**The role of language teachers' and content teachers' beliefs on their practices regarding testing and assessment in ESP contexts**

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**Abstract**

Although research studies on testing issues of English for General Purposes are abundant in the literature, they are still one of the less explored areas of research in English for Academic Purposes, especially with respect to teachers’ (language teacher and content teacher) assessment knowledge and beliefs. The present study intends to examine the ESP tests in terms of validity and reliability in measuring students’ ability in the ESP context and explore the teachers’ assessment knowledge, skills in developing tests within and across twelve Iranian ELT instructors and eight content teachers. Thus, each participant was interviewed after responding to the questionnaire. Test papers were also deeply investigated so as to delve into the underlying validity and reliability in measuring students’ ability and performance in the ESP context. The findings were indicative of the positive effects of assessment knowledge, skills in developing tests, skills in aligning needs with tests and assessments in ELT instructors’ testing practice but not on the modifying and implementing tests. The findings also partially verified the potentials of within group inconsistences and across-group discrepancies within and between the two groups of teachers respectively with content teachers being much more inconsistent than ELT instructors in terms of their testing practice, developing tests, skills in aligning needs with tests and assessments as well as test papers. The findings of the study have implications for renewing the current practices of ELT instructors and content teachers testing practices discipline-based EAP courses worldwide.

**Keywords:** *ESP assessment, ESP context, content teacher, language teacher*