experiences and their perceptions of classroom assessment. The investigator chose this approach, because he was interested in learning the meaning of assessment formats from students' perspectives.

In addition, faculty members were asked about their rationale behind the type of classroom assessment method they use in their classroom; this provided some measure of triangulation for the study. Schram (2005) agrees that a researcher can draw upon what a phenomenon or experience means to a particular person through a phenomenological approach.

A phenomenological approach was selected for the study because the researcher was interested in investigating the lived experience of individuals (Schram, 2005; Rossman & Rallis, 2003) in relation to assessment practices in junior and senior classes at SEE University.

3.4.4. Procedures

Data from SEE University were collected within five weeks that included both quantitative and qualitative data: September 15, 2016 to October 20, 2016. However, the investigator spent another three weeks in informal observation of the institution and holding informal conversations with the faculty and students. SEE University authorities were consulted

and asked for cooperation. The institution contributed greatly in terms of permitting the study to be held in this institution and provided facilities, such as a room for the giving the answers of the questionnaire. In addition, institutional permission was given to administer the questionnaire during instruction hours. For example, third- and fourth-year students were informed 1-2 days before the instrument was administered so that those who were interested were aware and willing to participate.

In addition, the investigator trained instructors about the questionnaire for those in whose classes the questionnaire was to be administered. Their engagement was because they were assisting the investigator administering the questionnaire and having some background information about the topic and its purpose could help answer some students' questions; students had an equal opportunity to rate the questionnaire, too. Anonymity of the students was confirmed by the investigator so that they felt no threat from their teachers.

See Appendix A for more information about the questionnaire.

Chapter IV: Data analysis

4.1 Results from the questionnaire

In addition, the section intended for analysis, ie presentation of the results of the survey, which was conducted via questionnaire composed of 19 questions structured properly related to the objectives of the research, and questions that will serve to prove the hypothesis.
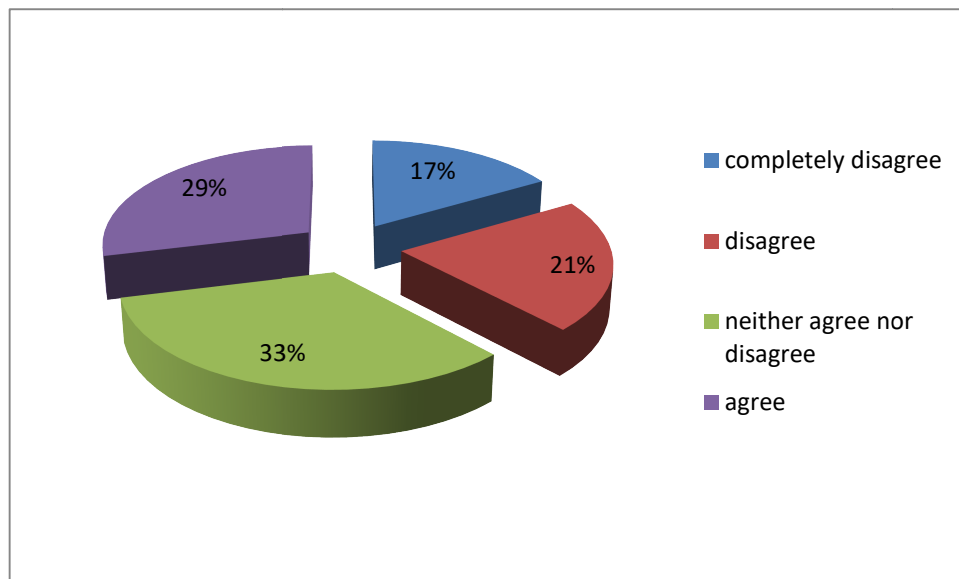
1. There is a change in the way of monitoring and evaluating the achievements of students by teachers.

1 - completely disagree - 11

2 - disagree - 14

3 - neither agree nor disagree - 22

4 - agree - 19

Figure 3 - There is a change in the way of monitoring and evaluating the achievements of students by teachers
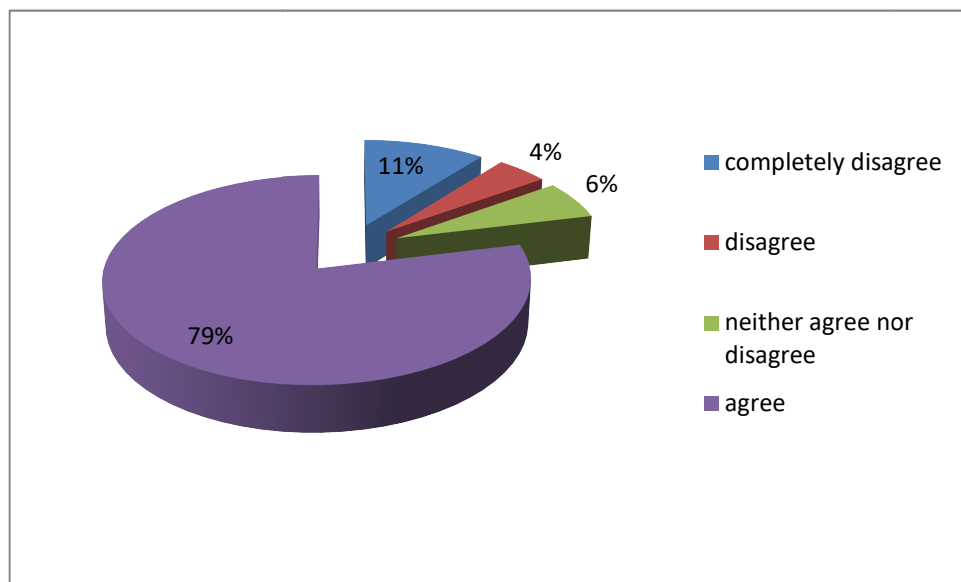
2. The assessment is supportive tool for learning and achieving better success only if it is clearly justified.

1 - completely disagree - 7

2 - disagree - 3

3 - neither agree nor disagree - 4

4 - agree - 52

Figure 4 - The assessment is supportive tool for learning and achieving better success only if it is clearly justified
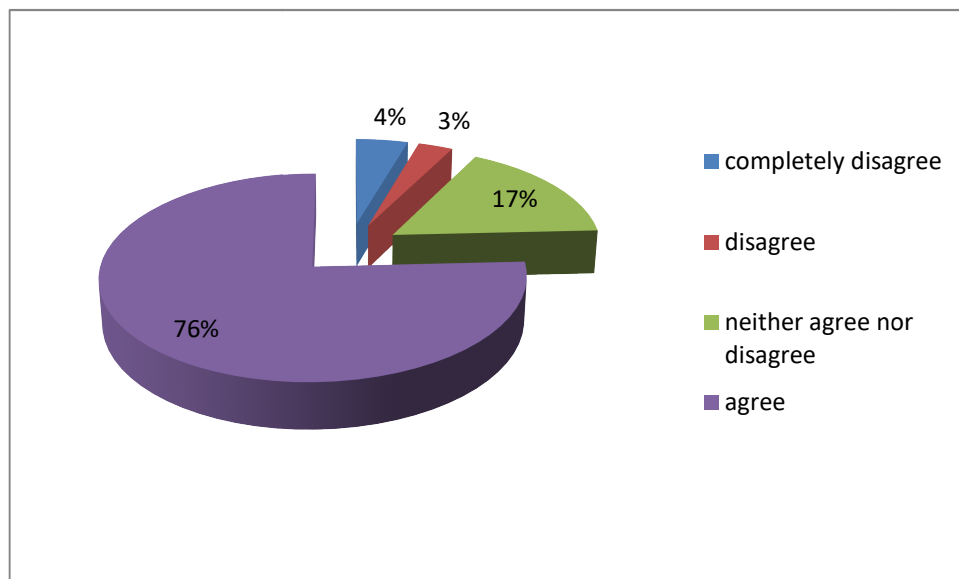
3. Teachers apply formative assessment: (sharing of goals, continuous monitoring and recording the answers, giving feedback)

1 - completely disagree - 3

2 - disagree - 2

3 - neither agree nor disagree - 11

4 - agree - 50

Figure 5 - The assessment is supportive tool for learning and achieving better success only if it is clearly justified

The next question concerned the use of formative assessment. That the teachers apply formative assessment, completely disagree 3 respondents or 4%, and disagree 2 or 3%. That neither agree nor disagree reported 11 respondents or 17%, and with this claim agree 50 respondents or 76%. Remarkable is the high percentage of respondents who answered that teachers implement formative assessment, and it is shown in graphic 3 shown above.
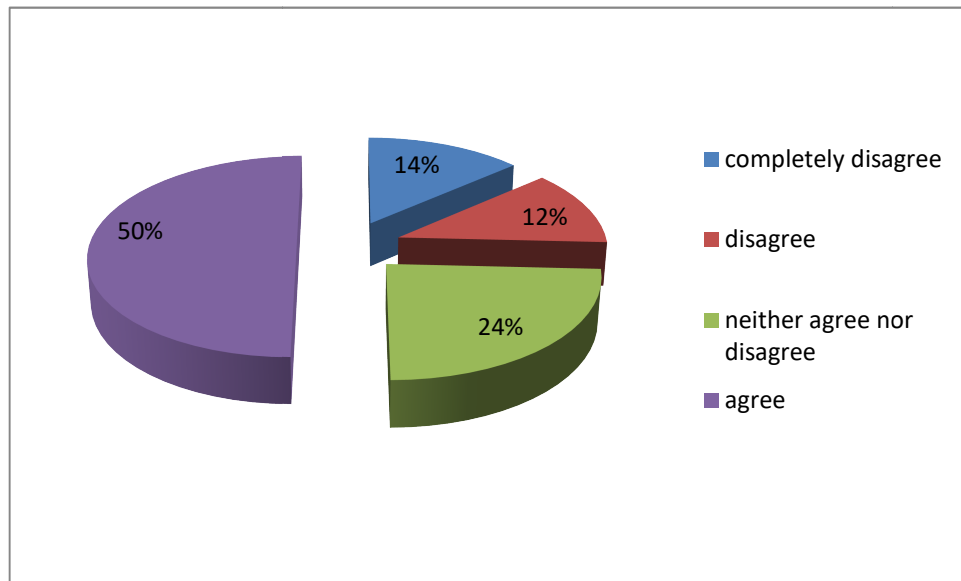
4. The criteria used by teachers to assess are very clear and understandable for the students.

1 - completely disagree - 9

2 - disagree - 8

3 - neither agree nor disagree - 16

4 - agree - 33

Figure 6 - The criteria used by teachers to assess are very clear and understandable for the students.

That the criteria used by teachers for evaluation are clear and understandable reported 33 respondents, or 50%. With this view neither agree nor disagree 16 respondents or 24%. That these criteria are not clear enough reported 8 respondents (12%), and that completely disagree with this same attitude round up a total of 9 subjects (14%).

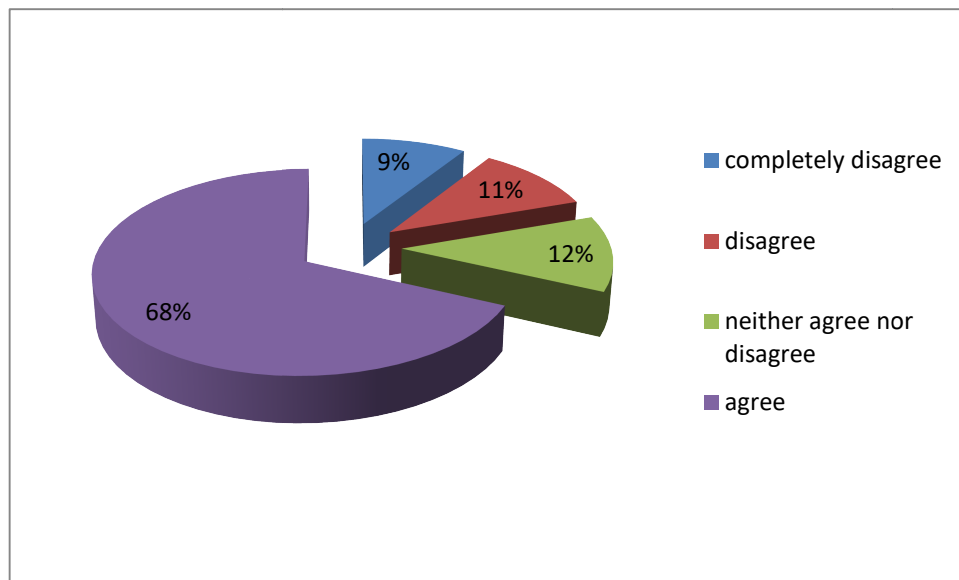**5. My work is evaluated continuously and the class helps me to see where I am.**

1 - completely disagree - 6

2 - disagree - 7

3 - neither agree nor disagree - 8

4 - agree - 45

Further, that the work of the respondents is evaluated constantly in class and that it helps to see how far the respondent are, completely disagree 6 respondents or 9%. With this, statement disagree 7 respondents, or 11%. That neither agree nor disagree reported 8 respondents or 12% of the total number of respondents, while the responders that agree with this statement are 45 or 68% of the total number. All these is graphically shown in graphic 5, which is presented below.

Figure 7 - My work is evaluated continuously and the class helps me to see where I am.

6. Students learn better when they are checked frequently and, on less material, (academic paper, quiz).
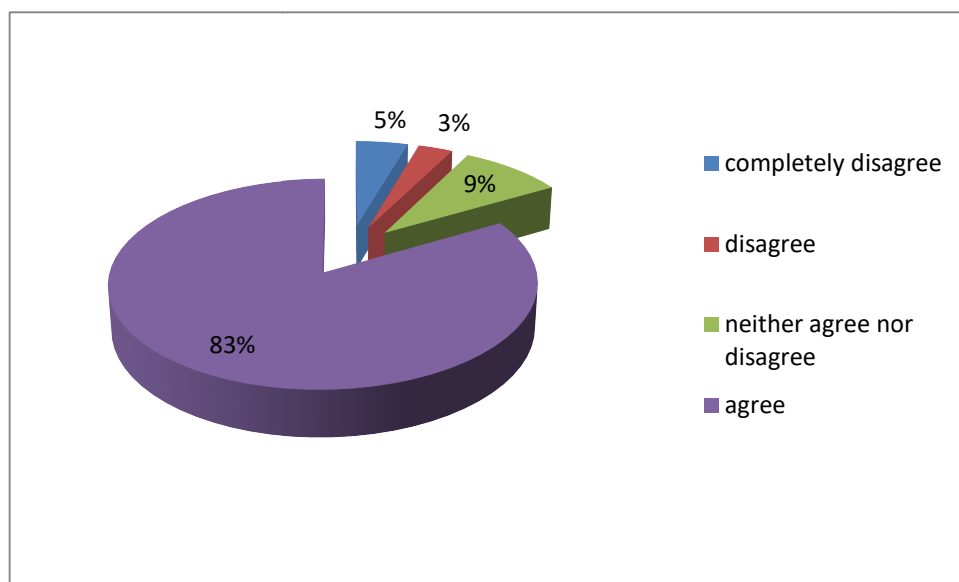
1 - completely disagree - 3

2 - disagree - 2

3 - neither agree nor disagree - 6

4 - agree - 55

The sixth question was about whether students learn better when they are checked frequently and on less material, through academic paper or quiz. According to the responses, it may be noted that completely disagree with this a total of 3 respondents or 5%, until 2 interviewees agree or 3%. With this assertion neither agree nor disagree total of 6 respondents or 9%, while 55 out of 66 respondents or 83%, said they agree that students learn better when they are checked frequently and on less material through appropriately structured academic paper or through quiz.

Figure 8 - Students learn better when they are checked frequently and, on less material, (academic paper, quiz).
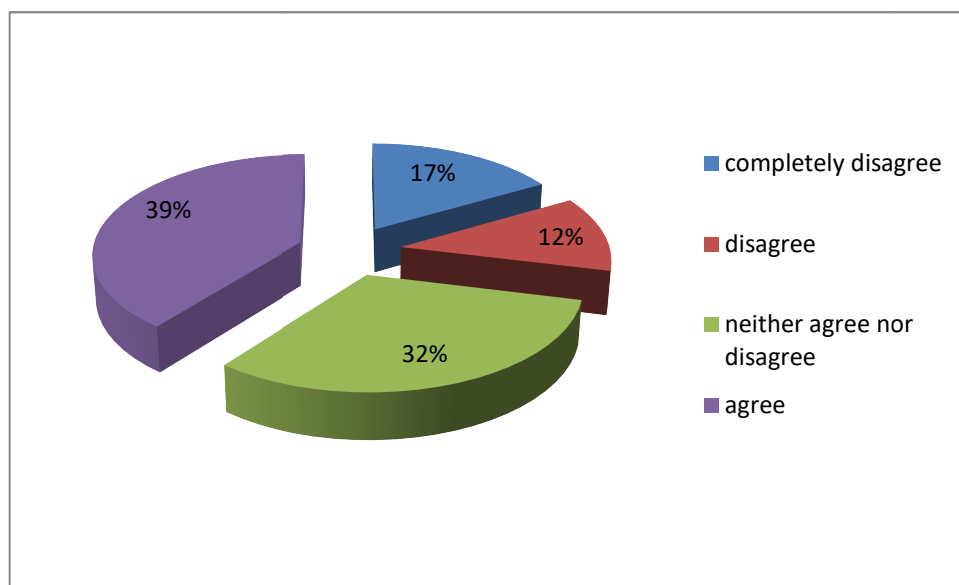
7. Teachers apply various types of assessment according to the individual abilities of the student.

1 - completely disagree - 11

2 - disagree - 8

3 - neither agree nor disagree - 21

4 - agree – 26

Figure 9 - Teachers apply various types of assessment according to the individual abilities of the student.

Completely disagree with the assertion that teachers apply various types of assessment according to the individual abilities of the student, 11 respondents (17%) and disagree 8 (12%). Furthermore, with this statement neither agree nor disagree 21 respondents (32%), and 26 (39%) reported that they agree, and that teachers apply various types of assessment, according to the individual abilities of the student. All these is shown graphically in graphic 7 given above.

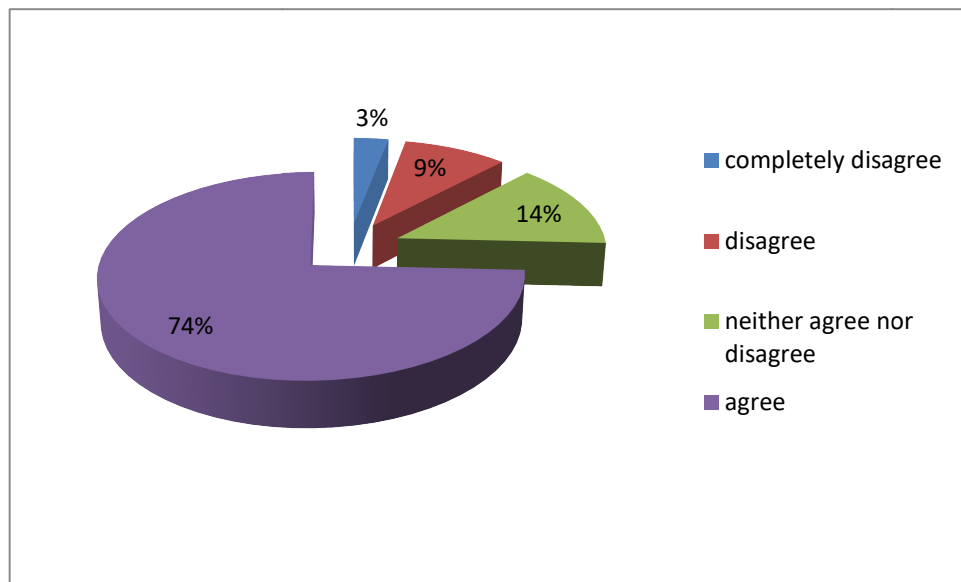**8. Students should be active partners in the assessment process.**

1 - completely disagree - 2

2 - disagree - 6

3 - neither agree nor disagree - 9

4 - agree - 49

The following, eighth question was about whether respondents believe that students should be active partners in the evaluation (assessment) process. According to the replies by the respondents, completely disagree with this statement, answered 2 respondents or 3%, while that disagree reported total 6 or 9%. Furthermore, with this statement neither agree nor disagree 9 responded total respondents, or 14%, and according to the responses received, the with this claim, totally agree 49 respondents or 74%. Below, it is shown graphically in graphic 8.

Figure 10 - Students should be active partners in the assessment process.

9. Teachers involve students in the process of evaluating their achievements.
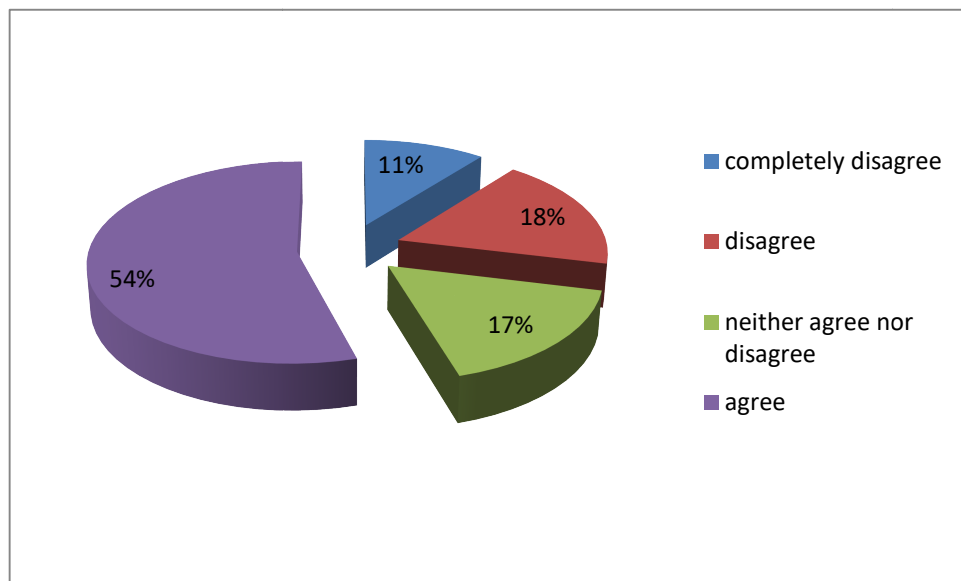
1 - completely disagree - 7

2 - disagree - 12

3 - neither agree nor disagree - 11

4 - agree – 36

That teachers involve students in the process of assessing their achievements,completely disagree 7 respondents, or 11%, while disagree 12 respondents or 18%. Furthermore, with this statement neither agree nor disagree 11 respondents or 17% and finally, 36 respondents or 54% said that they agree with the above statement. In graphic 9, which is shown below, the graphics shows the presented results of this ninth issue.

Figure 11 - Teachers involve students in the process of evaluating their achievements.

10. Students score higher results and exchange ideas if they are part of the assessment.

1 - completely disagree - 5

2 - disagree - 4

3 - neither agree nor disagree - 8

4 - agree - 49

In addition, the graphic 10 presents answers to the questions received on the basis of the tenth issue. According to the results, completely disagree with the statement that students score higher results and exchange ideas if they are part of the assessment total of 5 respondents or 8%, rather than 4 respondents that agree or 6%. Further, that neither agree nor disagree answered 8 respondents or 12%, while 49 respondents or 74% said they agree on the basis of this claim.
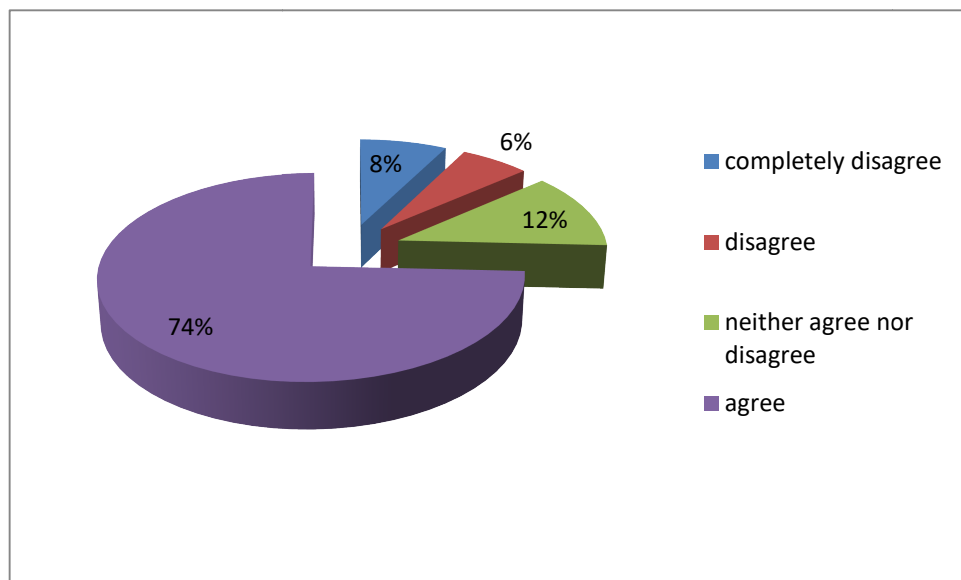

Figure 12 - Students score higher results and exchange ideas if they are part of the assessment.

11. Students can be assessed only if they have a clear view of the objectives and criteria for their learning.
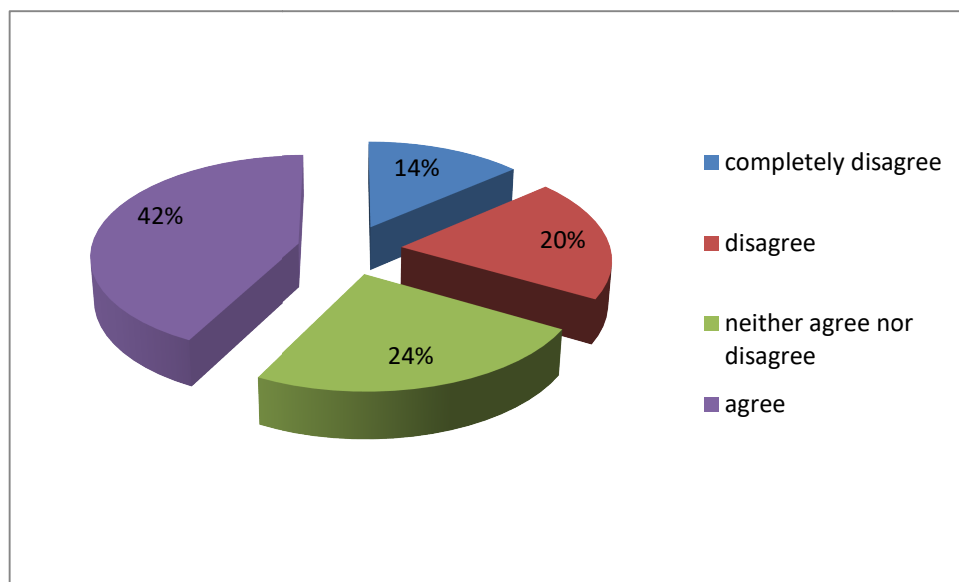
1 - completely disagree - 9

2 - disagree - 13

3 - neither agree nor disagree - 16

4 - agree - 2

As shown in the graphic 11, that students could be assessed only if they have a clear view of the objectives and criteria for their learning, believe or agree 28 respondents or 42%, and neither agree nor disagree 16 respondents or 24%. Furthermore, with this claim disagree 13 respondents or 20%, while completely disagree total of 9 respondents or 14% of the total number of 66 examinees.

Figure 13 - Students can be assessed only if they have a clear view of the objectives and criteria for their learning

12. When students are involved in assessing their achievements they become more active and aware of their learning.
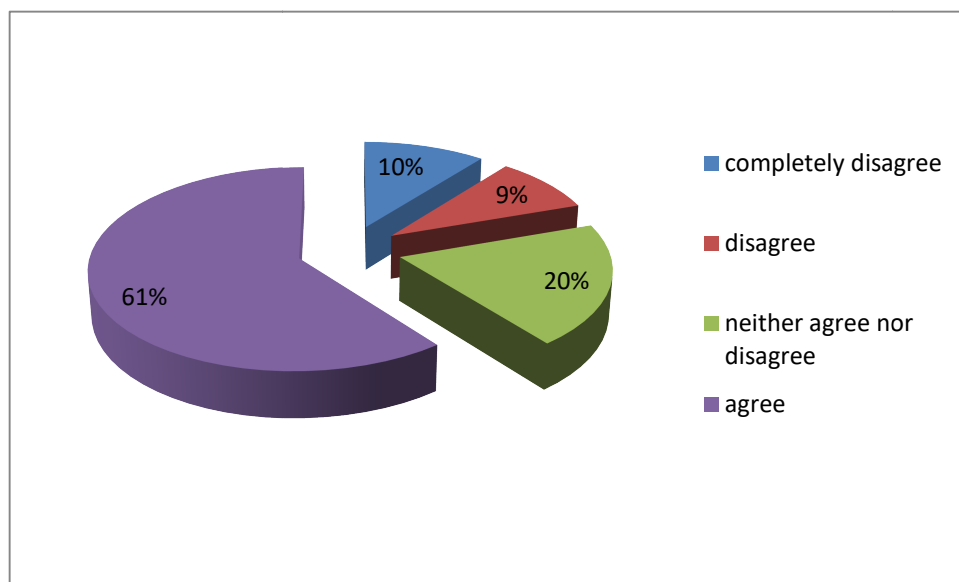
1 - completely disagree - 7

2 - disagree - 6

3 - neither agree nor disagree - 13

4 – agree –4

When students are involved in assessing of their achievements, they become more active and aware of their own learning, completely disagree 7 respondents, or 10%, disagree 6 respondents or 9%. Furthermore, with this statement neither agree nor disagree 13 respondents or 20%, while with the same statement agree completely 40 respondents or 61%.

Figure 14 - When students are involved in assessing their achievements, they become more active and aware of their learning

13. When students are involved in assessing of their achievements, they become aware of their weaknesses.
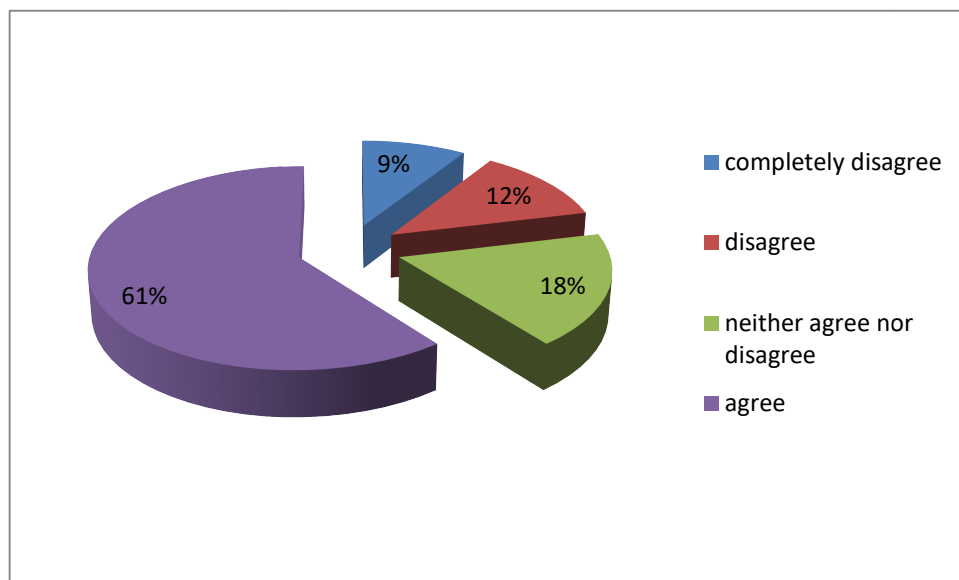
1 - completely disagree - 6

2 - disagree - 8

3 - neither agree nor disagree - 12

4 - agree - 40

That through involvement in assessing of their achievements can be perceived student`s own weaknesses, completely disagree 6 respondents or 9%, while disagree 8 respondents or 12%. On the basis of this claim, 12 respondents or 18% neither agree nor disagree, while 40 respondents or 61% completely agree, saying that through involvement in assessing of their achievements,there can be perceived weaknesses of the students. The specified percentage is clearly shown in graphic 13 shown below.

Figure 15 - When students are involved in assessing of their achievements, they become aware of their weaknesses.

14. The feedback allows students to see that teacher positions and views are valued and respected.

1 - completely disagree - 4

2 - disagree - 10

3 - neither agree nor disagree - 9

4 - agree - 43

From total number of 66 respondents, 4 or 6% completely disagree that feedback allows students to see that the views and opinions are valued and respected, while 10 and 15% disagree with this statement. With this statement 9 respondents or 15% neither agree nor disagree, and 43 or 65% agree. The results obtained on the basis of this question are displayed in percentage in graphic 14 presented below.

Figure 16 - The feedback allows students to see that teacher positions and views are valued and respected

15. In the process of self-assessment of their work, students are not sufficiently realistic.

1 - completely disagree - 11

2 - disagree - 12

3 - neither agree nor disagree - 9

4 - agree - 34

That in the process of self-assessment of their own work, students are not sufficiently realistic, fully disagree 11 respondents or 17%, and 12 or 18% disagree. Further, that students are sufficiently realistic in self-assessment of its operations agree 34 respondents or 51%, while the remaining 9 or 14% neither agree nor disagree. All these is represented graphically in graphic 15.
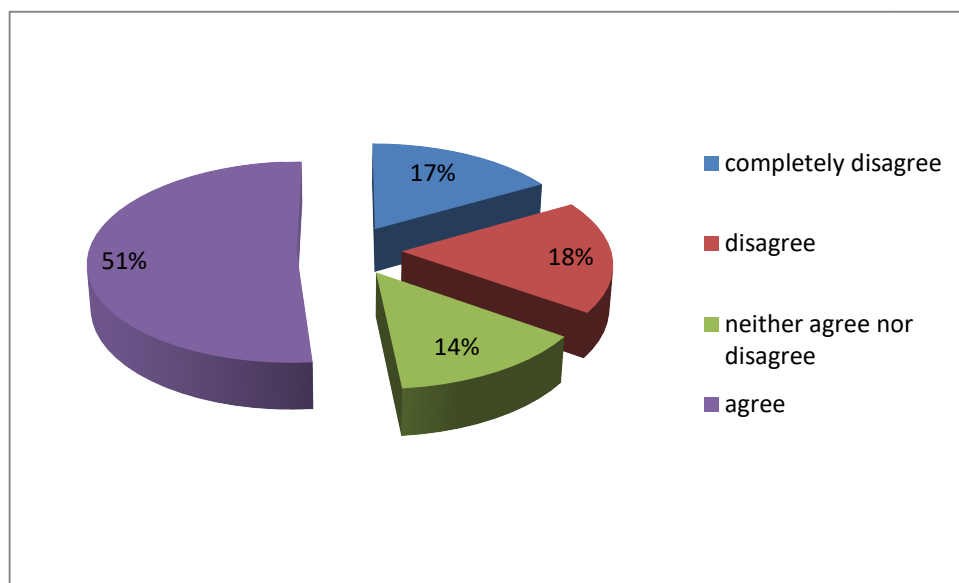
Figure 17 - In the process of self-assessment of their work, students are not sufficiently realistic

16. Students feel uncertainty when they are involved in assessing of the work of their classmates.
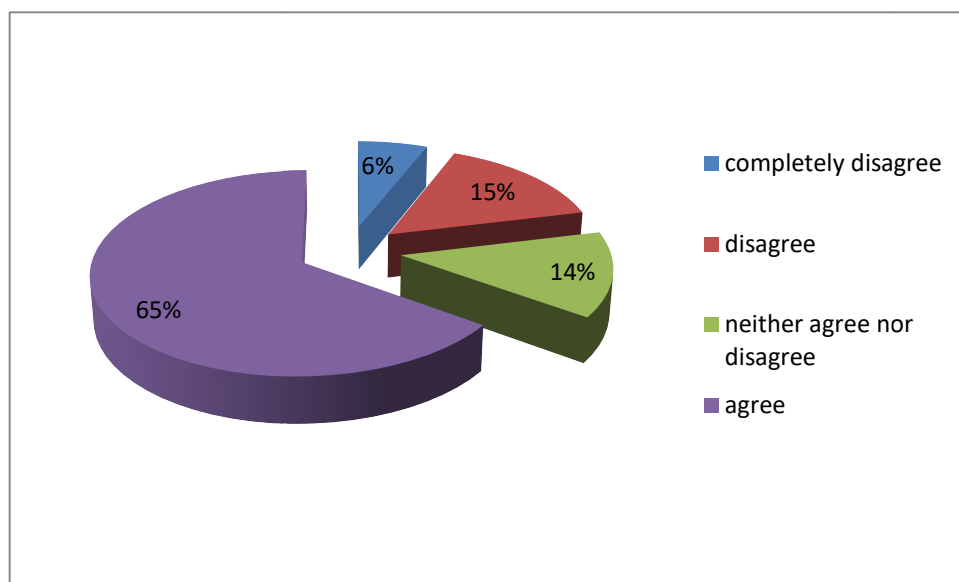
1 - completely disagree - 11

2 - disagree - 9

3 - neither agree nor disagree - 9

4 - agree - 37

Total 11 respondents or 17% completely disagree with the assertion that students feel uncertainty when they are involved in assessing of the work of their classmates, and 9 or 13% disagree. With this assertion neither agree nor disagree the same number of respondents, while the remaining 37 or 56% completely agree. In the graphic 16, these results are displayed graphically.
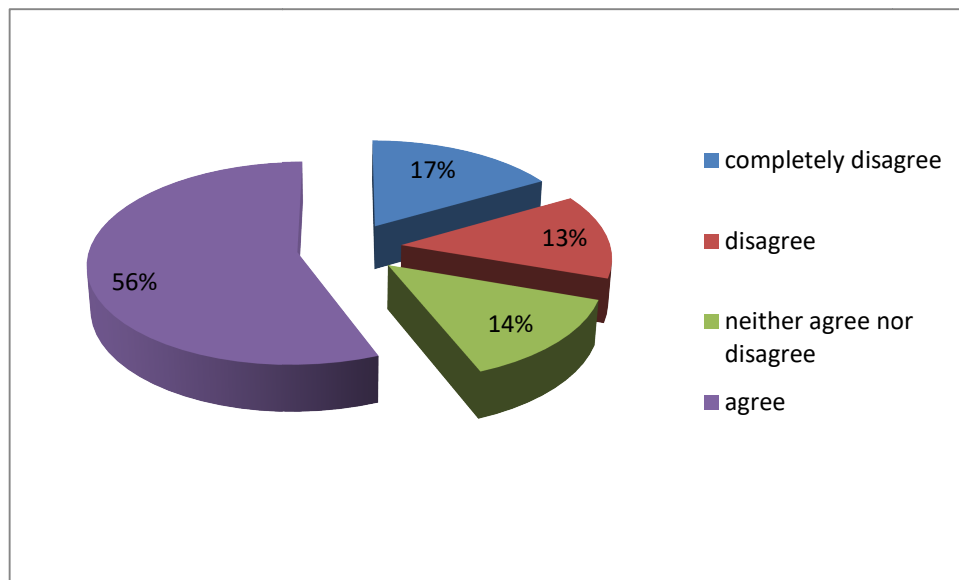
Figure 18 - Students feel uncertainty when they are involved in assessing of the work of their classmates

17. The criteria for assessing the achievements are not sufficiently clear to students.

1 - completely disagree - 8

2 - disagree - 11

3 - neither agree nor disagree - 6

4 - agree - 41

Furthermore, with the following statement, and that the criteria for evaluating achievements are not sufficiently clear to the students, completely disagree 8 respondents, or 12%, and disagree 11 or 17%. That neither agree nor disagree, stated total number of 6 respondents and 9% and the remaining 41 or 62% of the total number, consider that the criteria for assessing the achievements are not clear enough students or disagree with the above statement. All these is shown in graphic 17 in percentage.
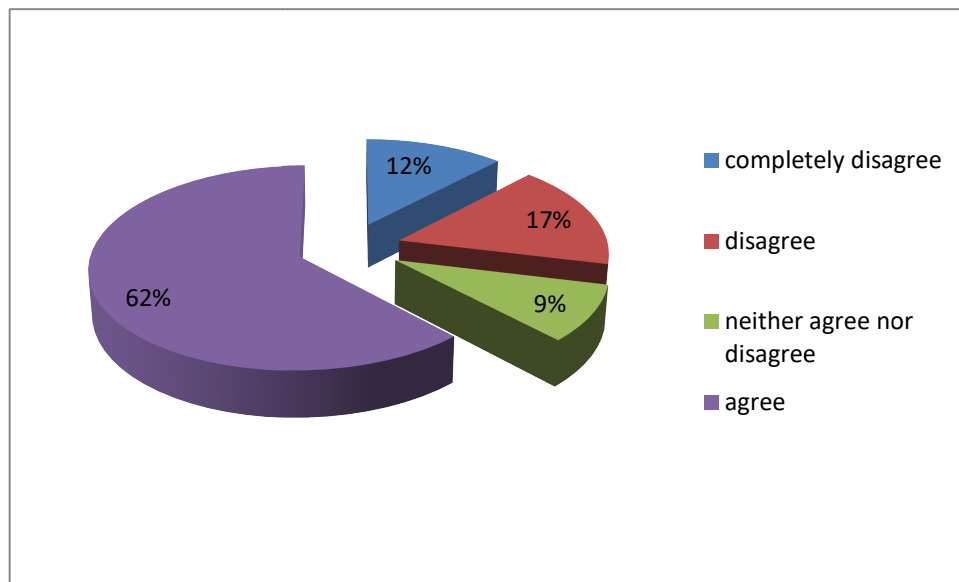
Figure 19 - The criteria for assessing the achievements are not sufficiently clear to students.

18. The teachers do not take into account all the answers of the students that are shaping the assessment.

1 - completely disagree - 15

2 - disagree - 12

3 - neither agree nor disagree - 7

4 - agree - 32

On the last, eighteen question, 15 respondents or 23% completely disagree with the view that teachers do not take into account all the answers of the students that are shaping the assessment, and 12 or 18% disagree. Total of 7 respondents or 11% neither agree nor disagree with the above statement, while the remaining 32 or 48% completely agree or think that teachers do not take into account all the answers of the students that are shaping the assessment. The answers to this question, as the previous ones, is shown in percentage in graphic 18.
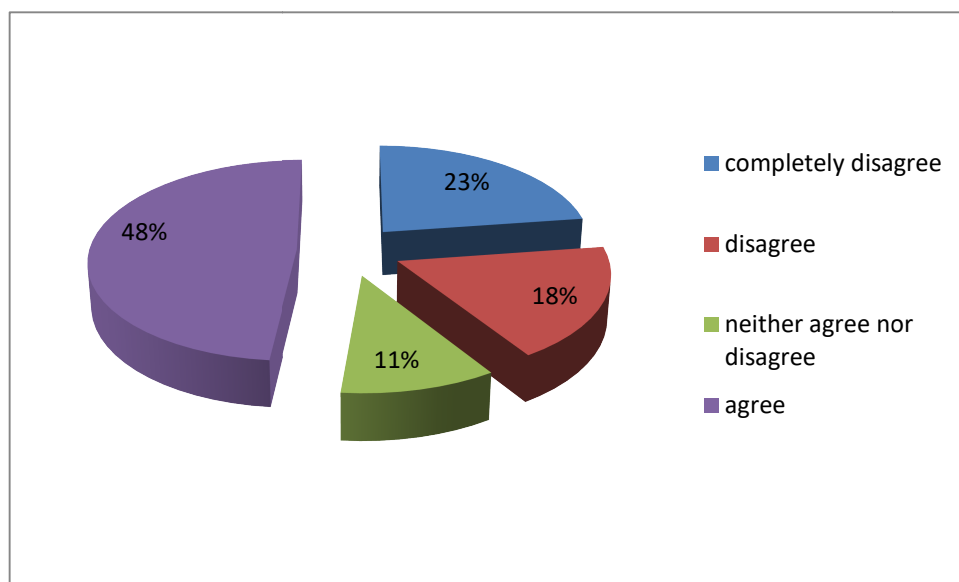
Figure 20 - The teachers do not take into account all the answers of the students that are shaping the assessment.

Presenting the results of the questionnaire intended for teachers and students there can be concluded several conditions associated with the process of assessing of the student achievements. In the next Chapter, there will be presented the conclusions from the conducted questionnaires.

4.2. Results from the observation

Individual differences play an important role in all aspects of learning and teaching, as other foreign, as well and native languages. Therefore, individualisation and differentiation must be part of all aspects of the process of learning and teaching languages, involved both in planning courses, the choice of teaching content and the choice of working methods, and the assessment of competence and student achievement. In this paper, first were discussed previous studies of the role of various individual factors in learning the language, and then there were given some specific examples of ways in which the individualisation and differentiation can be included in the teaching and assessment of languages, linguistics and language teaching methodology at university level.

The concrete experiences that they amount to illustrate the importance and positive effects of individualization and differentiation to encourage motivation, positive attitudes and achievements of students that studies on University of SEEU (SEEU language center).

Observing the process of assessment on the University of SEEU, it can be concluded that students learn in a variety of ways, such as viewing and listening, thinking, logical reasoning or intuitive reasoning, with memorisation or visualization. Also, there are and different methods of teaching. Some teachers teach, others demonstrate or discuss. Some focus on the rules of other examples. Some teachers emphasize memorisation and understanding others. About how a student learns at the lessons, it must be mentioned that it depends on student`s natural ability and willingness of the previous knowledge, and of the compatibility of the characteristic approach to learning by the student and teacher access to teaching.

The general conclusions of the results of the observation, shows that teachers in foreign language, while teaching, use various forms of formative assessment in order to advance student achievement.

Realized in direct conversation with fewer teachers it can be concluded that the three most commonly used forms of formative assessment by teachers are the following:

✓ continuous monitoring,

✓ checklists and self-evaluation, and

✓ the teaching paper.

While according to the students, the most used forms of assessments indicated also three forms:

✓ the teaching paper,

✓ tests prepared by the teacher and

✓ direct answers to questions posed by teacher and self-evaluation.

Given the fact that these indicators are collected in order to promote learning, their application should be coextensive with the established principles for effective learning, after which it can be concluded that:

✓ teacher should begin with what the student understands,

✓ include the student actively in the process of learning and assessment,

✓ develop student understanding of the objectives and criteria for effective learning;

✓ promote mutual learning, learning through discussion.

These guidelines relate primarily to the cognitive dimension of learning, but it should not neglect other aspects affective dimension where tipping information provided as guidance, praise and evaluation more it strengthens the ego when students are involved in carrying out

the task. With their involvement, students of University of SEEU, believe that they can be improved through their own efforts, ready to accept new challenges and learn from their mistakes through assessment. According to realized observation it can be also concluded that assessment for learning, the use of feedback from teachers and students, is in order to be able to assist the student in assessing himself or his classmate, to modify activities in teaching and learning where they are engaged and where the purpose of teaching is to meet the needs of learning.

In assisting students in developing self-assessment and group cooperation (mutual evaluation) teachers of University of SEEU clearly set goals that students seek to understand the criteria in the assessment.

Chapter V: Conclusions

5.1. Conclusions from the conducted questionnaires

Based on the above we can conclude that the assessment achievement, skills, attitudes and abilities of the student should not be understood only as a way to get to the better grades, but rather it should be understood as a continuous process that is directly related to all aspects the development of the student. For objectively monitoring and evaluation of the student achievement in educational work we have to do plan, to systematically record, assess and note. It involves assessing the effects of the process and goals and tasks of educational work and its continuous improvement.

Based on the results of our research with sufficient argumentation we should be able to confirm that in English language, formative assessment is applied and it should be imperative for each teacher, by having a positive perception for continually involving the students in the assessment.

The purpose of this thesis was to identify the teacher's perceptions and students' perceptions of English language assessment by the research conducted at SEEU language center in Tetovo. Its intention was to observe the perceptions for English language assessment in English classes, or more precisely in the subjects that are hold on English language in South East Europe University.

In addition, it was investigated the teachers and students' perceptions in terms of evaluation or assessment in English language.

Taking into consideration the importance of assessment and assessment methods in English language, it was very important doing a precise research in this field.

Moreover, this was very helpful for teachers of English language and the way of the assessment, as well as, for the students in their perception for self-evaluation.

This study suggested some of the best methods to be incorporated and has a role to identify their advantages. It explained a difficulty and above all it defines the importance of assessment in English language especially.

Based on the above it can be concluded that the assessment of achievements, skills, attitudes and abilities of the student should not be understood as a way to get to the assessment, but rather it should be seen as a continuous process that is directly related to all aspects of development of the student. If the goal is objectively monitoring and evaluation of student achievement in educational work, that must be well planed, systematically recorded, assessed and informed. This involves assessing the process and effects of the goals and tasks of educational work and its continuous improvement. Student as a subject in the teaching process has its own rights and responsibilities in school and as such should be included in the planning, implementation and assessment of teaching through various forms of assessment.

If the students are enabled to be part of the process of assessment for their own work, there will be development in their sense of self-control, responsibility towards their own learning and self-criticism as a very important feature. Formative assessment as an assessment of the process, if it is properly implemented, allows the students to see their shortcomings, to direct and to improve, to highlight the positive aspects in a person, and it contributes to improve the performance and quality of knowledge of the student.

When the students participates actively in assessing their own work they became more motivated to learn, increases their confidence and learning for them is getting a real sense. The students recognize the extent of their success, they get used and trained for self-assessment and self-criticism.

Based on the results of the presented research with sufficient argumentation it can be confirmed that in foreign language teaching, formative assessment that is applied, it should be imperative for each teacher to continually involve students in the assessment process.

Chapter VI :Limitations and recommendations

Limitations and recommendations will be helpful and serve for the future researches and research of this field

6.1 Limitations

This research has been conducted with the highest dedication for giving insights on the issue of the formative assessment, its implementation and developing positive aspects on students' performance of their knowledge. However, the shortcomings of this research will be expressed, for the future researchers to be aware of them and for the intention of increasing the chances of creating more qualitative and quantitative research.

Although the research was conducted very carefully, obstacles were again unpreventable. To begin with, the number of the participants was limited for making generalizations for all of the students in the university.

A limited number of researches have been conducted in this field; there is a very small number of data and results which greatly vary because of the sample. A need for a study in this field is needed, especially with Albanian students. This will enrich the data for making a comparison of the results by different perspectives with the purpose of bringing essential conclusions. The results of this research cannot be generalized, because the number of samples does not allow overall conclusions and remarks for the entire university.

6.2 Recommendations

Important factors should be taken into consideration for a better flow of the research are: the high number of students within the same class, teachers' support, teachers' opinion of

the role of the formative assessment in EFL classroom and what benefits are found in implementing self-evaluation and formative assessment during the teaching process in the classroom. During the research there was a lack of group work in the classrooms and based on this, students did not have the chance to perform tasks appropriately. We recommend that teachers be aware of using better instructions in the classroom and motivating students more. Teachers also should use different strategies during the lesson in order to prepare their students in better ways to acquire the foreign language at university. Allowing students to communicate freely in the classroom makes them more confident and hardworking students in the classroom too. During the research, we noticed that teachers and students discuss different topics in the lesson related to the topic but there was a lack of repetition and revision of the material; we recommend that teachers have to change their strategies and to use the revision and self-evaluation of students during the lesson. Using these strategies helps teachers and students cooperate with each other and to be successful in acquiring the target language. It was notable that students performed and responded to each research instrument with the fullest transparency because the researcher was their teacher at the same time. This situation helped in gaining reliable and truthful results.

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Appendices

Appendix 1

The questionnaire

Questions	Completely disagree	Disagree	Neither agree nor disagree	Agree
1. There is a change in the way of monitoring and evaluating the achievements of students by teachers				
2. The assessment is supportive tool for learning and achieving better success only if it is clearly justified				
3. Teachers apply formative assessment: (sharing of goals, continuous monitoring and recording the answers, giving feedback)				
4. The criteria used by teachers to assess are very clear and understandable for the students				
5. My work is evaluated continuously and the class helps me to see where I am				
6. Students learn better when they are checked frequently and on less material (academic paper, quiz)				
7. Teachers apply various types of assessment according to				

the individual abilities of the **student**				
8. Students should be active partners in the assessment process				
9. Teachers involve students in the process of evaluating their achievements				
10. Students score higher results and exchange ideas if they are part of the assessment				
11. Students can be assessed only if they have a clear view of the objectives and criteria for their learning				
12. When students are involved in assessing their achievements, they become more active and aware of their learning				
13. When students are involved in assessing of their achievements, they become aware of their weaknesses				
14. The feedback allows students to see that teacher positions and views are valued and respected				
15. In the process of self-assessment of their work, students are not sufficiently realistic				

16. Students feel uncertainty when they are involved in assessing of the work of their classmates				
17. The criteria for assessing the achievements are not sufficiently clear to students				
18. The teachers do not take into account all the answers of the students that are shaping the assessment				

Appendix 2

Observation checklist

Group number: _____

Students	Asking questions	Giving suggestion about the overall work	Sharing ideas with their peers