Pre-service EFL Teachers' Language Assessment Literacy Satisfaction and Assessment Preparedness

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Abstract
Pre-service teachers' ability to construct and conduct assessment has been a point of emphasis for decades, and rightfully so. It is crucial that they acquire the necessary knowledge and abilities in their language assessment course during their pre-service teacher education to effectively assess students in their future professional routines. The purpose of this research was to determine if and how pre-service English teachers' (PSETs) satisfaction with their language assessment course corresponded with their level of readiness. 51 out of 56 PSETs participated since they met the two requirements (passing the language assessment course and enrolling in TAP). The Fulcher (2012) language assessment literacy questionnaire was adapted and disseminated. The questions were organized into four categories for the purpose of analysis: overarching principles and concepts in linguistic assessment; designing language assessment; scoring test items and analyzing test results. Results demonstrated that LAL satisfaction was not congruent with assessment readiness. There was a "neutral" level of satisfaction among participants (51.5 percent), but they were nearly set to begin practicing assessment at their TAP (78.5 percent). Additionally, included are statistics that are specific to each of the four categories found in the questionnaire. In particular, the

study suggests that training in evaluating open-response questions and analyzing test items warrants expansion. Additional research could fill in the gap between LAL satisfaction and the PSETs by examining the relationship between the two.

Keywords: Language assessment literacy; satisfaction; assessment preparedness; pre-service English teachers

Introduction

The process of creating, implementing, and analyzing assessment findings takes a significant amount of time on the part of teachers. Because it is inextricably linked to education, assessment literacy is essential not just for in-service teachers but also for those who are yet to begin their careers in the teaching profession. In order to achieve language assessment literacy (LAL), it is necessary to have a fundamental understanding of assessment as well as the competence to carry out all stages of the assessment process. According to Sayyadi (2022), LAL is all about a talent that is required of instructors for their individual professional assessment practice as well as for the benefit of students and the institution that they work at. During the course of their studies, teachers were able to acquire these skills, as well as the knowledge necessary to perform assessments. Many people believe that a teacher's assessment literacy takes more than a course that is provided as part of a teacher education program (Glenn Fulcher, 1996). However, it demands sustain practices and professional development programs across the teacher's whole teaching career. Assessment literacy in the English language refers to a teacher's ability to design acceptable assessments, decide from a number of assessment formats, evaluate assessment data, and lastly correlate the assessment with their own teaching instructions. The use of teachers' LAL has been called for as a professional practice in educational systems (Fulcher, 2012; Johnson et al., 2015; Smith, Calvin., Kate, Lynda, Fisher 2013) to guarantee that assessment represents valid judgements about students' performances and to inform teaching.

In the field of English as a Foreign Language (EFL), studies have found that the quality of tests prepared by instructors is low, and their literacy about alternative means of assessing English learning is relatively limited (Bachman & Dambock, 2017; Johnson et al., 2015). These findings have been attributed to the fact that teachers do not receive adequate training. Both Farmasari (2022) and Saefurrohman et al. (2016) observed that the assessment orientation of Indonesian EFL teachers is still summative, with the majority of the time spent on objective testing. The assessment data were handled in the same manner as summative tests, despite the fact that the study documented the use of authentic alternative forms of assessment such as roleplaying, group projects, and direct observation. In contrast, a survey conducted on the Hong Kong English assessment program revealed that feedback from the students' speaking skills in a summative test was used formatively to evaluate the classroom practices (Qian, 2014; Young et al., 2013). This finding demonstrates that summative assessment can also be used for formative purposes (Meusen-Beekman et al., 2016). In addition, using Brown's (2002) framework of Teachers' Conception of Assessment (TCOA), (Astuti, 2016) discovered that the TCOA held by EFL teachers was in disagreement with the assessment procedures. Despite the fact that the teachers practiced assessment of learning (AoL), the LAL that they used showed an AfL perspective.

Literature also indicates that studies on LAL have largely focused on surveying in-service teachers, while Pre-service EFL teachers (PSET) have received less attention. Taking into consideration the assessment knowledge and skills acquired during teacher education, their LAL may differ slightly from those of in-service teachers. It is essential to determine whether the PSETs' LAL reflects their readiness to conduct

assessment in their current teaching apprenticeship program. The findings would be useful for PSET instructors in determining how well their students are prepared for assessment and would have implications for curriculum and teaching processes. This study was guided by two research questions: (1) How satisfied are PSET members with their individual language literacy assessment? and (2). How ready is the PSET to administer evaluations for the prospective teaching apprenticeship program? (2) Is there any association between the PSETs' level of LAL satisfaction and their level of preparedness to conduct assessment? This study hypothesizes that if PSETs are highly content with their LAL, they will be adequately prepared to conduct assessment in their respective teaching apprenticeship programs.

Context of the study

Alkharusi et al. (2012) discovered that the LAL performance of pre-service teachers exceeded that of in-service teachers. As a result of their teacher education program, pre-service teachers may have more recent knowledge and skills of language assessment, making them more literate than in-service teachers. Uncertainty remains, however, as to whether the improved LAL of pre-service teachers correlates with their preparedness to conduct assessment practice. By situating PSET's self-evaluation of LAL and preparation to conduct assessment, this study demonstrates the significance of depicting students' self-evaluation of LAL, the language assessment course, and how confident and ready PSET are to put theories into practice. Regarding this, the study investigated pre-service English teachers (PSET) at a university for teacher training in Indonesia's southeastern region. Language Assessment is a required course at the English Education Department and one of the required basic teaching units for secondary school teaching apprenticeship programs.

Literature review

Richard Stiggins introduced assessment literacy and emphasized the need for educators to analyze data regarding student outcomes in 1991. Specifically, the term Language Assessment Literacy (LAL) has been the subject of discussions and research since the UK initiative Black and William (1998) introduced the term Assessment for Learning (AfL) in the late 1990s. Teachers must be able utilize assessment data to better develop curricula and instructional methods. Therefore, teachers must be knowledgeable about what and how to assess students in order to obtain accurate depictions of student performance. Hasselgreen (2005) believes that assessment-literate instructors will be able decide on the most appropriate assessment alternatives with the sole purpose of informing and forming learning. In accordance with these definitions, the primary role of classroom teachers is to assess the performance of their students using a variety of alternative assessment methods (Bachman & Dambock, 2017; Birjandi & Sarem, 2012; Farhady, 2018). In research, LAL is typically defined as a study designed to investigate training requirements, including the knowledge, skills, and abilities of language assessment design (Fulcher, 2012). Literacy in language assessment has been viewed as anchoring language instruction and assessment theory and practice in predetermined language-learning constructs tailored to general educational assessment principles.

When it comes to students, assessment literacy is defined as "students' understanding of the rules surrounding assessment in their course context, their use of assessment tasks to monitor, or further, their learning, and their ability to work with the guidelines on standards in their context

to produce work of a predictable standard" (Smith et al. 2013, p.46). This definition focuses on the students' understanding of the rules encompassing assessment in their particular course context. When it pertains to teaching language assessment to university students, the main emphasis may be on providing students with understanding of the essential terminology of assessment, as well as a number of assessment methods and procedures, which may include the creation, implementation, and evaluation of the assessment. These should also include marking and evaluating the work that students submit based on predetermined criteria. However, it is argued that the development of students' understanding on those aspects will only take place when students are facilitated with meaningful activities, developing, enacting, and evaluating the assessment right into specific discourse of teaching and learning that the students will experience in the future, and these are significantly correlated to students' satisfaction towards their own learning.

Facilitating student learning satisfaction is a crucial component of effective instruction that can contribute to the promotion of positive academic outcomes and lifelong learning practices. Students' learning satisfaction is the extent to which they remain engaged, motivated, and rewarded throughout the learning process. When students are content with their learning environment, they are more likely to be engaged in their studies, retain information more efficiently, and achieve superior academic results. Several factors can contribute to students' learning satisfaction. When students perceive that the knowledge they are learning is applicable to their lives and goals, they are more motivated and engaged in the learning process. When students understand what is expected from them and what they need to accomplish to succeed, they are more likely to enjoy their educational experience.

A positive and supportive learning environment can help increase student engagement and satisfaction. This may include access to learning-supporting materials and resources as well as instructors and colleagues who are encouraging. Active studying: Active learning experiences, such as group projects, discussions, and hands-on activities, may improve student engagement and satisfaction with the learning process. Students are more inclined to be satisfied with their learning experience if they receive timely, constructive feedback on their work and are rewarded for their efforts and achievements.

Student satisfaction is a multidimensional concept, according to the scant research that has been conducted (Marzo-Navarro et al., 2005ab; John, 2005). Elliott and Shin (2002, p. 198), citing Oliver and DeSarbo's (1989) definition of satisfaction, define student satisfaction as the favorability of a student's subjective evaluation of the various educational outcomes and experiences. Student satisfaction is perpetually shaped by repeated campus experiences (Gruber, Fuß, Voss, & Glaeser-Zikus, 2010).

Positive academic outcomes are typically accompanied by contentment and preparedness for future study. When individuals are satisfied with their current situation, they are more likely to feel confident and prepared to confront future challenges. Students who are satisfied with their current learning experience are more likely to feel prepared and confident for future academic challenges, such as advanced coursework or entrance exams, in an educational setting. This is significant because their current level of fulfillment suggests that they are engaged, motivated, and producing positive learning outcomes (Charteris, 2015). Dissatisfied individuals may feel unprepared or lack the confidence to confront future challenges. If a student is struggling in a particular subject or course, for instance, he or she may feel unprepared and lack the confidence to pursue more advanced coursework in that subject. However, little research has been conducted to determine whether satisfaction and preparedness are always correlated. Individuals may be satisfied with their current situation but unprepared for the next step, or vice versa. In order to

assist individuals in achieving their goals and succeeding in future endeavors, it is essential to consider both factors when determining their readiness for subsequent phases.

Research method

This qualitative investigation investigates both quantitative and qualitative data. Using a questionnaire that combined qualitative and quantitative surveying, a mixed-method study design was utilized. The questionnaires were distributed to pre-service English teachers (PSETs) who were enrolled in a three-term teaching apprenticeship program (TAP). The Language Assessment Literacy Questionnaire (LALQ) developed by Fulcher (2012) was modified for this study. The questionnaire had three sections: (1) general information about the participant; (2) a quantitative survey about the PSETs' level of satisfaction with their language assessment literacy (LAL) and preparedness to conduct assessment at the TAP; and (3) a qualitative survey about the PSETs' self-evaluation of the language assessment course. Cronbach's alpha was used to calculate the internal consistency reliability of the questionnaire, yielding a range of 0.80 to 93, indicating a high level of internal consistency (Dornyei, 2010, p. 94).

Using descriptive statistics, the questionnaire responses of the participants were analyzed in terms of their frequencies and percentages. Nvivo 12 Pro was used to organize and develop codes and themes from the qualitative survey questions, allowing for an in-depth analysis of the participants' satisfaction with their language assessment literacy, including how prepared they were to conduct assessment at the TAP. The qualitative data were analyzed using an interpretative phenomenological approach (IPA), which was then linked to the PSETs' responses to the quantitative queries. The PSET students were in their third year of the Bachelor of English Education. Convenience sampling and criterion-based sampling were combined. PSET candidates were required to satisfy two important requirements: (1) they had to have completed the Language Assessment course, and (2) they had to have registered for the teaching apprenticeship program. A participant information document and consent form were distributed to 56 PSETs, consisting of 18 males and 38 females between the ages of 20 and 22 when they enrolled for the teaching apprenticeship program. The 56 potential participants who met the two criteria were contacted. 51 participants confirmed to participate, and 47 (84%) of them returned the questionnaires.

Results

This chapter begins with the aggregate results of the questionnaire based on the 47 responses, followed by the results of the interviews. The questionnaire adapted from Fulcher (2012) focuses primarily on PSETs' satisfaction with the content and concepts of the language assessment course they completed, including assessment of receptive language skills (listening and reading), productive language skills (speaking and writing), microlinguistic aspects of language knowledge (grammar and vocabulary), integrated skills, statistics, and the reliability of language assessments. (See Appendix 1 for a comprehensive list of these content areas). In addition, the questionnaire inquired how prepared the PSETs were to administer assessments at their prospective teaching apprenticeship programme (TAP). N=56 participants were given questionnaires, of which 47 (or 84%) returned them. The responses are summarised so that emergent trends and themes can be identified.

Content of the language assessment course

Participants in the study responded to a qualitative questionnaire regarding the instructional materials used in the language assessment course they enrolled in. They responded that they were

exposed to numerous assessment and testing concepts, principles, and methodologies. They indicated that they were pleased with the course's content and that it provided the necessary knowledge and skills for designing, implementing, and evaluating students' English language competencies. The course covers methodological techniques for formative and summative assessment of the four language skills and two minor skills. The course begins with the concepts of evaluation and testing and identifies their distinct differences. The course is dominated by the design of language assessment in the 2013 Indonesian national curriculum, including the evaluation of higher-order thinking skills (HOTS) and the analysis of test items for the four main and two minor language skills. The national curriculum for 2013 mandates the evaluation of three domains of students' attitude, knowledge, and skills; the appropriate assessment types and methodologies for evaluating these three domains were also discussed.

The questionnaire (Appendix 1, question 4) inquired about the PSETs' content contentment with the language assessment course they completed. The questions were grouped into four categories: general concepts and principles of language assessment, devising language assessment, scoring test items, and analysing the designs and test items. The aggregate results of the questionnaire are presented in Table 1 below, with a focus on the four clusters of language assessment content.

Table 1. The PSETs' LAL satisfaction level

		Very Satisfied		Satisfied		Neutral		Dissatisfied		Very Dissatisfied	
		f	%	f	%	f	%	f	%	f	%
1	History of language testing	1	1.6	25	41	34	55.7	4	6.6	1	1.6
2	Design of language assessments for speaking and listening	3	4.9	35	57.4	23	37.7	2	3.3	0	0
3	Design of language assessments for reading and writing	4	6.6	36	59	21	34.4	1	1.6	0	0
4	Deciding what to test/assess	2	3.3	30	49.2	29	47.5	1	1.6	2	3.3
5	Writing test specifications/blueprints	0	0	16	26.2	43	70.5	4	6.6	0	0
6	Writing test tasks and items	1	1.6	30	49.2	28	45.9	3	4.9	0	0
7	Evaluating and critiquing language tests	4	6.6	23	37.7	35	57.4	5	8.2	0	0
8	Interpreting and analyzing test scores	4	6.6	28	45.9	29	47.5	2	3.3	0	0
9	Reliability of tests	4	6.6	28	45.9	30	49.2	3	4.9	0	0
10	Validity of tests	4	6.6	33	54.1	24	39.3	2	3.3	1	1.6
11	Analysis of bias in test design	2	3.3	24	39.3	34	55.7	3	4.9	0	0
12	Authenticity in language assessment	5	8.2	31	50.8	26	42.6	2	3.3	0	0
13	Use of basic statistics	4	6.6	19	31.1	36	59	5	8.2	0	0
14	Rating	2	3.3	25	41	31	50.8	6	9.8	0	0
15	Scoring closed-response items	5	8.2	26	42.6	29	47.5	3	4.9	0	0
16	Scoring open-response items	4	6.6	26	42.6	31	50.8	1	1.6	1	1.6
17	Large-scale testing	5	8.2	17	27.9	35	57.4	5	8.2	0	0
18	Test-taking skills or strategies	3	4.9	23	37.7	35	57.4	3	4.9	0	0
19	Washback on the classroom	7	11.5	20	32.8	33	54.1	4	6.6	0	0

		f	%	f	%	f	%	f	%	f	%
20	Ethical consideration in testing	3	4.9	20	32.8	36	59	3	4.9	0	0
21	Rubric development	5	8.2	16	26.2	34	55.7	6	9.8	1	1.6
22	Alternative/performance assessment	4	6.6	26	42.6	30	49.2	3	4.9	0	0
23	Contrast between summative and formative assessment	6	9.8	27	44.3	29	47.5	3	4.9	0	0
24	Norm-referenced vs criterion-referenced testing	3	4.9	18	29.5	39	63.9	2	3.3	0	0
	M		5.8		41.1		51.5		5.2		0.4

Overall, the data indicate that the majority of respondents longed for a neutral level of satisfaction (51.5%), as opposed to a satisfied level (41.4%). Less than ten percent of respondents, M=5.8, lacked the confidence to rate their LAL as very satisfied, and a small percentage, 0.4%, were very dissatisfied. More than half of the participants verified that developing appropriate assessment requires the use of a variety of assessment strategies, as English language learners require a variety of methods to demonstrate comprehension. The lower the level of language proficiency, the greater the need for non-traditional testing methods. In addition, the majority of respondents were unequivocal that devising appropriate assessment allows students to demonstrate their knowledge in a learning environment.

General principles and the designs of language assessment
In the first, second, third, fourth, ninth, and tenth questions of the questionnaire, we aimed to determine the PSETs' level of satisfaction with their knowledge of the language assessment's general principles and structures. Nearly half of respondents, 46.5%, were satisfied with their understanding of the principles and designs of language assessment, 5.8% were very satisfied, 47.1% were neutral, 4.1% were dissatisfied, and only 1.1 were very dissatisfied. Specifically, the data indicates that more than half of the PSETs, 57.4%, reported their LAL satisfaction on the design of language assessment for speaking and listening (question 2), which was aligned with the LAL satisfaction on determining what to test/assess, 49.2% (question 4). 45.9% and 54.1% of respondents to questions 9 and 10 expressed satisfaction with the principles of language assessment, i.e. the achievement of test reliability and validity. Obtaining the reliability and validity of a test is an increasingly crucial skill that is closely correlated with the principles of what to test and the test's designs (question 4).

Table 2. The PSETs' LAL satisfaction level towards principles and designs of language assessment

		Very Satisfied		Satisfied		Neutral		Dissatisfied		Very Dissatisfied	
		f	%	f	%	f	%	f	%	f	%
1	History of language testing	1	1.6	25	41	34	55.7	4	6.6	1	1.6
2	Design of language assessments for speaking and listening	3	4.9	35	57.4	23	37.7	2	3.3	0	0
3	Design of language assessments for reading and writing	4	6.6	36	59	21	34.4	1	1.6	0	0
4	Deciding what to test/assess	2	3.3	30	49.2	29	47.5	1	1.6	2	3.3
9	Reliability of tests	4	6.6	28	45.9	30	49.2	3	4.9	0	0
10	Validity of tests	4	6.6	33	54.1	24	39.3	2	3.3	1	1.6

		Very Satisfied		Satisfied		Neutral		Dissatisfied		Very Dissatisfied	
19	Washback on the classroom	7	11.5	20	32.8	33	54.1	4	6.6	0	0
20	Ethical consideration in testing	3	4.9	20	32.8	36	59	3	4.9	0	0
	M		5.8		46.5		47.1		4.1		1.1

Designing language assessment

Table 3. The PSETs' LAL satisfaction level towards designing language assessment.

		Very Satisfied		Satisfied		Neutral		Dissatisfied		Very Dissatisfied	
		f	%	f	%	f	%	f	%	f	%
5	Writing test specifications/blueprints	0	0	16	26.2	43	70.5	4	6.6	0	0
6	Writing test tasks and items	1	1.6	30	49.2	28	45.9	3	4.9	0	0
18	Test-taking skills or strategies	3	4.9	23	37.7	35	57.4	3	4.9	0	0
23	Contrast between summative and formative assessment	6	9.8	27	44.3	29	47.5	3	4.9	0	0
	M		4.1		39.3		55.3		5.2		0

The course material pertaining to the design of language assessment includes writing test specifications (q.5), writing test tasks and items (q.6), test-taking skills or strategies (q.18), and a comparison of summative and formative assessment. These were designed to teach future English teachers about assessment planning, developing, and implementation. Specific information comparing summative and formative assessment would have helped the PSETs determine the type of assessment to be used in accordance with the instructional goals. The trend shows that most respondents, 70.5%, were neutral when asked about their LAL satisfaction on writing test blueprints. 49.2% of PSETs were satisfied with writing test-tasks and items, 57.4% were neutral on test-taking skills or strategies, and 47.5% had a nearly identical result when comparing summative and formative assessment.

In contrast to the designs of language assessment, the scoring of test items would require the knowledge and skills necessary for PSETs to gauge students' performance in various kinds of interactions and the use of multiple methods for summing distinct ratings (Young et al., 2013). Table 4 reveals that the majority of respondents rated as neutral all course content related to scoring test items. 59% of respondents reported using fundamental statistics, 50.8% for rating, 47.5% for scoring closed-response questions, 50.8% for scoring open-response questions, and 57.4% for conducting a large-scale testing. The data also indicate that the PSETs' LAL satisfaction with scoring large-scale tests was greater than their satisfaction with scoring open-response questions. Due to the massive exposures to objective test items, such as multiple-choice questions, the previously mentioned assessment skill was deemed to be simpler to grade than the latter. In contrast, open-response items necessitate more interpretations of student responses (Brown, Abeywickrama, & Priyanvada, 2019), which necessitates further training.

Scoring test items

Table 4. The PSETs' LAL satisfaction level towards scoring test items.

		Very Satisfied		Satisfied		Neutral		Dissatisfied		Very Dissatisfied	
		f	%	f	%	f	%	f	%	f	%
13	Use of basic statistics	4	6.6	19	31.1	36	59	5	8.2	0	0
14	Rating	2	3.3	25	41	31	50.8	6	9.8	0	0

15	Scoring closed-response items	5	8.2	26	42.6	29	47.5	3	4.9	0	0
16	Scoring open-response items	4	6.6	26	42.6	31	50.8	1	1.6	1	1.6
17	Large-scale testing	5	8.2	17	27.9	35	57.4	5	8.2	0	0
	M		6.6		37		53		3.4		0.3

Analyzing the designs and the test items

Table 5. The PSETs' LAL satisfaction level towards analyzing test designs and test items.

		Very Satisfied		Satisfied		Neutral		Dissatisfied		Very Dissatisfied	
		f	%	f	%	f	%	f	%	f	%
7	Evaluating and critiquing language tests	4	6.6	23	37.7	35	57.4	5	8.2	0	0
8	Interpreting and analyzing test scores	4	6.6	28	45.9	29	47.5	2	3.3	0	0
11	Analysis of bias in test design	2	3.3	24	39.3	34	55.7	3	4.9	0	0
	M		6		41		54		5		0

The data showed that when asked about their LAL satisfaction in analysing test designs and items, the PSETs were largely neutral, with the highest percentage belonging to evaluating and critiquing language tests. During item analysis, a teacher examines students reponses to test questions in depth, searching for recurring errors and trends. Item analysis facilitates the investigation of item discrimination, item difficulty, and item diversions. As design and item analysis will also determine the test's reliability (Mosquera & V, 2015), careful consideration must be taken in this regard.

PSETs' preparedness for conducting assessment.

In the context of the participants' upcoming teaching apprenticeship programme (TAP), the qualitative survey revealed that the participants believed that the most pertinent course content was linking assessment to teaching, designing formative assessment, as well as marking and grading students' tasks and tests. This was followed by the rightful necessity of determining an assessment method for each chapter in the English textbooks, which was ranked as the second most relevant course content.

> *I believe that the course had prepared me to conduct assessment of English to high school students. The course had also introduced and trained me to analyze students' test results that I can use to improve my apprenticeship in the future (PSET 7).*

On the other hand, the majority of participants thought of the assessment in the same vein as testing. When questioned about additional areas that needed to be covered for their TAP, they responded that the most significant skill they learned was how to construct multiple-choice exams. This should not come as a surprise, given that students who routinely participate in such objective examinations would first wish to acquire the knowledge necessary to design examinations consisting of multiple-choice questions.

> *I think I have been able to construct tests…multiple choice…. I learnt how to construct the questions and the stems. I also learnt how to avoid ambiguity on the stems…it was difficult, but it was very important skill for my future TAP (PSET 22).*

The following chart illustrates, in connection to those responses, how well prepared the EFL pre-service teachers were for assessing the competences of their future students while participating in the Teaching Apprenticeship Programme (TAP). In spite of the fact that 8.3% of the participants rated their degree of preparedness as being neutral, a majority of them (78.4%) were prepared, and only 18.9% of them were highly prepared.
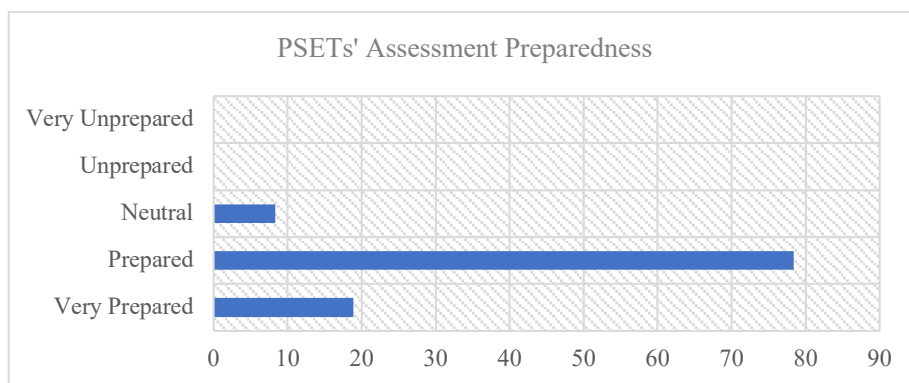

Figure 1. PSET's assessment preparedness

However, the bar in this instance exhibited a trend that was not linked between the PSETs' level of satisfaction with the LAL (which was neutral) and their level of preparedness to conduct assessment (which was prepared). Earlier, it was hypothesised that when the LAL was neutral, the PSETs' assessment preparation would also be neutral, thus this research hypothesis is rejected because the results of the study contradicted the hypothesis.

Table 6. PSETs' LAL satisfaction level and preparedness for future TAP

PSETs' LAL satisfaction		PSETs' preparedness for future TAP	
M	Level	M	Preparedness
0	Very satisfied	18.9	Very prepared
41.4	Satisfied	78.4	Prepared
51.5	Neutral	8.3	Neutral
5.8	Dissatisfied	0	Unprepared
0.4	Very dissatified	0	Very unprepared

Discussion

In this study, the amount of satisfaction with LAL was evaluated, and the results were compared to the level of preparedness that PSETs have to design and carry out assessment at their future teaching apprenticeship programme (TAP). PSETs need to have a strong understanding of assessment principles and practises in addition to hands-on abilities in the areas of test creation, administration, scoring, and interpretation in order for them to be able to construct and implement assessment. The results of this study demonstrated that the participants' attitudes towards the assessment of their language literacy were, for the most part, neutral. Despite this, the language assessment class provided students with the fundamental information and practise they needed to be prepared for the evaluation of their performance. In regard to this, the study suggests that teacher education programmes have included coursework and training in assessment literacy to ensure that prospective English teachers are adequately equipped to develop and implement assessment (Liyanage et al., 2015). This was accomplished to ensure that prospective English teachers are adequately prepared to design and implement assessment.

According to the findings of the study, there is a discordant tendency between the level of satisfaction PSET candidates have with their language testing literacy and their level of readiness for the examination. It came as a surprise to see that the PSETs felt prepared for planning and implementing evaluation at their future TAP, despite the fact that the LAL satisfaction level longed for a level of neutrality. Even though the PSETs commented upon their own perceptions of their language assessment course and their competence subjectively, when the LAL satisfaction level was rated to neutral, there may be specific topics or skills among the above that the PSETs may not be certain about. This may include further training on interpreting test results, evaluating items that require open-ended responses, and incorporating assessment data into the instructional process. The tendency towards LAL satisfaction being incompatible with assessment preparedness may also be influenced by confusions regarding the relationship between assessment preparedness and the teacher apprenticeship programme itself. However, the results of the questionnaire have revealed a prevalent overarching theme. The PSETs' reactions to their LAL's satisfaction for determining the assessment tasks, ratings, and analyses of bias on the items tested, as well as the results of the tests, all exhibited a similar tendency. According to the level of satisfaction, the majority of the respondents reported that the language assessment courses they took only gave a small amount of time for adequate instruction in all four areas. Pursuant to the findings, additional training is required across all four abilities; however, different educational contexts have distinct assessment needs, which dictates different priority for different content areas of language assessment or the required degree of training (Vogt et al., 2014). Assessment of portfolios, in addition to self- and peer-evaluation, is one example of an alternative assessment form that has been recognised in the qualitative questionnaire as necessary for the PSETs' future TAP.

In addition to receiving classroom education and training, pre-service teachers need to be given the chance to design and carry out assessments in real-world contexts (Khadijeh & Amir, 2015), such as while they are student teachers or in other forms of field placements. This is something that should be done in addition to receiving classroom instruction and training. This can help to ensure that they are able to integrate their assessment knowledge and abilities in real-world teaching and learning contexts (Lalani & Rodriguesa, 2012), as well as develop their confidence and competence in using assessment to promote the learning of their students. In addition, this can help to ensure that their students are able to integrate their assessment knowledge and abilities in real-world teaching and learning contexts. The ability of the PSETs to organise and carry out assessment is an essential component of their overall fitness to instruct students who are studying English as a second language in an efficient manner. If teacher education programmes ensure that graduating teachers have the necessary knowledge and skills in the areas of assessment literacy, then it is possible for these programmes to contribute to the improvement of teaching and learning outcomes for all students.

Conclusion

The purpose of this study was to investigate the level of preparedness that Pre-Service English Teachers (PSETs) have in order to carry out assessment at the Teaching Apprenticeship Programme (TAP), as well as the level of satisfaction that Pre-Service English Teachers (PSETs) have regarding the language assessment literacy that they acquired from the language assessment course. The findings of the study indicated that the PSETs' level of contentment with the LAL was inadequate; despite this, it was unexpected to find that they were well-prepared to carry out assessment at the TAP. The gap that was discovered between the PSETs' language assessment literacy and assessment preparedness may have been caused by a distorted perspective or

knowledge of assessment preparedness and the teaching apprenticeship programme itself. The fact that the respondents were less satisfied with certain aspects of language assessment or were uncertain about those areas has implications for the need for more sufficient time for training before they started their teaching apprenticeship programme. The respondents expressed a lower level of contentment on several parts of language evaluation. Because this study did not concentrate on examining the connection between the PSETs' LAL happiness and their success on the conducting assessment, additional research into the topic would be fruitful. In addition, the focus of this study has not been on determining whether there is a correlation between the level of satisfaction experienced by PSETs LAL and their performance on performing assessment. A gap that exists between the ideas of language assessment and the assessment techniques that are used in schools by instructors is another topic that might be examined in a follow-up study. This gap exists because there is a gap between the theories of language assessment and the assessment procedures that are utilised in schools.

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Appendix 1: Language Assessment Literacy Survey

Part I: General Information

1. Age   : _____
2. Have you undertaken Language Assessment Course: Yes/No
3. During the Languaage Assessment course, have you learned something about testing and assessment (theory and practice)
4. Have you registered for the teaching apprenticeship program: Yes/No

Part II: Questionnaire

1 Did you ever take an entire course on language assessment as part of your teacher education program?
. Yes_____ No ____

If so, what aspects or topics did the course emphasis?
_____
_____
_____
_____

2   When you last studied language testing, which parts of your course/module did you think will be most relevant to your teaching apprenticeship program (TPA)
_____
_____
_____
_____

3   Are there any skills that you still need to develop?
_____
_____
_____
_____

4   Please look at the following language testing and assessment related topics, and rate your level of satisfaction with your knowledge of them

	Very Satisfied	Satisfied	Neutral	Satisfied	Very Satisfied
History of language testing					
Design of language assessments for speaking and listening					
Design of language assessments for reading and writing					
Deciding what to test/assess					
Writing test specifications/blueprints					
Writing test tasks and items					
Evaluating and critiquing language tests					
Interpreting and analyzing test scores					
Reliability of tests					
Validity of tests					
Analysis of bias in test design					
Authenticity in language assessment					
Use of basic statistics					
Rating					
Scoring closed-response items					
Scoring open-response items					
Scoring open-response test tasks					
Classroom assessment					
Large-scale testing					
Test-taking skills or strategies					
Washback on the classroom					
Ethical consideration in testing					
Principles of education measurement					

Rubric development
Alternative/performance assessment
Contrast between summative and formative assessment
Norm-referenced vs criterion-referenced testing

5   If you were to take a course in language assessment, what topics should be covered?

_____

_____

_____

6   Which of the following best describes your perception of your overall knowledge and understanding of language assessment?

___ Very prepared ___Somewhat Prepared ___Somewhat unprepared ___Very unprepared

7   Which of the following best describe your perception about how prepared you are to conduct assessment in your teaching apprenticeship program?

___ Very prepared ___Somewhat Prepared ___Somewhat unprepared ___Very unprepared

Adapted from Fulcher (2012)