Assessment Literacy of Iranian Teachers in EFL Context

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Abstract

These days, there have been numerous TV shows, political meetings as well as academic events discussing quality, quantity and the importance of language learning and teaching in Iran. This seems to be caused by an impaired system. This study aims to gather both qualitative and quantitative data in order to have a deeper look at the role assessment literacy plays in Iranian context. For this purpose, a group of ۵۰ institute and high school teachers were the participants of the quantitative section and ۱۰ other teachers were interviewed for richer comments on the present situation. The interview data showed how difficult training courses are for their attendants to practice what they might have learned in their classroom. The teachers also pointed at the UEE and its impact on language learning and teaching. The key to tackle these problems, however, may be an alternative to current hegemony, a bottom-up approach toward training teachers; one that if allowed, blooms beautifully.

Keywords: Language Learning, Assessment Literacy, Teacher Training, Activity Theory.