

Tertiary ESL/EAP Teachers' Perceptions and Management of the Relationship between Summative and Formative Assessment in Hong Kong

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Summary

How to balance the summative and formative aspects of assessment is one of the greatest challenges faced by teachers of all the educational communities around the world. It is very necessary to explore how the problem is actually addressed in various educational contexts to provide references for researchers and teachers. Thus, I propose a study on how tertiary ESL / EAP teachers manage the relationship between summative and formative assessment in the universities in Hong Kong. Qualitative methods such as semi-structured interview and classroom observation will be employed. Five factors are identified as the major variables of the study: teacher, student, assessment task, process of assessment, and institutional context; these factors and their interactions will be investigated to contextualize the study.