



## Teachers' Perceptions of Formative Assessment in English Language Teaching: A Study of Community Schools



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### ABSTRACT

*The study & "Teachers Perceptions of Formative Assessment in English Language Teaching: A Study of Community Schools" investigates how English Teachers at the secondary level view the application and significance of formative assessment in EFL classes. Examining how teachers view formative assessment in terms of boosting students' learning and the teaching-learning process was the study's primary goal. Purposive non-random sampling was used to gather data from forty secondary level English Teachers at community schools in the Parbat District using a survey study approach. The primary instrument for gathering data was a questionnaire with fifteen closed-ended and six open-ended items. While qualitative responses were interpreted descriptively, quantitative data were statistically examined. According to the results, the majority of teachers believed that formative assessment was a useful teaching technique that could be used to monitor student progress, provide constructive criticism, enhance teaching efficacy, inspire students, and promote active classroom involvement. Additionally, the study demonstrates that formative assessment raises student participation in learning activities and supports high-quality assessment procedures. Teachers, however, had to deal with issues such a lack of professional training, a lack of resources, poor teamwork, unmanageable classrooms, low motivation, and a hard workload. For the successful application of formative assessment in English language classes, the study suggests offering teacher training, encouraging active engagement, raising parental awareness, and utilizing communicative teaching strategies.*

### Keywords

Formative Assessment, English Language Teaching (ELT), Teachers' Perceptions, EFL Classroom, Secondary Level Education.

## Introduction

Teaching and learning are interdependent processes that fundamentally rely on two inseparable components: instruction and assessment. Assessment plays a crucial role in determining students' understanding, measuring their learning progress, and evaluating the effectiveness of instructional practices. It not only provides insights into whether learning objectives have been achieved but also serves as a mechanism to reinforce students' learning and motivate them to engage more deeply with the subject matter. In classroom practice, assessment helps teachers identify students' strengths and weaknesses, thereby enabling necessary instructional adjustments. Broadly, classroom assessment is categorized into two main types: formative and summative assessment, both of which contribute significantly to the overall teaching learning process, though with different purposes and outcomes. Costa Akoyt, (2024) says: 'Teachers' perception of formative assessment is considered vital because it can influence the implementation of formative assessment in the classrooms.' It highlights that teachers' beliefs and attitudes toward formative assessment directly shape how effectively it is applied in classroom practice.

Formative assessment, in particular, has gained increasing attention as a powerful tool for enhancing student learning and instructional effectiveness. FA enhances deep learning using feedback as a central tool (Almahal et al., 2023). It is primarily used to monitor students' understanding, diagnose their

learning needs, and track their progress throughout the learning process. According to Karimi (2014), formative assessment helps teachers evaluate students' comprehension in relation to specific learning units. Similarly, the Assessment Reform Group (2002) defines formative assessment as the process of seeking and interpreting evidence to determine learners' current status, their learning goals, and the most effective strategies to achieve those goals. Heritage (2008) further emphasizes that formative assessment provides continuous feedback to both teachers and students, helping to bridge the gap between current performance and desired learning outcomes. This type of assessment encourages teachers to adapt their teaching strategies and materials while fostering students' active participation and self-regulated learning.

Despite its recognized benefits, the implementation of formative assessment in classroom settings remains challenging. Research indicates that formative assessment promotes self-directed learning and provides constructive feedback that enhances students' academic performance (Bennett, 2011). It has also been found to positively influence students' motivation and achievement (Cauley & McMillan, 2010). However, although teachers generally hold positive attitudes toward formative assessment practices (Young & Jackman, 2014), many lack confidence in effectively implementing these strategies in real classroom contexts (Marshall & Drummond, 2006). Therefore, understanding teachers' perceptions is

essential for bridging the gap between theoretical knowledge and classroom practice, as well as for addressing barriers to effective implementation (Alotaibi, 2016; Frunza, 2014).

The Secondary Level English Curriculum of Nepal, revised in line with the National Curriculum Framework for School Education (2076 B.S.), has incorporated contemporary trends in language teaching and learning, emphasizing the balanced development of all four language skills listening, speaking, reading, and writing. The curriculum has also introduced significant changes in the assessment system, highlighting both formative and summative assessment as integral components of the teaching learning process. Assessment plays a vital role in evaluating learners' competencies and guiding instructional practices. Letina et.al. (2025) say 'It is necessary to develop practical tools and resources that facilitate the implementation of formative assessment in the classroom'. While summative assessment is typically conducted at the end of a course to measure overall achievement, it offers limited opportunities for feedback and improvement. In contrast, formative assessment is intended to monitor students' progress continuously, identify their strengths and weaknesses, and provide timely feedback for improvement (Black & Wiliam, 1998; Bennett, 2011). despite its recognized effectiveness in enhancing student achievement and supporting learning, studies indicate that teachers often rely more heavily on summative assessment practices, particularly

at the secondary level. This tendency limits opportunities for diagnosing learners' needs and supporting their ongoing development.

In the context of Nepal, although policy reforms and curriculum revisions have emphasized the importance of formative assessment, its practical implementation in classrooms remains limited. Teachers continue to prioritize summative evaluation, often focusing mainly on reading and writing skills while neglecting listening and speaking components of language learning. This gap between policy and practice raises concerns about the effectiveness of the current assessment system. The researcher's own teaching experience further reveals challenges in understanding and applying formative assessment strategies effectively. Therefore, examining teachers' perceptions of formative assessment is crucial to understanding how it is interpreted and practiced in real classroom settings. Although a considerable body of literature highlights the benefits of formative assessment, there is limited research focusing specifically on teachers' perceptions and their influence on instructional practices, particularly in the Nepali context. Hence, this study aims to investigate how secondary level English teachers perceive and implement formative assessment in community schools, with the intention of identifying existing challenges and suggesting pedagogical improvements for more effective classroom practices.

### **Objectives of the Study**

The objectives of the study were as follow:

To find out the English teachers' perceptions

on the use of formative assessment system at secondary level.

To suggest some pedagogical implications.

### **Research Questions**

The following were the research questions of this study:

- How do teachers perceive on the use of formative assessment in EFL classrooms?
- What are the challenges in conducting the formative assessment?

### **Literature Review**

A literature review synthesizes the academic contributions of various scholars within a particular field of study. It involves a careful examination of books, journal articles, research papers, and other credible sources that are relevant to a specific topic, issue, or theoretical framework. This process goes beyond simple description, as it requires organizing and integrating existing knowledge to highlight key themes, patterns, and gaps in the literature. In addition to summarizing previous studies, a literature review critically evaluates their methodologies, arguments, and findings, showing how they relate to and inform the current research problem. By doing so, it establishes a clear context and foundation for the study being undertaken. The recent article from Nepal mentions: 'experienced faculty members view formative assessments more favorably than their less experienced counterparts' (Pudasiani, 2025). It suggests that teachers with more experience tend to have a more positive attitude toward formative assessment practices.

### **Teachers' Perceptions**

Perception refers to the process through which individuals recognize, interpret, and understand information from their environment using their senses. Kafle and Neupane assert that 'Assessment for learning (formative assessment) of the students is documented based on homework, classwork, attendance, classroom participation, project work, creative work, discipline, and behavioural Change (Kafle & Neupane, 2025). Assessment for learning, or formative assessment, involves continuously documenting students' progress through various classroom activities and behaviors. It is not limited to tests but includes homework, classwork, attendance, participation, project and creative work, as well as discipline and behavioral changes. This approach provides a comprehensive picture of students' development and helps teachers adjust their instruction to better support learning.

It involves receiving sensory input (sensation) and interpreting it based on prior knowledge and experience, making it a subjective and individualized process (Freeman, 1991). In the context of education, teachers' perceptions play a crucial role in shaping classroom practices, instructional decisions, and interactions with students. According to Freeman (1994), teachers' perceptions of learners and learning significantly influence how teaching is constructed and implemented in the classroom. Similarly, Cooper et al. (2004) highlight that teachers' understanding of students is closely connected to students' achievement and contributes to

the development of teachers' professional knowledge and practice.

Teachers' perceptions also have a strong impact on students' motivation, engagement, and academic outcomes. When teachers hold positive expectations about their students, they are more likely to provide encouragement, support, and meaningful learning opportunities, which can enhance student achievement (Hamre & Pianta, 2005). The influential study by Rosenthal and Jacobson (1968) demonstrated that students tend to perform better when teachers have higher expectations of them. Moreover, teachers' beliefs about students' abilities and behaviors affect their instructional choices and willingness to adopt innovative teaching practices. Therefore, understanding teachers' perceptions is essential for improving teaching effectiveness and ensuring equitable learning opportunities for all students.

### **Secondary Level English Curriculum and Assessment**

The Secondary Level English Curriculum (2078) of Nepal is designed to achieve both short-term and long-term educational goals by developing learners' communicative competence in English. Considering the global importance of English in fields such as science, technology, and commerce, the curriculum emphasizes the development of four core language skills: listening, speaking, reading, and writing. It also includes level-wise competencies that enable learners to engage with diverse texts, communicate effectively, and develop intercultural awareness. In addition, the curriculum integrates soft skills

and promotes learner-centered and child-friendly teaching-learning approaches to support the holistic development of students.

Assessment is an integral component of the curriculum, incorporating both formative and summative approaches within a letter grading system (Secondary Education Curriculum, 2078). Formative assessment is emphasized as a continuous process aimed at improving learning through regular feedback and identification of students' learning difficulties. It focuses on supporting students' progress rather than merely evaluating their performance and may include remedial measures to address learning gaps. By encouraging ongoing assessment and active student participation, formative assessment contributes to enhancing learning outcomes and achieving the intended educational competencies.

### **Methods and Procedures of the Study**

Research design refers to the overall framework or blueprint that guides a researcher in selecting appropriate methods and procedures to answer the research questions effectively. It provides a systematic plan for collecting, analyzing, and interpreting data while maintaining control over factors that may affect the validity and reliability of the findings. According to Polit and Hungler (1999), research design is an outline for conducting a study in a way that ensures maximum control over variables that could interfere with the results. It serves as a structured plan of action that helps researchers achieve their objectives and obtain meaningful and accurate outcomes. Therefore, selecting

an appropriate research design is a crucial step in any research study, as it determines the quality and credibility of the findings.

Among the different types of research designs, this study adopted a descriptive research approach. Such a design is concerned with systematically portraying the features and characteristics of a specific phenomenon, group, or situation, without attempting to alter or control any variables. It primarily answers the “what” aspect of the research problem rather than the “why” (Polit & Hungler, 1999). This design is useful for providing an accurate and systematic description of real-life situations, including individuals’ perceptions, opinions, and behaviors. Waltz and Bausell (1981) state that descriptive research is often used to develop theories, identify existing problems, justify current practices, and make informed judgments about similar contexts. Similarly, Burns and Grove (1993) emphasize that descriptive research is particularly effective in capturing the perceptions and views of respondents regarding a specific phenomenon. In this study, the descriptive design was appropriate as it aimed to explore English teachers’ perceptions of formative assessment practices in classroom settings.

In order to achieve the objectives of the study, both primary and secondary sources of data were utilized. The primary source of data consisted of thirty English teachers teaching at the secondary level, whose responses formed the core basis of the study. These participants were selected to provide firsthand information regarding their perceptions and

practices related to formative assessment. In addition to primary data, secondary sources were also extensively reviewed to support and contextualize the findings. These included various research studies, academic articles, books, and national and international journal publications related to formative assessment and English language teaching. Particular attention was given to reviewing formative assessment techniques outlined in the secondary level English curriculum. For data collection, a questionnaire was employed as the main research tool, which was developed using Google Forms. The questionnaire was divided into two major sections: the first section consisted of close-ended questions designed to gather quantitative data aligned with the research objectives, while the second section included open-ended questions to collect qualitative insights and detailed opinions from the respondents. Regarding data collection procedures, a systematic and organized approach was followed. Initially, the researcher visited the Education development and Coordination Unit Office in Parbat to obtain a list of secondary schools. Based on this list, the participants were selected, and English teachers were requested to take part in the study. The purpose, procedures, and objectives of the research were clearly communicated to the participants to ensure informed participation. Subsequently, the questionnaire was distributed through an online link created via Google Forms, and responses were collected accordingly. After the completion of data collection, the researcher expressed gratitude to all

participants for their cooperation and support. Finally, the collected data were analyzed using appropriate statistical and descriptive methods. Percentage analysis and tabular presentations were primarily used to interpret the quantitative data, while descriptive techniques were applied to analyze qualitative responses, ensuring a comprehensive understanding of the findings.

### Data Analysis and Findings

To examine teachers' perceptions of formative assessment (FA) in ELT classrooms, responses were collected from 40 teachers in Parbat district and carefully analyzed. The study employed a combination of statistical techniques and descriptive approaches to ensure a comprehensive interpretation of the data. Quantitative tools were used to organize and summarize the

responses, while descriptive analysis helped in explaining the patterns and meanings behind them. This dual approach allowed for a clearer understanding of the participants' views and experiences. The opinions and responses provided by the teachers are systematically presented in the table below for further interpretation.

### Use of formative assessment in English Classroom

In the Nepalese context, summative assessment is commonly practiced by many teachers. With this in mind, the question was formulated to determine whether formative assessment is being implemented at the secondary level. The responses provided by the teachers are summarized and presented in Table 1 below.

**Table 1:**

#### *Use of FA in English Classroom*

Categories	No. of Respondents	Percentage
Everyday	13	32.5%
Frequently	20	50%
Sometimes	7	17.5%
Rarely	0	-
Never	0	-
Total	40	100

Table 1 presents the frequency of the use of formative assessment (FA) among secondary level English teachers in the classroom. The data indicate that the majority of teachers actively use formative assessment in their teaching practices. Specifically, half of the respondents (50%) reported that they

frequently use formative assessment, which represents the largest proportion among all categories. This suggests that formative assessment is a common and regularly applied strategy in English language teaching. Additionally, 32.5% of the teachers stated that they use formative assessment every day,

indicating a strong commitment among a significant number of teachers to integrate continuous assessment into their daily instructional activities.

On the other hand, a smaller proportion of teachers (17.5%) reported that they sometimes use formative assessment, showing that although they are aware of it, its application is not consistent in their classrooms. Notably, none of the respondents selected the categories rarely or never, which implies that all teachers included in the study use formative assessment to some extent.

**Table 2:**

*Time of Using FA in Classroom*

Categories	No. of Respondents	Percentage
At the beginning of the lesson	-	-
During a lesson	23	57.5
At the end of the lesson	17	42.5
Total	40	100

Table 2 illustrates the time at which formative assessment (FA) is used during classroom instruction. The data reveal that a majority of teachers (57.5%) use formative assessment during the lesson, indicating that they actively monitor students' understanding while teaching is in progress. This practice reflects the core purpose of formative assessment, which is to provide immediate feedback and make necessary instructional adjustments in real time. Meanwhile, 42.5% of the teachers reported using formative assessment at the end of the lesson, suggesting that they use it to review and evaluate students' learning after completing

Overall, the findings clearly demonstrate that.

### **Time of Using Formative Assessment in Classroom**

Formative assessment aims to track students' learning progress in order to generate continuous feedback that supports teachers in refining their instructional strategies and helps students enhance their understanding. It is typically carried out at planned stages, such as at the start of a lesson, throughout the teaching process, and at the conclusion of the lesson. The responses provided by the teachers are presented in Table 2 below.

the instructional activities. Interestingly, none of the respondents indicated using formative assessment at the beginning of the lesson, which implies that teachers may not be utilizing it as a diagnostic tool to assess prior knowledge before starting new content. Overall, the data suggest that formative assessment is primarily used as an ongoing and concluding activity rather than as a preparatory strategy in the classroom.

### **Types of Formative Assessment Used in the Classroom**

The study has sought to identify the forms of formative assessment commonly used in

school and classroom settings. To achieve this, respondents were asked to indicate which methods of formative assessment they most frequently employ in their teaching

practice, with options organized into six categories. The teachers' responses, reflecting their perceptions, are summarized in Table 3 below.

**Table 3:**

*Types of Formative Assessment Used in the Classroom*

Categories	No. of Respondents	Percentage
Class work and home work	12	30
Observation of students' linguistic behavior	2	5
Tests (class, weekly, monthly)	12	30
Project works	4	10
Debates	-	-
Pair work	10	25
Total	40	100

Table 3 presents the various types of formative assessment practices used by secondary level English teachers in the classroom. The data show that class work and homework and tests (class, weekly, monthly) are the most commonly used methods, each accounting for 30% of the responses. This indicates that teachers largely rely on traditional assessment techniques to monitor students' learning progress. Additionally, pair work is used by 25% of the teachers, suggesting a moderate use of interactive and collaborative learning strategies in formative assessment. However, more student-centered and activity-based methods such as project work (10%) and observation of students' linguistic behavior (5%) are less frequently practiced. Notably, none of the respondents reported using debates as a form of formative assessment, highlighting a lack of emphasis on communicative and critical thinking activities. Overall, the table

suggests that while formative assessment is being implemented, teachers tend to favor conventional approaches over more diverse and interactive assessment techniques in the classroom.

### **Motivation, Inspiration, and Quality Assessment in Formative Assessment**

Motivation and inspiration are important aspects of assessment that significantly influence the effectiveness of the teaching-learning process. Assessment not only measures students' performance but also plays a vital role in encouraging and guiding learners toward improvement. In particular, formative assessment (FA) emphasizes continuous feedback, which helps to motivate and inspire students to actively participate in learning. Unlike traditional assessment systems, where motivation is often limited due to a focus on final results, formative assessment fosters a supportive

learning environment where students receive regular encouragement and constructive feedback. This continuous process helps learners build confidence and become more engaged in their studies. In order to examine this aspect, teachers were asked to respond to the statement that motivation and inspiration are key factors for students' progress in formative assessment. Similarly, formative assessment is believed to promote quality assessment practices by moving beyond traditional testing methods. While many teachers still rely on conventional assessment techniques, formative assessment encourages the use of diverse, student-centered approaches that enhance the quality and effectiveness of evaluation.

Furthermore, formative assessment plays a crucial role in engaging students in the teaching-learning process. In many traditional classrooms, teachers tend to deliver content without actively

involving students, resulting in limited interaction and reduced student participation. However, effective learning requires active engagement from both teachers and students. Formative assessment addresses this issue by incorporating interactive strategies such as feedback, discussion, and collaborative activities, which help students become more involved in their learning. It enables teachers to identify students' difficulties and respond accordingly, thereby creating a more inclusive and participatory classroom environment. To explore this dimension, respondents were asked to indicate whether formative assessment helps to engage students with their studies using different response categories. Overall, these aspects highlight that formative assessment not only supports academic progress but also enhances motivation, improves assessment quality, and promotes active student engagement in the classroom.

**Table 4:**

*Motivation and Inspiration in FA, Promotion of Quality Assessment through FA and Formative Assessment for Engaging Students*

Categories	Motivation and Inspiration in FA		Promotion of Quality Assessment through FA		Formative Assessment for engaging Students	
	No. of Respondents	Percentage	No. of Respondents	Percentage	No. of Respondents	Percentage
Strongly Agree	20	50	18	45	25	62.5
Agree	15	37.5	17	42.5	12	30
Neutral	3	7.5	2	5	1	2.5
Disagree	1	2.5	2	5	0	0
Strongly disagree	1	2.5	1	2.5	2	5
Total	40	100	40	100	40	100

Table 4 presents teachers' perceptions regarding three key aspects of formative assessment (FA): motivation and inspiration, promotion of quality assessment, and student engagement. The data clearly indicate a strong positive attitude among teachers toward all three aspects. In terms of motivation and inspiration, a majority of respondents either strongly agree (50%) or agree (37.5%) that FA plays a crucial role in enhancing students' motivation, with only a small percentage remaining neutral (7.5%) or expressing disagreement (5%). Similarly, regarding the promotion of quality assessment, 45% of the teachers strongly agree and 42.5% agree that FA improves assessment practices, suggesting that most teachers recognize its value in moving beyond traditional evaluation methods. Furthermore, the highest level of agreement is observed in the category of student engagement, where 62.5% of the respondents strongly agree and 30% agree that FA helps engage students in their studies. Only a negligible proportion of teachers expressed neutral or negative views across all three categories. Overall, the findings demonstrate that teachers largely perceive formative assessment as an effective

tool for motivating students, improving the quality of assessment, and fostering active engagement in the learning process.

### **FA Techniques for Gaging Students' Progress.**

Formative assessment plays an important role in enhancing student learning by providing continuous information about their progress. This information enables teachers to monitor development, adjust their instructional strategies, and respond effectively to students' learning needs. In practice, teachers employ a range of assessment methods to evaluate progress and determine whether any modifications in teaching are necessary. Moreover, such assessments offer evidence to stakeholders, including school administrators, that learning is taking place. In this context, the study attempted to examine whether formative assessment techniques are used as tools to measure students' progress. To explore this, teachers were asked to respond to the statement, "FA techniques as a tool to gauge students' progress." The responses provided by the teachers are presented in the table below.

**Table 5:**

*FA Techniques for Gaging Students' Progress*

<b>Categories</b>	<b>No. of Respondents</b>	<b>Percentage</b>
Yes	22	55
To some extent	10	25
A little	8	20
Not at all	-	-
Total	40	100

Table 5 presents teachers' responses regarding the effectiveness of formative assessment (FA) techniques in gauging students' progress. The data show that a majority of the respondents (55%) answered "Yes," indicating that they believe formative assessment techniques effectively measure and monitor students' learning progress. Additionally, 25% of the teachers responded "to some extent," suggesting that while they recognize the usefulness of FA, they may experience certain limitations in its application. Similarly, 20% of the respondents indicated "a little," reflecting a relatively lower level of confidence in the effectiveness of these techniques. Notably, none of the teachers selected "not at all," which implies that all respondents acknowledge at least some degree of effectiveness of formative assessment in tracking student progress. Overall, the findings suggest that formative assessment is widely perceived as a valuable tool for gauging students' development, although there is some variation in the extent to which teachers find it fully effective in practice.

### **Formative Assessment for deep Learning, Multiple Intelligence, and Classroom Performance**

Formative assessment (FA) is the essential parts in enhancing students' learning by providing continuous feedback that helps both teachers and learners improve the teaching-learning process. One of the primary goals of formative assessment is to support students in acquiring in-depth knowledge and developing essential skills through ongoing evaluation and feedback. In

this regard, the study attempted to examine whether FA enables students to gain deeper understanding of the subject matter, and teachers were asked to respond to the statement that FA allows students to acquire in-depth knowledge. Furthermore, formative assessment is considered an effective approach for addressing students' diverse learning needs, including the development of multiple intelligences. Unlike traditional assessment systems, which are often content- and exam-oriented, formative assessment encourages a more holistic approach by recognizing students' inherent abilities and promoting various dimensions of learning. Therefore, the study also explored whether FA is more effective than traditional assessment systems (TAS) in fostering students' learning and multiple intelligences, based on teachers' responses to a related statement. In addition, formative assessment emphasizes classroom performance by focusing on students' active participation, learning processes, and skill development. It supports instructional planning, creates an interactive learning environment, and encourages students to engage in self- and peer-assessment. As a result, it helps learners become more attentive and responsible in their studies. To examine this aspect, the study investigated whether class performance-based formative assessment makes students more attentive in the classroom. Overall, this section highlights the role of formative assessment in promoting deep learning, supporting multiple intelligences, and improving students' classroom performance through continuous and student-centered evaluation practices.

The responses of these topics are presented in the following table:

**Table 6**

*In-depth Knowledge through FA, Learning Multiple Intelligence through FA and Class Performance-based FA*

Categories	In-depth Knowledge Through FA		FA for Students Learning Multiple Intelligence		Class Performance based FA	
	No. of Respondents	Percentage	No. of Respondents	Percentage	No. of Respondents	Percentage
Strongly Agree	20	50	18	45	16	40
Agree	16	40	20	50	18	45
Neutral	3	7.5	2	5	2	5
Disagree	0	0	0	0	2	5
Strongly disagree	1	2.5	0	0	2	5
Total	40	100	40	100	40	100

Table 6 presents teachers' perceptions regarding three aspects of formative assessment (FA): acquisition of in-depth knowledge, development of multiple intelligences, and improvement of class performance. The data reveal a highly positive response toward all three dimensions. In terms of in-depth knowledge, a significant majority of teachers either strongly agree (50%) or agree (40%) that FA helps students gain deeper understanding, with only a small proportion remaining neutral (7.5%) or strongly disagreeing (2.5%). Similarly, for the development of multiple intelligences, 45% of respondents strongly agree and 50% agree that FA is an effective tool compared to traditional assessment systems, while only 5% expressed a neutral opinion and none disagreed. Regarding class performance-based FA, 40% of the teachers strongly agree and 45% agree that it makes students more attentive and engaged in the classroom, although a small percentage showed neutral

(5%) and negative responses (10% combined for disagree and strongly disagree). Overall, the findings indicate that teachers widely perceive formative assessment as an effective approach for promoting deep learning, supporting diverse intelligences, and enhancing students' classroom performance, with only minimal levels of disagreement.

### **Formative Assessment for Language Proficiency, Classroom Management, and Feedback**

Formative assessment (FA) contributes significantly in promoting various aspects of the teaching–learning process, particularly in developing students' English language proficiency, ensuring effective classroom management, and providing regular feedback. In this study, an attempt was made to explore teachers' perceptions regarding whether FA contributes to improving students' proficiency in English, and respondents were asked to express their views on the statement that FA

helps increase students' language proficiency. Since formative assessment involves continuous monitoring and interactive learning activities, it is believed to support the development of essential language skills such as listening, speaking, reading, and writing. Additionally, effective implementation of FA requires a well-managed classroom environment, as proper organization and classroom control are essential for conducting meaningful assessment activities. A well-managed class helps create a supportive and engaging atmosphere that makes the teaching-learning process more effective and enjoyable. Therefore, teachers were also asked to respond to whether a well-managed classroom is necessary for conducting formative assessment. Furthermore, formative assessment is closely

associated with the provision of regular and constructive feedback, which is essential for students' continuous improvement. Unlike traditional assessment systems that rely heavily on final examinations, FA emphasizes ongoing feedback to guide learners throughout the learning process. However, it is often observed that many teachers do not consistently provide such feedback. Thus, the study also examined whether FA ensures regular feedback to students by asking teachers to respond to a related statement. Overall, this section highlights the importance of formative assessment in improving language proficiency, maintaining effective classroom management, and fostering continuous feedback in the learning process. The responses of these sub-heading are presented in table 7:

**Table 7**

*FA for developing Students' Proficiency of English Language, Well Managed Class for FA and FA and Regular Feedback*

Categories	FA for developing Students Proficiency of English Language		Well-Managed Class for FA		FA and Regular Feedback	
	No. of Respondents	Percentage	No. of Respondents	Percentage	No. of Respondents	Percentage
Strongly Agree	16	40	22	55	20	50
Agree	18	45	16	40	16	40
Neutral	4	10	0	0	3	7.5
Disagree	1	2.5	1	2.5	1	2.5
Strongly disagree	1	2.5	1	2.5	0	0
Total	40	100	40	100	40	100

Table 7 presents teachers' perceptions regarding three important aspects of formative assessment (FA): its role in developing students' English language proficiency, the

need for a well-managed classroom for its effective implementation, and its function in providing regular feedback. The data indicate that a large majority of teachers hold

positive views on all three aspects. In terms of developing English language proficiency, 40% of the respondents strongly agree and 45% agree that FA helps improve students' language skills, while only a small percentage remain neutral (10%) or express disagreement (5% combined). This suggests that most teachers believe FA contributes significantly to enhancing students' proficiency in English. Regarding the necessity of a well-managed classroom, more than half of the respondents (55%) strongly agree and 40% agree that proper classroom management is essential for conducting effective formative assessment, with almost no neutral or negative responses. This highlights the importance of a structured and supportive learning environment for successful FA practices. Similarly, in the case of regular feedback, 50% of the teachers strongly agree and 40% agree that FA ensures continuous feedback to students, while only a small proportion show neutral (7.5%) or negative (2.5%) responses. Overall, the findings clearly demonstrate that teachers widely perceive formative assessment as an effective approach for improving English language proficiency, requiring well-managed classrooms, and providing regular feedback to support students' learning.

### **Interpretation and discussion of Qualitative data**

To gain deeper insights into teachers' perceptions of formative assessment at the secondary level, a set of open-ended questions was administered. These questions were designed to allow teachers to express their views freely, providing rich and detailed

information about their experiences and practices. The responses collected were thoroughly examined and analyzed to identify key themes, patterns, and trends. Based on this careful analysis, the findings have been organized, presented, and interpreted in the following section to offer a comprehensive understanding of how formative assessment is perceived and implemented by teachers.

### **Define Formative Assessment in EFL Classroom**

This question was designed to explore how teachers define formative assessment in the EFL classroom. The majority of the teachers (54%) described formative assessment as an informal process used by teachers to assess students' skills and abilities with the aim of improving both students' performance and the overall teaching-learning process. Similarly, about 30% of the respondents viewed it as a tool for identifying students' strengths and weaknesses and emphasized that it is an ongoing process integrated into teaching. They also highlighted that, unlike summative assessment, formative assessment focuses on improving learning rather than merely providing certification. Additionally, some teachers defined it as a method of involving students in various classroom activities that enhance their comprehension, while a few explained it as a continuous evaluation process that helps teachers collect information about students' learning, monitor their progress, and adjust teaching strategies accordingly. Overall, most teachers agreed that formative assessment is essential for improving learners' abilities, and the findings

indicate that it is widely perceived as a process that supports teaching and learning by providing necessary guidance and support during classroom instruction.

### **Driving Force behind Formative Assessment**

This question aimed to identify the main driving forces behind the use of formative assessment in the EFL classroom and in the present secondary English curriculum. The majority of teachers (50%) reported that formative assessment is driven by the need to address students' poor performance, enhance learning outcomes, improve the quality of education, and develop students' overall skills and classroom performance. Similarly, about 30% of the respondents emphasized that its primary purpose is to identify learners' weaknesses and provide appropriate diagnostic support, helping especially slow learners to progress and giving students a clear reason to learn. Some teachers also highlighted that continuous interaction between teachers and students during lessons serves as a key motivating factor for using formative assessment. Others pointed to students' learning needs, teachers' guidance, motivation, and planned instructional strategies as important driving forces. A few respondents further mentioned the influence of changing educational contexts, technological advancement, and the desire to adopt modern teaching techniques. Overall, the findings suggest that formative assessment is mainly driven by the need to provide continuous feedback, enhance student motivation, support instructional decision-

making, and promote meaningful and effective learning, ultimately helping students achieve better academic outcomes and develop their competencies in the EFL classroom.

### **Initial Perceptions Regarding the Value of Using Formative Assessment**

This question was designed to explore teachers' initial perceptions of the value of formative assessment in the EFL classroom. The majority of secondary English teachers (55%) considered it an essential and integral part of the curriculum. Although some initially found it monotonous due to the curriculum's strong emphasis on formative evaluation, they later recognized its importance as a core component of the teaching-learning process. Similarly, about 30% of the teachers viewed it as an effective assessment method, though they expressed concern that it might sometimes be treated merely as a formality. Other respondents highlighted that formative assessment is a valuable approach for evaluating students' competencies and improving learning outcomes. A few teachers also noted that it helps keep students engaged and supports more communicative and effective teaching. Overall, the findings indicate that teachers hold generally positive perceptions of formative assessment, recognizing its role in identifying learning gaps, adjusting instruction, and providing meaningful feedback to students.

### **Formative Assessment Techniques Frequently Used in the EFL Classroom**

This question aimed to identify the formative assessment techniques used by English teachers in the EFL classroom as guided by the current

curriculum. The majority of teachers (60%) reported using a variety of techniques such as tests (unit, weekly, and class), homework and classwork, presentations, group work, pair work, individual tasks, role play, and group discussions during instruction. Similarly, about 25% of the respondents indicated that they also apply project work, peer assessment, and self-assessment strategies to support student learning. In addition, a few teachers mentioned using language games, short classroom activities, questioning, drills, and communicative techniques as part of their formative assessment practices. Overall, the findings show that teachers employ a mix of both traditional and interactive methods, including tests, classroom tasks, collaborative activities, and communicative approaches, as formative assessment techniques in the EFL classroom.

### **Barriers of Implementing Formative Assessment**

This question was designed to identify the challenges faced by teachers in implementing formative assessment (FA) in the classroom. The majority of teachers (65%) reported that key barriers include lack of trained teachers, insufficient resources, limited mastery of formative assessment techniques, time constraints, heavy workload and stress, large and crowded classrooms, unmanaged classroom settings, difficulty providing individual feedback, lack of administrative support, and inadequate collaboration among teachers. Additionally, about 30% of the respondents noted that student motivation and the perception of examinations as burdensome

make implementing FA challenging. Some teachers also highlighted issues such as lack of awareness, unclear understanding of FA's purpose, monotony in the assessment process, and hesitation due to differences between policy and actual classroom practices. Overall, the study indicates that the major challenges in implementing formative assessment are multifaceted, including gaps in teacher training, limited resources, lack of motivation and guidance, heavy workloads, difficulties in classroom management, insufficient administrative and parental support, and limited collaboration, all of which hinder the effective use of FA to support student learning.

### **Suggestions for Applying FA Effectively**

This question aimed to explore teachers' suggestions for effectively applying formative assessment (FA) in the EFL classroom. The findings reveal that the majority of teachers (67%) emphasized the need for teacher training, collaboration among teachers, motivation, and proper management of assessment tools as key strategies. About 29% suggested that government initiatives and active involvement of educators, parents, and other stakeholders are crucial for enhancing the effectiveness of FA. Additionally, teachers recommended conducting assessments regularly in line with classroom activities, orienting students toward active learning, involving parents, and motivating students. Some highlighted the use of a variety of formative techniques, including questioning, peer and self-assessment, portfolio assessment, and

timely feedback to guide instruction. A few teachers also suggested engaging students in communicative tasks, daily practice, collecting materials, and regular follow-up activities. Overall, the study indicates that effective FA implementation depends on teacher training, active participation, professional practices, supportive school management, and strategies that motivate and engage learners while applying student-centered and diverse assessment methods.

### Findings and Results

The findings of this study reveal that formative assessment (FA) is widely recognized and practiced among secondary level English teachers in EFL classrooms. Analysis shows that half of the teachers (50%) frequently use formative assessment, with the majority (53.3%) applying it during lessons to monitor and support student learning. In terms of techniques, 40% of teachers regularly used classwork and homework, while another 40% employed tests such as class, weekly, and monthly evaluations. Teachers also highlighted the motivational aspect of FA, with 53% agreeing that it inspires and engages students, and 56.7% noting that it helps students actively engage with their learning. Additionally, most teachers (60%) considered FA an effective tool for gauging students' progress, and 63.3% strongly agreed that it promotes quality assessment. A significant number of teachers (53.3%) reported that formative assessment allows students to acquire in-depth knowledge, and 56.7% observed that it supports the development of students' learning and

multiple intelligences. Class performance-based FA was seen as helpful in encouraging students' participation, with 50% of teachers agreeing that it makes students more attentive and involved. Furthermore, 53.3% believed FA contributes to improving students' proficiency in English, and 46.7% emphasized the need for well-managed classrooms to conduct FA effectively. Overall, 56.7% of teachers recognized FA as a tool that enhances the teaching-learning process, while 60% highlighted its positive impact on providing regular feedback. Most teachers (54%) defined FA as an informal process aimed at improving students' skills and the overall learning process. The driving forces behind FA, as identified by 50% of teachers, include feedback, motivation, identifying weaknesses, incorporating new techniques, and enhancing overall student performance. Teachers also reported that initial perceptions of FA were mixed, with 55% finding it monotonous at first, though they later recognized its importance in the learning process.

The study also identified the most frequently used formative assessment activities and the challenges faced in implementing them. About 60% of teachers reported using group work, pair work, classwork and homework, presentations, language games, individual tasks, role plays, discussions, and terminal examinations as key FA techniques. However, implementing FA is not without challenges; 65% of teachers highlighted barriers such as lack of trained teachers, insufficient resources, limited mastery of FA methods, heavy

workload, unmanaged classrooms, difficulty providing individual feedback, inadequate administrative support, and lack of collaboration among teachers. Motivation of students and clarity about FA's purpose were also noted as challenges. Regarding strategies for effective implementation, the majority of teachers (67%) suggested that teacher training, active involvement, support from school management, motivation for both teachers and learners, use of communicative techniques, engaging and activating students, parental cooperation, and practical learning approaches are essential. Additionally, teachers emphasized the need for all stakeholders to be alert, responsible, and supportive to ensure that formative assessment can be applied successfully in the secondary EFL classroom. These findings collectively indicate that while formative assessment is valued and actively used by teachers, its successful implementation depends on adequate resources, training, collaboration, and student-centered practices.

### **Conclusion**

The study entitled "Teachers' Perceptions of Formative Assessment in English Language Teaching: A Study of Community Schools" explored the perceptions of 40 Secondary Level English teachers in Parbat district regarding the implementation of formative assessment (FA) in EFL classrooms. Despite the small sample size, the study provides valuable insights into the role and impact of FA in enhancing teaching and learning. The findings reveal that formative assessment is frequently used in secondary English

classrooms and is generally perceived positively by teachers, who recognize its significance in improving students' learning, providing feedback, motivating learners, and enhancing overall classroom performance. The study highlights the importance of integrating communicative strategies into FA practices to make the teaching learning process more effective and student centered. However, the implementation of formative assessment faces several challenges, including cultural perceptions of assessment, lack of teacher understanding, insufficient resources, heavy workload, large class sizes, and limited administrative support. The study indicates that collaboration among teachers and support from school management are critical for the successful application of FA, and that addressing these challenges systematically is essential to enhance its effectiveness. Recommendations drawn from the study include reducing pressure on teachers, providing training and professional support, ensuring adequate teaching and assessment resources, maintaining manageable class sizes, and fostering cooperation among colleagues and parents. Overall, the study concludes that formative assessment is a powerful tool for improving learning outcomes in EFL classrooms, but its full potential can only be realized through teacher empowerment, proper resources, systematic support, and active engagement of all stakeholders in the educational process.

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### Conflict of Interest

The authors had no conflict of interest

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