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EXPLORING CYCLE 2 ENGLISH TEACHERS' PERCEPTIONS TOWARD ASSESSMENT PRACTICES IN THE UNITED ARAB EMIRATES

by

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Abstract

The new language assessment policies in the UAE necessitate that English language teachers need to be aware of the new language assessment. The inseparable connection between learning and teaching is at the center of assessment today. This study explores cycle 2 English language teachers' beliefs about their UAE assessment practices. The study seeks to understand teachers' assessment practices, perceptions, and obstacles through two means: a semi-structured interview followed by a self-report questionnaire. The study employs an exploratory sequential mixed method design. In the first phase, a semi-structured interview is conducted with six cycle 2 English language teachers, and in the second phase, a self-report questionnaire is administered to 123 teachers. Results revealed no strong alignment between teachers' beliefs and their actual practices. Teachers prefer to use more authentic assessment forms than the traditional ones and construct their assessment practices instead of a ready-designed assessment. Teachers believe that different assessment forms should be applied. In addition to that, the efficacy behind assessment is to boost students' growth in language learning and have a constructive washback in teachers' teaching methods. Moreover, recommendations and future implications are provided in this study.

Keywords: Assessment, Practices, Cycle 2, English Teachers, UAE