

A Study of Formative and Summative Uses of Language Teaching Data

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ABSTRACT

The student research results (summative) used to assess teaching outputs by English lecturers is not new to practice, but relatively few studies studied this subject in the context of higher education. This is a topic that has been studied by student students. This study was conducted in a large university in Vietnam in an English department. In the context of that study, the EFL lecturers seemed to complain in the second phase (self-judgments) that they did not know how to relate their self-observed teaching practice with what they had planned to do because the two assessments differently described the expected teaching performance. In this way, at the third (self-reactions) stage the reactions of EFL teachers to their self-appreciation appeared less efficient, including superficially adjusting new teaching practices; developing some strategies for avoiding formative evaluations by manipulated survey results; Eventually, with the input from classroom observations of the gate, lecturers seemed to interrupt their self-assessments. Most of the previous studies were performed in the sense of teaching and learning in the classroom and only a few studies addressed this topic in the area of teacher preparation or evaluation. The first two studies examine the possible conflicts in the use of portfolios to build up teaching skills between summative and formative function. Professional development portfolios to illustrate differences in the sense of teacher education between summative and formative assessment roles.

1. Introduction

Earlier discussions generally agree that teachers' performance assessment includes: (1) providing diagnostic feedback to inform better teaching practice and (2) providing administrative decisions with a measure of teaching efficiency. However, other studies have warned of possible risks of summative or formative calculation by using student ratings and comments. One aspect of proof of continuity is the use of objective tests for effective teaching and learning. For the context of English language education, two types of metrics tend to be used for assessment of teaching practices: (1) student test results and (2) observation in the classroom and study of English as a language of a foreign language (FL) teacher's curriculum. There are ample empirical data that student outcomes alone can not encourage improved instruction at the high school level with higher levels of language testing. This research explores the feasibility of using summative (student courses) and formative tests in order to enhance teaching practices of EFL teachers at higher education levels.

(2) Helping them identify weaknesses, and differences between desirable and actual teaching practice by establishment of clear standards and (3) mediating the influence of external change-makers. (2007) Ross et Bruce (2) have proposed three strengths of the implementation of formative evaluations in teacher assessments. In this study, however, EFL teachers were not clarified because they confused about two standards about their expected teaching performance. The incompatibility of EFL students with deans is demonstrated by their concepts "interesting and appealing lessons," "effective feedback activities" and "simple explanations." Furthermore, given that two reviews seemed to send contradictory signals, it is difficult for lecturers to correctly recognize their shortcomings and strengths and adjust their practices accordingly. Finally, incorporating input from doctors into their classroom preparation means at times that students' feedback is not included in the summative assessments and therefore approaches to enhance their outcomes are less evident in both surveys and patient observations.

The auto assessment process of EFL lecturers is more difficult for at least three reasons: (1) they will be unlikely to

identify the divisions between their actual results and what is expected; and, as a consequence, (2) they may start losing confidence and not relying on the validity and reliability of the teaching assessment practices. The self-evaluation and reflection processes have been proposed in three stages: self-observation, self-justific and automatic self-reactions as one of the key processes of professional education in teacher education (Beck, Livne and Bear 2005; Ross and Bruce 2007; Cornish and Jenkins 2012). In the context of that study, the EFL lecturers seemed to complain in the second step (self-judgments) that they did not know how to relate their self-observed teaching experience with what they had planned to do because the two tests differently described the planned teaching results. In this way, at the third (self-reactions) stage the reactions of EFL teachers to their self-appreciation appeared less efficient, including superficially adjusting new teaching practices; developing some strategies for avoiding formative evaluations by manipulated survey results; Eventually, with the input from classroom observations of the gate, lecturers appeared to interrupt their self-assessments.

2. Elements of Formative Assessment

The key elements that have emerged from the case studies and related research are:

1. Establishment of a classroom culture that encourages interaction and the use of assessment tools.
2. Establishment of learning goals, and tracking of individual student progress toward those goals.
3. Use of varied instruction methods to meet diverse student needs.
4. Use of varied approaches to assessing student understanding.
5. Feedback on student performance and adaptation of instruction to meet identified needs.
6. Active involvement of students in the learning process.

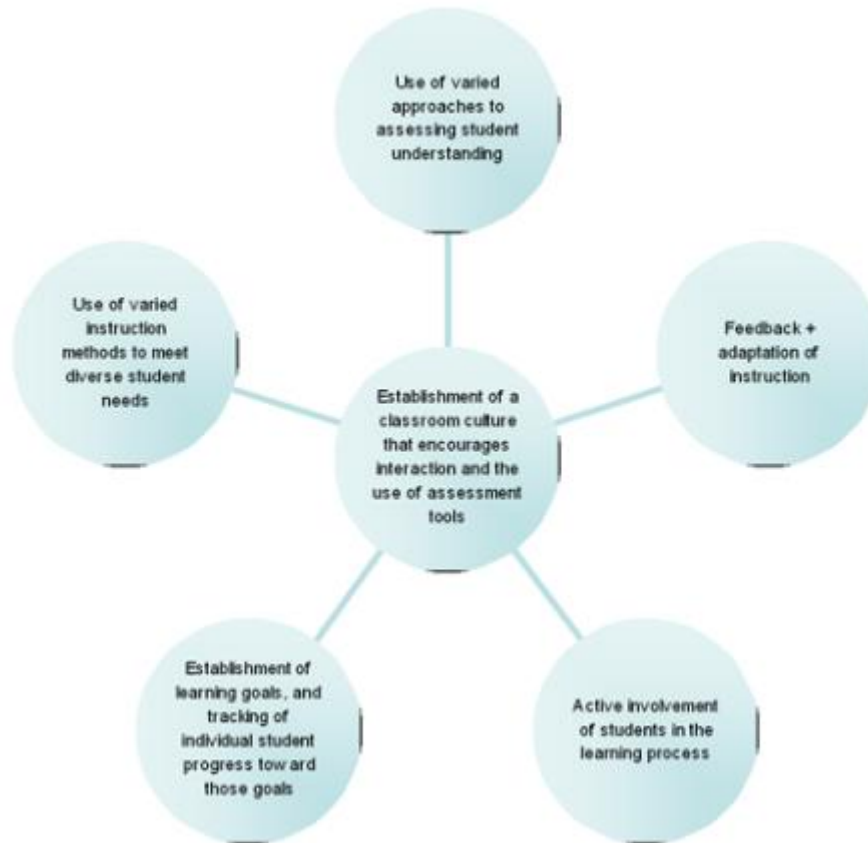


Figure 1. The six key elements of formative assessment

3. Summative and Formative Assessment

The key distinctions or differences between summative and formative assessments and the pedagogical consequences for classroom teaching practice, along with the variables that increase the formative outcomes or feedback resulting from summary or formative evaluations, were previous discussions and empirical studies of summary and formative assessments.

The theoretical discussions in the first field synthesized the following differences: the knowledge obtained, the essence of findings or suggestions and evaluation purposes. William (2000) offers a powerful framework in contrast to summative assessment to define formative assessment characteristics, namely questioning, feedback, comparison of qualitative criteria and student self-assessment. In comparison, feedback and self-evaluation principles stand out as two of the most distinctive variations in previous discussions. Feedback from formative evaluations are perceived to be inspiring, insightful rather than judgmental and manipulative, revealing the difference between real and expected results and learning strategies.

Ross and Bruce (2007) divide it in relation to self-assessment, into three components based on the self-assessment work of the student: self-observation, self-judgment and self-response. The discussions therefore propose that, to promote the self-evaluation process, students and teachers have the same interpretation of learning results or the constructions tested in the assessments, whereas students must be conscious of the difference between their actual performance and anticipated success and strategies for narrowing this difference. Harlen's (2005, 211) suggestions on classroom education are wide-ranging. These include: clarification of intent, assessment to communicate development, input that encourages learning, and improving learners' abilities to assess themselves.

For the second area, summarizing the findings of analytical studies comprises: (2) practitioners not being aware of the essence and objectives of summative assessments, (2) the cultural impact and (3) student perceptions and use of the findings. The factors found that may undermine the formative function of feed-back or results of the assessments include: Taras (2008) carried out a small review of lecturers at a British university at the School of Education. The findings show that, while class formative evaluations have been widely used in education, the teachers did not understand the similarities and disparities between summative and formative evaluations.

Continued researchers' efforts to improve formative and summative assessment outcomes are another obstacle: cultural issues. Kennedy et al. (2008, 204) suggest that formative evaluations should not be introduced as an instrument to replace the summative valuations that are generally assumed to have a negative backwash influence on education and learning in the South-East Asian education system because of examination-oriented culture. Rather, designers and policy-makers should be aware of conditions which 'provide the conditions for students to learn' and of the process they have to adopt in order to learn more effectively when designing assessment tasks for formative and summative assessments. Brookhart's study (2001) It provides additional evidence that what matters is not evaluation, but students' interpretation of the results, self-evaluation and integration of test results into the learning process. This study showed that the effective students combine their learning with the results of assessment by feeding into their learning knowledge from their self-interpretation and self-assessments, neglecting the gaps between summative and formative assessments.

Most of the preceding studies have been in the teaching and learning sense and there have been few studies addressing this topic in the area of vocational training or assessment (Beck, Livne and Bear 2005; Chetcuti, Murphy and Grima 2006; Ross and Bruce 2007). The first two studies

discuss the potential conflicts in the use of portfolios to build up teaching skills between summative and formative function. The professional development portfolios of Chetcuti, Murphy and Grima (2006) show possible tensions in teacher education between summative and formative evaluation features. Our interview data indicate that the teacher trainees have failed either to produce best outcomes for assessment purposes (summative), or to provide evidence to illustrate our learning processes for formative purposes.

In 2005 Beck, Livne, and BEAR (2005), five professional outcomes are further identified after portfolios have been introduced to initial teacher education programmes: (1) teacher development overall (for example, reflective expertise), (2) improved evaluation role understanding, (3) improved planning understanding, (4) the benefit of student analysis and (5) a benefit of collaborative work. They caution against introducing portfolios as a summative method that assesses the performance of teachers. Some studies are conducted to examine the impact and role of teachers in the assessment of teacher results. Following his analysis of the impact of auto evaluation on professional development, Ross and Bruce (2007) suggest a contribution from four points of view: influencer of the teacher and an improvement in his perception of competence in teaching; helping him recognise his shortcomings The research includes four perspectives: Ross and Bruce (2007)

4. The Tensions between Summative and Formative Assessments

There are at least three reasons why summative and formative assessment did not work in harmony to promote better teaching practices: (1) contradictory interpretations of good English classroom lessons, by the two sets of assessors, by the Dean of the English Department and by the ELF learner;

The summative and formative tests tended to be different for EFL teachers. The speakers proposed to test various structures in the studies and classroom observations. For example, as mentioned above, the students' survey results were one of their weaknesses to make "teaching interesting and attractive." Five EFL lecturers discussed this. Nonetheless, none of them felt that a language class would be useful during their interviews with their doctors. Such two deans argued that it is not appropriate signals for language classes to amuse students by playing YouTube videos and making students laughing. In addition to the elements in the study observations panel, successful classroom teaching practices from the Dean's point of view include: "interactions among teachers and students" (D2): "zero tolerance for student mistakes about their

pronunciation" (D1 and D2), "explicit vocabulary training" (D1). As a consequence of conflicting definitions, the EFL lecturers define their teacher observations in the classroom as 'far from the expectations of the students' (L1) and as 'not very useful for improved teaching performance from the student' (L3).

The second reason concerns the findings of the two evaluations. Considering that both evaluations have sought to evaluate the performance of teaching with different standards, summative evaluation results often clash with formative evaluation input. One example concerns the input on 'simple and understandable presentations' from students and doyens. Due to student surveys and regular conversations between lecturers, many of their students expected 'to explain Vietnamese grammar and vocabulary' (the primary language of the school) (L3, L4, and L5), 'to use Vietnamese in certain PowerPoint slides to enhance the comprehension of teaching' (L2) and 'to use tasks in classroom instances in previous exams' However, the deans' reactions suggested they did not want to hear Vietnamese during the English classes, because they felt that the best way to give a good example to our students was "a large amount of language input" (D1) and "English courses should be taught in English" (D2). Interestingly, two lecturers complained of their teen's feedback following observations at the school as 'they said that they expect us to design classroom activities based on their level of linguistic competence but they disagreed and said this was not an exemplary practice when I explained some grammar or vocabulary in Vietnamese (to encourage the comprehension of my explanations).

The third reason is that the two assessments are consequentially accurate. In the expectation that the EFL teachers are not marked as targets for formative research evaluations, in order to prevent twice being evaluated by the EFL students and department heads, EFL teachers constantly tried to increase their results in summative assessment (the student survey). In other words , high-stakeholder summative evaluations appeared to have a marginal impact on the advancement of teaching activities from formative evaluations. Some of the techniques mentioned by EFL doctors seemed immoral, as student survey results are likely to increase without really enhancing teaching practice. All six EFL lecturers agreed that being polite (L1, L2, L4), supportive (L1, L3, L4, L5) and good connectedness with students (L2, L5, L6), are the keys for the their ratings. Instead of changing teaching methods, the development of partnerships with students is one of their tactics, for example by extending the time to input both within and outside the university (L2, L3, L5, L6) and by incorporating more collaboration and debate to make the lectures engaging and less hesitant (L1, L2 , L3, L4, L6).

Examples of Formative and Summative Assessments

Formative	Summative
In-class discussions	Instructor-created exams
Clicker questions	Standardized tests
Low-stakes group work	Final projects
Weekly quizzes	Final essays
1-minute reflection writing assignments	Final presentations
Homework assignments	Final reports
Surveys	Final Grades

Both forms of assessment can vary across several dimensions:

- Informal / formal
- Immediate / delayed feedback
- Embedded in lesson plan / stand-alone
- Spontaneous / planned
- Individual / group
- Verbal / nonverbal
- Oral / written
- Graded / ungraded
- Open-ended response / closed/constrained response
- Teacher initiated/controlled / student initiated/controlled
- Teacher and student(s) / peers
- Process-oriented / product-oriented
- Brief / extended
- Scaffolded (teacher supported) / independently performed

5. Investments In Further Research

While there is evidence that formative assessment methods have a significant impact on student learning, there is a need for further research. Future research may address:

The impact of formative assessment on general student achievement. While it is clear that formative assessments are often extremely successful in increasing student rates, work needs to be expanded and enhanced. Further work on this topic can involve quantitative and qualitative analyses of shaping approaches focused on a wide range of foreign educational experiences.

The relative impact of formative assessment methods for underachieving students. Several studies indicate that formative evaluation approaches have an even greater impact on undergraduate students. Choose studies concentrate on teaching that emphasizes the value of commitment over skills or task-centered input (rather than ego input). These studies indicate fairly good gains for students who were previously under-employed. Further research in this field may be appropriate for teachers who work with groups of undergraduate students or "failing" schools.

Effective formative approaches for students based on gender, ethnicity, socio-economic status, or age. As discussed earlier in this report, it is important that students in different socioeconomic and demographic groups know more specifically about what works. The differing impact of methods on various students can be explored in this field research. In the sense of, for example, different students succeed in competitions or in more cooperative circumstances, research can explore. Study can also investigate to what extents the teaching concepts that work well for a given study group like the Te Kotahitanga (Maori Mainstream Program) are translated to other student groups. In the long-term challenges of closing unequal disparities to student achievement, work in this sector can be extremely relevant.

Connections between students' emotions and learning. The ties between positive emotions and improved

learning are a central topic of neuroscientific research. In addition to research in the field of psychology, this work may help educate studies on the effect on emotion, motivation, self-perception and achievement of the student through various methods of training.

The expansion of teacher repertoires to meet identified student needs. As previously noted, the quality of the student's evaluation is limited when teaching is limited. Teachers need a balanced inventory of solutions to learning problems and the response to learning needs of students. Teachers and scientists will create a strong research relationship in this area. Educational assessment calls for more teaching and learning accountability and is also very iterative. The approach is suitable for researchers who want to investigate the teaching and learning process in ordinary school environments. Teachers who use formative evaluations can also build their repertoires on research.

The challenges of deepening and broadening practice of effective formative assessment approaches and techniques. This research has shown that formative assessment procedures are more than a fad. Nevertheless, the further and prolonged use of appropriate approaches and strategies for formative assessment poses significant challenges. The effectiveness of different distribution and implementation approaches should be given special attention. Policies should use this information in the formative spirit to adapt, develop strategies and deepen their effect.

6. Conclusion

In the EFL teacher assessment, at least three lessons may be learned from the analysis with a specific emphasis on two essential principles in summative and formative assessments: constructive feedback and self-evaluation. Firstly, formative assessments do not seem to encourage improved educational practices if inputs from high-level summative evaluations are not helpful in improving performance. In the context of the study, the modified teaching practices resulting from student surveys include more collaboration and classroom conversation, longer feedback time, the use of various media tools, and becoming friendlier. The results of student surveys indicate that between 2010 and 2013 the outcomes of the 14 questions fluctuated rather than gradually increased, although interview data suggest that the EFL lecturers did either not accept or acknowledge the results of the student surveys and comments from the student doctors.

This result tends to be consistent with other studies that try to change EFL teaching practices in various forms: short-term intensive training programs for the professional development; long-term in-service professions; the implementation of high-level language tests; and the introduction of national curricula and texts. It has been concluded that all such ways of interference would probably not alter the beliefs of EFL teachers in developing second language. This dilemma is that the high-level assessments will bring about change, however, on a superficial level; while real improvements in cognition of EFL teachers, their skills, thoughts and beliefs are more likely in an atmosphere in which the stakes of evaluations are relatively low, non-judgmental and clearly standard-criteria

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