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RESEARCH ARTICLE

ENGLISH TEACHERS' BELIEFS AND PRACTICES OF FORMATIVE  
ASSESSMENT AT SECONDARY SCHOOL LEVEL IN VEHARI DISTRICT

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**Abstract**

This study is done to see practices of formative assessment and beliefs at secondary level public and private schools of Vehari District. Twenty (20) schools were randomly selected for data collection. Two hundred (200) English teachers and two hundred (200) students were our sample through simple random sampling. Data was collected by questionnaire. Together data were analyzed using SPSS and consequences were also evaluated. The formative assessment practices utilization and beliefs applies in schools were informed by calculating frequencies and conclusions draw out percentage of schools. Findings were illustrated that all of the formative assessment practices of the students' with teachers were predominant at secondary level in sampled public and private schools. As per, the teachers beliefs of English formative assessment is concerned; findings were shown that had most strongly belief on formative assessment practices. Home work assigning and homework checking were communally at secondary level.

**Key words:** Formative Assessment at Secondary level in District Vehar

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**Introduction**

English is an international language and language of communication. Problem of English teaching as well as learning in schools is very

common. It was seen that Government had hired comparatively more qualified teachers for teaching English. In spite of all these efforts students' English learning outcomes remain poor. Secondary school certificate and higher secondary school certificate exams directed by Board of intermediate and secondary education remain patent on learners' meager performance on English getting assessments (OECD, 2006).

Process of assessment is energetic and teachers and students may take decision with the help of formative assessment about future learning. Altogether six teachers in learning also believed that teaching and learning has solid connection. They referred how instruction and book learning appraise both. Teachers were conscious about the necessity of learners which they demonstrate and formative assessment purpose. They discovered that formative assessment must change a widespread space to improve additional inspiration and revolution in the classroom for pupils (Chappuis, 2008).

Educational curriculum evaluation system of formative assessment has been developed in Chinese's schools department for 10 donkey's years. It is declared that educational process must follow formative evaluation and give more importance for better results in place of cumulative assessment's outcomes. The close objective for supplementary exams was feasibility and credible formative assessment's problems in secondary schools English educating, a sample summary was run to search the context by the viewpoints of teachers' (Wang, 2008).

Formative assessment may add to English language learning of students. Proof has been given for the effectiveness of formative judgment to improve student's learning and hereafter elevating instructive learning development. Formative judgment has potential power for increasing schoolchildren learning delivered instructors

perceive, have confidence in and usage of developmental evaluation in instructive practice (Laura, 2014). Formative appraisal is the standout mechanical assembly or trick for energizing students for fair results. It's more over obliging for illuminating the reasonableness of understudies' outcomes and for developing understudy's aptitudes of learning (Singh, 2015).

## **Objectives**

Specific objectives of this study were as following:

1. To find out English teachers' formative assessment practices.
2. To ascertain English teachers' beliefs on formative assessment.
3. To compare male and female teachers formative assessment practices and beliefs.
4. To compare teachers' formative assessment practices and beliefs in public and private Schools.

## **Review of the Literature**

Formative assessment or evaluation used foreknowledge could be used to help erudition by providing learners with the chances to evaluate their personal effort and knowledge development based on response to numerous kind of educator made trials and presentation tasks such as student collections. An adjustment in exertion from retention information and remembrance of placated of fundamental subjects to authority of more prominent order scholarly capacities alongside self-bearing abilities, for example, instruction how how to study is too determined by the requirement for 21<sup>st</sup> century skillfulness, awareness and proficiencies.

Black and William (1998) reported that the formative assessment delivers feedback and information instruction during educational procedure. Students' learning is measured through formative assessment as well as teacher judges his improvement. David and Nicol (2006) argued that

formative assessment might look much controlled, as well with tutors formatting a class time with dialog of a little list of universal mix-ups gathered from a latest puzzle, alignment students with mixed doings roots on text they have done in class time before, combining students to speak each other's draft with organized list of enquiries and reminders. In at all profile it took, formative assessment remains the breathed, day-to-day personification of a teacher's aspiration to upgrade practices grounded on an extreme appreciative of present-day level of students' act, under fixed thru teacher's social contact of potential pathways of students' growth inside the restraint and of pedagogies that funding such improvement. By its spirit, exact formative assessment stays evaluation that is telling to tutors, learners, and families.

Colbey (2007) run interview and questionnaire based study showed that formative assessment practices in classroom were robust favored by the teachers. A measured revision indicated that teachers were granted that learners' engrossment in formative estimate was encouraging and that self-costing view auxiliary education. Hereafter found that teachers' guidance and formative assessment was valuable for learners' learning.

Heritage (2007) defined effective assessment is a disciplined process to constantly old sincere about awareness. The data were driven to detect existent level of learning of learner and to take on lesson to aid student's to succeed the ideal educational objective. Formative judgment contains a blend of approaches to collect substantiation composed which might systematic into two wide-ranging styles grew standing by for scheduled collaboration and program set in imbedded judgment.

Jamaluddin (2007) revealed that target of formative assessment toward give response on many level. Former it afford learner up-to-date level of empathetic to instructor. Consequently this

reaction would support educator to what is the succeeding stage in erudition must be. Respectively reaction supports apprentices to working their footsteps. In this approach developmental evaluation would assistance learners usage reaction intended for their wisdom. One supplementary characteristic of association erudition and response have physically powerful outcome taking place students drive as well as their intellect of character efficiency. What students think regarding their different ability equally thing have chief effect lying on student education.

Chappuis (2008) stated formative assessment has some kinds: coursework, job work, surveillance, question answer mode, group dialog, speaking challenge and self-calculation. Offer profitable advice, students' demonstration on unalike titles, memoire lettering in English, symposium among teachers and students, editorial assessment, in black and white consignment and conversation. Practices of these formative assessments service the students to heighten their knowledge, reflect analytically and reveal their thinking.

Douglas and Wren (2008) presented report that effecting teachers' were regularly busy in procedure of formative assessment proposing one new little of description from when learners headed list and browed channel, asked a student to reread a passage when the indications at question in a session, giving a student's quickly to fresh beloved book centered on masses of talks regarding categories of stories they liked and didn't above the progress of the time. Those deeds result making, learned by students' comeback to focus were the cobwebs out of which skillfulness, understanding, and accepting were knitted collaboratively both teachers and learners.

Spiller (2009) however, applied the word formative assessment to folks moneymaking goods that stand required, gotten, or forced by individuals

smallest amount tangled in the everyday effort of class room learning rose concerning Without formative assessment device functioning noticeably like a pedal for significant teachers' and student's judgment making, it was sold under inaccurate simulations. Although well-planned instruments are fundamental building block for realistic formative assessment, if they aren't what teachers think through the accurate devices for fast assignment at finger, they were unsatisfying and counter industrious.

Khattak (2012) illustrated that in many countries schools, schools' performance was displeased which were recognised by the levels of competency communicating of people. Measurement of learners' attainments in core curriculum regions national assessment system acquired demonstrative model at unlike score level. Measurement of performance of educational system practice was the foremost purpose of national assessment system. Fast poised data on learner's achievements compared with results of learning. Anticipated link was taken among school, teachers' allied elements and students. These facts showed that how these elements linked to students' consequences would provide assistance to policy makers to find which component contributed to the achievements of learners in exams. Shore (2013) showed that a significant part of teaching and learning is formative assessment. Formative assessment stands vigorous practise rather than unbiased form of trial, puzzle, surveillance. Ongoing process of formative assessment is to meet students' needs of learning.

## **Methodology**

### **Design of the Study**

For this study the suitable research was descriptive because a scholar costumed to abundant methods of assertiveness seven as brought out research. Study of teachers and students has piloted

to identify about beliefs and practices of formative assessment of teachers be present plotted in footings of teachers and students attitude.

### **Population**

All the secondary of both public and private schools and both male and female teachers and their students of Vehari district stood contained the population of this study.

### **Sampling**

A portion of population is a sample. 200 instructor's male/female and their 200 understudies from public and private auxiliary schools in Vehari locale were the size of test. Twenty (20) auxiliary schools stood irregular assigned.

### **Data Collection**

Through questionnaire data were collected in quantifiable form. Scholar individually went to see random selection public and private schools of Vehari district to run the questionnaire.

### **Data Analysis**

To draw out the natural surroundings of English formative assessment practices and beliefs of teachers' at secondary school level. Responses of teachers and students were calculated and presented in frequencies and percentages.

## **Result and Discussion**

Table 1 showed that majority of teachers responded yes and believed on formative assessment. They mostly practiced of formative assessment. Mostly teachers replied that observation and homework helpful. Mostly teachers used questions given in the guide book. Majority of teachers provided assessment feedback to students. Mostly teachers responded that they improved their learning practice after assessment feedback. Majority of the teachers responded that they used true/false and matching type questions in the test. Mostly teachers disagreed and responded that they

did not use questions given in the exercise of the textbook.

A lot of teachers agreed that they used short questions in the test and used simple and clear language.

### Teachers data analysis

**Table 1**

S.No	STATEMENT	YES		NO		SOMETIMES		DON'T KNOW		M
		F	%	F	%	F	%	F	%	
1	Do you belief of formative assessment?	153	76.5	21	10.5	25	12.5	1	0.5	1.37
2	Do you use text books for test development?	175	87.5	5	2.5	19	9.5	1	0.5	1.23
3	Do you use questions given in the guide book?	159	79.5	11	5.5	28	14.0	2	1.0	1.365
4	Do you Use questions given in exercise of the textbook?	3	1.5	19	9.5	178	89	0	0	3.86
5	Do you Develop subjective type items to assess students' performance in class?	147	73.5	6	3.0	46	23.0	1	0.5	1.505
6	Do you use matching type questions in the test?	168	84.0	9	4.5	22	11.0	1	0.5	1.28
7	Do you use true/false questions in the test?	163	81.5	16	8.0	18	9.0	3	1.5	1.305
8	Do you use fill-in-the-blank questions in the test?	159	79.5	15	7.5	26	13.0	0	0	1.335
9	Do you use short answer questions in the test?	186	93.0	4	2.0	10	5.0	0	0	1.12
10	Do you write stem of MCQs in simple and clear language?	171	85.5	2	1.0	25	12.5	1.0	1.0	1.29
11	Do you use essay type questions to assess students' high level learning?	170	85.0	6	3.0	21	10.5	3	1.5	1.285
12	Do you suggest	155	77.5	13	6.5	31	15.5	1	0.5	1.39

	a time limit for each essay type question?									
13	Do you test questions are related to the purpose of learning?	176	88.0	8	4.0	16	8.0	0	0	1.20
14	Do you practice of formative assessment?	162	81.0	16	8.0	21	10.5	1	0.5	1.305
15	Do you convey assessment feedback to students'?	179	89.5	1	0.5	18	9.0	2	1.0	1.215
16	Is home work useful?	177	88.5	3	1.5	20	10.0	0	0	1.215
17	Is observation helpful?	179	89.5	4	2.0	15	7.5	1	0.5	1.235
18	Is group discussion helpful?	176	88.0	3	1.5	20	10.0	1	0.5	1.23
19	Do student improve themselves after assessment feedback?	168	84.0	3	1.5	26	13.0	3	1.5	1.32
20	Did you improve your learning practices after assessment results?	70	35.0	89	44.5	32	16.0	9	4.5	1.90

### Students data analysis

Table 2

S.NO	STATEMENT	YES		NO		SOMETIMES		DON'T KNOW		M
		F	%	F	%	F	%	F	%	
1	Do teachers belief of formative assessment?	174	87.0	19	9.5	6	3.0	1	0.5	1.17
2	Do teachers use text books for test development?	185	92.5	5	2.5	10	5.0	0	0	1.125
3	Do teachers use questions given in the guide book?	165	82.5	14	7.0	21	10.5	0	0	1.28
4	Do teachers Use questions given in exercise of the textbook.	180	90.0	6	3.0	12	6.0	2	1.0	1.18
5	Do teachers Develop subjective type	147	73.5	10	5.0	43	21.5	0	0	1.48

	items to assess students' performance in class?									
6	Do teachers Use matching type questions in the test?	165	82.5	21	10.5	13	6.5	1	0.5	1.25
7	Do teachers Use true/false questions in the test?	166	83.0	20	10.0	14	7.0	0	0	1.24
8	Do teachers Use fill-in-the-blank questions in the test?	144	72.0	17	8.5	39	19.5	0	0	1.475
9	Do teachers Use short answer questions in the test?	184	92.0	4	2.0	11	5.5	0	0	1.18
10	Do teachers write stem of MCQs?	181	90.5	8	4.0	11	5.5	0	0	1.15
11	Do teachers Write stem of MCQs in simple and clear language?	172	86.0	9	4.5	17	8.5	2	1.0	1.245
12	Do teachers Ask questions that are related to the course content?	177	88.5	7	3.5	16	8.0	0	0	1.195
13	Do teachers Decide marking criteria in advance?	130	65.0	8	4.0	59	29.5	1	0.5	1.72
14	Do teachers practice of formative assessment?	115	57.5	22	11.0	61	30.5	2	1.0	1.75
15	Do teachers Develop answer key for scoring essay questions?	178	89.0	3	1.5	17	8.5	2	1.0	1.215
16	Is this assessment criteria helpful?	70	35.0	89	44.5	32	16.0	9	4.5	1.90

Table 2 indicated that mostly students responded that teachers had firm belief on formative assessment. A great deal of understudies answered that instructors utilized short answer inquiries in test improvement. Majority of students responded that teachers decided marking criteria in advance. Mostly students replied that teachers asked

questions that were related to the course content. Majority of the students answered that teachers practiced of formative assessment. Mostly students replied that this assessment criterion is not helpful. A lot of students answered that teachers used fill-in-the-blanks in the test. Majority of students

responded that teachers used to write stem of multiple choice questions.

## **Conclusions**

Majority of the respondents have belief on formative assessment. The majority of the educators utilized course books for test advancement. A lot of teachers used questions given in the guide book. A large number of respondents developed subjective type items to assess students' performance in class. Numerous teachers used matching type questions in the test. Most of the teachers used true/false questions in the test. Mainstream of the respondents used fill-in-the-blank questions in the test. Lot of respondents used short answer questions in the test. Most of the respondents decided to write stem of MCQs in simple and clear language. Utmost of the respondents used essay type questions to assess students' high level learning. Highest respondents suggested a time limit for each essay type question. Peak of the respondents agreed that test questions are related to the purpose of learning.

Parcel of educators imparted reviewing standards to understudies ahead of time. Greater part of the respondents passed on evaluation criticism to understudies. Most of the respondents were understand that homework is useful. Numerous respondents felt that observation is useful. Most of the respondents agreed that group discussion is useful. Peak of the respondents agreed that student improve themselves after assessment feedback.

## **Recommendations**

The present research was calculated to recognize the English teachers' beliefs and practices of formative assessment at secondary level in vehari district. Results of the study illustrate that there is strong beliefs and practices on formative assessment. So, it is recommended the state Government must encourage experience teachers to stay on the job by providing them more incentives

and fringe benefits. The promotional view of the teachers should also be improved. The state ministry of education should make more efforts in the inspection and monitoring of schools. Government should provide training programmes in public and private sector are started with the partnership of private zone. Government also provides the job opportunities for graduates and post graduates.

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