

Exploring The Attitude on Formative Assessment Technique of Secondary-Level Students in Bangladesh

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A thesis submitted to the Department of English and Humanities in partial fulfillment of
the requirements for the degree of
M.A. in English

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Declaration

It is hereby declared that

1. The thesis submitted is my own original work while completing degree at BRAC University.
2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
4. I have acknowledged all main sources of help.

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Approval

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Ethics Statement

I didn't plagiarize any information in this research and didn't use anyone's personal information either. The result of this research came from my own study. I took some help from different articles, books and journals to write this paper but I gave proper reference for them. I also maintained the privacy of the participants I attended to collect data by not revealing their real name in my research. I have used pseudonym of the participants.

Abstract

Formative assessment techniques play an imperative role by providing continuous feedback to both students and teachers all along the learning process. The significance of formative assessment establishes with its ability to inform teaching etiquettes, allows educators to adapt their techniques for the betterment of the students' individual needs. Additionally, it enables the engagement of the students to their own learning process, developing a deeper understanding of the subject and fostering a perspective of continuous growth. The purpose of this research is to explore the attitude of secondary-level Bangladeshi students towards the Formative assessment technique. This study conducted in qualitative research method. Seven participants from Bangla medium schools have participated in an interview where some open-ended questions uncover the insights about the Formative Assessment Technique in this study. The findings show the positive attitude of secondary-level students towards the Formative assessment technique and focuses on the challenges during the Formative assessment technique. Ultimately, this research's aim is to be contributing more in the development towards the student-centered strategies that can improve the learning outcome in secondary level education of Bangladesh.

Keywords: Formative Assessment Technique; Secondary-level students; Bangladesh.

Dedication

I want to dedicate my work to the Almighty, to my parents for their unconditional support in my life, and to my supervisor Sakika Rubaiat ma'am, whose guidance and support helped me a lot to complete my thesis.

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Chapter 1

Introduction

The significance of formative assessment in improving educational outcomes has gained global attention, particularly in developing countries like Bangladesh, where education is primarily exam-focused. Formative assessment techniques involve continuous feedback processes designed to enhance student learning through low-stakes evaluations. These methods are widely recognized for fostering critical thinking, engagement, and self-regulation (Xiao & Yang, 2019). However, in Bangladesh, the exam-dominated education system, with high-stakes tests such as the Secondary School Certificate (SSC) and Higher Secondary Certificate (HSC), often limits the use of formative assessments. The emphasis on rote learning and memorization leaves little room for process-based learning strategies. Despite this, many students acknowledge the benefits of formative assessment techniques, such as peer evaluations, quizzes, and reflective writing, in helping them track their learning progress (Prastikawati & Adi, 2020). They appreciate the frequent feedback, which aids in clarifying complex topics and guiding their learning strategies.

This study explores the attitudes of secondary-level students in Bangladesh toward formative assessment, aiming to uncover their perspectives, challenges, and overall recognition of these techniques.

1.1 Research Context

Bangladesh, as a country reliant on high-stakes examinations, faces significant challenges in fostering creative learning processes. The education system prioritizes summative assessments, such as the Secondary School Certificate (SSC) and Higher Secondary Certificate (HSC), often at the expense of formative assessment techniques. As a result, students receive limited

exposure to continuous assessment strategies, which are essential for long-term skill development. Many students express concerns about the increased workload associated with formative assessments, particularly when they are not well-coordinated with summative evaluations.

This challenge is further intensified by the high-pressure nature of standardized exams, leading both students and teachers to prioritize exam preparation over formative assessment practices (Burner, 2016). However, research suggests that consistency in formative assessments, combined with high-quality feedback, helps students identify areas for improvement (Fukuda, 2020). Today, students increasingly recognize the value of receiving personalized and constructive feedback that enhances their learning progress. A well-implemented formative assessment framework can create a balanced educational approach, allowing students to engage in deeper learning while preparing for their exams effectively. Understanding student attitudes toward formative assessment in Bangladesh is essential for improving educational practices and fostering a more holistic learning environment.

1.2 Background of the Study

Cultural and contextual factors significantly shape students' attitudes toward formative assessment. Research indicates that Bangladesh's traditional teacher-centered learning model often places students in a passive role, making it difficult for them to actively engage in formative assessment practices that require participation and reflection (Mahapatra, 2021). Additionally, a major barrier to effective implementation is the lack of teacher training in formative assessment techniques. Many teachers lack the necessary skills and resources to provide meaningful feedback, which limits the effectiveness of formative assessments in improving student learning outcomes (Salahuddin & Begum, 2020).

Despite these challenges, formative assessment has the potential to enhance educational progress in Bangladesh. However, achieving its full benefits requires structured changes, including professional development for teachers, integrating formative assessment into the curriculum, and shifting away from an exam-focused system. Policymakers and educators have yet to effectively collaborate in creating a balanced assessment approach that values both formative and summative methods (Azim, 2014). This study explores secondary-level students' attitudes toward formative assessment while highlighting the cultural and systemic challenges that influence their perceptions. Understanding these barriers is essential for fostering a more effective and comprehensive assessment system in Bangladesh.

1.3 Research Purpose

The primary objective of this study is to examine the attitudes of secondary-level Bangladeshi students toward formative assessment techniques. Existing academic research indicates that tertiary-level students in Bangladesh generally hold a positive perception of formative assessment, recognizing its benefits in enhancing learning. However, some negative perspectives also emerge, particularly regarding increased workload and ineffective feedback. Despite these insights, most research in Bangladesh has focused on tertiary-level students, with limited studies exploring the perceptions of secondary-level students.

This gap in research highlights the need for further examination of how younger students engage with formative assessment techniques and the challenges they face. Understanding secondary students' attitudes is essential for shaping assessment practices that align with their learning needs. Therefore, this study aims to bridge the scholarly gap by investigating the perspectives of secondary-level students in Bangladesh, providing valuable insights into the effectiveness and challenges of formative assessment at this educational stage.

1.4 Research Question

The following research questions have been formulated to achieve the purposes of the research:

1. What is the attitude towards the Formative assessment techniques of secondary-level Bangladeshi students?
2. What are the challenges do they face during the Formative assessment techniques applied in their classrooms?

Chapter 2

Review of Relevant Literature and Research

The main goal of the research is to find out the attitude towards Formative Assessment Technique of secondary-level students in Bangladesh. An inclusive exploration of academic studies is showcased for the Formative Assessment Technique used with secondary-level students in English Language Teaching (ELT) worldwide. This chapter also shows the current research gap in the literature concerning Formative Assessment Technique in secondary-level students in Bangladesh.

2.1 Formative Assessment Technique and Students Erudition

Formative Assessment Technique plays a pivotal role in fostering student scholarly knowledge by adopting self-regulation, active learning, and critical thinking. The most significant feature of this assessment technique is it transforms the traditional teacher-centered learning approach into a student-centered learning approach, where pupil actively engages in their educational experience. Xiao and Yang (2019) explored systematic feedback is received effortlessly by the students through Formative Assessments Technique to evaluate their progress, modify their learning theories, and proceed to self-regulate learners. Teachers play the main role in ensuring its implementation to fulfill its purpose. However, the effectiveness of the Formative Assessment Technique predominantly depends on its implementation in the education scenario. In a study, Ketabi and Ketabi (2014) noted that inconsistent or superficial feedback can decline the positive impact of the Formative Assessment Technique. If a student receives vague and collective feedback, he may struggle to understand the specific area of improvement. Legitimate training and educational development are the most important elements to skill up teachers' ability to provide meaningful instructions and give constructive feedback. Feedback should be guiding toward

improvements in their academic excellence while promoting their sense of accountability for their learning.

Therefore, the Formative Assessment Technique is notable in enhancing student literacy as it inspires active engagement, personalized studying, and critical thinking. It allows instructors to adapt their teaching process to cater to the needs of students and a supportive learning environment. Besides the continuous nature of the Formative Assessment Technique, it involves ongoing evaluation of the learner's learning ability, outcome, and learning strategies (Wiyaka, Prastikawati & Adi, 2020). By recognizing the strengths and weaknesses of a learner, this assessment technique focuses on areas that need improvement to refine their skills, which fosters critical thinking and problem-solving ability for academic success and lifelong education (Spector et al., 2016). Students pass on various levels of prior knowledge and mastering abilities in various classes, which become more critical by nurturing the Formative Assessment Technique. Identifying it early by educators makes adaptability more efficient for the learners to get a quality education and not be left behind. In a study by Ketabi and Ketabi (2014), this assessment technique enables teachers to customization feedback and methods of teaching by addressing an individual's needs. Tailoring approaches not only improve academic achievements but also encourage confidence and regulation in their abilities. Likewise, the Formative Assessment Technique nurtures self-directed learning to encourage learners to take ownership of their progress, the value of efforts, and a growing mindset. Students uncover that the effectiveness of the Formative Assessment Technique embraces new challenges and invites mistakes as a chance for growth (Xiao & Yang, 2019). This movement is crucial for encouraging independent learners who are ready to adapt to the changing academic and educational demands.

One of the vital aspects of the Formative Assessment Technique is to provide continuous, and constructive feedback to the learners. Timely giving feedback is important for keeping

learners engaged and motivated. When scholar receives immediate comments about their performance, they can improve their learning method, understandability, and retention of the material (Wiyaka et al., 2020). It also assists collaboration and peer learning, strategies such as collaborative projects, group discussions, and peer evaluations encourage learners to learn from each other to enrich their educational scenario.

Moreover, the fruitful implementation of the Formative Assessment Technique requires conquering several challenges. Mentors must be adequately upskilled to provide effective feedback that can create an atmosphere that promotes active participation. Again, cultural and social barriers, such as the enormous number of students in a classroom, exam-centric educational systems, and lack of adaptability to modernizing learning situations, may limit the acceptance of Formative Assessment Technique practices (Özkan, 2025). In countries like Bangladesh, high-stakes exams are accepted largely in the education landscape, and integrating this assessment technique into the curriculum needs significant changes in the education scenario (Ali, 2016). Despite of challenges, it remains a powerful assessment technique that improves learner's literacy. Research consistently showcases that the Formative Assessment Technique has a positive impact on student literacy and also makes it an unreplaceable component of active teaching practice (Xiao & Yang, 2019). The ability to critically analyze feedback makes one's learning process more efficient, which makes one's demands for higher education and the workforce. Overall, its effectiveness relies on flawless implementation in the educational system. As educational methods worldwide recognize the value of the Formative Assessment Technique, its incorporation in the classrooms will play a significant role in shaping the further education industry.

2.2 Student's Perspective Regarding Formative Assessment Technique

The perspectives of learners on the Formative Assessment Technique are significantly

influenced by numerous factors, for instance, perceived workload, feedback quality, and the level of teacher involvement. This assessment technique is effectively implemented by one of the most crucial steps by providing efficient and actionable feedback that informs them on their progress and areas of improvement. In a study, Burner (2016) stated that clear and constructive feedback is the key to the successful implementation of the Formative Assessment Technique. It not only enables students to regulate their own learning process but also refine strategies, gets motivation to upgrade, and improve performance. It keeps one more focused to take an active role in their own educational journey. In spite of all those benefits, the Formative Assessment Technique spread positively among all learners. For some students, ongoing assessments become an additional burden, mostly in the context of high-stakes examinations (Harland et al., 2017). The stress and pressure of maintaining constant good performance throughout the academic year can make the Formative Assessment Technique less valued by learners. Further Burner (2016) stated that lack of specific feedback or constructive feedback can lead to demotivation. Akin to this, generic comments like “Keep it up”, “Good job”, and “Try harder” cannot successfully provide clear feedback to one for improving, understanding, and monetizing his progress.

Moreover, cultural attitudes toward the Formative Assessment Technique play a critical role in shaping student’s educational perceptions. Bangladesh is heavily focused on Summative Assessment Technique, where students merely emphasize grades over learning. In a study Moho and Taraj (2022) mentioned that a grade-centric education process undermines the effectiveness of self-learning with knowledge-seeking intuitions. It is a large hindrance to promoting the Formative Assessment Technique. When students do not find out a direct correlation between the Formative Assessment Technique with their high-stakes, grading-based examination, they lose their interest in cooperating with this (Harland et al., 2017). This cultural prejudice towards high-stakes examinations promotes a mindset where the

Formative Assessment Technique may seem irrelevant, which may complicate their successful integration into the educational system. Teachers' prior knowledge is another crucial factor in promoting the Formative Assessment Technique since it has a great influence on their attitude (Islam et al., 2021). Instructing students and giving them triumphant feedback shows their proper knowledge of the Formative Assessment Technique, and it may change learners' attitudes toward this assessment technique. Duff feedback can make a learner demotivated; it often struggles to optimize the benefits of the Formative Assessment Technique. Again, without proper guidance, exercises of this assessment may feel repetitive exercises, which may fail to address students' learning struggles, needs and willingness to participate in this assessment technique. Overall, inadequately designed formative assessments which do not align with the educational goals or learners' needs can get into a stressful situation than benefits, and it only can demotivate a student to get away from learning.

2.3 Teacher's Approach Towards Formative Assessment Techniques in the Classroom

The successful implementation of formative assessment techniques in classrooms depends largely on teachers' understanding, preparedness, and ability to integrate these strategies effectively. Teachers play a crucial role in ensuring that formative assessments enhance student learning. Fukuda (2020) emphasizes that effective formative assessment involves teachers providing continuous, meaningful feedback that helps students track their progress and improve their learning strategies. However, despite the clear benefits of formative assessment, several challenges hinder its proper utilization, especially in exam-focused education systems like Bangladesh. One of the major challenges is the lack of adequate training and familiarity with formative assessment practices. Research by Kapsalis, Galani,

and Tzafe (2020) highlights that many educators struggle with implementing formative assessment due to limited professional development opportunities. Without proper training, teachers may find it difficult to design effective formative assessments or provide feedback that enhances student learning. In Bangladesh, where high-stakes exams like the Secondary School Certificate (SSC) and Higher Secondary Certificate (HSC) dominate the education system, teachers often focus more on preparing students for these exams rather than fostering deep conceptual understanding. As a result, formative assessment takes a secondary role in the classroom, reducing its potential benefits.

Another major issue affecting the effective utilization of formative assessment is favoritism and bias in the assessment process. In many traditional classrooms, teachers may unconsciously favor certain students, affecting both summative and formative assessments. This undermines the fairness and effectiveness of formative evaluation, particularly in an exam-driven system where grades and rankings are prioritized over the learning process. Torres (2019) found that although teachers value the principles of formative assessment, they often struggle to incorporate it into their daily teaching practices due to systemic constraints, including a lack of resources and time. Overcrowded classrooms, which are common in Bangladesh, further complicate the implementation of formative assessment as teachers find it difficult to provide individualized feedback. The pressure to prepare students for high-stakes exams also limits the adoption of formative assessment techniques (Xiao & Yang, 2019). In Bangladesh, student success is measured largely by performance on standardized tests. This creates a conflict between the long-term benefits of formative assessment, which focuses on skills such as critical thinking and problem-solving, and the immediate demands of preparing students for exams. As a result, teachers may perceive formative assessment as an additional burden rather than an integral component of the teaching-learning process.

Torres (2019) further suggests that the misalignment between formative assessment strategies and curriculum goals discourages teachers from using these methods.

Despite these challenges, formative assessment has the potential to transform classrooms by shifting from a teacher-centered to a student-centered learning approach. Chadio and Jafferi (2015) emphasize that equipping teachers with the skills to provide constructive feedback is crucial for fostering a more engaging and participatory learning environment. When teachers deliver effective feedback, students are more likely to engage actively in their learning, improving both motivation and performance. This approach not only enhances academic achievement but also helps students develop essential skills like self-regulation and critical thinking. Professional development is key to overcoming the barriers to formative assessment implementation (Xiao & Yang, 2019). Continuous training programs and workshops can help teachers understand how to design effective assessments, provide constructive feedback, and manage classroom time efficiently. Peer mentoring and collaborative learning among educators can also contribute to better integration of formative assessment into teaching practices. Additionally, teachers need institutional support, including reduced class sizes, better access to technology, and alignment of formative assessment with national curriculum goals. Policymakers must also play a role in supporting teachers' use of formative assessment. Providing necessary resources and shifting the cultural emphasis from summative to formative evaluation can encourage both teachers and students to view assessment as a tool for learning rather than simply a measure of performance. Addressing these challenges requires a collaborative effort from educators, policymakers, and stakeholders to ensure that formative assessment becomes an integral part of Bangladesh's education system. While teachers are essential to the effective use of formative assessment techniques, challenges such as inadequate training, lack of resources, and the exam-driven education culture hinder their implementation (Wiyaka, Prastikawati & Adi, 2020). However,

with proper professional development, institutional support, and curriculum alignment, teachers can incorporate formative assessment into their teaching practices more effectively. By shifting toward a more student-centered approach, formative assessment can create an engaging and equitable learning environment that enhances overall education quality in Bangladesh.

2.4 Cultural and Contextual Aspects of Formative Assessment in Bangladesh

Cultural and contextual factors play a significant role in influencing the adoption and implementation of formative assessment in Bangladesh. The country's education system has historically emphasized summative assessment, where high-stakes exams, such as the Secondary School Certificate (SSC) and Higher Secondary Certificate (HSC), serve as the primary measures of academic success. This exam-oriented framework places a strong focus on rote memorization, rigid test preparation, and limited opportunities for creative thinking or process-based learning (Hanefar et al., 2022). Within this context, formative assessment, which prioritizes continuous feedback and improvement, often struggles to gain traction. Students, teachers, and parents frequently view formative assessments as secondary to summative evaluations. A study by Islam et al. (2021) reveals that in a culture where educational and career success is determined by performance in standardized exams, formative assessments are often undervalued. This perception not only undermines the importance of formative assessment but also creates resistance among stakeholders. Teachers, in particular, feel pressured to focus on exam preparation, leaving little room for formative feedback-based learning processes. Rahman et al. (2021) highlight that many educators perceive formative assessments as an additional workload rather than an integral component of effective teaching and learning.

Moreover, systemic constraints in Bangladesh, such as resource limitations and classroom sizes, further hinder the implementation of formative assessment. Teachers in under-resourced schools lack access to technologies and tools that facilitate the use of diverse formative assessment strategies. Mahapatra (2021) argues that limited professional development opportunities exacerbate this issue, leaving educators ill-equipped to implement effective formative assessments. The lack of training prevents teachers from understanding the full potential of formative practices, including how to provide personalized and actionable feedback. Large classroom sizes, a common feature in Bangladeshi schools, also create significant barriers. Formative assessment relies on providing individualized feedback, which becomes increasingly difficult in overcrowded classrooms. Teachers often find it challenging to address the unique needs of each student, undermining the very purpose of formative assessments. As Mahapatra (2021) notes, such constraints make it nearly impossible for educators to create a rich learning environment that fosters critical thinking, self-regulation, and active engagement. Cultural norms regarding teacher-student relationships also influence the efficacy of formative assessment in Bangladesh. In traditional classrooms, where education is teacher-centered, students are often passive recipients of knowledge. Ali (2016) observes that students in Bangladesh may not be accustomed to questioning or interacting critically with their teachers. This lack of interaction diminishes the effectiveness of feedback-based formative assessments, as students may struggle to engage with or apply the feedback they receive. Additionally, hierarchical teacher-student dynamics can discourage students from seeking clarification or expressing their opinions, further limiting the benefits of formative assessment.

The undervaluation of formative assessment is also rooted in societal perceptions. The high emphasis on grades and rankings creates a narrow definition of academic success, where process-based learning is overshadowed by outcome-oriented approaches. Parents, too, often

equate success with performance in high-stakes exams, reinforcing the notion that formative assessment is less critical. This societal pressure shapes educational practices, making it difficult to shift the focus toward holistic learning models that include formative assessment. Despite these challenges, there is growing recognition of the need to integrate formative assessment into the Bangladeshi education system. Educators and policymakers are beginning to acknowledge its potential for improving student outcomes, fostering critical thinking, and creating more equitable learning environments. However, addressing the systemic and cultural barriers requires a multi-faceted approach. For instance, professional development programs for teachers can equip them with the skills and knowledge necessary to implement formative assessments effectively. Such training can include strategies for managing large classrooms, providing personalized feedback, and incorporating technology into assessment practices.

Additionally, reducing class sizes and investing in educational resources are crucial for creating an environment conducive to formative assessment. Policymakers must prioritize these investments to support both teachers and students. Shifting societal attitudes toward education is another critical step. Public awareness campaigns can help stakeholders understand the value of formative assessment, emphasizing its role in developing skills like problem-solving, critical thinking, and lifelong learning. The implementation of formative assessment in Bangladesh is influenced by cultural norms, systemic constraints, and resource limitations. While these challenges are significant, they are not insurmountable. By addressing these barriers through targeted interventions, such as teacher training, resource allocation, and cultural shifts, formative assessment can become a more integral part of the education system. Doing so will not only improve learning outcomes but also create a more dynamic and student-centered approach to education.

The forthcoming chapter will detail the methodology of this research, including the research design, data collection methods, data analysis procedures, study participants, and ethical considerations. These methodological aspects will provide a comprehensive framework for exploring the attitudes of secondary-level students toward formative assessment in Bangladesh.

2.5 The Conceptual Framework

The conceptual framework presented focuses on the Formative Assessment Technique (Brookhart, 2010) and its role in shaping students' educational experiences. It highlights three key factors influencing the effectiveness of formative assessment: Teacher's Execution, Student's Participation, and Cultural Circumstance. Teacher's Execution refers to how educators implement formative assessments, provide feedback, and facilitate learning experiences. If teachers lack training or resources, their ability to execute this technique effectively is hindered. Student's Participation is essential, as formative assessment encourages active engagement through quizzes, group work, and presentations, promoting self-regulated learning. However, students' involvement largely depends on how well they adapt to this system. Cultural Circumstance plays a significant role, as traditional exam-oriented mindsets in Bangladesh may create resistance toward this approach, affecting both students and teachers in accepting the change. The Interview (Student's Perspective) serves as the medium to gather insights into these influencing factors, allowing researchers to understand how formative assessment is perceived and implemented in real educational settings. Ultimately, this leads to the Result (Educational Outlook), which evaluates the overall impact of formative assessment, determining whether it enhances student learning or faces challenges due to execution gaps and cultural barriers. This framework helps analyze the benefits and limitations of formative assessment in secondary education.

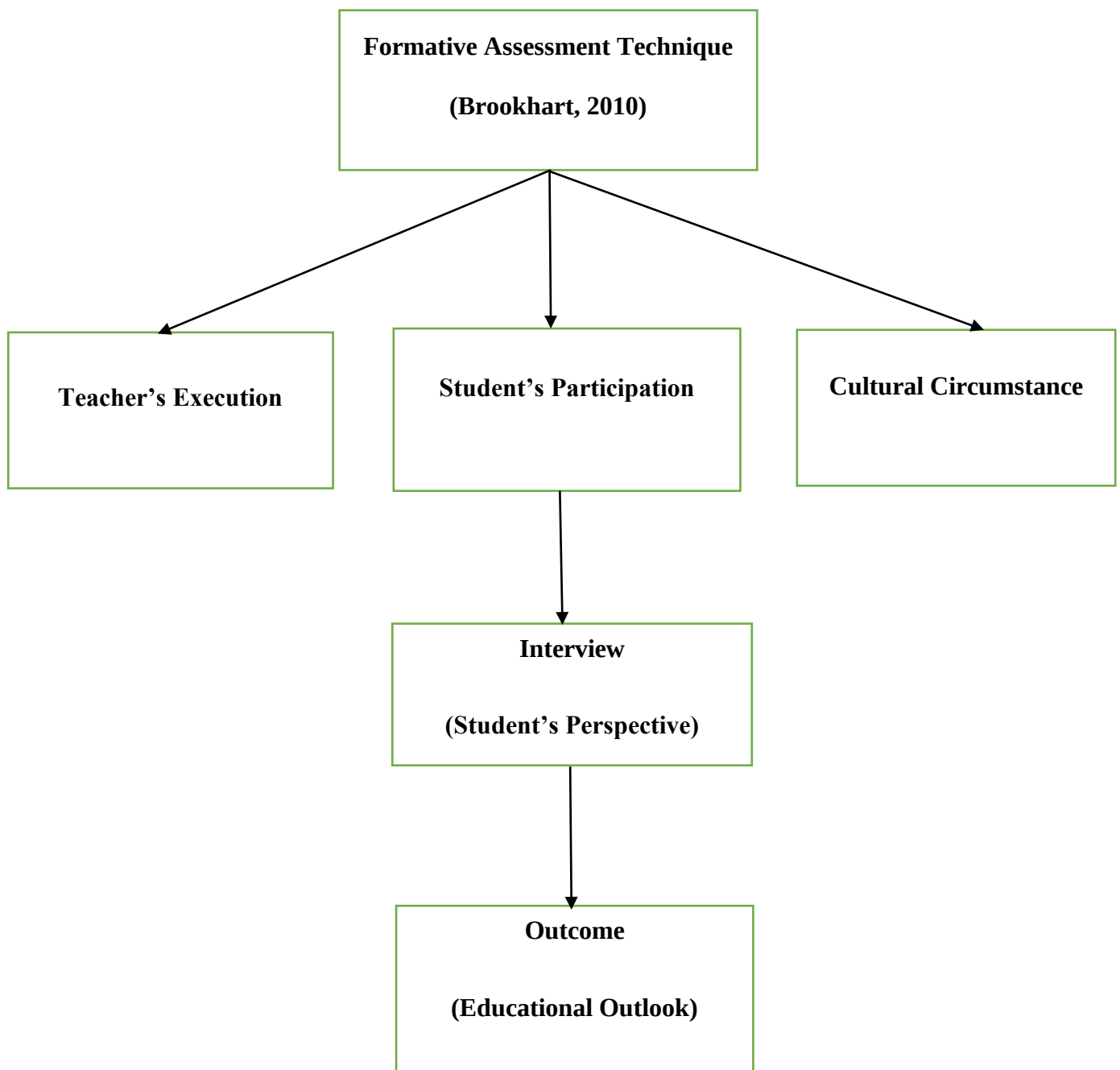


Figure 2.1 The Conceptual Framework of the Study

Chapter 3

Methodology

3.1 Introduction

This chapter demonstrate the research methodology of operating this study. The central purpose of the study is to explore the attitude of secondary level students on Formative Assessment Technique in Bangladesh. The first research question is to explore the attitude towards the Formative Assessment Technique of the secondary level students. Another research question finds out the challenges they face during the Formative Assessment Technique applied in their classroom. In addition, this chapter describes the rationale of using qualitative multiple case study approach, the proceeding of selecting the participants, data collection procedures, the data analysis framework and the steps that are taken by the researcher to ensure the trustworthiness of the study.

3.2 Research Paradigm and Philosophical Assumptions

The researcher has decided to use qualitative research for this study. "An approach for exploring and understanding the meaning of individuals or groups ascribed to a social or human problem" is how qualitative research is defined (Creswell, 2014, p. 32). A specific research paradigm and a few philosophical presumptions form the foundation of this qualitative study. The four components of the philosophical assumption are typically Ontological, Epistemological, Axiological, and Methodological. Below the researcher has discussed the philosophical assumptions according to this research paradigm.

Below the researcher mentioned a table of philosophical assumptions is taken from Creswell (2007).

Research Paradigm	Philosophical Assumptions			
Interpretivism	Ontological	Epistemological	Axiological	Methodological
	Multiple perspectives will be taken from the participants.	Active participant in the discussion and individual interview with the participants to get closer with the participant	Unbiased as the information will be taken from the teachers from different category schools	Qualitative research. Multiple case study.

Table 3.1 Philosophical Assumptions

Given that this study will be conducted from the perspectives of the participants, interpretivism is the research paradigm the researcher has chosen. The impact of social interaction and their individual interpretation of the event will also be significant (Creswell, 2013). To adhere to this paradigm of research, the researcher must have ideas from various viewpoints.

The researcher uses information from various perspectives of students in this paper. The first philosophical assumption is ontological (RQ 1, 2). This is only intended to explore the attitude towards the Formative Assessment technique of secondary level students. If any kind of change occurs, their perception will also change. The researcher will have some influence

over the subjects under the second assumption, which is epistemological. The researcher will actively participate in the seven students writing and interview sessions to ensure the comfort of other participants (RQ 1, 2). Additionally, interviews were conducted one-on-one to allow the researcher to get to know the participants. Since the material was gathered from three students of Bengali medium schools, the third assumption is axiological and assumes that the researcher was impartial (RQ 1, 2). For this study, the researcher employs a variety of methods to establish credibility and trustworthiness, including co-observation, audit trails, member checking, interrater reliability, and source triangulation. This will be qualitative research under the fourth methodological assumption. To encourage open communication among the participants, the questions will be open-ended. The researcher uses writing exercises and interviews to conclude the situation based on my own experience. Several students participated in the multiple case study approach to fulfil the purpose of the study.

3.3 Setting

The context of the study covers the capital city, Dhaka as the three participants educational institutions is from three different area of Dhaka. Since the main purpose of the study is to explore the attitude towards the Formative Assessment technique of secondary level students, selecting participants from this urban area served as a convenient site for this study.

3.4 Selecting the Participant

As Creswell (2012) described that in qualitative research, a researcher has to depend on documents, observation, and interviewing. So, for the first research question, the researcher has observed the secondary level students of Bangla medium students. And for the second research question, the researcher has taken interviews with the students on their experiences. The researcher has been convinced students from various school in Dhaka who studies in class (6-9). The table below provides the profile of the seven participants or cases, including

their name (pseudonym), age, gender, the name of their current educational institutes, the class they are in, their learning methods and their medium of instruction. The researcher believes that this information can have an impact on participants' performance in the interviews. These details will be helpful in understanding their overall responses.

No of cases	Pseudo Name	Current Educational Institution	Class	Medium of Instruction
1.	Niha	Shaheed Bir Uttam Lt Anwar Girls' College	8	Bangla
2.	Dip	Adamjee Cantonment Public School	8	Bangla
3.	Raj	Adamjee Cantonment Public School	8	Bangla
4.	Era	Mirpur Girls' Ideal Laboratory Institute	9	Bangla
5.	Rupa	Monipur High School And College	9	Bangla
6.	Sajid	Adamjee Cantonment Public School	8	Bangla
7.	Lima	Holy Cross Girls High School	9	Bangla

Table 3.2 Profile of Participants

3.5 Data Collection Procedure

The researcher has gathered all the data from the interviews from participants. The data collection instruments were the semi-structural interviews. For further information, the researcher used mobile phone calls to contact the participants.

3.5.1 Semi-Structural Interview

There are a total of five types of interviews, including structured interview, semi-structured interview, in-depth interview, focus group interview, and oral history (Muratovski, 2016).

Among these options, I have chosen the semi-structured interview for my study. This type of interview allows individuals to provide subjective responses about their personal experiences with a particular situation or phenomenon (McIntosh & Morse, 2015). Schmidt (2004) suggests that the choice of analytical techniques for semi-structured interviews depends on the study's goals, research questions, methodological approach, available time, and human resources. Considering these criteria, the semi-structured interview appeared to be the most suitable option for my study. It offers several advantages, such as the potential to overcome poor response rates, the ability to focus on attitudes, values, beliefs, and motives, and the opportunity to evaluate the validity of respondents' answers through non-verbal cues. Additionally, it ensures that all participants provide their answers (Barriball & While, 1994).

3.5.2 Designing the Interview Protocol

The researcher used the semi-structured interview guide by Pietila, Johnson, and Kangasniemi (2016) to design the semi-structured interview question for this research. The semi-structured guide consists of the following steps:

1. Determining the requirements for conducting semi-structured interviews;
2. Retrieving and using previous knowledge;
3. Creating the initial semi-structured interview questions;
4. Pilot testing the guide
5. Introducing the comprehensive guide for conducting semi-structured interviews.

The research questions serve as the foundation for determining whether a semi-structured interview is necessary for my study. Since the researcher is exploring the attitude towards Formative Assessment Technique in the classroom. She needs to ask open-ended questions, requiring a semi-structured interview. The next step involves utilizing previous knowledge by referencing studies conducted on similar topics. Based on this information, she will proceed to formulate interview questions. In the next stage, she will test these questions with another student, whose interview will not be included in the final analysis. Finally, after refining through pilot testing and consulting with an expert, the final version of the semi-structured interview will be completed.

3.5.3 Piloting the Interview

After seeking guidance from an expert regarding my interview questions, the researcher proceeded to conduct a pilot interview as the fourth step of the researcher's interview protocol. First of all, the researcher had planned to interview all the participants. However, during the pilot interviews with two students, the researcher realized that secondary-level students were young and unable to effectively articulate their experiences. In order to refine the interview questions and make necessary adjustments, the researcher conducted a pilot interview with a student named Rupa (pseudonym) who studies in Mirpur Bangla High School. This valuable experience not only allowed the researcher to improve the interview questions, but also enabled her to formulate follow-up questions and revise her previous inquiries based on the insights gained from Era's expertise. Additionally, it served as valuable preparation for potential challenges such as taking notes and attentively listening to the participant. The qualitative data will be analyzed using a framework analysis by Ritchie and Spencer (1994), which consists of a five-stage process. This process includes familiarization, identifying a thematic framework, indexing, charting, mapping, and interpretation. In the initial familiarization stage, the researcher will read a set of interviews to understand the

emerging themes from the data. This step allows the researcher to appreciate the individual differences in the transcripts that may be overlooked during coding (Spencer & Ritchie, 1994). The researcher can also take note of interviewees' expressions and additional information beyond the transcript.

In the second stage, researchers can gain an understanding of the themes in the information, also known as coding. This involves identifying key themes, issues, or discussion points in the transcript. According to Srivastava and Thomson (2009), both logical and intuitive thinking are necessary to establish the themes. This process requires making judgments about meaning, relevance, importance, and implicit connections between ideas. Indexing refers to identifying portions or sections of the data that correspond to a specific theme. This is done for all the textual data collected (Srivastava & Thomson, 2009). Spencer and Ritchie (1994) suggest organizing and annotating transcripts numerically to identify consistencies.

However, in this paper, the researcher will not be using numerical organization. The charting stage involves rearranging the data and thematic framework to create order. Headings and subheadings will be assigned based on their themes. Finally, mapping and interpreting involve representing the themes pictorially or graphically and exploring the relationships between them. Since this study is qualitative and focused on education, the researcher will not be emphasizing visual representation and numerical annotation of transcripts. However, the researcher will include a visual representation of the emergent themes in the Findings section of this research. The content analysis section will involve analyzing the students' writings. Along with coding and organizing the data thematically, the researcher will also examine the common errors that students typically make. This study's data analysis will delve into the commonly observed errors made by students, and these findings will be discussed in the content analysis.

Research Question	Sources of Data	Data Analysis	Discussion
RQ1 What is the attitude towards the Formative Assessment Technique of secondary level Bangladeshi students?	Participant's interview	1. Familiarisation (Spencer & Ritchie, 1994) 2. Identifying thematic framework (Coding) (Srivastava & Thomson, 2009) 3. Indexing or Establishing Patterns (Spencer & Ritchie, 1994) 4. Themes Charting (Srivastava & Thomson, 2009)	Interpreting the result by using existing theories and scholarly literature
RQ2 What are the challenges do they face during the Formative Assessment Techniques applied in their classroom?			

Table 3.3 Data Analysis Framework

3.6 Ethical Consideration

The study took into ethical considerations regarding confidentiality and the role of the researcher as the study instrument. Prior to gathering the data, careful ethical considerations were made. To ensure the participants' rights and privacy were respected, they were provided with consent forms that outlined all the conditions and procedures involved in the interviews. Furthermore, during the data analysis process, all personal information and names of the participants were kept confidential. It is important to note that all the information included in this study is genuine and has not been falsified in any way. The researcher acknowledges that she holds personal beliefs, but she has made sincere efforts to remain unbiased in her role. It should be noted that the researcher had no previous connection with the study participant, which greatly aided in maintaining a neutral position.

3.7 Trustworthiness of the Study

In order for a qualitative study to be considered trustworthy and credible, it is important to follow certain steps. In my study, I have utilized observation as a means to establish credibility. The purpose of observation is to carefully identify and examine the specific characteristics and elements in the situation that are most pertinent to the problem or issue being investigated (Lincon & Guba, 1985). To gauge the response of students, I have diligently observed them and documented any information relevant to my study. Furthermore, I have made sure to record these observations in a designated form. In my study, I have incorporated the use of Triangulation as the next step to enhance the credibility. The utilization of multiple data sources is employed to gather information. This approach contributes to a more comprehensive and enriched study (Pandey & Patnaik, 2014). For data collection, I have conducted interviews and thoroughly observed students, while also analyzing their class writings and assessment scripts. Following the recommendations of Lincoln and Guba (1985), I have incorporated member checking into my study, as it is considered a crucial aspect of ensuring credibility. During this process, participants were

kindly requested to review the transcription of their interview and confirm its authenticity. I have included a sample of this member checking process in the appendix of my research project.

In addition to other procedures, I diligently maintained an audit trail of my study. This involved documenting every stage that was undertaken throughout the study, providing a clear and transparent account of the 52 research steps from the initiation of the project to the presentation of findings (Pandey & Patnaik, 2014). In order to ensure the credibility of my paper, I have taken the step of conducting inter-rater reliability on the coding of my conducted interviews. To achieve this, I sought the expertise of a reviewer who assessed the coding and theme generalization.

Chapter 4

Result

This study conducted with three secondary level students who cooperated in individual interviews. Those interviews were conducted by using semi-structured interview questions which leads the participants to share their experiences and reflection of their thoughts in a manner that make them comfortable to participate. However, the researcher has recorded all the interviews to collect the information, with ensuring that all participants has provided the consent form. All the valuable information is been used in thematic analysis. This section of this research is organized into several themes, which the investigator parted into four main sections. The very first section examines the attitudes and notions about Formative assessment technique of secondary level students in Bangladesh. Then the second section states on the challenges experienced by students in the Formative assessment in their classroom. After that, the third section discusses the ineffective feedback from teachers on the Formative assessment. Finally, the last section shows the cultural barrier on Formative assessment technique in Bangladesh. These thematic findings reflect the attitudes and notion regarding Formative assessment technique in their educational context for secondary level students in Bangladesh.

4.1 Attitude and Notions Towards the Formative Assessment Technique

According to the interviews, all the three participants have quite positive outlook about this new curriculum with formative assessment technique. Dip is a class VIII student, who studies in this new curriculum for last two years and said “I always hated the long exams of 100 marks. It was always a pressure for me to read all the syllabus in just day of one or two. Not only that you have to remember all of them in at once just to write all of them in just three

hours.” Also added, “I never knew about the two terms called Summative assessment technique and Formative assessment technique. After introducing the new curriculum, I get to know about it. I cannot imagine that a proper evaluation can be happen just by some chunks of small exams or other things, without any long time and heavy weighted exam. With this I get the opportunity to work on my learning process.”

Therefore, another participant named Rupa who studies in class VIII showed the similar kind of insights about the Formative assessment technique. She stated, “I heard about it before from my sister as she is teacher. But now I understand how it happens. Honestly, I really enjoy it as it is a new experience for me.” Additionally, she added, “Small exams, like quizzes, presentations and other staff like group work seems very productive to me. It is not like the previous curriculum where only the writing is a form of evaluation.” Besides, a class IX student named Niha said that, “Last year I encountered with it. I really enjoy this type of small exams, as I do not have to study too much, which is meaning that I do not have to complete a lot of chapters for my exams at a once.” She also expressed that, “In the beginning of this new curriculum, I really afraid of working with others of my class but now I understood how enjoyable and cherishing to work with others and it keeps me away from the tiresomeness of the load of memorizing my lessons.” Here we can observe that how positive they are about implication of Formative assessment technique.

4.2 Challenges Experienced by Students

To respond on the second research question, the participants insights seem they had some very crucial difficulties to connect with the Formative assessment technique. Participant Sajid told, “I think my school teachers are not well aware about how to use it in language learning. Most of the time they only told us to read the passages in front of the classroom and asks us what we understand by it.” Furthermore, he told that, “The way they organize our quizzes and

peer assessments it shows lack of knowledge. Also, I think it shows their lack of enthusiasm to implement all this properly.” Era added,” Sometimes they even say that the Summative assessment was far better than this. It is not a proper way to learn they say.” However, Ripa mentioned also a similar thought like Sajid, she said, “I think they found the Formative assessment technique harder than the Summative assessment. Because they had a very small time as a trainee teacher to implement it in the classroom.” She added, “If they want to implement it in the classroom properly, they just simply cannot. Cause the major important element like, monitor, large classroom facilities, projector, computer etc. are not in every school. Then how will they implement all this in the classroom.”

Thus, another participant Niha stated, “They still try to teach us as like before, which makes me realize that maybe they are not well aware of this new assessment technique.” She also raises some other challenges. She said, “A large number of students we have in our classroom. It is not possible for one teacher to evaluate each of them in a class of 70 students. Even if they make groups for group works, still it is quite impossible to evaluate each and every participant because a whole period is just for 45 minutes. So how come it is possible for a teacher to give proper attention to every student.” With their comments it seems they faces a lot of challenges in this Formative assessment technique.

4.3 Ineffective Feedback from Teachers on Formative Assessment Technique

As stated by the participants in the interview, three of the participants are unhappy with the feedback giving practice by their teachers. One of the participants named Raj shared, “Most of my teachers are always gives us very short feedback, for example – “Good”, “Very Good”, “Better luck next time”, “Not too good”, “Do better next time”, It is okay, try to do better” etc. So, there is no details about where we have to work on.” Also, he added,” Sometimes

they just skip to comment on our performance or on work.” Besides, Lina said that “I mostly get general compliment in a group work. Like, teachers say “Good”, “Very Good”, “Do better next time” etc. to all of my friends and give a generic mark to everyone. It seems nothing just an ignorance of our teacher to us.” Additionally, she said, “My teachers a majority of time never give a detailed personal comment. That is why I never know where I am lacking.”

However, Era said, “My teachers in a lot of cases focus on the quantity over the quality of our work, it could be anything like writing assessment, presentation or anything else.” She added a comment that, “Still now my teacher gives more marks to those who more pages. She just wants us to write, never pointed out what was the lacking it has that we got less marks. It makes me always upset because I feel my knowledge is not judged.” Thus, all these experiences are given by their personal experiences which show what is their thought upon it.

4.4 Cultural Barriers on Formative Assessment Technique

Through the interviews of the participants, several cultural barriers are being mentioned by them. Participant Dip and Niha mention about teachers less aspiration about the Formative assessment technique. Dip said, “I do not think my teachers are really interested in this assessment technique. Because if they were, they would have shown it by their assessment and evaluation procedure.” On the other hand, Niha said that, “Teacher are sill stuck with the large exam system. And that they do not even want to get out of that.” Although, Ripa mentioned, “For them education is all about entering into a public education institute. This Formative assessment techniques follow continuous progress of a learner. In their thought, it can never make us to compete in a national level, large exams.”

Another point all three of them mentioned that is unaccepting attitude towards experience-based learning. Rupa stated, “My teachers and parents both do not like this type of learning

assessment. They think it is a whole loss of time and attention.” Also, Dip said, “My parents believe is only theoretical study can be used in future as we have to sit for admission test. There we have to face the big exams; this small and continuous exam has no good effect on it.” Moreover, Era said, “The old way of learning is still on the mind of our teachers. Also, parents believe reading and writing, competing with others based on the mark is the main thing of study. This small, continuous evaluation cannot prepare us for further education.”

This portion of the research conveys the impactful themes which are established through the participant’s interview. The next part of the study is the discussion of all the themes has been shown in this section.

Chapter 5

Discussion

By assessing the result regarding attitude towards Formative assessment technique of secondary level students in Bangladesh, figured out four consequential themes. In the very first theme, the researcher observed a positive and favorable attitude towards the Formative assessment technique from all the participants. The Formative assessment technique has the capacity to nourish active learning. Students who acquire systematic feedback through formative assessments are more inclined to observe their own evaluation, adapt their learning approach and converted self-regulated learners (Xiao & Yang, 2019). According to a study by Wiyaka, Prastikawati and Adi (2020), it is a continuous process of appraising student's understanding on both teaching and learning strategies. This method allows learners to recognize their strengths and weaknesses, also finds out that areas which needs growth, makes a development of critical thinking and self-regulation skills. In the interview, Dip stated that after knowing about this assessment technique he could focus on his own self learning. This view also supported by Niha. She also could make herself more aware about working hard on education, which is reflected on her new observation about herself that she can now work better as a group. Besides, Ripa's thought shows that it makes studying more relevant with learning, nothing like the Summative assessment technique.

Therefore, the second theme is regarding the challenges that are faced by the students. Classroom size and resource in Bangladesh is not much rich which creates a contradiction on the use of formative assessments. Limited access to resources, like technology and professional development makes a hinder from utilizing a variety of formative strategies for educators (Ali, 2016). Furthermore, large size classes create difficulties for teachers to provide a rich learning facilities is considered to be the key element of formative assessment.

Also, the lackings of proper knowledge and trainings it is making a hinder towards the using of Formative assessment techniques in the classrooms (Mahapatra, 2021). Participants also talked about these limitations such as, Dip, Ripa and Niha mentioned about the lack of knowledge of their respective teachers about the Formative assessment technique, that reflected on their less interest on endorsing this assessment in their classrooms. In addition to, Ripa talked about the present scenario of Bangladeshi schools, where most of the institutions actually does not have enough facilities to ensure the Formative Assessment Technique. It creates a big hinder to the implementation of the Formative Assessment Technique. Moreover, Niha's observation also shows the common phenomenon about large number of students in a class with a short time for one period in Bangladesh. It is not possible for them to focus on the quality of the learning situation.

However, the third theme that has been come up is ineffective feedback from teachers. The Formative assessment is widely perceived as an essential tool to improve student's learning by giving continuous feedback and developing a deeper comprehension of the study scenario. Chadio & Jafferri (2015) highlights the significant role of equipping teachers with the skills to accommodate constructive feedback and promote an engaging learning circumstance to encourage student involvement. Many researchers emphasize on the importance of formative assessment in self-learning experiences with the help of continuous, effective and motivating feedback. In Bangladeshi context where students may not be acclimatized to questioning or interacting precariously with their teachers, which actually timid the efficacy of feedback-based formative assessments (Ali, 2016). Interviews insights are also showing almost the same information. Ripa and Dip gave a same information that almost every teacher of them gave some general and short comments, with that no detail personal comment. In addition, Dip shared that a lot of his teachers do not comment on their hard work. This actually leads them to a foggy conclusion where there are no thoughts about your work. Because of that less

or no improvement is seen in a student's learning experiences. With new curriculum, feedback is the main pillar of this assessment technique. Niha enlightened that teachers are still holding the previous thoughts on evaluation of a writing assessment. It is still considered as quantity over quality. The researcher finds it a common thought of a lot of teachers in Bangladesh.

Finally, the last theme is cultural barriers on Formative assessment technique. Cultural and contextual factors efficiently influence the adoption of formative assessment in Bangladesh. This exam-oriented circumstance fosters a cramped focus on memorization, limited amount of creative thinking, timid test preparation, leaving limited space for formative assessments that promote process-based learning (Hanefar et al., 2022). Additionally, cultural benchmark regarding teacher-student relationships also has an effect on how feedback is received, most of the times parents also do not take it as a big thing as their thought about it is never going to utilize in the future (Mahapatra, 2021). By the interviews, the researcher observed many of this. Dip and Niha both commented a same insight that they feel their teachers are not that aspiring as their old thoughts are still their which is a hinder for implementing the Formative assessment technique. Another issue Ripa and Niha mentioned that the unacceptance of something new was still visible in their attitude. They are still focus on the high-stake exam, this all small and continuous assents can never prepare for them in the future, it is what they think.

In conclusion, this finding of this study shows a mix thought about the Formative assessment technique. In one hand, students have a positive attitude towards this but on the other hand, teachers are not so comfortable to assess them with this new assessment technique. For students it is almost like a learning experience with a proper touch and feel experience with less stress of study load. They enjoy being part of this type of assessment rather than just memorizing all the lessons together and just write it on the exam script. With that amount of

positivity, they also faced a lot challenges, such as, lack of teachers, lack of teacher's knowledge, shortage of equipment, humongous number of students, cultural barrier etc. Having all this still the researcher thinks the Formative assessment technique has its own charm, that is suitable for our present situation of education. This study is showing the light of future education.

Chapter 6

Conclusion

This research about the attitude towards the Formative assessment technique of secondary level students in Bangladesh shows the insight of the present scenario and challenges regarding this assessment. This study shows a mix thought about the Formative assessment technique. In one hand, students have a positive attitude towards this but on the other hand, teachers are not so comfortable to assess them with this new assessment technique. For students it is almost like a learning experience with a proper touch and feel experience with less stress of study load. They enjoy being part of this type of assessment rather than just memorizing all the lessons together and just write it on the exam script. It is widely accepted to students as a better and more effective technique of evaluation.

With that amount of positivity, they also faced a lot challenges, such as, lack of teachers, lack of teacher's knowledge, shortage of equipment, humongous number of students, cultural barrier etc. The lack of teacher's knowledge makes them more uninterested and less optimistic towards this Formative assessment. The reason behind it is governments impractical planning where training period was short. That could not motivate the eager of learning something new to make learning experience more effective. Along with that large classrooms and lack of essential elements increases more difficulties for this assessment technique. Such difficulties create a demotivation thought in teachers, which causes the ineffective feedback circumstance. It destroys the one of the main parts of Formative assessment is giving continuous feedback for further work. Another important information also come up that is cultural ignorance towards the Formative assessment technique. Till now our society members think, with this assessment process future is dark. Because Bangladesh is a country where high-stake signifies the next future of a student. So, there is no such place

for the Formative assessment techniques. Having all this still the researcher thinks the Formative assessment technique has its own charm, that is suitable for our present situation of education. This study is showing the light of future education which will be less tiring and most enjoyable learning experience. Globally it is well praised. This research is small evidence of showing how we should implement the Formative assessment in our education field and motives to promote it to use rather than summative assessment technique.

Implication of the Study

The valuable findings are shared by secondary-level students who were experienced with the previous new curriculum where Formative assessment techniques were introduced in their classroom. Remarkably their insights relevant for those who are in the similar setting. However, it is very significant to note that this study is fully based on the three respective participant's experience and comment. It actually offers a small perspective of the present scenario of implementing the Formative assessment techniques in our education system. This worthwhile information will give a new outlook to the educators to think and take necessary steps to implement the Formative assessment techniques in Bangladeshi secondary-level classrooms.

Limitation of the Study

This brief study is conducted on a limited period of four months. In between this time of four months, it was difficult to gather larger number of participants and diverse background participants which could have make this study more particular and noteworthy. Consequently, the main data remain the focus on the capital city Dhaka. Expanding this research to add larger number of participants and diverse background participants would have shown more extensive insights and would have display the significance and implication ability of this investigation.

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Appendix A.

Consent form

I agree to be a participant in this interview for a research work called “Exploring the Attitude towards the Formative Assessment Techniques of Secondary Level Student of Bangladesh”. With my consent, this interview is being recorded. All the statements can be used in that research work and I have the authority to know how the statements are being used. If further, the interviewer needs more information, I will provide it.

Name –

Sign –

Date –

Appendix B

Interview Questions:

1. Can you explain your educational background briefly?
2. Which background are you from? English or Bengali medium?
3. Are you introduced with Formative assessment technique? If yes, what is your understanding about it?
4. What is your perception about the use of quizzes peer assessment and other low-stakes evaluations as a part of your learning process?
5. Do you find them impactful in your learning process?
6. What kind of feedback do you receive from your teachers on your Formative assessment?
7. Do you think those feedbacks are helping you in your performance?
8. What are the challenges do you find in your education with Formative assessment techniques?
9. In your opinion, is Formative assessment technique motivates your engagement in educational progress?

Appendix C

SAMPLE INTERVIEWS OF PARTICIPANTS

Notational Conventions of the Interview Transcripts (Ahmed, 2023)

Notation Meaning

- | | |
|--|---|
| 1. DU | Discourse Unit |
| 2. I | Interviewer |
| 3. [] | For showing action
[Laughs] |
| 4. , | Small pause |
| 5. ... | Long pause (if in the middle of the sentence) |
| Incomplete sentence (if at the end of +sentence) | |
| 6. Umm/uh | Hedging in speech |

Appendix D

1. Participant 1 – Niha

I – Thank you for being part of this interview. Let's start this interview. Now please share your educational background and which medium do you study in?

Niha – Currently I am in class 8, And I am in bangla medium.

I – Oh, that's great. So my first question of this interview is aaaa.. Are you introduced with formative assessment techniques?

Niha – Yes... like I met with formative assessment techniques. Aa and it is introduced by school.

I – So what do you understand by it?

Niha – Formative assessment [laugh] it is like giving small small exams to complete the whole thing.

I – You mean syllabus?

Niha – Yes Yes.

I – Thank you so much dear. My next question is, What is your understanding on the use of quizzes, peer assessment and other low stakes evaluation as a part of your learning process?

Niha – Okay. Different types of homeworks and classwork we did... like presentations. It is like, something I really like but some are not. One thing happened here is everything is depended on those things. It is good to have small quizzes. It will help in our university by giving presentation and all. But before formative assessment technique we used to gave long exams where we need to study. For that we gain knowledge. But in this new assessment technique we used to gave long exams where we need to study. For that we gain knowledge.

But in this new assessment technique it does not happen. Our main focus was on the projects which was not that much on the topic. So knowledge was little about the topic.

I – Okay, I understand. I have a related question with it. Are they impactful in your learning progress?

Niha – As I said, It created an half half impact on me. For example projects or assignments will help us in our university life or in job interview but our this assessments technique just only about project, presentation, drama but no learning there. There should be some more learning base classes too.

I – Okay okay. I am going to my next question "In formative assessment technique what kind of feedback do you receive from your teachers"?

Niha – Now it depends on different things. I need to think..like.. In the beginning of this year I did not get that much good feedbacks. But after sometime understand how to perform. So I used to prepare myself before, that's why I got good feedbacks.

I – so I am relating any other question with it, "Do you find those feedback helpful in your performance"?

Niha – Yes it is. It actually depends on our teachers, how they give feedback, if they say it briefly then it make sense to me because I understand my mistake. But if teacher says it in a small code it does not motivate me.

I – Thank you so much Eva. My next question is, "What are the challenges you faced in studying formative assessment techniques"?

Niha – Ah.. as I never been in assessment techniques I felt a bit annoyed and to do all the small assignment as the exam when not that big they just focus on drama and poetry etc which... They could not teach that much. But I am satisfied my teachers teaching.

I – Do you find any other challenges rather than this?

Niha – I think parents were not happy with this technique. They think that this assessment techniques does not have any education. Exam are very small so we studies less.

I – Alright. My last question of this interview is, "From your view point, are formative assessment technique motivates your engagement towards education?"

Niha – No I didn't feel motivated. They taught us a lot of activities but they are was no connection with the topic of the subject. There was no big exam so we were detached from the study.

I – Oh, thank you so much Eva for your very informational interview. If I need further more information, I will call you to collect this information.

Niha – Sure, Thanks.

2. Participant 2 – Raj

I – Thank you for being in this interview. Let's start this interview. Now please share your educational background and which medium do you study in?

Raj – Amm.. I am studying in class 8. And I study in Bangla medium.

I – Regarding this paper my first question is, "Are you introduce with formative assessment technique?"If yes, "what is your knowledge regarding these?"

Raj – I know formative assessment technique for last 2 years.Aa..Aa.. our last assessment technique was about more reading based but this one we need to study outside from the book. Also need to learn other things from internet as because the homework and class work are different.

I – So you know a lot of things regarding this. My next question is, "what is your understanding on the use of quizzes, peer assessments and other Low stake evolutions as a part of your planning procedure?"

Raj – My opinion about this is good. Actually in this formative assessment techniques easy to get good mark. The reason is old assessment techniques had big exam post of but in this assessment techniques exam are small so we can study in our way. No memorizing part is there. Most of the examination are... using our own understanding. In the old curriculum we had to complete a big syllabus before the exam.

I – So with adding your comments I am adding one more question that is, "Are they impactful in your learning process?"

Raj – Yes impact was there. Before we had long exam so we must need to study but because of the small exam we didn't feel the pressure. so it distract me in some extent.

I – Thank you so much for your information, Raj. My next question is, in formative assessment technique, "What kind of feedback do you receive from your teachers?"

Raj – Honestly saying I didn't get that much comment. But exception is there, good or bad days some of them said it but maximum teachers just see the script, give marks that's it.

I – With your reply I can add one more question, that's it. "Do you find this feedback helpful in your performance?"

Raj – Normally they don't prefer to comment. If they give us, that we help us. They only mark on the exam.

I – Okay. My next question is, "What are the challenges you faced in studying formative assessment techniques?"

Raj – They are we are a lot of challenges. Like they give a lot of assignments with a small time. It is a pressure for us. Also our parents don't understand that for group work we have to go to friends house. They think we go for fun, no study is there. It becomes hard for us to do group work.

I – Anything else do you want to add?

Raj – Yes.. they didn't give us proper instruction for the work so that it was hard for ask to complete this works. But presentation will help us in future. I think teachers had some lackings in teaching they didn't clear the concept but gave the assignment, it does not mean anything.

I – Thank you so much Raj. I get a lot of information. My last question is, "From your view are formative assessment techniques more engagement towards education?"

Raj – Aaa.. It motivates but I get detached a lot from study. I become lazy, cause small exam pattern has less study. So it motivates but not always.

I – Thank you so much for your information. If I need further information I will let you know.

Raj – Welcome.

3. Participant 3 – Dip

I – Thank you for being in this interview. Let's start this interview. Now please share your educational background and which medium do you study in?

Dip – I read in class 8 and Bangla medium.

I – Great to know. My first question is are you introduced with formative assessment technique? If yes, "what is your knowledge regarding this?"

Dip – Yes, I get introduced with formative assessment in class 7. Teachers gave us a proper idea about this thing. They gave us a small small assessment to understand it. Also by some university students I get to know about it.

I – Very nice. So my second question is, "what is your understanding on the use of quizzes, peer assessments and other Low stake evaluations as a part of your planning procedure?"

Dip – With this making good result is easy. They gave us some sudden homework or class work, which become easy if they make it easy to understand.

I – Okay.. so my next question, "Are the impactful in your learning process?"

Dip – Both is happening here. Sometime it helps, sometime not. As it is new for us if they make it understandable, we can do it. If they don't we cannot do it.

I – Alright. My next question is, In formative assessment technique, "What kind of feedback do you receive from your teachers?"

Dip – Teachers give us feedback, but they were also confused about this curriculum. This that is why they could not give us proper feedbacks. For example, it is like saying "good" or "bad" and cut our marks. No details comment.

I – 1 second please... I am attaching another question with previous one, that is "Do you find this feedback helpful in your performances?"

Dip – If they give us proper feedback then 100% we it will work. If I don't understand properly then how will I perform good. But my teachers don't give that much feedbacks.

I – Very good answer. My second last question is "what are the challenges do you faced in starting for meeting assessment techniques?"

Dip – First of all it is new for ask, we never used it before. So most of the people did not understand this curriculum. Parents thought it is a waste of time to give small exams. Also teachers do not support that much these assessment techniques because they thought it is also very time killing. Secondly teachers had lackings in teaching so that they don't support that much. Both parents and teacher demotivate also we cannot do good result in this assessment techniques.

I – I understand dear. Now my last question of this interview is, "From your view are formative assessment techniques motivate your engagement towards education?"

Dip – It is a 50/50 situation. In big exam we study a lot which is a big pressure but in small exam it is easier to complete the syllabus. So I would say it demotivate me because of short time in formative assessment techniques which make me lazy. I lost my reading habits.

I – Thank you so much Dip to give up lot of information. I will contact you if I need more information.

Dip – Of course, anytime.

4.Participant 4 – Rupa

I – Thank you for being in this interview. Let's start this interview. Now please share your educational background and which medium do you study in?

Rupa – I am reading class 9. I study in Bangla version.

I – Are you introduced with formative assessment technique? if yes what is your knowledge regarding this?

Rupa – I know about it. When I entered to class 9, I heard about it.

I – From where did you heard about it?

Rupa – School.

I – That's great can you give me some for the details that “what do you understand by formative assessment technique”?

Rupa – I don't know it well. I just know that assessment will be conducted by breaking the whole number in small parts. This will more focus on the experience and comments from the teachers.

I – What is your understanding on the use of quizzes,peer assessments and other low stake evaluations as a part of learning procedure?

Rupa – Teachers are providing more small small exams, that is why we get more time to study. Unlike other times we don't know how to complete a big syllabus before the exam night. Mainly it is hard to memorize before the exam night. And I enjoy the whole new process of learning. But group works are a bit difficult to manage.

I – Thank you so much my next question is “are they impactful in your learning process”?

Rupa – Yes it is a good impact on study because I have to get more information to attend this small exam which is a bit hard for me. As the exams are very innovative. But it improve my study process I don't have to memorize now.

I – Oh that's great my next question is “in formative assessment technique what kind of feedback do you receive from your teachers”?

Rupa – Most of the time they don't comment. If they comment that is not that motivating. It is kind of harsh for me actually. They just give us mark without comment. That's why I cannot learn more from that.

I – Thank you so much my next question is “what are the challenges you faced in study formative assessment techniques”?

Rupa – I never experience this assessment formate before. So suddenly I got it on class 9 and it give me hard time to understand. As teacher also have no experience on it they could not make us understand. So it become more harder. Also a school authority did not take any classes on it for teachers. My parents were not aware of it. So it create a fuss are fast between teachers parents and students. Without students no one is happy of it. They think for big competition exam this format has no use. It is just ruining students capacity of learning.

I – Okay my last question is “from your viewpoint are formative assessment techniques motivate your engagement towards education”?

Rupa – It motivate me. Because for the whole year I had a small but a lot of examination we to got me engage with study. So I never focused out from my education.

I – Thank you so much for your valuable insights. I will contact you if I need further information.

Rupa – Yes sure you are welcome.

5.Participant 5 – Sajid

I – Thank you for being in this interview. Let's start this interview. Now please share your educational background and which medium do you study in?

Sajid – At the moment I read in class 8. And I am in Bangla version.

I – So my first question is “are you introduced with formative assessment technique? If yes what is your knowledge regarding this”?

Sajid – Actually I got this assessment technique from class 7. So I understand about formative assessment technique is before we use to give big exam and aaa.... Now in this technique we breakdown the big exam in small chunks.

I – Thank you so much. My next question is “ what is your understanding on the use of quizzes,peer assessments and other low stake evaluations as a part of learning procedure”?

Sajid – To be honest in some areas I like but others not. Teachers don't understand the assessment properly. So that they just give me marks and complete the tasks. Differences are also there. Some teachers are really good at this type of assessments, that we really enjoy.

I – Very good information I am getting from you. I’m adding another question to this is “are they impactful in your learning process”?

Sajid – Yes impact. The March day understand they try to convey to us. So I think it was impactful for me.

I – Thanks, my next question is “in formative assessment technique what kind of feedback do you receive from your teachers”?

Sajid – I think 25% teacher actually don't take our task properly. So most of the time Marking is unfair. they just go through the scripts.

I – So I am adding another question to this is "Do you find this feedback helpful in your performances?"

Sajid – Umm. I did not get that much impact on the feedback. and the reason behind it I said earlier that teachers are not that knowledgeable.

I – Thank you so much. Now I'm asking aaa... important question that is, "what are the challenges you faced in studying formative assessment techniques"?

Sajid – I will talk about classroom problems. First one group work. For a group work class time is very small to complete the task. Another one is not training up the teachers. Maximum teachers in this assessment technique started teaching us without proper training.

I – Any other challenges do you find in this assessment technique?

Sajid – Very less amount of parents and teachers knows about this or accepted it as they never heard about it and small sizes of exams make them worried about their future. But for us we like this assessment technique.[Laugh]

I – Okay my last question is "from your viewpoint are formative assessment techniques motivate your engagement towards education"?

Sajid –It kinds of motivating me. Reason is it engaged to meet throughout the whole year. Which is more than previous years and makes studing more interesting.

I – Thank you so much for your valuable time and thoughts. If I need more information I will call you later.

Sajid – You are welcome Apu. Anytime.

6.Participant 6 – Era

I – Thank you for being part of this interview. Let's start this interview. Now please share your educational background and which medium do you study in?

Era – Currently I am in class 8, And I am in bangla medium.

I – Oh, that's great. So my first question of this interview is aaaa.. Are you introduced with formative assessment techniques?

Era – Yes... like I met with formative assessment techniques. Aa and it is introduced by school.

I – So what do you understand by it?

Era – Formative assessment [laugh] it is like giving small small exams to complete the whole thing.

I – You mean syllabus?

Era – Yes Yes.

I – Thank you so much dear. My next question is,What is your understanding on the use of quizzes, peer assessment and other low stakes evaluation as a part of your learning process?

Era – Okay.Different types of homeworks and classwork we did... like presentations. It is like, something I really like but some are not. One thing happened here is everything is depended on those things. It is good to have small quizzes. It will help in our university by giving presentation and all. But before formative assessment technique we used to gave long exams where we need to study.For that we gain knowledge. But in this new assessment technique we used to gave long exams where we need to study. For that we gain knowledge.

But in this new assessment technique it does not happen. Our main focus was on the projects which was not that much on the topic. So knowledge was little about the topic.

I – Okay, I understand. I have a related question with it. Are they impactful in your learning progress?

Era – As I said, It created an half half impact on me. For example projects or assignments will help us in our university life or in job interview but our this assessments technique just only about project, presentation, drama but no learning there. There should be some more learning base classes too.

I – Okay okay. I am going to my next question "In formative assessment technique what kind of feedback do you receive from your teachers"?

Era – Now it depends on different things. I need to think..like.. In the beginning of this year I did not get that much good feedbacks. But after sometime understand how to perform. So I used to prepare myself before, that's why I got good feedbacks.

I – so I am relating any other question with it, "Do you find those feedback helpful in your performance"?

Era – Yes it is. It actually depends on our teachers, how they give feedback, if they say it briefly then it make sense to me because I understand my mistake. But if teacher says it in a small code it does not motivate me.

I – Thank you so much Eva. My next question is, "What are the challenges you faced in studying formative assessment techniques"?

Era – Ah.. as I never been in assessment techniques I felt a bit annoyed and to do all the small assignment as the exam when not that big they just focus on drama and poetry etc which... They could not teach that much. But I am satisfied my teachers teaching.

I – Do you find any other challenges rather than this?

Era – I think parents were not happy with this technique. They think that this assessment techniques does not have any education. Exam are very small so we studies less.

I – Alright. My last question of this interview is, "From your view point, are formative assessment technique motivates your engagement towards education?"

Era – No I didn't feel motivated. They taught us a lot of activities but they are was no connection with the topic of the subject. There was no big exam so we were detached from the study.

I – Oh, thank you so much Eva for your very informational interview. If I need further more information, I will call you to collect this information.

Era – Sure, thanks.

7. Participant 7– Lima

I – Thank you for being in this interview. Let's start this interview. Now please share your educational background and which medium do you study in?

Lima – Amm.. I am studying in class 8. And I study in Bangla medium.

I – Regarding this paper my first question is, "Are you introduce with formative assessment technique?"If yes, "what is your knowledge regarding these?"

Lima – I know formative assessment technique for last 2 years.Aa..Aa.. our last assessment technique was about more reading based but this one we need to study outside from the book. Also need to learn other things from internet as because the homework and class work are different.

I – So you know a lot of things regarding this. My next question is, "what is your understanding on the use of quizzes, peer assessments and other Low stake evolutions as a part of your planning procedure?"

Lima – My opinion about this is good. Actually in this formative assessment techniques easy to get good mark. The reason is old assessment techniques had big exam post of but in this assessment techniques exam are small so we can study in our way. No memorizing part is there. Most of the examination are... using our own understanding. In the old curriculum we had to complete a big syllabus before the exam.

I – So with adding your comments I am adding one more question that is, "Are they impactful in your learning process?"

Lima – Yes impact was there. Before we had long exam so we must need to study but because of the small exam we didn't feel the pressure. so it distract me in some extent.

I – Thank you so much for your information, Raj. My next question is, in formative assessment technique, "What kind of feedback do you receive from your teachers?"

Lima – Honestly saying I didn't get that much comment. But exception is there, good or bad days some of them said it but maximum teachers just see the script, give marks that's it.

I – With your reply I can add one more question, that's it. "Do you find this feedback helpful in your performance?"

Lima – Normally they don't prefer to comment. If they give us, that we help us. They only mark on the exam.

I – Okay. My next question is, "What are the challenges you faced in studying formative assessment techniques?"

Lima – They are we are a lot of challenges. Like they give a lot of assignments with a small time. It is a pressure for us. Also our parents don't understand that for group work we have to go to friends house. They think we go for fun, no study is there. It becomes hard for us to do group work.

I – Anything else do you want to add?

Lima – Yes.. they didn't give us proper instruction for the work so that it was hard for ask to complete this works. But presentation will help us in future. I think teachers had some lackings in teaching they didn't clear the concept but gave the assignment, it does not mean anything.

I – Thank you so much Raj. I get a lot of information. My last question is, "From your view are formative assessment techniques more engagement towards education?"

Lima – Aaa.. It motivates but I get detached a lot from study. I become lazy, cause small exam pattern has less study. So it motivates but not always.

I – Thank you so much for your information. If I need further information I will let you know.

Lima – Welcome.