



Implementing Assessment Literacy in ESL/EFL at Undergraduate Level in Bangladeshi Universities: Imperativeness and Challenge

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Abstract

The paper concentrates on investigating the implementation of assessment literacy at the tertiary level of Bangladesh. It also tries to explore the existing challenges which the teachers face in the ESL/EFL classroom while implementing effective assessment techniques in evaluating academic examination scripts. In this regard, the study used a quantitative research method applying a survey questionnaire containing both close-ended and open-ended questions to let the responding teachers reflect their real experience as well as insights in existing assessment practice and the imperativeness of pragmatic assessment literacy. The obtained data were mostly information-based and were analyzed by comparing and contrasting illustrations in line with the questions asked to the participants. The number and/or percentage were determined to reveal the elaboration of the findings, and as such, decisions and conclusions as to the investigated issue were surmised. After studying the responses from 10 respondents of two public universities of Bangladesh, the researcher attained the findings that demonstrated respondents' experience and suggestions regarding assessment literacy in English language teaching at the undergraduate level in the respective universities, which include several barriers, like lack of training in achieving assessment literacy, insufficient support from the university, and the disparity between learning objectives and assessment techniques. To ensure authentic assessment literacy, they also provided some feasible suggestions, like offering students an opportunity to convert tests into learning experiences, ensuring an appropriate match between assessment and learner ability, and regulating self-assessment on a regular basis.

Keywords: Assessment literacy, Challenges, ESL/EFL, Imperativeness, Undergraduate level

Introduction

Assessment literacy which mainly signifies teachers' ability to form and apply lofty standard assessment approach is considered as an ample awareness and sought-after implementation of the fundamentals of reliable evaluation, and accordingly, it is believed to be a core professional necessity in

all sophisticated academic settings (DeLuca, LaPointe-McEwan, & Luhanga, 2016; DeLuca 2012; Popham 2013; Volante & Fazio, 2007; Plake, 2015; Popham, 2004; Stiggins, 2002, 2004) cited in (Uamer, Zakaria & Alshara, 2018). It is regarded as having encouraging influences on students' learning consequences, which is why, mostly in advanced academic contexts, institutes, authorities, and academicians endeavor to strengthen and update assessment literacy skills (Adeani, Febriani, Syafryadin, 2020; Uamer, Zakaria, Alshara, 2018).

It is a recognized fact that effective education requires effective teaching & learning context with a practical assessment system. Assessment is inseparably related to English Language Teaching & Learning Context. Assessment literacy provides confidence to the instructors in preparing the prompt result of the English language course. Curriculum/course objectives, instructional strategies, and assessment all are near related to second/foreign language learning outcomes. Moreover, assessment literacy enriches trainee teachers with knowledge of and training in the varied measurements-traditional and alternative (NCLRC, 2004) administered in the classroom to administer students' progress, determining their general proficiency, finding out the effectiveness of teaching impacts and appropriateness of materials (Brown & Abeywickrama, 2010). It is a pre-requisite for the teachers teaching as well as assessing the undergraduate ELT (English as Second Language and /EFL (English as Foreign Language) learners.

Despite not being the official language, English is the most spoken foreign language in Bangladesh. Since the British colonial rule, the government has given extra attention to English language teaching for a different purpose. From primary to higher secondary level of education, here students have to study English as a compulsory course for more than ten years. Due to the global acceptance of it, universities also offer foundation courses in English and communicative language learning has been the most used method to teach this language here. However, with more than 30 million students learning English as a mandatory subject in the syllabi from grade-1 up to grade-12 or throughout all the levels of the pre-university education, Bangladesh possesses one of the most significant numbers of English learning people in the world (Hamid & Erling, 2016). Therefore assessment literacy should be consolidated on

a solid theoretical and pragmatic foundation, and the teachers, more specifically; the English language teachers of Bangladesh need to be provided with rigorous professional training on language assessment to endow them with the idea of the dynamic as well as challenging language assessment and with updated assessment practices (Sultana, 2019).

Assessment is a broader term than testing and evaluation. With this assessment literacy, they can contribute to designing course objectives based on effective learning output. According to Blooms' Taxonomy and ABCD format, "A teacher has to learn to appropriately align an assessment with his/her instructional strategies and the course objectives/learning outcomes set accordingly" (Burger, 2008; Forehand, 2005; Maryland Faculty Online, 2001). Even for finding out alternative performance-based self-assessment in autonomous learning, we need to train our teachers. Studying the English language teaching and assessment in the context of Bangladesh, Ali (2016) finds it logical to recommend that resources for exercising language skills be continually developed and teachers be persistently trained, most importantly, effective as well as needful reforms of pedagogical supplies and teacher training be made to happen regularly with direct supervision and monitoring of the national education board.

On such considerations, this study takes into consideration the current status of assessment literacy, prevailing obstacles to the accepted implementations of standard assessment literacy, and feasible suggestions for strengthening assessment literacy from teachers of ESL/EFL at Undergraduate Level in Bangladeshi Universities.

The focus of this study is to find the way EFL/ESL teachers of public universities at the undergraduate level in Bangladesh perceive assessment and their mastery of assessment literacy knowledge and competencies and how it influences their teaching and assessing students. It is also expected to be carried out to examine assessment-related problems and practices of EFL/ESL teachers to see how effectively they perceive and use assessment to promote student learning, analyze data, and make decisions from such data; that is, to be effective consumers and users of assessments.

Assessment is one of the most vital and challenging aspects of English Language Teaching (ELT), and its implication requires scores of precision and clear perception. Malone (2011) stated that teaching and assessment are two interrelated factors in English Language Teaching (ELT) that play a supportive role for each other. An experimental approach to improve and innovate the testing and assessment techniques has been globally adapted. Consequently, the standard of ELT is greatly affected by the teachers' assessment literacy that has led to a progressive era of the latest research on ELT assessment.

Llosa (2011) stated that a clear perception of ELT assessment opens a doorway for teachers to set new challenging standards and make serious efforts to bring a balance between teaching and the aim of the set assessment technique. The same idea was supported by Frey and Schmitt (2007), who declared the formative assessment as a useful tool to align the teaching techniques to the level of learners' needs. Mertler and Campbell (2005) introduced an assessment tool known as the Assessment Literacy Inventory (ALI) in order to evaluate the teachers' assessment literacy.

Michigan Assessment Consortium (2020) labels that assessment literacy is the set of convictions, idea, and practices about assessment, which help a teacher, proprietor, policymaker, or learners and their communities to make use of assessment to advance student learning and accomplishment. According to Stabler-Havener (2018), assessment literacy is the pedagogical skill that assists the teachers in deciding better regarding how they are to develop, administer, and utilize assessments and thereby empowers them in the profession. In other words, assessment literacy means the knowledge and skill essential for accumulating data about learners' attainment and for pragmatically utilizing the evaluation procedure as well as results to modify teachers' instruction structure and standard, and learners' acquisition (Yamtin & Wongwanich, 2013). Illustratively speaking, Stabler-Havener (2018) cites Stiggins (1991) to present that the term 'assessment literacy' was first coined by Stiggins. They defined it as the quality of a person being literate and having the ability to distinguish between the best and the lowest evaluation and using the knowledge to prepare a logical conclusion on learners' achievement.

Assessment literacy is indispensable in this age, where crucial resolutions are being taken about learners, teachers, institutions, and educational organisms depending on the information amassed from learners' performance (Michigan Assessment Consortium, 2020). In fact, preparing the teachers on assessment literacy constructs one of the most vital elements in the assurance of the quality of learner performance evaluation (Vogt & Tsagari, 2014). As for the ESL/EFL teachers, they, necessarily, are to deal with curriculum-defined tests as well as distinct classroom-based evaluations, which are why they are in need of requisite skills that they can assimilate through assessment literacy (Vogt & Tsagari, 2014).

Accordingly, Mellati and Khademi (2018) find that teachers' awareness and efficiency in assessment literacy ensure statistical significance on learners' performance in different language skills, and likewise, it renders the teaching atmosphere to be in a pragmatic and reliable assessment framework. Mellati & Khademi (2018) note that myriad numbers of aiding phenomena are there to prepare a fruitful academic setup, which includes teachers' knowledge at the centre to perform multitudinous roles in the approach to language teaching. One of the most prominent ingredients of teachers' knowledge is how they assess learners' capabilities, i.e. their command on assessment literacy (Mellati & Khademi, 2018).

Citing Popham (2009), Borg (2006), Darling-Hammond (2008), and Schulman (1987), Sisman and Buyukkarci (2019) note that assessment literacy stands for an inevitable worth for and a kind of imperative didactic knowledge to define the cognition of any proficient teacher. Sisman and Boyukkarci (2019) also cite Inbar-Lourie (2008) to state that assessment literacy signifies the body of knowledge, which is empirical and connected to other spheres of education. Umer, Zakaria, and Alshara (2018) investigated the assessment literacy of some of the EFL university teachers of Saudi Arabia and reached the conclusion that there prevailed an acute incongruity between teachers' assessment methods and course learning outcomes, which led the researchers to recommend that teachers' professional development clad in particular emphasis on their assessment literacy be at the hub of the education policy.

Mohiuddin (2015) studied the assessment literacy of Bangladeshi teachers at secondary and higher secondary levels and found that despite the teachers' holding a positive mindset towards and perceiving themselves as being sufficiently efficient in assessment literacy, they practically displayed little proof of knowledge in the field. Sultana (2019) considers the assessment literacy of ESL/EFL teachers to be an uncharted area in Bangladesh, for she finds that the assessment literacy of teachers is seldom investigated in the setup of language teaching in the country. Bangladesh nurtures an extremely exam-oriented academic platform where offering tests and making the learners prepared for high-stakes examinations are a couple of fundamental tasks that the teachers have to carry out, which requires the ESL/EFL teachers to retain readiness and ability to perform a range of test-related assignments that determine the standard of English education here (Sultana, 2019).

Ahsan (2018) looks into teacher education and professional development on classroom assessment in Bangladesh and unearths that classroom assessment is designed and carried out in disparate manners through random institutional interventions. Moreover, institutions, at different times for different subjects, employ new teachers who do not have explicit knowledge on assessment literacy, and even the experienced teachers cannot exploit their expertise being resisted by various internal as well as external factors, like the constraint of resources, accessories, teachers' low motivation, better-result-based teacher career, and insufficient support from the institution along with the community (Ahsan, 2018).

It is a universally acknowledged truth that English owns the prestige of being the *lingua franca* of the world, for which proficiency in the language both in the academy and in real-life performance is the means to obtaining entrance to higher education, international job market, business and technology (Naik, 2018). With more than 30 million students learning English as a mandatory subject in the syllabi from grade-1 up to grade-12 or throughout all the levels of the pre-university education, Bangladesh possesses one of the biggest numbers of English learning people in the world (Hamid & Erling, 2016). Therefore assessment literacy should be consolidated on a solid theoretical and pragmatic foundation, and the teachers, more specifically; the English

language teachers of Bangladesh need to be provided with rigorous professional training on language assessment to endow them with the idea of the dynamic as well as challenging language assessment and with updated assessment practices (Sultana, 2019).

In line with the many scholastic voices that have empirically found out and felt the imperativeness of systematized assessment literacy, particularly the language assessment literacy of the English language teachers in Bangladesh, this study aims at determining the existing stage of assessment literacy, and the necessity as well as a feasible approach to implementing it among the ESL/EFL teachers at undergraduate level at Bangladeshi universities.

The main objectives of this research are to understand and delineate the importance of assessment literacy for teachers of EFL/ESL in Bangladesh; to find out the existing problems of university teachers in implementing assessment literacy with the undergraduate ESL/EFL students of Bangladesh, and to explore ways to ensure successful implementation of assessment literacy among EFL/ESL teachers at the undergraduate level of universities in Bangladesh.

Research Methodology

The study was executed through a quantitative research method that utilized a survey questionnaire having both close-ended and open-ended questions. Initially, the survey questionnaire offers some fundamental questions focusing on obtaining some preliminary information that prepares the build-up that helps the researcher have an appropriate reach at the objectives of the study. The researcher set the initial questions to generate quantitative data revealing the responding EFL/ESL teachers' number and/or percentage relating to their fundamental understanding of assessment literacy, their reception of training on assessment literacy, training period, training institute, the focus of the training, training objectives, course duration, sorts of questions teachers set to assess students' performance and what the teachers do before setting questions. In addition, the survey accumulated and demonstrated the data as to if the teachers give practice tests and study guide to the learners, kinds of assessment instruments teachers use in class, if the often arrange surprise tests

and pop-up quizzes, on what basis they mark the exam scripts and if they are to prepare answer keys.

Simultaneously, the survey gradually assembled and highlighted if the teachers make use of peer assessment and self-assessment by the learners, if they utilize self-assessment by themselves, their levels of confidence and preparedness in terms of assessment activities, whether or not they have received specific training on test administration, and if the learners have ever complained about the fairness of the test. Finally, the researcher sought to know the core objectives of the research, i.e. the problems ESL/EFL teachers face while implementing the existing assessment mechanism among the undergraduate students at the universities in Bangladesh, the imperativeness of assessment literacy for EFL/ESL teachers in Bangladesh, and the ways to ensure successful implementation of assessment literacy among EFL/ESL teachers at the undergraduate level of universities in Bangladesh.

The questionnaire was constructed and administered adequately among the population sample on the consideration that appropriately made questionnaire having apt ordering of questions, accurate scaling, or good questionnaire layout makes the survey sensible, as it may precisely replicate the outlooks and attitudes of the respondents (Roopa & Rani, 2017). The researcher set the study at the English Department of a couple of Bangladeshi public universities, namely Jagannath University and Noakhali Science and Technology University, of which the former is situated in Dhaka City. In contrast, the latter is situated in Noakhali, a district in the southern part of the country. The study made a purposive sampling of the population having 5 EFL/ESL teachers from Jagannath University and another 5 EFL/ESL teachers from Noakhali Science and Technology University, making it ten respondents in total.

The sample population consisting of EFL/ESL teachers was surveyed through a questionnaire having both close-ended and open-ended questions on assessment-related issues ranging from teachers' understanding of assessment to their realizations as well as suggestions to implement appropriately-designed assessment policy among the undergraduate ESL/EFL students at the universities in Bangladesh. The questionnaire enclosed a total number of 26 questions which initially inquired the fundamental information

about assessment reality of the surveyed ESL/EFL teachers and the universities they are teaching at, and finally went for the research objectives, like the prevailing assessment-related impediments in ESL/EFL sector at the tertiary level of Bangladesh, the importance of assessment literacy among the ESL/EFL teachers of Bangladesh and the possible breakthroughs to effectuate appropriate assessment system among the undergraduate ESL/EFL learners of Bangladeshi universities.

Above all, the questionnaire was structured to gather information surrounding their present assessment system and gap within it. Aptly it was in a self-completion format with the presence of a researcher. This allowed the teachers to require privacy to complete the questionnaire individually while still having the researcher present in case there are any questions or queries (Cohen *et al.*, 2007, p. 344).

The obtained data of this study have been presented as well as analyzed in the findings section elaborated hereafter. Here, the primary focus was quantitative data analysis to find out problems of implementing assessment literacy, the relationship between the assessment system and outcomes, and how to implement it successfully. For the data analysis procedure in this study, the researcher followed a simple percentage analysis procedure which counted the number of the respondents choosing a certain option from each of the close-ended questions and/or offering a certain sort of information in response to each of the open-ended questions, and as such, calculated its percentage in light of the total participants of the study. Accordingly, the researcher estimated the percentage of each of the answer criteria and logically compared as well as contrasted the findings by concluding on the results of the survey.

In terms of the ethical consideration of research, the researcher sought and obtained the approval of proper authority before conducting the study. The researcher approached to each of the respondents with a formal letter seeking consent and help by participating in the study. The participants had the right to decide whether they like to participate in the study.

Findings and Discussion

Findings

Table. 1 Presentation and analysis of the data on assessment-related issues that help the buildup of the core objectives of the research.

Sl.	Criteria	Findings
1	Teachers' understanding of assessment	70% of the surveyed teachers feel that assessment basically means administering tests to students while the rest 30% understand measurement of student progress by the term.
2	If received any training on assessment	Majority (80%) of the respondents reveal that they have not received any sort of assessment training so far, and serve the purpose of assessing by following the assessment culture of the senior colleagues in the department. 20% of the respondents ensure that before joining teaching, they participated in training on assessment named 'How to assess students in the four skills of English' offered by their alma mater.'
3	Time of receiving the training	Those who received the training did it almost 6 to 10 years ago.
4	Training Institute	The 20% of the participants who received the training confirm that they had it from their alma mater, Dhaka University or other.
5	Focus of the training	The 20% of the participants who received the training say that the focus of their training was to test data interpretation.
6	Course duration	The received course was a short one lasting one - three months.
7	Course objectives	The course objectives basically included evaluating learners' answer scripts basing the questionnaire set by the institutes and/or teachers.
8	Kind of questions teachers set	60% of the teachers expose that they set assessment questions on the basis of a couple of criteria, like instructional content and syllabus, 30% present that they also resort to traditional and common questions in addition to following syllabus and instructional content while only 10% sometimes dare to set uncommon questions to give the learners a chance to innovate albeit with risks of institutional chastisement.
9	What teachers do before setting questions	Most (80%) of the teachers express that they discuss with colleagues, consult previous question papers and confer with syllabus before setting questions while 20% disclose that they do not like to discuss the issue with the colleagues, set questions by consulting syllabus, previous years questions and the instructional contents they provided the students. All (100%) of the teachers affirm that they do not set any question which is ambiguous or creates controversy.

10	If teachers give practice tests	Of the 10 teachers participating in the study, 50% confirm that they provide practice tests to the students whereas other 50% reply in the negative in this case.
11	If teachers give study guide	Regarding giving study guide to the learners, 60% of the participants report that they do feel its need while 40% assert that they do it on their own sense of responsibility.
12	Types of assessment instruments, other than tests, teachers use in classes	30% of the teachers affirm that other than respective-university-assigned tests, they use a number of assessment instruments, like pictures, newspapers, magazines, journals, audio & video clips from internet and oral interview etc. in the class while 50% reveal that they interview the learners sometimes. 20% teachers suggest the learners audio and video clips from internet.
13	If teachers often give surprise tests & pop quizzes	90% teachers answer in the negative while stating if they give surprise tests & pop quizzes to the students whereas 10% answer in the affirmative but they point out that giving surprise tests & pop quizzes in the class often creates backlash to the course teacher.
14	Bases teachers mark exam scripts on	Maximum respondents (about 70%) reveal the traditional marking system in Bangladesh, which is done based on accuracy of diction, grammar, syntax and logical coherence while 30% show that they mark not only on the basis of accuracy but also overall impression of the answers in the script.
16	If teachers prepare answer keys	All the participants assure of the fact that they have to prepare answer keys along with setting the assessment questionnaire.
17	Using peer-assessment by students	Using peer-assessment by students seldom gets done in the existing assessment mechanism as only 10% of the participants demonstrate having done the same whereas 90% of them express they have never felt the urge or have never got any instruction to implement peer-assessment by the learners.
18	Using self-assessment by students	Self-assessment by students too does not seem to happen very often here since 20% of the teachers have realized it sometime in their teaching career while 80% of them have negated the matter.
19	If teachers use self-assessment themselves	100% of the teachers answer in the affirmative in relation with using self-assessment by themselves. Out of the 10 participants, 70% say that they deem self-assessment helps them to reflect on their teaching while 30% others think it encourages them to apply new techniques and strategies and if the techniques provide positive results, it gives satisfaction as well as incentive to them for ensuring their further effective research on how they can use more useful techniques.
20	How confident teachers feel about assessment related activities	Out of the 10 participants, 60% expose their sense of incompleteness in assessment related activities as they feel somewhat confident in the tasks although 40% of them believe they are confident enough to accomplish the assessing tasks.

21	How prepared teachers feel about assessing student's performance	About assessing student's performance, 40% of the teachers feel very prepared on the basis of their skill earned from experience while most (60%) of them feel somewhat prepared denoting that they need more training in the field.
22	If teachers have received specific training on test administration	A greater portion (70%) of the teachers have not received any specific training on test administration but 30% of them provide that they have received some basic guidelines from senior colleagues or the written instructions on the front page of the script proved by the university.
23	If students have ever complained about the fairness of the tests	Although 80% of the sample population happily assures that they have not so far faced any allegation regarding the fairness or impeccability of the assessments they have accomplished, 20% declares that they have once or twice faced such complaints from students albeit not in written form.

Table-2 EFL/ESL teachers' stand on the importance of assessment literacy in Bangladeshi universities.

24	If assessment literacy is important for the EFL/ESL teachers in the universities of Bangladesh	<p>Assessment is an important part of our students' lives and their next course of career development. Implementing assessment literacy depends on how we the teachers/ instructors evaluate academic examination scripts to assess our learners' progress or grade them accordingly. Assessment literates are must prerequisite for academia to ensure authenticity, validity and reliability for ensuring proper evaluation and academic quality. Accordingly, 100% of the teachers responding to the survey questionnaire believe that teachers need be sufficiently literate in assessment and evaluation methods, for they supply useful information, like the present condition of study or progress of the study, achievement of the students', guidance in what direction teachers and students may go, how they can improve both teaching & understanding.</p> <p>Of the 10 respondents, 70% firmly believe that teaching is inseparable from assessment which confirms valid and reliable testing.</p> <p>60% of the teachers state that without being assessment literate it is not possible to be a good teacher. Self-assessment should be used regularly to become more competent and updated. In these two public universities scope of self-assessment was not sufficient in practice</p>
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Table-3 Problems and necessary modifications of the existing assessment system actualized in ESL/EFL setting in Bangladeshi universities.

25	Problems with the existing assessment system and its required modifications	<p>100% of the responding ESL/EFL teachers, in semantically matching answers to the given question, provide identical judgment on the following phenomena:</p> <ul style="list-style-type: none"> ● Lack of training on assessment of teachers is one of the hindrances in implementing assessment literacy. ● Teachers do not get any logistic support from their institutions to conduct personal assessment of students learning. ● Teachers need to be trained in updated assessment system that works in line with learning goals and learner capacity. ● The existing assessment system effectuated among undergraduate ESL/EFL students at the universities in Bangladesh needs to be modified and upgraded so as to provide the learners proper and pragmatic assessment opportunity.
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Table-4 Ways to ensure successful implementation of assessment literacy among EFL/ESL teachers at undergraduate level of universities in Bangladesh.

26	Suggestions which could help teachers to become more competent and skilled in assessing learners	<p>80% of the 10 teachers think that the conventional assessment procedures put on the learners more mental pressure than pleasing experience; as such, they suggest offering students opportunity to convert tests into learning experiences. Of the respondents, 70% deem the conventional assessment system unmatched to learners' attributes; so they suggest assessment literacy.</p> <p>60% of the teachers believe in the promoting efficacy of self – assessment and suggest I should be used regularly to become more competent and updated. All the participating teachers turn to be agreed on the point of ensuring more logistic supports to the assessors, like paper, pens, on-line printed materials, good head phones for listening, sound proof listening lab, speaking lab, laptops etc.</p>
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Discussion

In this discussion section, the researcher will focus on analyzing the obtained data through comparing and contrasting as well as illustrations in line with the questions asked to the participants based on the theory and thus will confirm the relevant research.

Though testing and assessment, both the terms required to deal with what is taught as well as what is learned; however, there are differences between the terms (Nasab,2015). If we compare the findings between the participants in response to their understanding of assessment, we will find the differences. The majority (70%) of the surveyed teachers feel that assessment basically means administering tests to students while the rest (30%) had different opinions. They thought assessment as a process to understand student progress. This understanding may spring from many options. From the discussion of the two groups, the researcher reached this opinion that assessment is a broader term that includes testing as inevitable.

As stated earlier, Mohiuddin (2015) studied the assessment literacy of Bangladeshi teachers at secondary and higher secondary levels and found that despite the teachers' holding a positive mindset towards and perceive themselves as being sufficiently efficient in assessment literacy, they practically displayed little proof of knowledge in the field. Through this study, the researcher found that the majority of the teachers have no professional training on assessment and so they follow the assessment culture of the senior colleagues in the department. In comparison with it, only a few (20%) of the teachers who received some sort of training on assessment and evaluation had got it on their own from their colleges or universities when they were students there. At that time, the course objectives of the training fundamentally included assessing students' answer scripts based on the questions provided by the institutes or teachers. Teachers have to follow the syllabuses, consult colleagues, or study previous years' questions before they themselves set questions for the upcoming examination. Thus in Bangladesh, teachers lack

complete assessment literacy. If we compare these two scenarios, we will clearly understand that.

A test which leads to an undesirable effect on teaching and learning; for instance, both learners and teachers do not want to learn and teach due to pressure of test, it could be stated that the test leads to harmful or negative washback effect on students and teachers (Alderson & Wall, 1993). If we compare our study, we will find that majority of the respondents (80%) think that the conventional assessment procedures put on the learners more mental pressure than pleasing experience; as such, they suggest offering students the opportunity to convert tests into learning experiences.

As stated earlier Citing Popham (2009), Borg (2006), Darling-Hammond (2008) and Schulman (1987), Sisman and Buyukkarci (2019) note that assessment literacy stands for an inevitable worth for and a kind of imperative didactic knowledge to define the cognition of any proficient teacher the researcher found that majority of the respondents (70%) firmly believe that teaching is inseparable from the assessment which confirms valid and reliable testing.

As to assessment instruments, teachers use institute-assigned materials, pictures, newspapers, magazines, journals, audio and video clips, and online resources. In general, most of the teachers do not provide any surprise tests to the students. Students' performance in the examination is demonstrated through attained marks or numbers given on the basis of accuracy in terms of using diction, grammar, syntax, logical coherence, and overall impression. Teachers are to prepare an assessment questionnaire as well as answer keys, although they seldom effectuate peer assessment or self-assessment by the students. Nevertheless, the majority of the teachers believe that without being assessment literate, it is not possible to be a good teacher.

At this point of the comparative analysis of the obtained data from the survey, the researcher gets to the first of the focal points of the research which distinctly as well as loudly points out that the importance and efficacy of assessment literacy are absolutely felt by all the teachers responding to the survey questionnaires. All of them believe that teachers need be sufficiently

literate in assessment and evaluation methods, for they supply useful information, like the present condition of study or progress of the study, the achievement of the students, guidance in what direction teachers and students may go how they can improve both teaching & understanding. A greater portion of the respondents believes that teaching is inseparable from the assessment, which ensures valid and reliable testing, and without being assessment literate, it is not possible to be a good teacher. Self-assessment should be used regularly to become more competent and updated. In these two public universities scope of self-assessment was not sufficient in practice.

If we compare the two public universities, the scenario will be more or less the same. Regarding the assessment literacy, they have the same notion that the existing assessment system poses a number of hindrances to the ESL/EFL teachers and that it requires authentic modifications. As a matter of fact, all the responding teachers suggest that the existing assessment mechanism needs to be upgraded in such a way that it matches students' abilities, needs, and cognitive development.

In suggesting the possible ways to ensure viable and pragmatic implementation of efficacious assessment literacy to assess the performance of the undergraduate ESL/EFL learners at the tertiary level in Bangladeshi universities, most of the teachers think that the conventional assessment procedures put on the learners more mental pressure than pleasing experience; as such, they suggest offering the learners an opportunity to convert tests into learning experiences. The majority also deem the conventional assessment system unmatched to learners' attributes, so they opine an assessor should make it up to the realities regarding the learners' competence and capabilities. All the participating teachers turn to be agreed on the point of ensuring more logistic supports to the assessors, like paper, pens, on-line printed materials, good headphones for listening, soundproof listening lab, speaking lab, laptops, etc.

At this point in the discussion, when the principal objectives of the study are accomplished lucidly based on findings, the researcher deems it necessary to admit the limitations of the research. In fact, the purpose of the EFL/ ESL teachers' interview was to explore how to implement assessment literacy at the

undergraduate level in two public universities in Bangladesh. While doing so, the present researcher intended to collect more in-depth interviews from Jagannath University, Dhaka, and Noakhali Science and Technology University, Noakhali. Although a good start was there, due to far distance between the universities, lack of interests of the teachers in participating in the interview process, less number of ELT faculties, insufficient logistic support, etc. appear like a few of the limitations of this study. Moreover, many of the teachers were reluctant to share their genuine opinions regarding their practices and problems of implementing assessment literacy. The study also encountered obstacles to obtain approval of the authority, for having approval for any individual research pursuit from the authority is vulnerable to many unsolvable formalities unless it belongs to any public-supported section.

Moreover, the study lacks the participation of students; otherwise, it could be stronger in terms of portraying more real scenario of the issue. Furthermore, the study possesses lacking in its data analysis, which has been done in a simpler way demonstrating only plane percentage. If more comparisons and contrasts with the assessment realities of more universities from home and abroad could be presented, the study might wear a greater factual weight

Conclusion and Suggestions

The revelations from the surveyed teachers of these couple of public universities demonstrate the fact that there is no mentionable training for the teachers on assessment literacy; neither is there any established and out-spoken guidelines on the crucial phenomenon. The respective departments and teachers conventionally conduct the assessments of the learners based on the systems they receive by default. It's obvious that the existing assessment policy does not take learners' matters, like their advantages, disadvantages, capabilities, preferences, etc. In most cases, the prevailing assessment did not match with taught knowledge and desired to learn outcomes. In addition, in terms of EFL/ESL, not all the skills of the target language are equally assessed, and there exists a comprehensive scarcity of necessary logistic supply to the teachers and learners for making assessment a better experience. However, all

these critical considerations need to be focused and solved as such. Actually, for implementing assessment literacy, intermediary examination systems also require attention and improvement. Firstly, teachers need to ensure proper evaluation of those examinations. Moreover, through effective communication with students, teachers can provide feedback of those to students, which is a rare scenario. Without feedbacks, students may be confused regarding which places they require improvement. Secondly, teachers need to implement shorter but frequent tests to keep students engaged and continuously on the check. It will make them engaged and focused. Teachers need to duly literate on assessment for promoting the cognitive development of the learners. There should be more institutional support to achieve assessment literacy.

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