

Title of Project:

Cultural implications of assessment procedures in English, French and Persian as a foreign or second language classes in the USA, France and Iran

Researcher:

Soodeh Eghtesad
Université Paris 3 Sorbonne Nouvelle
Soodeh313@yahoo.com

Research Supervisor:

Dr Jean-Paul Narcy-Combes



Soodeh Eghtesad

Abstract:

The PhD dissertation research project aims to understand what the assessment techniques used in second or foreign languages classes in the USA, in France and in Iran show about each country's perception of languages, educational culture, and openness to other countries. Three very different contexts have been chosen for a detailed analysis of their assessment procedures, which reflect each context's goals and objectives as well as its needs and demands for foreign/second language learning. This project also seeks to explore whether or not assessment procedures used in each context are universal or culturally specific, and whether they prepare learners to study or work only in the target country or internationally. In addition, through an analysis of foreign/second language instructors' discourse and assessment materials, this research looks at what the different language instructors' social, cultural and political representations of assessment are and what these representations reveal about each of the three contexts' beliefs on language learning. Furthermore, this project intends to identify the similarities and differences as well as the political and cultural implications of assessment techniques in English as the international language, French as a widely-studied language, and Persian as a language used and taught in very few countries. At the end, based on the results from the comparison of the different assessment procedures used in these three contexts, we hope to be able to identify the most useful assessment techniques observed in these three countries for developing internationally applicable foreign/second language assessment tools.