



Research Article

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Teachers' Professional Development Affects Students' Effective Evaluation

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Abstract

This research paper aims to provide a summary based on the scientific findings of the study and to present the respective recommendations. The issues addressed in this study relate to the effect that teachers' professional development has in the assessment component of the foreign language curriculum and effective evaluation of the students. In the study analysis, an important role in evaluating teachers' opinions regarding the evaluation component in the foreign language curriculum is devoted to analytical analysis through factor analysis, Alpha coefficient measurement, construction of multiple linear regression equation, various tests etc. This is due to the fact that the conclusions of this study are as clear and complete as possible to simultaneously fulfil the "gap" of information on this topic. This research is based on the evidence collected from 260 foreign language teachers interviewed. Three research questions were built to obtain the opinion of teachers on assessment, training, qualification and experience issues in the foreign language curriculum. Among the conclusions drawn in this paper, it seems that the evaluation element in the Core Curriculum is present and like other previously analyzed documents, valuable guidelines are given although general and repetitive from one manual to another. Even the element of measurement begins to appear crystallized, offering an interesting and necessary optics that separate and unite measurement from evaluation.

Keywords: *teacher evaluation, measurement, curriculum, students outcomes, assessment*

1. Introduction

The evaluation topic still remains a topic of discussion and in an on-going, renewal, and improvement process.

Curriculum of the Foreign Languages has got a special place within the Albanian State Curriculum as the priority of the country's development. In addition, the government's development objectives for this millennium require and coincide with the necessity of improving the foreign

language curriculum within the Pre-University Education National Curriculum.

In this context, a process has been going on since the beginning of '96, a process led by Community Directives on designing a new decentralized National Curriculum to reflect the new social developments and the new economic direction of the country.

In this curriculum that would precede and reflect the needs of the country's economic development; thus moving from an autarkic economy with priority to the heavy extractive and processing industry (where great priority was given to exact sciences as they served the country's industrialization) to a globalist economy (with priority to the processing industry and services) emphasizing the need to strengthen the sector of tourism. As a result, teaching of the foreign languages would take an important place in the curriculum through the decentralization scheme: Curriculum of Foreign Languages and that of Civic Education.

Furthermore, the Albanian education system, in the formative plan, would face the need for a radical and extremely difficult transformation, such as the necessity of transition from "*School of Knowledge to the School of Skills and Competencies*".

This great challenge, presented to the Albanian Education System for a complete renewal in every aspect, would be helped precisely and primarily by the new subject curricula. Moreover, Foreign Languages Curriculum was not accidentally the first subject curriculum that was designed with the new criteria established on the basis of communicative methods.

After a long training process, at the most vocal curricular institutes in Europe, the Albanian team worked for designing the curriculum of foreign languages for about six years. They designed and reflected on this curriculum the new reality that was being presented to the Albanian school.

The first Albanian Curriculum of Foreign Languages, designed on the criteria set by the Council of Europe and reflected in the European portfolio of foreign languages, was designed in the early 2000s and has so far undergone several edits and improvements in order to be as coherent as possible and reflect step by step the needs of a formative and educational process that the system undergoes. This study intends to investigate how the component of assessment is reflected in curricular documentation and how it is used in the practical curriculum.

Based on the current situation of measurement and evaluation process reflection in the foreign language curriculum and by examining the space and place occupied by the measurement chapter, not only within the curriculum but also in daily practice of Albanian schools, it is easy to notice that either in the curriculum or in its application we have large gaps and place for confusion, ambiguity and irregularities in the process.

Taking into account the shortcomings of the current Albanian educational curriculum of basic education and the needs for the present and future, it is clear that the curriculum reform should be carried out according to a new paradigm. The new curriculum paradigm does not predict replacing the existing curriculum with a new one, but resizing, modifying, and reshaping it. It is important that this resizing is consistent with the educational vision, which is not a random determination but based on the vision of the country's development.

The futuristic approach will help to reshape the curriculum in order to meet students' needs, not only as future employees but also as individualized personalities. The purpose of the new paradigm is to influence so that all students function optimally in the society of the present and future, and for this it must be given emphasis to the transition from:

- teacher-centered to student-centered curriculum;
- curriculum divided according subjects to curriculum defined by broad areas/fields;
- curriculum based on special subjects in the integrated curriculum to the integration of attention seeking vertical and horizontal lines in all of the fields and process;
- curriculum based in knowledge to curriculum based in expression and competences;
- factual to procedural knowledge;
- curriculum based in academic orientation to student-oriented curriculum;
- curriculum focused on scholastic needs to curriculum that enables inclusive learning;

- quantity to the quality of the learning process;
- curriculum that supports mechanical learning to curriculum that promotes logical thinking;
- subjective to objective assessment focused on achievement standards.

Reflection and analysis of the progress so far and identification of the shortcomings identified in the daily work of foreign language teachers and more specifically of foreign language teachers in the district of Tirana, Elbasan and Durrës in the application and implementation of the curriculum trying to identify the problems and shortcomings of measurement and assessment in the learning process has already become an imperative requirement because without the correct use of measurement and assessment we cannot talk about the effectiveness of the implementation of communication methods provided by the curriculum.

Through the results of the questionnaire addressed to foreign language teachers in three major cities and then analysed, this research shows that there is place for further studies and recommendations.

2. Literature Review

Assessment is an important part of teaching. The selection of assessment procedures should be made when making important teaching decisions. Through assessment students and teachers receive information on whether teaching objectives have been achieved (Di Paola, F. M., and Hoy, K. W. 2008). According to (Mita, 2010) assessment includes several meanings: (1) assessment is the process during which values are determined on the basis of information gathered from the measurement or survey process; (2) assessment is the process of verifying or judging the value or quantity of something using an evaluation standard; (3) assessment is the process of determining the relative importance of the phenomenon of the same kind versus a standard; (4) assessment is the process of judging evidence in the light of standards; (5) assessment is a judgment of merit, which includes the synthesis of various measurements, subjective impressions and other types of evidence. Assessment as a concept is perceived in many forms: (1) quality judgment, (2) systematic observation of important issues, (3) daily activities that precede decisions, (4) testing of student achievement (education), (5) diagnosis (psychology), (6) re-assessment of policies or progress (governance), (7) constructive tool for improvement and innovation, (8) threatens spontaneity and paralyzes creativity and (9) polishes things or facts (administrators).

In general and especially in the case of foreign language teachers when evaluating, they really need to measure the performance of their students, having as a special goal the measurement of development and progress made in learning a foreign language. At the same time Harmer (2001) and Richard (2009) state that it is necessary to make a detailed diagnosis of the problems that students have and, what is more vital and essential, students need to be served this analysis and they should be helped to find ways to recover from the problems they encounter.

Finland presents high learning outcomes and the purpose of assessment is to guide and encourage study and self-assessment skills, as a result it measures the combination of educational progress, work skills and behavior. Their assessment practices in the classroom allow teachers to evaluate and change the explanation of the lesson based on the needs of the students completely different from the Albanian education system.

The role of student assessment in different subjects and in particular to foreign languages is to guide and encourage the learning process as well as to describe how well students have met the objectives set for development and learning. Biggs (1999, p. 141) has said "What and how students learn depends to a major extent on how they think they will be assessed." Thus, the most common feedback given to students about curriculum progress occurs within the classroom. How teachers approach assessment in general depends on their beliefs.

Cumming (2001) stated the links between the teaching and assessment purposes of English language teachers and the way how they conducted assessment.

Teachers work with specific individuals or small groups to help them with specific topics. Immediate intervention serves students who have difficulty adapting to the learning environment and promoting the learning process. Teachers play a fundamental role in the class not simply by giving information but by leading students to acquiring knowledge and skills through feedback and assessment. This is stated from different authors and scholars in their books and scientific papers starting from Richard & Rodgers (2001) and followed by Richard I. A. (2009) in the Learning to Teach.

According to Kulm (1994), grades should convey more than just numerical values and "communicate to students what the outcome means and how they can progress their process" (p. 99). This encourages and enhances students' ability to self-evaluate future work. Similarly, Rossi (1995) states that one of the purposes of assessment is to "encourage and guide students positively" (p. 160). The information provided by student assessment can help them assess their own performance and learning process by setting objectives and reflecting on their progress.

Meta-analysis of studies in formative assessment has identified significant benefits in all areas and levels of education of the learning process. Education researcher Marzano (2006) states: "We recall the finding of Black and William (1998), a synthesis of more than 250 studies, that formative assessment has a positive effect on learning compared to summative assessment."

3. Methodology

Referring to our study and to make the above theoretical perspectives as concrete as possible, we can say that the questionnaire served to collect quantitative data from foreign language teachers of the 9-year cycle, respectively from the sixth grade to ninth grade. According to Creswell and Clark (2011), the questionnaire was used to collect data from the sample in order to describe the attitudes, opinions, behaviors or characteristics of the sample under consideration. Depending on the total number of foreign language teachers in the three main districts of Albania, our sample eventually has interviews of 260 foreign language teachers. A 95% reliability coefficient and a 5% error margin were used for their analysis.

3.1 Factorial structure of the instrument

The prepared questionnaire contains specific questions on the study topic and they are grouped as follows:

- *Independent variables:*
 1. Training and qualification (measured by 29 questions in total)
 2. Training (measured by 13 questions)
 3. Experience (measured by 13 questions)
- *Dependent variable:*
 1. Use of assessment (measured by 27 questions)

In order to analyse the connection/correlation between the dependent variable and independent variables, firstly it is considered the factorial weight of each variable, as well as the Alpha credibility coefficient of each one Patton (1990).

Table 1. Factorial weight of the independent variable – Formation and Qualification

Statements	Factorial weights
Foreign languages curriculum	.698
Linguistic competences	.687
Formative assessment	.705
Summative assessment	.780
Feedback	.616
Types of language tests	.722

Essay evaluations	.757
Mistake correction	.672
Grade usage	.830
Assessment based on competences	.578
Assessment of the four primary linguistic abilities	.791
Usage of portfolio for evaluation	.746
Evaluation reporting	.787
Reliability	.774
Feedback	.733
Progress map	.625
Linguistic competence	.723
Evaluation framework	.791
Specification table	.878
Standardized test	.699
Testing based on criteria	.795
Testing based on norm	.867
Validity	.794
Formative assessment	.726
Performance assessment	.749
Summative assessment	.866
Achievements assessment	.772
Curriculum evaluation	.903
Washback	.750

As it can be seen from the table above, all the questions that measure the variable of formation and qualification of teachers have factorial weights more than 0.4, therefore all of the questions are kept in the further analysis. Credibility coefficient for this variable is $0.881 > 0.7$ with a high credibility rate.

Table 2 shows that the factorial weights of the independent variable – *training* are also more than the limit 0.4, so they are kept in the analysis, their Alpha value is $0.876 > 0.7$.

Table 2. Factorial weights of the independent variable – Training

Statements	Factorial weights
How valuable has the received training been on curriculum framework?	.789
How valuable have the received trainings been on the assessment of the linguistic competences?	.833
How valuable have the received trainings been on the written test in foreign languages?	.843
How valuable have the received trainings been on the assessment of the four main linguistic skills: reading, writing, listening and speaking?	.720
How valuable have the received trainings been on the foreign language portfolio?	.598
To assess students based on competences	.740
To assess speaking skills	.848
To assess reading skills	.808
To assess writing skills	.830
To use standardized tests	.799
To interpret standardized tests results	.764
To prepare tests myself	.729
To assess language portfolio	.864

In addition, the data for the factorial weight of the independent variable – *Experience* show that the weight of each question is more than the defined limit 0.4, therefore all are kept for further analysis with a higher credibility coefficient estimated in 0.894 (Table 3).

Table 3. Factorial weights of the dependent variable – Experience

Statement	Factorial weights
Reading	.753
Writing	.828
Listening	.757
Speaking	.711
Culture	.779
Grammar	.690
Vocabulary	.641
Language register	.721
Intercultural communication	.540
Reading skills	.645
Listening skills	.704
The skill of oral communication	.741
The skill of written communication	.844

Furthermore, analysis of the factorial weights for the dependent variable *Use of assessment* shows that the factorial weights of all of the questions are greater than 0.4 and the credibility coefficient for them is $0.874 > 0.7$.

Table 4. Factorial weights of the dependent variable – Use of assessment

Statements	Factorial weights
I create a friendly environment to help students complete their assignments.	.784
I help students to determine their objectives and monitor their progress towards learning.	.822
I give students feedback in order to improve their learning.	.754
I provide students with feedback in order to improve learning.	.752
I demonstrate students how to use self-evaluation.	.787
I specify criteria so students can use them in order to assess their performance in class.	.719
I assess the level of competence mastery when the chapter ends.	.725
I give students the chance to get informed on what they have learned in class.	.782
I discuss students' achievements level.	.666
I help students understand the difficulties of foreign language learning.	.710
I create evidence with data on student's progress.	.823
Achievements assessment	.676
Ability assessment	.772
Assessment based on criteria	.814
Assessment based on norm	.586
Continuous assessment	.763
Formative assessment	.816
Summative assessment	.802
Direct assessment	.750
Indirect assessment	.765
Knowledge assessment	.736
Performance assessment	.713
Total evaluation	.744
Analytic assessment	.858
Individual assessment	.811
Group assessment	.832
Self- evaluation	.831

4. Discussion on the Findings Based on Quantitative Data

4.1 Finding based on quantitative data

4.1.1 Research question: How well-educated are foreign language professors to fulfill the role of the evaluator?

An important element, regarding the measurement and evaluation in the foreign language curriculum, is measurement level of teachers' training and qualification. So, when asked how much information they have in this field, and how much these topics have been elaborated throughout their formation/education, it results that:

On the *knowledge of the foreign language curriculum*, 32.8% of them say that they know it as part of their pedagogic education, followed by 31.6%, who say that they know it as a part of the didactic formation of the foreign language assessment, 29.2% know it as part of the subject, and 6.4% do not know it at all. The alternative - *Linguistic competences* are not recognized at all by 14.8% of the teachers, while 30.8% know it as a part of their didactic formation and approximately the same % knows it as part of their pedagogic formation too. 24% know it as a part of the foreign language.

Formative assessment is known by about 1/3 of them respectively as part of pedagogical training or as part of the didactic formation of assessment while 16% others know it as part of the subject and finally 15.6% others do not know it at all. Regarding the *summative assessment*, it is noticed that in 12.4% of the cases, the teachers complained that they didn't know it at all, just as 42% others that knew it only as part of the didactic formation of language assessment and 29.2% others as part of pedagogical formation. *Feedback* is mostly known from 40.4% as part of the subject and not at all from 7.2%, the rest know it either as part of the training or as part of the didactics of assessment.

The *types of language tests* are recognized as part of the subject by 42.4% and as part of the didactic formation of language assessment only by another 36.8%. *Essay assessment* is recognized by 46.8% of teachers through the formation of language didactics evaluation and as part of the subject by another 42.4%. *Error correction* is known in 36.4% of the cases as part of the didactic formation of language assessment and by 31.6% others as part of the subject while for 4.4% others it is not known at all.

Slightly more than half of the respondents, 54.4%, know the *assessment through marks* as part of the pedagogical training whereas 34.4% know the *competence-based assessment* as part of the didactic formation of language assessment and 34% others know it as well as part of the subject.

It is noticed from the analysis that the *use of marks* is recognized by 54.4% of the interviewed teachers only as part of the pedagogical training/education whereas 8% do not know it at all and 6.8% don't know *competence based assessment*. The *evaluation of the four main language skills* is recognized mainly as part of the subject only by 47.6% and as part of the didactic formation of language assessment by 1/3 of them. 20% of teachers also say that they don't know the use of the portfolio assessment at all, while 31.6% know it as part of the didactic formation of language assessment and 29.2% as part of pedagogical training. *Assessment report* is recognized by 53.2% of teachers as part of pedagogical training while 14% of others do not recognize it at all.

Table 5. Evaluation regarding the formation of foreign language teachers

Statements	Not at all	As part of pedagogical formation	As part of didactic formation of language assessment	As part of the subject	Total
Foreign language curriculum	6.4	32.8	31.6	29.2	100.0
Linguistic competencies	14.8	30.4	30.8	24.0	100.0
Formative assessment	15.6	34.0	34.4	16.0	100.0
Summative assessment	12.4	29.2	42.0	16.4	100.0
Use of marks	8.0	54.4	24.8	12.8	100.0
Competence based assessment	6.8	24.8	34.4	34.0	100.0

Statements	Not at all	As part of pedagogical formation	As part of didactic formation of language assessment	As part of the subject	Total
Evaluation of the four main language skills	.4	20.4	31.6	47.6	100.0
Portfolio assessment	20.0	29.2	31.6	19.2	100.0
Assessment report	14.0	53.2	15.6	17.2	100.0
Feedback	7.2	22.4	30.0	40.4	100.0
Type of language tests	4.4	16.4	36.8	42.4	100.0
Essay assessment	4.0	24.8	46.8	24.4	100.0
Error correction	4.4	27.6	36.4	31.6	100.0

Answers on *assessment*, tell us not only didactic formation situation as follows: regarding the *reliability*, 39.6% of them have listened and know something, while 34.8% indicated that not only recognize this term but also can explain it to their colleagues, and 19.2% of other teachers do not recognize reliability as an element of assessment. *Feedback* is well recognized by 64% of the respondents who may explain it to other colleagues as well. *Language skills* is one of the alternatives that respondents not only have a good knowledge of understanding but also are ready to share with colleagues and this is shown in the highest value of this prompt compared to other alternatives, while the alternative with the lowest rating for this category of responses is *Washback* with a recognition rating of 12 %.

Achievement Assessment and *Performance Assessment* are also recognized by respectively 64% and 59.2% of the teachers, while *formative* and *summative assessment* is not heard by respectively 1.2% of them. After *Washback* which is not known by more than half of the respondents with 52.8%, also the *Table of specifications* and *Norm based testing* are not recognized specifically by 25.2% and 24.4%. *Standardized test* is recognized by 42.8% while *Curriculum Evaluation* is known by 48.8% and *Validity* is not recognized at all by almost 19.2%. 43.6% have heard about *Progress Map* but do not even know its meaning whereas *Criterion-based testing* reaches the value of 34% (Table 6).

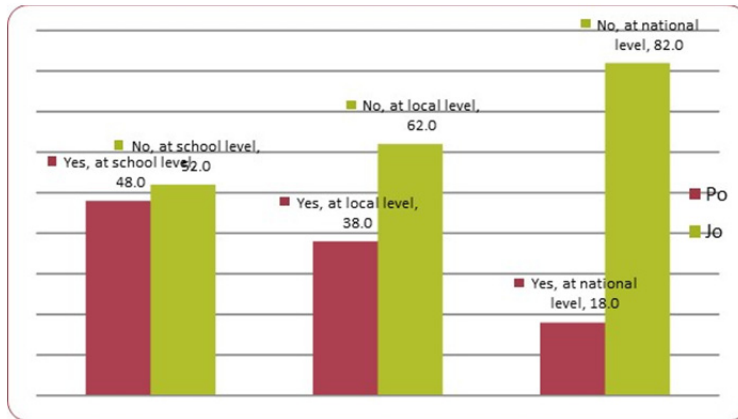
Table 6. Use of Assessment

	I have not heard	I've heard it but I don't know the meaning	I've heard it and I know something	I can explain this term to colleagues	total
Credibility	19.2	6.4	39.6	34.8	100.0
Feedback	.4	4.0	31.6	64.0	100.0
Progress Map	.4	43.6	35.6	20.4	100.0
Linguistic competence	.8	6.8	23.2	69.2	100.0
Evaluation framework	17.2	4.4	49.6	28.8	100.0
Table of specifications	25.2	36.0	16.8	22.0	100.0
Standardized test	3.2	15.6	38.4	42.8	100.0
Criterion-based testing	1.2	34.0	29.2	35.6	100.0
Norm-based testing	24.4	22.0	28.0	25.6	100.0
Validity	19.2	15.2	29.2	36.4	100.0
Formative assessment	1.2	6.8	52.0	40.0	100.0
Performance assessment	.4	7.6	32.8	59.2	100.0
Summative assessment	1.2	1.2	39.6	58.0	100.0
Achievement Assessment	.8	19.6	15.6	64.0	100.0
Curriculum evaluation	18.4	9.2	23.6	48.8	100.0
Washback	52.8	18.8	16.4	12.0	100.0

4.1.2 Research Questions: How well-trained are foreign language teachers to fulfill the role of evaluator?

Regarding the participation in the working groups for the reform of the foreign language curriculum, 48% of them say that they have participated in these trainings at the school level, 38% at the local

level and the rest 18% at the national level. Moreover, what is also noticeable from the graphic data below is that most of them did not participate in these working groups at all three respective levels (Graph 8).



Graph 1. Participation in working groups on foreign language curriculum reform

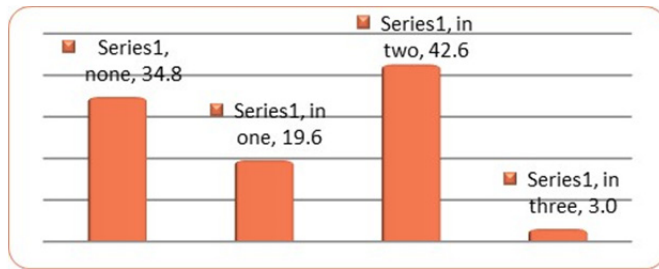
When asked if they have participated or directed any professional activities related to assessment as a component of the curriculum, 94.4% of them say that they are familiar with the curriculum and assessment through *regular reading of magazines, books, online materials*, while 87.2% from *individual or group research* followed by 75.2% who have been active through *discussions in the department or training sessions* in 74% of the cases. But on the other hand, a significant part of them claim that they have neither been participating in activities related to curriculum evaluation nor leading any of these activities when it comes to *meetings in teachers' association, observation at another school, mentoring, collaboration of teachers via Internet or consultation with a foreign language specialist / foreign teacher* (Table 7).

Table 7. Participation / leading of curriculum evaluation activities

Statement	Yes	No	Total
Training session	74.0	26.0	100.0
Conference	57.6	42.4	100.0
Meetings in the teachers' association	41.6	58.4	100.0
Observation at another school	44.0	56.0	100.0
Mentoring	29.2	70.8	100.0
Discussion in the department on curriculum and assessment	75.2	24.8	100.0
Teacher collaboration organized by a foreign agency	26.0	74.0	100.0
Teacher collaboration via the Internet	39.2	60.8	100.0
Individual or group research	87.2	12.8	100.0
Regular reading of magazines, books, materials on the Internet for the curriculum and assessment	94.4	5.6	100.0
Consultation with a foreign language specialist	60.0	40.0	100.0
Meeting with foreign teachers	58.4	41.6	100.0

Regarding the number of vocational training sessions on the curriculum where teachers have participated in the last two years, it is noticed that only 230 teachers or 92% of them have answered this question and their opinion is presented as follows. 42.6% have participated in only two such

trainings, while 34.8% have not completed such trainings and the rest have either participated in only one training or in three of them with 19.6% and 3% respectively (Graph 2).



Graph 2. Participation in trainings related to assessment in the foreign language curriculum

Various activities or trainings conducted by public institutions are another important element in the learning process as a whole, including in particular the teaching of foreign languages. In these trainings special attention is paid to pedagogical elements and not only. Some of these elements have been measured through the following alternatives. Thus, referring to the data in the table below, we see that in the opinion of teachers the element that has received the highest evaluation in its importance are *Methods of foreign language teaching* and 39.2% of the respondents agree that these activities/trainings are very important. It is then followed by *Preparing students for exams* and *Methods for student assessment* respectively with 30.8% and 27.2%. Statements rated as little or none in terms of trainings that teachers have never experienced directly related to them are - *New Curriculum Framework*, *Foreign Language Competencies* and *Methods for assessing students*. At a sufficient level the main topics mostly addressed are - *The way students learn in a foreign language*, *New Curriculum Framework*, *Use of Curricular Materials for a Foreign Language* with respectively 78.8%, 65.2% and 64.4% (Table 8).

Table 8. Addressing issues in trainings

Statements	None	Little	Enough	Much	Total
The way students learn a foreign language	3.6	9.2	78.8	8.4	100.0
New curriculum framework	0.0	27.6	65.2	7.2	100.0
Use of curricular materials for a foreign language	.4	19.2	64.4	16.0	100.0
Foreign language competencies	0.0	9.6	59.6	30.8	100.0
Methods of foreign language teaching	.4	11.2	49.2	39.2	100.0
Methods for student assessment	0.0	6.0	66.8	27.2	100.0
Preparing students for exams	10.0	19.6	34.4	36.0	100.0
Preparing students for national assessment	14.0	24.8	50.4	10.8	100.0

Regarding the efficiency of these trainings, the data show that teachers are not very optimistic about issues such as - teaching curriculum framework, language competence assessment or written tests in foreign language subjects which have received respectively 6.7% , 8.7% and 8.7%. A significant part of them have assessed them with the average level of effectiveness ranging from 22% - 40.7%. As for the other 52.7%, the training received for the curriculum framework has been very effective. Regarding the *trainings received for the evaluation of the four main language skills: reading, writing, listening, speaking*, 2% of them said that these trainings where they were part of were not at all efficient (Table 9).

Table 9. Training efficiency

Statement	None	Little	Partially	Much	Extremely very much	Total
How much have trainings on curriculum framework served you?	.7	8.7	31.3	52.7	6.7	100.0
How much have trainings on assessment of language competencies served you?	1.3	6.0	32.7	51.3	8.7	100.0
How much have trainings on written testing in a foreign language served you?	9.3	19.3	40.7	22.0	8.7	100.0
How much have trainings on assessing your four language skills: reading, writing, listening, and speaking helped you?	2.0	16.0	26.7	39.3	16.0	100.0
How much have trainings on foreign language portfolio served you?	12.0	4.0	22.0	56.7	5.3	100.0

Special issues are often treated in teacher training. Thus, referring to some of them, their assessment shows that one or two sessions are those for which issues such as - *foreign language portfolio, written testing in a foreign language or assessment of language competencies* have been the most referred topics by them owning 1/3 of the total number. There are also teachers who say that in the trainings where they have been part of, there are not treated topics such as - *assessment of language competencies or written testing/test in a foreign language*, thus taking respectively 31.3% and 32.7%. Furthermore, there has been lack of participation in trainings related to the assessment of language competencies with 55.3% of teachers teaching in rural areas and 44.7% of teachers teaching in urban areas. Teachers who have been participants in more than three trainings have been all those teachers who work in urban areas.

Table 10. Participation in trainings

	None	One	Two	Three	More than three	Total
How many of the professional training sessions in which you have participated in the last two years that were dedicated to the assessment of language competencies?	31.3	34.7	19.3	13.3	1.3	100.0
How many of the professional training sessions have you attended in the last two years that were dedicated to written testing in a foreign language?	32.7	37.3	18.7	8.7	2.7	100.0
How many of the professional training sessions have you attended in the last two years that were dedicated to assessing the four main language skills: reading, writing, listening, speaking?	25.3	18.0	41.3	8.7	6.7	100.0
How many of the professional training sessions have you attended in the last two years that were dedicated to the foreign language portfolio?	20.0	52.7	14.0	8.0	5.3	100.0

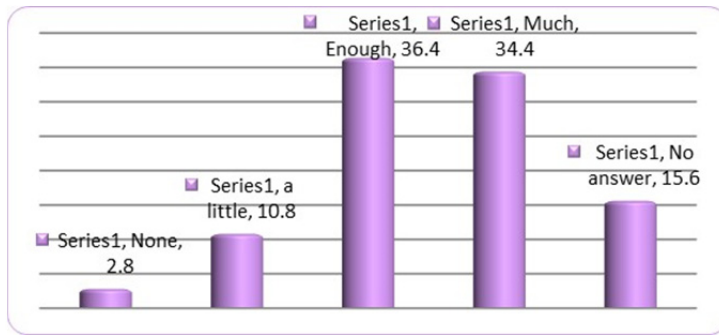
The quality of trainings conducted on specific issues related to foreign language curriculum is provided by the following data. Thus, 70.7% of the interviewed teachers state that the training related to - *Assessment of students based on competencies* has been sufficient and for 12% it has served them a lot, of which 55.6% have a maximum of 5 years of work experience; 40.6% of them have expressed enough and have 1-5 years of work experience; followed by 37.7% who have 6-10 years of work experience. 65.3% think that it is while 24.7% have profited a lot from these trainings. Furthermore, a little more than half of them think that the training assistance regarding the assessment of reading skills in a foreign language has been sufficient and for 31.3% has been very necessary. The same trend of responses has been reflected in issues related to language portfolio assessment and writing skills assessment. 34% of them think that the trainings have helped them a little in terms of using standardized tests (Table 11).

Table 11. Well-preparation from training to use assessment

	Nothing	Slightly	Enough	Many	Total
Competency-based student assessment	1.3	16.0	70.7	12.0	100.0
Assess the ability to speak	0.0	10.0	65.3	24.7	100.0
Assess reading skills	0.0	14.7	54.0	31.3	100.0
Assess writing skills	0.0	18.7	50.0	31.3	100.0
Use standardized tests	.7	34.0	36.7	28.7	100.0
Interpret the results of standardized tests	15.3	32.0	36.0	16.7	100.0
Prepare tests yourself	.7	29.3	38.7	31.3	100.0
Language portfolio assessment	0.0	24.0	50.7	25.3	100.0

4.1.3 *Research question: Which are the needs of foreign language teachers to better fulfil the role of evaluator?*

Regarding the need for further training related to foreign language assessment, 36.4% of the respondents say that this need has been met on average, for more than 34.4% the need for training is quite high. Respectively, 10.8% of them state that training has met few of their needs, while 2.8% of them did not meet them at all. (Graph 3)



Graph 3. Do you think that you need more training about learning foreign language?

How is the need for further training conceived by teachers?- We get the answer from the data of Table 21 from which it is noticed that the most necessary trainings that teachers need are mainly related to *curriculum evaluation*, *table of specification* and related to the *design of tests* expressed respectively by 78.8%, 76.4% and 64% of them. While regarding other alternatives this requirement has values ranging from 27.2% regarding the assessment of 4 basic foreign language skills up to 51.2% regarding the types of assessment. The rest have expressed that they need less training related to the issues asked.

Table 12. The need for training

Statements	Somewhat	Too much	Total
For curricular frame	60.8	39.2	100.0
For the assessment of language competencies	55.6	44.4	100.0
For types of assessment	48.8	51.2	100.0
For the assessment of 4 basic foreign language skills	72.8	27.2	100.0
For design of tests	36.0	64.0	100.0
For essay assessment	54.8	45.2	100.0

Statements	Somewhat	Too much	Total
For portfolio assessment	53.2	46.8	100.0
For continuous assessment	53.2	46.8	100.0
For the table of specification	23.6	76.4	100.0
For curriculum evaluation	21.2	78.8	100.0

Teachers were also asked about the frequency of these activities in favour of professional progress which evolves very quickly as a result of the development of communication and information technology as in any other field of the teaching and pedagogical process. Thus, 40.8% of the respondents say that in general they read books about teaching once a week. The reading of books related to the foreign language curriculum is carried out on average once or twice a month by 37.6% and once or twice a year by another of 30%. The same assessment is almost related to reading books that are directly related to the assessment process. Just as 32.8% of teachers say they can't find and therefore almost never read different articles about assessment. 20% of them also say that they try to find literature about online assessment once a week. The rest of them are interested in reading books or materials online even more rarely or sometimes (Table 13).

Table 13. How often do you do these activities for your professional development?

	Never	Once or twice a year	Once or twice a month	Once a week	Total
I read books related to teaching in general	1.6	22.4	35.2	40.8	100.0
I read books related to foreign language curriculum	21.6	30.0	37.6	10.8	100.0
I read books related to assessment	21.2	31.2	35.6	12.0	100.0
I read articles related to assessment	32.8	20.4	34.4	12.4	100.0
I search literature related to assessment in the internet	28.4	22.0	29.6	20.0	100.0

4.1.4 Research question: What types of assessment do foreign language teachers use most often?

The importance of assessing students regarding the key elements of the learning process shows that 70.8% of them think that grammar and speaking in a foreign language is very important, whereas 61.2% others consider the vocabulary used by students to be very important. All elements are rated moderately to very important by teachers, and a very small number of them think that reading, communication, or language registers are little or not at all important (Table 14).

Table 14. How important is it to assess the student in each of these aspects?

	Not at all important	Slightly important	Average	Important	Very important	Total
Reading	.4	2.4	14.4	23.2	59.6	100.0
Writing	.0	2.0	15.6	23.2	59.2	100.0
Listening	.0	.4	14.0	33.2	52.4	100.0
Speaking	.0	.0	7.2	22.0	70.8	100.0
Culture	.0	2.4	27.6	26.4	43.6	100.0
Grammar	.4	.4	8.8	19.6	70.8	100.0
Vocabulary	2.4	.8	5.2	30.4	61.2	100.0
Language register	.4	2.4	19.6	32.4	45.2	100.0
Intercultural communication	.4	4.4	16.4	26.8	52.0	100.0

On the other hand, 50.8% of the interviewed teachers state that the ability to read, in their opinion, is very important and extremely important for another 38.8%. While according to 56% of teachers verbal communication skills remain certainly the most important followed by written communication skills by 48%. Listening is assessed at an average level of 30.8% and the ability to

communicate orally as slightly important only by 1.6% of them. Generally, teachers consider all four skills as very important elements judging that their reflection in the evaluation manuals produced by our institutions or reflected in the foreign language curriculum itself are well presented in it but little or not at all reflected as guidelines, or measurement and assessment models in this curriculum. It is for this reason that they themselves rely on to carry out the above-mentioned process in experience and in foreign literature as well (Table 15).

Table 15. The importance of basic skills during foreign language teaching

	Not at all	Slightly	Average	A lot	Too much	Total
Reading skill	.0	.4	10.0	50.8	38.8	100.0
Listening skill	.4	.0	30.8	35.2	33.6	100.0
Verbal communication skill	.0	1.6	6.4	36.0	56.0	100.0
Writing communication skill	.0	1.6	20.0	30.4	48.0	100.0

How do teachers assess students' skills according to key elements of foreign language teaching?

Table 25 shows that more than half of them assess their students each week in terms of reading and another 32% do this assessment every day. Written assessment is checked every week by 53.6% of teachers while speaking by 47.6%. 33.6% of them say that they assess their students every month through listening and another 19.2% assess their cultural competence only a few times a year. Grammatical notions are checked every week by 49.2% of teachers and every day by 43.2% as it is thought to be important in foreign language teaching. Vocabulary use competencies are also considered as important as 47.2% of teachers measure them each week, while 42.8% almost every day (Table 16).

Table 16. How often do you assess student's skill in following aspects?

	Never	Several times a year	Every month	Every week	Every day	Total
Reading	.8	4.0	9.2	54.0	32.0	100.0
Writing	.0	3.2	20.8	53.6	22.4	100.0
Listening	.4	5.6	33.6	37.6	22.8	100.0
Speaking	.0	2.4	5.6	47.6	44.4	100.0
Culture	2.4	19.2	38.0	30.0	10.4	100.0
Grammar	.0	.4	7.2	49.2	43.2	100.0
Vocabulary	.4	.4	9.2	47.2	42.8	100.0

According to the frequency teachers perform these activities, the table below shows that *discussing the level of student achievement, assisting students to understand feedback and giving feedback to students in order to improve the learning process* are three of the ways that teachers almost always perform and that have received 54.4%, 52.2% and 52% of their answers, respectively. *Creating an environment that helps students complete assessment tasks* often occurs with 60.8% of interviewed teachers while *student leadership to determine their goals and monitor their learning progress* is rated at 56%. Sometimes 26.4% of them *give students the opportunity to be informed about what they have learned in class* and just as much to *guide students to define their goals and monitor their learning progress*. Like the other 10.8%, they rarely demonstrate to students how to use self-assessment or *never give students the opportunity to be informed about what they have learned in class or do not help students understand the difficulties in learning a foreign language* and moreover *never guide students to define their goals and monitor their learning progress* (Table 17).

Table 17. How often do you do these activities related to assessment?

Statement	Never	Rarely	Sometimes	Often	Almost always	Total
I create an environment in order to help students do assessment work.	.8	4.0	10.4	60.8	24.0	100.0
I guide students to determine their goals and monitor their learning progress	.0	.8	26.4	56.0	16.8	100.0
I give feedback to students in order to improve their learning ability	.4	2.8	8.4	36.4	52.0	100.0
I help students understand feedback	.4	3.2	11.6	32.4	52.4	100.0
I show students how to use self-assessment	.4	10.8	10.0	48.8	30.0	100.0
I set criteria in order that students can use to assess their performance in class	2.4	1.6	22.0	49.6	24.4	100.0
Assess the level of competence possession at the end of the chapter	.0	4.8	10.4	46.0	38.8	100.0
I give students the opportunity to be informed of what they have learnt in class	.0	2.4	26.4	43.2	28.0	100.0
Discuss about the level of students achievement	.0	3.6	11.6	30.4	54.4	100.0
Help the students to understand difficulties in foreign language teaching	.0	2.0	7.2	64.8	26.0	100.0
Create data evidence about students' progress	.4	.8	19.6	44.0	35.2	100.0

In addition, according to the use of assessment methods, the data show that 41.6% of them admit that they almost always use continuous assessment while 39.2% always use individual assessment. Also, 56.4% of teachers say that they often use the assessment of achievements and 52.8% mostly use knowledge assessment. Knowledge assessment is sometimes used only by 40% of teachers as well as the use of comprehensive assessment of student knowledge. There are also those teachers who rarely use the assessment of competence being confirmed by 12.8% of them, just as self-assessment, norm-based assessment or even criterion-based assessment is almost never used by 2.8%, 3.2% and 3.2%, respectively (Table 18).

Table 18. How often do you use these types of assessment in class?

	Never	Rarely	Sometimes	Often	Mostly forever	Total
Achievement assessment	1.2	1.6	8.4	56.4	32.4	100.0
Skills assessment	.4	12.8	28.4	29.2	29.2	100.0
Criterion-based assessment	3.2		33.6	28.8	34.4	100.0
Norm-based assessment	3.2	14.0	33.2	40.4	9.2	100.0
Continuous assessment	2.8	2.0	17.2	36.4	41.6	100.0
Formative assessment	2.4	4.4	30.4	37.6	25.2	100.0
Summative assessment	2.8	4.4	33.2	36.4	23.2	100.0
Knowledge-based assessment	2.8	4.4	40.0	18.0	34.8	100.0
Indirect assessment	.4	9.6	52.4	26.4	11.2	100.0
Knowledge-based assessment	4.4	1.2	8.8	52.8	32.8	100.0
Performance assessment	2.8	.4	24.0	50.4	22.4	100.0
Total assessment	4.8	.8	40.4	40.4	13.6	100.0
Analytical assessment	3.2	6.0	40.0	41.2	9.6	100.0
Individual assessment	2.4	2.8	24.8	30.8	39.2	100.0
Assessment in group	2.4	27.6	27.2	35.2	7.6	100.0
Self-assessment	2.8	31.2	20.8	28.8	16.4	100.0

To assess the correlation between independent variables with the dependent variable we analysed the correlation among assessment use, experience, training and qualification of teachers. To identify which of the independent variables (teacher experience, training and qualification) affects the dependent variable (use of assessment) we constructed the multiple linear regression equation which has the form: $Y_i = b_0 + b_1X_1 + b_2X_2 + \dots + b_nX_n + \epsilon_i$. One problem encountered during regression analysis is 'multicollinearity'. As a result, before launching the analysis, the need arose to assess multicollinearity between independent variables. Multicollinearity occurs when an independent variable has high correlation with a group of other independent variables (Geralis & Terziowski, 2003). Its presence may lead to inaccurate conclusions as to which of the independent variables is

statistically significant. To assess multicollinearity, a correlation table for independent variables was constructed. The presence of high correlation values is the first sign of the presence of multicollinearity (Gerais & Terziovski, 2003).

The data in the table below show that the values obtained are not worrying so we continue the analysis further. In fact, the corresponding values of VIF (variance inflation factor) ranges from 1,067 to 1,080, when it is known that the limit is VIF = 5, or the tolerance values are all greater than 0.2.

Table 19: Correlation between independent variables

	Formation/Qualification	Training	Experience	Use of assessment
Formation/Qualification	1			
Training	.209*	1		
Experience	-.160*	.210**	1	
Use of assessment	.042	.077	.392**	1

Table 19 shows that the use of foreign language assessment methods in the foreign language curriculum depends largely on their experience compared to the training and trainings taken. Therefore, our equation is as follows: (*Assessment component in the foreign language curriculum*) = 1.921 + 0.356 (*Assessment experience*), showing that this factor explains 19.1% of the values of the variance of the use of assessment. While other formation / qualification factors and trainings not that they do not matter but in this case do not constitute the main elements of correlation with the dependent variable. Here we should recall that R^2 - *Determination Coefficient* takes values in the interval [0;1]. This relationship is statistically significant because for Fisher $F(3; 146) = 12.733$ we have that Sig value = 0.000. So the constructed equation shows that when the independent variable - experience increases by 1 unit, the measurement values of its use increase 0.356 times.

Table 20. Multiple regression analysis between dependent variable and independent variable

The model	R^2	Arranged R^2	t	Sig.
<i>The constant</i>	.207	.191		.000
Formation/Qualification			1.709	.089
Training			-.511	.610
Experience			5.546	.000

5. Conclusion

This article aims to provide a summary based on the findings of the study and to present the respective recommendations. The issues addressed in this study relate to the measurement and assessment component in the foreign language curriculum. More specifically, the aspects addressed were: the role of assessment in the foreign language curriculum, the well-formed and well-trained teachers to fulfill the role of assessor, the good training of teachers to assess language competencies, the reflection of assessment roles in the foreign language curriculum. Based on this fact, the conclusions of this study emerge from the findings of the research questions.

- The results show that teachers recognize formative assessment mainly as part of pedagogical training while others recognize it as a component of subject teaching or do not recognize it at all. Even the same phenomenon is observed for the summative assessment which is an important part in the final assessment of the student.
- In terms of feedback, types of language tests, evaluation of essays and evaluation of four language skills we came to the conclusion, through the data of the questionnaire, that they are known mainly as a component of teaching and for another significant part or as part of assessment didactics or not recognized it.

- Assessment by grade, file use and reporting are recognized by teachers as part of their pedagogical training while a minority does not know them at all, which shows us that this minority has difficulty using them in the classroom.
- Referring to the fact that the respondents of the questionnaire were mostly teachers with approximately five years of teaching experience, 48% of them said that they participated in the working groups for the reform of the foreign language curriculum at school level and no longer wide.
- Based on teachers' self-reports, about 69.2% of them know language competencies after completing sufficient training, but the impact of competencies, for a large number of teachers, has been below average in student assessment.
- Regarding the skills and criteria for assessing the four language skills such as: listening, reading, writing and speaking, it is clear that a good part of the teachers have sufficient knowledge, but have difficulty in determining the exact limit of "error". "And the definition of its " weight ", ie the table of specifications that has been used in the world for more than twenty-five years.
- In the final analysis, the evaluation element in the Core Curriculum is present and like other previously analyzed documents valuable guidelines are given although general and repetitive from one manual to another. Even the element of measurement begins to appear crystallized, offering an interesting and necessary optics for the decomposition of the peculiarities and features that separate and unite measurement from evaluation.

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