

Language Assessment Literacy: Saudi Context

Arwa Alyami

Arwa.Alyami@ucdconnect.ie

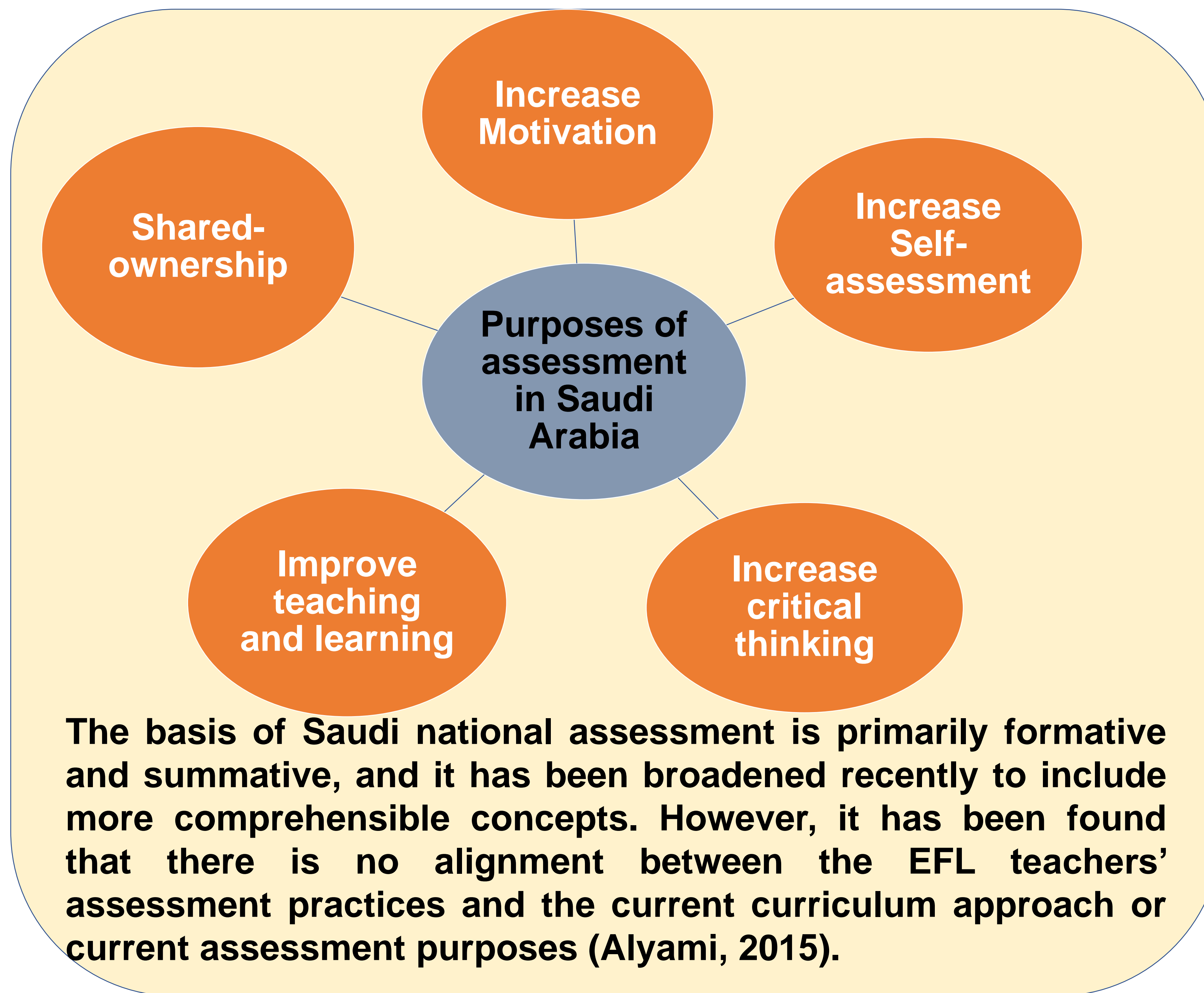
Dr. Rosario Hernandez

charo.Hernandez@ucd.ie



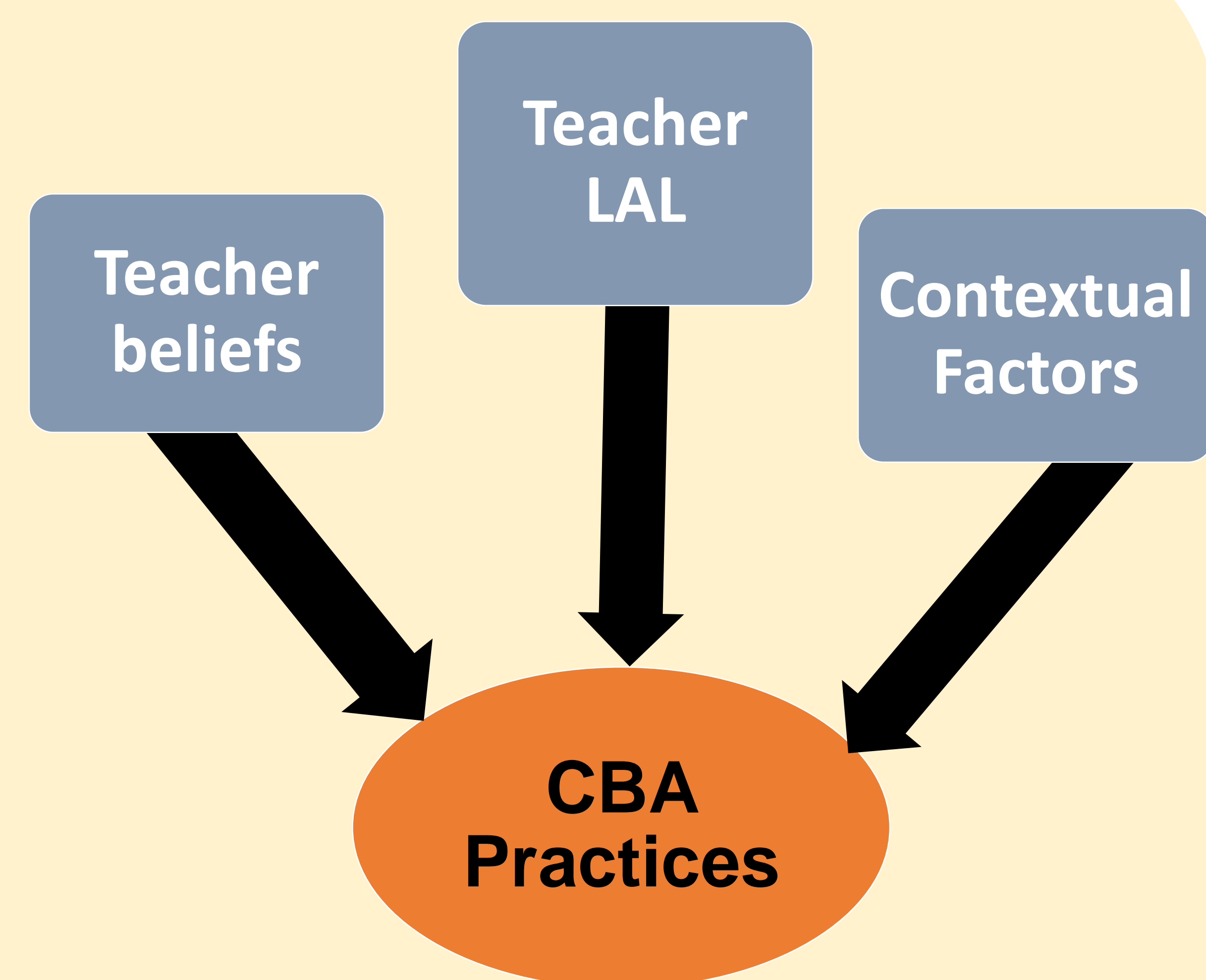
what's it all about?

- In Saudi Arabia, EFL teachers are experiencing a radical shift from a traditional-form based language curriculum to a more communicative focused curriculum.
- Consequently, teachers are experiencing new roles of classroom-based assessment (CBA) purposes and practices.
- They are expected to use new types of assessment procedures to assess and improve their students learning. Yet, Saudi teachers are left to face challenges of CBA on a daily basis without due preparation or support.
- The aim of my PhD research is to explore the CBA practices of the EFL teachers and the factors that affect their practices (i.e. their LAL and their beliefs regarding CBA) in order to support them to cope with these changes.



What is needed in the Saudi context in relation to enhancing the CBA practices of EFL teachers?

To not just Focusing on the teachers' Language Assessment Literacy , we need to focus on the Language Teacher Cognition regarding CBA which incorporates "the unobservable cognitive dimension of teaching – what teachers know, believe, and think" (Borg, 2003, p. 81).



References

- Borg, S.(1997).Unifying concepts in the study of teachers' cognitive structures. Unpublished manuscript.
Borg, S. (2003). Teacher cognition in language teaching: A review of research on what language teachers think, know, believe, and do. Language Teaching, 36 (2). pp. 81-109.
Alyami, A. (2015) The Impact of the Modified English Language Curriculum on Teaching Practices in Najran, Saudi Arabia. Unpublished dissertation.

Who am I ?

Hello There! I am Arwa Alyami, and I am a second year PhD student from the School of Languages, Cultures and Linguistics at UCD. I have a background in ELT, graduating in 2015

This research has received funding from the Saudi Ministry of High Education

