

Submitted : 10-04-2026	Accepted : 15-06-2026
Revised : 02-05-2026	Published : 10-07-2026

REDESIGNING LANGUAGE TESTING AND EVALUATION INSTRUCTION: A MATERIAL DEVELOPMENT STUDY IN AN ENGLISH TEACHER EDUCATION PROGRAM

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Abstract

Background - The students of Tadris Bahasa Inggris need explicit material about assessments and tests. They need the material to develop listening and speaking skills. Next, the TBI students must master the creation of writing and reading test items. In addition to creating writing and reading test items.

Urgency of Research – The needs analysis shows that students' needs regarding the Language Testing and Evaluation subjects in the English Department of UIN Prof. K. H. Saifuddin Zuhri Purwokerto. They need information on how to create assessment rubrics for them. The learning materials used are compiled to meet the students' needs.

Research Objectives – This study conducts a needs analysis of students' needs regarding the Language Testing and Evaluation subject and designs new material for it.

Research Method - A mixed method was used to answer the research questions. The researcher analyzed the institution's problems and assessed whether students' needs aligned with the syllabus or lesson plan. The information sources were 100 students and 2 lecturers. .

Research Findings – The draft of the material consists of 7 chapters. Chapter 1 discusses assessment concepts and issues. Chapter 2 discusses the principles



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of language assessment. Chapter 3 discusses the design of classroom language tests and standardized testing. Chapter 5 discussed the assessment of listening, including intensive, responsive, selective, and extensive listening. Chapter 6 discusses assessing speaking, including imitative, intensive, responsive, interactive, and extensive speaking. Chapter 7 discusses the assessment of reading, including perceptive, selective, interactive, and extensive reading. Chapter 8 discusses assessing writing, including imitative, intensive, responsive, and extensive. Chapter 9 discusses the assessment of grammar and vocabulary. The last chapter discusses the grading and evaluation process.

Research Conclusion & Novelty - The materials integrate assessment theory, test construction, and rubric development for all language skills into a single contextualized resource designed to promote Language Assessment Literacy.

Keywords: *English department; design; language testing and evaluation; materials.*

Introduction

Teachers and lecturers must develop lesson plans as part of the teaching-learning process. The lesson plan they create must be based on an analysis of student needs. One of the essential goals of needs analysis is to improve the school curriculum. That is, by understanding the necessary changes in the context of the teaching and learning process. It is primarily for students, teachers, and learning programs. Teachers who wish to assess students' needs can conduct needs analyses both informally and formally. In Indonesia, English teachers are overwhelmingly multilingual local professionals working within national curricula, high-stakes assessments, and limited access to Inner Circle environments

A need is a discrepancy between an existing set of conditions and a desired set of conditions (S. Borg, 2014). One of the basic principles of curriculum development is that an educational program should be based on student needs analysis. Needs analysis is the process of gathering information about student needs that serves as the basis for designing and developing a curriculum that meets those needs (S. Borg, 2014). Needs

analysis becomes essential in ensuring the program's success and achieving the objectives exemplified by successful language teaching. In particular, a needs assessment is defined as a special basis for the future development of the academic activities of a particular group of students (Al-Hamlan & Baniabdelrahman, A.H, 2015)

Researchers can apply the analysis of students' needs to any subject. Language Testing Evaluation is one of the subjects at UIN Prof. K. H. Saifuddin Zuhri Purwokerto, in the English Department (Tadris Bahasa Inggris/TBI). Students are provided with the material to prepare well for the test in this subject. TBI students are the next generation of English teachers in Indonesia, so this is an essential subject they must learn. Students need to know how to take specific assessments, including tests. A test measures a person's ability, knowledge, or performance in a particular field (Brown, 2004). The students of TBI should be able to create effective tests, arrange them, evaluate them well, and assess their students' language abilities. So, students need to learn language testing and evaluation because it is crucial for being a good teacher. In the growing digital age, the next generation of teachers should have good reading, writing, listening, and speaking skills. Reading skills are no longer limited to understanding written texts; they also include the ability to understand and use information presented across various digital platforms.

In preliminary research, some TBI students are unable to create effective assessment rubrics for comprehensive tests. In this comprehensive test, they should usually create assessment rubrics for speaking/listening/reading/and writing skills. Some students are asked to take writing tests, but these tests are administered in a multiple-choice format. So, it is absurd if the test-takers do not need to write anything in the writing test. Not only in comprehensive tests but also in some of them, the rubrics for the final project cannot serve as a good instrument.

For this reason, educators and professionals should evaluate the recent curriculum by holding a student needs analysis to realize the study program vision. The Language Testing and Evaluation needs research for students is primarily worked with the intent of obtaining in-depth information on the current and future needs of language learners from many perspectives, including teachers or lecturers, together with the students, to help make decisions informed by the objectives of the future curriculum and to ensure that the curriculum content best meets the needs of the students (Cowling, 2007). Teachers are responsible for monitoring student progress and must create an engaging, safe, comfortable, and conducive learning environment in the classroom (Abidin & Respati Yurisa, 2025). So, a new material tailored to students' needs is crucial to improving Tadris Bahasa Inggris into a well-developed study program at UIN Prof. K. H. Saifuddin Zuhri Purwokerto.

The problem above aligns with the study by Akib (2022). 13 questions are categorized by content validity according to the syllabus, lesson plan, and the material taught. Also, research by Benedetti and Guanajuato (2006) states that, as test writers, we must diligently reflect on each aspect of each test before it is administered and then observe what happens afterward. A well-designed language test can help students develop positive attitudes toward the class by giving them a sense of accomplishment and a feeling that the teacher's evaluation matches what they have been taught (Nasiri & Shokrpour, 2012).

The research above analyzes the teacher-created test item, and a good test can help students develop a positive attitude. This study aims to develop new materials for students in language and testing. The students could get some materials to create a language test. Based on the preliminary research on this issue, this study specifically answers the question: "How to develop Language Testing and Evaluation material for the English Department of UIN, Prof. K. H. Saifuddin Zuhri Purwokerto?"

Method

Research Design

Research and Development (RnD) is applied in this study, which aims to develop and design the material for the Language and Testing Subject. This study adapted the seven stages of the R&D approach as suggested by W. L. Borg & Gall (2007). First, a needs assessment was conducted to recognize the target and learning needs. The needs analysis results were considered when designing the syllabus and materials. Secondly, in the reference study, the syllabus was designed to meet students' needs. The syllabus was the competence, topics, unit titles, indicators, input/materials, and tasks. Next, in step 3, the materials were developed based on the syllabus. After the materials had been designed and developed, they were assessed by experts to evaluate their suitability. The developed materials were then revised based on the results of expert validation. When the revision of materials is accepted based on expert judgment, the material design will be delivered to students for trial. Lastly, the materials will be the final product after receiving students' feedback and revising the material design

Research Participants

This study is in the English Department at UIN Prof. K. H. Saifuddin Zuhri. The decision to choose this site is driven by the institution's crucial need to evaluate the existing curriculum. Two lecturers were also involved in this study. In this study, information will be obtained from students and lecturers. This study is based on students at TBI UIN Saizu who have enrolled in the PPL 1 and PPL 2 programs. So, they know that they need information about assessments and tests in real-life classrooms.

Data Collection Techniques

The data collection technique is a questionnaire. The first is a questionnaire distributed to students and experts to conduct a needs analysis

and initiate the material design process, addressing needs during teaching and learning. Then, the following data collection technique is through expert validation. This questionnaire aims to review and gather more informed suggestions on the developed Language Testing and Evaluation Material. After the researchers receive the review and suggestions, the material design can be revised, and the researchers can then write the final product.

Data Validity & Data Analysis

The data for needs analysis was analyzed qualitatively. Specifically, data from interviews, documents, and FGDs were analyzed qualitatively. Meanwhile, the questionnaire data were analyzed quantitatively and then described in a descriptive manner. A Likert scale will be used in the questionnaire to elicit expert judgment, following the formula proposed by Suharto (2006: 52-53). The Likert Scale will range from 1 to 4, with specific descriptive categories.

Results And Discussion

The results of the needs analysis are presented in Table 1.

Table 1. Students' Needs in Language Testing and Evaluation Subject

No.	Question	Percentage
1	Students' understanding of the differences between assessment and test	66%
2	Students' need for listening assessment	69%
3	Students' need for speaking assessment	72%
4	Students' needs in reading assessment	42%
5	The students' need for a writing assessment	43%
6	Students' need for learning assessment and evaluation	78%

Table 1 shows that the highest percentage is for students' need for learning assessment and evaluation (78%), indicating that students require a comprehensive understanding of evaluation processes in language learning. This demonstrates that assessment literacy is a core competence required by pre-service teachers. In line with this, Giraldo (2019) emphasizes that

assessment literacy is not only about understanding concepts but also about the ability to design, interpret, and use assessment results effectively in classroom contexts. Similarly, Xu & Brown (2016) highlight that teachers' assessment literacy is shaped by both theoretical knowledge and practical experience, which helps explain students' high demand for structured learning materials in this area.

The need for speaking assessment (72%) and listening assessment (69%) is also relatively high, suggesting that students prioritize the ability to design assessments for oral communication skills. According to Vogt & Tzagari (2019), speaking and listening assessments require performance-based tasks that integrate authenticity, interaction, and rubric-based scoring. Furthermore, Harding and Kremmel (2016) argue that oral language assessment is often perceived as challenging due to its subjective nature and the need for clear evaluation criteria. This supports the finding that students prioritize guidance in designing oral assessment tasks.

Additionally, 66% of students indicate the need to understand the difference between assessment and tests, highlighting the importance of conceptual knowledge in language evaluation. This aligns with Brookhart (2018), who states that many pre-service teachers struggle to distinguish between formative assessment processes and summative testing practices. Without this conceptual clarity, teachers may face difficulties in selecting appropriate evaluation strategies that align with learning objectives.

Meanwhile, the percentages for the reading assessment (42%) and the writing assessment (43%) are relatively lower than those for other aspects. Overall, these findings indicate that students require comprehensive learning materials that cover language assessment concepts and provide practical guidance on designing assessments for different language skills. However, Knoch & Elder (2017) emphasize that writing assessment requires strong construct validity and analytic scoring rubrics to ensure

fairness and consistency. Likewise, Jeon (2020) highlights that reading assessment must go beyond literal comprehension and include higher-order thinking evaluation. Therefore, despite lower perceived need, these skills remain essential components of comprehensive assessment literacy.

The findings of the needs analysis indicate that students require comprehensive knowledge of language assessment, particularly regarding the concept of assessment and evaluation. In particular, the high percentage for learning assessment and evaluation suggests that students perceive this knowledge as essential for their future roles as English teachers. The result is consistent with the view that teachers must be able to design and implement appropriate assessment strategies in language learning. Therefore, understanding the differences between tests and assessments enables teachers to evaluate students' learning outcomes more effectively and select appropriate assessment methods (Taghizadeh & Mazdayasna, 2023).

Furthermore, the findings highlight the importance of listening and speaking assessment, as indicated by the relatively high percentages for these skills. This result suggests that students consider oral communication skills to be a critical component of language teaching and evaluation. Consequently, instructional materials should provide clear explanations and practical examples of how to design valid and reliable assessments for these skills (Giraldo, 2019a). On the other hand, although the percentages for reading and writing assessment are lower, these skills remain important in language learning. This may indicate that students are more familiar with reading and writing assessments than with oral assessments. However, both skills are still essential components of language competence and should be included in language evaluation materials.

From a pedagogical perspective, the results confirm the importance of integrating both conceptual and procedural knowledge in instructional

materials. Effective language assessment education should combine declarative knowledge (what assessment is) and procedural knowledge (how to design and apply it). This explains why students require both theoretical explanation and practical examples in assessment learning materials (Purpura, 2018)

Development of Language Testing and Evaluation Material

Based on the results of the needs analysis, the researchers developed a draft of a book for the Language Testing and Evaluation course. The material is organized into 10 chapters that cover the theoretical foundations and practical aspects of language assessment.

Table 2: The Outline of the Book Draft

Chapter	Topic
Chapter 1	Assessment concept and issues
Chapter 2	Principle of language assessment
Chapter 3	Designing a classroom language test
Chapter 4	Standardized testing
Chapter 5	Assessing listening
Chapter 6	Assessing speaking
Chapter 7	Assessing reading
Chapter 8	Assessing writing
Chapter 9	Assessing grammar and vocabulary
Chapter 10	Grading and evaluation

The development of the textbook structure, as presented in Table 2, directly addresses these needs by integrating assessment theory and skill-based evaluation practices. Effective assessment education should reflect alignment between learning outcomes, instructional activities, and assessment tasks. This alignment ensures that students develop coherent understanding and practical competence in assessment design (Scarino, 2017). The emphasis on standardized testing and performance-based assessment in the material also reflects contemporary developments in language testing. Modern language assessment should balance reliability

with authenticity, ensuring that test tasks represent real-world language use while maintaining scoring consistency. This supports the structure of the developed chapters, particularly those focusing on assessments of speaking, listening, reading, and writing (Davies, 2017)(Fulcher, 2015).

As shown in Table 2, the book begins with fundamental assessment and testing concepts, followed by Chapter 1 (assessment concepts and issues). The book will discuss the definition of assessment and test, the types of assessment, and the types of test. In Chapter 2, the book will discuss the principles of language assessment. They are practicality, reliability, validity, authenticity, and washback. Moreover, at the end of chapters 1 and 2, there will be reflections on the material. Chapter 3 covers designing classroom language tests. It includes the process of designing a good classroom language test. It will begin by determining the test's purpose. After determining the test's purpose, it will discuss how to define the abilities, draw a test specification, and devise the test. Moreover, once the test items are ready, the teacher will present instructions on how to administer the test, including scoring, grading, and providing feedback.

Chapter 4 will discuss standardized testing. It includes the advantages and disadvantages of standardized testing, the development of a standardized test, and a standardized language proficiency test. Chapter 5 discusses "Assessing Listening." In this chapter, students can take a good listening test that includes imitative, responsive, selective, and extensive listening. Chapter 6 will discuss 'Assessing Speaking'. The students will learn about the types of speaking tasks, how to design speaking assessments, and how to evaluate the usefulness of speaking tasks for developing speaking skills. It includes imitative, intensive, responsive, interactive, and extensive speaking.

Chapter 7 will discuss "Assessing Reading." It includes definitions of the types of reading and the design of assessment tasks for perceptive, selective,

interactive, and extensive reading. Chapter 8 will discuss 'Assessing Writing'. It includes designing the assessment task for imitative, intensive, responsive, and extensive writing. This chapter also discusses the scoring method of the writing assessment. Chapter 9 discusses 'Assessing Grammar and Vocabulary'. There are so many materials in this chapter. It includes designing an assessment task for selected response, limited production, and extended production. Moreover, for vocabulary, the students will discuss its nature. Defining lexical knowledge: considerations in designing assessment tasks for receptive and productive vocabulary. The last chapter is 'Grading and Student Evaluation'. It includes understanding the grading philosophy, developing scoring and grading tests and assignments, and developing guidelines for grading and evaluation.

Moreover, the development of the book material, as presented in Table 2, reflects the effort to address these learning needs (Ariani, 2021). Specifically, the book's structure integrates theoretical foundations with practical guidance for designing language assessments. As a result, this organization enables students to develop both conceptual understanding and practical competence in language testing. In addition, the expert validation results further support the feasibility of the developed material. Overall, the positive responses from most experts indicate that the book draft aligns with the learning objectives of the Language Testing and Evaluation course. This finding supports the argument that instructional materials play a crucial role in delivering curriculum objectives and facilitating the language learning process (Kalyon, 2020).

Expert Validation of Language Testing Material

Thirteen experts validated the book draft to determine its feasibility. The validation focused on two aspects, namely content eligibility and language eligibility.

Content Eligibility

The results show that most experts agree that the book draft is appropriate for students of the English Education Department (TBI). The majority of respondents agreed that the material was relevant and suitable for the Language Testing and Evaluation course. Only one respondent expressed disagreement with the statement. Furthermore, most respondents agree that the material is relevant to the learning objectives and supports students' understanding of language assessment. The experts also consider the material useful for explaining key concepts related to testing and evaluation. In addition, most respondents agree that the material provides appropriate guidance for assessing language skills, particularly listening and reading.

The organization of the material is also suitable for classroom implementation, indicating that the book's structure aligns with the course timeline. Expert validation results further confirm the feasibility of the developed material. The high level of agreement regarding content relevance indicates strong alignment with curriculum needs. This is consistent with Tomlinson (2016), who states that learners must drive effective instructional materials needs analysis and curriculum compatibility.

Language Eligibility

Regarding language, the results indicate that most experts agree that the material's language is clear and understandable. This applies to the sections discussing listening, speaking, reading, and writing assessment. Most respondents also consider the font type, font size, and color selection appropriate for readability. Although several respondents expressed slight agreement or minor concerns regarding these aspects, only one respondent disagreed with the statements. Overall, the validation results indicate that the developed material meets the criteria of language clarity and readability for academic learning materials.

Regarding language clarity, expert consensus indicates that the material is accessible and understandable to learners. Clarity and comprehensibility are essential principles in materials development, particularly in language education contexts where cognitive load must be managed effectively. Clear instructional language supports better comprehension and learner engagement (Nation & Turner, 2018).

Similarly, the experts' agreement on the material's usefulness suggests that the book provides relevant explanations and practical guidance for students. According to Dar (2017), appropriate learning materials can facilitate language development when they are relevant to learners' needs and learning objectives. Additionally, the validation results on language clarity indicate that the material is accessible to students. In line with this, learning materials should provide meaningful and comprehensible language input to facilitate learning (Motteram, 2023).

Finally, the positive responses regarding visual elements such as font type, font size, and color indicate that the material is generally readable and visually appropriate. This is important because visual design elements can support comprehension and enhance the effectiveness of instructional materials (Amarin & Al-Saleh, 2020). The findings indicate that the developed Language Testing and Evaluation material is suitable for use in the English Education Department. However, minor revisions may still be necessary to improve clarity and presentation in several sections of the material. Positive evaluations of visual design elements support the importance of multimodal learning principles. Mayer (2020), in the updated Cognitive Theory of Multimedia Learning, emphasizes that well-designed visual layouts reduce cognitive overload and improve information processing. Similarly, Guo et al., (2014) found that visual clarity significantly enhances learners' engagement and comprehension in educational materials.

Conclusion

The study results show that some students have needs regarding the Language Testing and Evaluation subjects at the English Department of UIN Prof. K. H. Saifuddin Zuhri Purwokerto. First, they need explicit material about assessments and tests. Second, they need the material to develop listening and speaking skills. Because there are some types of listening and speaking that students should master. Next, the TBI students must master the creation of writing and reading test items. In addition to creating writing and reading test items, the TBI student needs guidance on creating assessment rubrics for them.

The learning materials are compiled to meet the students' needs. Chapter 1 discusses assessment concepts and issues. Chapter 2 discusses the principles of language assessment. They are practicality, validity, authenticity, and washback. Chapter 3 discusses the design of classroom language tests and standardized testing. Chapter 5 discussed the assessment of listening, including intensive, responsive, selective, and extensive listening. Chapter 6 discusses assessing speaking, including imitative, intensive, responsive, interactive, and extensive speaking. Chapter 7 discusses the assessment of reading, including perceptive, selective, interactive, and extensive reading. Chapter 8 discusses assessing writing, including imitative, intensive, responsive, and extensive. Chapter 9 discusses the assessment of grammar and vocabulary. The last chapter discusses the grading and evaluation process.

Based on expert validation, most respondents agree that the book draft is suitable for TBI students. None of the respondents disagreed significantly with the statement that the draft is eligible. Most respondents view the material as valuable, indicating that it effectively conveys essential concepts. There is strong agreement that the draft provides valuable guidance for assessing listening skills, which are necessary for language

evaluation. Most respondents believe the draft offers practical guidance on assessing speaking skills. Most respondents agree that the draft provides solid advice on reading assessments, which is crucial for a well-rounded language evaluation. Most view the material as well-structured to fit within the course's timeline, indicating effective pacing and organization. Most respondents agree that the language is clear and accessible, particularly in listening, speaking, writing, and reading. Most respondents find the font choice reasonable, indicating it is appropriate for readability. The majority agree that the font size is appropriately balanced, enhancing text readability. Most respondents agree that the color selection enhances the presentation, making the material visually appealing and easy to navigate.

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