

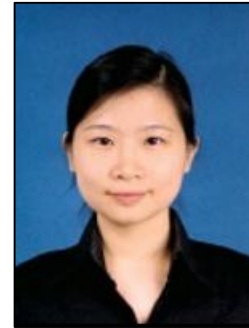


Title of Project:

University English Teacher Assessment Literacy in China:
A Mixed-methods Study

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Project Summary:

Within tertiary-level English language education in China, the co-existence of summative tests and formative assessment has posed tremendous challenges for teacher assessment literacy (AL). My doctoral dissertation is a mixed methods study that seeks to answer three research questions: First, what is the existing AL level of university English teachers in China? Second, how is AL enacted in the practices of three case teachers? Third, what factors have shaped these teachers' AL? Utilizing a sequential explanatory design, the first question is answered with a national survey of teachers working across China using the *University English Teacher Assessment Literacy Questionnaire* (UETALQ). The second and third questions are addressed through follow-up case studies with three teachers working in universities at different tiers, drawing upon data from semester-long classroom observations, interviews, and documents.

As a timely attempt to address the paucity of AL research, this study contributes to the field in three ways. First, it advances AL theory by proposing a framework that reconceptualizes AL from a static, idealized knowledge base, to a dynamic, situated entity mediated by teachers' assessment cognitions and institutional and socio-cultural contexts. Second, its methodological pluralism allows for multiple layers of meaning and perspective on AL, permitting greater clarity of the phenomenon. Third, this study has important implications for teacher education and language assessment, such as the inclusion of AL in teacher licensure and pre-service teacher education curriculum. This study recognizes teachers as legitimate assessment knowledge producers and the challenges of developing sustainable mindsets relative to assessment reform initiatives.