

Quality Analysis of Language Institutes in Iran and Presentation of a Quality Label System for the Teaching of the French Language

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This article presents an overview regarding Iranian language institutes' quality label. Based on a field survey, as well as an analysis of French quality labels, this research then attempts to propose a preliminary self-assessment grid for evaluating language institutes in Iran. The data for this research, collected through two questionnaires distributed among instructors and French language program coordinators, as well as French language learners in Iranian language institutes, revealed an absence of a quality evaluation systems in these institutes. Faced with this absence of a pertinent evaluation system, and taking into account the perceptions and needs of learners and teachers / language program coordinators, we proposed, after a careful analysis of various quality label systems in France, a self-assessment grid for language institutes in Iran for improving the quality of their institute through the following six components: Training, Teachers, Reception, Premises, security and equipment, Management, and Digital transition.

Keywords: Quality Label, Quality Assessment, French as a Foreign Language, Language Institutes, Iran.