

CHAPTER II

LITERATURE REVIEW

This chapter presents the related literature review. It discusses the language assessment literacy, professional development, novice and experienced EFL educators.

2.1 Language Assessment Literacy

Language assessment literacy (LAL) is a foundational component of effective language teaching and learning. It refers to teachers' understanding of assessment principles, their ability to design, implement, and interpret language assessments, and their capacity to use assessment results to improve instruction and communicate outcomes to stakeholders (Lee & Butler, 2020). In recent years, LAL has received increasing scholarly attention due to its significant role in bridging assessment, teaching and learning (Coombs & DeLuca, 2022).

Studies have explored LAL from both global and local perspectives. For example, Gan and Lam (2022) conducted a comprehensive review of LAL research trends, highlighting the evolving focus on practical, ethical, and contextual aspects of assessment. Similarly, Zulaiha et al. (2020) investigated Indonesian EFL teachers' assessment literacy and emphasized the need for ongoing development in connecting assessment practices with instructional decisions. Koh et al. (2018) further reinforced this view by demonstrating how assessment task design can serve as a gateway to developing LAL in language classrooms.

LAL is not only about technical competence, but also about reflective and ethical assessment use. It enables teachers to evaluate students' learning more effectively and adjust pedagogical approaches accordingly. As such, it plays a crucial role in both formative and summative classroom-based language assessment. Given its impact on both student outcomes and instructional quality, LAL is now considered a key focus in teacher professional development worldwide.

Although these studies have provided valuable insights into the concept and development of LAL, most of them have focused primarily on teachers' knowledge and skills in test design rather than on how assessment literacy is enacted in actual classroom contexts. In many EFL settings, the link between teachers' theoretical understanding of assessment and their day-to-day classroom assessment practices remains underexplored. Therefore, it is essential to investigate how teachers at different career stages interpret and apply LAL in classroom-based situations.

2.2 Professional Development

Professional Development (PD) refers to ongoing, structured learning experiences that aim to enhance teachers' knowledge, skills, and effectiveness in the classroom. Within the context of LAL, PD plays a central role in equipping educators with the tools necessary to design and implement meaningful assessments (Giraldo, 2024). PD can take many forms, including workshops, reflective teaching practices, collaborative inquiry, and mentoring all of which contribute to improving instructional quality and assessment literacy.

Research shows that effective PD is collaborative, contextually relevant, and sustained over time. For instance, Johnson and Golombek (2020) argue that

transformative PD empowers teachers to engage critically with their assessment practices and adapt them to real-world classroom demands. In EFL contexts, especially in regions like Indonesia, PD is often the primary avenue for teachers both novice and experienced to strengthen their classroom-based assessment practices (Putra & Yuwono, 2021).

In relation to language assessment literacy, professional development plays a crucial role in enabling teachers to enhance their assessment competence. Effective PD programs can help teachers bridge the gap between theoretical understanding and practical application of assessment principles in their classrooms. Participation in continuous professional learning also allows teachers to reflect on their assessment practices, collaborate with peers, and align their assessment methods with current curricular reforms (Giraldo, 2024; Johnson & Golombek, 2020).

Beyond skill development, PD contributes to teacher motivation, professional identity, and job satisfaction. When aligned with classroom realities and teacher needs, PD not only enhances teacher performance but also positively impacts student learning outcomes. Thus, PD is not optional but essential, particularly in preparing teachers to meet the demands of modern, dynamic classrooms. Hence, exploring how teachers engage in professional development related to assessment provides important insights into how their LAL evolves throughout their teaching careers.

2.3 Novice and Experienced EFL Educators

Novice and experienced EFL educators differ in their instructional strategies, classroom management, and assessment literacy primarily due to variations in teaching experience and exposure to professional development. Novice EFL teachers often depend on structured lesson plans and curriculum materials, as they are still developing classroom management skills and pedagogical flexibility (Farrell, 2016). Their approach to assessment may be limited to textbook tests or pre-designed tools, and they may lack confidence in interpreting or modifying assessments to suit learner needs (Sevimel-Sahin, 2021).

In contrast, experienced EFL teachers tend to demonstrate greater autonomy in planning, teaching, and assessing. They draw from a repertoire of teaching methods, adapt materials to suit student profiles, and use classroom-based assessments more flexibly and purposefully (Borg, 2015; Tsui, 2019). They are also more likely to engage in reflective practice, analyze student data meaningfully, and adjust their instruction based on assessment outcomes (Gan et al., 2025).

From the perspective of language assessment literacy, novice teachers often face challenges in designing and interpreting classroom-based assessments due to their limited experience and confidence. They tend to depend on existing materials or textbook-based tests, which may restrict their ability to adapt assessments to students' needs. In contrast, experienced teachers tend to demonstrate greater flexibility, using assessment as both a teaching tool and a means of reflection on students' learning progress.

Moreover, experienced teachers often serve as mentors or PD facilitators, supporting the development of novice teachers. However, research suggests that both novice and experienced teachers benefit from ongoing PD to keep up with emerging trends and maintain effective practices (Mann & Walsh, 2017). This highlights the importance of differentiated PD that addresses the unique needs of teachers at various stages of their careers.

These distinctions suggest that teachers' level of experience may significantly influence how they perceive, implement, and develop their assessment literacy through professional development. Therefore, examining both novice and experienced teachers provides a more comprehensive understanding of how LAL and PD interact within different stages of professional growth.

2.4 Previous Studies

Research on Language Assessment Literacy (LAL) and Professional Development (PD) among EFL teachers has been widely conducted, both at the global level and within the Indonesian context. Gan and Lam (2022), for instance, in their comprehensive literature review, found that there remains a considerable gap between theoretical perspectives on assessment and its actual classroom implementation. They emphasized that the mastery of LAL should not merely involve conceptual understanding but also be integrated into daily teaching practices so that teachers can adapt to the changing needs of their classrooms.

In the Indonesian context, Zulaiha, Hidayat, and Putri (2020) revealed that many English teachers still rely heavily on textbook-based test items as the primary form of assessment. The use of formative assessment which can help teachers

understand students' learning progress more effectively has not yet been widely applied. These findings highlight the need for more systematic and continuous efforts to strengthen teachers' understanding of assessment through well-designed and sustainable training programs.

A similar concern was identified by Sevimeh-Sahin (2021), who explored the experiences of novice teachers. Due to limited teaching experience and insufficient training, novice teachers often lack confidence in designing and interpreting assessment results. This study illustrates a clear distinction between novice and experienced teachers in terms of their assessment competence and confidence.

Conversely, Tsui (2019) provided a different perspective, showing that experienced teachers tend to be more reflective and flexible in their classroom assessment practices. For these teachers, assessment is not merely a grading tool but also a means of improving and adapting instructional strategies. Extensive teaching experience has been shown to contribute to teachers' maturity in language assessment literacy.

Similarly, Putra and Yuwono (2021) emphasized the importance of professional development programs in enhancing teachers' assessment competence. Their study demonstrated that PD programs designed to be continuous, contextually relevant, and collaborative could improve teachers' ability to design and implement meaningful classroom assessments. Teachers who actively participate in such PD programs exhibit significant improvement in their understanding of formative assessment principles and their application in supporting student learning. These

findings reaffirm the vital role of PD in strengthening LAL for both novice and experienced teachers.

From the reviewed studies, it is evident that research on language assessment literacy and professional development has been widely conducted across various educational contexts. However, few studies have directly compared novice and experienced EFL teachers, particularly within the Indonesian context, through a qualitative lens. Moreover, most previous research has examined LAL and PD as separate constructs rather than as interrelated aspects of teachers' professional practice. This study, therefore, aims to address this gap by exploring how teachers at different career stages perceive and practice LAL and PD within real classroom settings.

2.5 Conceptual Framework

Based on the literature review, this study adopts a conceptual framework that connects three key dimensions: teachers' professional experience (novice and experienced), their language assessment literacy (LAL), and their engagement in professional development (PD). Teachers' experience influences how they interpret and apply assessment principles, while professional development acts as a catalyst that strengthens and refines their LAL over time. The interaction of these elements shapes how teachers conduct classroom-based assessments and make pedagogical decisions.

The conceptual framework of this study assumes that teachers' classroom practices are shaped not only by their assessment knowledge but also by their access to and participation in professional development opportunities. Therefore,

investigating both novice and experienced teachers' perceptions and experiences allows for a holistic understanding of how LAL and PD evolve across different stages of teachers' professional journeys.

This framework guides the data collection and analysis in identifying patterns, similarities, and variations in teachers' perceptions and practices of assessment literacy, as well as how professional development contributes to their ongoing growth as reflective practitioners.

