

A Survey and Analysis of Assessment Literacy among College Foreign Language Teachers in China: A Positive Psychology Perspective

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Abstract: In the current realm of college foreign language education, the diversification of students' learning needs underscores the necessity of effectively implementing 'assessment for learning' via assessment practices, thereby presenting fresh demands for the enhancement of assessment literacy among college foreign language instructors. Based on positive psychology, this study took some college foreign language teachers from Henan Province of China as the research subjects, explored the current status and existing problems of their assessment literacy through questionnaires and interviews, and analyzed the constraints hindering the enhancement of their assessment literacy. Additionally, to further investigate the effectiveness of positive psychology interventions in enhancing their assessment literacy, the researcher conducted two rounds of classroom observations involving a comparative analysis of pre- and post-intervention assessments to investigate the impact of post-intervention assessments on various aspects such as teaching quality, students' learning outcomes, as well as their personality traits. The results revealed that positive assessment and feedback from college foreign language teachers can contribute to shaping students' positive personality traits, igniting their motivation and potential for learning, and ultimately enhancing teaching effectiveness. Through assessment practices, genuine efforts can be made to implement assessment for learning, ultimately promoting students' comprehensive development.

Keywords: Positive psychology; College foreign language teachers; Assessment literacy; Assessment for learning

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1. Introduction

1.1. Research background

As the demand for foreign language talents continues to evolve and the internationalization process accelerates, contemporary college foreign language education needs to adapt to the demands of the new era. Meanwhile, with the proposal of the historical mission of foreign language education in the new era, important changes have taken place in the field of higher foreign language education assessment in China. The assessment of foreign language studies should not only adhere to fundamental educational goals and principles, including

moral character cultivation and discipline-based education but also reflect the unique attributes of foreign language studies. Foreign language teachers serve as facilitators of foreign language input and output, as well as constructors and sustainers of classroom social dynamics. Additionally, they design classroom activities and evaluate learners' learning outcomes. Therefore, in the current realm of college foreign language education, the assessment literacy of foreign language teachers has emerged as a pivotal factor in enhancing the quality of foreign language teaching.

However, at present, traditional assessment methods mainly focus on the teaching skills and academic knowledge of foreign language teachers, thus ignoring their emotional attitudes and self-efficacy. The rise of positive psychology provides a new perspective for foreign language education research. Applying the concept of positive psychology to college foreign language teaching assessment can enable college foreign language teachers to pay more attention to their emotional involvement in teaching, cultivate their positive psychological qualities, and emphasize individual differences among students. Against this backdrop, the current situation presents fresh demands for enhancing the assessment literacy of college foreign language instructors. They need to constantly update their educational philosophy and consider how to shape students' positive character traits through positive assessment, stimulate their learning motivation and potential, thereby improving teaching effectiveness, and truly achieve "assessment for learning" through "assessment practice."

1.2. Research significance

Studying college foreign language teachers' assessment literacy from the perspective of positive psychology holds great theoretical and practical significance.

Firstly, this study addresses the oversight of educators' psychological states and emotional engagement inherent in traditional assessment methods. It assists college foreign language teachers in establishing more objective and comprehensive assessment criteria and systems.

Secondly, it helps appreciate their performance in teaching practice, thereby optimizing teaching methods and improving students' learning outcomes.

Thirdly, it fosters a caring educational environment, establishing a good teacher-student relationship and creating a positive learning atmosphere. This environment is more conducive to nurturing students' confidence and enhancing their learning motivation and potential development.

Fourthly, it promotes innovation in foreign language education assessment systems, urging foreign language teachers to prioritize the recognition of individual strengths and students' mental well-being. Additionally, it introduces comprehensive standards to better meet development needs and motivates foreign language teachers to fulfill their educational mission.

Lastly, it contributes to promoting teachers' personal development and growth, increasing their job satisfaction and well-being, which in turn promotes students' comprehensive development and growth.

2. Literature review

2.1. The application of positive psychology in foreign language education

At the end of the 1990s, Martin Seligman, president of the American Psychological Association, pioneered the concept of positive psychology. Positive psychology is a branch of psychology that focuses on the study of how individuals can achieve a happy, satisfying, and fulfilling life, emphasizing the enhancement of individual well-being and quality of life by developing their potential, applying their strengths, and cultivating positive personality traits and mindsets^[1-3].

With the rise and prosperity of positive psychology, it has developed rapidly in language education,

prompting many language researchers to start re-examining the positive emotions and personality traits of language teachers and learners. In foreign language education, especially in second language acquisition, research in positive psychology has made significant achievements in many aspects, including the positive emotional experiences and feelings of foreign language teachers and learners, the positive individual characteristics of learners, and the creation of a conducive foreign language learning and teaching environment^[4]. These studies have propelled research and practice in emotional factors, learning motivation, and mental health in foreign language education.

Lake was one of the first scholars to explicitly apply positive psychology to second language acquisition research, focusing on the positive self, positive second language self, and self-efficacy of Japanese learners^[5]. MacIntyre and Gregersen studied how emotions affect language learning and found that creating a positive learning environment can help students use their imagination and positive emotions to improve their learning, overcome challenges, and manage negative emotions effectively^[6]. Méndez-Lopéz noted that foreign language teachers should stimulate learners' motivation by enhancing learners' positive emotions^[7].

Mercer and MacIntyre encouraged language researchers to prioritize language learners' well-being in their learning process, rather than focusing primarily on their state and outcomes^[8]. Oxford proposed the EMPATHICS model, which aims to apply the theory of well-being to complex language learning dynamic systems to help language learners have a positive learning experience^[9]. Fresacher argued that increased positivity in language teaching can improve language learners' attitudes and strengthen their resilience to cope with the difficulties encountered in language learning^[10].

Some university researchers have implemented positive psychology interventions to enhance learners' and teachers' positive experiences in terms of well-being, optimism, creativity, resilience, strengths, etc., thereby improving learners' language progress^[11]. Gregersen *et al.* pointed out that positive psychology exercises could create a positive emotional atmosphere for language learners to help them build positive emotional and social connections^[12]. Wang *et al.* explored how seven variables of positive psychology have an impact on second language learning and education^[13].

In conclusion, the research highlights the benefits of using positive psychology in foreign language teaching. It helps learners manage negative emotions, maintain a positive attitude, and realize their potential, thus boosting motivation. Creating a positive learning environment is also crucial for effective language acquisition, leading to personal growth and development.

2.2. An overview of teachers' assessment literacy

The term "assessment literacy" was first coined by Stiggins in 1991. Stiggins defined it as a basic understanding of educational assessment and related skills, and the ability to apply this knowledge to measure students' achievements^[14]. Fulcher highlighted that assessment literacy involves not only the skills in designing and developing tests but also familiarity with the testing process and understanding of the principles and concepts guiding instructional practices^[15].

With the development of educational assessment theory, the concept of assessment literacy has been further developed and recognized as an integral part of teachers' professional development^[16,17]. In the current educational environment, teachers' assessment literacy is generally defined as a set of knowledge and skills that teachers need to effectively implement teaching assessments in the classroom^[18].

Many scholars have made fruitful research achievements in teachers' assessment literacy. The main findings are as follows:

- (1) Teachers lacked assessment literacy^[19,20], which made teachers feel unable to effectively assess students' performance^[21,22].

- (2) Some issues exist in classroom assessment by teachers, including neglecting students' development of critical thinking and underutilizing experts' advice and research findings^[23].
- (3) Classroom assessment posed several challenges and needs for foreign language teachers^[24], such as the lack of sufficient language testing and assessment training^[25], and variability in knowledge levels regarding language testing and assessment^[26].
- (4) Teachers' assessment literacy exerted a great impact on students' academic achievement^[27] and their learning outcomes^[28].
- (5) Teachers are able to adjust teaching content and methods based on assessment results^[29] and effectively assess students' learning outcomes^[30], thereby stimulating students' learning motivation and interest in the teaching process^[31].
- (6) The demographic characteristics of Chinese university English teachers may influence their performance in assessment literacy^[32].

Through the above analysis, we can observe that teachers' assessment literacy is an indispensable part of the teaching process and one of the important factors that directly affect the improvement of teaching quality and students' learning outcomes^[33]. Although scholars have accumulated some research findings on teachers' assessment literacy, the shortcomings cannot be overlooked. Research rarely integrates with practical foreign language teaching, and studies specifically focusing on Chinese college English teachers are even rarer.

3. Methods

3.1. Participants

This study focused on foreign language teachers in several universities in Henan Province, China. The aim was to assess the overall level of assessment literacy among college foreign language teachers through questionnaires and interviews. The goal was to identify existing problems and analyze the constraints hindering the improvement of their assessment literacy. Additionally, classroom observations were conducted to gauge students' feedback and feelings regarding teachers' positive classroom assessment practices.

3.2. Research objectives

Based on the aforementioned research background and the concept of positive psychology, the main research objectives can be outlined as follows:

- (1) To gain an in-depth understanding of the basic cognition and understanding of assessment literacy among college foreign language teachers, and to analyze the crucial factors restricting the development of their assessment literacy.
- (2) To determine whether foreign language teachers' positive assessment contributes to promoting students' foreign language learning and improving their teaching effectiveness.

3.3. Data collection procedures

Initially, the researcher distributed and collected questionnaires through platforms such as Questionnaire Star, WeChat, and QQ to assess the current situation of college foreign language teachers' assessment literacy. Subsequently, semi-structured interviews were conducted to identify existing problems in their assessment literacy and to further analyze related constraints.

Selected respondents from the previous survey underwent training in positive psychology and assessment literacy theories. They applied this knowledge in teaching, focusing on students' strengths, setting appropriate assessment objectives, utilizing diverse assessment techniques, and providing positive feedback. Additionally,

they encouraged students' involvement in the assessment process to enhance teaching effectiveness.

After theoretical training, the researcher observed classes instructed by trained respondents for three months, documenting teachers' positive language assessment and diverse assessment methods. Additionally, the researcher observed students' responses to positive assessments, classroom interactions, and student-led assessments of group members to explore the impact of teachers' positive assessment strategies on students' learning.

4. Results and discussion

4.1. Questionnaire results

The questionnaire utilized a 5-point Likert scale with options ranging from "Strongly Disagree" to "Strongly Agree". The researcher discarded some unanswered questionnaires and collected a total of 200 valid responses.

The questionnaire comprised 30 questions covering various aspects: personal information of the respondents (Q1–5), assessment knowledge and skills (Q6–9), assessment beliefs (Q10–14), assessment criteria and guidelines (Q15–17), assessment tools and techniques (Q18–19), assessment feedback and guidance (Q20–22), assessment awareness and professional development (Q23–25), and perception of positive psychology (Q26–30).

The demographic profile of the respondents can be described as follows: 95% were female, and 5% were male. The age range was between 25 and 65 years, with 25% aged 25–35 years, 48.5% aged 36–45 years, 18% aged 46–55 years, and 8.5% aged 56–65 years. In terms of qualifications, the majority held a master's degree (80%), followed by a bachelor's degree (15.5%), and a doctoral degree (4.5%). Regarding teaching experience, 20% had 1–5 years of experience, 30.5% had 6–15 years, 31% had 16–25 years, and 18.5% had over 25 years of experience. In terms of language taught, 88% taught English, 5% taught Japanese, 4% taught French, and 3% taught German.

The survey results are presented in the following table.

Category	Content	Options (frequency/percent)				
		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Assessment knowledge and skills	(6) I design appropriate assessment models based on the teaching objectives and content.	32/16	39/19.5	4/2	68/34	57/28.5
	(7) I make effective assessments based on students' personalized learning needs and goals.	44/22	49/24.5	28/14	46/23	33/16.5
	(8) I apply assessment results to guide my teaching practice.	46/23	53/26.5	21/10.5	44/22	36/18
	(9) I assess students' learning effectiveness fairly and accurately.	21/10.5	31/15.5	21/10.5	61/30.5	66/33
Assessment belief	(10) I believe assessment is a crucial part of foreign language teaching.	20/10	23/11.5	0/0	77/38.5	80/40
	(11) I believe assessment should be used to guide students' learning, not just measure their academic performance.	36/18	44/22	4/2	56/28	60/30
	(12) I believe assessment should reflect students' overall ability, not just focus on the improvement of their language skills.	35/17.5	35/17.5	13/6.5	70/35	47/23.5
	(13) I believe assessment should consider students' differences, but in actual teaching, due to various factors, I have not fully implemented differentiated assessment.	46/23	31/15.5	21/10.5	53/26.5	49/24.5
	(14) I believe foreign language teachers should guide students to participate in the assessment process and develop their assessment skills.	27/13.5	29/14.5	15/7.5	64/32	65/32.5

(continued)

Category	Content	Options (frequency/percent)				
		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Assessment criteria and guidelines	(15) I establish quantifiable, measurable, and verifiable assessment criteria to enhance the objectivity of assessments.	35/17.5	41/20.5	21/10.5	61/30.5	42/21
	(16) I regularly review the assessment criteria and adjust them based on the results.	59/29.5	65/32.5	15/7.5	27/13.5	34/17
	(17) I always involve students in establishing assessment criteria to ensure fairness.	65/32.5	79/39.5	15/7.5	21/10.5	20/10
Assessment tools and techniques	(18) I use a variety of assessment tools, such as classroom observations, student feedback, etc., to measure students' language proficiency.	29/14.5	35/17.5	25/12.5	61/30.5	50/25
	(19) I am willing to try new assessment tools and personalized assessment methods to promote students' all-round development.	37/18.5	41/20.5	21/10.5	54/27	47/23.5
Assessment feedback and guidance	(20) I give students timely and constructive feedback to help them recognize their strengths and weaknesses in the language learning process and stimulate their learning motivation.	35/17.5	41/20.5	15/7.5	59/29.5	50/25
	(21) I provide personalized feedback and guidance to students to better meet their individual needs.	54/27	60/30	8/4	44/22	34/17
	(22) I believe students' assessments and feedback are conducive to building a positive teaching relationship and promoting my professional development.	23/11.5	28/14	13/6.5	75/37.5	61/30.5
Assessment awareness and professional development	(23) If I have enough time, I am willing to dedicate time to share assessment experiences and insights with colleagues, promoting professional development.	21/10.5	21/10.5	15/7.5	88/44	55/27.5
	(24) I am willing to engage in continuous reflection to improve my assessment belief and practice, as well as my assessment skills.	15/7.5	21/10.5	15/7.5	89/44.5	60/30
	(25) I hope that the school will provide more opportunities for me to participate in various professional development activities to improve assessment literacy.	11/5.5	16/8	13/6.5	79/39.5	81/40.5
Cognition of positive psychology	(26) I have a good understanding of positive psychology.	77/38.5	83/41.5	12/6	15/7.5	13/6.5
	(27) I have tried to apply positive psychology theories to my teaching practice.	77/38.5	83/41.5	12/6	15/7.5	13/6.5
	(28) In my opinion, positive psychology is a study of the positive qualities and mental health of individuals, which is very valuable in the field of foreign language education.	15/7.5	31/15.5	9/4.5	71/35.5	74/37
	(29) I think some concepts in positive psychology, e.g. optimism, emotion regulation, and self-efficacy, are very important for improving students' learning motivation and emotional attitudes.	11/5.5	17/8.5	7/3.5	83/41.5	82/41
	(30) If I have the opportunity, I'd like to participate in some training or workshops on positive psychology.	11/5.5	17/8.5	9/4.5	82/41	81/40.5

In terms of assessment knowledge and skills, the analysis of data from questions 6-9 reveals variations in the levels of assessment knowledge and skills among college foreign language teachers. Over 60% of teachers are capable of designing appropriate assessment models to assess students' learning effectiveness. However, it's

noteworthy that only 39.5% demonstrate the ability to effectively assess based on students' individual learning needs, and 40% can utilize assessment results to guide their own teaching practices. These findings underscore the considerable room for improvement in assessment skills among the majority of college foreign language teachers.

Regarding assessment beliefs, the analysis of data from questions 10-14 shows that 78.5% of teachers believe assessment improves teaching quality. Additionally, 58% regard assessment as crucial for guiding student learning, supporting the idea of "assessment for learning". However, 58.5% believe assessments should cover students' overall abilities, yet some may focus too much on test scores, neglecting students' all-round development. Furthermore, half of teachers fail to provide differentiated assessments based on students' individual differences. This evidence indicates a cognitive gap concerning the correlation between assessment beliefs and actual assessment practices in teaching.

In terms of assessment criteria and guidelines, the analysis of data from questions 15-17 indicates that only 51.1% of teachers exhibit a relatively high level of agreement with the assessment standards, while nearly half (48.9%) may be biased due to unclear standards. Only 30.5% regularly review and adjust assessment criteria based on assessment results to continuously enhance effectiveness and fairness. This evidence suggests that a majority of college foreign language teachers still lack awareness of updating and staying current with assessment criteria to enhance teaching quality. Additionally, only 20.5% involve students in the formulation of assessment criteria to enhance its fairness. This also indicates that foreign language teachers need to consciously enhance the transparency of assessment standards in future teaching to ensure the fairness of assessment.

Regarding assessment tools and techniques, the analysis of data from questions 18-19 reveals that 55.5% of teachers employ various assessment tools and techniques, such as written and oral examinations, assignments, reports, and practical activities, to comprehensively assess students' language proficiency. This suggests that these teachers recognize the significance of selecting appropriate assessment tools to accurately assess students' abilities. However, nearly half of them hesitate to try new assessment tools and personalized assessment techniques. This hesitation may constrain their adoption of comprehensive and diversified assessment tools and techniques.

In terms of assessment feedback and guidance, the analysis of data from questions 20-22 indicates that 54.5% of teachers are able to assist students in identifying their strengths and weaknesses through timely and detailed assessment feedback. Additionally, 68% acknowledge that students' feedback helps them understand students' learning processes and levels of knowledge mastery, facilitating effective communication between teachers and students. However, a common issue arises where most foreign language teachers provide generalized assessments and feedback, failing to address students' diverse learning needs. To address this issue, teachers should consider each student's learning style and proficiency level to improve their self-assessment abilities and overall language proficiency.

Concerning assessment awareness and professional development, the analysis of data from questions 23-25 reveals that assessment awareness among foreign language teachers is gradually improving, but some still exhibit insufficient awareness regarding its significance. About 71.5% show strong awareness and are inclined to invest additional time in peer communication and feedback to promote mutual learning and improve teaching effectiveness. Additionally, over 70% are committed to self-reflection and engage in various teaching workshops to enhance their assessment competence and advance their professional development. However, it indicates that they have a strong desire to participate in more training and academic exchanges to improve their assessment literacy, but time constraints and insufficient support from schools may hinder their further progress.

Regarding the understanding of positive psychology among college foreign language teachers, the analysis of data from questions 26-30 indicates that 80% lack an understanding of positive psychology, with only 14% having attempted to apply it in their teaching practices. However, 72.5% acknowledge its positive impact on

foreign language education, and 82.5% agree that some concepts of positive psychology play a crucial part in inspiring students' learning motivation and emotional attitudes. Furthermore, 81.5% expressed their willingness to participate in training related to positive psychology in foreign language education. From this description, it is evident that only a very small number of college foreign language teachers in China possess a general understanding of the concepts and principles of positive psychology, while the vast majority have little or no understanding of it. However, they hope that further training and support from schools and relevant functional departments can assist them in applying positive psychology to teaching practices to improve their teaching effectiveness.

In general, insights into the current situation and existing problems regarding college foreign language teachers' assessment literacy were gained through the questionnaires. First of all, the majority of participants perceive assessment as an effective means to promote students' learning and personal professional development, but some foreign language teachers exhibit a limited understanding of the concept of assessment and merely regard evaluation as an assessment tool, thus failing to fully realize its importance in promoting students' learning and personal growth. Secondly, some teachers' assessment concepts may deviate from their actual assessment practices. Some teachers attach too much importance to grades, thus overlooking students' personality development. Thirdly, some teachers struggle to employ appropriate assessment tools and techniques to accurately measure students' learning effectiveness. Finally, some teachers' assessment feedback and guidance may not be timely and specific enough to provide effective guidance for students' learning. These observations suggest that while teachers' assessment literacy is gradually improving, what they urgently need is relevant training and guidance provided by schools, which can help improve their comprehensive understanding of assessment and promote a more scientific and flexible assessment system.

4.2. Interviews results

In order to further explore the factors restricting the development of college foreign language teachers' assessment literacy, 15-minute in-depth interviews were conducted with 20 teachers selected from the respondents. The interview questions were as follows:

- (1) What do you think are the crucial factors that prevent you from applying positive psychology to your foreign language teaching practice?
- (2) What are the main difficulties you are faced with in assessing students?
- (3) What factors do you think constrain the development of your assessment literacy?

In response to question (1), 85% of teachers pointed out a lack of relevant background knowledge in psychology, as their majors only covered literature, applied linguistics, and translation. Influenced by traditional teaching models, they paid more attention to students' learning outcomes over mental health and emotional attitudes. Additionally, 90% believed that the lack of expertise and training experience in positive psychology hindered its integration into teaching. Moreover, 75% claimed that in addition to their demanding teaching tasks, they were also faced with scientific research pressure, which sometimes made it difficult for them to experience the fun and meaning of teaching. Consequently, they might experience negative emotions, struggle to effectively cope with the challenges encountered in teaching, and consequently have low self-efficacy and lack emotional regulation skills, which directly affected their teaching effectiveness. Due to time constraints, 60% found it challenging to allocate extra time for communication with students after class. Additionally, they were unable to provide personalized support and guidance for students based on individual differences, which partially affected the establishment of positive teacher-student relationships, hindering trust and empathy between them. Consequently, this impacted students' engagement in classroom activities, thus failing to

promote their independent learning and academic achievements.

In response to question (2), 65% of teachers aged 30–45 believed that due to the lack of specificity and transparency of assessment criteria as well as limited assessment tools, it was not objective and fair to assess students' performance. Consequently, the absence of personalized guidance for students ultimately dampened their enthusiasm. At the same time, 60% aged 50–55 believed that due to the decreasing hours of English class and the large amount of teaching content, in most cases, foreign language teachers still focused on knowledge transfer and improving students' language proficiency without giving timely and specific feedback on students' performance in the classroom. Additionally, 30% (with under 5 years of teaching experience, around the age of 30) reported that they had endeavored to facilitate peer assessment among students in the classroom, aiming to consciously enhance students' assessment skills. However, due to varying levels of language proficiency among students, most of them were unable to provide effective assessment and feedback to their peers. This indicated that the vast majority of young and middle-aged teachers had already recognized the importance of specific assessment criteria, innovative assessment tools and techniques, as well as personalized assessment of students. These factors had a positive impact on students' learning motivation and independent learning. On the other hand, elderly teachers' assessment beliefs might be affected by traditional perceptions focusing more on students' language learning outcomes and less on students' classroom performance. This indicated that their assessment techniques were single and lacked diversity, which also hindered students from promptly identifying their own shortcomings, hence affecting students' learning and growth. Although young teachers who had just started their careers had a certain sense of assessment, students' lack of language proficiency hindered teachers from practicing and implementing assessment smoothly.

In response to question (3), 85% of teachers believed that the school lacked systematic training on assessment knowledge, resulting in their weaknesses in assessment techniques and skills. They were unable to grasp the latest assessment theories and methods, or obtain practical opportunities and feedback, leading to a cognitive gap between assessment beliefs and assessment practices. Moreover, 75% believed that their weak awareness of assessment, and lack of innovative assessment tools and techniques prevented them from meeting students' diversified and personalized assessment needs, hence affecting the enthusiasm and initiative to improve their assessment literacy. Additionally, 45% believed that even if they were equipped with new assessment tools and techniques, they would tend to lean toward traditional approaches. This preference might stem from the perception that implementing novel assessment tools and methods could be cumbersome and inadvertently increase their workload, thus partially restricting the diversification of assessment tools for these foreign language teachers. Furthermore, 95% believed that the demanding workload made it difficult for them to devote extra time to engaging in assessment and professional development activities. In addition, due to time constraints and limited energy, they find it challenging to fully understand students' learning characteristics and needs, consequently hindering the development of their assessment literacy. Lastly, 85% of teachers believed that schools lacked sufficient support, resources, and incentives to actively engage teachers in professional development, which also hindered the enhancement of their assessment literacy.

In summary, the current situation indicates that the improvement of college foreign language teachers' assessment literacy encounters a series of constraints. Firstly, the lack of training opportunities poses a significant challenge. Secondly, the absence of assessment awareness also impedes the enhancement of their assessment literacy. Thirdly, the lack of personalized assessment feedback is a significant factor, consequently hindering the improvement of students' learning effectiveness. Additionally, the shortage of time is a common problem. College foreign language teachers may feel time-pressed and find it challenging to devote themselves to cultivating their assessment awareness and engaging in professional development activities within the limited

time. Finally, the lack of sufficient incentive mechanisms and resources makes foreign language teachers feel a lack of support for professional development.

Therefore, the combined impact of the aforementioned factors hinders the enhancement of assessment literacy among foreign language teachers. To address these issues, schools, foreign language teachers, and relevant departments must make efforts in many aspects.

4.3. Classroom observation results

On the basis of semi-structured interviews with the above 20 respondents, the researcher selected 10 teachers teaching different English courses for two rounds of classroom observations.

Classroom observations covered the following procedures. First, the researcher conducted the first round of classroom observation to understand these 10 respondents' assessment ability in actual teaching without having received any systematic training on the theories of assessment literacy and positive psychology. Secondly, the researcher would create a WeChat learning group to form a virtual learning community for these 10 teachers and guide them to learn the theories related to positive psychology and assessment literacy. Meanwhile, the researcher also encouraged them to apply the theoretical knowledge in their actual teaching practice. Based on students' actual learning situation, they needed to continuously improve their assessment beliefs and practices, such as paying attention to students' strengths and potentials, selecting assessment objectives and standards suitable for students, and using diversified assessment techniques and tools. Additionally, they needed to give students positive feedback and encourage students to participate in the assessment process. Finally, in order to understand the impact of post-intervention assessment on the teaching quality and students' learning effectiveness, the researcher carried out the second round of classroom observations.

After two rounds of classroom observations, the findings can be presented from the perspectives of both teachers and students.

Firstly, from the perspective of teachers, the researcher found that:

- (1) Respondents' assessment literacy significantly improved, leading to a positive shift in their assessment philosophy. They now view assessment as aligned with teaching objectives and a tool to foster student learning and growth, rather than solely measuring outcomes. They demonstrate the ability to accurately assess learning and effectively guide students to enhance language proficiency.
- (2) In the classroom, respondents emphasized diverse and personalized assessments, taking a multi-dimensional approach. They assessed students comprehensively, including language skills, logical thinking, positive psychology, teamwork, and collaboration.
- (3) Respondents employed diverse assessment techniques flexibly, effectively utilizing assessment tools and providing timely and positive feedback. They engaged in deeper reflection and expanded assessment methods beyond traditional exams, incorporating formative assessment, self-assessment, peer assessment, and teacher-student collaborative assessment. These approaches accurately captured students' learning processes while also fostering their interest and initiative in learning.
- (4) Respondents valued timely and positive feedback to boost student motivation, applying positive psychology in assessments. They used constructive and encouraging language, highlighting strengths and progress, while offering suggestions for improvement. They aimed to build confidence, nurture qualities like self-discipline and optimism, and foster positive learning attitudes, enhancing students' psychological resilience.
- (5) Their professional well-being had been significantly improved, such as higher career satisfaction, stronger professional self-confidence, smoother career development, and clearer career aspirations.

- (6) Respondents created a positive learning environment by recognizing individual differences, providing support, and building trusting relationships. This encouraged students' active participation and boosted their learning outcomes.

Secondly, from the perspective of students, the researcher found that:

- (1) Students' participation in classroom activities has been significantly improved. They could express their viewpoints more confidently and were more willing to be engaged in class discussions and pose questions freely.
- (2) Students' outcomes improved significantly, with better knowledge grasp, enhanced skill application, improved problem-solving abilities, and more innovative thinking. Moreover, there was a noticeable positive shift in learning attitudes, with increased interest and a more positive demeanor.
- (3) Their learning motivation had been significantly improved, with stronger intrinsic and extrinsic motivation, clearer goal orientation, and more enduring progress motivation. They also exhibited enhanced autonomy in adjusting learning strategies based on teachers' assessments and engaging in independent learning.
- (4) Students had a better attitude towards teachers' assessments and feedback, finding them helpful for understanding their learning and improving language skills. They felt supported by teachers, strengthening the teacher-student bond.
- (5) Students became better at assessing their own and their peers' learning performance, leading to a positive and collaborative learning atmosphere. Additionally, they offered helpful feedback for their own learning, improving their self-awareness and self-management skills.

Based on the analysis, improving assessment literacy with positive psychology can boost teachers' positive emotions, optimism, and self-confidence. These enhancements aid teachers in coping with teaching challenges, improving effectiveness, and fostering students' learning and development. Therefore, it's essential to integrate positive psychology theories into assessment literacy for teachers' professional development and personal growth.

5. Conclusion

In conclusion, assessment literacy is vital for college foreign language teachers' teaching. This study integrates teachers' assessment beliefs and practices into daily teaching, allowing for continuous updates to assessment knowledge and beliefs. It enhances teacher-student interaction during assessments, enabling personalized teaching to meet individual student needs, improving teaching quality, and promoting assessment for learning in language classrooms. Additionally, applying positive psychology cultivates teachers' positive attitudes, aiding them in handling assessment challenges positively, thereby improving assessment accuracy and effectiveness.

There are some limitations to this study. First, the sample size of the subjects in this study is small, involving only foreign language teachers in specific regions. Secondly, there are gender differences among foreign language teachers, but due to the limited sample size, the study has not been able to deeply explore the differences in assessment literacy among foreign language teachers of different genders. Thirdly, because the classroom observation mainly focuses on the English subject, it may fail to understand the special needs and challenges of other language teachers in terms of assessment literacy.

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