

An Investigation of Iranian University Teachers' Assessment Literacy: EFL Teachers vs. Field Specialist ESP Teachers

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Teachers' assessment literacy plays a crucial role in the assessment quality and student achievement. To shed more light on this issue, this mixed-methods study intended to measure and describe the assessment literacy level of 80 randomly-selected Iranian EFL and field specialist ESP university teachers who sat for an assessment literacy questionnaire and 10 of them for a semi-structured interview. Analyses of the data showed that: first, members of neither group possessed an acceptable level of assessment literacy; and second, there were significant differences among them on the nine sub-scales of assessment literacy. Though the EFL university teachers showed higher assessment literacy level than the field specialist ESP counterparts, both groups suffered significant deficiencies which not only indicate weaknesses in EFL teacher education programs in terms of language testing and assessment but also are persuasive enough to render specific assessment education for each group involved in foreign language teaching programs necessary.

Key words: Assessment; Assessment Literacy; EFL Teachers; ESP Field Specialists.

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