

May 2008

Assessment Literacy of EFL Teachers in Greece – Current Trends and Future Prospects

Plenary speech, 5th Annual Conference of the European Association of Language Testing and Assessment (EALTA), Hellenic American Union, Athens, Greece.

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Assessment is a widespread - if not intrinsic - feature of most language teaching programs worldwide. This has resulted in a proliferation of various standardized tests as well as in the introduction of teacher-conducted assessments used as a basis for reporting learners' progress and achievement against national standards (Brindley, 1997). Teachers thus find themselves in the position of having to evaluate and prepare students for standardised tests as well as create their own classroom-based instruments for monitoring, recording, and assessing learners' language progress and achievement.

However, relatively little is known about how teachers are dealing with these demands and, more importantly, how such assessment practices impact on their daily teaching. Studies investigating classroom-based assessment practices within the ESL/EFL school contexts (Breen et al. 1997; Davison and Leung, 2001; 2002; Davison, 2002) as well as the tertiary level (Cumming, 2001; Arkoudis and O'Loughlin, 2004; Cheng, et al., 2004) have stressed the need for further research as the picture is not yet complete. With so much time and money devoted to language assessment, it is worth critically understanding how teachers carry out their assessment decisions and what assessment purposes and procedures they use in their daily practice.

This presentation will discuss recent research into the complex and multifaceted roles that classroom assessment plays in different teaching and learning settings. Then it will provide an overview of the Greek language system, and present research results showing the nature of the language assessment landscape and training opportunities of private and state school EFL teachers in Greece.

It will conclude with discussing the need and present ways of how teachers can become more "assessment literate" and how testing experts and teacher trainers can help in this direction.