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A thesis submitted to the Faculty of Languages, Cultures and Communication South East European University – English Language Teaching

Master thesis: "Formative Assessment versus Summative Assessment"

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Abstract

The aim of this research is to distinguish the Assessment models that are being used in the teaching process and its conclusions that will help students and also teachers to get better results and improvements.

This research focuses on understanding and measuring of the two main Assessment styles. The first point of this study is to demonstrate the positive effects of each style and to distinguish the difficulties that are faced during the assessment process.

This research also separates the pros and cons of each style, not too under evaluate one style over the other but to see what can help during the teaching and learning process.

Assessments that are being studied in this research are Formative and Summative Assessment styles, which includes giving feedback to students; which of these two styles are more efficient; where are the setbacks or difficulties; what can we do to improve the negative effects and are they being used effectively according to the teaching process.

The research is conducted in the English as a Foreign Language EFL (EFL in continuance) private school London Eye in Prizren. There are different age groups; starting from the youngest (kindergarten) to advanced levels and English for Specific Purposes (ESP in continuance).

Students and parents are handed out questions where they shall give their opinions about the Assessment methods used in the respective Language School. Participants of this research conduct interviews with teachers to match the opinions taken from the students and parents and get the best conclusions that will facilitate the teaching process in the future and also meet the students' needs for their further enhancement in ESL.

Students of different communities attending this school participated in the research, too. The questions are in English and translated into their native tongue for their better understanding if necessary. The research is executed successfully by giving productive results that show the differences between assessment methods are quite large but both are of the same importance. Summative Assessment has been chosen as a method that is efficient and productive as 85% of the participants of this research have voted to be as such. On the other hand the Formative Assessment is as important as the latter one as it prepares students to exceed the Summative Assessment with

ease. Therefore results for Formative versus Summative Assessment appear to be of the same importance for the Teaching process and should be practiced accordingly.

Abstrakti

Qëllimi i këtij hulumtimi është dallimi i modeleve të vlerësimit që janë duke u përdorur në procesin e mësimdhënies dhe konkluzionet e tij do të ndihmojnë studentët dhe mësuesit për të marrë rezultate dhe përmirësime më të mira.

Ky hulumtim përqendrohet në të kuptuarit dhe matjen e dy stileve kryesore të Vlerësimit. Pika e parë e këtij studimi është të tregojë efektet pozitive të çdo stili dhe të dallojë vështirësitë që hasen gjatë procesit të vlerësimit.

Ky hulumtim gjithashtu ndan pro dhe kundrat e secilës stil, jo shumë të nënvlerësoj një stil mbi tjetrin, por për të parë se çfarë mund të ndihmojë gjatë procesit të mësimdhënies dhe mësimit.

Vlerësimet që po studiohen në këtë hulumtim janë stilet e Vlerësimit të Vazhdueshëm (Formativ) dhe Përmbledhës (Sumativ), që përfshin dhënien e komenteve për studentët; cilat nga këto dy stile janë më efikase, ku janë pengesat apo vështirësitë, çfarë mund të bëjmë për të përmirësuar efektet negative dhe a përdoren ato në mënyrë efektive sipas procesit të mësimdhënies.

Hulumtimi zhvillohet në shkollën private EFL London Eye në Prizren. Ka grupe të ndryshme moshe, duke filluar nga më të rejat (kopshtet) deri në nivelet e avancuara dhe anglishtja për qëllime specifike.

Studentëve dhe prindërve u jepet pyetje ku japin mendimet e tyre në lidhje me metodat e vlerësimit të përdorura në Shkollën përkatëse të Gjuhës

Pjesëmarrësit e këtij hulumtimi kryejnë intervista me mësuesit për t'iu përshtatur mendimeve merr nga nxënësit dhe prindërit dhe marrin përfundimet më të mira që do të lehtësojnë procesin mësimor në të ardhmen dhe gjithashtu plotësojnë nevojat e nxënësve për zgjerimin e tyre të mëtejshëm në ESL. Këto shkolla përmbajnë nxënës të komuniteteve të ndryshme që jetojnë dhe ndjekin studimet dhe gjithashtu marrin pjesë në hulumtim. Pyetjet e tyre janë në anglisht dhe përkthehen në gjuhën e tyre amtare për t'i kuptuar ato më mirë në të nevojshme.

Hulumtimi realizohet me sukses duke dhënë rezultate produktive që tregojnë dallimet mes metodave të vlerësimit janë mjaft të mëdha, por të dyja janë të një rëndësie të njëjtë. Vlerësimi përmbledhës është zgjedhur si një metodë që është efikase dhe produktive pasi 85% e pjesëmarrësve të këtij hulumtimi kanë votuar të jenë si të tillë. Nga ana tjetër Vlerësimi Formativ është po aq i rëndësishëm sa ai i fundit pasi përgatit nxënësit që ta tejkalojnë me lehtësi Vlerësimin përfundimtar. Prandaj rezultatet e vlerësimit Formativ kundrejt vlerësimit përmbledhës duket të

jenë të një rëndësie të njëjtë për procesin e mësimdhënies dhe duhet të praktikohen në përputhje me rrethanat.

Contents

Chapter 1

Chapter 1

1.1 Introduction

Teaching is a world on its own. Strategies for excelling this process are indeed one of many problems that educators face every day. According to Black and William 1998; "Evaluation is a grand part of this process that requires effort; further on, Knight, 2001; Further on Yorke, 2003, states that effective assessment and feedback are aimed at enhancing teaching and learning" (p: 108).

Both assessment and feedback are closely interrelated and the effectiveness of each relies on the other. Therefore using simultaneously the feedback and assessment is necessary at any point of teaching. Assessment is a very important process of the learning process that requires giving effort in being as successful as possible.

Formative assessment can give better results; but not necessarily while teaching all the skills. It might match a few skills but others might not have the same results. This research will investigate the model that motivates and instigates the need to achieve higher results of students based on the grades they get.

The research includes six chapters.

The researcher uses found literature to enlighten the assessment processes; differences between each other, which is more effective and gives sustainable results. Further on, the researcher focuses on the inside issues that occur during a class. Teachers use Formative Assessment to also reflect where they stand with their teaching. Formative method enables to find the difficulties that a particular module might occur, and formative assessment is a tool to overcome these difficulties by guiding students to comprehension (this is important, as for the class is compromised up by students of different ages).

Summative Assessment gives another perspective to this research, as it is a different model of assessment that summarizes the unit learned or the semester as a whole and evaluates in one

specific test or evaluating activity. Assessment is a motivational tool as well and if done correctly it will provide students noticeable self-confidence.

Essentially, teachers are able to evaluate themselves and the material that is being taught, by getting results and conclusions from tests, project work and other Summative Assessing procedures.

Third chapter is the one that encompasses the Research Methodology; what method the Researcher is using, why he/she thinks it was thought to be effective and will give better results and also the pace of the procedure of the study.

Calculation to the data and analyses taken from the questionnaire is reflected in the fourth chapter. In this chapter the researcher relies on the results of the study to give a clear overview to the Hypothesis made previously.

The conclusions are given in the fifth chapter; where the researcher gives a final idea of the study; the aims are achieved, requirements are met and the analyses have given a clear picture for the closing of the study.

Last but not the least; the final chapter talks about the limitations and recommendations of the researcher; the researcher's limitations during the research: what part is difficult and if literature shortage makes it difficult to continue.

Chapter 2

2.1. Literature review

This research is focused in the assessing styles as a way of monitoring learning and the teaching process. Before we get to the styles, it is reasonable to say that assessment should be talked about as a part of education system that is required in every department;"It is the process of gathering, interpreting, recording, and using information about the pupil's response to educational tasks" (Lambert & Lines, 2000:4). "It becomes a helpful and constructive tool when the information derived from it is used to adapt and modify the applied teaching and learning techniques." (Black and William,(1998:25). According to the cited source, it is stated that assessment is data base of students' achievements, progress; gathering information to fit to the needs while adjudging the same to a better learning process.

Assessment is a crucial part of teaching; it covers a wide range of the process where motivation is also included. Teachers fight and give their best to motivate their students; it is believed that all do that. They strive to find ways of keeping students interested in teaching; most of the times this can be the most challenging part of teaching. Assessing them properly and on the spot is one of the best motivational tools, if it can be named as such.

Understanding the concept of assessment in general, should mean understanding the two key elements of the latter Formative and Summative assessment and their meaning!

While talking about Formative Assessment; we have to bear in mind of being a wide process. It covers an entire prospect of teaching process; and is a vital part of it. It is a procedure which enables gathering information on students' needs as a base; to connect with their teaching while recognizing their own progress by feedback, further more meeting their needs and adjusting this to teaching.

"Formative Assessment is now seen as an integrated part of the teaching and learning process, rather than as a separate activity occurring after a phase of teaching." (Allal, 1979,1988; Audibert, 1980; Perrenoud, 1998:55). According to the cited source, Formative Assessment has become an essential part of teaching that renders results for both teachers and students.

2.2. Assessment

As stated by Miller and Parlett, 1974:109) historically wise, Assessment can have a more noticeable influence on student's behavior and performance than teaching does" (Assessment is still the most influential factor in formal education and, if not approached properly, may subvert the positive aspects of both the teaching and learning process."The purposes of tests or examinations determine clearly whether they are being used for assessment or testing." (Knight, 2001:8).

This can be called testing if only it provides grades, as for assessment it provides teachers with information relating their needs on further improvement of student's knowledge. On the contrary to testing, assessing continuously and providing feedback enables students to distinguish their strength and weaknesses that enhance better performance.

Ainsworth (2006) suggests that "The difference between Formative and Summative way of assessing are noticeable by arguing that the Formative Assessment can: a) motivate students to be more engaged in learning, b) help students develop positive attitudes toward a subject, and c) give students feedback about what they know and can do." (p.22).

The National Research Council (NRC; 1996: 5) alludes that "Assessment and learning are two sides of the same coin…when students engage in assessments they should learn from these assessments".

In a later publication (2001), Classroom Assessment and the National Standard, the NRC added that "high quality assessment in the classroom can have a positive effect on students 'achievement" (p.9). Therefore English teachers should not view assessment as only grading and an evaluative form but also an engaging and motivational tool to stimulate students in learning. This will occur when students distinguish their previous mistakes and in the future are able to avoid them.
When assessing students, we should know the main purposes of this teaching process.

Kellough and Kellough (1999) have identified six purposes of assessment:

 1. To assist student learning;

 2. To identify students' strengths and weaknesses;

3. To assess the effectiveness of a particular instructional strategy;

4. To assess and improve the effectiveness of curriculum programs;

5. To assess and improve teaching effectiveness;

6. To provide data that assist in decision making (p. 418-419)

According to the six purposes of assessment, it is clearly seen that assessment is a vital content of the teaching process that can benefiting many different ways to students and also the teachers. One of the main purposes is motivation which serves for the best interests and needs of the students at their best.

Many scholars have agreed that constructive assessment and productive feedback demonstrate a highly perspective motivational tool that enable students to recognize their needs for further improvement. Whilst we argue, which of the methods is considered more of a motivational one. Formative assessment using feedback, as said above, is a primary tool for enabling students to be further motivated on studying, by being assessed properly and given the right feedback. The responsible actor for this process is the Teacher, and it is the teacher who will create a safe ground towards the motivation for further success.

Here we can specify Ramaprasad's (1983) the three key processes in learning and teaching:

*"*Establishing where the learners are in their learning";

"Establishing where they are going",

"Establishing what needs to be done to get them there",

By these specifications, the teacher will provide the right amount of information about the students, therefore the information drown from these specific establishments will provide the teachers with material to prepare activities and tasks to achieve the results required.

When a student sees and recognizes the setbacks and improvements; he or she will be motivated to go further and dive into learning willfully! This phenomenon is recognized throughout history of teaching, that assessment can have a more noticeable influence on students' behavior and performance than teaching does (Miller and Parlett, 1974).

Assessment can be very frustrating to students, as this is a contra effect of motivation. Testing periods are a difficult phase which each student faces. Although tests are not the only way to assess students; they usually are the most used lines of assessing and evaluating. These testing methods

are mainly grading students but it is never clear weather they have given the information of the student's improvements or mistakes.

Therefore does testing students identify what is needed for the enhancement of their performance, or is it strictly a necessary process for grading? As oppose to this method, assessment has other features that facilitate in finding the needed information on the students performance; assessment that is done during the teaching process, on daily bases and by giving feedback to students on the spot is much more efficient.

In continuance, each style is elaborated in the manor of its usage and efficiency.

2.3. Formative Assessment

In contrast to Summative Assessment where grades and marks are overemphasized, "Formative Assessment is defined as any task that creates feedback for students about their learning (Irons, 2008)".

The respective type of Assessment is assessing the teaching process which is also called Assessment for Teaching. It assesses the teaching that is in the process as much as the students who are absorbing the information taught, during teaching. This method of assessment is done on daily bases and given feedback, as to what are the difficulties that need improvement and further emphasis.

Furthermore, it enables motivation; acknowledges their weaknesses for each Language skill. They give attention to the field that needs improvement or attention. Students have dissimilar skill knowledge; perfecting one of them does not necessarily mean excelling the other three at the same pace.

The most important focus of Formative Assessment (and Formative feedback as we will later see) is to help students recognize the level of learning they have mastered and "clarify expectations and standards" (Irons, 2008:17) Formative Assessment assists motivation to emerge their knowledge to other skills by recognizing the weaknesses before Summative process emerges.

Types of Formative Assessment are:

Quizzes;
Project assignments;

Discussion based on the respective topic;

Peer assessment;

Quizzes are one of the most efficient assessing tools that are done on the spot. They are motivating and students find them interesting, while they also aid students comprehension on the subject evaluated. Most of the cases are colorful and easy to the eye, so that younger students find them extremely drawn to work by them. Quizzes are best to evaluate a unit that is finished and can give some information about a student's level of comprehension. After the Teacher evaluates the performance of a quiz; He She can easily determine whether to move to a more complex topic or to give more time on the same issues.

Project Assignments are also an effective and recognizable tool of evaluation and gathering information. It can review many fields of concern. Teachers will evaluate team work and flexibility of their students. Presenting skills are in the main focus during project work and time managing or working on deadlines. It is motivating as gives freedom of choice an innovation to students. They can express themselves and have peer closeness as they are working on the same goal.

Discussion based on the respective topic measures speaking skill on hand at the spot. It is an important part of Language learning as it always is integrated in the teaching and is an important part of study. Students express their thoughts and ideas and exercise their speaking.

This enables the teachers to have a clear view about their student's stagnations and setbacks that need to be reviewed and if speaking activities should be reinforced.

Peer assessment activities of assessment are a highly inspirational form of assessing formatively moreover in this way students are close to each other and create a bond. They give their opinions about their peers work and criticize positively. This gives access to teachers to make further changes as he/she gets indirect information about his/her work from a students' perspective.

These were some of the examples of the Formative types of Assessment. According to the types, we can have a clearer perspective as how this form of evaluation enables students and teachers to forecast their further success continuously.

Essentially Formative Assessment has the intention to introduce students with goals and results from instructions, to make them see where they stand cognitively and to prepare them with the

knowledge towards achieving their goals; it is a path that moves them forward to progress. Therefore, "Formative Assessment helps students to answer these 3 questions (Inside the Black Box P Black, and D. William 1998):

- **"Where am I trying to go**?" Students are aware of their goals and their current knowledge. According to the current knowledge they set themselves criteria and steps to achieve the goals intended. Teachers are their guides towards achieving the goals and they help them with the necessary comments and feedback.
- **"Where am I now?"**Students are aware of their current knowledge and can clearly see what they need for moving forward. They are certain of their knowledge and feel safe to proceed to the next level without any hesitation.
- **"How do I close the gap?"** Formative assessment assists students to move forward to the next level. This is enabled by giving them the clear picture of what needs to be given extra focus and attention and by building their knowledge according to the needs of their specific goals.

  Figure 1**.**1 shows the 5 main strategies related to Formative Assessment and emphasizes the main actors of this process of assessment and learning. Teacher's role is to depict the methods that are needed to achieve the goals and give feedback to the learner to enable to reflect of what they have learned, The other actors in the process are peers, who are the main actors of this process that need to understand the requirements of the learning process and continuously work as a circle towards success.

Actor	Where the learner is going	Where the learner is right now	How to get there
Teacher	1 Clarifying learning intentions and criteria for success	2 Engineering effective classroom discussions and other learning tasks that elicit evidence of student understanding	3 Providing feedback that moves learners forward
Peer	Understanding and sharing learning intentions and criteria for success	4. Activating students as instructional resources for one another	4. Activating students as instructional resources for one another
Learner	Understanding learning intentions and criteria for success	5 Activating students as the owners of their learning	5 Activating students as the owners of their learning

Fig. 1.1"Aspects of Formative Assessment" based on Black and William 1998

As seen in the table above from the ideas of Black and Williams, it is very clear how this process develops from the beginning where the student is creating a scheme of the knowledge and by continuing to achieve goals using prior accumulated knowledge. The main actors of this process as it is said above; are the Teacher and peer, together they create and an active environment towards success. Teachers continuously give feedback that improves students; they are activated and believe to have gained that knowledge that is required.

- **Advantages of Formative assessment**

While talking about advantages of Formative Assessment it is clear that there are more than a few in minds. Many articles and researches (Formative and Summative Assessments in the Classroom Catherine Garrison and Michael Ehringhaus, Ph. D);(Formative and Summative Assessment in Educational Enterprise AMOS ILIYA Doctorate Student, Department of Educational Foundations, Faculty of Education Nasarawa State University, Keffi-Nigeria)have concluded that, first of all Formative Assessment develops knowledge. It develops skills to help students recognize and strengthen them further for better achievements. This type of assessment enables students to achieve the best results from the knowledge gained in the subject that is being taught to them. This is made possible by their teachers who instruct students rightfully and prepare them for their following educational goals.

- Achieves goals; Formative Assessment goes through most of the parts of the studying stages that students are required to do so. By getting feedback, students are able to reflect on the learned lessons and why they need to do so; its benefits and further progress in the relating issues.
- Ongoing improvements; one of the main beneficial traits of Formative Assessment is that it is continuous. It covers all the lessons learned and does not proceed if the latter one is not comprehended as expected, the Teacher distinguishes the parts that need repetition and extra attention and strengthens students in the respective part of study.
- Providing feedback; one of key features and strong points of Formative Assessment is giving feedback to students. Depending on the task that is in process; feedback is given to

students for guidance beginning from its early stages to completion. This is an enormous facilitator that leads to a successful ending of a specific project.

- Formative assessment is a preliminary part of the teaching process and is considered to be useful and productive.

These are the main advantages which enable a successful teaching process to both students and teachers.

- **Disadvantages of Formative Assessment**

As it is hard to believe there are some cases of disadvantages of Formative Assessment and they are:

- Time consuming; Teachers have remarks about the time spent to prepare activities relating the Formative Assessment, therefore they cannot finish the lesson on time and among other they are limited by utilities and the lack of school supplies that are required for the Formative Assessment tasks.
- Lack of Training; Teachers are not trained enough to undertake tasks such as Formative Assessment, especially teachers that still use traditional way of teaching and do not agree to change their ways.
- Lack of curiosity; many teachers agree that students do not take this method seriously and participate during classes, also do not consider feedback as a guide for better results, but rather as critique that gives them negative reviews.
- Limitations for teachers; Teachers are limited because there are not many texts available to their needs for practicing the Formative Assessment method. Schools do not provide the necessary means to actively conduct what the method requires. Therefore, teachers have to struggle and find ways to promote the benefits and sustain the continuation of Formative Assessment.

2.4. Summative Assessment

"Tomlinson (2010) claims that teachers' help students use assessment as a window into their own growth and identify as learners so, they develop the power and agency necessary to take charge of their learning"

Summative way of assessing provides the information for students' knowledge that is combined and gathered through a period of time where they only absolve teaching and collect data; this specific data is assessed at the end as a summary of all the units and lessons learned.

Summative Assessment is used to record more formally what students have learned and how well they have achieved the learning goals after a shorter or a larger unit. In addition as Tomlinson & Moon (2013) Summative Assessment should be done many times during a course or a marking period, not just at the very end, and it is important to use varied means of assessment." Further on Tomlinson, (2014) adds that Assessment should be used to help students show what they know, understand, and can do rather than show what they cannot do."

As Scriven stated: "Summative Assessment provides information to judge the overall value of the educational program" (Michael Scriven 2007 The Logic of Evaluation). This means that Summative assessment insures information for the good of the program that is being taught, the judgment in this case occurs at the end of course where students are being assessed by Summative tools of assessment

Summative Assessment is the summary of knowledge gained through one specific learning period. This includes the end of a unit, module, and project assignment, semester, program or academic year. This is the best way to evaluate students for their skills gained during a period of studying. As oppose to Formative Assessment, Summative is the final one for grading. It is the period of testing students' achievements rather that how effective the Learning Process is.

Looking back in the Teaching System in the schools of our region, it can be easily said, that the only assessment method was the Summative one. The traditional way of teaching never required any additional feedback on student's improvement; as they were all assessed by oral questioning at the end of a particular unit, or worse at the end of the semester.

Students were very limited by this way of teaching and learning. Moreover, most of the teachers did not know the abilities of their students, setbacks, or difficulties in comprehending. This has been the most efficient way to evaluate students for the time; later teachers started attending seminars and applying new curriculums that included Formative fashion of assessment.

Types of Summative Assessment are:

Midterm exams; where students get questions from all the units learned;

End of Chapter or Unit tests; students are given a summary of questions that are concentrated on the specific unit or chapter;

Term Papers; A written paper on a specific chapter or subject that is analyzed and graded;

Final projects or papers; students are graded by the project or paper written on the specific subject and topic that is learned.

Portfolio*s*; It is an assessment feature that can be also used during Formative period of assessment.

Summative Assessment is grading a process, which is a final conclusive assessment process at the end. This type of assessment covers most of the lessons learned, a process that enables teachers to notice how far back the students remember and if they can relate to newly and fresh learned items. Summative Assessment is mainly oriented into the product rather that the content; it is focused on the results of students learning and it cannot be revised further. In short, it is the final product of all the Formative features of assessment put together in one method of assessment.

Further on, it is the process of grading; a final closing period that summarizes the knowledge and adds a numeric evaluative measure. According to Loyd & Loyd; "grades are often used as reward to motivate students to display certain behaviors."This is the main part of students' developmental backgrounds that can have a great deal of impact in their further motivation and progress.
Hanna and Dettmer suggested that "teachers and curriculum creators should strive to develop a range of evaluative strategies that match all the aspects of their instructional planes." So that, the strategies are in accordance to the requirements of certain units, when assessed students will not face difficulties to understand what is being tested and assessed. Furthermore, Summative method is the main assessing strategic process that should be appropriate to course objectives of programs

which are necessary for accreditation requirements. *(Formative and Summative Assessment Northern Illinois University, Faculty Development and Instructional Design Center)*

- **Advantages of Summative Assessment**

As Summative Assessment may be compelling to students and complicated period for teachers, it has its benefits as well.

Here are some of the advantages of Summative Assessment:

- Knowing students level of comprehension; Teacher are able to categorize the level of their students comprehension, from the results of tests, written papers, project work, teachers are able to channel the comprehension level of each student. The teacher designs tests to fit and measure the knowledge that has been learned by the students and according to the same will be able to measure the level of comprehension;
- Grading for the entire studying period; the grades and results of Summative Assessment are recorded and will follow the student's school carrier to the end of all studying time. These particular grades and results will be used for future reference to students during their academic life and university admissions. Most of the schools and teaching facilities consider grades as the vital measurement of student's intellectual capacities.
- Identifying weaknesses; By Summative Assessing type of evaluation, students and teachers will recognize and identify the students low points and weak areas, They can use different methods to overcome this and achieve better results, By this, students can establish themselves for the better together with their teachers help.

- **Disadvantages of Summative Assessment**

As oppose to the advantages there are some disadvantages as well that should be mentioned.

- Loss of motivation: One of the biggest reasons in an individual's life is motivation, be it for studying or other areas of life. As it was said before, Summative Assessment is a motivating method but it can be as much de-motivating too. The low results disappoint students in many cases and many of them even lose self-esteem and may result with total

abandoning, In many school it has been reported that the end of the year tests have provided unwanted outcomes.

- Disappointing; High expectations and desire to achieve and the contra effect of it after a failed exam can result to a great disappointing case where there is no reconciliation and many students are anxious and nervous at that period of their life.

- Originality; There are many cases that a Summative test does not cover the right area of study. Harvard University's graduate school of education professor David Rose and the principal architect of universal design for learning suggest that the evaluation of students does not offer the right result or accurate information. There are many areas where Summative test questions are confusing and students might not know how to answer, therefore it not possible to determine if the student know or doesn't know the subject in matter.

These were some of the advantages of Summative Assessment. These points are real and if given the importance needed by the teachers, many difficulties could be overcome.

2.5. Evaluation System in Kosovo and London Eye

As we know Kosovo is new with the methods that the western world is practicing. Between 2000 and 2015, different methods have been applied in the teaching system we cannot necessarily agree that they have had much success.

Kosovo has the same system more or less as Macedonia and most of the Old Yugoslav territories; having two semesters for all levels of educational periods. Before 2000, our schools worked strictly with the old school method, as it evaluated too. These methods included oral and written ones, but never continuous. It came down to, teaching many units and assessing the students' knowledge all at once.

Prizren is a multicultural and multilingual environment that is very close to each other and students of these communities may be seen in one educational society. In the public schools, students here attend classes in their native Language having all the same subjects as the other communities.

English Language is the second Language for Albanian speaking students as is third for Bosnian and Turkish speaking students.

Private schools of English Language teaching also have students from all the communities living here. In the case or class organization, this case is different; one class group is compromised by different communities. Therefore, teachers are required to have the knowledge of all three community Languages spoken by the students.

In some cases, we come across students that have no knowledge of Albanian Language, as do Albanian speaking ones might are even worse in community languages. These cases appear to be very often and have to be dealt with extra caution. In the Private English Language teaching, all of the groups that that attend are these cases of multilingual speaking students. This does not have to be seen as a difficulty; it is rather a challenge for teachers.

Assessment starts from day one; when students are enrolled to the course. Students are evaluated according to their Language proficiency; as so, they are divided into groups according to their level of English Language knowledge. Further on, evaluation is done continuously; the methods used to assess are, Quizzes, presentations, daily comprehension questioning; movie time (discussing the topic); preparing drawings in groups etc.

These methods of Assessment have given good results as they motivate and create a warm and collaborative environment of teaching that simultaneously enables to assess the students' improvements and most likely their setbacks. This comes down as Formative Assessment which is done continuously and without the knowledge of students that they are being assessed.

Furthermore, Summative Assessment is considered as the main evaluative tool and both parties are prepared for it, teaching crew and the taught one.

Each unit has its own "Test time" pretest preparation, and next proceeds with the test of the respective unit. Grading is done at the end of the semester by calculating the points gained on each units test. Grades are from 0 to 100 points.

These methods are being used in the private Language teaching school and have proven to be very successful and productive. In continuance we will assess these two methods to see what needs to be changed in the respective teaching facility.

Chapter 3

3.1. Research methodology

The main goal of this research is to identify the differences, pro and cons of both evaluating methods that can further establish a steady teaching system in the respective school.

Methods used for the research are questioners for students and teachers. Questioners are of quantitative method which have the task of channeling the hidden acts that are needed to mirror the best evaluating system, thus gathering opinions from teachers is as important as from students, further more teachers are the sole guiders and main correspondents between student/teacher evaluation process.

Teacher's questioner contains 5 questions, thus relating it close to the issue that concerns two assessing methods. Teachers are the soul guiders of the students; they are the main components of the teaching process, among others they are closely in the process when their students are being evaluated, therefore getting their opinion is high important to recognize and distinguish the challenge of evaluation.

The questions are highly comprehensible and have not given any difficulties in understanding. Teachers have to answer according to their experience with the students within the personal field of evaluation, mainly because. They can answer and mirror the issues of the respective forms in the most productive manner.

4 teachers from the respective school are interviewed and questioned and as an interesting point of this school has students from different nationalities attending in the same groups. This gives a different perspective to the research and a rich content by getting the opinions and concerns of all the communities. They are highly interested in doing the questioner and giving opinions as it is clear that this concerns them as well.

3.2. Research Aim

The aim of this research is highly important to the education system and to the evaluating procedure that is being applied in the teaching system on daily bases. Researches such as this should be done frequently as they are needed both to students and to teachers. This phenomenon has made teachers as professionals in this field by questioning if the assessment processes fair, is assessment being done as a real pedagogic facilitator for their further progress? What if there is more than meets the eye?! In continuance the research answers these matters.

The answer to the question "What is the aim of this research" is by opinion a wide one! There are several issues that need to be dealt with. How can this process be as effective as possible?

The greatest concern and what it is striving the most while teaching is; are teachers clear to all the students in the same scale? The answer to this is found via Assessment! The assessment styles can show the setbacks, gaps and achievements, both in teachers and students. Therefore each assessment style is equally important.

Formative Assessment is not given the necessary importance that needs to. The respective education system functions with the Summative Assessment. Students are being evaluated mainly by tests at the end of the course or unit, or worse, the end of the academic year!

In the respective Scholl London Eye, Assessment is done at the end of each module/unit. Each unit has a consolidation part; where the main parts of the unit learned are repeated and the test proceeds. The tests contain the materials learned and the key points that need to be remembered. This is not enough if aimed to excel in a lesson. One simple test that focuses on a few issues that are being covered in a module, does not give efficient and sustainable results. Assessment has to be done daily during the studying of the respective lesson or unit. However, trivialization of tests is not the case here; rather this model should be executed simultaneously.

Moreover, this research essentially aims to enlighten the issue of importance of both assessment styles. In continuance it will do so!

3.3. Aims of this research

✓ Displaying that the types of assessment are useful and efficient for further knowledge of students;

✓ Distinguishing the best features of the assessment models and emphasizing their productivity;

✓ Comparing the models and determining if one is further than the other for student's advancement and knowledge.

3.4. Research Questions:

There will be four questions that need to be answered:

➢ Will the teachers be able to see the improvement during Formative Assessment?

➢ Which model can provide higher grades; Formative or Summative?

➢ Can the Formative Assessment give motivation for further advancement more then Summative Assessment?

➢ Why Summative Assessment is not efficient enough for better performance and progress?

3.5. Research Hypothesis

Teachers will be able to indicate their students' knowledge improvement by having tests activities where they gather continuous information about this. Students are motivated after having seen where their knowledge stands with the results.

Formative Assessment in continuance enables students to be in touch with their progress and stagnation and to this concept they can be motivated to move forward or repeat what is needed for further success.

Summative Assessment may not always give the best results as it depends on the results on any given test or exam. It may create confusion or frustration for students if the evaluation was not adequate.

3.6. Research Methodology and Design

This research is conducted in the quantitative method. It proceeds by observations and questionnaires. Participants of this research are in two groups of students from English Teaching School London Eye in Prizren. The groups are of different ages (first group grade 10 second group different ages starting from 15 and up).

Number of participants was 8 - 10 students per class. Both classes have male and female students and multilingual in total 20 students.

The first questioner contained five questions where they answered question about the preferred method of assessment. These questions gave results of how these methods will motivate students about further learning. The question is relating the student's time of studying, what affects their studying, what exams are giving difficulties, what might have been the cause that made them fail.

These answers enable teachers to be informed about their students preferred methods;

-What manor of assessing motivates them?

-What creates difficulties what makes them confused?

-What gives positive results?

Students are observed twice a week for two months. These observations are executed the last two months near the end to collect data about the progress during semester.

By getting their answers, teacher has more information about students' needs and their preferred way of assessment, what gives them motivation, what style is less stressful, how they can achieve better results and how often to apply one or the other style

Furthermore the teachers have been questioned as well. Teachers' opinions on the assessment styles help to channel the best method and most effective that will further enlighten and ease their work practice.

Teachers will be able to get another point of view as how they see their students and them self in the process involved. Consequently, the answers of all the groups of participants help the research come to a closer conclusion as what makes assessing more successful and what contributes to students' progress.

3.7. **Instruments**

The research aims to investigate the results of both assessment methods. The best way to do this is firstly to start with observations, how the teachers use both methods, ongoing observations give a clear view as what method was more in sight during teaching process. By observations it is possible to prepare questioners based on how much and in what fashion each is used. Further on, it is effective to focus on the questions that lead to the concerns of all parties involved in the process, having in mind the students best interests at all cost.

Therefore, the researchers have prepared questioners that are being answered in Likert Scale {strongly agree, agree, disagree, strongly disagree}. The participants of this research are the groups of students from the English Teaching School "London Eye" in Prizren, teachers and parents.

3.8. Participants

The participants of this research are the groups of students from the English Teaching School "London Eye" in Prizren, teachers and parents.

Students: The students are 15 years old and up, taking private courses in English Teaching School "London Eye" in Prizren. Students are from two different groups, both of the same level of English knowledge intermediate Level. The gender is mixed and also the nationalities; Albanian, Turkish and one Bosnian and the total number of students is 20.

Teachers: Teachers are included in this research and their point of view and ideas are of great significance to the research. Their answers provide information needed, as proof of a successful teaching process and a successful period of assessment and to insure information why the outcomes are as they appear to be. They guide on the best ways towards achievement, motivation and good results for both teachers and students.

3.9. Procedures

The procedure takes almost one semester of an academic year to accomplish the task. It starts by selecting the classes that will take place in the research. The groups are selected randomly, having in mind to include all three minority groups that live in Prizren and different age groups, not too far from each other, and level of proficiency most likely to be the same. Also gender role is of importance, as both parties have to equally participate in the groups.

Before preparing the questioners, teachers are observed during the Formative period of assessment; this is a period where they also evaluate their own work. Formative Assessment measures their part of work, before starting a new unit are they able to proceed with the new one, are the students ready, or in most cases did they prepare them for what is ahead.

Following the observations and the interviews, the researcher is able to create the questions that aim to withdraw answers such as: what needs to change, which method sis more effective and should they apply it more and what to cut from the plan, if necessary!

In continuance, the questioners are prepared and given to the respective participants whom are most willing to participate in the research, while bearing in mind that this research is for their convenience as well!

Chapter 4

4.1. Data Analyses

The information gathered during this research has given a neutral conclusion to the ongoing battle between two Assessment methods. As teachers try to apply the best methods for an effective teaching during an academic year, they observe the process live before them and distinguish what is working best for all the parts in question. Further on, the research is contemplating the results taken from the measuring mechanisms.

4.2. Results from the observations

As it was mentioned before, the first step was observing the students.

In the beginning of the new academic year, students come here as an open shell. They are eager to collect information. This is particularly true in private Language teaching courses, as they are more or less willingly done and all children love to study English Language. It is not too difficult to get their attention and work with them.

The groups start the year with new units; two teachers working in both groups in London Eye private school, each group should work in the same pace, but not necessarily apply the same methods of assessment. One of the teachers is more a type of on the spot questioning teacher but the other conducts teaching and does not dive into her students mind as much as she should.

In this case Formative vs. Summative Assessment is used. One teacher is a grader; the other is a continuous evaluator of the students work and comprehension.

The teacher using Formative Assessment asks students before starting the new unit triggers their brains with critical questions to relate them to the old knowledge and tie it to the upcoming one. Students are motivated and given into the moment by answering the questions of their teacher, while their teacher writes some words that will come up in the new lesson. They are well prepared emotionally and ready to collect new information that is being taught. At this moment the teacher simultaneously sees the level of students' comprehension. Can they continue to the next level or

unit, or should they give some more time to the latter one. This is a highly productive process that benefits both parties at the same pace without the usage of extra tests or tiring homework that might not give the same results.

On the other room, the more conventional teacher is working with a slightly more different method. Teacher gets to the new lesson without any warning: the lesson is about Technology, and starts by reading the text and translating. There are many unknown words that, if translated will create confusion. Initially, no questions are raised or any critical thinking introduced to get the students reaction and ideas about the text. The text is being read and instructions given for the tasks that follow the text. This room has 15 students that are prepared to answer or discuss issues relating to the lesson, but the Summative Method being used on the spot has no place and time for it. Students have to wait until test time to express their thought and comprehension that will automatically be graded, only depending on the respective test.

The Formative class is having a quiz on the same topic "Technology" which measures the level of comprehension of each student, without distinguishing any level of proficiency and in the meantime the Teacher evaluates the capacity of teaching, by conceptualizing if the information given is right for all the levels.

 The two methods are used separately in both classes; this displays ideas and opinions to investigate further. The observations are done daily in both classes for more than a month until the time came for the tests in both classes.

Observations have given highly interesting points on what to ask the participants; whether they are satisfied with the methods used in their study; do they need a change and modification; is one class having fun and being assessed while the other has to wait for the midterm points and be graded.

4.3. Results from the Questioners

During the semester the researcher attained observations in the classroom; this results with the questions used in the questioners. Students gladly participate in the process of questioning; they are motivated in implementing them especially when being familiar with the purpose. The questioners had four questions with the Likert scale,

All the questions are closely related to assessment, the fact that keeps the students interested it is because they are created such as to trigger their minds and to think about the changes that would directly affect their improvement in language learning and success in the respective field. In addition, it is aimed to get information directly from the evaluated group of students and it most highly motivates all to get the best conclusions.

4.4. Results from the students questioners

Student's questioner consists of four 4 questions and a part that was extra for their opinions and reviews. The questions are in English and native languages of each community, to enable their utmost comprehension and understanding in order to get the most simple and true answers.   The questioners were prepared after careful observations to get the gist of the issues concerning assessment and its styles.

 Their answers were given by the order of:

1 – Strongly disagree;

 2 – Disagree;

3 – Agree;

4 – Strongly agree

The first question was: _Formative assessment enables us to see where we stand on each topic or unit learned and continuous evaluation gives me a perspective of my accomplishments;_

95% of students answered with I strongly agree and 5% disagree. According to the observations, this percentage was the one expected for this question. During continuous Assessment, a different interest is noticed in them, either positive or negative feedback is given. There were many cases where negative feedback was received as positive motivation; certain students in certain negative feedback gave maximum strength for improvement. It never gave them negativity, but on the contrary it gave them the push to give their best to achieve improvement.

In addition to the negative feedback given by the Teacher, the positive one was also received as a follow up for continuous success, it did not slow students in their progress or give them the not desired effects of thinking they do not need to study harder. There were no negative implications in either cases of any review.

Formative evaluation enables us to see where we stand on each topic or unit learnded and continuous evaluation gives me a perspective of my accomplishments
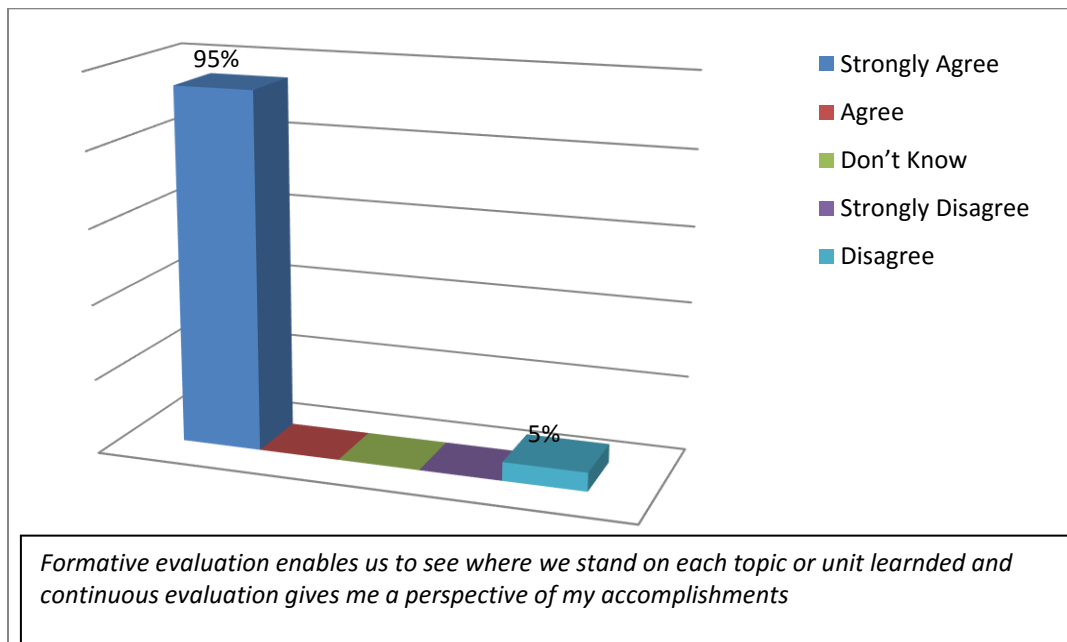
Fig. 1 - Question 1

Results: Formative Assessment secures the valuable information to students to recognize the level of their knowledge and reflects the contents which need further improvement.

Second question was*: Summative Assessment enables me to study harder at the end, as I am aware when we are being evaluated, thus I get a better grade*;

65% answered agree/ 30% disagree and 5% strongly disagree. In this question there are different opinions by a large difference in percentage. A large number of students have answered positively on this question but most likely not being quite sure and therefore agreeing upon it, on the other hand 35% has disagreed that summative assessment enables studying hard and it is mostly for getting higher grades. It is obvious that this method is mainly evaluated for the purpose it serves which is grading.
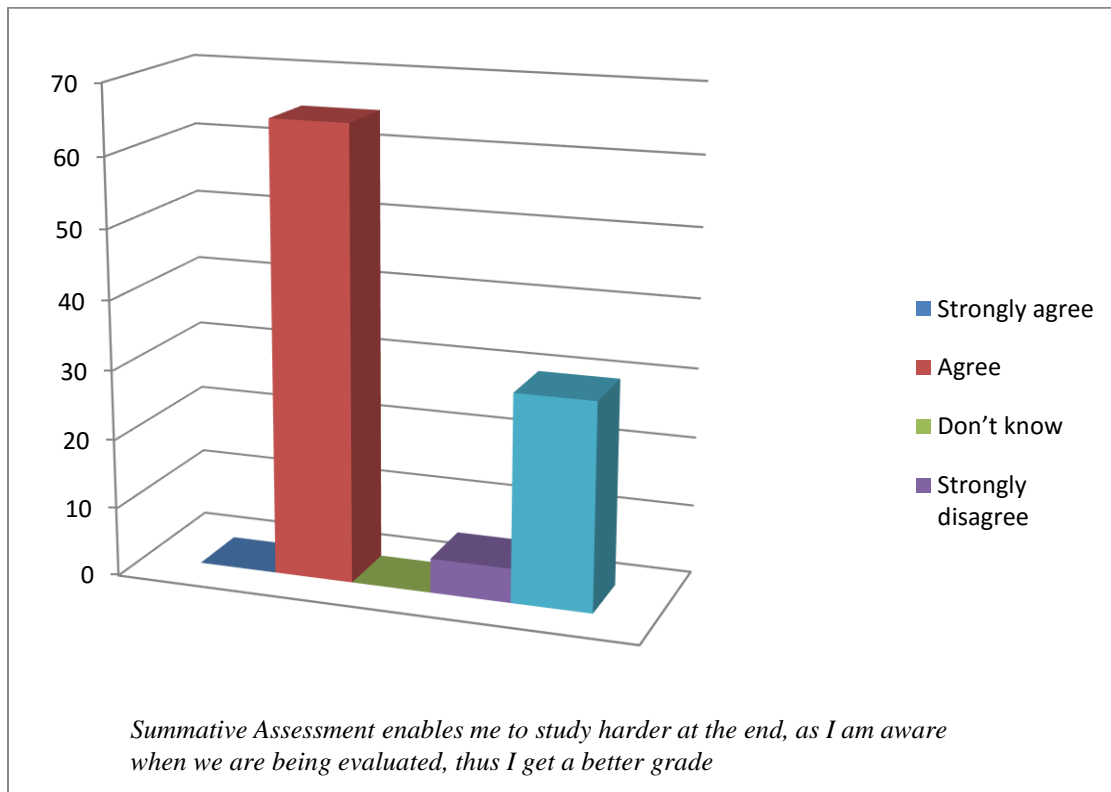

Summative Assessment enables me to study harder at the end, as I am aware when we are being evaluated, thus I get a better grade

Fig. 2 - Question 2

Results: A large number of students agree that Summative Assessment triggers students to stud harder as this time is testing time and summarizes the work of a certain period of time. On the other hand, there Is quite a significant number of students that did not agree to this idea; the fact that these students are prepared throughout the whole period and the summarizing period of evaluation is not of importance to them, as they are already prepared for it.

The third question was: *Formative assessment keeps me updated on my improvement and setbacks, for there I am aware where I need to work more and thus I improve my grade*

This question got the highest score of 97% from the answers. All students believe that this method of evaluation has given them the possibility to recognize what they need to improve in order to get to the progress they aim. Giving them this kind of security and motivation for improvement is a great way for to diminish setbacks in many cases and aim forward to better learning. As the question states, Formative Method of assessment informs students what is required from them, it naturally enlightens their own securities and insecurities, therefore they are in charge of their current state of learning.

Formative assessment keeps me updated on my improvement and setbacks, for there I am aware where I need to work more and thus I improve my grade
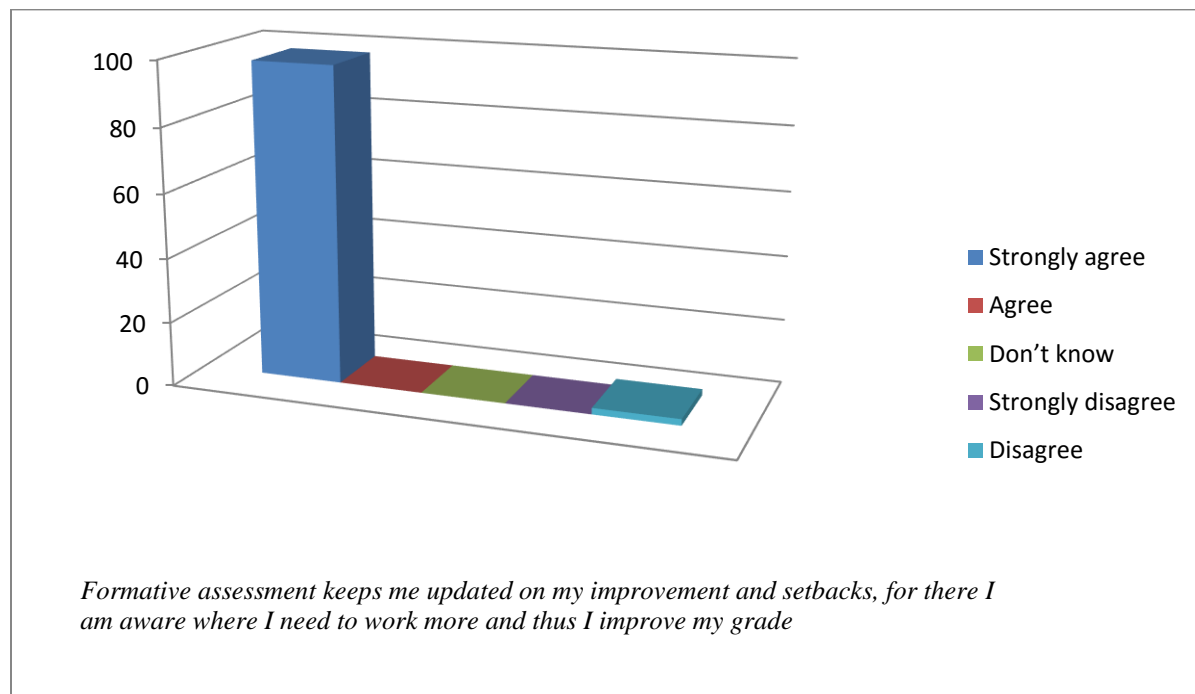
Fig. 3 - Question 3

Results: Formative Assessment gives continuous information to students, they are conscious of the requirements of any given topic or issue that concerns the teaching process.

The fourth question was: *Feedback and reports on my learning help me to engage with my learning; ongoing feedback and reports are student guides*

80% agreed and 20% disagreed. By these activities data is collected by the teachers as portfolios of each student's work. They insure that information gathered gets to the right place. This data will specifically counsel students what area they are missing on, what field of study has improved, which teaching skill is being used best and least, what needs to be worked upon. Therefore according to the high percentage gained, students must be aware of its significance in the teaching process.
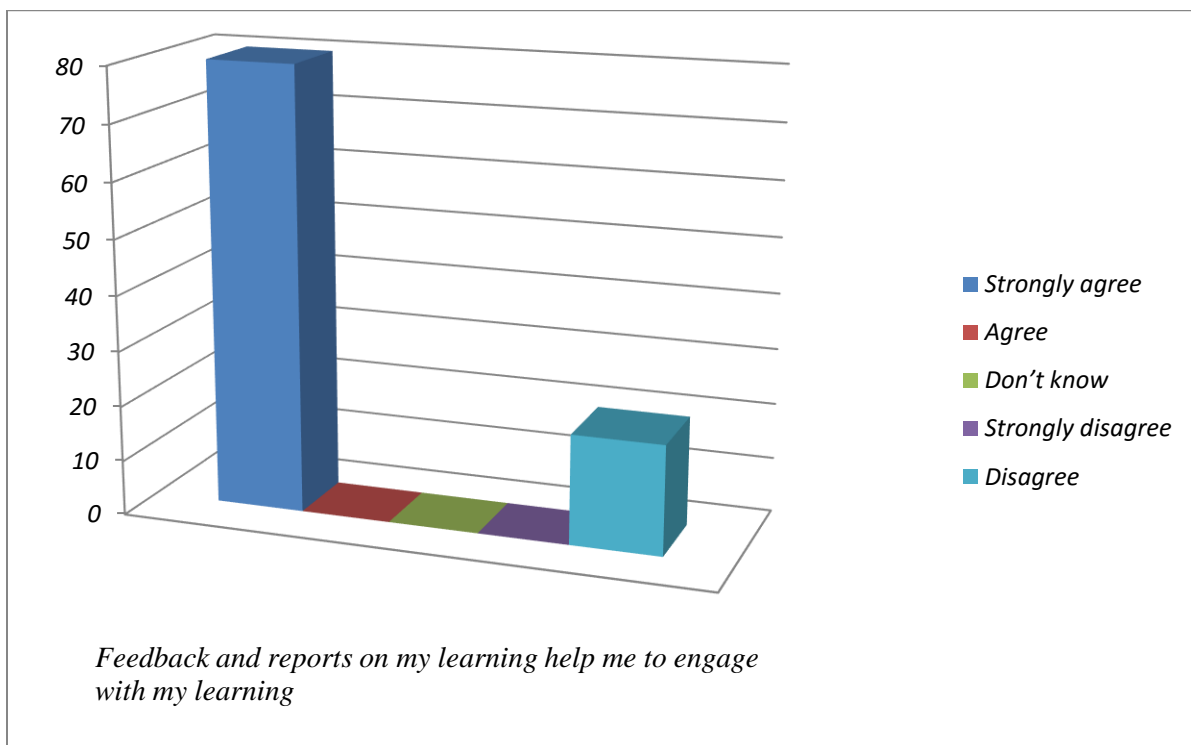

Fig. 4 - Question 4

Results: Feedback given to students is vital for their progress which means that it helps them see what they are missing to reach better results in their Language learning.

4.5. Results from the teachers questioners

The first question was: *According to my teaching experience of students, summative assessment is better for language teaching and learning.* 75% totally agreed; 20% agreed and 5% disagreed. The reply is interesting as teachers are highly supportive of the Summative Assessment. It is agreeable that teachers use Summative Assessment in their teaching practice and think that the respective method is crucial to the teaching system and cannot be under estimated and overlooked.
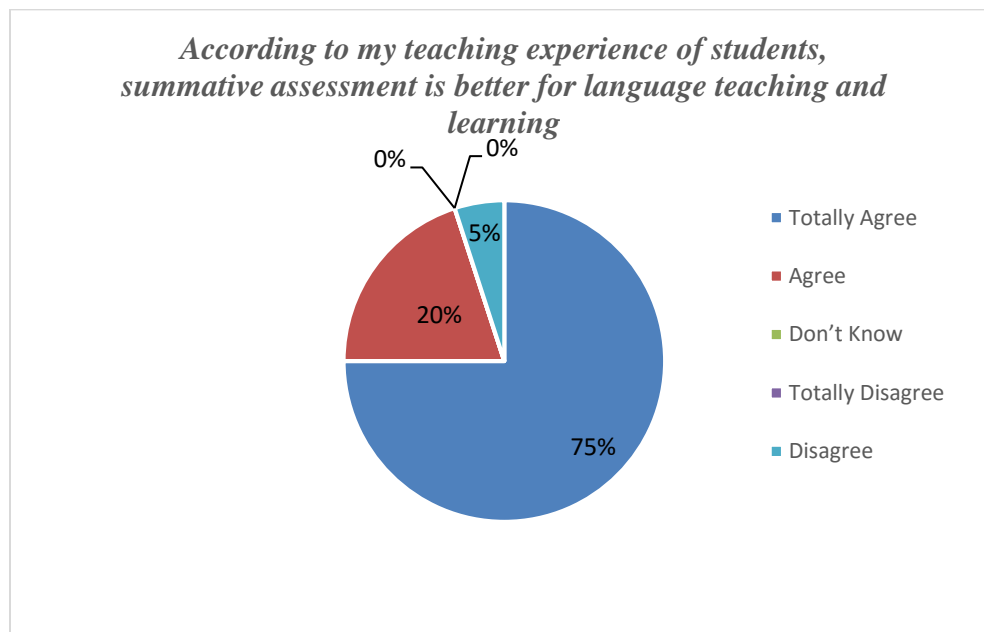

Fig.5 – Question 1

Results: A large number of teachers have agreed to this notion and as results it can be taken that teachers find Formative Assessment useful to their teaching practice therefore they use it for the needs that it serves.

The second question was: *According to my teaching experience of students, formative assessment is better for language teaching and learning;*

90% Percent agreed on the questions and 10% answered do not know; the percentage of agreement for this question is very high and satisfactory for the teaching facility. It is clear that the formative style of assessment is approved by the majority and seen as a tool to communicate the student's improvement and difficulties that a child might encounter in any part of learning. This shows that parents are interested to have feedback, follow up information for their children with English language teaching during the studying period.
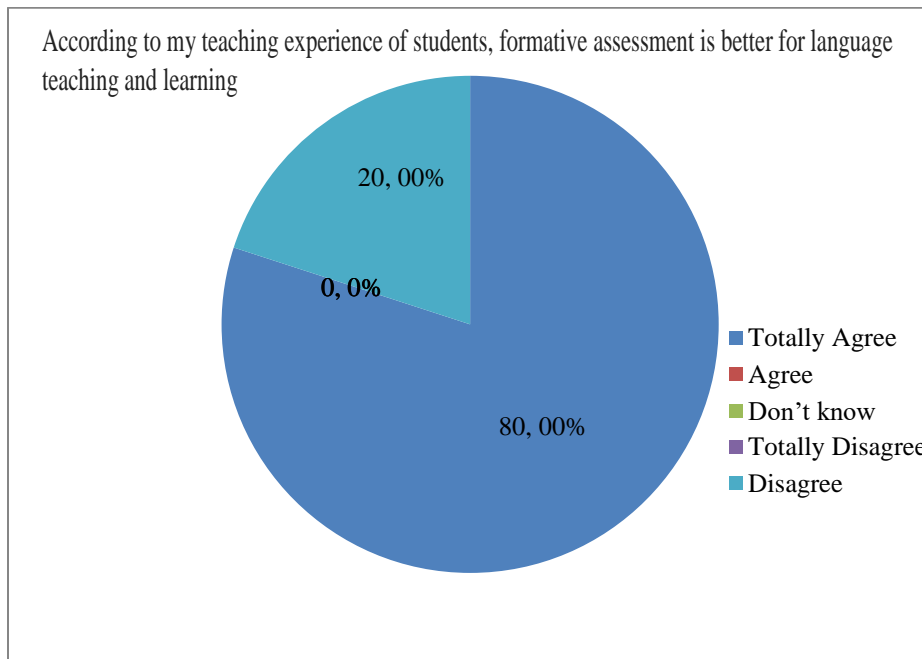

Fig. 6 - Question 2

Results: The percentages of positive points for this notion are very high and it can be concluded as a very positive approach to Formative Assessment and can be added that teachers are very aware of the significance of Formative Assessment method of evaluation.

The third question was: *Continuous feedback and reports on the studying of students enables teachers to gather information about the knowledge and performance of language learners*; 85% totally agreed; 15% didn't agree. This question has given considerable high positive perspective in continuous feedback. The teachers are very open to continuous assessment and agree to be an effective method for gathering the information that is crucial and in benefit of the student s as well as the teachers as they are able to judge their own teaching.

Continuous feedback and reports on the studying of students enables teachers to gather information about the knowledge and performance of language learners

- Totally Agree
- Agree
- Don't Know
- Totally Disagree
- Disagree

30%

0%

5%

0%

65%
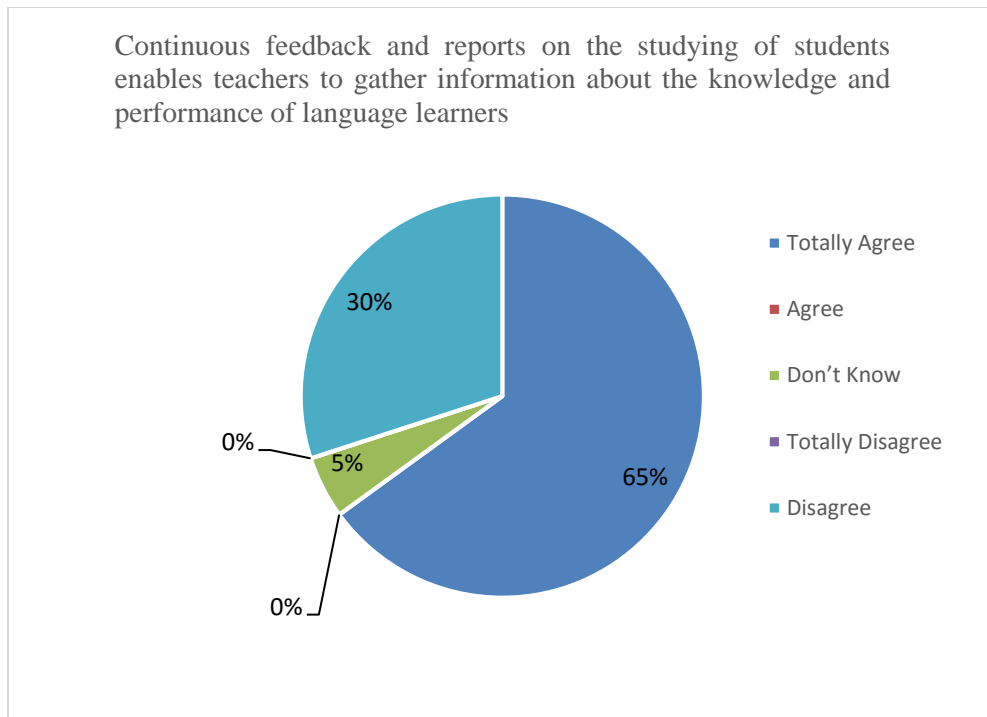
Results: This notion has a large number of pro positive points towards continuous assessment and giving feedback, the results are that teachers are aided by the these utilities; they use them to get to know the students needs and weaknesses and can help them in the process of improvement.

Fig. 7 - Question 3

Fourth question was: *Formative assessment helps students get engaged in studying*

90% totally agreed and 10% did not agree, according to this answer we see a large number of teachers having a very positive attitude towards the method that continuously assess their students. It is very clear that teachers percept the benefits of the method and they are acknowledging by responding unanimously for the usage of the respective method and to strengthen it with further activities and engagements during their teaching. The other 10% does not agree with Formative Assessment importance which might occur from various reasons; lack of interest from the teachers side for the engagement in their students studies or from another reason unknown to the researcher at this point.
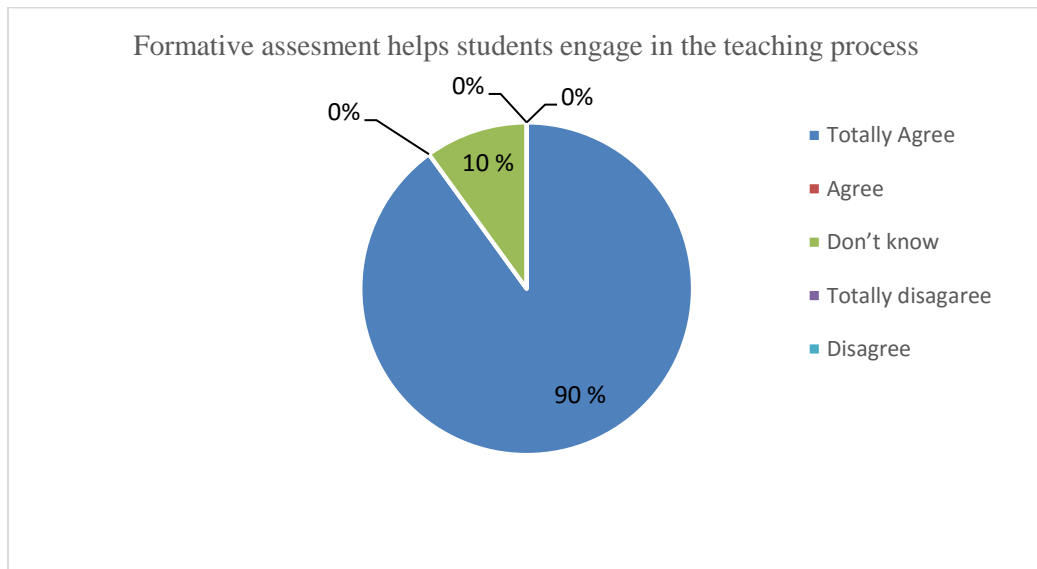

Results: This idea and notion also has gotten a high percentage of positive response and results appear to be pro Formative Assessment and as a result of being positive teachers agree that Formative Assessment engage students into the teaching process; which is what it is required from the methods that are being used in the process.

Fig. 8 – Question 4

Fifth question was*: Summative Assessment is less effective as students are passive and study before exam periods;*

85% totally agreed and 25% disagreed, a large number of students totally agree that Summative Assessment only creates passiveness in students and by this they meant that if students are only assessed at the end of a unit or semester, they might not engage in studying as they should, especially in the recent years where the technology is progressing; they keep themselves occupied with other things that are not related with their studies. A small number of teachers do not agree; this might be the case of students that are naturally engaged in their studies and do not always have to be reminded to do so and they do not postpone their studies to the period of grading and assessing but they rather study continuously.

In any case, the large number of teachers has agreed with the above statement that summative assessment creates passive students.
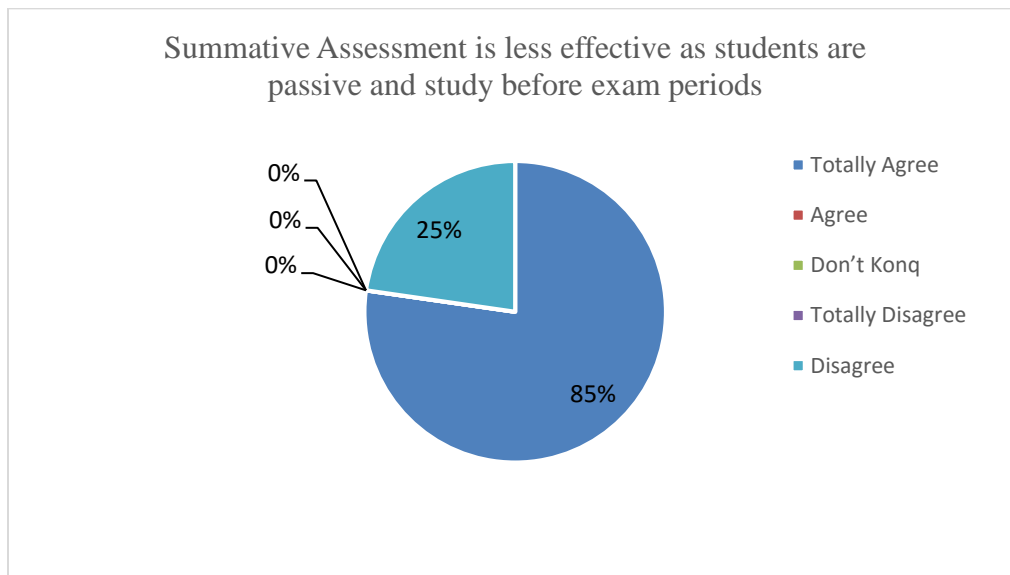
Results: At this point it is noticeable that Summative Assessment is also acceptable as teachers see this method as necessary to the process of teaching as nearly the Formative one; therefore this method is effective and it service the purpose as Formative Assessment.

Fig. 9 – Question 5

Chapter 5

Conclusions

5.1. Conclusions of the questions and their results

In the beginning of this study the researcher has assigned questions that would be answered with the results of the research. These questions are:

- ❖ Will the teachers be able to see the improvement during assessment?
- ❖ Does Formative or Summative Assessment provide higher grades?
- ❖ Can the proper assessment (Formative or Summative) model give motivation for further advancement?
- ❖ Why one model (Formative or Summative) is not efficient for better performance and progress?

The above lined questions will lead us to define the hypothesis given to prove their rightfulness. According to the answers from the questioners given by the students the outcomes of the questions are:

- ❖ Will the teachers be able to see the improvement during assessment?

The teachers will be able to see their student's improvement as this method, of assessing is the main part of the teaching process that enables teachers for doing so on daily bases. By these Assessment types the teachers will definitely be in accordance to the students' needs and their too. This will help teachers recognize themselves also as the guides of students and of the teaching process, by effectively giving ideas to adjust the curriculum of ESL to the students' needs.

- ❖ Which method Formative or Summative provides higher grades?

Providing better grades is most likely the concern of many teachers, but not necessarily the right one. The concern of teachers should be the progress and appropriate the level of knowledge given to students. Grades are merely numbers and students should be taught not to focus on them and not to evolve according to a grade but towards knowledge.

The main concern is knowledge; the Language learned effectively, its usage in daily life and where it is required to do so. Both methods provide grades but are these grades just and precise. The focus should be put on it being so. The grade has to be satisfactory according to the level of a student's knowledge, therefore teachers have to use these methods combined to achieve such a complex conclusion, which is grading a student in the fairest manner possible.

❖ Can the proper assessment (Formative or Summative) model give motivation for further advancement

Motivation for learning is one the main tools of teaching. Teachers use many methods of motivation to lure students for better learning and success. Continuous assessment is one of the main motivations whereas it arguments students' needs toward improvement, it creates a bond between the teacher and the student by being open with the students by providing the students the right information towards the criteria needed to progress and by assuring them on their potential to success. According to the answers of all participants in this study, we have come to the conclusion that the right assessment method is motivating students on the spot and facilitator for further progress.

❖ Why one model (Formative or Summative) is not efficient for better performance and progress?

There is never the best model of the teaching process. Combination of methods in many cases gives the best results. Formative or Summative Assessment are the assessing methods that need correlation during the process of teaching. One must not be favored over the other.

In the answers of the participants of this research it is seem that there were differences in opinions on this issue. Formative Assessment is efficient by its own course of evaluating, but on the other hand Summative Assessment also has great part for the purpose it serves. We cannot under evaluate the value of one over the other. Both of the methods given have the importance in the process of teaching and learning, but if always used properly and in time of its course.

5.2. Hypothesis

Based on the questioner's results with the students, results that match and oppose the hypothesis are:

The first hypothesis was; Teachers will be able to indicate their students' knowledge improvement by having tests activities where they gather continuous information about this; this is clearly very precise as the students themselves agree that continuous assessment and feedback provides the teachers with real information that is needed to evaluate what needs to be given importance; weather one specific module or grammatical notion requires extra teaching and repeating to achieve the needed results also to for the teachers; if their message is being clearly conveyed to the students or a specific student in the long run.

Teachers constantly give information and provide students with knowledge they need on a specific matter but is this enough; this study gave us the results that fully testify the above mentioned hypothesis which means that unanimously students agree that Formative Assessing of students enables teachers to gather the information that is solely needed to further improve their studies.

During the observation period of the research, it is noticed that students responded positively to feedback given to certain parts of Language learning during test activities, specifically while doing grammar activities that might be complicated for many students.

The concern of the teachers was that, if students will accept the follow up feedback; if they will be cooperative enough so to work on their weak points and most the lazy students that are not used to being "criticized". This concern was not an issue because students answered by getting better as we saw that during the next classes.

The teachers not only did indicate the student's improvement but they also help them improve by initially gathering information from the test activities that were done.

This hypothesis was proven to be right and will be used as a fact in further teaching process in our private Language teaching school.

Second Hypothesis: Students are motivated after having seen how their knowledge is related to the results; during the observation the participant teacher undertook activities that will draw the attention of the comprehensive level of students, e.g. after reading a text, they were asked questions

according to the text, and it triggered their critical thinking to give answers that give information to the teacher for the level of comprehension and the teachers accuracy of teaching. Further on the Teacher praised their answers by doing an activity relating the topic and getting results that were needed for further studies. The teacher also singlehandedly assessed the work done, by distinguishing the difficulties and improvements that were in the process during the certain topic learned and taught. In continuance students were motivated in that manner, that they acknowledged their improvements and setbacks. Therefore this hypothesis has also proven to be right and it will be used as a fact.

Third hypothesis; Formative Assessment in continuance enables students to be in touch with their progress and stagnation and to this concept they can be motivated to move forward or repeat what is needed for further success. This hypothesis is also connected to the ones above; as it again is connected to the progress of students through formative way of teaching method and most likely the results prove it to be so. Continuous assessment enabled teacher to recognize the students' needs for improvement and by this they gave them feedback in the most comprehensive way possible, to give them an idea where they stagnate, what needs to be given extra time and repetition and rehearse given if it was a comprehension text being read, unknown terms or a grammatical tense with complicated rules, therefore this preview of difficulties made possible to work on that specific task.

This approach of the teacher motivated certain students to give their best to overcome difficulties that they were facing. It made possible to create a bond between their teacher and themselves as they saw their teacher as a guide to success.

Students need to realize that their teachers believe in them; formative assessment and feedback create a trusting environment of teaching that proceeds with motivation for further successful studies.

This hypothesis is very much accepted and proven to be true as it has given real positive results for the both parties in process; teacher and student.

The fourth hypothesis; Summative assessment may not always give the best results as it depends on the results of any given test or exam. It may create confusion or frustration for students if the evaluation was not adequate. Depending on the question with teachers and students, we saw

differences in opinion while speaking about Summative Assessment in addition, the observations gave the idea that: Summative Assessment is confusing for students; as it is left to the end; the studies are accumulated and students cannot cope with the pressure of all the tests and grading for each subject.

This does not have to be a fact if the students are evaluated correctly and continuously during the whole semester and given feedback, if students are evaluated every day these tests should be only a summary of their achievements and not a stress period.

Therefore we can conclude that if Formative Assessment is done throughout the teaching period; Summative Assessment is an additional assessment instrument and should not have the role and importance as it has had!

At this point this hypothesis can be partially agreed upon, stated that both types of assessment are important for the process of teaching and must be practiced accordingly to get the highest result and sustainable motivation and continuous progress of all the students.

5.3. Overall conclusions

Initially the purpose of the researches was to get the information that would be in the best interest of students in the first place; therefore their thoughts and answers given in the questioners are the most important to analyze.

As it was seen above by the percentage of the answers, Formative Assessment was highly praised and positively welcomed for its further incorporation in the teaching process. As it is said Formative Assessment is Assessment for the teaching process and a tool itself, which accompanies students further to improvement, this is not only a hypothesis but also a fact that has been concluded by the students in this research.

Students are open to evaluation and assessment on daily bases; it is a motivational tool that provides them with the remarks that gives them the basis for their own knowledge.

Students are open to positive criticism and feedback which develops their week areas of teaching process. The research students are English Language studies and London Eye being a private language school, students are very much connected to their teaching process. It is a facility where

students are already very good at this field, or very weak. It has two kinds of features that need to be worked with.

Therefore analyzing our students daily and being in touch with their need is a must. The teaching process in a whole picture has set forward the Formative use in a large scale in all the teaching levels. On the other hand it is also very salient on different fields. From the results of the questioners, it is seen that formative assessment is much recognized among the students. They are interested in their productivity and it gives them motivation to success.

Learning English does not always mean that is done only for a grade. It is a much wide process of teaching. The Language is being learned by technological facilitators as well, but on the other hand having learned it at school and by extra course classes is a different level of studying. In the questioner of students there is a large positive embracement of this process thus we should bear in mind that these students are serious in their studies and want information for their own progress. Summative tests in this school are not being put out of the agenda. They also serve their purpose. They are designed to grade and to sum up what has been studied during a specific period of time or unit. This is a process on its own. Summation of students' knowledge must be done only after recognizing the real knowledge of a student. The answers assure the researcher for this request. Teachers must know the students and their capacities and decide on the grading. It is necessary to have a portfolio of each student with the continuous feedback and notes throughout a specific period.

This is a fair process and just conclusion. It can look difficult for some teachers', maybe it needs extra effort and time to undertake such a task such as Formative assessment for each student. On the other hand it is for the best of all parties involved. The feedback provides students' knowledge and gives them the ability to recognize themselves as English speakers and level of comprehension of the respective language.

Further on, the results of the questioners for teachers are also very pro to Formative line of assessing. Most of the teachers agree that Formative Assessment is positive; it provides parents with information on their students' improvement and also evaluates their own work. Whereas Summative tests passives students and teachers agree on this fact. Many students don't study until the testing time; many of them find this period stressful and perform even lower than they actually are. Children function in different styles. Most of them are not test types. This is due to their

cognitive and intellectual types of brain performance. During classes' different styles of comprehension are noticed; many of the students are shy and reluctant to participate in class discussions for groups work. This does not mean that they are not high level students. Many times it's the opposite; many students are active in class but performed low in tests. They are either anxious or cannot express their knowledge on paper. These are the issues that teachers are aware of. These are the responses of the students and teachers given to our questionnaire.

As a result percentage of Formative Assessment is likely much higher than the Summative Assessment. Both parties agree that continuous evaluation and assessment should be done respectively by the needed styles and types of performance. Teachers have to be in touch and close to their students. Unfortunately this is not the case in our schools. Either they don't know or they don't want to create an atmosphere of positive relationship between students teacher partnership.

Formative Assessment enables this relationship and we have clear answer that those students and parents expect this from the teachers. Students reply is that continuous assessment motivates to further studying, gives them the reassurance on what needs improvement, what part needs to be given extra caution and time and therefore at the and all this is summed by a conclusive test and graded accordingly.

In addition, the formative way of assessing is also praised by the teachers. Further on the teachers, agreed to the notion that formative assessing is highly practical, gives better results and create a sustainable level of students' knowledge. Summative test are also necessary and should not be seen an unnecessary; but only after being accompanied by notes and feedback of achievements during a specific period of study.

In addition to the conclusion of the questioners from both students and teachers, is that both parties agree on the high effectiveness of Formative Assessment and are pro to continuous feedbacks and discussions to enable improvement and sustainable knowledge for the best of the students and the society as a whole. And last but not the least the Summative way of assessing is not to be undervalued and has to be used at the end as it is meant to evaluate and summarize the overall students knowledge and skills gained during the teaching process.

Therefore both the Assessment styles are equally important but need to be used accordingly to incorporate and be functional for improvement and for better results in Language learning

Chapter 6

Limitations and Recommendations

6.1. Limitations

This research has a grand meaning to the education system if done in a large scale of the required field. Assessment cannot only be said that it plays a role in the teaching process; it is the teaching process itself. Teachers are in it daily, assessing their students by every activity done.

Students are being assessed constantly; not only by their teachers but by their peers as well and by themselves with every work they are undertaking.

Assessment has to be the main concern of curricula developers; but this is almost never the case. This is obvious because during the interviews we experienced certain neglect towards this topic of research.

Initially this kind of research should be done in all the educational levels, all the students and the teachers should be interviewed simultaneously, for all the subjects not only EFL.

The topic of this research has a wide meaning and would eliminate many problems that the educational system is facing and the students have faced and continue to do so.

Researches such as this one are not given much attention as they serve a certain purpose but they should; because small ideas can lead to great changes and changes for the better are always necessary especially for the progress of our students.

In continuance other limitations were the lack of information from the educational officials that do not agree to cooperate for the issue is not in their personal interest. They do not even have the will to be interviewed as this research is not their field of work.

I regret saying that our educational system is very limited, unfortunately from the lack of will to participate and willingly seek to find answers and ways to successful progress.

6.2. Recommendations

And finally recommendations of this research which are necessary for the enhancement of future ESL students are:

- Researches based on Assessment should be done continuously; they should be done for all the subjects except EFL which are more complex and need new ideas for improvement,
- The Ministry of Education should monitor the Assessment period, be it Formative or Summative;
- The Ministry should have seminars and workshops for teachers on the assessment topic by giving examples and training teachers to excel and also understand student's needs;
- Schools should provide students with extra technological utilities where they can express their knowledge and use this as evaluative form of teaching;
- Teachers should think of new ways how they can motivate students for progress;
- Teachers should have meetings in school with each other to collect ideas and work together;
- Teachers should contact parents continuously to discuss their students' progress and give follow up recommendation and ideas for improvements;
- Teachers of EFL classes need to be in touch with the new and different activities for evaluation and should practice them accordingly;
- They should be correct and patient with all the students no matter the level of proficiency and must strive to work on each ones progress;
- They should be understanding and compassionate as EFL is a part is studies that needs practice and communication to achieve high results in all the skills required;
- And last but not least teachers must recognize the importance of their work and give their maximum to be fair and just and assess every student the same as the other.

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Students Questioner

Sample Questioners for Students – Formative vs. Summative Assessment

(London Eye)

Questionnaire for Students

Dear students,

We are undertaking a study on the evaluation system that is done in your school. After we collect your views on the way you are valuated, we will change and improve what needs to be and make things more efficient. The questionnaire should take no longer than 15 minutes to complete. We would be very grateful if you would complete it and show your thoughts and give answers the best that you can. Please note that you may complete the questionnaire anonymously and that all individual responses will be treated confidentially

(Teachers Name   )

(Date   )

Thank you very much

(Name:) Level:

(Date:)

	Strongly disagree	Disagree	Don't know	Agree	Strongly agree
Formative Assessment enables me to see where I stand in any topic or unit learned and continuous evaluation gives me a clear perspective of what I have achieved.					
Summative Assessment enables me to study harder at the end, as I am aware when we are being evaluated, thus I get a better grade.					
Formative assessment keeps me updated on my improvement and setbacks, for there I am aware where I need to work more and thus I improve my grade.					
Feedback and reports on my learning help me to engage with my learning					

Any additional comments or suggestions about how the two Assessment systems work with you the best and can improve your achievements further.

Teacher Questioners

Questioner for Teachers - Formative vs. Summative Assessment
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(London Eye)

Formative (continuous) –vs.-Summative Assessment Questionnaire for Parents

Dear teachers,

We are undertaking a study on the evaluation of teaching and learning in your school. The views of teachers are very important to us and can really help us. By giving us your views and opinions, the continuation of improvement of the learning of pupils in our school will be insured. The questionnaire should take no longer than 15 minutes to complete. We would be very grateful if you would complete it and return it to the us before (   ). Please note that you may complete the questionnaire anonymously and that all individual responses will be treated confidentially.

Thank you very much.

(Teacher's name   )

(Date   )

	Strongly disagree	Disagree	Don't know	Agree	Strongly agree
According to my teaching experience, summative assessment is better for language teaching and learning.					
According to my teaching experience of students, formative assessment is better for language teaching and learning.					
Continuous feedback and reports on the studying of students enables teachers to gather information about the knowledge and performance of language learners.					
Formative assessment helps students get engaged in studying					
Summative Assessment is less effective as students are passive and study before exam periods.					

Any additional comments or suggestions about evaluation forms for your students that can help improve their studies of English Language.