

DEVELOPING THE LANGUAGE ASSESSMENT LITERACY OF TEACHERS: NEEDS, EFFECTIVE FACTORS, AND CONSTRAINTS

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Empirical research reported that there was a training need for formal education and professional development programs in assessment (Berry et al., 2017; Hasselgreen et al., 2004; Vogt & Tsagari, 2014). Therefore this paper reports a systematic review of teachers' language assessment literacy (LAL) development: training needs, effective factors of training, and language assessment practice constraints. The purpose of the review is to provide an updated overview of the empirical research on language assessment development. I utilized systematic reviews for Social Studies using the following steps: forming research questions, choosing the appropriate search terms and strategy, starting the literature search, developing inclusion criteria, determining relevant studies, and extracting data (Petticrew & Roberts, 2006). The search was limited to the last 12 years' publications because there was increasing attention on developing teachers' language assessment literacy in these years. Thus, the relevant empirical studies published from 2010 to 2022 were reviewed. I surveyed the databases Scopus, Web of Science, and Google Scholar for relevant studies. The selected studies were analyzed using the content analysis approach. The investigation of the selected empirical studies on developing teachers' LAL were classified into three major themes: (1) teachers' language assessment literacy training needs; (2) factors influencing language assessment literacy development; and (3) language teachers' assessment constraints. Regarding the first theme, teachers' language assessment literacy training needs, studies suggested that teachers needed in-service training in different LAL content areas that varied according to the educational context needs in their countries. For the factors influencing language assessment literacy development, studies revealed that teachers' experience and self-reflection needed to be considered in development programs and teachers should be involved in collaborative learning communities. The collaborative learning communities provide the needed professional support and give the chance for teachers to share their experiences. Furthermore, the reality and constraints needed to be recognized as they influence teachers' assessment practices. Finally, research implications and future research directions on teachers' language assessment literacy are discussed.