

## EFL Teachers' Assessment Literacy in Reading Comprehension: Exploring Novice and Experienced Indonesia English Teachers' Perception and Practices

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### Abstract

This study explores the assessment literacy of novice and experienced English as a Foreign Language (EFL) teachers in Indonesia, specifically focusing on their perceptions and practices in reading comprehension assessment. Despite the critical role of assessment literacy in fostering effective teaching and learning, research indicates that many EFL teachers face challenges in aligning their assessment practices with contemporary educational goals, such as fostering higher-order cognitive skills. Using a qualitative research design, the study involved nine EFL teachers from junior high schools in Indonesia, including four novice and five experienced teachers. Data were collected through a combination of unstructured and structured interviews, allowing for an in-depth exploration of teachers' beliefs, experiences, and practices regarding reading comprehension assessments. The findings reveal that novice teachers primarily rely on traditional, surface-level assessments such as multiple-choice questions and short-answer tasks, focusing largely on factual recall. In contrast, experienced teachers demonstrate a more nuanced understanding of assessment, incorporating a broader range of assessment methods that promote deeper comprehension, such as open-ended questions and group discussions. However, both groups face significant challenges, including institutional pressures to use summative assessments, limited resources, and a lack of professional development opportunities. The study underscores the importance of enhancing assessment literacy through targeted professional development programs and institutional support, aimed at equipping teachers with the necessary skills to implement more dynamic, student-centered assessment practices. This research contributes to the understanding of how assessment literacy develops over time and the systemic barriers that hinder the effective implementation of formative assessments in EFL classrooms.

**Keywords:** Assessment literacy; Reading comprehension; EFL teachers; Novice and experienced teachers; Formative assessment

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### INTRODUCTION

Assessment literacy, particularly in reading comprehension, is a critical area of concern for English as a Foreign Language (EFL) teachers globally. Reading comprehension is considered a foundational skill that underpins academic success in all disciplines. However, many EFL teachers continue to face challenges in integrating key assessment principles such as validity, reliability, fairness, and practicality into

their evaluative practices. This issue is compounded by systemic barriers and a lack of comprehensive training in assessment techniques during teachers' professional development. Research by Razavipour and Rezagah (2018) suggests that these challenges are closely linked to insufficient exposure to assessment frameworks, which hampers teachers' ability to develop assessments that reflect students' true proficiency levels. This lack of assessment literacy has broader implications for the learning process, particularly for reading comprehension, which requires not only the recall of facts but also the application of higher-order cognitive skills such as inference and critical thinking (Firoozi et al., 2019).

A key issue in assessment literacy among EFL teachers is their limited understanding of how to construct comprehension questions that go beyond simple factual recall. Many teachers struggle to design tasks that require students to engage with texts at deeper cognitive levels, such as making inferences or critically analyzing information. Firoozi et al. (2019) emphasize that this gap in knowledge is evident in many countries' reform policies on education assessment. Teachers in contexts such as Iran have faced difficulty in transitioning from traditional testing formats to those that better reflect the evolving educational goals, which emphasize higher-order thinking skills. Almuntaşheri (2023) notes that many educators still rely heavily on multiple-choice questions, which tend to limit students' engagement with texts and their ability to develop the skills needed for comprehensive reading. Moreover, Tajgozari and Alimorad (2019) argue that misalignments between teachers' assessment practices and students' perceptions of assessment lead to discrepancies that can undermine both learning and student motivation. Therefore, addressing these gaps in teachers' assessment literacy is critical to fostering better learning outcomes in reading comprehension.

Past attempts to resolve these issues have focused on professional development programs aimed at enhancing teachers' understanding of assessment literacy and equipping them with the skills necessary for designing effective assessments. Ashraf and Zaki (2020) argue that these programs should not only focus on theoretical aspects of assessment but also emphasize practical application in the classroom. However, despite these efforts, many teachers continue to face significant barriers to implementing formative assessment strategies, which are crucial for monitoring students' ongoing learning and adjusting instruction accordingly. The prioritization of summative assessments, driven by high-stakes testing, remains a major challenge. Mamad and Vigh (2021) highlight the systemic pressures that teachers face, which often push them to focus on preparing students for exams rather than engaging in adaptive, student-centered assessment practices. DeLuca et al. (2015) call for a shift in teacher education programs to incorporate a more holistic approach to assessment, which integrates both formative and summative assessments to create a more balanced evaluation system.

Teachers' perceptions and practices in reading comprehension instruction also play a crucial role in shaping their assessment approaches. Many educators believe that reading comprehension requires explicit strategy instruction – teaching students to predict, summarize, question, and monitor their understanding of texts. Studies such as those by Mistar and Zuhairi (2023) demonstrate that students who receive strategic reading instruction perform better across a variety of reading assessments.

Gatcho and Hajan (2022) further highlight that metacognitive strategies can significantly enhance reading skills, especially when students are encouraged to reflect on their thinking processes during reading. However, despite teachers' theoretical understanding of these strategies, there is often a disconnect between their beliefs and their classroom practices. Brevik (2019) notes that while teachers may espouse the benefits of higher-order comprehension techniques, they frequently resort to traditional, teacher-centered methods, where students passively read texts and answer comprehension questions, often without meaningful engagement. This misalignment between belief and practice can hinder the development of critical reading skills in students.

Contextual factors, such as large class sizes, limited class time, and a heavy reliance on textbooks, exacerbate these challenges. Teachers are often pressured to simplify texts and focus on rote memorization, rather than fostering deeper levels of comprehension. Alshammari and Ahmed (2019) argue that although authentic texts can significantly enhance student engagement, systemic limitations often prevent teachers from incorporating these materials into their lessons. Similarly, Morsy et al. (2021) observe that despite recognizing the value of interactive and authentic reading activities, teachers often revert to more routine, textbook-driven practices due to practical constraints. This situation reflects the broader issue of exam-oriented educational cultures, which prioritize standardized methods over more dynamic, student-centered approaches to learning.

The disparity between novice and experienced EFL teachers regarding assessment literacy is a central issue in the Indonesian context. Novice teachers often face difficulties in selecting appropriate assessment techniques and interpreting student performance effectively. This is primarily due to their limited exposure to assessment theory during their teacher preparation programs, which often leaves them ill-equipped to design assessments that reflect higher-order thinking. Widiati et al. (2018) suggest that while novice teachers may be familiar with assessment concepts in theory, they struggle to apply them effectively in the classroom. In contrast, experienced teachers typically have a more nuanced understanding of assessment principles and demonstrate greater confidence in their ability to design and implement assessments. However, Fitriyah et al. (2022) argue that even experienced teachers are not immune to the challenges of integrating formative assessment techniques into their practices, often due to entrenched habits and institutional norms that prioritize summative assessments.

Both novice and experienced teachers face difficulties in aligning their assessments with contemporary educational paradigms that emphasize critical thinking and higher-order reading comprehension. Janah and Anam (2021) point out that both groups of teachers show a reluctance to adopt innovative assessment strategies, which limits the potential of assessments to improve student learning. These challenges underscore the need for targeted professional development programs that address the specific needs of both novice and experienced teachers, helping them bridge the gap between theoretical knowledge and classroom practice. The integration of formative assessment strategies, which track student progress over time, could significantly improve teaching practices and help students develop the critical reading skills required for academic success.

The objectives of this research are to examine the differences in assessment literacy between novice and experienced teachers, identify the challenges they face, and offer recommendations for enhancing teachers' assessment practices in reading comprehension. The novelty of this study lies in its focus on comparing the assessment literacy of novice and experienced teachers in the Indonesian context, a comparison that has been underexplored in previous research. This study aims to provide valuable insights into the specific needs of teachers at different stages of their careers and propose practical solutions for improving assessment practices in EFL reading comprehension instruction.

Given the complexity of the issues surrounding EFL teachers' assessment literacy, this study seeks to explore the perceptions and practices of novice and experienced EFL teachers in Indonesia regarding reading comprehension assessment. The two research questions that guide this study are: (1) How do novice and experienced EFL teachers in Indonesia perceive and implement reading comprehension assessment in their classrooms? (2) What are the challenges faced by EFL teachers in designing assessments that align with higher-order reading comprehension skills?

## **RESEARCH METHOD**

### **Research Design**

This study employs a qualitative research approach, which is particularly suited for exploring the perceptions, practices, and challenges faced by EFL teachers in assessing reading comprehension. Qualitative research allows for in-depth exploration of teachers' beliefs, experiences, and practices, providing rich insights into the complexities of assessment literacy in educational contexts (Creswell, 2014). By using qualitative methods, the research can capture the nuanced perspectives of both novice and experienced teachers regarding the design and implementation of reading comprehension assessments. This approach is ideal for addressing the research questions related to how teachers perceive and enact their assessment practices, as well as the challenges they encounter in aligning these practices with higher-order reading comprehension skills. The suitability of this research design is rooted in its ability to capture subjective experiences through open-ended data collection methods, such as interviews, which allow for flexibility in exploring new ideas and themes as they emerge during the data collection process. Unlike quantitative methods, which rely on predefined variables and statistical analysis, qualitative research allows for a deeper understanding of individual teacher experiences and the contextual factors influencing their assessment practices. However, there are some limitations and potential biases associated with this design.

One limitation is the reliance on self-reported data, which may be influenced by participants' social desirability bias or reluctance to discuss shortcomings in their practices. To mitigate this, the research used a combination of unstructured and structured interviews, allowing for more authentic responses while also providing a framework to guide the conversation. Another limitation is the potential for researcher bias during data interpretation, as the researcher's perspectives may influence the identification of themes. To address this, the research will employ member checking, where participants review the findings for accuracy, and

triangulation, where multiple data sources (novice and experienced teachers) are compared to ensure the credibility of the results.

### **Participants**

The research involves a total of nine EFL teachers from junior high schools in Indonesia. The sample includes both novice and experienced teachers, with four novice teachers and five experienced teachers. Novice teachers are defined as those who have less than three years of teaching experience, while experienced teachers have more than five years of teaching experience. The rationale for including both novice and experienced teachers is to explore how assessment literacy and practices evolve with teaching experience, and to identify potential differences in their perceptions and approaches to reading comprehension assessment. Participants are selected through purposive sampling, ensuring that teachers with varying levels of experience are represented. This sampling method is appropriate because it allows for targeted selection based on the specific criteria of teaching experience, which directly aligns with the research objectives.

The selected participants work in urban and rural junior high schools to ensure a diverse range of teaching contexts, as these settings may influence their assessment practices due to factors such as available resources and institutional priorities. Demographic information will be collected as part of the initial interview to better understand the background of each participant, including their age, educational qualifications, and professional development history. This information will help contextualize the findings and may reveal patterns related to how teachers' backgrounds influence their assessment literacy and practices.

### **Instruments and Data Collection Technique**

This study utilizes both unstructured and structured interviews as primary data collection instruments. Interviews were chosen because they provide an opportunity for participants to express their perceptions and experiences in their own words, making them ideal for qualitative research that aims to explore complex, context-dependent phenomena (Patton, 2002). The unstructured interview format allows for open-ended responses and flexibility in exploring new areas that may arise during the conversation. This enables participants to share their insights and experiences freely, without being constrained by predetermined questions. The structured interview, on the other hand, is used to ensure that specific aspects of the research questions are addressed consistently across all participants. The structured format focuses on key themes related to assessment literacy, such as teachers' understanding of valid assessment principles, challenges in implementing reading comprehension assessments, and strategies for assessing higher-order reading skills.

To ensure the validity and reliability of the interview instruments, the questions will be developed based on a thorough review of the literature on assessment literacy in language teaching, particularly in reading comprehension. Expert feedback from colleagues in the field of education is sought to refine the questions and ensure they align with the study's objectives. Additionally, a pilot study is conducted with a small group of teachers to test the interview questions, which helps identify any ambiguities or areas for improvement. The data from the pilot study are analyzed to refine the interview guide and improve its clarity and relevance.

## Data Analysis

Data analysis in this study is conducted using thematic analysis, a widely used qualitative technique that involves identifying, analyzing, and reporting patterns or themes within the data (Braun & Clarke, 2006). This approach allows for an in-depth exploration of teachers' perceptions and practices related to reading comprehension assessment and is well-suited to the research questions, which aim to uncover underlying themes regarding assessment literacy and instructional practices. The first step in data analysis involves transcribing the interview recordings verbatim, which ensures that all participants' responses are accurately captured. Following this, the transcripts are coded manually or using qualitative data analysis software (e.g., NVivo). Initial coding is inductive, meaning that themes emerge directly from the data without preconceived notions.

The codes then are grouped into broader categories that align with the research questions, such as "challenges in assessment literacy," "perceptions of assessment strategies," and "differences between novice and experienced teachers." To ensure the rigor and trustworthiness of the analysis, several techniques are employed. First, member checking is used, allowing participants to review their interview transcripts and the emerging themes to verify the accuracy of the findings.

Additionally, triangulation is applied by comparing the responses of novice and experienced teachers to identify similarities and differences, thereby enriching the interpretation of the data. Peer debriefing is also conducted, where colleagues in the field of education review the analysis process and provide feedback to ensure that the themes identified are consistent with the data and research objectives. The thematic analysis culminates in the identification of key patterns that illuminate the main challenges and strategies EFL teachers use when assessing reading comprehension. These findings contribute to the literature on assessment literacy and inform the development of professional development programs aimed at improving teachers' assessment practices in reading comprehension.

## RESULTS AND DISCUSSION

### Results

#### *How do novice and experienced English teachers perceive reading comprehension assessment?*

The perceptions of novice and experienced English teachers regarding reading comprehension assessment reveal distinct differences, influenced by their levels of teaching experience. Novice teachers, with less than three years of experience, tend to perceive reading comprehension assessment as a task primarily focused on evaluating basic understanding through factual recall. Many novice teachers express a preference for traditional assessment methods such as multiple-choice questions or short-answer questions, which they feel are straightforward and easy to administer. Their perceptions are often shaped by their initial teacher training, which may not have provided in-depth exposure to assessment frameworks that promote higher-order thinking skills. Furthermore, novice teachers often perceive assessments as a tool for grading and measuring student performance rather than as an integral part of the learning process. As a result, they may not fully recognize the potential of assessments to inform instructional decisions or provide feedback that enhances student learning.

In contrast, experienced teachers, with more than five years of teaching experience, generally perceive reading comprehension assessment in a more holistic and dynamic manner. They view assessments not only as a tool for measuring student proficiency but also as a means of fostering deeper learning and engagement with texts. Experienced teachers are more likely to emphasize the importance of evaluating higher-order cognitive skills such as inference, analysis, and critical thinking. They recognize that assessments should align with the goals of promoting metacognitive awareness and reading strategies that encourage active engagement with the text. However, while experienced teachers may hold more progressive views on assessment, they often face constraints such as institutional pressures to use summative assessments or standardized testing methods. This mismatch between their perceptions of effective assessment and the realities of the educational system can limit their ability to fully implement more comprehensive assessment approaches.

### **How do Indonesian English teachers assess their students' reading comprehension?**

Indonesian English teachers employ a variety of methods to assess their students' reading comprehension, with notable differences in the approaches taken by novice and experienced teachers. Both groups generally rely heavily on traditional, summative assessments, but the methods they use to evaluate reading comprehension vary in terms of complexity and scope.

For novice teachers, reading comprehension assessment is primarily conducted through standardized formats such as multiple-choice questions, fill-in-the-blank exercises, and short-answer questions. These assessments are seen as efficient and easy to grade, but they tend to focus on surface-level understanding rather than deeper cognitive engagement with texts. Novice teachers often use these types of assessments due to their familiarity with traditional testing formats and the pressure to conform to standardized educational practices. These assessments are typically designed to measure students' ability to recall specific details from the text, rather than to evaluate higher-order thinking skills such as inferential reasoning or critical analysis.

On the other hand, experienced teachers tend to incorporate a broader range of assessment methods, including both summative and formative assessments. They are more likely to use strategies such as open-ended questions, essays, group discussions, and portfolio assessments, which require students to engage more deeply with the material. These teachers may also use think-aloud protocols or peer assessments to encourage students to articulate their thought processes while reading. While experienced teachers strive to create assessments that align with the goals of higher-order comprehension, they are often constrained by institutional norms that prioritize standardized tests. Consequently, despite their preference for more interactive and dynamic forms of assessment, they may still be required to administer traditional assessments that do not fully capture students' cognitive abilities. While both novice and experienced teachers employ traditional assessment methods to evaluate reading comprehension, experienced teachers tend to incorporate more varied and comprehensive assessment strategies that go beyond basic recall, promoting deeper engagement with reading materials.

Table 1. Assessment Practices Between Novice and Experienced EFL Teachers

Assessment Method	Novice Teachers	Experienced Teachers
<b>Multiple-Choice Questions</b>	Frequently used for quick assessment of basic comprehension	Occasionally used, but supplemented with more complex assessment types
<b>Short-Answer Questions</b>	Commonly used to assess factual recall and basic understanding	Used, but not the primary method; often combined with higher-order thinking tasks
<b>Essays or Open-Ended Questions</b>	Rarely used; novice teachers may feel unsure about grading or assessing critical thinking	Regularly used to assess deeper comprehension and critical analysis
<b>Group Discussions/Activities</b>	Less common, with some use in interactive classrooms	Frequently used as part of formative assessment to engage students in higher-order thinking
<b>Portfolio Assessment</b>	Uncommon; novice teachers may not have resources or time for such assessments	Used to track ongoing student progress and reflect on learning processes
<b>Peer Assessment</b>	Rarely used due to lack of familiarity with collaborative learning strategies	Used as a tool to foster student engagement and self-reflection

Table 1 presented the assessment methods employed by novice and experienced teachers that reveal significant differences in their approaches to evaluating student learning. Novice teachers tend to rely heavily on multiple-choice questions, which they often use for quick and straightforward assessments of basic comprehension. This method is favored for its ease of use and ability to assess fundamental knowledge. In contrast, experienced teachers occasionally use multiple-choice questions but prefer more complex assessment types that allow for a deeper understanding of student learning. Similarly, short-answer questions are commonly used by novice teachers to assess factual recall and basic understanding, while experienced teachers use them less frequently, often integrating them with higher-order thinking tasks that promote critical analysis and problem-solving.

The use of essays or open-ended questions also differs between the two groups. Novice teachers may feel unsure about grading essays or assessing critical thinking, leading them to avoid this method in favor of more structured forms of assessment. On the other hand, experienced teachers regularly use essays or open-ended questions to assess students' deeper comprehension and ability to analyze complex ideas. Group discussions and activities are another area where the difference is notable. Novice teachers use them less frequently, with some incorporating them in more interactive classrooms. In contrast, experienced teachers frequently use group discussions as part of formative assessments, encouraging students to engage in higher-order thinking and collaborative learning. Portfolio assessment, which tracks ongoing student progress and reflects on learning processes, is uncommon among novice teachers, who may lack the resources or time to implement it. However, experienced teachers regularly use portfolio assessments to monitor and support student development over time. Finally, peer assessment is rarely used by novice teachers due to a lack of



familiarity with collaborative learning strategies. Experienced teachers, however, incorporate peer assessment as a tool to foster student engagement and promote self-reflection, allowing students to take an active role in evaluating their own and their peers' learning.

## Discussion

The findings of this study reveal crucial insights into the perceptions and practices of novice and experienced EFL teachers in Indonesia concerning reading comprehension assessment. In alignment with previous research, this study highlights significant differences in assessment literacy between novice and experienced teachers, with novice teachers generally relying on more traditional, surface-level assessments and experienced teachers incorporating more complex, higher-order cognitive tasks. These results are consistent with those of Widiati et al. (2018), who found that novice teachers often struggle with the application of advanced assessment techniques due to limited training and practical experience. Similarly, Fitriyah et al. (2022) confirm that experienced teachers tend to have a more nuanced understanding of assessment principles and their implications for fostering student learning. However, despite these advancements in practice, both groups of teachers still encounter systemic barriers that hinder their ability to fully integrate formative and innovative assessment strategies into their classrooms, as discussed by Razavipour and Rezagah (2018).

A key finding of this study is that while novice teachers predominantly rely on traditional assessment formats, such as multiple-choice questions and short-answer responses, experienced teachers are more likely to incorporate varied and dynamic methods, including essays, group discussions, and portfolio assessments. These results are consistent with the work of Mamad and Vigh (2021), who observed that experienced teachers tend to favor comprehensive assessments that require students to engage critically with texts. However, even these experienced educators face challenges in implementing such methods consistently, largely due to institutional pressures to adhere to summative assessment practices driven by high-stakes testing (Almuntasheri, 2023). This reflects the broader educational culture, which continues to prioritize standardized tests over more holistic assessment approaches that could better promote higher-order thinking and deeper comprehension skills, as emphasized by DeLuca et al. (2015).

Furthermore, this study corroborates the findings of Tajgozari and Alimorad (2019), who argue that mismatches between teachers' assessment practices and students' perceptions of assessment can significantly undermine the effectiveness of reading comprehension assessments. Novice teachers in this study, while recognizing the importance of assessing reading comprehension, were more likely to focus on assessing basic recall rather than fostering skills such as inference or critical analysis. This aligns with the concerns raised by Firoozi et al. (2019), who noted that many teachers struggle to create assessments that move beyond factual recall to challenge students' higher-order thinking. Experienced teachers, on the other hand, demonstrated a greater awareness of the need to assess these cognitive skills, yet they too faced challenges in implementing such strategies effectively, often due to the constraints of the institutional environment.

The study also extends previous research by examining how teachers' practices and perceptions are influenced by contextual factors such as class size, available resources, and institutional norms. Morsy et al. (2021) highlighted similar barriers, where teachers, despite their awareness of the benefits of using authentic texts and interactive reading activities, often revert to textbook-driven practices due to practical constraints. This study found that novice teachers, in particular, struggled to move beyond traditional methods because they felt limited by the resources available to them. Moreover, both novice and experienced teachers expressed concerns over time limitations, which often led them to favor simpler, more time-efficient assessment methods, such as multiple-choice questions, rather than more time-consuming activities like open-ended questions or group discussions.

In terms of practical implications, the findings of this study underscore the urgent need for targeted professional development programs that can bridge the gap between theory and practice for both novice and experienced teachers. Ashraf and Zaki (2020) argued that such programs must go beyond theoretical knowledge and provide teachers with the practical tools and resources they need to implement effective assessment strategies. This study suggests that professional development should focus on the development of assessment literacy, particularly in designing assessments that promote higher-order thinking, such as inference, critical analysis, and problem-solving. Furthermore, these programs should also address the institutional barriers that inhibit teachers' ability to implement formative assessment strategies. By equipping teachers with the necessary skills and support, it is possible to move beyond traditional assessment practices and foster a more dynamic and student-centered approach to reading comprehension.

The findings also have significant theoretical implications. This study contributes to the existing literature on assessment literacy by providing a detailed exploration of how novice and experienced teachers perceive and implement reading comprehension assessments within the Indonesian context. The study supports the view that assessment literacy is a multifaceted construct that requires ongoing professional development, particularly in contexts where there is a disconnect between teachers' beliefs and the assessment practices they are able to implement in their classrooms (Widiati et al., 2018). Moreover, the study highlights the importance of considering contextual factors, such as institutional norms and educational cultures, when examining the effectiveness of assessment strategies.

This study provides valuable insights into the complexities of reading comprehension assessment in Indonesia and highlights the challenges faced by both novice and experienced EFL teachers in aligning their practices with contemporary educational paradigms. The findings suggest that while there is a growing awareness of the importance of higher-order thinking in assessment, significant barriers remain, particularly in terms of institutional constraints and a lack of comprehensive training. Addressing these challenges will require a concerted effort to enhance assessment literacy at both the individual and institutional levels, with a focus on promoting formative assessment strategies that can better support students' development of critical reading skills. The novelty of this study lies in its focus on comparing novice and experienced teachers within the Indonesian context, providing a deeper

understanding of how teachers' assessment practices evolve over time and the systemic barriers that hinder their effectiveness.

## CONCLUSION

The study on the assessment literacy of novice and experienced EFL teachers in Indonesia provides valuable insights into how teachers perceive and implement reading comprehension assessments. The findings reveal that novice teachers tend to rely on traditional, surface-level assessment methods such as multiple-choice and short-answer questions, which primarily assess factual recall and basic comprehension. This reliance can be attributed to their limited exposure to advanced assessment frameworks during their training, making it challenging for them to design tasks that promote higher-order thinking skills. In contrast, experienced teachers display a broader understanding of assessment literacy, incorporating more dynamic methods such as open-ended questions, group discussions, and portfolio assessments that encourage deeper engagement with texts. However, both groups face systemic challenges, including institutional pressures to focus on summative assessments, limited resources, and a lack of professional development opportunities, which hinder their ability to fully implement formative and student-centered assessment practices.

The study underscores the critical need for targeted professional development programs that can enhance assessment literacy among EFL teachers, particularly in the area of reading comprehension. These programs should provide teachers with both theoretical knowledge and practical tools for designing assessments that go beyond simple recall to promote higher-order cognitive skills such as inference, analysis, and critical thinking. Furthermore, the study highlights the importance of creating a more balanced assessment system that incorporates both formative and summative assessments. To achieve this, teacher education programs should be adapted to provide more in-depth training on assessment strategies, while schools and institutions should offer greater support in overcoming the barriers that limit teachers' ability to implement innovative assessment practices. Ultimately, improving assessment literacy will help teachers better align their practices with contemporary educational goals, fostering more effective learning environments for EFL students.

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## DECLARATION OF USING AI TOOLS

We hereby declare that artificial intelligence tools, including ChatGPT, were used in the preparation and organization of this manuscript. These tools were utilized primarily for drafting and structuring sections of the manuscript, including the

literature review and methodology, as well as for generating some of the preliminary content. However, all ideas, findings, and conclusions in this paper are the result of the authors' independent research and analysis. The use of AI was supplementary and does not compromise the originality or intellectual integrity of the work.

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