

**A Comparative Study of Students' Experiences of
Formative and Summative Assessment Types and
Students' Perspectives about Using Them in EFL High
Schools in Turkey**

دراسة مُقارنة لأنواع الإختبارات المرحلية و النهائية للغة الإنكليزية كلغة ثانية و
اثارها على طلاب المدارس الثانوية في تركيا.

by

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**Dissertation submitted in fulfilment
of the requirements for the degree of
MASTER OF EDUCATION**

at

The British University in Dubai

June 2018

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Abstract

This comparative study reports on the analysis of students' experiences of summative and formative assessment types in order to come up with new insights based on the probable ways of assessing students in the most efficient and effective ways in EFL classrooms in Turkey. Recent literature was surveyed and the research questions were underpinned accordingly. Qualitative methodology is applied which gives the researcher the opportunities in the most suitable way to assess the learning process with full insights. This systematic research purports to fill the gap in the area of summative and formative assessments in SLA and their effects on students which confines itself to the high schools in Turkey. Data recordings, observations, surveys and semi-structured interviews were used as the reliable tools to measure the positive and negative sides of these assessments in the eyes of the students. Various findings were carefully gathered and discussed according to the process of the investigation and recommendations were supplied by the researcher in the end. The present study overall demonstrates that after having conducted the lessons in two different high schools in Turkey, the formative assessment is favoured by the students more than the summative assessment in terms of many parameters outlined in this research. Students generally tend to be more productive, creative and less stressful throughout the process when assessed in formative ways. Also the way how they are assessed in the process of learning affects their final marks at the end of the course, which highlights the point that students who are assessed formatively during the process have more motivation and they feel more comfortable for the final exams. This supports the idea that formative assessment strategies help students achieve in summative assessment.

ملخص

هذه الدراسة المُقارنة تحلّل أنواع الإختبارات المرحلية و النهائية، و اثارها على طلاب المدارس الثانوية التركية . هدف الدراسة الوصول إلى أساليب فعّالة لإختبار قدرات التلاميذ باللغة الإنكليزية كلغة ثانية (English as a Foreign Language-EFL).

إنطلق البحث بوضع العديد من الأسئلة التي ارتكزت على مؤلفات و مقالات حديثة. كما اعتمدت المنهجية النوعية أثناء البحث لإفساح المجال للباحث ليحلّل بدقة و يقيّم عملية التعلم.

يزعم هذا البحث المنهجي على ملئ فراغٍ لُوَحِظَ في مجال الأبحاث عن الإختبارات المرحلية و النهائية الهادفة لإختبار تعلّم لغة ثانية (Second Language Acquisition-SLA) و جدوى نوعي الإختبارات على طلاب المرحلة الثانوية في تركيا.

إستعملت العديد من الأساليب الموثوقة لقياس الأثر الإيجابي و السلبي لهذه الإختبارات على التلاميذ. من هذه الأساليب التسجيل الصوتي، مراقبة التلاميذ أثناء عملية التعلّم، طلب ملئ نماذج إستبيان، بالإضافة إلى المقابلات الشخصية مع التلاميذ.

لقد حلّل الباحث بدقة المعلومات المستقاة و حقّق في نتائجها و وضع توصيات في نهاية البحث. بعد ملاحظة عمليات التعلّم في مدرستين ثانويتين في تركيا، خلّصت هذه الدراسة إلى أنّ التلاميذ يفضّلون الإختبارات المرحلية "القصيرة" على الإختبارات النهائية "الشاملة" وقد ذكّرت عوامل هذا التفضيل بصورة مفصّلة في هذا البحث. لقد لُوَحِظَ أيضاً أنّ التلاميذ كانوا أكثر إنتاجية، خلاقين، و أقل توتراً أثناء الإختبارات المرحلية مقارنةً مع الإختبارات النهائية. كذلك لُوَحِظَ أنّ طريقة إختبار التلاميذ أثناء عملية التعلّم كان لها أثراً على درجاتهم النهائية، إنّ التلاميذ اللذين اختبروا مرحلياً كانوا مُحفّزين أكثر و يشعرون براحة أكبر لإتمام الإختبار النهائي، الأمر الذي يدعم فكرة أنّ استراتيجيات الإختبارات المرحلية تساعد التلاميذ لتحقيق نتائج أفضل في الإختبارات النهائية

Dedication

This dissertation is dedicated to my beloved husband Mazen and my lovely daughter Inez who have always been a continuous encouragement during my studies.

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Chapter 1: Introduction

In the context of high schools, this research investigates the students' experiences and perceptions of formative and summative assessment strategies in classroom atmospheres, in Istanbul, Turkey. By the help of the relevant and contemporary literature to be revealed here, the main purpose of the study is to analyse and discuss the findings discovered at the end of this investigative practice regarding the impacts of the summative and formative assessments on the students. The introduction will provide the background and foundation of the study, will clearly state the purpose, significance, scope and the research questions.

1.1 Background of the Study

From elementary school to university, students are subjected to various types of assessments which inform themselves, teachers, administration, government, admission committees and parents about the knowledge of their skills. Making assessments is unavoidable for educators to decide on the promotion, placement and improvement of the students. Standard traditional reforms have made testing and assessments as an indispensable component of the K-12 education.

Modern thoughts about the assessments are needed so that the assessment should not be perceived as the formality of the process but to be perceived as a flexible tool which aims to foster the learning and bring judgements (Boud & Falchikov 2006).

According to Black and William (2009) there are three main types of assessments which are found in traditional and modern education: assessment of learning, assessment for learning and assessment as learning. Assessment for learning is the one which takes the student's learning as the priority, it is the type that fosters the learning of the students by giving logical feedbacks during process and it gives the clues of where the learners are in their learning, what they need in order to proceed and how to get there in the best way.

Assessment of learning is the type that supports the strategies which are designed to check what students know, to point out if they have acquired the goals of the curriculum or to decide on the students' future programs and allocations (Black & William 2009). It includes the examinations and the end of term tests, portfolios, demonstrations, presentations, projects of multimedia and exhibitions, which are generally considered as summative.

The last type which is the assessment as learning gives the opportunity to the learners to monitor and reflect on their learning process. The objective of this type of assessment is to provide self-assessment and descriptive feedback for the learners. Boud and Falchikov (2006) have argued that assessments should target to build and foster the learners' judgements about their production.

In the lights of the theories to be discussed below, the present study targets to observe the process of both summative and formative assessments as carefully as possible and to reach reliable outcomes by the help of the students' preferences and comments. Although there are more assessment types in this area, the focus of this paper falls into the summative and formative assessment types also known as assessment of learning and assessment for learning.

Summative assessments are conducted to measure the learning of the students in order to give ideas to the educators and the parents about the progress and success of the students (Birjandi & Hadidi Tamjid 2012). They are generally carried out at the end of a school year or semester in order to assess to what extend the students have mastered the skills taught during the courses; thus they might be called as evaluative in the process. They might also be named as high-stakes assessments because school grades, admissions, evaluations of the teacher and administration are all based on how the students succeed on these tests (Porter 2018). Annual standardized examinations, mid-terms and final exams might be named as types of summative assessments. Formative assessments, however, are generally applied to inform the instruction and to foster student learning. They are used by the students to be aware of their progress and by the teachers to give some instructional decisions according to the success of the process (Lantolf 2017). Formative assessments can be labelled as formal in that they can be diagnostic in realizing the gaps of understanding and they can be labelled as informal in that they are hidden or embedded in the activities to promote students' understanding in classroom (Birjandi & Hadidi Tamjid 2012).

Both formative and summative assessments are familiar to the area of educational measurement and assessment, an area which is related to the process of identifying and improving tools of assessments in order to promote the ability and the knowledge in educational contexts (Porter 2018). While summative assessments use technology and stiff calculations to promote the accuracy of the evaluation process, the formative assessments

find these techniques as limiting the students' creativity and diminishing the success (Mcinerney, Liem & Walker).

Gibbs (2010) claimed that the main purpose of each assessment is to give constructive feedback to the learners and motivate them to learn in the best way. This paper follows a constructivist and social framework which enables the learners to receive proper feedbacks at the right time. The learner is not seen as a passive pond to be filled with information but seen as an active participant of the process (Atherton 2009).

According to the ideas above, in the present study, the application of both formative and summative assessment types will be analysed and discussed carefully in the related context in order to be constructive with the findings in the process of evaluation in SLA.

1.2 Purpose of the Study

The initial objective of this study is to explore, describe and discuss the students' experiences of formative and summative assessment types in high school contexts in Turkey. The second objective is to reflect the perspectives and opinions of the students towards these assessments and the third one is to recommend some useful intervention strategies in the process of assessment which aim to provide constructive feedback in terms of improving students learning and motivation.

All these objectives are formed in order to answer the three main research questions outlined below:

- 1- What are the formative and summative assessment types administered in the two high schools in Turkey?
- 2- What are students' opinions and preferences of assessments after having experienced both summative and formative assessment strategies in those specific contexts?
- 3- What might be the necessary intervention strategies to be followed regarding assessments to promote students' learning and motivation?

1.3 Significance of the Study

The present study, which discusses the perspectives of students towards the summative and formative assessment types, are anticipated to be of great value and benefit to the educators and professionals in the area of SLA in terms of demonstrating the necessity to take the student's views into account about the assessment strategies administered in classes.

Furthermore, the teachers, school administrators, and the specialists can benefit from the outcomes and further applications which are suggested at the end of this paper based on the study conducted. In this study, the role of the students and their motivation for learning in the process of assessment have been emphasized and dealt more than the teachers' dominance over choosing assessments in classes.

In addition to the recent studies, in the present study, it has been understood that the most significant objective of any assessment is to foster students' learning process and to provide supportive feedback which is also preferred by the students.

1.4 Scope of the Study

This investigative study is conducted at grade 11 classes one in public and one in private high schools in Istanbul, Turkey. The number of the students is limited to 64 and the study took place only in Istanbul, Turkey, however, this research is still relevant and necessary information to be added to the recent literature regarding the data gathered from the students' attitudes towards formative and summative assessment types. The reasons why two classrooms are chosen differently from public and private schools are to show the diversity and to enrich the knowledge in the area of summative and formative assessment types and their administration.

1.5 Structure of the Dissertation

This dissertation is divided into five chapters. The first chapter includes the introduction, background of the study, scope, significance and purpose of the study in detail, the second chapter includes the literature review and the theoretical framework sections, which illustrate the chronological framework of the key terms, explanation of the assessment types, comparison of the summative and formative assessment strategies and comparison of some earlier distinctive studies with the present study. The third chapter includes research methodology, the procedure of the empirical study, data, instruments, participants, setting, research design and ways of collecting data in an overall process. The fourth chapter includes the research findings and discussion, results of the interviews, observation of the classes, results of the survey and discussion of the findings. Lastly, the fifth chapter includes the conclusion which also covers the recommendations for further research in the related area.

Chapter 2: Literature Review

2.1 Introduction

In spite of abundant work which has been done for years on the types of assessments adopted and preferred by the teachers in schools, the perceptions and preferences of the students for the assessment types have not been analysed and discussed much. However, there are still various useful studies that were conducted on some various topics, such as the problems and benefits of the assessment processes as seen by the students. This investigative study has been conducted by the researcher in order to fill the gaps in this area regarding the impacts of these assessment types on students and discussion of their views.

This chapter provides a systematic review of the theoretical framework, historical flow and the contemporary literature of the formative and summative assessment types and their applications in SLA through analysing and discussing the key issues. This review primarily introduces some of the existing comprehensive definitions of the formative and summative assessment types and their social relevant dimensions such as Vygotsky, Gardner, Black and William.

The comparative studies related to these assessment types will be outlined and discussed: the researcher provides some studies because of their similarities in process to the present study, spontaneously; it will be a key step to compare this study with those related ones in terms of the interpretations, data outcomes and analysis.

2.2 Theoretical Framework

In the contemporary age of high stake testing, and Common Core Standards, educators are under great pressure of their students' achievement, they have explored the specialized needs of assessment for years. According to Braden (2017), by the beginning of 19th century, the teachers tested their students for the first time as a whole class by administering only one type of assessment: the purpose was to analyse if the students mastered the required information or not. This type of assessment was called recitation by Giordano (1990, cited in Laszlo 2015). Current educators apply this type of assessment as well while calling it as a type of summative assessment. From 1970 till 2000, the educational assessment was confined to traditional Giordano testing only; however, in 2000, testing became a science, an area of

study and improvement for experts (Shepard 2017). After that reform, Various summative assessment types were developed based on traditional styles, the definition of the term formative, on the other hand came to occur in the years of 1960 by Michael Scriven who used the terms formative and summative for the first time together to demonstrate the differences of assessments administered in classes and their outcomes (Greenstein 2016).

Benjamin Bloom (1971) was one of the first to apply the terms of formative and summative assessments as comparison to each other while helping to lay the foundations of formative assessment (Black & Wiliam 2010). Bloom (1977) identified two major areas of distinction: feedback for the students and any time correction during the process which later became the main components of formative assessment, the area of interest for him was mainly the formative assessment strategies which, he thinks, help to motivate the interactive atmosphere of the classroom and success of the students in the future. Bloom (1977) believes the importance of feedback and collective correction of the mistakes which are done anytime in class for the student acquisition of information (Greenstein 2016).

There became two instruments that the teachers commonly applied while assessing their students' success in classroom atmosphere: summative and formative assessment types. In the decades following, the concept of assessment, both summative and formative were deeply analysed and additional descriptions were made. One of the pioneers that made many changes in the concept of formative assessment is Crooks (2012). In New Zealand, Terry Crooks studied the assessment practices on students and took the attention to the motivation of the students: he tried to demonstrate which assessment type positively affects students' motivation. He asserted that assessment is one of the most influential components of education and it deserves a meticulous planning and great deal of time from the educators (Crooks 2012).

One of the biggest steps towards the area of assessment, especially the formative assessment, can be called the Black Box Studies by William Black and Dylan William (1998) which includes a meta-analysis of 250 empirical studies on this specific area of formative assessment strategies. Black and William (2010, p. 53) asserted that: "There is no other way of raising the standards for which such a strong prima facie case can be made".

2.2.1 Constructivist Perspective on Assessment in Teaching and Learning

According to constructivist views, summative assessments are mostly named as rigid and traditional: the major aim of this type of assessment is to measure the knowledge that a student acquired which is not generally favoured by constructivism, on the other hand, formative assessments are widely accepted and administered by the constructivist for the reason that it does not include grades and standardized tests (Brown & Harris 2018).

According to O'Malley and Valdez (2016), the constructivist theory assessment can be seen as part of the teaching and learning process in which students play a bigger role in following and judging their own improvement. In that very point, formative assessment types are more convenient, practical and useful to motivate students' learning.

2.2.2 Vygotsky's Sociocultural Theory and Assessment in Education

In sociocultural aspect of constructivist theory, the work of Vygotsky (1978, cited in Yeh 2015) can be easily applied to models of formative assessment strategies. Students are perceived not only as individuals but also as social interactors guided by others such as the teachers, parents or school management. According to Vygotsky, the learning occurs when the students are in collaboration with the teacher and other peers in class. The zone of proximal development (ZPD), which is a broad concept created by Vygotsky, has been an area of study by the formative assessment theorists in terms of understanding the gap between the students' actual progress, understanding and the potential or targeted learning (Heritage et al. 2017). In Vygotskian theory, the teacher acts as a mediator and a guide between the student and the learning goal, while providing scaffolding and feedback. In this perspective, formative assessment is indistinguishable from the learning process in that the teacher explains the content, assesses the respond of the student and modifies instruction by giving instant and proper feedbacks (Mavrommatis 2015).

2.3 Assessment

In the field of education, the term assessment refers to the wide range of tools or methods that experts use to assess, analyse and indicate the academic success, background, learning process and the needs of the students. Assessments are generally considered as the official standardized tests which are prepared by the testing centres and are administered to huge number of students (Angelo & Cross 2013). Educators get use of wide variety of assessments based on the relevant contexts, starting from 4 year old kindergarten students' till the twelfth grade students' capabilities. As lessons taught at schools have different levels and

functions, the assessments are designed by the educators in different difficulty levels accordingly (Hernon & Dugan 2004).

Assessments are also prepared to measure the students' strengths and weaknesses in order to provide necessary remedial programmes for academic support. Additionally, the assessments are generally prepared by the teachers, testing centres, administrators, government, universities and companies and the groups that include these individuals and institutions (Mutch 2002).

2.4 Assessment Types

According to Tyler, who is considered to be the first definer of the term assessment, "evaluation might take a variety of types in education." (2013, p.34), however the following descriptions provide a main overview of the basic assessment types in educational assessment according to Tyler (2013) and in comparison to some other experts' views in the field.

2.4.1 Pre-assessments

As Pounder (2017) claims that these are the assessments which are administered before the term or academic year begins. Students are not generally expected to know specific knowledge at that level; pre-assessments are administered to establish a baseline for the upcoming program and to measure the readiness and background of the students for the new academic year.

2.4.2 Placement Assessments

These assessments are administered to place or replace the students into different levels in the academic program; they are used before the term starts, the basic reason is to match students with applicable experiences which might address their academic success later (Tyler 2013).

2.4.3 Standardized Assessments

These are the tests which are prepared and applied in a standard and routine way. Although some of them might have open-ended questions, they usually include multiple-choice questions. These tests are usually computer-based ones and are administered to huge population of students who are in the same level, class or academic year (Popham 2008).

2.4.4 High-stakes Assessments

According to Airasian and Russell (2011), these might also be called as the standardized tests which are administered by the local companies, institutes or the government to check the accountability. These are mainly prepared to test if the students are being taught effectively by professional teachers. The students are tested and given either punishments, penalties, suspensions and fail or they are promoted to awards, public positivity, next grade, diplomas and bonuses.

2.4.5 Interim Assessments

Tyler (2013) also asserts that interim assessments are administered to see if the students are at the right place on their tracks, whether they fall behind or go ahead, whether they will be performing well on the future evaluation or not. End of school year or term exams, multiple choice, end of course exams and other forms of summative assessments can be named as interim assessments which are mainly administered at the end of a school term rather than integrated into the process of the learning.

2.4.6 Screening Assessments

Screening assessments are mainly the ones which are administered to check if the students need specialized education and care or to check if the students are ready to start a course or an academic year. These assessments might take various forms in education: they might be cognitive, developmental, academic or physical. In order to check if the student is ready emotionally, intellectually and socially for a school year, these tests might be applied at the beginning. Some other screening assessments might evaluate the physical potential of the students (Leong 2014).

2.4.7 Common Assessments

Tyler (2013) highlights that these types of assessments are administered to ensure whether all the teachers are using the assessments in the common ground, in reliable and consistent ways or not. Common assessments are used to support the consistency among the teachers who are teaching the same content and books. They give the opportunity to the teachers to compare and see the differences and benefits of each other's teaching experiences. Common assessments have the same formats and they are applied in consistent manners. The students are given the same amount of time and same questions which are in the same format and the teachers use the same scoring guidelines to analyse the results; common assessments can be either formative or summative.

2.4.8 Portfolio-based Assessments

These are mainly applied to analyse and evaluate the products of the students which might be the portfolios, projects, student-created videos, assignments and speeches. These are prepared by the students and evaluated by the teachers in consistent ways within the same scoring guidelines. Portfolios can be collected either in digital or physical formats and are usually assessed to check if the students have met the necessary learning standards or not (Leong 2013).

Apart from the assessment types above which are generally considered the main ones in SLA, there are also well-known formative and summative assessments which are the main areas of concern in this investigative research and are described in detail by the help of recent and relevant literature as indicated below:

2.4.9 Formative Assessments

The exact definition of formative assessment in literature goes back to the formative and summative roles as outlined by Seriven (1967) in the area of programme assessment (Black & Wiliam 2010). According to Seriven (1967), the summative assessment supplies information to measure the overall process of an educational programme; however, formative assessment facilitates the learning process and programme development.

According to Bloom (1984), who made a similar description by indicating the same terminology, the objective of formative assessment is to supply feedback and corrections at every single step in the learning process. Summative assessment, on the other hand is administered to analyse what the learner has acquired at the end of a school year or a course.

Over many years, much work has been done which have been directed at the Bloom's description regarding the formative assessment; however the recent ones are mainly focusing on the constructive feedback in the process which targets the students more than the assessment itself or the process. According to Pearson (2013) the term formative assessment refers to an instrument such as an interim test or a diagnostic test or might be called as a tool that the teacher uses to create those tests. These types of tests are common among the publishers and they bear more diagnostic value and take less marking period of times for the daily lessons.

According to Popham (2018) “formative assessment is not a test but it is a process.” In this way, formative assessment does not produce a quantitative score for the students; rather than this it is mostly focusing on the process and providing feedbacks. The distinguished characteristic of formative assessment is that it is used to adapt or provide the students’ needs.

These various ideas might be brought together in a simpler version of description of the formative assessment by Shephard (2008): formative assessment is a process for the teachers and especially for the students during the teaching & learning process, which provides constructive feedback to the students in order for them to be better and successful in the instructional process of the courses. Another simple explanation is that as long as we use the results to alter the process and instruction, any instrument can be applied formatively no matter what is the former intended purpose.

Formative assessments cannot be named only as a process or a test; but might be called as the organized integration of the process into the system by methodologically prepared testing instruments.

According to Garrett & Camper (2015), we need minimum of two things for a comprehensive definition of formative assessment: concrete instantiation and the theory of action:

Theory of action describes the characteristics of the formative process and organizes how these actions take place and work together to come up with some positive outcomes. On the other side, the concrete instantiation points out how these assessments, which have been built on theory, look like and how they might be applied in the real settings.

According to Ruddell (2005), formative assessment types are outlined as below:

- 1- Observations during class activities.
- 2- Informal and formal question-answer sessions in class.
- 3- Discussions, homework check and exercises done in class.
- 4- During their performance, students’ self-evaluation of the performance and feedback periodically provided for them.
- 5- In the semester time, conferences that are organised either face to face or online.
- 6- Reflections and students’ journals which are periodically reviewed.

2.4.10 Summative Assessments

According to Looney (2016), the component of assessment necessitates both of the assessment types in learning: assessment for learning (formative) and assessment of learning (summative). While it is of vital importance that students' development and abilities should be followed and assessed throughout the learning process; it is also compulsory for the teachers to evaluate the students' success and have a proof in their hands at the end of the process. It is the summative assessment that determines the grades of the students at the end of each term or school year. By the help of summative assessment, both the students and the teacher are able to know the areas of weakness that require more work. In order for a summative assessment to be administered valid and affective, the process and the results should be compared to a standard which could be within the school, town, city or the country.

This type of assessment is generally administered after the term or school year ends, the teachers provides feedback to the students and information regarding the teaching and learning process. Since they are much broader in scopes, summative assessments are usually the high-stake ones, which mean that they have a high value in teaching and learning process. While formative assessment can take wider variety of formats, summative assessment types can be in narrower range of questions such as short answers, multiple questions and essay types (Janani 2015).

Examples of summative assessments are outlined below:

- 1- Assessment of benchmarks which assess the standard mastery.
- 2- State exams.
- 3- End of term, school year, chapter or unit tests.
- 4- Final exams
- 5- Projects
- 6- Portfolios
- 7- Performances
- 8- Term papers

While most of the summative assessment are provided at the end of a process, a school year, a class or a term, some of them can be administered for diagnostic purposes during the teaching and learning process: for instance, the availability of students' data might give the chance to the teachers to overview the previous year's grades of the students. By getting this information, the teachers can be aware of the students' areas of weaknesses and strengths, they can organise the learning process accordingly (Carnall 1996).

Another significant point is that benchmarks or interims are also used as a type of summative assessment to monitor the process of learning and the improvement of the students in order to observe if the students are mastering well enough for the end of term tests. Some experts consider the interim tests as formative while others name them as summative in terms of their diagnosis of the progress of the students: in that way, teachers are able to see if the students are on track for the final test or not or if any modification is needed during the term.

2.4.11 Reform and Comparison of Summative and Formative Assessments

Assessment methods can be explained as the variety of procedures which are administered to obtain information about the students' learning (Linn & Miller 2005).

Since the invention of the teaching and schools, the educators have been using summative assessments as a standardized way of evaluation; on the other hand, with the contemporary developments, formative assessments became a larger proportion of school evaluation system.

Hanna and Dettmer (2004) suggest that educators should work hard to improve a wide range of assessment strategies which can match all the parts of their instructions. It might be more helpful to develop a holistic strategy of assessment according to the instructional process, other than trying to differentiate between summative and formative assessments. The appropriate selection of the assessment should also match the lesson or program objectives which are necessary for the success of the process. The teachers should be aware of the roles of the assessments in the teaching and learning and they should adapt to the process by changing their ways of assessments constantly according to the needs of students.

Research, in the related area, points out that teachers must gain knowledge in administering wide variety of assessments such as performance tasks, projects, final exams, observations, peer-assessment, discussions and essays. They should use them according to the objectives of the programs and the process.

In a sociocultural perspective, Vygotsky suggests that human brain is mediated. Human beings do not act directly to the world without mediations. They do it by some artefacts which are created according to some specific situations and historical values (Lantolf 2000). This perspective of mediation might be significant in this study in that teachers should act as mediators in some situations in the process of using assessments in teaching and learning. Vygotsky's focus here is also on the fact that people act in shared experiences: students

sometimes need to be grouped with mixed abilities in order for them to get support of each other, in that point, the teachers should prepare their assessments according to these various contexts.

According to Knight and Yorke (2003), learning is a social and changing process and an educator must adapt to it by choosing the most appropriate method of evaluation.

Consequently, classroom assessment includes the interaction, sharing and participation between the students and the teacher. In this situation, students and teachers can be seen as attending the class in an appropriate rhythm of ideas and actions. In addition to this, in constructivist classes, students learn from participation and are able to get the opportunity to discover their own ideas through class discussions, questions and answers (Rogoff, Turkanis & Bartlett 2001). The constructivist model assumes the assessment process as an ongoing process which should give appropriate feedbacks to students where needed. This might imply that the teachers should create assessments that enable the students to interact with each other and learn from each other, which in that very perspective matches the objectives of formative assessment (Oosterhof 2001).

Accordingly, some other researchers especially Stiggins (2009) claims that in the mode of assessment “for” learning, the students are usually notified with their learning progress which helps them to meet their goals by seeing their strengths and weaknesses.

Davin & Donato (2013) also recommends that formative assessments, when applied in classrooms in a continuous process, definitely lead to higher quality learning. Moreover research has pointed out that a great amount of learning happens when the students are assessed formatively in the teaching and learning process. Consequently Meyer (1992) demonstrates that performance assessment can be named as authentic and as a result of this, it allows students to have enough time to plan their work, to complete it, to self-evaluate, to compare with others and to learn from others.

On the other hand, some other researchers say the opposite by implying the importance of the traditional ways of assessment, which might be also called as assessment of learning, namely known as summative assessment. Mcmillan and Hearn (2008) argue that summative assessments are mainly used for high-stake purposes which are very significant in shaping the students’ future. Therefore the assessments should be meticulously prepared by professional educators and should be valid and reliable thorough the region where they might be applied.

Also it has been argued by Garrett and Camper (2015) that a well-implemented formative assessment might increase motivation and rigor among students, focus on targeted feedback, create self-regulated learners and define the learning goals.

In addition to this, Gronlund (2006) suggests that there should be some alternative types of assessments such as portfolios, essays, end of term and extensive range exams to evaluate the overall situation of the students to keep track of the weaknesses.

Students seek for finding a meaning in what they are doing or learning, they are in need of connecting the real world's problems with the objectives of learning. Summative assessments are closer to prepare them as high-stakes exams for the outside world and they provide the instructional strategies to the students to follow to nurture their natural curiosity about the real world (Afflerbach n.d. 2010).

All in all, these two types of educational assessments have various differences; however there are some similarities in terms of targeting students' progress in teaching and learning as well. Both summative and formative assessments need meticulous planning, preparation and administration. Educators must be aware of which skills are being measured. Each type of assessment should gather useful and significant information which achieves a specific purpose. A valid and strong evaluation program, either it is classroom-based or district-wide, must include both kinds of the assessment types in a balanced and necessary way.

A teacher's life might include a tremendous range of responsibilities and actions, and evaluation is just one of the many significant tasks which need good planning and careful application. This study therefore looks for discovering these classroom assessments whether the teachers are applying them in these variations mentioned above or not. Also students' reactions towards these assessment types are very significant in this research which will point out the process from the learners' perspective.

Afflerbach (2007) demonstrates that using a variety of assessment types at the same time is the only certain way to understand the progress of the students, how and when to provide feedback.

It becomes obvious that when the students are given the opportunities to self-assess, they easily achieve their learning targets autonomously and they might be able to get the control of their learning process in that way. In addition to this, there is no single assessment type that a teacher can use which provides sufficient information about the students. In order to yield

positive learning outcomes, the teachers should get use of both formative and summative assessment types in classrooms.

2.4.12 Summative Assessments Used in Formative Ways

Nearly all the assessment instruments can be used either summative or formative purposes. However some of them, by design, are better used in summative ways and some others in formative ways. For instance, state assessments, in spite of the fact that they might be partially used for formative purposes, are usually prepared to compare the districts and schools in order to check the validity and accountability. Since their initial purpose is summative, the results can neither be discussed nor communicated between the teacher and the students. Moreover, the results can be announced long after the administration of those tests. For the reasons mentioned above, those tests cannot function in formative ways. They do not contribute to daily instruction and feedback policies (Atkin & Coffey 2003).

Turner (2014) asserts that benchmark assessments, either developed for special purposes by the school administration or some private vendors in the district, are meant to evaluate the progress of the students for future implementations on large-scale summative tests. According to some researchers and educators, these assessments might be used for formative purposes; however, these assessments generally produce no formative benefit if the teachers apply them than announce and continue with the plan previously prepared.

Teachers might also select and create their own assessment strategies and instruments, compared with the state tests, these tests are small-scaled and can readily be adapted to classroom spontaneously for formative purposes because their results are immediately available and their targets have recently been put. Students are able to use their own test results to see their progress and to come up with a remedial study plan.

According to Furtak, Morrison & Kroog (2014, p.12)

“If the assessment items are good enough to match the learning targets, teachers are able to guide their students to examine their answers whether they are right or wrong in order to answer such questions as below

- What have I seen myself improve at?
- Where did not I perform as expected and how can I make these answers better?
- Where are my areas of weakness?

- Where are my areas of strength?
- What do those results mean for my next step in the learning process?
- What should I do to improve my test results?"

The assessment might both be named as formative and summative if it enables the students to ask those questions above in the process of evaluation.

For students to get maximum use of the questions above to create a fruitful study plan, the teachers must plan the process and give enough time to the students to acquire the targeted knowledge and to discover the information they have missed in the summative assessment. This will enable them to take advantage of the formative instant classroom assessments prepared for the same purpose as well.

2.5 Comparison of Other Related Empirical Studies Conducted in the Same Area

When it comes to the discussion about the positive or negative aspects of formative and summative assessment types and their applications in classrooms, it is not difficult to find some empirical studies claiming that either of them is better than the other. However, there is not much space in literature in terms of reflecting the information in the eyes of the students and as illustrated by their opinions. Therefore, some valuable empirical studies are compared and analysed below claiming either of the assessment type is found to be beneficial for the teaching & learning process.

Empirical studies and research, both qualitative and quantitative, can be found in the area of SLA regarding the summative and formative assessment types and their benefits in the process of learning. However, with the recent studies and reforms in education, formative assessment strategies are being analysed more than the traditional, summative assessment types. Therefore, it is easier to find studies demonstrating the advantages and disadvantages of formative assessment types. For example, Anh Vu (2018) claims with his investigative research, based on his research findings that formative assessment strategies are more effective in motivating the students; on the other hand, the traditional way of assessment is found to be less effective, which is the summative assessment. In addition to that, Yu (2017) asserts that, based on his empirical study findings, among 127 participants in different classes, the ones which were assessed in formative ways throughout the term got higher scores from the summative assessment, which is the end of term final. He concludes that formative assessment strategies, while enabling necessary

feedback to students, helps and motivates the students to get higher grades from the final exam which also supports the findings of the present study conducted here.

On the other hand, Hall (2016) in his study, which was conducted in England, found out that without summative assessments, such as finals, end of term tests, wide-range administered tests or university exams, it is very difficult to evaluate the overall success of the students. Also in one of Miligan's studies (2015), he administered within the field of nurse education, he compares criteria-based grading profiles of the students in order to allocate them in different sections and classes. According to his findings, he realizes that for a strong and reliable grading system, general standardized exams are unavoidable. On the other hand, Buchanan (2016) asserts that with the introduction of technology and computers in education, educators must get use of the online, web-mediated strategies in order to create formative assessment strategies such as synchronized or non-synchronized conferences, electronic portfolios or instant checks. He adds to the point that online formative assessment methods can help to alleviate the performance of the students to a great extent.

All in all, the content of the related literature available in the field is mainly about the formative and summative assessment types, their explanations and detailed empirical studies showing their advantages and disadvantages in the eyes of the teachers. The information, which is found, generally talks about the application of the formative and summative assessment types in specific contexts and the results of these applications in the education field. However, the present study takes the issue in a different and unique angle which involves the learner factor to a great extent: as differently, the effectiveness of the administration of summative and formative assessment strategies are going to be analysed and discussed below as reflected by the opinions of the students.

Chapter 3: Research Methodology

3.1 Introduction

In the research methodology section, the researcher provides an extensive analysis and description of the methodology to be used and he provides the implementation of the tasks in order to answer the research questions as mentioned in chapter one, which are basically about the assessment types used in specific classrooms and their impacts on students. This section includes a detailed description of the application of formative and summative assessment types used in this study and the perspectives of the students towards using them.

This chapter also provides necessary information about the participants, the setting, data, tools, reliability, ethics and the limitations of the study.

The necessary data can also be observed from table 1 as demonstrated below:

Table 1

Research Question	Methodology	Instrument	Sample
Research Question 1: What are the types of formative and summative assessments administered in the two high schools in Turkey?	Qualitative	Classroom observations, survey and IC data voice recorder	Students and teachers (Total 66)
Research Question 2: What are students' opinions and preferences of assessments after having experienced	Qualitative	Semi-structured interviews and survey conducted in class	Students (total 64)

both summative and formative assessment strategies in specific contexts?			
Research Question 3: What might be the necessary intervention strategies to be followed regarding assessments to promote students' learning and motivation?	Qualitative	Classroom observations, discussions, survey and interviews with the students	Researcher, students and teachers

3.2 Research Design

In this empirical study, the researcher follows a qualitative approach which the researcher thinks the most suitable methodology in order to gain a full insight in the area of traditional and contemporary assessment strategies and their applications in specific contexts, in formative and summative ways.

According to Denzin and Lincoln (2005) qualitative methodology is useful and highly appropriate for managing the data by avoiding the destruction of the context. If the objective is to learn from the experiences of the participants in specific contexts, the researcher needs methods that allow him understand and report the meanings the participants put on the study and the interpretations they make. The qualitative research gives the opportunity to the researcher to come up with new and reliable ways to generate new data, to discover the main themes and to analyse the core issues.

Regarding the practical and ethical considerations, the qualitative research methodology would be the most suitable one for this study because the objective points out the research questions and the research questions provide information in order to choose the methodology and the methodology fits the data which will be collected.

Cresswell (1998) claims that especially for interpreting the language assessment, qualitative research design gives the full opportunity to the researcher to understand the design,

interpretation and administration of the assessments: in this study summative and formative assessment samples are prepared which are to be implemented in classrooms, the results of which will be deeply analysed and interpreted by the experts.

3.3 Research Tools

The purpose of this study is to document the students' perceptions of the summative and formative aspects of the classroom evaluation. This empirical study was conducted in two different high schools and in two different classrooms in the school contexts in Istanbul, Turkey. The researcher used an IC voice recorder in both classrooms to observe and analyse the process in a critical way. A survey (see appendix 3) is also conducted on the students in order to discover their opinions about the assessment processes they will come through. Semi-structured post task interviews (see appendix 4) were also conducted by the researcher in order to investigate the students' attitudes right after the summative and formative assessments that the students have been through. The voice-recorder is compatible with computer enabling the researcher to transcribe the talks, utterances and the information provided by the students in both classes. The post interviews were clear, distinctive and specific which served the purpose of the research very well.

The researcher also observed and analysed the Turkish system and followed the routines of the typical summative assessment procedures based on Turkish government regulations (see appendix 1) which every high school, either private or public, is responsible for following.

3.4. Setting

This investigative study was conducted in Istanbul, Turkey in two high schools, private and public in January 2018. The main objective for choosing both a private and a public high school is to obtain a broader perspective and insight in order to see the diversification of the applications across the country. Both schools have Turkish system of elective courses to provide students with the opportunities to enrol in various university majors.

The permissions from both of the school administrations, parents and the class teachers had been officially taken before the process began. The students were also excited and willing to participate once they learned that they would not be graded, and this was beneficial for their learning process. The study was administered in classroom atmosphere in both schools with the presence of their English teachers and the researcher. Participants were mainly tested in whole class activities, partially some monologues and dialogues. The researcher was

recording the whole process with a video recorder, was observing the class and taking notes. Simultaneously, the teachers, with the same materials and textbooks in both classes, were moderating the students and guiding them according to their shared lesson plan. The participants were briefly informed about the process and the steps; however they were not informed about the objectives of the study in detail in order for them not to affect the process and the outcomes.

3.4.1 Education System and Assessment Strategies in Turkey

Turkey has the youngest population rate among other European countries and accordingly it has a dynamic education system. The important change in population in years makes it difficult to provide good quality of education everywhere in the country consistently. According to Kizilcelik (2015), due to basically low quality of education, Turkey cannot comply with the international standards. As demonstrated in the program PISA (International Student Assessment) results in 2015, Turkey is the 31st among the 34 OECD countries in all fields such as Language, Science and Mathematics.

In Turkey, school life begins with the enrolment of the primary school and students finish primary and secondary school in 8 years which is compulsory for all the students in the country. After secondary school, the students either choose to go to high school or vocational school, meanwhile students may drop out the school ,if not, they go on the university education after the placement exams (Oz 2014).

Although in recent years there has been a distinctive attempt to make the educational process a contemporary one, where the students learning is seen as essential and assessment is perceived as a tool for supporting student learning, the backbone of the assessment system in schools still relies on traditional methods. Formative assessment types such as placement exams, end of term exams, finals, university entrance exams are the most common and eliminative ones in Turkey due to mass of population. The schools in Turkey offer common core standards from KG to grade 12.

In field of English language teaching, there is also no widely accepted description of constructivist assessment including the terms such as formative assessment, summative assessment, classroom-based assessment, school-based assessment or dynamic assessment (Oz 2014).

It has been claimed by Black and Williams (1998) that teachers' perceptions and experiences of assessment influence their practices of assessment as well. Therefore the assessment strategies they come up with during the teaching & learning process may vary from one teacher to another also depending on the context and circumstances. However, according to constructivists, the assessment strategies, no matter what they are either formative or summative, should foster the learning of the students and should provide proper feedbacks.

3.5 Participants

The participants in this study are the high school grade 11 students as mentioned above: 33 students from public school and 31 students from private school participated in this study which might be considered as even for the analysis of the findings when we compare the numbers of the students in both classes. Apart from the students, there were two English teachers and the researcher. The students and the teachers were informed about the process beforehand, the students roughly knew the types of assessment they would go through and the teachers were given the same lesson plans to be followed by both in the process of three sessions of observation. Students' level in private school range between mid-achievers to high-achievers, meanwhile in public school, students were mainly the high-achievers of English. All the students, both in public and private schools, were Turkish, from Istanbul. They have been in the school for many years and their English courses consist of general grammar, reading, writing and speaking sessions, the exams are mainly based on grammar and theory. The students were already aware of the fact that they would not be graded at the end of the process which already reduced the tension among them and they were motivated to attend the study willingly.

For research ethics, all the permissions were taken from the schools, parents, the classroom teachers and the students.

3.6 Data and Data Collection

Two lessons, 90 minutes each, were observed in both high schools on different days. During these observations, the researcher used note-taking and IC video recorder in order to record the whole process and to transcribe it. Later, the recordings were listened more than once to evaluate the students' reactions towards the assessment strategies. Special attention was also given to listening and analysing these recordings by the researcher while getting help of the notes taken during the observation processes. Furthermore, the semi-structured interviews with the selected students were also recorded and transcribed which were analysed later by the researcher to gain more insight about the perspectives of the students regarding the formative and assessment strategies used in this study. The results of the survey, which has been done in each class, will be shown and discussed in graphs with their percentages.

3.7 Procedures

The researcher conducted the study in the school classes: in two different observation sessions on different days in each school. A lesson plan, the content of which is to teach the grammar of Passive Voice (see appendix 2) in specific contexts, was given to both English teachers in public and private schools. First of all, the students were observed, recorded and assessed formatively during the two sessions of classes in each school. At the end of the observation period, both classes were assessed in a summative way as well. They were also given a survey at the end of the process regarding the assessments they had gone through in class. They were assigned with some tasks during the two lesson periods by their teachers, which would be discussed in the research findings section in detail, and assessed in a formative way continuously. At the end of these assignments, they were given instant feedbacks by their teachers. Later, they were tested for an hour by a summative test in order to evaluate the acquisition of the students in both classes.

Last procedure was to analyse the post-study interviews (see appendix 3) in a meticulous manner, which were conducted to some selected students. A high level of objectivity was maintained during the procedures and during the analyses of the data in order to ensure the maximum reliability and credibility.

3.8 Ethical Considerations

Before the study was conducted, in order to respect the ethical terms of the schools, a request for the empirical process had been made to the principals of both schools. A quick meeting was done with both principals regarding the flow of the study. Later, the English teachers of the chosen classes were informed about the procedures and the terms. After having taken permissions from principals and the teachers, students were also briefly informed about the study, however full content and the objectives of the study were not revealed to the students in order not to affect the reliability of the process, they were aware that they would not be graded at the end of the process.

Chapter 4: Research Findings and Discussion

4.1 Introduction

This chapter provides all the findings based on the recordings and observations of the classes, transcriptions of the process, the interviews and the survey conducted on the students. The chapter will introduce and answer each research question, analyse it deeply together with the results of the study phase by phase. The graphs and the percentage of the students who are in favour of summative or formative assessment types among the 64 participants will be demonstrated. Firstly, the narration of the class observations will be provided, the formative assessment strategies will be analysed and impacts of each assessment strategy on students in each class will be discussed by the help of the recordings, than the results of the survey conducted in each class will be demonstrated and discussed in graphs, finally the post-interviews with the students will be analysed in detail.

4.2 Research Findings

4.2.1 Observations of the Classrooms

The English teachers in both public and private high schools went through a two course of lessons, the aim of which was to teach Passive Voice in both theoretical and practical terms. The same design of a lesson plan (see appendix 5), which includes two hours of teaching, was provided with both teachers. In the plan, the teachers were supposed to follow the instructions of the procedures prepared for the class: the lesson plan included two sessions of 45 minutes which started with some warm up exercises targeting to diagnose the prior knowledge of the students regarding the topic for 5 minutes since students' background can prepare a solid foundation for the student's new knowledge. After that, the teachers presented the forms of Passive Voice construction which exposed the students to the comprehensible input: the teachers used rubrics of the structure of Simple Present Passive and Past Passive, charts drawn on the board and also projection device and audios to show the practice of the forms of Passive in context.

The teachers were explaining the basic forms of the Passive voice while giving examples from a mini movie on projection, at that time the students were taking notes of the skeleton material. The teacher wrote some active sentences on the board in order for the students to

convert them into passive. The students worked in groups first of all and finished the task, at the same time the teachers were going around the class and monitoring the performance of the students while also answering their individual questions. Right after, the teachers made the students sit in pairs and check their sentences by the help of each other's ideas. At the end of the activity, the teachers gave instant feedbacks to the ones who raised their hands and were eager to answer.

The teachers both in private and public schools followed the same strategy and lesson planner while teaching the topic, however there were slight differences between the processes of learning in private school and in public school: in the public school, there were 34 students in the classroom which was a bit higher than the number of the students in private school. In public school, the students were less eager to participate in lesson compared to the students in private school. The students in the public school were more silent and more individual; they were not interested in group work or interaction as much as the private school students. Although the materials, the textbook, the audios, the exercises were the same, the process in each class was different due to the unique autonomies of the students. The private school students mostly focused on the interaction and production of the newly constructed knowledge, meanwhile the public school students, although they knew that they would not be graded, focused on the end of course exam and grammar by taking notes and working individually on the rubrics of Passive voice.

According to Vygotsky (1997 cited in Looney 2016) students co-construct new knowledge here by the socially mediated interactions which are the group work, peer check, teacher-student discussions and dialogues happened in the process of learning in both schools. Meanwhile the teachers were both giving feedbacks and observing and taking notes about the students' performance in class which is a process that is highly considered as formative. After having been shown the present and past structures of passive voice, the students were made in heterogeneous pairs to play "think-pair-share" activity: they were given 10 exercises each and in 10 minutes they discussed together, took notes and solved the exercises on the papers. Later, they swapped their papers with a different group and checked their friend's exercises. At the end of the activity, as whole class, they answered the questions while raising their hands. By that time, the teachers were giving feedbacks and instant corrections to the students. By doing that, the teacher eliminated the misconceptions and promoted the correct way of using the Passive Voice structures and the language itself. The teachers also gave

some homework, Passive voice exercises and food recipe example, to the students for the next class.

The second lessons in each class happened on different days which started with warm up activities: the teacher reminded the students the rubrics and structure of passive voice by asking specific questions randomly in class. Later, the teacher checked the homework of the students as whole class activity: the eager students raised their hands and did the exercises one by one while also being instantly corrected by the teacher. Prior knowledge of the structure was stimulated by the teacher one more time. The students also talked about their homework, recipe of the food. The teacher randomly chose the students from the list and asked about their homework. In private school, 75% of the students did their homework, while in public school, 95% of the students did their homework. After having discussed about the homework, the teacher introduced other Passive Voice structures in Perfect tense and in Modals. The same procedure, peer check, whole class activity, group works, interviews and discussions were repeated in the second lesson for the different structures of Passive Voice: mainly the students acquired the new knowledge by the help of the social interactions with their friends and their teachers. They constructed the new knowledge in that way and tried to prepare themselves for the end of course test.

The students also analysed the authentic text and the structure of language in those texts with the guidance of the teachers: they worked in groups again and underline the passive structures and made them active voice. By reporting their opinions to the whole class, students discussed current new events in Passive Voice while the teachers were monitoring. In the last ten minutes of the lesson, the teacher made a pop-up quiz with 5 exercises for the students to answer quickly on a paper and collected their papers. They gave the answers of the exercises by writing them on the board as whole class activity. The teacher increased the attention of the correct usage of the structure one more time before the lesson ended and reminded them to be prepared for the end of course test which would include similar exercises they did in the past two lessons. The students in both schools asked various questions about the end of course test in order to get any clue regarding it, however the teachers were firm and guided them to study what they had done in the past two lessons and these would be enough to keep in mind.

The teachers administered the self-study survey (see appendix 3) in both classes for 10 minutes, they answered the last questions coming from the students regarding the topic and

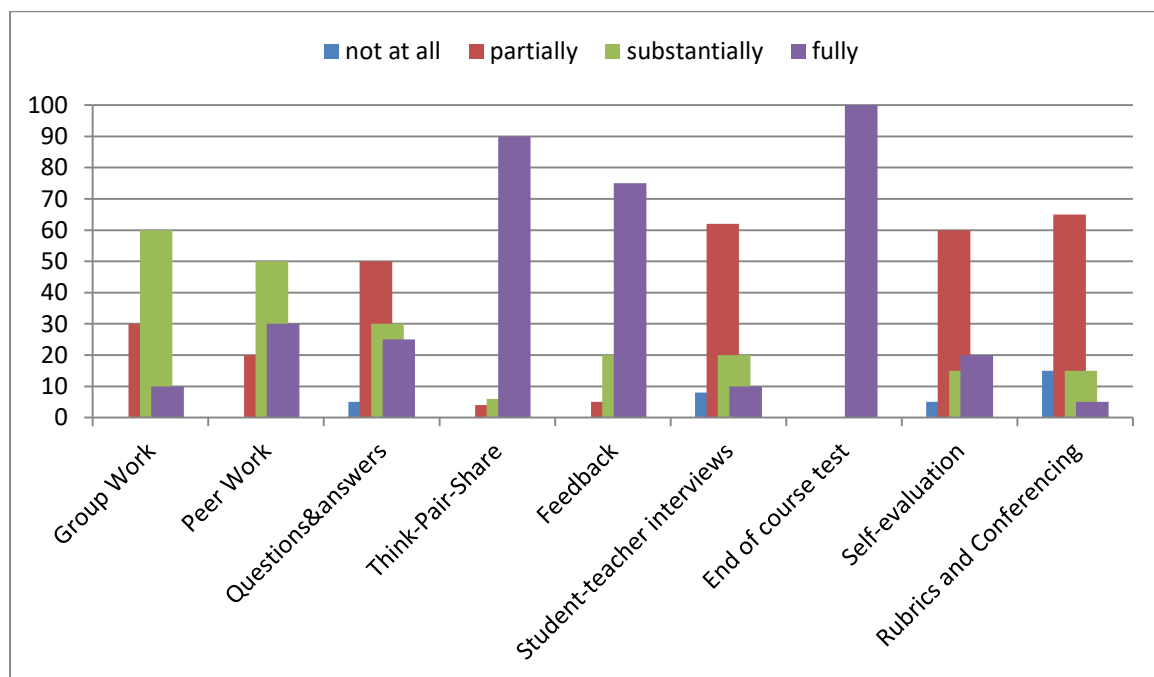
the lesson than they left the class. The end of course test (See appendix 2) was administered in the following week in each class which lasted for 40 minutes.

The results of the survey and the end of course test will be demonstrated in graphs and will be discussed below.

4.2.2 Results of the Survey

In analysing the results of the survey which was administered in both schools, the distribution of the students' answers was calculated for some distinctive items. The distribution demonstrated the percentage of the students that indicated for a specific item: students, individually, chose which item was suitable for them or which item that they found useful, performance (formative) assessment or summative assessment for both of the methods or none.

Below, you can observe the answers of the students for the survey question: Did we use a variety of the assessment strategies below in the past two lessons?



The survey was conducted on 64 students, 31 from private school and 34 from public school, some distinctive answers of the students were outlined and demonstrated in the graph above: the students picked the items from the survey which they used in class with the rubrics of not at all, partially, substantially and fully.

For the group activities: 60% of the students both in public and private schools gave the answer substantially and 30% of the students said partially, which demonstrates that most of the students participated in group activities in most cases during the lesson.

For peer work: 50% of the students ticked substantially and 30% of the students ticked fully as their answers, which also shows that they participated in peer work and they think this activity takes place in class to a great extent.

For questions and answers: 50% of the students said partially, 30% of the students said substantially and interestingly %20 of the students said fully for the activities that entail questions and answers in class.

For think-pair-share activity: 90% of the students picked fully as their answers, while less than %5 percent said partially. Students made this activity in class as a pair work.

For the feedback, 73% of the students said fully, while 20% said substantially and %7 said partially. They mostly had feedback during both lessons in both schools.

For student and teacher interviews, 62% said partially, 20% said substantially and %10 said fully and interestingly 8% said not at all. Generally students in both schools were participating in the process; however, some silent students, who were more lenient to work as individuals, were observed as not participating much.

For the end of course test, since everybody in both schools took the pen and paper test, the result demonstrates that %100 of the students picked fully as their answer.

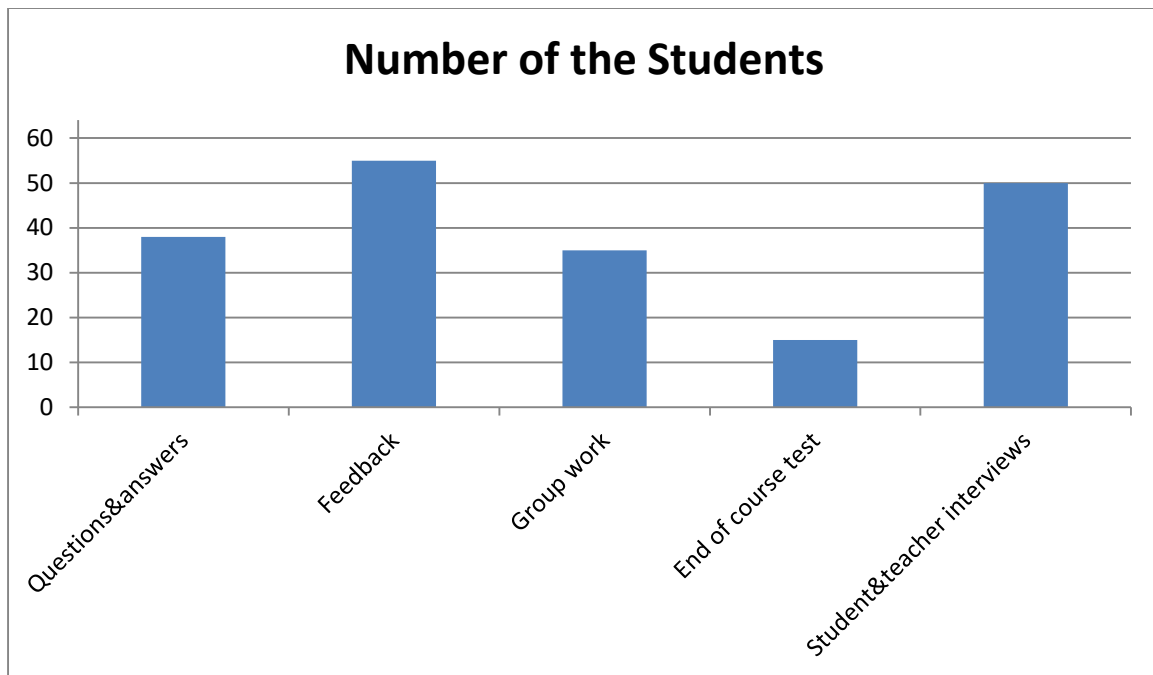
For self-evaluation, 60% of the students said partially, 20% of the students said fully, %12 said substantially and 2% said not at all.

Lastly, for the rubric and conferencing, 65% of the students said partially, 15% said substantially and not at all and %5 said fully.

As understood from the answers above, students mostly voted for the performance-based tasks which prove that formative assessment strategies were mostly administered in class.

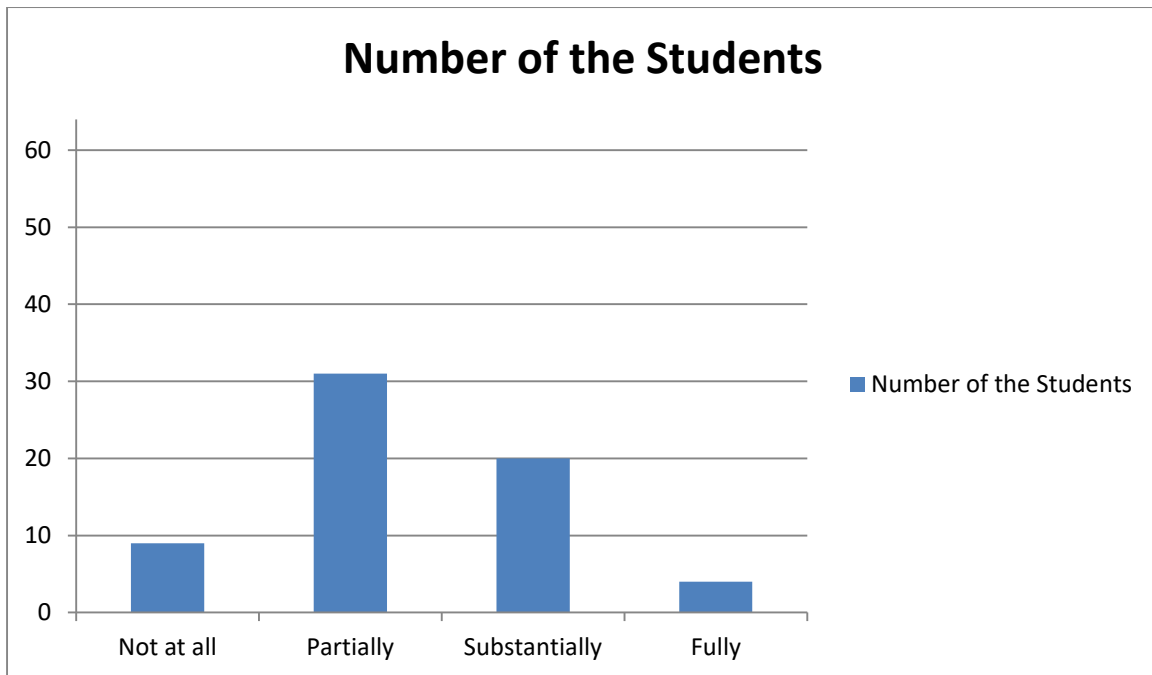
Below, you can observe the answers of the students for the survey question: Which of the assessment strategies mentioned above do you think is more effective and motivating on your learning, please choose five of them and note down below.

(Based on top five items chosen by the students)



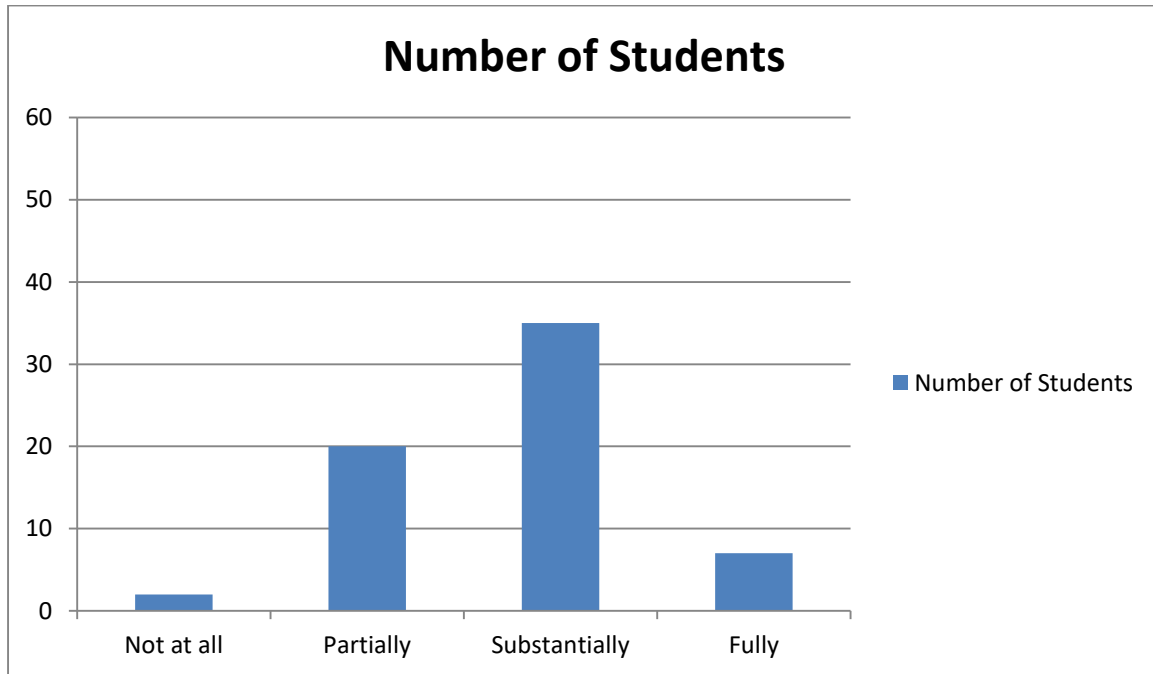
As observed above, 55 of the students pointed out that feedback is more effective than the other activities in class when it comes to motivate their learning. Also 50 of all the students said the interaction and interviews between the students and the teacher also affects positively the process of learning. 37 of the students highlighted that questions and answers done in class either among the students or between the students and the teachers are highly useful for the acquisition of the correct knowledge. 34 of the students said that group work affects the process of learning positively as well. Meanwhile, the number of the students who chose end of course test as effective and motivating for their learning is 14, which might be considered as relatively low compared to other strategies favoured by the majority of the students.

Below, you can observe the answers of the students for the survey question: do you think the end of course test succeeds in diagnosing and assessing many of your skills you acquired in these two lessons?



As demonstrated in the chart above, 31 of all the students in both private and public schools pointed out that the end of course test partially succeeded in diagnosing and assessing many of their skills that they acquired in the lessons. 20 of them also gave the answer substantially to the same question. While 9 of the students said not at all, 4 of the students said fully to the question. Different opinions of the students can be observed from the chart as well.

Below, you can observe the answers of the students for the survey question: Do you think the teacher is able to diagnose and pinpoint the areas of strengths and weaknesses of you while teaching in class and give instant feedbacks which motivates you and improves your skills?



As it is demonstrated in the chart above, 35 of all the students in public and private schools think that the teacher is able to motivate them while giving instant feedbacks and he is able to pinpoint the areas of their weakness and strengths. 20 of all the students said partially to the same question and think that the teacher motivates them during the class and improve their skills as well. While 7 of the students said fully, 2 of the students said not at all to the same question. In addition to the differences of the answers among the students, we can also observe that majority of the students think the teacher improves their skills and motivates them while giving feedbacks during the lessons.

4.2.3 Results of the Interviews

The interview (see appendix 4) includes 4 questions which were answered by four students, two from public school and two from private school. In each school, one student was chosen among the mid or low-achievers and the other was chosen among the high achievers. In total there were two high-achievers and two mid or low achievers who took the interview. Some distinctive answers came from the students will be demonstrated below and analysed in the discussion section later.

For the first question: do you think end of course test creates anxiety and stress on you? Four of the students generally gave the same answer. The students from the public school mentioned about the stress and anxiety more than the private school students: they say that they get very excited while studying, two of the answers can be viewed as below:

“I don't like exams. I feel unhappy when I take it. I always imagine the time when it is over. I think they are unnecessary but I don't know how they will know our level than... Umm... I mean without exams.”

“ I fell that I can do better in exams but this never happens... I feel very excited before and even I cannot eat before exams... Umm... but this test is not going to be rated right?... I mean right? So I was okay... But again exam is exam, I think it is better they should find aanother thing other than exams and tests because it is not the right way of seeing our situation and success... I think...”

For the second question: Do you find the task performance assessments, the teacher have done during the class such as one to one discussions, group discussions, instant feedbacks, rubrics and group works, useful and improving? Why? You can view some of the distinctive answers from the students below:

“ I think they are good, I mean... I learn in class and than I study at home but if the teacher don't help us in class how can we learn?... I try to communicate in class... with my friends and with my teacher because English needs speaking and talking and interaction... Also I like English lessons because it is not Mathematichs (laughing) Math is boring. English, we talk about the world and people and society... Also when we do exercises in class and when I ask questions to my teacher this helps me for my exams a lot... Umm... I usually take notes and study at home later. Thank you.”

You can also view some of the answers which were given to the third question: Do you think the paper-and pen (end of course test) gives accurate and reliable information about your learning of the topic in the past two classes?

“ No... I think maybe yes... partially but... Let me think... Okay they ask us a lot of grammar in the exams, actually in paper tests we only answer grammar questions... but is English only grammar? In Turkey, we can write good but we cant speak very well... so we speak in class but how they will ask speaking questions in the exams... I guess they need to solve this problem. Because in Turkey we cannot speak English very well... I mean we as students... We

only memorize words and grammar and have the exams and than we forget all of them... Umm... this is the system what can we do?"

"Maybe... The teachers should know it (laughs)... Exams are difficult... generally they are more difficult than what we do in the class or we forget or exited than we cannot do it... I don't know... but we learn a lot of things in the lesson but they don't ask all of them in the exams why? This one I don't know...than they should do a speaking exam activity exam or listening exam all the time because maybe I am good at speaking but not good at grammar? So is English only theory? Give this answer to us... Yeah..."

For the fourth question: What do you think about the effects of the tasks you have performed and continuous assessments you have gone through in the class on the results of your end of course test? Do you think the assessments you have gone through during the lessons affect your end of course test positively? Why? You can view one of the answers the students gave which is found to be distinctive:

"Of course... I mean if we don't do anything in class, how we learn for the tests? The teacher help us a lot... But we need more English lessons only 6 hours in a week is not enpugh for us to practice... Umm.. to talk... to learn. The teacher give us exercises show us how to do the activities in class... I mean she does similar things with the exam so it of course helps us... because every teacher has a different style... if they don't show us in lesson how can we know wht she ask in the exam?... (laughs)... they affect the text positively.. but they affect more positively if we study also more at home (laughs)..."

4.3 Discussion

Discussion section provides detailed explanations and interpretations of the research findings outlined above while answering each research question in detail. This section will examine the findings critically and will provide deep insights into classroom observations, survey results and the interviews under the headings of each research question.

Research Question 1: What are the types of formative and summative assessments administered in the two high schools in Turkey during the two lessons?

The researcher, by asking this question, investigates in detail the types of formative assessments that were used in the classroom atmosphere in the two schools both from the perspectives of the students and the notes and observations of the researcher.

The findings of the classroom observations, surveys and the interviews done with the students demonstrate the types of the formative assessments that were used during the process of lessons. Ateh (2016) asserts that although the visible assessments in a school might be considered as the summative ones, formative assessments are usually prevalent and more in numbers during the process of actual learning. Based on the strategy of the teachers, formative assessments can be more evaluative and supportive during the learning process.

The lesson plan used for the two hours was meticulously prepared in a task-based manner: the students were supposed to be evaluated according to formative strategies during the two hours process till the end of course exam. At the beginning of the lesson, students were asked to reveal their backgrounds regarding the topic, in other words, the teacher had a need analysis with the class, pinpointing the weak points and spontaneously re-planning the process in her head. This can be named as random formative assessment strategy that the teacher made it happen by asking questions and students answering about what they have known before. After that, the students were exposed to the comprehensible input, namely the construction of the Passive Voice structures on the board, with charts, rubrics and examples. This process also happened in question and answers between the students and the teacher, which is also another example of performance based assessment. Students co-constructed new knowledge here by the socially mediated interactions which were the group work, peer check, teacher-student discussions and dialogues happened in the process of learning (Vygotsky 1997 cited in Looney 2016). After having been explained the general and theoretical basis of the Passive Voice, students worked in groups to convert the active structures into the passive ones which were on the board while the teacher was also monitoring and assessing their performance around the class. The pop-quiz that was conducted to the students at the end of the lesson was also part of formative assessment strategies that the researcher aimed at administering during the process.

According to the results of the survey done in both classes, the types of the formative assessments administered in the class can be observed and the frequency of using these strategies can also be understood from the charts outlined above. According to the charts, the students mostly opted for the group work, peer work, think-pair-share activity, questions and

answers, teacher-student interviews, feedbacks, self-evaluation and rubrics and conferencing as the formative assessment strategies that they experienced in the two hours of process. It can also be understood from the first chart that students also find the formative tasks multi-dimensional other than the summative one which can be considered as one dimensional. We can also observe the link between self-assessment and formative assessment here by viewing students' answers on the survey: according to Moss and Brookhart (2014) effective learning is based on active students' involvement and self-evaluation. According to the transcriptions of the classroom observations, the students had the opportunity to evaluate themselves during the lessons which gave them motivation and self-courage for the end of course exam.

It can be observed that the types of the formative assessment strategies administered in both classes following the same lesson planner are more various than the summative assessment, which was only administered at the end of the lesson for each class. For screening and identification of the backgrounds of the students, at the very beginning of the lesson, for monitoring students' progress, for accountability and for the motivation and improvement of the students, various types of performance-based, formative assessments were used during the process of these two hours of teaching as detailed above. The positive impacts of the formative assessments on the summative assessment that the students both experienced can also be observed from the results of the interviews easily, which will be discussed in the following research questions.

Research Question 2: What are students' opinions and preferences of assessments after having experienced both summative and formative assessment strategies in specific contexts?

The researcher by asking this important question is investigating the attitudes of the students towards the summative and formative assessment strategies they have experienced, which is considered as the key starting point of this research.

After having a detailed idea about the autonomy of the classrooms by observing and recording them, it became easier to understand the students' needs and demands in the process. Mainly, the results of the survey and the interviews with the students direct us to the answer of this question. According to the results of the survey, as detailed above, the students characterized the formative assessment method (from less frequent to more frequent in rubrics) as the one that encourages the cooperation among themselves in both classrooms, it generally allows the teachers to clarify the misconceptions and give remedial feedbacks, the teachers are able to guide the students to the correct answers, during the group work, peer

work, think-pair-share and some other activities, the teachers are also able to characterize the performance of the students, they can supervise his or her progress closely, can pinpoint the subject areas where the students might come across some expected difficulties. All in all, the teachers can obtain a full picture of the students' competence and their learning progress.

With the first survey question as detailed above, with the answers of the students drawn in the chart, the frequency of usage and variety of the formative assessments are much higher than the summative assessment. As observed from the answers of the second question, the students in both classes chose the feedback as the most effective assessment strategy that motivated them during the learning process, they continued with the teacher and student interviews, group work and question and answers. The end of course test was chosen as the least effective and motivating item for the students for their learning process. Students prefer formative assessments in the process of learning rather than summative assessment because they find summative assessment, the end of course tests, the finals, the pen and paper exams, as stressing and source of anxiety, which is concluded from the specific answers of the students during the interviews.

While analysing the answers for the interviews, it was also understood that the summative assessment is more a competition and ambition which ended up making the student tense and stressed, on the other hand they find the formative assessment as constructive, encouraging, interesting, fair, urging and accurately reflecting their level of understanding the materials. Clarke (2015) claims that when using pen and paper exams, students are generally tested on official problem which is considered artificial and cut from reality by the students, on the other hand, in formative assessment system, there is an opportunity for the students to have a dialogue with the teachers that can be supportive in contributing to problem solving, motivating and correction.

In analysing the second survey question, the students' answers were interesting on taking the attention to the point of the effectiveness of summative assessment, the end of course test. 30 out of 64 students said that the end of course test partially reflects their level of success and affects their learning process positively. 7 out of 64 students said not at all to same question, adding that the end of course test does not either evaluate or diagnose their success, while 20 out of 64 students gave substantially as an answer to this question. It can be understood that students find summative assessment strategies less evaluating and satisfying compared to the formative assessment strategies. The third survey question revealed the practicality and

effectiveness of the formative assessment strategies that the students experienced in class. 30 out of 64 students said substantially for the formative assessment strategies which helped them to see their weaknesses and gave the teacher the opportunity to fix them by instant feedbacks. 20 out of 64 students also gave the answer partially to the same question which demonstrates that students believe in the effectiveness of the formative, performance based strategies happened to them in class, they think that these strategies improve their skills.

The results of the semi-structured interviews with the students reflect their overall perspectives toward formative and summative assessment types they have experienced during the research:

The answers of the students were basically similar to the points made by the researcher and the questions asked: for the first question, generally all the students feel that the formative assessment, the end of course exam creates a lot of stress on them, which hinders them to be successful and comfortable. They did not like and prefer being assessed in an official format exam even though they were not graded. As an answer to the second question, they all found the active exercises, group work, pair work, activities, mainly the things that they were socially involved, beneficial to their learning: they believe that the teacher's instant feedbacks are very critical and significant for their correct language. Two of the students think that the end of course exam partially reflects some accurate information about diagnosing and evaluating their success. They believe that the exam is too much theoretical, which includes grammar of English solely; however they learn many skills in class such as speaking, listening and interacting none of which were evaluated in the test. As it is understood from these answers, students feel that the end of course exam is not evaluative of all the skills they have, therefore it fails to give accurate information.

The fourth question of the interview, as a distinctive one, demonstrates the relation between the summative and formative assessments the students experienced: all the interviewees believe that the performance task based exercises and formative assessment strategies they had experienced in class affected the end of test results in a positive way. They believe that if they had not done all the studies in class, they would not have succeeded in the end of course test. In other words, these results prove us that there is a favourable relationship between two assessment types: formative assessment is a continuous assessment strategy usually happens during the process of learning and summative assessment happens at the end. These findings support the ideas claimed by Sowmiya and Arumugam (2016) that summative assessment

applied in the right way in teaching and learning process can help to elevate the grades of the students they get from the finals and tests.

Research Question 3: What might be the necessary intervention strategies to be followed regarding assessments to promote students' learning and motivation?

The researcher, by asking this research question, is investigating the probable remedial and supportive assessment strategies to be improved and followed by the teachers in order to increase the learning and motivation of the students. Hunt and Pellegrino (2002) claims that in order to be perceived by the students as fair and reliable, the teachers are responsible for creating a constructive and supportive profile in the classroom in the process of learning and evaluation. Therefore, students' needs and reactions are very critical when it comes to choosing the most appropriate types of assessment. Here above, the attitudes of the students towards the types of assessments they had experienced were revealed based on the results of the survey, analysis of the data recordings and the post-interviews that were done with them. According to those results, some suggestions and necessary intervention strategies can be provided:

Students' answers mostly indicated that the performance based assessments, formative assessments, during the active learning process were perceived as less stressful than the summative assessment. Possible explanation to this might be that when the students socially interact with each other and involve in task performance, their attention becomes diverted to another area and they do not feel the stress of the real exam. Therefore, the teachers are recommended to come up with some lesson plans that include more life-like tasks and interactive assessment strategies for the students to feel more comfortable and productive. Instead of facing a single evaluation phase, the students prefer to be assessed during the process in multiple times without their knowledge. The enjoyment from the task activities and the socially mediated atmosphere, which is found to be less competitive and less success-oriented by the students, soften the process of learning and therefore becomes students' preferred way. So, teachers, while assessing the learners, should make the process as joyful and relaxing as possible for the students to succeed in any possible way.

It is also interesting to note that, %13 percent of all the students preferred to be assessed by an end of course test, which is the summative assessment type they have experienced here. There were students who also claimed that they also felt additional anxiety when they performed a task in front of other students. Possible explanation for this might be the

heterogeneity of the students' population available in classes and the existence of the "multiple intelligence" theory by Gardner (2006) maintains that each of us might have a unique profile of intelligence which is considered to be different from the rest of others. In such a case, there should be an even and homogeneous distribution of the students into classes so that the teachers are able to come up with unique plans and assessment strategies for each group.

Researcher's results here help strengthen the need and support for an authentic formative assessment of performance more than the summative assessment. In order to monitor the students' process of learning closely and in a continuous way, teachers should provide instant feedbacks and guide the students meticulously throughout the learning, which is a process that is highly supported by the performance tasks and formative assessment strategies. Therefore, teachers should provide task-based learning in classes followed by formative assessment strategies as much as possible to motivate the students. Especially in the process of language learning, since the language is a combination of speaking, writing, listening and reading, performance based tasks are very significant in order for the students to improve their skills in interaction. As understood from the results of the survey and interviews, students do not believe that the end of course tests, finals or pen and paper exams evaluate their four skills: they do not think that the exam measures the success of the students when it comes to interaction, listening or producing the language in physical contexts, although a minority still votes for the real exams the reasons of which were discussed above. Therefore, the content of the written exams can also be changed by the authorities in order to make them more life-like that enable the students interact and produce the language not only in grammatical terms but also in social atmospheres.

On the other hand, we cannot ignore the formative assessment strategies' disadvantages as raised by a minority of students who reacted against: some of them were not extrovert and are not able to communicate with others often in classroom, they tend to work as individuals. Because of this situation, in order to be fair, the teachers must take into consideration of wide range of responses, without neglecting a student answer. When we discuss to create a learning process that include both summative and formative assessment strategies, it is very critical to recommend a balanced integration of both assessment strategies instead of being satisfied with only one type as the unique assessment. Teachers should make wise exploration of the learning environment and adopt a continual assessment of performance in addition to the traditional teaching methods. Summative assessment strategies might also be good for the

allocation of the students and diagnosis of their backgrounds. A detailed analysis of the profile of the students obtained by the formative assessments can help to complement the data also obtained from the summative assessment which might altogether provide the teachers a comprehensive idea of the students' competence (Hunt and Pellegrino 2002).

Chapter 5: Conclusion and Recommendations

5.1 Introduction

This chapter summarises the main areas and the key points of this dissertation. It not only covers the theoretical framework which was discussed at the beginning, the related literature reviewed, but also the methodology adopted, summary of the findings and the discussion. While emphasizing the importance and the need of this study in the area of SLA one more time, at the end, it outlines the limitations of the study and also provides some recommendations for the educators and for further research.

5.2 Summary

This dissertation investigates and analyses the different attitudes of the students towards the types of assessments, which are mainly the formative and summative assessment strategies they have been through. Recent literature as discussed above has findings both confirming the negative and positive effects of the two assessment types. The researcher gives some related literature both in review section and in theoretical framework regarding the usefulness of the assessment types, administration of them in a broader context, advantages and disadvantages of using them in classrooms. A detailed frame of the assessment strategies from past till the contemporary years, the constructivist perspective towards the strategies of assessment and the deep meaning of assessment together with the types of it have been examined.

Comparison of the related studies in the field and reform in the area of formative and summative assessment strategies have been also discussed together with the findings of some other empirical studies. The socially mediated structure of the formative assessment has been analysed in the perspective of Vygotskian sociocultural theory. The present study also compares its findings with those of other recent studies in a detailed way: this study has more common findings with those ones which support the administration of formative assessment strategies more than the summative ones, however this dissertation outlines the advantages of the formative assessment types from the perspectives of the students as a different view added to literature. The necessity and significance of this unique study has also been emphasized multiple times in terms of reflecting the students' perspectives as different. Apart from the available literature, this study emphasises the learners' negative and positive attitudes towards the formative and summative assessment types and it provides some remedial intervention strategies to promote the assessment in education.

In the research methodology section, the researcher provided a broad analysis and explanation of the methodology that was used in the process which was qualitative. The qualitative research methodology was found to be most suitable one to the present study because of its societal structure. The tools which were used in the process, the survey, post-lesson interviews, observations and video recordings were specified meticulously. A table (table 1) was also provided demonstrating clearly which instruments and samples were used in order to answer the three research questions one by one. Since the study took place in Turkey, the researcher also provided a detailed exploration of the setting (see appendix 1) in order to present some solid analysis of the findings based on Turkish education system.

The study was conducted on 64 students, 31 from private and 33 from public school in Istanbul, Turkey. The findings of the classroom observations and analyses of the transcriptions show that the students have leniency in choosing formative assessment strategies over summative assessment. A detailed analysis of the types of formative assessment strategies conducted in class was also provided based on students' answers. The results of the survey conducted in both classes, which were also examined in detailed chart for each question in the earlier chapters, demonstrate that the students mostly (93% of them) prefer formative assessment strategies other than the summative ones: they feel less stressful in the process of assessment with performance based tasks in the process of learning other than pen and paper exams at the end of learning, however, a minority of the students (7% of them) prefer being assessed with exams, finals and end of course tests, they asserted that they did not feel comfortable in expressing themselves in social ways, it is easier for them to write down what they know other than uttering in words which also supports the presence of the multiple intelligence theory by Gardner (1996), who believes that every single learner has his own way of learning.

Another interesting finding taken from the interviews is that the students expressed that the formative assessments they experienced continuously during the process of learning would support and promote their grades they get from the end of course test. In other words, they believe that formative assessment somehow helps them succeed in the pen and paper tests, summative assessments. They feel more comfortable while taking the finals when they are assessed continuously with formative strategies.

5.3 Recommendations

As an answer to the third research question, all alternative intervention strategies were presented in the earlier chapter. According to the discussion of the findings which were gathered mostly from the students' answers, a balanced way of assessment, a fair combination of summative and formative assessment strategies should be improved and supported by the educators.

In conclusion, it is necessary and critical for all the policymakers and educators to think about the purpose of assessment. Porter (2018) has reported that the crisis occurs because of the misunderstanding of the intent of the assessments. He suggests educators to question the intent of assessment and create a strategy according to the objectives. Educators must ensure that all the assessment strategies not only assess what is taught but also the types of assessments should be multiple which are used to measure and monitor students' progress and achievement. Curriculums should be prepared as viable and clear in defining what students will learn and how the school will plan assessing what has been taught. The balance should be built and kept between the summative and formative assessment strategies in order to motivate the students and support the learning process.

5.4 Limitations

Although this study helps to reveal some types of different attitudes of students about the types of assessments they have experienced and it has nurtured the available literature in the field of education and assessment, the power of the study was mainly restricted by the number of the students, the setting and the types of the assessments students experienced during the process. There were 64 Turkish students, 31 from private and 33 from public school which is considered as a small number of students in order to come up with a fully accurate idea. The interviews were done with four students due to some lack of circumstances which could have been done with a greater number of students. Then number of the researchers in the study could have been more than one, which would help to create more reliability of the investigation and analyses.

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Appendices

Appendix 1

EVALUATION AND ASSESSMENT TO IMPROVE STUDENT OUTCOMES IN TURKEY: USING ASSESSMENT TOOLS FOR COMPLIANCE

Under the Basic Law of National Education, the Ministry of National Education (MoNE) is responsible for evaluation and assessment of the education system. According to an OECD study, integrated evaluation and assessment frameworks for improving school outcomes should align with educational goals and student learning objectives. System evaluations are carried out by the Board of Education, which is responsible for development of national curricula, grading criteria and general guidelines. Situation Assessment Studies, carried out by the MoNE is a sample survey to track student achievement at various grades and in different subjects and to collect student information, such as socio-economic status. Using the survey results, the MoNE can compare regions, schools and programmes to develop education policy. International studies, such as PISA assessments, are also used to evaluate achievement at the system level. In addition, comparable statistical information is collected at the national level and, in some cases, at the school level. School evaluations are traditional, focusing on compliance with central regulations of various aspects of the schools. The 2010-14 MoNE Strategic Plan aims to build a culture of quality at central and local levels, as well as a quality assurance system. The independent provincial school inspectorate (the School Development and Quality Bureau) is responsible for the evaluation of primary schools under the direction of the central Board of Inspection, while ministerial inspectors are responsible for secondary schools. Evaluations occur annually for primary schools and every three years for secondary schools. School leaders carry out internal evaluations. New standards for primary schools can contribute to developing school capacity for self-assessment (see school improvement reforms). School leaders are responsible for teacher appraisal under the guidance of the local inspectorate, using teachers' competencies set at the national level and adapted by the regional and local governments. OECD evidence in TALIS 2008 suggests that teacher appraisals should enhance teacher professionalism and encourage improvement through an established framework. Student assessments are used in most cases to determine the quality of students and teachers (Figure 6). Student assessments are also used to select and sort students entering secondary education. There is also a university entrance examination administered by the Assessment, Selection and Placement Centre (ÖSYM). It is

important for the ÖSYM to take into account not only the needs of higher education, but also the goals of the MoNE, including students' knowledge and skills and the labour market.

According to the 2007 OECD review, student assessments should be student-centred and should draw on a variety of assessment tools to understand how students are achieving key competencies, in order to better understand how to improve student and school outcomes.

The challenge: Enhancing evaluation and assessment tools within a comprehensive framework aligned with educational goals and objectives to improve student outcomes.

Recent policies and practices The UNICEF Master Implementation Plan (2001-05) included the implementation of the Child-Friendly School Project in 326 schools, with the aim of creating school project teams to further develop evaluation and assessment through performance assessments, work plans, and standards and indicators. The e-State Project (2009) is part of the e-transformation plan that Turkey introduced to improve access for key stakeholders, such as teachers, administrators, students and parents. This project includes a number of initiatives: the e-Personnel Project to provide teachers and students with exam information and enable teacher requests; the e-Graduate Project to help vocational and technical secondary graduates locate employment and higher education opportunities; the e-Registration Project for parents to register their child in neighbourhood schools; and the e-School Information Management System to collect student information. The Ministry of National Education Information Systems (MEBBİS) (2002-03) was launched by the MoNE to collect and publish formal education statistics from school directors using the e-school module. Data are taken from the school records at the beginning of one school year and the end of the previous school year. From 2008-09, data on students and buildings for pre-primary and primary education have been collected using the e-school module and, as of 2009-10, the same data are being collected for secondary education.

EDUCATION POLICY OUTLOOK: TURKEY © OECD 20

Appendix 2

PASSIVE VOICE EXERCISES + ANSWER KEY

Turn the verbs in the following sentences into the passive, but do not change the tenses!

The original subject disappears because it is not important.

E.g.: Somebody fetched a chair for Mrs Dixon. => A chair was fetched for Mrs Dixon.

- 1) They speak French at this shop.
- 2) Somebody stole my car.
- 3) They have sent the books to the wrong address.
- 4) Somebody will bring the beer.
- 5) Somebody has bought this fur coat.
- 6) Somebody has left this umbrella behind.
- 7) They haven't caught the robbers yet.
- 8) They don't drink ice-cold beer in England.
- 9) They eat a lot of fish.
- 10) They drink tea with milk at least five times a day.
- 11) They discuss the weather every day.
- 12) Some men robbed the Glasgow-London mail train in 1961.
- 13) They stopped the train between two stations.
- 14) They disconnected the engine and the first two coaches.
- 15) They drove them to a lonely bridge.
- 16) People discussed the mail robbery all over the world.
- 17) The police caught some of the robbers and found part of the money..
- 18) The court sentenced the men in January 1964.

19) Somebody will look after their children.

20) You have not paid for the car.

ANSWER KEY

1. French is spoken at this shop.
2. My car was stolen.
3. The books have been sent to the wrong address.
4. The beer will be brought.
5. This fur coat has been sold. (This fur coat has been bought.)
6. This umbrella has been left behind.
7. The robbers haven't been caught yet.
8. Ice-cold beer is not drunk in England.
9. A lot of fish is eaten.
10. Tea with milk is drunk at least five times a day.
11. The weather is discussed every day.
12. The Glasgow-London mail train was robbed in 1961.
13. The train was stopped between two stations.
14. The engine and the first two coaches were disconnected.
15. They were driven to a lonely bridge.
16. The mail robbery was discussed all over the world.
17. Some of the robbers were caught and part of the money was found.
18. The men were sentenced in January 1964.
19. Their children will be looked after.
20. The car has not been paid for.

Learning English Passive Voice Exercises (2009). Available at:

<https://www.learnenglishfeelgood.com/esl-passive-voice-exercise2.html>

Appendix 3

Self-Study Survey ~ Summative and Formative Assessments

Please put one of the numbers below as described in the rubric next to the strategies according to you.

Rubric: 1- not at all 2- partially 3- Substantially 4- Fully

1-Did we use a variety of the assessment strategies below in the past two lessons?	Scores:
1- Rubrics
2- Conferencing
3- Student recordkeeping
4- Questioning and answering
5- Graphic organizers
6- Exit cards
7- Self-assessments
8- Peer-assessments
9- Feedbacks
10- Discussion (Listening for misconceptions or understanding the topic)
11- Group works and changing or rotating groups
12- Think-pair-share
13- Student-teacher mini dialogues
14- Descriptive comments from the teacher to the students on their improvement
15- Quick writes (students jot down what they understand from the topic.)
16- End of course test
17- End of unit or chapter test
18- General school assessment

19- Interim assessment
20- Benchmarks
21- Pencil and Paper Test

2- Which of the assessment strategies mentioned above do you think is more effective and motivating on your learning, please choose five of them and note down below.

- 1-.....
- 2-.....
- 3-.....
- 4-.....
- 5-.....

3- Do you think the end of course test succeeds in diagnosing and assessing many of your skills you acquired in these two lessons?

- 1- not at all 2- partially 3- Substantially 4- Fully

4-Do you think the teacher is able to diagnose and pinpoint the areas of strengths and weaknesses of you while teaching in class and give instant feedbacks which motivates you and improves your skills?

- 1- not at all 2- partially 3- Substantially 4- Fully

Appendix 4

Semi-Structured Post Interview Questions

Question 1: Do you think end of course test creates anxiety and stress on you?

.....

Question 2: Do you find the task performance assessments, which the teacher have done during the class such as one to one discussions, group discussions, instant feedbacks, rubrics and group works, are useful and improving? Why?

.....

Question 3: Do you think the paper-and pen (end of course test) gives accurate and reliable information about your learning in the past two classes?

.....

Question 4: What do you think about the effects of the tasks you have performed and continuous assessments you have gone through in the class on the results of your end of course test? Do you think the assessments you have gone through during the lessons affect your end of course test positively? Why?

.....

Appendix 5

Lesson Plan

Time:	90 minutes
Teacher:
Class:
Class size:
Type of lesson:	Grammar, pragmatics
Topic:	Passive voice—form and usage
Theme:	Food
Textbook:	Teacher-developed material, course book
Learning objectives:	<p>By the end of the lesson, Ss should be able to</p> <ul style="list-style-type: none"> - know the form of passive voice construction - convert a sentence from active voice to passive voice and vice versa - write sentences in the passive voice in simple present and simple past tenses - explain the use of the correct voice in the appropriate situations, taking into account usage, effect and intention
Materials:	<ul style="list-style-type: none"> - Computer, projector, sound equipment, visualizer, textbook - Teacher-developed material
Previous learning experience:	<ul style="list-style-type: none"> - Some Ss have learnt passive voice in primary school. - Students have read an article about Hong Kong as a food paradise, which some passive constructions in it, although no attention was drawn to those constructions.
Brief description:	<p>In the first part of the lesson,</p> <ul style="list-style-type: none"> - In the Presentation stage, students start with their relevant prior knowledge—verbs ‘to be’ and past participles, before the teacher introduces the form of the passive voice. - In the Practice stage, students convert sentences about food in active voice into passive, with gradually decreasing support. - In the Production stage, students talk about food using the passive voice. <p>In the second part of the lesson,</p> <ul style="list-style-type: none"> - In the Presentation Stage, Ss first watch the video clips from some TV shows and fill in the blanks with the passive construction. Ss also recognize the voice of the sentences, and make preliminary and scaffolded explorations about passive voice usage. - In the Practice Stage, Ss, in pairs, discuss passive voice usage, effect, and intention through partially scaffolded activity. - In the Consolidation Stage, Ss, in groups, analyze authentic language samples, including those from other subjects, and discuss the suitable voice and reason. <p>Ss’ oral and written engagementst are facilitated in all stages.</p>
Assessment:	The lead-in can help T initially gauge Ss’ prior knowledge. Through questioning, T can check if Ss understand the prerequisite grammar knowledge, which would be important in the upcoming stages. If not,

	some adjustments or re-teaching may be necessary. In the Practice and Production stage, by observing Ss' answers, T can assess if the students can use the form accurately. Pair-work, group work and discussions in class, student-teacher dialogues.
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Time	Procedure	Materials/ Classroom language	Purpose
5 minutes	<p><u>Lead-in</u></p> <ul style="list-style-type: none"> - T <-> class: T talk about some classroom activities using passive and active voice. - Ss explore the learning goals 	“Mr Wong takes Eric’s pen; Eric’s pen is taken by Mr Wong”, etc.	- Noticing is the essential starting point for acquisition.
5 minutes	<ul style="list-style-type: none"> - Individual work: Ss complete a chart of verbs to be and past participles. 	Teacher-developed material p. 1	Students’ prior knowledge can provide a strong foundation for building new knowledge.
5 minutes	<p><u>Presentation</u></p> <ul style="list-style-type: none"> - T <-> class: T presents the form of passive construction. - T demonstrates converting active sentences into passive sentences. - Individual work: Ss take notes on the skeleton material. 	Computer, projector, sound equipment visualizer Teacher-developed material, p. 2-4	Provide input as exposure and comprehensible input.
10 minutes	<p><u>Practice</u></p> <ul style="list-style-type: none"> - Pair work: In pairs, Ss complete exercises of creating passive voice sentences with gradually decreasing support. - T monitors. 	Teacher-developed material, p.5-6	- Learners co-construct new language through socially-mediated interaction (Vygotsky, 1987).
5 minutes	<p><u>Production</u></p> <ul style="list-style-type: none"> - Group work: Ss choose a dish that 	Teacher-	- Questioning, experimentation, application, finding

	<p>they can cook using the given ingredients. Ss write some sentences to talk about the ingredient in passive voice. Group mates guess the dish.</p> <ul style="list-style-type: none"> - Group work: Ss ask and answer questions about food using the passive voice. - T monitors. 	<p>developed material, p. 7-8</p> <p>“...is used”</p> <p>“Fork is invented in...”; “Pizza was eaten by...”</p>	<p>and solving problems promote inquiry-driven learning.</p>
5 minutes	<p><u>Consolidation</u></p> <ul style="list-style-type: none"> - T <-> class: T provides feedback on Ss strengths and weaknesses. - Ss read aloud sentences in the passive voice. 		<p>Misconceptions should be eliminated as soon as possible.</p> <p>Increase attention to the accurate use of linguistic form</p>
5 minutes	<p><u>Presentation</u></p> <ul style="list-style-type: none"> - Ss watch the video clips from some TV shows and fill in the blanks with the passive construction. - Individual work: Ss also recognize the voice of the sentences, and make preliminary and scaffolded explorations about passive voice usage. - T <-> whole class: T discuss answers with whole class. 	<p>Video clips</p> <p>Teacher-developed materials, p. 9</p>	<ul style="list-style-type: none"> - Awareness-raising: noticing is the essential starting point for acquisition. <p>Stimulate prior knowledge: Students’ prior knowledge can provide a strong foundation for building new knowledge.</p> <p>Provide input as exposure and comprehensible input.</p> <p>Discovery learning: deeper engagement</p> <p>Note taking: Learners construct their own representation of knowledge.</p>

15 minutes	<p><u>Practice</u></p> <ul style="list-style-type: none"> - Pair work: Ss, in pairs, discuss passive voice usage, effect, and intention through partially scaffolded activity. - T monitors. - T <-> whole class: T discuss answers with whole class. 	Teacher-developed materials, p. 10-12	<p>Focus on form through collaborative dialogue</p> <ul style="list-style-type: none"> - Learners co-construct new language through socially-mediated interaction (Vygotsky, 1987). - Delivery mode tailored to students' visual learning style. <p>Goal-directed practice develops greater fluency, automaticity and mastery.</p>
15 minutes	<p><u>Consolidation</u></p> <ul style="list-style-type: none"> - Group work: Ss, in groups, analyze authentic language samples, including those from other subjects, and discuss the suitable voice and reason. - T monitors. - T <-> whole class: T discuss answers with whole class. 	Teacher-developed materials, p. 13-16	<ul style="list-style-type: none"> - Questioning and application promote inquiry-driven learning. <p>Group work: promotes learning community and learner esteem.</p>
20 minutes	<p><u>Production</u></p> <ul style="list-style-type: none"> - Pair-work: Ss discuss current new events in passive voice. - T monitors. - S <-> whole class: Ss report their opinions to the 	Teacher-developed materials, p. 17	<ul style="list-style-type: none"> - 'Forcing' learners to produce language is important so they can notice their gaps. - - - Misconceptions should be eliminated as soon as possible.

	<p>whole class.</p> <p>Wrap-up</p> <ul style="list-style-type: none">- T <-> class: T provides feedback on Ss strengths and weaknesses. <p>Ss read aloud sentences in the passive voice.</p>		<ul style="list-style-type: none">- Increase attention to the accurate use of linguistic form
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