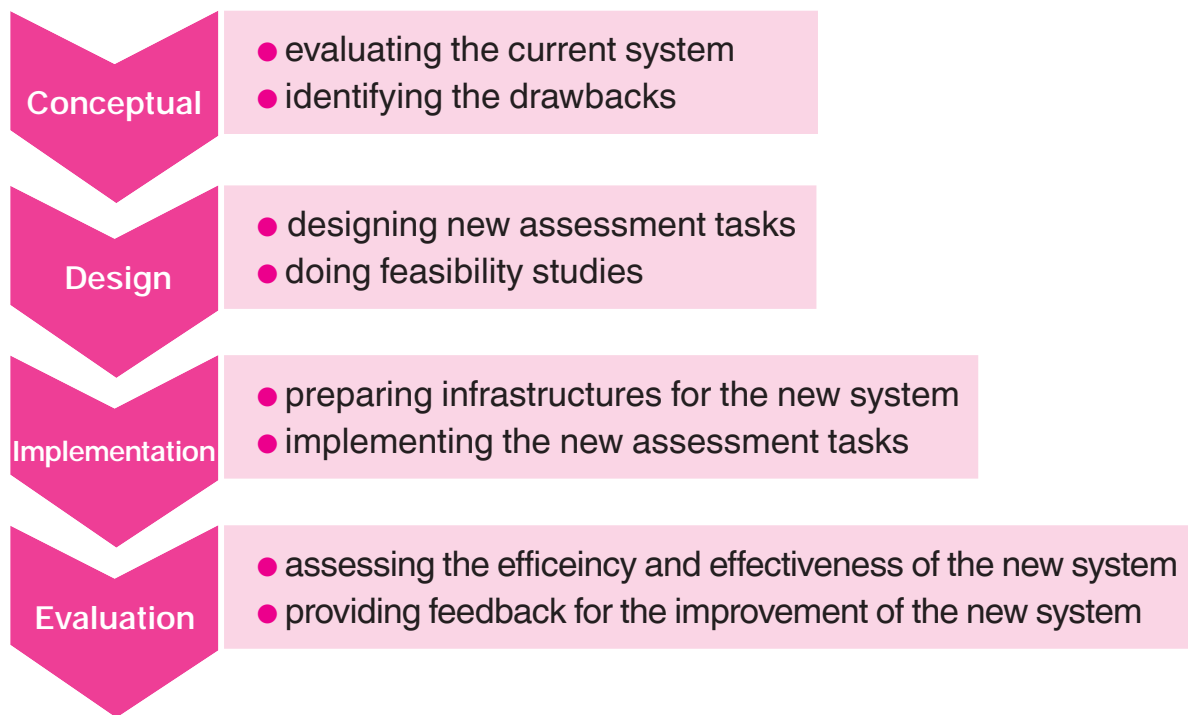


■ **How can a journal like ROSHD contribute to the establishment of curriculum change in Iran?**

□ Given I suggested a change in the discourse of testing system, journals like ROSHD are very good outlets to initiate discussion among different stakeholders about our testing system and how it could be improved to benefit all. I am in favour of graphics, and so I suggest the following figure to organise the discussion around the change.

side by side with the experts' analysis of the system and suggestions for change in the system. After all, the testing system is one of the most influential and controversial academic issues with huge impact on different stakeholders and social institutions. We therefore need to bring in a variety of opinions and look at it from different perspectives to move toward a more comprehensive and meaningful system.



ROSHD can therefore encourage different stakeholders to discuss different levels of the current and desired assessment systems as presented in the above graph using a variety of data and reflections. For example, it will be very useful to publish students' and parents' reflections on the current testing system

Thank you for giving me this opportunity to reflect on my experiences and observations and I think it is great to see ROSHD has initiated consulting people in this field. I hope we see these discussions result in beneficial modifications in our educational and testing system so that our children can benefit from and make a better future.

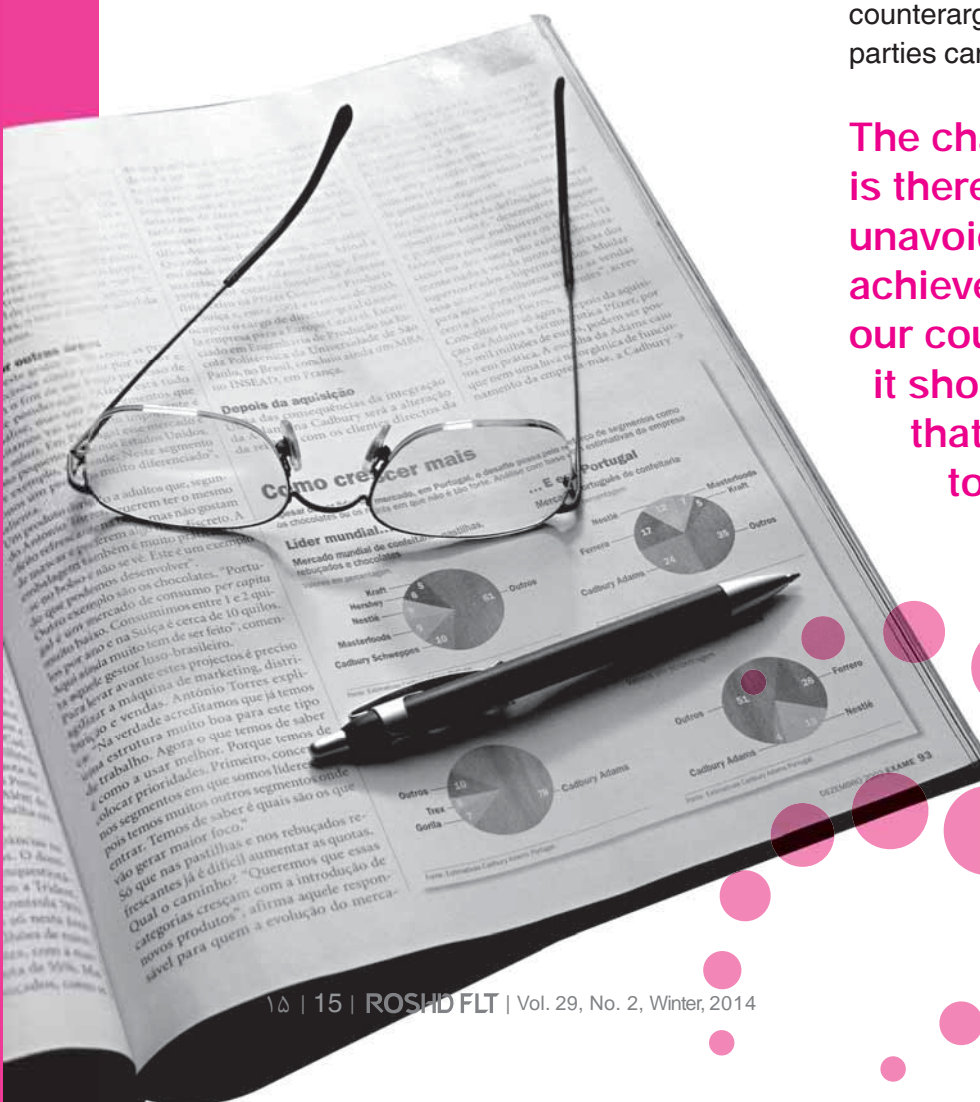
and go through another round of action research, or continue with the same instructional activities. Fortunately, our teachers are educated people who have done their bachelors or masters and are therefore familiar with systematic thinking and research in addition to teaching methodology. They can therefore invest on their expertise to move beyond routine and repetitive teaching and instruction and to follow a research-based teaching. This will benefit all stakeholders.

■ **What are the management issues and how can these issues be tackled in the short and long run?**

- I think the key to management

issues is “dialogue”. Teachers need to learn to engage in effective dialogues and communicate well with different stakeholders. After all, one of the purposes of communicative language teaching is to help students learn how to communicate different messages appropriately in different contexts. As such, teachers need to be good communicators themselves. Even if their voices are not heard immediately, they should not be disappointed. They should remember that they are arguing for a good cause and so be reasonably persistent. Indeed teachers need to be open-minded too. That is, they should be ready to hear counterarguments too and accept them or use them to modify their own points. The essence of “dialogue” is to make a point, and to hear counterarguments too so that the two parties can reach a mediocre solution.

**The change in the system is therefore imperative and unavoidable if we aspire to achieve defined visions for our country. Nevertheless, it should be pointed out that the changes need to be gradual and incremental rather than overnight**



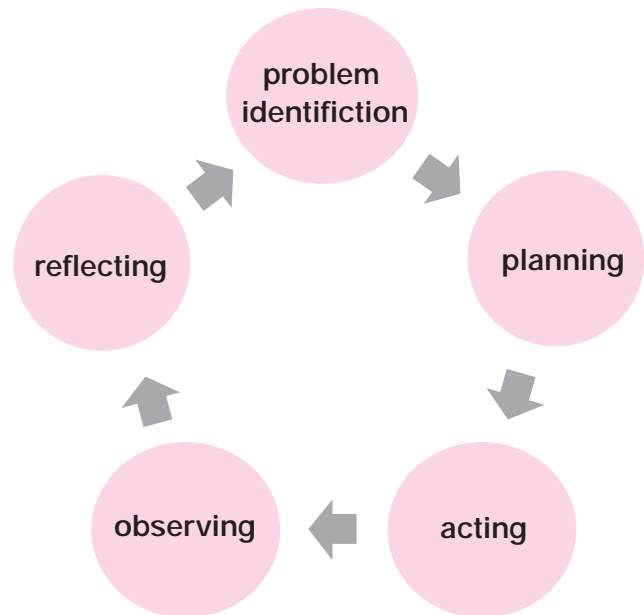
in a passive and decontextualized way. Teachers can design similar classroom assessment tasks with appropriate assessment criteria to assess students' language learning and progress.

■ **Thanks to your experiences with the curriculum in Iran, you are aware of the impediments of curriculum change. What changes do you think are feasible?**

□ It is the characteristic feature of centralised systems that making even small changes in the curriculum will be a difficult task. On the other hand, teachers can certainly be agents of change by formulating their ideas for change and communicating them with curriculum developers in appropriate ways. For example, ROSHD journal and similar journals are good outlets where teachers can publish their reflections on all aspects of the English language curriculum and make useful suggestions for change. Teachers also have their own organisations in which they could discuss their reflections and suggestions and prepare documented reports to be sent to those in charge of curriculum development.

Parallel to this, I would suggest teachers become "action researchers". Classrooms are teachers' educational territories and so they should rule over in the best possible way to ensure their teaching and learning activities are efficient and benefit students. Through "action research", teachers can improve their teaching in an ongoing way. They can even collect data as they do action research and write reports and share them with other teachers across the country. It is worth to briefly explain "action research" here. Action research has 5-6

related stages as shown in the following diagram.



It would be very interesting to see our teachers are action researchers. The first stage in the process of action research is to identify a problem or an issue teachers are concerned about in their classes. They may in fact identify more than one issue, however, each need to be addressed at a time. The second stage of action research is to plan. Planning has a wide scope, from consulting literature (to find out if there is a background on the issue and how others have tackled it) to preparing a workable plan of instructional activities. The next steps would be to implement the plan in the class and observing (may be done through systematic data collection) how the planned instructional activities work. It is very important for the teachers to reflect on their observations (look at their collected data carefully) and make decisions for the next steps; either make some changes in their instructional plan

□ I think teachers can think of making changes in their teaching and assessment tasks within the constraints of the context in which they work. Here some creativity on the part of the teachers will be in order so that they can make a compromise between the summative assessment on the one hand and communicative assessment tasks on the other. The summative assessment in our educational context tend to focus on assessing students' knowledge of the language mostly through reading comprehension, grammar and vocabulary test items, and less on students' actual use of the language for communication.

**Assessment regimes may have a positive effect on teachers' teaching and learners' learning by motivating and encouraging them to move toward more authentic and genuine types of teaching and learning activities, or they may have a negative effect pushing teachers to teach to the test and learners to prepare for the test**

On the other hand, teachers aspire to engage their students in real acts of communication by involving them in assessment tasks which will require students to use the language for oral or written communication. Knowing that some of the stakeholders (students, parents and school management) expect

teachers to prepare students for the summative assessment so that students get good scores on end of year tests, teachers can design their classroom assessment with this point in mind. In other words, teachers can think of designing classroom assessment tasks which while meaningful to themselves and students and enhancing students' command of communication, they can also draw students' attention to the lexical and syntactic points which will presumably appear in summative tests. A simple example would be to ask students to read through the already taught lessons and to extract 15-20 words they think they know the meanings. Students could be asked to write a short story or essay using their chosen words using a process approach of planning, writing, and reviewing. Students can receive help from their peers or teacher at different stages in the process of their writing and even do the task collaboratively in groups. The teacher can allow each student or group of students to read their short story or essay to the class and encourage the other students to ask questions about the story or essay using appropriate interrogative questions. This simple task will help students to make the words become part of their active lexicon, practice sentence writing and using appropriate structures, become familiar with the process of writing, practice their writing short pieces, participate in oral discussion of listening to and answering questions, and collaborating with their peers. Methodologically, students will be active and collaborative learners who will be practicing language learning in a contextualized way, rather than just memorising the meaning of the words

Level	Listening/Speaking	Reading	Writing
A2	CAN express simple opinions or requirements in a familiar context.	CAN understand straightforward information within a known area, such as on products and signs and simple textbooks or reports on familiar matters.	CAN complete forms and write short simple letters or postcards related to personal information.
A1	CAN understand basic instructions or take part in a basic factual conversation on a predictable topic.	CAN understand basic notices, instructions or information.	CAN complete basic forms, and write notes including times, dates and places.

**Classroom-based, teacher-made assessment tasks, if they are designed properly, will engage both teachers and students in more meaningful and authentic type of assessment tasks. Such assessment tasks, and I reiterate and emphasise IF designed properly, have the potential of having a positive backwash effect**

We can therefore use similar frameworks to define “can do statements” for language learning at different school levels in our educational system and develop curriculum and assessment tasks accordingly.

- What are teachers supposed to do to make their classroom assessment consistent with performance summative assessment?



the world? If this is possible now, why shouldn't we be able to do so to assess language in more communicative ways using the technology of the day? Where there is a will there is a win. We just need to be serious in making changes in our testing system. The problem is that we just need to prepare strategic plans with good visions, appropriate goals, and achievable strategies. If others have done it and they've been successful, why shouldn't us?

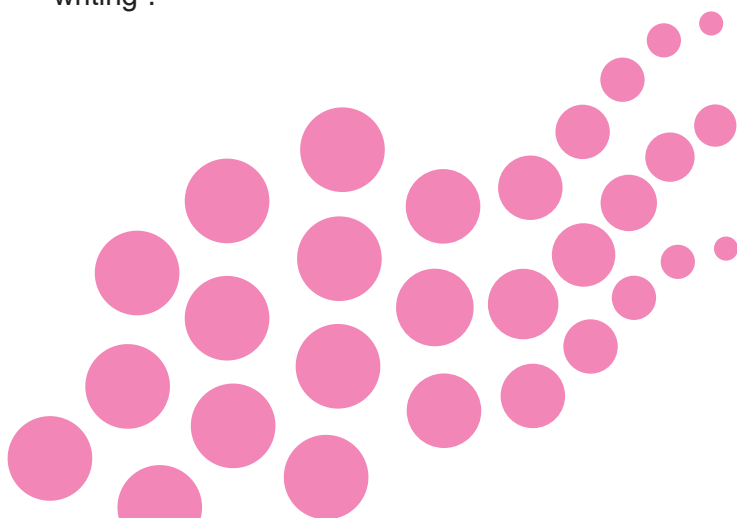
So, my answer to your question is, yes there are feasible alternatives. By forming working groups in the ministries of education and higher education, it is possible to develop strategic plans for substituting the decontextualized testing system with more communicative and meaningful assessment tasks that could be implemented using the facilities and technology of the time.

■ **How can we introduce performance assessment in schools? Based on the valuable experiences gained in Australia through experimentation with band scales, what are your recommendations with regard to the use of band scales in performance assessment in Iran?**

□ My observation of the Australian educational system is that they've been trying to use task-based criterion-referenced approaches to design educational curricula and assessment tasks. Such an approach starts with an analysis of the particular communication domains and the type of communication events that take place in such domains with the goal of specifying the

characteristics of the language used in these domains. Once these characteristics are identified then it is possible to design instructional materials which emulate the real-life tasks and engage students in related teaching and learning tasks. For assessment purposes, a list of "can do statements" are developed so that students' performance on different tasks could be mapped against the can do descriptors and assess students' performance. It is also possible to report back to students with details of their performance; where they have been able to perform well and where there are yet skills to be developed. Such a system emphasises more on language skill development through performance-based assessment than on rigid knowledge-based testing systems.

Another example of criterion-referenced approach is the development of Common European Frame of Reference (CEFR). This framework was developed to provide a guideline for different levels of language proficiency from A1 to C2 which could be used both in curriculum development and assessment. Each level includes a set of descriptors which identify what language learners should be able to do at that particular level. For example, the following are examples of descriptors (can do statements) at levels A1 and A2 as related to "listening and speaking", "reading", and "writing".



imperative and unavoidable if we aspire to achieve defined visions for our country. Nevertheless, it should be pointed out that the changes need to be gradual and incremental rather than overnight. It should be remembered that we need to make a change in the discourse of the current testing system. Such a change in the discourse is undoubtedly gradual and longitudinal. The important thing is to start it. We should therefore use any opportunity to challenge the current testing system and offer a change in any aspect of it we can however small the change may be. Teachers, for example, can challenge “the testing to the test” trend by involving students in more meaningful teaching and learning activities.

■ **The English language section of the university entrance exam covers only reading comprehension, vocabulary and grammar. The implication is that listening comprehension as the major source of input for language learning along with performance skills of writing and speaking are to a large extent ignored. The high school end-of-the-year exams follow the same syllabus. With the shift to CLT, what changes need to be made in the current arrangements? What are the alternatives?**

□ I think the end of the year exams in high schools is a good example of the negative backwash effect of the university entrance exam on our schooling system. Restricting language as a means of communication to knowledge of words and grammar and assessing it by multiple-choice items is just disadvantaging

students and teachers. The outcome is that our high school graduates, even our university graduates, are not able to use language (either L1 or L2) to communicate effectively and to use language for communication purposes. To engage students in communicative tasks, we need to have an assessment system which encourages these types of assessment tasks.

**Given I suggested a change in the discourse of testing system, journals like ROSHD are very good outlets to initiate discussion among different stakeholders about our testing system and how it could be improved to benefit all**

I perfectly understand that one of the main reasons of excluding listening, speaking and writing from our testing system is that of practicality. It is certainly more challenging to include assessment tasks which aim at assessing language more communicatively in terms of design, administration, and scoring. However, we sometimes forget that issues related to practicality could have been thought for in light of new advancements in technology. Have we thought, for example, that currently a test like TOEFL-iBT, which is developed and based in Educational Testing Service in Princeton, New Jersey in the US, is administered online and taken by many test takers in different parts of

of our national entrance exam system on our schools.

- The other impact of the current testing system is the level of investment (financially, time-wise, and emotionally) families need to do for their children to take part in these testing competitions. It is a very common experience for all the families with kids who should participate in different types of screening tests from choosing their schools, to go for gifted schools, to compete for university seats and so forth. The testing industry and business is huge in our country and not any family can afford full access to it for their children. The system may therefore serve the affluent and disadvantage the non-affluent but potentially proficient students. This I think should be a great cause for concern. On the other hand, every family with one or two schooling kids

have to sacrifice their personal and social lives by just managing private classes for their kids. The other important issue is the level of emotional involvement of families in the whole process of preparing their children for the testing competitions. All of these are great causes of concern.

- With all the drawbacks of our testing system, we notice that our university graduates are among the successful students in the international arenas. This implies that if we make necessary changes in our testing system so that more genuine schooling takes place what a marvellous outcome we will have. Put it differently, currently our testing system constrains full self-actualisation of the students' abilities, so eliminating the restricting aspects of this system can lead to great achievements. Such achievements will not only result in more capable graduates who will be able to contribute more efficiently to the development of the country, they will even promote our country's pioneering moves in frontiers of research.

The above points are just a snapshot of the impact our large-scale high-stakes testing system have on our social institutions such as families and schools as well as different stakeholders. The change in the system is therefore





may turn into its opposite with harmful consequences. Let us point out some of the current drawbacks of the large-scale high-stakes multiple-choice testing system which is used to screen applicants for the university education. We can then think how it is possible to make some structural changes to eliminate these drawbacks and move toward a more meaningful and beneficial system.

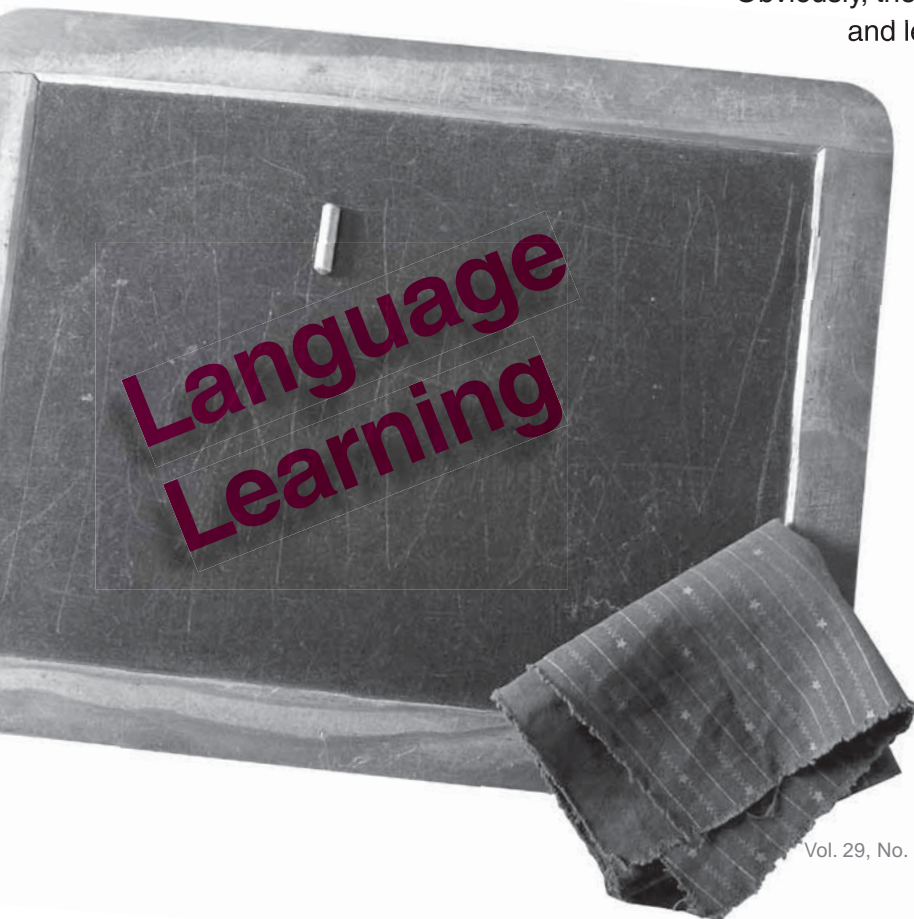
- Perhaps the most important issue is the negative “backwash” effect the current system has on teaching and learning. This negative backwash has, knowingly or unknowingly, affected our schooling and our teaching and learning activities. It is now a strong belief among all the stakeholders (students, teachers, parents, etc.) that good schools and good teachers are those which can teach students to the test in the best possible way. This

**Traditionally, assessment of students' learning is usually done through end of semester or end of year tests or other assessment tasks. This will leave both teachers and students with no opportunity to look back at students' performance and with no possibility for both parties to plan for filling the gaps**

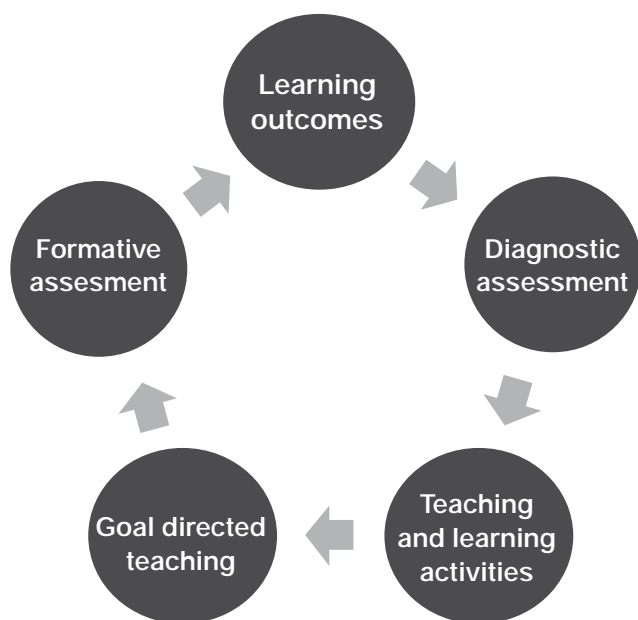
phenomenon is not indeed unique in our country; there are many other countries which share this plague. It is too bad that the whole impetus of our schools is to prepare students for the big competition. Obviously, the authentic goal of teaching

and learning will get lost in such a strong mandate of our educational system.

We absolutely need to re-think this and give back our teachers and students what we have taken away from them: The opportunity to engage in an authentic act of teaching and learning to discover themselves and the world around them. This will be achieved by eliminating the strong negative backwash effect



courses of instruction students improve their learning and skills and achieve the learning outcomes of the course. The following diagram presents the idea of using assessment as an integral part of the teaching and learning activities graphically.



We are now living at an age with numerous ideas for the improvement of teaching and learning. The above diagram may, for example, connote action research too in which teachers initiate a plan, implement the practice, evaluate the effectiveness of their instruction, and revise their learning outcomes. Teachers may therefore approach their teaching by coherently linking different ideas and designing a dynamic curriculum which can be evaluated at different stages and modified accordingly.

■ **Considering the fact that the majority of high stakes tests in Iran are of the multiple choice format**

and empirical evidence has clearly shown that language instruction in high schools has largely been limited to teaching for testing, the shift to assessment for learning poses serious challenges that may require structural changes as well as changes in attitude. What structural changes might be necessary and what kind of support should be provided to teachers and high schools?

□ I think this is a crucial question. Any change in the curriculum must be supported by a change in the socio-cultural assumptions and decision-makers' attitudes and mindsets. Testing is a double-edged sword which can benefit or harm different stakeholders. Let us see what has been the underlying philosophy for the large-scale high-stakes multiple-choice testing system which is pervasive in our country. The original underlying assumption has been a good one with presumably beneficial consequences, however, gradually and in practice this testing system has, perhaps unintentionally, caused some harmful consequences.

Given the limited seats at universities and institutes of higher education, the original idea has been to select applicants based on their merits and not other criteria, which is indeed a good idea. In other words, the testing system followed a "meritocracy" philosophy which is an integral value in a democratic society. However, if this valuable philosophy is not carefully designed and implemented through appropriate assessment tasks, administration and scoring procedures, and transparent decisions, then it

the areas where they need more practice. In other words, the assessment tasks can be used to diagnose where students need to concentrate more, and prepare appropriate instructional materials for students' intentional learning. The goal-directed instruction and intentional learning are two motivating strategies for teachers and students which can engage them meaningfully in teaching and learning activities when assessment tasks are integrated into the curricula.

**I think the end of the year exams in high schools is a good example of the negative backwash effect of the university entrance exam on our schooling system. Restricting language as a means of communication to knowledge of words and grammar and assessing it by multiple-choice items is just disadvantaging students and teachers**

Based on the underlying assumption of “assessment for learning”, teachers can design appropriate assessment tasks for any communication skill to direct their instruction and help students' improvement in that particular skill. For example, given that “reading comprehension” is the main skill in our English language teaching curriculum, teachers can design appropriate assessment tasks to find out if students are good at outlining the

major and minor ideas in a text. The warrant here is that if students are able to summarise the major and minor ideas of a text in the form of an outline, this will help them to better understand the text. The teacher can then build up on students' outlines to teach them how writers structure information in their texts and how readers can understand the texts by deconstructing its organisation. Interestingly enough, teachers can use this as a reverse engineering act for teaching students how to compose and produce organised texts in their L2.

Going some steps back, teachers or other curriculum developers could have identified the “learning objectives” or “learning outcomes” of an English language course. For example:

- Identify the main ideas of the texts
- Prepare outlines of the reading texts and for their own writing
- Evaluate the information structure of the reading texts and their own writing
- Synthesise their outlines into coherent texts
- Search for proper words which can best express ideas
- Identify how different sentences are connected with each other in reading texts and in their own writings

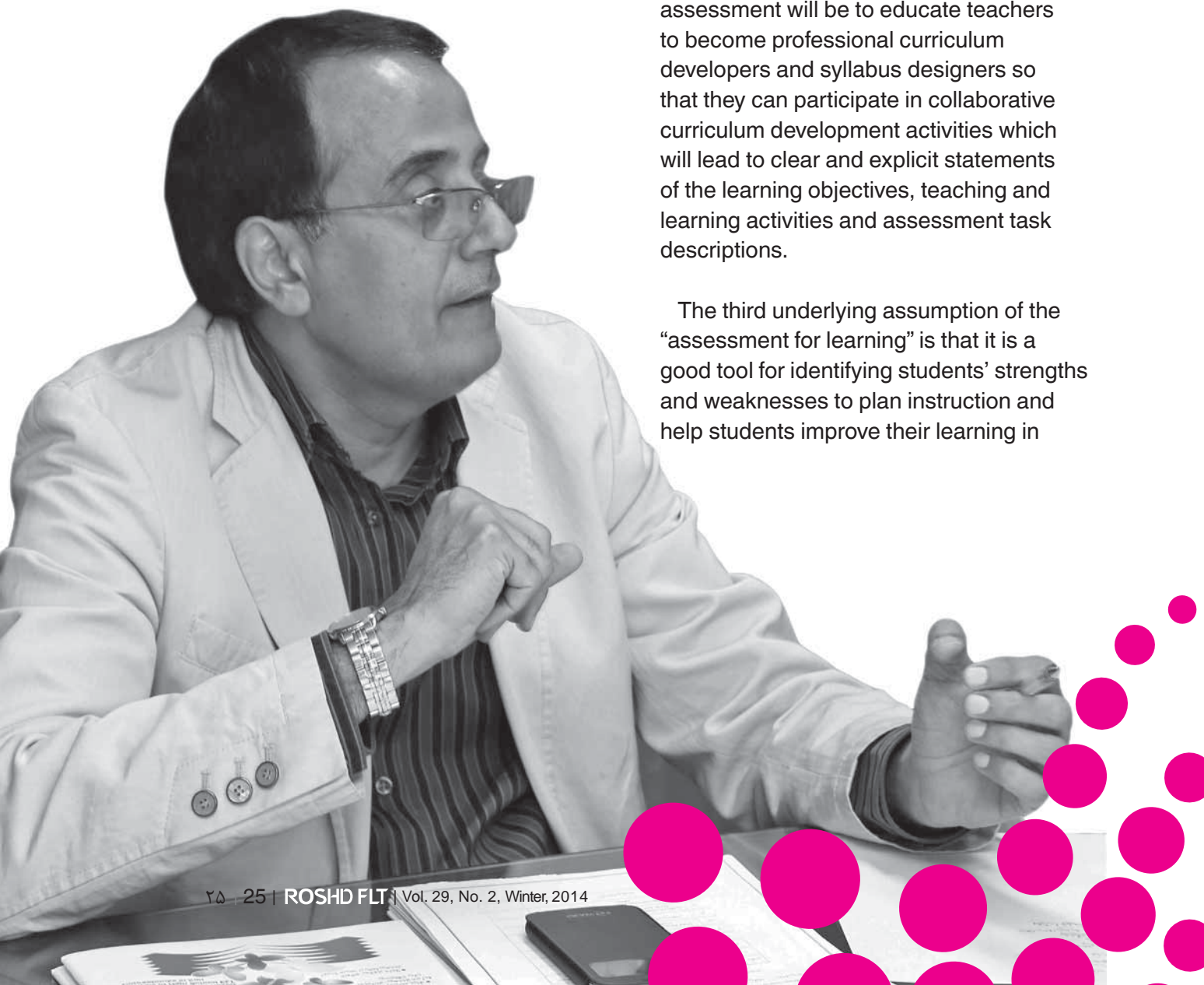
Teachers could have then designed appropriate assessment tasks to check students' strengths and weaknesses in any of the stated learning outcomes. They could then design appropriate teaching and learning tasks for the students to practice those areas they have showed some weaknesses so that by certain

both parties to plan for filling the gaps. By contrast, “formative assessment” is meant to be installed all through the course of instruction to (a) provide students with necessary feedback about their strengths and weaknesses, and (b) give them the chance to improve their learning and develop their skills. Accordingly, the first change in the dynamics of assessment will be to emphasise more on the “formative” type of assessment with the goal of helping students to improve their mastery of the learning objectives.

The second underlying assumption of “assessment for learning” is aligning

the assessment tasks with the learning outcomes of the course; let it be language teaching or any other subject matter. This requires a careful design of the course of instruction so that the three main elements of “learning outcomes”, “teaching and learning activities”, and “assessment tasks” are clearly stated and dynamically aligned with each other. In other words, the learning outcomes, the teaching and learning activities, and the assessment tasks should be dynamically aligned with each other. Based on this underlying assumption of the assessment for learning, the second change in the dynamics of assessment will be to educate teachers to become professional curriculum developers and syllabus designers so that they can participate in collaborative curriculum development activities which will lead to clear and explicit statements of the learning objectives, teaching and learning activities and assessment task descriptions.

The third underlying assumption of the “assessment for learning” is that it is a good tool for identifying students’ strengths and weaknesses to plan instruction and help students improve their learning in



authentic type of assessment tasks. Such assessment tasks, and I reiterate and emphasise IF designed properly, have the potential of having a positive backwash effect. That is, through such assessment tasks, students' knowledge learning and skill development will be enhanced. The issue is not, however, an either or decision—whether to use large-scale standardised tests or classroom-based teacher-made tests and assessment tasks. It is a complex issue in need of substantive dialogues among different stakeholders to create shared background knowledge and to develop assessment frameworks so that the assessment regime could assure beneficial consequences for all those involved. The advantage of progressive dialogues through annual conferences, journal papers, mass media discussion, and other possible occasions will provide the opportunity for a continuous modification of the assessment system at both conceptual and practical levels.

■ **What are the minimum requirements of a change in the dynamics with the aim of establishing assessment for learning as an integral part of language instruction?**

□ “Assessment for learning” is a recent move and a new look at the role of assessment in education. We can juxtapose it with the traditional “assessment of learning” which is mostly used to measure students' mastery of the subject matter. “Assessment for learning, in contrast, is seen as an integral part of the teaching and learning activities, and is based on several assumptions which I

point to three of them.

The first underlying assumption of “assessment for learning” is to consider “assessment” as part of the whole process of teaching and learning, rather than as a yard stick to merely measure students' learning after a course of instruction. This may lead us to think about “formative” vs. “summative” assessment. Traditionally, assessment of students' learning is usually done through end of semester or end of year tests or other assessment tasks. This will leave both teachers and students with no opportunity to look back at students' performance and with no possibility for



Thank you very much for inviting me to share my perspectives on classroom assessment with your audience, presumably mostly English language teachers. It is my pleasure to communicate my views, as a teacher and researcher, on this topic.

Considering your first question, I should say that this has been a hot debate between different stakeholders and in different contexts and our country is no exception. The whole issue can be narrowed down to the relationship between teaching/learning activities and assessment of students' learning—what has technically been referred to as “backwash” effect. Assessment regimes may have a positive effect on teachers' teaching and learners' learning by motivating and encouraging them to move toward more authentic and genuine types of teaching and learning activities, or they may have a negative effect pushing teachers to teach to the test and learners to prepare for the test.

Usually large-scale testing of students' learning are represented through standardised tests which aim to use the same content, the same test formats, the same administration and scoring procedures so that students' learning outcomes could be compared across the district, city, province or even nation. Such tests are even sometimes used to judge about teachers' or school performance. While there are certainly merits in using large-scale standardised tests, there are absolutely pitfalls. The conceivable pitfall of the large-scale standardised tests is the level of stress and anxiety they usually bring about for the students, teachers, and parents given the inherent competitiveness

of the tests. Such levels of stress and anxiety will intentionally or unintentionally force the teachers and students to restrict their teaching and learning activities to those of preparing for and practicing the tests, what may be considered a negative backwash. In such situations, the whole context of classroom teaching and learning will be reduced to that of instruction of test taking strategies. Even worse is that usually parents do not find formal classroom instructions enough to prepare students for exams, they therefore usually look for additional private lessons for their children to receive as much test preparation as possible. I am not to totally refute large-scale standardised tests, but I would like to draw the readers' attention to some of the potential risks these types of tests may have.

**Usually large-scale testing of students' learning are represented through standardised tests which aim to use the same content, the same test formats, the same administration and scoring procedures so that students' learning outcomes could be compared across the district, city, province or even nation**

Classroom-based, teacher-made assessment tasks, if they are designed properly, will engage both teachers and students in more meaningful and

## اشاره

دکتر عبدالمهدی ریاضی دوره دکتری خود را در رشته زبان‌شناسی کاربردی در دانشگاه تورنتو کانادا به پایان رساند. پس از بازگشت به ایران با سمت استادیاری و سپس دانشیاری در دانشگاه شیراز دانشکده ادبیات و علوم انسانی گروه زبان‌شناسی و زبان‌های خارجی به آموزش و پژوهش پرداخت. ایشان در دانشگاه شیراز دروس روش تدریس، روش تحقیق، ارزشیابی پیشرفته و نگارش پیشرفته را در دوره‌های کارشناسی ارشد و دکتری ارائه می‌داد و بیش از ۴۰ پایان‌نامه کارشناسی ارشد و ۱۴ رساله دکتری را راهنمایی کرد. افزون بر فعالیت‌های علمی، ایشان ریاست دانشکده ادبیات و علوم انسانی را به مدت سه سال و مدیر کلی پژوهش دانشگاه شیراز را به مدت پنج سال عهده‌دار بود. هفتمین کنفرانس سالانه TELLSI نیز با دبیری ایشان در سال ۱۳۸۶ در دانشگاه شیراز برگزار گردید. ایشان در طول خدمت در شیراز، کارگاه‌های آموزشی متعددی برای دبیران زبان انگلیسی برگزار نمود.

دکتر ریاضی در سال ۲۰۰۹ به گروه زبان‌شناسی دانشگاه مک‌کوئری استرالیا پیوست و از آن سال تاکنون در زمینه‌های تخصصی سنجش و ارزشیابی و روش‌های تحقیق در دوره‌های تحصیلات تکمیلی به‌ویژه دوره دکتری فعال بوده است. در این دانشگاه تاکنون سه دانشجوی دکتری از کشورهای آمریکا، عربستان سعودی و زلاندنو تز دکتری خود را با راهنمایی ایشان به پایان رسانده‌اند. در حال حاضر نیز راهنمایی ۸ دانشجوی دکتری را در این دانشگاه بر عهده دارد. دکتر ریاضی کتاب‌ها و مقالات متعددی را در نشریات معتبر داخلی و خارجی به چاپ رسانده است که از آن جمله می‌توانیم به مقاله مشترک ایشان با پروفیسور کریستوفر کندلین در خصوص روش‌های تحقیق آمیخته در پژوهش‌های مربوط به آموزش و یادگیری زبان اشاره کنیم که در مجله معتبر Language Teaching در سال جاری میلادی به چاپ رسیده است. از جمله موفقیت‌های چشمگیر دکتر ریاضی جذب بودجه‌های پژوهشی از مؤسسات معتبر سنجش و ارزشیابی نظیر: IELTS, Educational Testing Service (ETS), Pearson می‌باشد که نشانگر درک عمیق ایشان از مسائل و معضلات سنجش و ارزشیابی و حل مسائل کاربردی این حوزه است. با توجه به اهمیت مقوله سنجش و ارزشیابی در موفقیت برنامه درسی زبان انگلیسی در دوره متوسطه از ایشان درخواست کردیم به سؤالاتی در خصوص ارتباط آزمون‌سازی و سنجش کلاسی و اهمیت این دو در یادگیری مؤثر زبان پاسخ دهند. با تشکر از ایشان که دعوت ما را برای شرکت در این گفت‌وگو پذیرفتند توجه خوانندگان محترم را به مشروح گفت‌وگو که در زیر آمده است جلب می‌کنیم. امید است بحث‌های مطرح شده راهگشای تغییراتی باشد که لازم است در سنجش و ارزشیابی زبان صورت گیرد تا آموزش و یادگیری برای موفقیت در آزمون کتبی پایان سال و کنکور ورودی دانشگاه‌ها به یادگیری کاربردی و معنی‌دار زبان با هدف برقراری ارتباط مؤثر زبانی تغییر کند.

Considering the fact that you were extensively involved in research on English language curriculum issues in the Iranian context when you were at Shiraz University, your current involvement in the same area of research in the international forefront at Macquarie University places you in a unique position to contribute to our better understanding of those issues and the way they can be tackled more effectively. One of the issues that has gained more prominence as a result of the shift to the CLT approach in the secondary school English curriculum is classroom assessment. So I would like to ask you to share your views with ROSHD readers on classroom assessment. It might be helpful to first explain the dynamics between large-scale testing and classroom assessment as they relate to the issues that are normally created when a traditional exam-based curriculum is shifted to CLT.



Roshd  
& Teachers

# Interview with Dr Abdolmehdi Riazi on Classroom Assessment and Language Learning

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