

# Enhancing teachers' language assessment literacy from a praxis perspective

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To further fulfill its social responsibility to enhance the language assessment literacy (LAL) of EFL teachers in Taiwan under the principle of Learning-oriented Assessment, the Language Training and Testing Center (LTTC) has implemented a praxis-based LAL enhancement program targeting English language teachers at the primary and secondary levels in Taiwan. Drawing on Vygotsky's view of praxis (2019), the LAL enhancement program aims to position theory and practice in dialectical relation, with theory providing principles and concepts that allow teachers to develop their classroom assessment practice in a reflective manner. Thus, the process involves partnership between researchers (the LTTC) and teachers.

This paper will introduce the design of the LAL enhancement program, which consists of three phases. Firstly, language assessment theories and principles are presented through teacher workshops. Secondly, Assessment Tasks Awards are set up to call for the best assessment tasks from these teachers, who need to demonstrate their ability to apply theory into practice. In order to exemplify best practices, some of the tasks that receive awards will then be chosen for inclusion in a resource book for language teachers. Thirdly, based on the content of the resource book, an evolved teacher training program which integrates theory and practice will be offered to better meet the needs of Taiwanese EFL teachers at the primary and secondary levels.

Also, this paper will report teachers' reflections on their involvement in each phase, which we hope will demonstrate evidence of the trajectories of teachers' LAL development over time. The paper will conclude with a critical reflection on the usefulness of exploring a praxis perspective on enhancing teachers' LAL in the Taiwanese context.