

The Impact of Teachers' Beliefs and Perceptions about Formative Assessment in the University ESL Class Assistant Lecturer: Barzan Hadi Hama Karim University of Halabja

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Abstract : The topic of formative assessment and its implementation in Iraqi Kurdistan have not attracted the attention of researchers and educators. Teachers' beliefs about formative assessment as well as their assessment roles have remained unexplored. This paper reports on the research results of our survey which is conducted in 20014 to examine issues relating to formative assessment in the university ESL classroom settings. The paper portrays the findings of a qualitative study on the formative assessment role and beliefs of a group of teachers of English as a Foreign Language (EFL) in the departments of English Languages in Iraqi Kurdistan universities. Participants of the study are 25 Kurdish EFL teachers from different departments of English languages. Close-ended and open-ended questionnaire is used to collect teacher's beliefs and perceptions about the importance of formative assessment to improve the process of teaching and learning English language. The result of the study shows that teachers do not play a significant role in the assessment process because of top-down managerial approaches and educational system. The results prove that the teachers' assessment beliefs and their key role in assessment should not be neglected. Our research papers pursued the following questions: What is the nature of formative assessment in a second language classroom setting? Do the teacher's assessment practices reflect what she thinks about formative assessment? What are the teachers' perceptions regarding the benefits of formative assessment for teaching and learning English language at the university level?

Keywords : formative assessment, teachers' beliefs and perceptions, assessment, education reform, ESL

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