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KEYWORDS	ABSTRACT
<p>English Medium Instruction, Language Assessment Literacy, Pakistani English Teachers, English for Academic Purpose, English Language Teaching, English as Second Language</p>	<p>English is used as an official language in Pakistan and is considered to be a key to success and there is a clear gap in understanding the assessment knowledge and training requirements of Pakistani English teachers. This study's primary focus is on language assessment literacy (LAL) of English language instructors working in a multi-campus university where English is primary language of instruction. This study had 3 objectives: (1) to assess if English for Academic Purpose (EAP) teachers have required academic, professional credentials to develop and execute language assessments; (2) to identify obstacles as teachers faced in conducting language assessments within their institutional contexts; (3) gathering opinions of teachers about requirements for training connected to assessments. The research employed a combination of data collection methods includes the questionnaires, semi-structured interviews & examination of curriculum documents of English language teaching (ELT). Findings revealed widespread deficiency in the language assessment literacy (LAL) training, issues arising due to oversized classes, and range of student skill levels, that affect language assessment strategies. Study concludes importance of necessary training to enhance the teachers' assessment capabilities that are vital for students' success in English medium instruction programs.</p>
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INTRODUCTION

English Medium Instruction (EMI) is becoming more and more important in higher education since a large percentage of international students are educated in this language and because universities are offering more and more courses in it (Graddol, 2006). English is not only the official language of Pakistan, but it is also essential for social progress (Mansoor, 2005). This is the social importance of assessing a student's language competency for academic purposes at the university level. English is seen by many as a means of achieving both personal and professional success (Manan, 2016) and

is deemed essential for admission to prestigious universities and lucrative employment (Shamim & Rashid, 2019). The change in language of instruction from Urdu to English across the board in the educational system, including higher education is noted (Ashraf, 2008). Pakistan has historically adopted English as language of administration and education, setting it apart from other nations where EMI is primarily used for internationalization. Even though EMI is not used in around 90% of public schools, English is used as a medium of instruction in private schools and universities, hence significant part of students seeking higher education have low English aptitude (Mahboob, 2017). Panhwar and Bell (2022) has identified that instructors of English as a Second Language (ESL) in these establishments typically face a shortage of proper training. This deficiency extends beyond proficiency in language teaching methods and encompasses a lack of expertise in English as an academic discipline. There are several challenges facing Pakistani university English language instructors, the primary one being raising level of academic English ability necessary for effective implementation of EMI.

Rationale of Study

Frank (2012) emphasizes how important evaluation is to study and instruction of English as a second language. According to Davison (2019), Lamprianou and Christie (2009), Kellaghan and Greaney (2001), it is a crucial instrument for influencing and stimulating learning in the classroom. As shown by Soodmand Afshar and Ranjbar (2021) and Looney et al. (2018), the instructors' attitudes towards assessment and roles they play as assessors have significant impact on student learning experiences. Guilloteaux and Dörnyei (2008) claim that by using effective language evaluation approaches in the classroom, teachers may significantly improve language learning by motivating and involving language learners. Still, there is little study on Language Assessment Literacy (LAL) of English for Academic Purposes (EAP) teachers, as mentioned by Fazel and Ali (2022) and Manning (2013). This gap in research is even more apparent when employed in English as a Medium of Instruction (EMI) circumstances. The study's context, or research environment, is significant since it is necessary to comprehend and interpret research findings. Although, standing of teacher LAL in guaranteeing student success cannot be overstated, there doesn't seem to be research done in Pakistani higher education to explore efficacious use of formative assessment by university instructors. Given this, motivation behind the study was to find out how literate in language assessments English language instructors in Pakistani universities were. The primary aim was to ascertain what evaluations these university-level English language instructors need to create specific LAL programs for language instructors in Pakistan.

Research Problem

Despite the critical role of English proficiency in the educational outcomes at English-medium universities in Pakistan, there is a notable lack of comprehensive understanding regarding actual proficiency levels of teachers in English language assessment. This disparity is especially alarming considering the growing emphasis on English proficiency in academic and professional settings worldwide. Effectiveness of English Language Teaching (ELT) training programs is impacted by the different levels of English language assessment proficiency among teachers at the English-medium universities in Pakistan. This is the main focus of research problem. To identify potential areas for teacher training program improvement, the study looks into relationship between quality of ELT

training & teacher proficiency in English language assessment. This study is vital to improving the efficacy of English language instruction in Pakistan by assuring that teachers are not only fluent in language but have necessary skills to precisely and successfully evaluate their students' English language proficiency. Results of study might significantly affect how teacher training programs are implemented, how curricula are developed and finally how well children do in English-medium classrooms in Pakistan.

Research Questions

1. To what extent are English for Academic Purpose (EAP) instructors in Pakistan qualified both professionally, academically to design and administer language assessments?
2. What are the main challenges English language teachers at Pakistan's EMI universities have when it comes to language assessment?
3. What language assessment-related training requirements do EAP instructors in the context of Pakistan?

LITERATURE REVIEW

In Pakistan, where there are many languages spoken, English is spoken as second language. [Kachru \(1985\)](#) depicted historical dispersion and range of uses of English by dividing World English into three concentric rings.

- ✓ An expanding circle is shown by outer ring. It includes countries where English is beginning to be studied more often as an English as a Foreign Language (EFL). These societies are known as norm-dependent communities.
- ✓ The second ring is referred to as outer circle. This area represents countries where English was originally introduced during colonial era. In addition to several varieties of English spoken as a second language (ESL), some nations have their own widely spoken languages. These are the communities where norms are being formed.
- ✓ The countries depicted within the inner circle are those where English has consistently been the predominant language in the different situations and contexts; these are societies that create norms.

Recent changes in globalisation, especially emergence of postmodern globalisation, have led to the spread of English dialects beyond national boundaries. As a result, it is now more difficult to discern between English as a Second Language (ESL) and English as a Foreign Language (EFL), according to Kachru's Three Circle Model. English language teaching (ELT) policies and practices throughout the world are being significantly impacted by unique variations of English that many communities are producing these days. [Canagarajah and Said \(2009\)](#) argue that the inner circle communities should create own ELT policies, professional ability & teaching methodologies, rather than relying on standards set by these groups. This strategy would be more in line with Widdowson's theory that we should see local context as something to accommodate rather than as a barrier to be overcome, and it would better serve local knowledge and unique needs of these communities. [Shohamy \(2012\)](#) has adopted a critical viewpoint on English as a Medium of Instruction (EMI) and voiced concerns about biases in assessments of second languages and unequal worldwide standing of English among different populations.

The Kachru Inner Circle's English is still maintained as a "native standard" by the dominant ELT ideology, ignoring students who use English in the context of multilingualism, even though the term "native speaker" is contested in the Second Language Acquisition (SLA) and applied linguistics (Jenkins, 2014). As such, consideration must be given to the diversity of English taught and assessed in Pakistan. In this case, moving away from native speaker criteria would introduce bias into English language evaluations for Pakistanis. The type of Pakistani English used for assessments, or locally designed assessments, is the one that teacher's model. Even though a few studies on the language teachers' assessment procedures in the Pakistani higher education have been published (Ashraf & Zaki, 2019; Sartaj et al., 2019), more study is still required to determine English language teachers' proficiency in language assessment. In 2020, Özüdoğru carried out an investigation to verify the answers given by both experienced and novice educators to inquiries posed by students. According to the study's findings, teachers with training responded to students more effectively than teachers without training.

Language Assessment Literacy

Language assessment serves as a link between instruction and learning in the classroom, inspiring students and improving their educational experience (Colby-Kelly & Turner, 2007; Leung et al., 2018). Although there has been increase in study, subject of classroom-based language assessment (CBLA) is still relatively new, particularly in regards to contexts such as English as a medium of instruction (EMI) and more specifically, English for Academic Purposes (EAP). Aim of this research is to investigate the formative assessment strategies that educators employ in EMI and EAP settings, plans that have not received much attention in literature thus far. With growing understanding of the significance of teachers' assessment knowledge and abilities, the idea of Language Assessment Literacy (LAL) for educators has evolved. A number of factors, such as language teaching contexts, practices, beliefs, attitudes, and theories, which all influence teachers' LAL, should be included in the concept of language assessment literacy, according to Scarino (2013). Hill (2017) points out that previous definitions of LAL placed a strong emphasis on the testing. Crusan et al. (2016), teachers' literacies, values, beliefs, and choices about how to conduct themselves in classroom have all been greatly impacted by their experiences as learners as well as teachers. Language instructors should become knowledgeable with the classroom-based language assessment in order to enhance their assessment literacy.

The idea of LAL is always evolving, as seen by the works of Giraldo (2021), Levi and Inbar-Lourie (2020), and Tsagari (2020). Understanding language and language teaching methodologies, being adept at designing, delivering, and evaluating tests or assessment tasks, and adhering to ethical assessment information usage guidelines like impartiality when evaluating language proficiency are all components of a working definition of language assessment literacy, or LAL. These attributes are intimately linked to both language evaluation proficiency (Davies, 2008) and the classroom setting (Scarino, 2013). According to more recent studies (Butler et al., 2021; Giraldo, 2018; Lee & Butler, 2020), knowledge, skills, and principles are the fundamental components of LAL. When language teachers get excellent training that fosters assessment literacy, they become more aware of the responsibility of assessment processes. Generally speaking, teachers are becoming more and more important assessors, and using the competent assessment procedures requires them to become

more Language Assessment Literate. This emphasizes how important it is for educators to pursue ongoing professional development so as to stay current with developments in language assessment (Vogt et al., 2020).

Contextualized Training

It is commonly known that many teachers lack the formal training in testing theory and assessment techniques (Hasselgreen et al., 2004, Taylor, 2009). Recent European study emphasizes how vital it is to identify the contextual elements affecting teachers' literacy in language assessment (Vogt et al., 2020). According to Wiliam and Thompson (2017), effective teacher training should include a wide range of topics, be prolonged, and take into account particular environment in which teachers work. This training should equip instructors with practical skills for developing, implementing, and using tests in language classes, in addition to addressing essential components necessary to ensure fair assessment methods (Deygers, 2019; McNamara et al., 2019). Research on Teacher Language Assessment Literacy (TAL) has been conducted in several situations, as noted by Hill (2017). These include studies conducted by Koh et al. (2017), Janatifar and Marandi (2018), Firoozi et al. (2019). According to Sultana (2019), secondary English teachers in Bangladesh were not well prepared academically or professionally for assessment, which had a negative impact on the quality of their assessment assignments & limited their ability to utilize assessment to rally language instruction. Lam (2019) looked at the assessment methods, attitudes, and expertise of Hong Kong's secondary English instructors.

The results showed that the instructors had positive views towards assessment and were somewhat knowledgeable about it. The ways that the teachers actually used to assess their pupils' English language competency were diverse from their preconceived notions about assessment. Teachers of English for Academic Purposes (EAP) to become skilled language instructors capable of supervising the process of designing assessments and cultivating assessment literacy, Manning (2013) argued that training interventions needed to be more organized (Weideman, 2019). Many researches have examined how teacher preparation affects LAL. The pre-service & in-service teacher preparation both contribute to development and enhancement of teachers' LAL (Lam, 2015). It is recommended that prospective teachers register in language testing courses during in-service training in order to strengthen language of education, that is, assessment literacy in grading and judgments regarding student language abilities (Weigle, 2007; White, 2009). According to Scarino (2013) and Tsagari and Vogt (2017), language instructors are significant players in the Language Assessment Literacy (LAL), but up until recently, the training institutions have thus mainly disregarded their assessment training demands.

According to Jeong's (2013) research, the absence of emphasis on involving teachers in the design of testing courses leads to development of insufficient and ineffectual teacher training programmes. Research (Tsagari & Csépes, 2011) indicates that the teachers have recognised the need for LAL training; yet, as Tsagari and Vogt (2017) point out, they have not been explicit about what they require. Therefore, it is not surprising that, despite the fact that the majority of the English as the Medium of Instruction (EMI) literature focuses on enhancing EMI delivery and its overall success, there is still a paucity of research addressing the assessment knowledge and training needs of

English language teachers in EMI contexts. Therefore, this training should equip instructors with practical skills for developing, implementing, and using tests in the language classes, in addition to addressing essential components necessary to ensure fair assessment methods. Thus, to bridge this gap, it may be necessary to examine carefully the factors impacting evaluation processes in these specific circumstances.

RESEARCH METHODOLOGY

This research was inductive in nature focusing on the understanding and uncovering of the various assessment methods in English for academic purpose classroom. The surveys and a mixed-method approach have been employed in previous research on language assessment literacy to investigate the teacher awareness and language assessment strategies (Sultana 2019). This study focuses on combining qualitative and quantitative research approaches to gather information on teachers' knowledge and assessment practices. Data will be analysed using appropriate Creswell (2012) and Clark (2017) tools.

Table 1 Summary of Data Collection & Analysis Procedures

Source of Data	Contents	Data analysis
Teachers' questionnaire(n=18)	Curriculum of ELT programs	Content analysis
Curriculum document (n=3)	1. Experience 2. Assessment training & training needs	Statistics Description Content analysis

Teachers at nine affiliated colleges of the Abdul Wali Khan University in Mardan, Pakistan, where English is the language of instruction, provided the study's data. Two factors led to this choice. 1) The purpose of Abdul Wali Khan University of Mardan is to prepare future teachers and raise standard of instruction in Mardan. 2) Since 2014, the author has served as an instructor at Abdul Wali Khan University. The researcher chose Abdul Wali Khan University as a research location because of her observations and her strong interest in class-based language assessment (CBLA) and English for Academic Purposes (EAP). Abdul Wali Khan University offers the English for Academic Purposes (EAP) program, which is a language training program, for first four semesters of bachelor's degree program. There are three assessments for EAP courses, according to the university's assessment and evaluation policy. Thus, the first two assessments, known as Assessments 1 and 2, are created and scored by the teachers and take place in the classroom. But Assessment 3 takes the shape of the formal examination.

In this educational environment, students complete EAP assessment assignments and standardized examinations that are particularly designed by their teachers for the classroom. It's interesting to note that no national or international standardized exam is necessary in this situation. Assessments 1 and 2 are designed to be used as formative assessments to support the teachers in guiding their teaching practices and help students improve their academic English abilities. Assessment 1 is a midterm examination that comprises of a classroom exam with the several assignments designed to assess numerous language abilities. An oral presentation and integrated task assignments make up the second evaluation. Teachers may give out more than one assignment, with a maximum mark of twenty, or they may assign only one. Assessment 3, on the other hand, is a summative final term

exam that comprises of standardized examination prepared by the university. Therefore, this exam consists of individual assessments for reading comprehension, writing paragraphs, grammar, and listening comprehension.

Participants of Study

For selecting participants for this study, an online questionnaire was prepared by using Google form and it was sent by the head of English department to all the teachers of AWKUM. The email made it very clear that teachers who are involved in teaching English as a foreign language for academic reasons are ones who must complete questionnaire. The bulk of participants were female and in 28–35 age range. They held M.Phil. & B.Ed. degrees and had trained as English language teachers with range of experiences from 1–10 years in various training institutes. None of them had any experience working abroad.

Data Sources

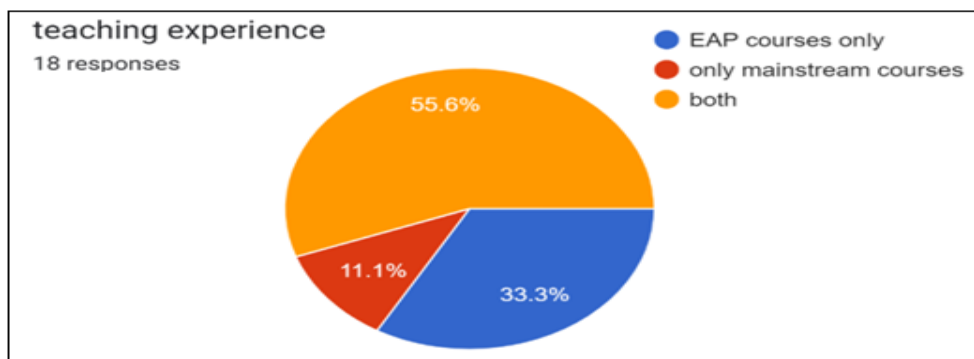
This study used a three-pronged strategy to gather the data: semi-structured interviews, document analysis and questionnaire data obtained using Google form. Users may create online surveys using Google Forms, which can subsequently be shared with participants via email & other social media platforms. Following complete assessment of literature, questionnaire was developed utilising the conceptual frameworks of LAL (Fulcher, 2012) and CBLA (Hill, 2017). It has multiple-choice and Likert-type questions and a range of structured answer items in addition to open-ended questions. The first section of the questionnaire was designed to gather information on teacher's backgrounds, professional, academic qualifications, and teaching experience. Section 2 evaluated the teachers' prior training in English language teaching (ELT), assessment, language assessment to determine their perceived requirements for the assessment training. The findings from the questionnaires were strengthened and validated by using the document analysis, the second data source (Angrosino & Mays de Pérez, 2000). In this analysis, the course outlines from the ELT programs from three other educational institutions, Women University Swabi, Bacha Khan University Charsadda, and the University of Buner in Pakistan, were examined in addition to the Abdul Wali Khan University Mardan. Thus, a more thorough and solid grasp of the research topic was ensured by this analysis of data sources.

RESULTS OF STUDY

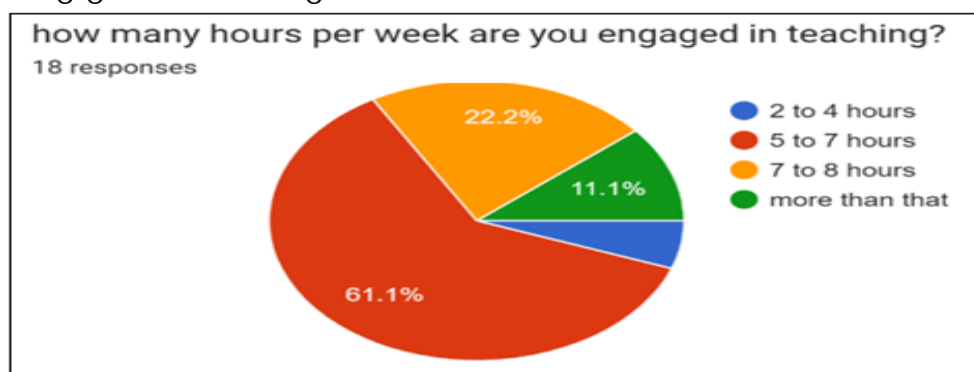
The data collected from 18 respondents in this study sheds light on several aspects of EAP teachers' practices & perspectives. Graphs 1–10 encompass insights into teachers' instructional backgrounds, weekly time commitments, ELT training, emphasis on language assessment, topics enclosed in the courses, knowledge, understanding levels, feelings on training, confidence in assessment, attitudes toward classroom assessment, and preferences for practical training features. These findings offer a widespread view of the landscape, highlighting both strengths and areas for development in EAP teaching practices.

Graph 1 illustrates the data were gathered from 18 respondents, in which 33.33% of teachers had experience with EAP courses, 11.1% had solely mainstream course experience, 55.6% had experience at both levels.

Graph 1 Teaching Experience

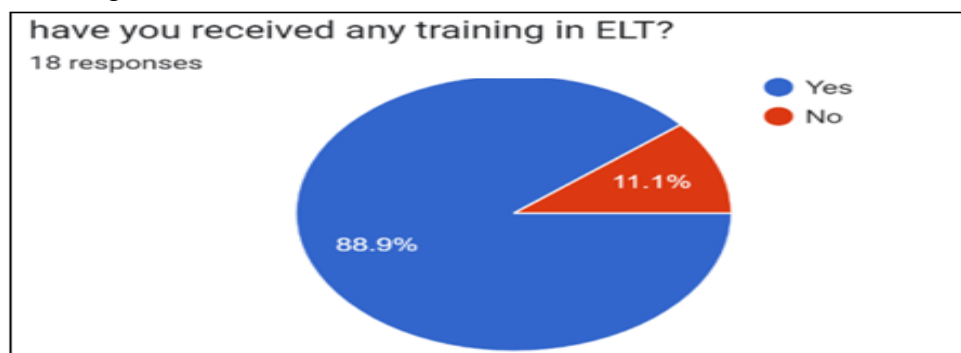


Graph 2 Engagement in Teaching



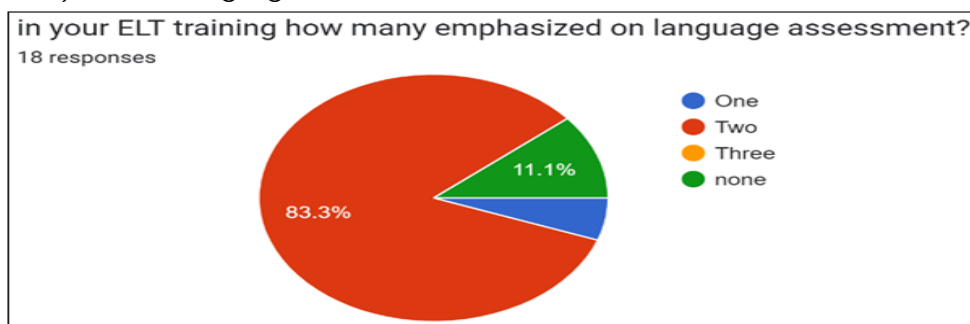
Graph 2 displays weekly time duration that teachers dedicate to teaching. It indicates that 6% of teachers reported engaging for 2-4 hours, 61% for 5 to 7 hours, 22.2% for 7 to 8 hours, and 11.1% for more than 8 hours.

Graph 3 Training in ELT



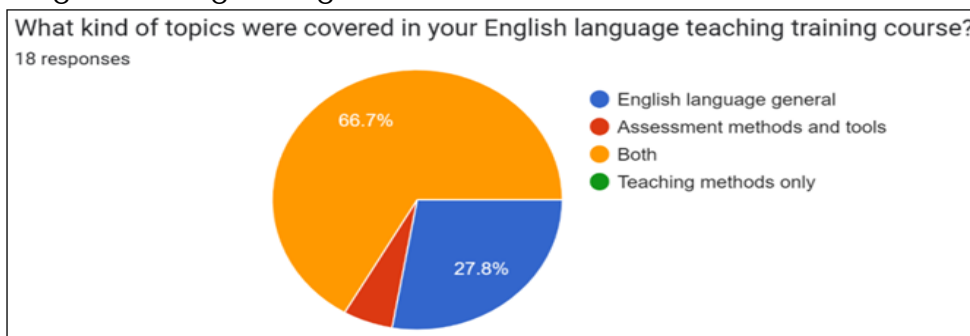
The graph 3 illustrates whether teachers have undergone ELT training or not in the concerned institutions. In this connection, the data indicates that 88.9% of teachers received training, while 11.1% did not.

Graph 4 Emphasis on Language Assessment



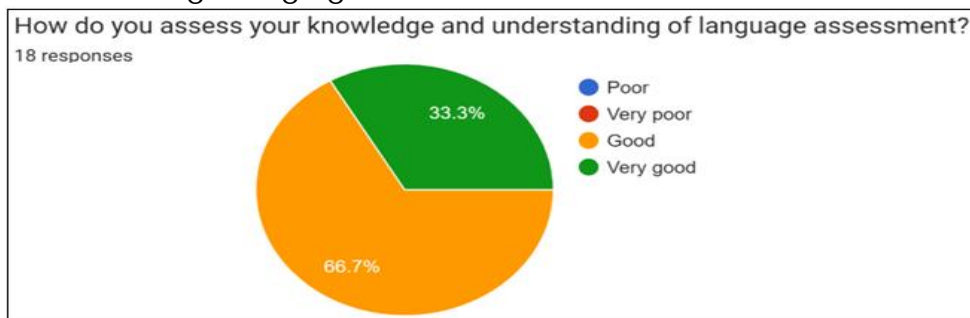
Graph 4 depicts the emphasis on language assessment in ELT training. According to the data, 83.3% of teachers agreed that there were two emphases on teaching assessment, 11.1% selected none, and the remaining opted for one. Notably, no teacher chose three.

Graph 5 English Teaching Training Course



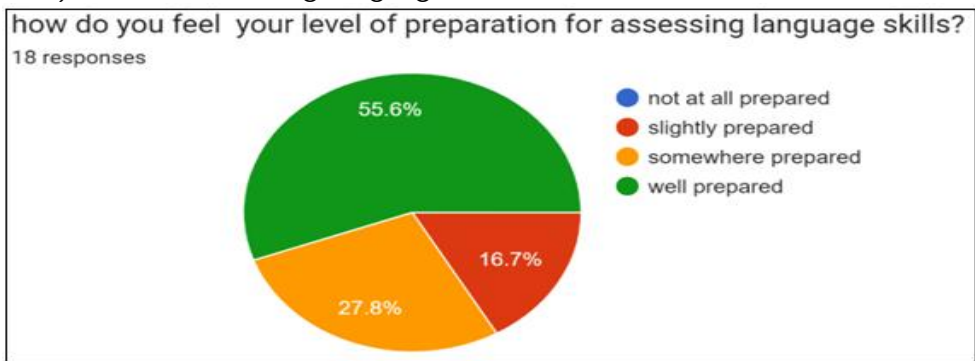
Graph 5 presents topics covered in teachers' English language teaching courses. Of respondents, 27.8% selected English language assessment, 5% opted for assessment alone, 6.7% chose both topics. Interestingly, none of teachers chose teaching methods only.

Graph 6 Understanding of Language Assessment



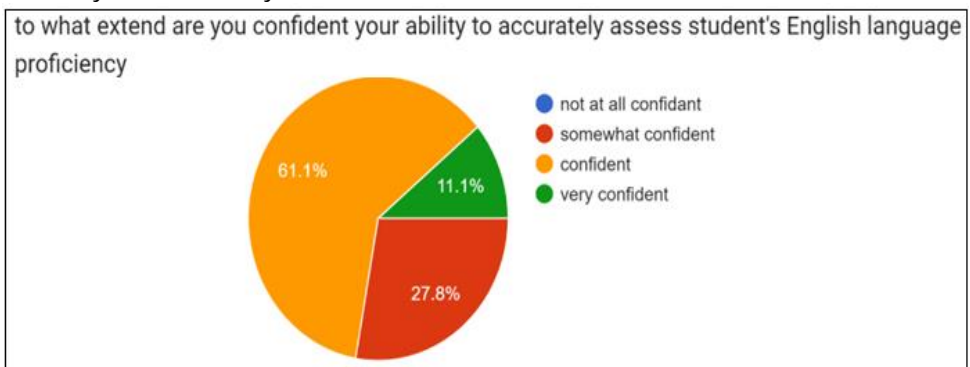
Graph 6 illustrates teachers' knowledge and understanding of language assessment. Thirty-three percent rated their understanding as 'very good,' while (66.7%) chose 'good.' No teacher selected 'poor' or 'very poor.'

Graph 7 Preparation for Assessing Language Skills



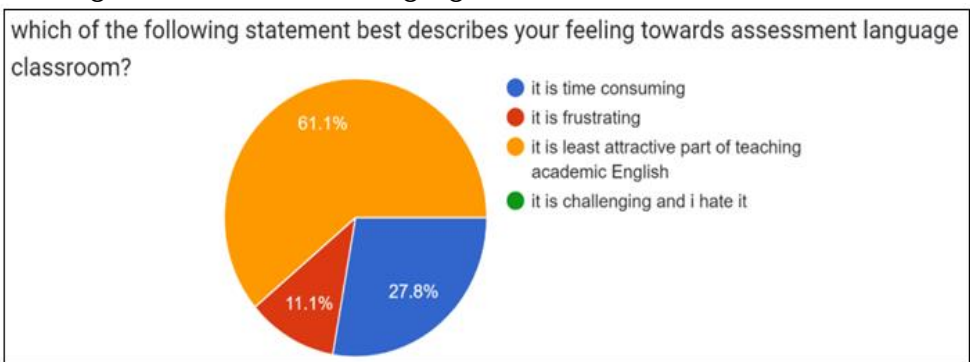
Graph 7 depicts respondent attitudes on amount of preparedness for measuring language abilities. A majority, 55.6%, agreed that were well-prepared, while 27.8% felt slightly prepared, and 16.7% expressed feeling unprepared.

Graph 8 Ability to Accurately Assess



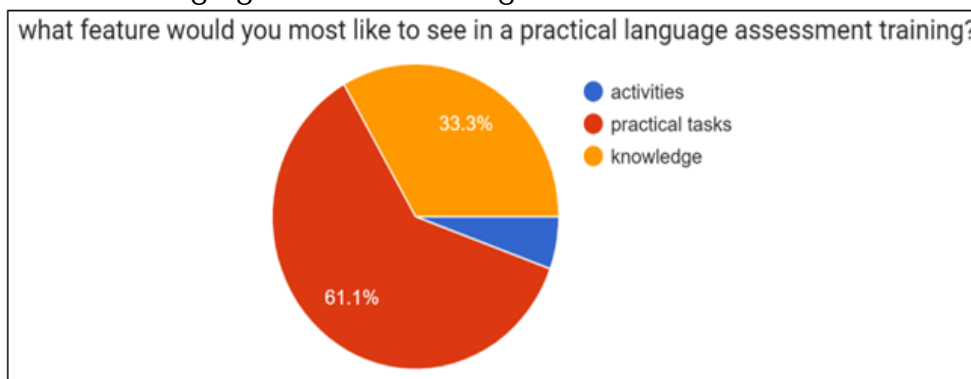
Graph 8 depicts the level of teacher confidence in ability to appropriately assess students' English language proficiency. Majority, 61.1%, expressed confidence, while 27.8% felt somewhat confident, and 11.1% reported being very confident.

Graph 9 Feeling Towards Assessment Language



Graph 9 depicts teachers' sentiments toward assessing language in classroom. The majority, 61.1%, find it the least attractive aspect of teaching academic English, 11.1% describe it as frustrating, and 27.8% view it as time-consuming.

Graph 10 Practical Language Assessment Training



The graph 10 depicts the qualities that instructors most like to see in practical language assessment training. Majority, 61.1%, expressed a preference for practical tasks, while 33.3% favored gaining knowledge, and the remaining 5.6% respondents chose various activities.

DISCUSSION

Analysis of data obtained from eighteen respondents in Pakistan provides insightful information about the preparedness of English for Academic Purposes (EAP) teachers with regard to language assessment in both the professional and academic contexts. The findings show that EAP teachers' professional growth has been trending in an optimistic direction. A significant portion of them have completed specialized training in the English language teaching (ELT), with a specific emphasis on the language evaluation techniques. This positive alignment extends to their reported confidence levels and perceived preparedness in evaluating language skills. Thus, despite these favorable indicators, the data also brings to light certain challenges and specific training needs. A notable aspect revealed by the data is diversity in the instructional background of the surveyed teachers. Their experience spans both EAP and mainstream courses, signifying a multifaceted skill set. In this linking, this diversity gains significance in the context of English Medium Instruction (EMI) settings, where proficiency in academic English is of paramount importance (Fulcher, 2012; Scarino, 2013). Likewise, the data underscores a significant proportion of teachers in Pakistan possessing exposure to the intricate demands of the academic language, presenting a positive quality for educators in EMI universities.

The findings lighten the positive paces taken in enhancing capabilities of EAP teachers, reflecting the broader landscape of the ELT training and proficiency development in the context of language assessment. The recognition of challenges and specific needs, however, underscores the ongoing journey towards refining and fortifying the educational landscape. Thus, the diverse instructional backgrounds of the surveyed teachers not only contribute to their adaptability but also attest to

the dynamic nature of language instruction, particularly in the challenging domain of EMI (Tao, 2014; 2020; Yan et al., 2018). Overall, the insights garnered from this analysis shed light on the nuanced landscape of EAP teaching in Pakistan, providing foundation for targeted improvements and knowledgeable interventions in language assessment practices. The obligation demonstrated by majority of teachers, devoting 5 to 7 hours per week to their teaching responsibilities, underlines significant investment in their education roles. This level of dedication reflects strong commitment to fostering effective learning environments (Rehmani, 2003). However, a notable observation from the data is that 22.2% of teachers assign an even more substantial amount of time, specifically 7 to 8 hours weekly.

This finding implies a difficult workload that could potentially impact the quality of the language assessment conducted by these educators. Knowing this workload factor is crucial in development of training modules, emphasizing the importance of efficiency and focus to accommodate the time constraints faced by teachers (Davison, 2019). Regardless of the encouraging prevalence of English Language Teaching (ELT) training among the plotted teachers, the distribution of confidence levels in assessing English language proficiency reveals a nuanced landscape. A diverse spectrum of preparedness is evident, with 61.1% expressing a high level of confidence and 27.8% indicating a somewhat confident stance. This disparity in confidence levels highlights the need for targeted training programs tailored to address the specific requirements of English for Academic Purposes (EAP) instructors. Such programs can play an essential role in boosting confidence levels, mainly for those educators who observe themselves as less prepared in the domain of the language assessment (Lam, 2019). In light of the observed differences in confidence levels, it becomes imperious to design training initiatives that are not only comprehensive but also sensitive to the diverse needs of EAP instructors (Coombe et al., 2020). These targeted programs can speak the specific challenges faced by teachers with variable confidence levels, fostering a more uniform and elevated proficiency in language assessment.

By acknowledging and addressing these nuances, the educational community can pay to a more cohesive and effective approach to language assessment in EAP settings, eventually enhancing the overall quality of English language education (Popham, 2009, p. 265). The investigation of training participation among EAP teachers exposes an encouraging the overall positive trend, signifying a commitment to professional development. However, within this positive landscape, the challenges emerge, mainly concerning the time-intensive nature of the language assessment. Addressing these challenges requires the implementation of strategies that streamline assessment processes without compromising quality, ultimately aiming to enhance overall gratification as well as effectiveness (Brown & Bailey, 2008). The multilayered nature of these challenges underscores the importance of a comprehensive and tailored approach to professional development. This recommendation aligns seamlessly with the recognized need for efficient and focused training modules tailored to accommodate the time constraints faced by educators. To deliver further support to EAP teachers, there is a clear call for the professional development opportunities exactly designed to refine the assessment methods, especially for those who express feeling less prepared. This targeted approach becomes pivotal for continuous improvement in the quality and efficiency of language assessments within EAP settings.

Fondness for practical tasks in language assessment training, highlighted by 61.1% of respondents, underscores importance of incorporating hands-on, real-world assessment scenarios into training programs (Harding & Kremmel, 2016). Thus, this approach ensures alignment with the needs and preferences of educators, proposing a more engaging and applicable learning experience. In short, while there are positive aspects such as the evident commitment to training participation and an overall sense of confidence among EAP teachers, challenges persist. These encounters encompass varying levels of understanding, time constraints, and the necessity for practical training methods to enhance language assessment skills in English Medium Instruction (EMI) settings (Jeong, 2011). Identified training needs of EAP teachers in Pakistan spread beyond theoretical understanding, emphasizing the crucial need for practical and engaging training programs. Such programs must effectively enhance language assessment skills and meet the specific demands of teaching in an academic English context (Looney et al., 2018). Thus, as educational institutions and policymakers plan the professional development initiatives, these insights should be supreme considerations to contribute to the all-inclusive improvement of language assessment practices among EAP teachers in Pakistani context.

Plans aimed at rationalization assessment processes should not only focus on time efficiency but also prioritize the preservation of assessment quality. Maintaining a delicate equilibrium is crucial to prevent any alterations from jeopardizing the precision and dependability of language evaluations (Crusan et al., 2016). By addressing these challenges, training initiatives can subsidize significantly to the overall satisfaction and effectiveness of language assessment practices. Thus, the professional development prospects tailored to refine assessment methods should take into account the varied needs of the EAP teachers. Specially, targeting those who express feeling less prepared is critical to narrowing the confidence gap among educators. The tailored programs should cover the range of assessment techniques, providing educators with a toolkit that enhances their ability to evaluate language proficiency effectively (Vogt et al., 2020). Furthermore, ongoing care and mentorship can contribute to sustained the improvement and confidence building. The liking for practical tasks in language assessment training indicates the desire for hands-on, experiential learning among EAP teachers. Incorporating real-world assessment scenarios into training programs not only makes the learning experience more engaging but enhances the applicability of acquired skills in classroom (Vogt & Tsagari, 2014).

Practical training methods can bridge the gap between theoretical knowledge and on-the-ground application, nurturing a more well-rounded skill set among the educators. In swift, the challenges recognized in language assessment among EAP teachers in Pakistan call for nuanced and inclusive approach to professional development. Well-organized and focused training modules, tailored to address time constraints, can contribute to overall satisfaction and effectiveness. Targeted programs for refining assessment methods, particularly for those with lower confidence levels, are essential for continuous improvement. Multilayered nature of these challenges underscores the importance of a comprehensive and tailored approach to professional development. Integrating practical tasks into training programs aligns with preferences of educators, ensures applicability of acquired skills in real-world academic settings. As education segment evolves, embracing these insights will cover

the way for enhanced language assessment practices, so, improved English language education in EAP settings in Pakistan.

CONCLUSION

In conclusion, comprehensive analysis of data from 18 respondents in Pakistan provides valuable insights into English for Academic Purposes (EAP) teaching, specifically focusing on the language assessment. Optimistic trend in professional development, demonstrated by substantial percentage of teachers engaging in targeted training in ELT & language assessment methodologies, underlines a commitment to enhancing educators' capabilities in academic English. The diverse instructional backgrounds of surveyed teachers highlight flexibility and a multifaceted skill set, emphasizing the dynamic nature of language instruction, especially in challenging English Medium Instruction (EMI) settings. The devotion of majority, investing 5 to 7 hours per week in their educational roles, reflects significant commitment to fostering active learning environments. But, acknowledgment of a challenging workload for substantial portion dedicating 7 to 8 hours weekly highlights the need for efficient and focused training modules to accommodate time constraints. Nuanced landscape of confidence levels among EAP teachers underscores the importance of targeted training programs to ensure a uniform and elevated proficiency in language assessment. Identifying challenges such as time restraints and varying confidence levels calls for a comprehensive and tailored approach to professional development. Plans to rationalize assessment processes are crucial, with a clear call for professional development chances tailored to refine assessment methods, mainly for those feeling less prepared. Preference for practical tasks in LAT suggests importance of incorporating hands-on, real-world scenarios into programs. Consequently, these insights should serve as basis for informed interventions, donating to advances in the language assessment practices among EAP teachers in Pakistan, ultimately enhancing total quality of English language education in English for Academic Purposes' context.

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