

## CHAPTER 2

### LITERATURE REVIEW

#### 2.1. Theoretical Framework

##### 2.1.1. Language Assessment Literacy

Definitions of Language Assessment Literacy (LAL) have become accepted to refer to the range of skills and knowledge that stakeholders need in order to deal with the new world of assessment into which we have been thrust (Stiggins, 1991, 1997; Fulscher, 2012). More definitions to the term of assessment literacy are according to Davies (2008) suggested “skills + knowledge approach to assessment literacy. “Skills” describe the practical know-how in assessment and construction, and “knowledge” to the relevant background in measurement and language description” (p. 328).

The importance of LAL is related to the statement of Harding & Kremmel, (2016) emphasized that “this is not surprising as teachers are at the frontline as designers and users of language assessments and there is thus a clear need for language educators to be conversant and competent in the principles and practice of language assessment” (p. 415). In addition,

Fulcher (2012) assured that

If language teachers are to understand the forces that impact upon the institutions for which they work and their daily teaching practices, and to have a measure of control over the effect that these have, it is important for them to develop their assessment literacy. (p.114-115)

In more specific concept, Taylor (2013) suggested that language assessment literacy requires specific levels of knowledge and thus proposed eight levels (1) knowledge of theory, (2) technical skills, (3) principles and concepts, (4) language pedagogy, (5) sociocultural values, (6) local practices, (7) personal beliefs/attitudes, and (8) scores and decision making. These classifications were

correlated with the present study that focused on the researcher's exploration in assessment experiences.

This study also supported the theory of “Fulcher argued that practical knowledge is the base and more important than all other aspects of language assessment literacy” (Coombe, et al., 2020). In the article of assessment literacy for the language classroom of Fulcher (2012) assessment literacy should fall into a classification of **(a) socio-historical understanding (b) theoretical and procedural knowledge** and **(c) practical knowledge**:

**(a) socio-historical understanding** refers to the historical, social, political, and philosophical framework; origins, reason and impacts in order to understand why practices have arisen as they have, and to evaluate the role and impact of testing on society, institutions, and individuals.

**(b) theoretical and procedural** refers to the processes, principles, and concept, familiarity with test processes, and awareness of principles and concepts that guide and underpin practice, including ethics and codes of practice.

**(c) practical knowledge** refers to the knowledge, skills, and abilities required to design, develop, maintain or evaluate, large-scale standardized and/or classroom-based tests.

Therefore, in order to do the assessment itself, integrating knowledge, skills, and principles are parts of the definition of Language Assessment Literacy.

### 2.1.2 Online assessment

During the phenomenon of a pandemic, studies of online learning, online education, online assessment have been published recently. Tartavulea, et al., (2020) investigated how the switch to online education impacted the use of instructional and formative assessment methods and the overall impact and effectiveness of the education process in several European countries.

This interesting topic has been popularized since the effects of a pandemic were so large. One of the statements from Joshi and Vinay (2020) said that teachers are not having sufficient infrastructure such as configured laptops, internet and microphones to efficiently impart education. Many teachers face connectivity issues, system failure, and bandwidth issues. Also, in their research to Indian teachers, “They were also required to conduct the assessments online, which further escalated their problem”.

Hence, online assessment needs a more ongoing systemic approach than traditional one. There are several barriers or challenges such as lack of proper training, limited technology available at home, insufficient equipment at school. Teachers also deal with internal challenges such as computer anxiety, fear of technology and sometimes badly-defined roles, as they sometimes consider their role is just to teach and view the ICT (Tartavulea, et al., 2020).

Another study from Eyal (2012) has elaborated completely on digital assessment literacy and the core role of the teacher in a digital environment. He cited that “unique characteristics of the digital learning environment require appropriate assessment (Liang & Creasy, 2004; Petty, Johnston & Shafer, 2004)”

Eyal (2012) emphasized that:

Technology enhances the teaching and assessment capabilities, and creates opportunities for improvement and diversification in the evaluation of learners, including addressing written communication skills, cooperation, teamwork, and reflective thinking.

The study also suggests alternative assessment options for a digital environment such as online task, digital portfolio, forums, and online peer-assessment. For the teacher in the online assessment, they need to step aside and promote autonomous learning. That means students themselves lead the learning process: Learners will determine the objectives, choose the ways to achieve them and develop their indicators for evaluation.

### 2.1.3 Concluding Remarks

Most of the previous studies explained the effectiveness of online teaching or online assessment during the abrupt online teaching which provides options and solutions on how to apply the Language Assessment Literacy. These previous studies contribute to the stakeholders on conducting online teaching-learning by considering barriers such as external challenges (i.e., technology) and internal challenges (i.e., teacher capability). Also, these contribute to the decision making on how to assess students' learning in the online environment.

Therefore, this study is conducted to explore both external and internal challenges of a pre-service teacher with the different context is abrupt online teaching using autobiographical narrative inquiry as to represent 'the silent-voice' on what challenges that a pre-service teacher faces and how do a pre-service teacher address the challenges into a story as already stated in the aim of this study, points out assessment or online assessment practice to be studied.