

An Investigation into Language Assessment Literacy among ELT Professionals in Sri Lanka

DAAKL Dassanayake^{1#}

¹General Sir John Kotelawala Defence University, Sri Lanka

[#]38-bte-0002@kdu.ac.lk

Assessment literacy is a major component which a language teacher should have gained, as it affects the quality of teaching and learning. This research is an investigation on language assessment literacy of English language teaching professionals in Sri Lanka. The study investigated to what extent the English language teaching professionals in Sri Lanka possess language assessment Literacy. This study has applied quantitative research methodology and a questionnaire was used to collect data from the stakeholders. The knowledge and the skills that were related to assessment literacy were assessed using the questionnaire and it included 71 language assessment literacy aspects. The 71 statements were in a Linkert scale and participants had to rate 0-4 by following the given explanations that were based on their knowledge. Fifty-three ELT professionals from different districts and provinces in Sri Lanka participated in this research. The findings of this research indicated that, ELT professionals were moderately knowledgeable about language assessment and their knowledge varied from one another as there were different ELT professionals such as language teachers, language testing/assessment developers, test score users and professional examiners and raters. This study contributes for the development of ELT professionals' knowledge and skills by providing a self-assessment to identify the areas they lack under language assessment literacy aspects and revealing their level of the knowledge on assessment literacy. The results of this study can be used in syllabus designing of pre-service English teaching courses and for in-service continuous professional development programs.

Keywords: *language assessment literacy, english language teaching professionals*