

THE ROLE OF TEACHERS' PROFESSIONAL DEVELOPMENT IN ASSESSING STUDENTS' COMPETENCIES IN THE FOREIGN LANGUAGE CURRICULUM

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ABSTRACT

Aim. This article aims to examine the professional development of foreign language teachers concerning the assessment of students' competencies during the implementation of the curriculum. The study posits that effective assessment is a crucial tool for evaluating student competencies in foreign languages and guiding instructional practices.

Method. A quantitative study was conducted using questionnaires distributed to 250 foreign language teachers in Albania from 9-year and high schools in the cities of Tirana, Elbasan, and Durrës in Albania were selected during the school year 2024-2025. This research analysed the impact of teachers' experience and understanding of assessment tools on student achievement, while also considering differences in assessment practices between rural and urban schools.

Results. The findings indicate varied levels of understanding among teachers regarding assessment tools, as well as significant differences in the assessment of student competencies based on geographical context.

Conclusion. The paper concludes that a holistic approach to assessment is necessary to support continuous improvement, foster learner autonomy, and ensure equitable

learning opportunities. This approach is essential for enhancing the effectiveness of foreign language education and achieving curriculum objectives.

Research Restrictions. The study was limited to three major urban centers in Albania and may not fully reflect the diversity of practices across other regions or private educational institutions.

Cognitive Value. This research contributes to the understanding of how assessment practices shape the effectiveness of language instruction and supports the design of targeted professional development initiatives aimed at improving educational equity and outcomes in foreign language learning.

Keywords: professional development, foreign language teachers, assessment tools, student competencies, curriculum implementation, educational outcomes

INTRODUCTION

Over the past decade, a competency-based curriculum has been implemented in pre-university education in Albania. This curriculum incorporates new elements for educators, one of which is the assessment of students' competencies Republika e Shqipërisë, Ministria e Arsimit dhe e Sportit (2014).

Since the assessment of student achievement has garnered considerable attention from educators, parents, researchers, and educational stakeholders, this heightened focus underscores the integral role of assessment within the broader framework of the teaching and learning process Dante D. Dixson and Frank C. Worrell (2016). Today, teachers face complex responsibilities that go beyond traditional instruction. In addition to meeting curriculum requirements for assessment methods, they must view evaluations not just as tools for measuring learning outcomes, but also as opportunities to foster student motivation and engagement. Consequently, contemporary assessment practices necessitate adaptation in response to evolving pedagogical paradigms, emergent curricular frameworks, and the evolving demands of the 21st-century knowledge landscape (Segers et al., 2003). As students navigate a dynamic and rapidly evolving educational landscape, characterised by shifting societal needs and technological advancements, the assessment of student achievement must align with the imperative to cultivate a comprehensive skill set encompassing not only disciplinary knowledge but also critical thinking, analytical prowess, and problem-solving acumen Organisation for Economic Co-operation and Development (OECD, 2023a). Facilitating the development of these competencies mandates a reevaluation of assessment processes at both institutional and classroom levels, ensuring alignment with the diverse needs and aspirations of contemporary learners.

In this context, open and supportive communication between teachers and school leaders is essential for shaping meaningful assessment practices and improving student outcomes. As Emilda Roseni et al. (2024) point out, when teachers and principals

engage in productive dialogue, it creates a collaborative environment that helps strengthen the way assessment strategies are put into practice, ultimately benefiting student learning.

The matter of student evaluation within educational settings has long been a focal point of scrutiny amidst ongoing education reforms. However, findings from research conducted in Albania underscore notable lacunae in addressing the subtle effects of varied assessment modalities on student outcomes Irena Lama et al. (2011).

This paper highlights the need for professional development You Lv (2014) for foreign language teachers, with the aim of achieving the objectives of the foreign language curriculum. Consequently, it endeavours to furnish educators with empirical insights aimed at enhancing evaluation protocols to engender heightened student motivation in the pursuit of foreign language proficiency. This endeavour is predicated upon the recognition of the established correlation between motivation and assessment practices.

LITERATURE REVIEW

The analysis of Albania's performance on the PISA assessment results OECD (2023b), defines competencies as the interplay between what students know and how effectively they can apply that knowledge in practical situations. These competencies are derived from essential tasks that individuals must master to achieve success in life. The importance of teachers in advancing student learning outcomes is underscored by Robert Gjedia and Meg P. Gardinier (2018), who emphasise the growing role of educators in facilitating this process. Similarly, Shqipe Haxhihyseni and Roseni (2025) highlight how innovative teaching practices, such as integrating literature to develop soft skills, play an important role in preparing students for real-world challenges.

The Council of Europe's newsroom (2017) highlights a new governmental programme on the professional development of teachers in Albania, positioning educators as key agents in its success. This aligns with the aim of preparing teaching teams to gain understanding, inspiration, and strategies for implementing a professional learning programme focused on assessment and grading Ministria e Arsimit dhe Sportit. (2024). Teachers are encouraged to engage in intensive sessions that deepen their understanding and enhance their progress in improving staff performance and student achievement (Marzano Resources., n.d.).

To support local professional development efforts related to assessment, educators can utilise a variety of resources that are systematically organised Kıvanç Bozkuş (2019). General resources at the top of available materials assist in implementing balanced assessment systems, including formative assessment practices, interim or benchmark assessments, and the interpretation of summative assessment results. Below these general resources, additional materials are tailored to specific constructs,

such as reading, writing, mathematics, science, social sciences, and English language proficiency, Agjencia e Sigurimit të Cilësisë së Arsimit Parauniversitar (2024).

According to the report by Edlira Haxhiymeri and Nikoleta Mita (2015) for the Albanian Coalition for Child Education, there are three categories of teacher qualification in Albania: “Master Teacher,” “Specialist Teacher,” and “Qualified Teacher.” Advancement within these categories is contingent upon experience, training, and successful completion of a qualifying test, with criteria established by the Minister of Education. Each advancement results in a corresponding salary increase, determined by the Council of Ministers, Council of Europe (2017).

Despite two decades of reform efforts, the Albanian education system continues to face significant challenges. These include issues related to the implementation of legislation, insufficient support mechanisms for initiatives, data-deficient decision-making processes, low-quality human resources, inadequate infrastructure, and limited financial support. There remains a notable lack of research, assessments, and evaluations to fully understand the impact of legislation and policies on teachers. While institutions such as the Ministria e Arsimit dhe Sportit, the Instituti i Statistikave (INSTAT, 2018) and the Institute for Education Development have made strides in curriculum development and education management, substantial gaps persist in comprehending the comprehensive effects of these changes on the teaching profession, Agjencia e Sigurimit të Cilësisë së Arsimit Parauniversitar (2024).

The article “Teachers’ Professional Development Affects Students’ Effective Evaluation” by Roseni and Alnida Koroshi-Shano (2021) examines the impact of teachers’ professional development on student assessment within foreign language curricula. It employs analytical tools such as factor analysis, Alpha coefficient measurement, and multiple linear regression to evaluate foreign language teachers’ perspectives on assessment practices. The study, based on interviews with foreign language teachers, addresses key issues around training, qualifications, and experience in evaluation. Findings suggest that while the Core Curriculum includes evaluation elements, these tend to be general and repetitive, yet a clearer distinction between measurement and evaluation is emerging.

METHODOLOGY

A quantitative study was conducted to collect data and answer the research questions. The instrument used for data collection was a questionnaire directed at teachers regarding the assessment component in the foreign language curriculum. For the study sample, 250 teachers from 9-year and high schools in the cities of Tirana, Elbasan, and Durrës in Albania were selected. Ultimately, approximately 260 questionnaires were collected, matching the calculated sample size; however, 10 of these were excluded from the database due to insufficient information for inclusion in the study.

During the 2017-2018 academic year, the nine-year education system in Albania employed a total of 24,790 teachers, whereas secondary education accounted for 8,941 teachers (INSTAT, 2018). Notably, among these educators, 2,600 were specialised in foreign language instruction, which constitutes approximately 10% of the overall teaching workforce.

The formula used to calculate the sample size for the aforementioned population with a 95% confidence interval and a margin of error of 2.9% is given as follows: $SS = z^2 * p * (1-p) / c^2$ where $z = 1.96$ $p = 0.6$ and $(1-p) = 1 - 0.6 = 0.4$ and $C = 0.05 = 5\%$ (5% margin of error). According to the calculations, the sample size ($n = 250$) is nearly the same as the initial calculations, depending on the total number of foreign language teachers in these regions.

One of the research strategies employed in conducting the studies is the survey-based approach, which is one of the data collection techniques associated with this strategy. The use of survey methodology allows for the quantitative collection and analysis of data using descriptive and analytical statistics. Additionally, the data gathered through this strategy can be utilised to suggest possible explanations, identify specific relationships among variables, and create models of these relationships.

The questionnaire was designed by the researchers based on the research. A pilot test was conducted prior to the main study to evaluate the questionnaire. It was administered to 60 randomly selected teachers to identify any issues or ambiguities in completion, as well as to assess its reliability and validity. Teachers were informed that the questionnaire was still in the pilot phase and that the data collected would be used solely to evaluate the functioning of the scales and measurements and to improve them.

The analysis conducted in this phase involved Cronbach's alpha for each of the scales, resulting in acceptable levels (0.74), which indicates that the questionnaire is reliable and valid.

The results of the pilot test indicated that the questions in the questionnaire were formulated accurately and were clear to understand. However, respondents hesitated to answer the question regarding which school the teachers belonged to, leading to its removal from the questionnaire. Questions that were unclear and did not yield the necessary information were reviewed in consultation with field experts and a statistics specialist to ensure they were appropriately formulated. After making several grammatical revisions and correcting spelling errors, the questionnaire was finalised and prepared for distribution to the study sample.

Table 1
Reliability Statistics

Cronbach's Alpha	N. of items
0.74	60

Source. Own research.

Age Group and Gender of Participants

Table 2 provides an overview of the demographic composition of the teacher sample by age group and gender. The data reveals a clear trend of gender imbalance within the youngest cohort (23–30), where female teachers dominate. In contrast, male representation increases progressively with age, becoming the majority in the older age groups (41–50 and 51–60). This suggests that the teaching profession — particularly in the context of foreign language instruction -may be attracting more young women, while male teachers are more prevalent among older, potentially more experienced cohorts. These demographic patterns may have implications for both professional development needs and the design of assessment training initiatives, which should consider age- and gender-sensitive approaches.

Table 2
Distribution of Teachers by Age Group and Gender

Age	Gender		Total
	Female	Male	
23-30	121	14	135
%	89.6%	10.4%	100.0%
31-40	34	31	65
%	52.3%	47.7%	100.0%
41-50	14	31	45
%	31.1%	68.9%	100.0%
51-60	1	4	5
%	20.0%	80.0%	100.0%
Total	170	80	250
%	68.0%	32.0%	100.0%

Source. Own research.

Table 3 illustrates the distribution of foreign language instruction across three main cities in Albania. The languages under consideration encompass English, French, Italian, and German. The geographical areas of instruction are delineated as Durrës, Elbasan, and Tirana. Within this framework, the table delineates both the counts of teaching instances and the corresponding percentages for each language within each location. For instance, in the domain of English instruction, Tirana exhibits the highest frequency with 87 instances (39.9%), followed by Elbasan with 69 instances (31.7%), and Durrës with 62 instances (28.4%). By contrast, French instruction is predominantly concentrated in Elbasan, constituting 16 instances (88.9%) of the total instances observed for French instruction. Conversely, German instruction is primarily concentrated in Tirana, constituting 4 instances (80.0%) of the total instances observed for German instruction. The summative figures at the end of each row and column provide an encompassing perspective on the distribution of foreign language teaching across

distinct locales. This detailed breakdown is pivotal for comprehensively understanding the dispersion of language pedagogy within the scope of the research inquiry.

Table 3

Distribution of Foreign Language Teaching

Which FL do you teach?	City			Total
	Durrës	Elbasan	Tirana	
English language	62	69	87	218
%	28.4%	31.7%	39.9%	100.0%
French language	0	16	2	18
%	.0%	88.9%	11.1%	100.0%
Italian language	0	3	6	9
%	.0%	33.3%	66.7%	100.0%
German language	0	1	4	5
%	.0%	20.0%	80.0%	100.0%
Total	62	89	99	250
%	24.8%	35.6%	39.6%	100.0%

Source. Own research.

Discussion of the Findings

This study aims to highlight the need for professional development for foreign language teachers in assessing students' competencies, with the goal of achieving the objectives of the foreign language curriculum. According to the data collected from the respondents, 69.2% have participated in training for assessing students' language competencies in the foreign language.

Table 4 presents the engagement of educators in professional training sessions over the past two years, focusing on assessing language competencies. Participation is categorised based on the urban/rural divide of educational institutions. The data depicts the distribution of educators' attendance in training sessions devoted to language competency assessment, with participants classified by the number of sessions they attended. Urban and rural divisions provide context for the geographical setting of the educational institutions. Urban areas show higher participation rates in sessions, rural areas exhibit a diverse spectrum, with fewer participants overall and a notable absence of sessions attended by more than three participants. The cumulative counts and percentages offer a comprehensive overview of participation within each division, contributing valuable insights into the distribution of training session allotment and its correlation with the geographical landscape of educational institutions. These findings enrich scholarly discourse surrounding educational training practices and geographic disparities in professional development opportunities for educators.

Table 4
Participation in Training Sessions by Urban/Rural Division

How many of the professional training sessions you attended in the last two years were devoted to the assessment of language competences?	School where you teach		Total
	Village	City	
None	26	21	47
%	55.3%	44.7%	100.0%
One	14	38	52
%	26.9%	73.1%	100.0%
Two	9	20	29
%	31.0%	69.0%	100.0%
Three	2	18	20
%	10.0%	90.0%	100.0%
More than three	0	2	2
%	.0%	100.0%	100.0%
Total	51	99	150
%	34.0%	66.0%	100.0%

Source. Own research.

Teachers’ experience is an important factor in how they adapt to the new requirements of the curriculum and curricular guidelines, and how they implement them during the teaching process.

Table 5 delves into student assessment practices, categorised by competencies, and stratified by the years of professional experience among foreign language teachers. The table offers a detailed examination of the evaluation process of students, organised according to their competencies.

Professional tenure is dissected into four distinct cohorts: 1-5 years, 6-10 years, 11-20 years, and over 20 years, providing a comprehensive view of experience levels. A meticulous breakdown of counts and corresponding percentages for each assessment level within every bracket of professional experience is provided, offering granular insights into assessment distributions.

Notably, instances of no assessment were exclusive to teachers with over 20 years of experience, hinting at potential divergences in assessment practices among seasoned educators. The highest prevalence of limited assessments surfaced within the 1-5 years experience bracket, suggesting a potential learning curve or focused instructional approach during the early years of teaching. Teachers with 1-5 years of experience exhibited the highest proportion of adequate assessments, indicative of a balanced approach to evaluation despite their relative newness to the profession.

Similarly, the 1-5 years experience group shows the highest proportion of extensive assessments, signaling proactive engagement with assessment strategies despite their novice status.

The cumulative counts and percentages at the bottom of the table offer a holistic depiction of student assessment across various levels of professional experience. This analytical examination furnishes valuable insights into the intricacies of assessment practices concerning differing tenure levels among foreign language educators, thereby enriching both scholarly research and practical pedagogical endeavours.

Table 5

Student Assessment Based on Competencies by Years of Teachers' Professional Experience

To evaluate students based on competencies	How long have you been working as a foreign language teacher?				Total
	1-5 years	6-10 years	11-20 years	over 20 years	
None	2	0	0	0	2
%	100.0%	.0%	.0%	.0%	100.0%
Very little	16	3	5	0	24
%	66.7%	12.5%	20.8%	.0%	100.0%
Considerable	43	40	15	8	106
%	40.6%	37.7%	14.2%	7.5%	100.0%
Extensive	10	2	5	1	18
%	55.6%	11.1%	27.8%	5.6%	100.0%
Total	71	45	25	9	150
%	47.3%	30.0%	16.7%	6.0%	100.0%

Source. Own research.

In order to analyze whether there are differences in the use of assessment among teachers with different qualifications, we refer to the Anova analysis. Thus, we first see the value of Sig. in the Levene Statistics which shows that its value is $0.165 > 0.05$ and thus it indicates that the groups are homogeneous among themselves (Table 6). Referring to this fact as well as the value of $\text{Sig.} = 0.111 > 0.05$ in the ANOVA analysis where $F(2;247) = 2.218$, we can say that it does not make sense to talk about statistically significant differences between the assessment according to the curricula that teachers do and their qualification. This is also confirmed by the mean values of each group being almost equal (Table 7). The Post-hoc Test of the Tukey procedure (Table 8) also draws exactly the same conclusion.

Table 6

Leven Test

Levene Statistic	df1	df2	Sig.
1.813	2	247	.165

Source. Own research.

Table 7

Average Assessment Rating of Foreign Language Curriculum Utilisation and Teacher Qualification

Qualification	Number	Mean
Qualified Teacher	197	3.85
Specialist Teacher	42	4.02
Master Teacher	11	4.00
Total	250	3.88

Source. Own research.

Table 8

Tukey Procedure, Post-hoc Test

(I) Which qualification category do you have?	(J) Which category of qualification do you own?	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Qualified Teacher	Specialist Teacher	-.176	.089	.122	-.39	.03
	Master Teacher	-.152	.163	.619	-.54	.23
Specialist Teacher	Qualified Teacher	.176	.089	.122	-.03	.39
	Master Teacher	.024	.178	.990	-.40	.44
Master Teacher	Qualified Teacher	.152	.163	.619	-.23	.54
	Specialist Teacher	-.024	.178	.990	-.44	.40

Source. Own research.

To analyse whether there are differences in the assessment according to the curricula between teachers working in urban and rural areas, we refer to the Independence t-test. Thus, the data of this test shows that the groups are not homogeneous since the Sig value in the Levene Statistics is $0.007 < 0.05$. Therefore, referring to the test of comparison of means based on this fact, we see that for $t(1.036)$ and $df=211.087$ we have that $\text{Sig. (2-tailed)} = 0.301 > 0.05$. So, we can say that there are no statistically significant differences in the use of assessment according to the curricula and the fact whether the teacher teaches in the urban or rural areas (Table 9). This is also confirmed by the average assessment of these two groups where $M_{\text{city}} = 3.86$ and $M_{\text{village}} = 3.93$ (Table 10).

Table 9*T-test on the Use of Curricula and Areas*

Levene's Test for Equality of Variances					t-test for Equality of Means				
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Equal variances assumed	7.486	.007	.948	248	.344	.067	.071	-.072	.207
Equal variances not assumed			1.036	211.087	.301	.067	.065	-.061	.195

Source. Own research.**Table 10***Average Assessment Rating of Curriculum Utilisation and School Location*

School you teach in	Number	Mean
Rural	84	3.93
Urban	166	3.86

Source. Own research.

Alongside the quantitative data, teachers in this survey also provided their opinions regarding student assessment. The findings are as follows: 10.8% of teachers believe that more conferences should be organised on assessing students based on competencies, and an equal percentage think that not all the necessary components for optimal assessment are present. Seven teachers, or 6.3%, feel that assessment is not at an adequate level and that more work is needed, while the same number of teachers state that the current situation is unsatisfactory and that a deep reform is required to keep pace with the times. Six teachers expressed that they need to be constantly informed about potential changes and that teachers' opinions should be considered, while others noted that foreign language teaching has made progress in this aspect by introducing high-quality textbooks that engage students' attention. Another 3.6% think more information is needed, while 9% believe that the situation is relatively better but still requires further improvement (Table 11).

Table 11

Teachers' Opinions on the Current State of the Assessment Component in the Foreign Language Curriculum

	Frequency	Percentage
More conferences should be held on assessing students based on competencies.	12	10.8
More materials are needed to assist teachers.	5	4.5
Assessment standards need to be improved.	4	3.6
Training is required.	3	2.7
More practical work is needed because most things remain theoretical, and pilot programmes introduced in the classroom should ideally be implemented from the beginning when the foreign language is first taught.	7	6.3
The teachers should be equal as tolerant as strict in their approach to assessment.	5	4.5
It is sufficiently good.	3	2.7
The foreign language has made progress in this regard by introducing quality textbooks that capture students' attention.	5	4.5
I believe we should be continually informed about potential changes. Teachers' opinions should be taken into consideration.	6	5.4
It is not at the proper level; more work is needed.	7	6.3
Not all the necessary components for optimal assessment are present.	12	10.8
Positive, but some improvements are needed in certain aspects.	10	9.0
Relatively better, but still requires further improvement.	10	9.0
The current situation leaves much to be desired; therefore, a deep reform is needed to keep pace with the times.	7	6.3
A more in-depth study of the alternatives provided to teachers is required.	8	7.2
More information is needed.	4	3.6
Assessment of student achievements should be given more priority.	3	2.7
Total	111	100.0

Source. Own research.

What do you Think Should be Improved in the Future?

According to the data below, it is evident that the majority of respondents believe it is important to involve teachers in seminars and provide them with more knowledge about their work.

Additionally, 5.3% expressed that the preparation of students should be more efficient, with the availability of professionally selected didactic materials. Another 7% or 16 respondents think that many things need to be improved overall in the professional assessment of students.

Furthermore, 10 other teachers, or 4.4% of the total, stated that many aspects of this testing laboratory that our educational system is undergoing need improvement. They emphasise the need to put an end to the practice of experimenting with the education system. Some teachers also believe that there should be an objective evaluation, and improvements should be made to foreign language curricula, the way they are implemented, the selection of textbooks, assessment methods for learning, or the use of portfolios that have been introduced recently.

The increase in the number of training sessions for understanding the new curriculum has also been rated as very important, receiving 14.5% of the total responses.

Teachers also found it interesting and useful that improvements should start with the assessment methods, or evaluation based solely on students' merits and abilities, among other aspects.

Table 12

What Needs to be Improved in the Future Regarding Assessment Issues?

	Frequency	Percentage
Teacher training is essential, especially in remote areas where information is lacking.	7	3.1
Improving conditions in our schools is crucial, particularly in rural regions.	5	2.2
Teaching materials need to be enhanced to support effective learning.	5	2.2
More training sessions should be developed to keep teachers updated on the latest trends and methods in foreign language instruction and beyond.	8	3.5
Improvements should begin with the assessment format to ensure it aligns with effective teaching practices.	7	3.1
Greater emphasis must be placed on speaking skills, as oral communication is vital in foreign language learning.	4	1.8
Significant improvements are needed in the testing framework currently affecting our educational system; we must end the practice of treating the system as a laboratory for experiments.	10	4.4
Individual and group assessments should be enhanced to provide a more accurate reflection of student competencies.	10	4.4
Involving teachers in seminars is crucial for expanding their knowledge and improving their practice.	33	14.5
We have succeeded in achieving a more objective assessment approach.	8	3.5
The curriculum for foreign languages and its implementation, including how to select a text, methods of assessment for learning, and the use of portfolios that have been recently introduced.	5	2.2
Books.	10	4.4
Teaching materials: tape recorders for listening and learning foreign languages for communication.	10	4.4

	Frequency	Percentage
I believe that more emphasis should be placed on assessing students' performance in class rather than on examinations.	10	4.4
I think there are many aspects that need improvement.	16	7.0
I believe that no more new reforms should be made regarding the development of assessment methods.	8	3.5
The level of assessment.	4	1.8
The use of electronic tools and the provision of more supplementary materials for acquiring foreign languages.	9	4.0
The preparation of students should be more efficient, and teaching materials should be selected with professionalism.	12	5.3
An objective assessment should be conducted.	10	4.4
We should be more responsible for our work and be more dedicated.	7	3.1
Enable the use of audiovisual tools and the internet during lessons.	8	3.5
Improve computer labs.	5	2.2
Enhance the student activity book.	3	1.3
Ensure that the physical conditions allow students to develop their listening skills.	2	.9
Assessment should take into account the reality and conditions in which teachers work in our country. Contemporary methods are not applied in our schools. Only private schools offer opportunities for normal development with modern conditions and a small number of students.	6	2.6
Assessment should be based only on the merits and abilities of the students.	5	2.2
Total	227	100.0

Source. Own research.

CONCLUSION AND RECOMMENDATIONS

Assessment through grading and reporting is recognised by teachers as part of their pedagogical formation, while a minority does not acknowledge them at all, indicating that this minority faces difficulties in using these methods in the classroom. Teachers are not well acquainted with the techniques, criteria for formative assessment, and key competencies. Referring to the fact that most respondents in the questionnaire were teachers with approximately five years of teaching experience, 48% stated that they had participated in working groups for the foreign language curriculum at the school level and not beyond.

Based on self-reported data, around 69.2% of teachers are familiar with language competencies, having completed sufficient training; however, the in-

tegration of competencies into the curriculum has proven to be below average for a significant number of teachers in terms of student assessment. According to the data from the questionnaires, 75% of teachers not only highlight their lack of a deep and detailed understanding of the distinction between language competencies, general competencies, and skills, but this also creates problems for them in applying new assessment criteria.

Regarding the skills and assessment criteria for the four language skills—listening, reading, writing, and speaking—it is clear that a significant number of teachers have adequate knowledge, but they struggle to determine the precise boundary of what constitutes a “mistake” and to define its “weight.” This refers to the specification tables that have been used worldwide for more than twenty-five years.

RECOMMENDATIONS

Based on the conclusions reached and the discussions held, this paper presents several recommendations:

- It is recommended to organise training sessions for foreign language teachers focused on assessment, so that they gain a comprehensive understanding of various assessment methods and the relevant terminology.
- Teachers should be familiar with all necessary components for conducting a better and more objective assessment of students.
- Concrete training on the implementation of new assessment models is recommended.
- Workshops should be organised for experience sharing among teachers, which would lead to a better understanding of assessment terminology and practices in our schools.
- Teachers are encouraged to develop their own curricula, as they are best positioned to understand the real levels of their classes and assess individual student work accordingly.
- Assessment criteria should be clearly defined, as they are currently ambiguous, unclear, and not based on genuine criteria, where subjectivity remains a determining factor.
- The assessment chapter in the foreign language curriculum should be expanded to include not only theoretical elements but also concrete and practical approaches to genuinely assist teachers.
- The internal qualification and training framework should be reviewed to address assessment issues.
- It remains an opportunity for a comprehensive study to explore the formative needs of currently active teachers, not only foreign language teachers, regarding current assessment models and the positive effects of using measurement alongside evaluation, where measurement can be regarded as a factor that assesses not only the level of student performance and competencies but also the effectiveness of the teacher’s work during that phase.

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