

Investigating Saudi EFL University Teachers' Knowledge in Adopting Learning-Oriented Assessment

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Abstract

As fairness is one of the crucial dimensions of quality assessment in classroom practices, this study aims to address its connection with learning-oriented assessment (LOA) knowledge of English-as-foreign-language (EFL) teachers in Saudi Arabia. In particular, it addresses if LOA principles and procedures are implemented well, they will lead to improved fairness in classroom assessment practices, and relevant steps to ensure that teachers are adequately equipped in such knowledge. The study was conducted on 25 EFL teachers at an academic institution in Saudi Arabia using questionnaire. Results showed that the learning-oriented assessment knowledge of EFL teachers in higher education is poorly implemented and they are not trained towards this in their pre or in-service tenures. Similarly, results showed that the Saudi EFL teachers perceive the need for training on assessment which is learning-oriented. The study makes some pertinent recommendations to enhance the practical and theoretical LOA competence of Saudi EFL teachers.

Keywords: assessment as tool, classroom practices, learning oriented assessment, learning society

1. Introduction

Assessment is a term which is often interchangeably used with evaluation (Tatiana & Valentina, 2017). Evaluation is an integral part of the learning process and not only as something external and imposed from outside. Communicative approaches to language teaching and learning emphasise that since evaluation is inherent in communicative interactions, this can be exploited in monitoring the learning process and in guiding learning itself. An essential feature of becoming a successful teacher, therefore, appears to be the development of the ability to evaluate learners' progress in their learning. On the other hand, Elder and Miller (1995) pointed out that evaluation is not a one-way process in which the teacher or an outsider assesses the performance of the learner on the basis of externally defined criteria. Rather it is a dynamic process in which teachers and learners are involved interactively with each other in deciding on what to evaluate and secondly, in actually evaluating it. Therefore, an important point that emerges from this is that evaluation is not carried out in a static way with pre-determined external criteria but in negotiation with different factors. This means that teachers will need some orientation or training to be able to do authentic evaluation in a systematic and principled way.

The significance of teacher as evaluate cannot be overstated as also they need for orientation or training for being a good evaluator in the classroom knowing how well a learner has performed or learned in a program of study is an integral part of the teachers' duties. In fact, without proper knowledge of where the learners were, how they got and how far they can go are all part of the appraisal or stock taking which are inextricably linked with teaching. Sometimes this is also known as achievement assessment or assessment.

As a language tester, there is a need for teachers to be acquainted with the different types of assessment methods at their disposal as well as what function each type of these assessments serve; what stages of the course they should be administered for gathering information about learners' progress. The summative or final exams are administered at the end of the course to find out learner achievement, that is, how well learners have learnt to use the language (Jones et al., 2016). While these exams are effective for certification purposes and to decide whether the learner can be moved to a higher level of learning, a lot of information that such a test can provide is often wasted because it does not feed back into the learning process. The other fact which cannot be ignored is that these assessments put a lot of stress on teachers and students and may not evaluate the full potential of the latter.

The other kind of assessment which aims to find out (on a continuous basis), information about how well learning has progressed is the formative assessment (Bennett, 2011). This can provide a great deal of information about the learning objectives, the appropriacy of materials, the methodology or strategies used and learning outcomes not only to the teacher but also to the learners. In this kind of assessment, feedback can help learners identify their own problems and to set their future learning goals (Alfallaj & Al-Ahdal, 2017; Ali, 2013).

Proficiency assessments aim to describe how well learners can utilise their knowledge regardless of the prior training they might have had in the language. Such assessments are not based on any prescribed syllabus, but they may influence the choice of content of a particular course and the method used in the classroom.

Lastly, diagnostic assessments are used to find out learners' problems as well as areas of strength. Diagnostic information gained from such assessments is vital for teachers to design the following remedial activities. Learners also stand to gain from these assessments as they can analyze their strengths and weaknesses from their performance in these assessments.

The year-end exams or the final exams as they are sometimes called, determine to a very large extent, what teachers and learners are expected to do in class. If the exam is a language skill-based exam where learners are required to read, write, speak, or listen at the time of the exam, it will make the teachers and learners take up similar activities in class. Needless to say, the formative assessment will also test these skills or components. On the other hand, if the exams are 'conventional' memory-based ones, the teachers cannot do much about these assessments. It would be naive to argue in such a situation, that they should prepare the learners for any component other than what is likely to go into the test.

Research objectives

It is true that the teacher is the insider in the classroom and hence, is far more experienced and aware of the learning dynamics than anyone else. The teacher understands the predispositions and relationships that have a bearing on the process of learning and has deep insights into the working of the different aspects of it. Thus, it can be assumed that technically, the teacher is the most equipped person to assess learning. However, given the fact that the teacher is occupied in facilitating learning, the teacher has limited skills and time at their disposal to carry out 'good' assessments. Constructive assessment of learning is not just common sense, it needs some orientation, training, and experience. Teachers may, therefore, need to be retrained in the what, why, and how of assessment to get a good understanding of this component. But for this to follow, their assessment knowledge needs to be gauged, which is also the stated aim of this study. In the available literature, many studies have explored the connections and effects of LOA with and on students' academic achievement, anxiety reduction, writing improvement (e.g., Kim & Kim, 2017; Matsuno, 2009), deep learning, active learning, and decision-making. However, it has remained unexplored if LAO can lead to fairness in classroom assessment practices.

Research question

The study aims to answer one crucial question pertaining to the assessment knowledge of Saudi EFL teachers in higher education:

- Are Saudi EFL teachers in an institution of higher education equipped to carry out learning oriented language assessment?

2. Literature Review

A number of theoretical frameworks, such as learning-oriented assessment (LOA) have been proposed when analyzing how assessment might best assist learning (Brown *et al.*, 2011; Carless, 2009, 2014; Carless *et al.*, 2006; Jones *et al.*, 2016; Lam, 2021; Leung, 2020; Parkes & Zimmer, 2017; Saville, 2021; Turner & Purpura, 2017). LOA is a notion coined by Carless; it has been emerged as an alternative assessment methodology in Europe, Canada, the United States, and the Asia-Pacific Region. Carless (2007) introduced LOA and explained its three essential elements:

1) Assessment tasks as learning tasks: This implies that assignments are linked with learning objectives and interests, and engage students throughout the learning time and students are tied to the real world in some way. These should include much more than short quizzes and exams and incorporate a variety of methods of language elicitation by various agents (Turner & Purpura, 2017). Some of the best examples include oral presentations, written portfolios, role plays, and collaborative projects. As much as possible, these assignments should be authentic and complex so that students can learn and get positive vibes towards the tasks.

2) Student involvement in assessment as peer or self-evaluators: This requires student participation in the evaluation process so that students may build their own abilities to evaluate performance. This will frequently take the form of self-evaluation and peer assessment, and students may be included in the development of scoring criteria, so that assessment is done with the students rather than of the students. Self-assessment has been identified as a key component of the learning process (Hamad, 2022; Little & Erickson, 2015), and it may be a potent tool for fostering learning (Babaii *et al.*, 2015).

3) Feedback as feedforward: More effective techniques of providing corrective feedback will almost certainly result in more successful learning. To be meaningful, this feedback must be predicated on clear and complete communication between instructor and student (Hyland, 2000). Potential learning benefits are reduced when this feedback is not delivered effectively. Students should be taught to accept assessment feedback and then act on it to improve future learning and task performance (in other words, to close the feedback loop).

LOA is defined as assessment which focuses on three main elements: assessment tasks that stimulate the type of learning desired; student involvement in the assessment method as shown by the development of calculating abilities; and response that feeds forward by fostering student engagement and action. LOA has the capability to be useful for both formative and summative activities, especially when the latter are framed in terms of 'assessment tasks as learning tasks' (Gabril, 2021; Jones *et al.*, 2016; Matsuno, 2009).

LOA is a highly collaborative and participatory method of assessing students' language learning. Despite this, little is known about Saudi EFL instructors' knowledge, practices, and difficulties in applying LOA in their language lessons. To that purpose, the Alsawat (2022) study used a quantitative method survey to investigate Saudi EFL instructors' knowledge, practices, and obstacles in applying LOA. The instructors' learning-oriented assessment questionnaire (ILOAQ) was created and given to 162 Saudi EFL school teachers. According to the findings, Saudi EFL teachers exhibited a modest degree of awareness on LOA. Furthermore, they did not effectively execute and

apply the LOA principles. Moreover, EFL instructors cited major personal, contextual, and organizational barriers to LOA implementation, such as time restrictions, big classrooms, insufficient training, and an exam-focused culture. The MANOVA findings revealed that there were no significant variations in EFL instructors' understanding and practices of LOA based on gender or years of experience. The findings emphasize the need of developing teachers' assessment literacy as well as resolving the issues that impede LOA implementation in order to improve language assessment efficacy, though qualitative research needed to be conducted in the future.

Hui and Brown (2010) investigated the perspectives of Chinese teachers in Hongkong on assessment contrasting teachers exposed and performed in the classroom. Pertaining to a similar environment, Zeng *et al.* (2018) published a critical review on how LOA is essential and helpful in students learning.

Despite growing studentship on LOA and its promotion in various didactic contexts, few studies have scrutinized the challenges confronted by language teachers while executing LOA in authentic educational settings, particularly an assessment leading context that is deemed unsuitable for LOA execution (Carless, 2017). Zhao and Qi (2022) explored the challenges, strategies and student reactions while implementing LOA among limited - proficiency EFL students. In response to the problems she experienced, data from schoolroom observations and semi-structured discussions with the instructor showed three substantial LOA execution endeavours:

- (1) breaking down the teacher–student order to improve student autonomy;
- (2) tailor-making LOA assignments to align with students' cognitive and competence level;
- (3) engrossing students with interesting ungraded LOA tasks.

The study findings also revealed that students had a generally positive attitude towards LOA activities. Based on these findings, theoretical and pedagogical implications were examined, asking for more nuanced implementations of LOA in relation to certain contextual and student features.

Feedback may be a highly effective tool in promoting learning success and is an important component of LOA. There is currently a substantial corpus of theoretical and empirical research on feedback in second language acquisition and other educational situations. However, there is also a need for more work to demonstrate how feedback principles can be applied in practice. The study explores six principles for feedback practices and illustrates how these principles might be used in the creation of LOA feedback materials and activities, synthesizing ideas from the LOA and the larger educational literature on feedback. Two sets of LOA feedback materials for increasing L2 learners' interactional skill utilizing the paired discussion problem in Cambridge Assessment English's B2 First Speaking Test are used as examples. Given that learner engagement is both a critical component and a difficulty in feedback processes, it also offers strategies for optimizing feedback process design and execution in order to motivate learners to act on input (Brown *et al.*, 2012, 2018).

Kim and Kim (2017) explored the efficacy of teacher feedback in assessing learning-oriented language using an integrated reading-to-write job for academic purposes in English writing evaluation.

As per Azis (2012), due to huge class numbers, the practice of providing constructive comments to learners is unusual in Asian nations. In his study he explored teachers' conceptions in LOA and explained the importance of assessment by teachers in students' learning practices. Instructors working in the same context may hold opposing views on assessment, and individual teachers may even hold contradicting views on assessment at the same time (Brown & Gao, 2015.) In 2021, Salamoura published her research work on LOA from a teacher's perspective and implementing LOA in Malaysia is explored by Khan and Hasan (2021). In the very recent times, Davidson (2022) discussed the practical applications related to LOA in the UAE.

3. Methods

Research design

A quantitative research method was applied to check the awareness/ knowledge of EFL Saudi teachers on the learning-oriented assessment. The study applied a questionnaire with four dimensions to check the Saudi EFL teachers' understanding ability of the LOA. The study was conducted in August 2022 at a higher educational institution in Saudi Arabia.

Sample

The study recruited all faculty members (N= 25) teaching across the level of enrolment, including the mandatory bridge course, via WhatsApp messages to respond to the survey with an assurance that the secrecy of their responses will be maintained and that they would be used strictly for research purposes. Names of the respondents were not sought in the survey but their email ids were requested for record only. 40% of the respondents were female and 60% were males. The entire sample fell in the age range of 38-50 years. It may further be noted that all respondents had at least a Master degree in addition to a degree in education, three were PhD holders and no respondent had less than eleven years of experience teaching in an institution of higher education in Saudi Arabia.

Data collection instrument

This study demonstrated a learning-oriented language assessment knowledge questionnaire. The items were loaded on to four factors considered crucial to learning oriented language assessment knowledge of EFL Saudi teachers, designing of assessments, applying standardized assessments to large numbers of learners, conduct of assessments in classrooms, and ensuring the validity and reliability of assessments. The rationale behind developing this instrument has been guided by recent second/ foreign language research that expressed concern for teachers' language assessment capabilities powered by 'language assessment literacy' (e.g., Fulcher, 2012). This has direct

ramifications for teacher training and education and assessment of needs for professional development of language teachers. However, much earlier, after the publication of World Declaration on Education for All and Framework for Action to Meet Basic Learning Needs by UNESCO in 1990, particular attention had begun to be devoted to the quality of students' learning. One of the principal ways to meet this objective has been educational measures where Carless introduced the idea of LOA. LOA emphasizes classroom assessment for the learning society, and is rooted in both summative and formative assessment. It revolves around three integrated components, including assessment for learning, assessment as learning, and assessment of learning.

Cronbach's alpha was computed for the questionnaire as the set of questions used in this study were adaptations of Fulcher (2012), it came to 0.79 which is a fairly high level of reliability. The survey was uploaded on Google Forms and the link duly shared on the official web page of the English Department. Twenty five of the faculty members had submitted the filled in form over a period of two weeks. The 25 response sheets were thereafter compiled in Excel for ease of use for statistical treatment.

4. Data Analysis

All the collected data were analysed quantitatively using descriptive analysis in which the frequency was calculated using MS Excel 2010 version. The questionnaire comprised different types of items. They were not built on one system, e.g., it included Yes/No items (close-ended), as well as items with five alternatives ranged from (essential =5 into unimportant =1). There were also three alternative items (item 4). Other items were ranged from (very poor=1 into very good =5). It is the nature of the study which imposed such variation in the item alternatives.

5. Results

The purpose of this study was broadly to diagnose the level of knowledge, skills, and principles for learning oriented assessment knowledge of language teachers who are one of the two major stakeholders in the assessment process. The following sections present the responses.

1. What is your designated course?

Figure 1 presents the data pertaining to the language teachers: It shows that 13 out of 25 of the participants have been teachers at the undergraduate course. Further, 7 out of them have been teaching at bridge courses while 5 of them were at the research courses.

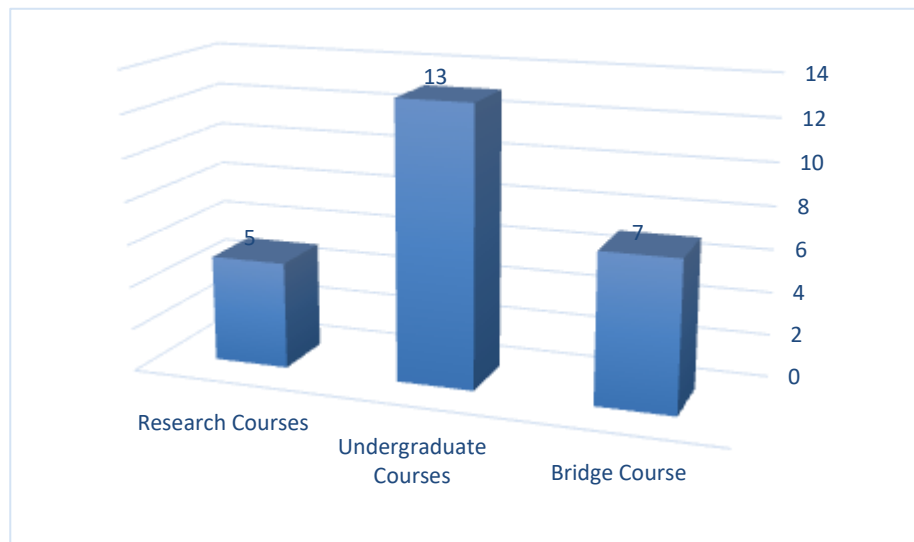


Figure 1. EFL teachers' course assignments

2. Have you studied language assessment?

Figure 2 shows that all the Saudi EFL instructors studied the assessment of language as a course in their undergraduate, graduate or postgraduate stages.

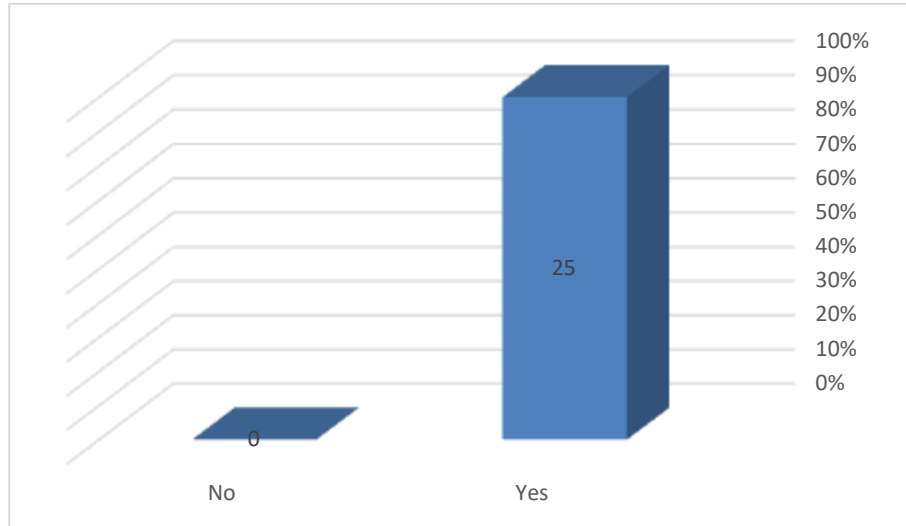


Figure 2. Saudi EFL teachers' on studying language assessment

3. Which components of assessment did you think were most relevant to your needs while studying language assessment?

Figure 3 shows that the majority of teachers (21 out of 25) were not sure about which elements of assessment were important. On the contrary, just 3 of them thought that designing of test was the most important while only 1 of them thought the standardization of test was the most important.

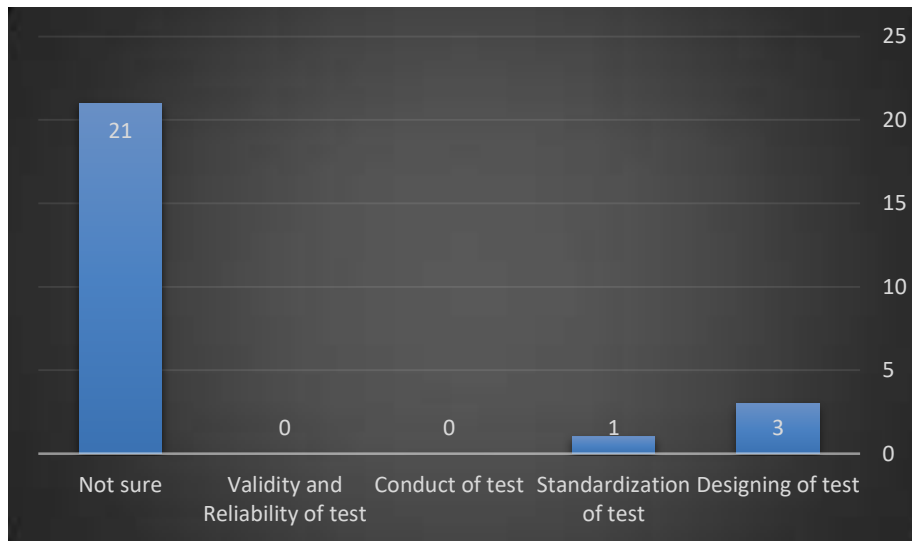


Figure 3. The most important component of language assessment

4. Do you feel you are in need for training in language assessment?

Figure 4 presents Saudi EFL instructors' perception on their need to be trained in language assessment. Figure 4 shows that the majority of the participants (19 out of 25) reported their need to be trained in language assessment. Just 4 of them were not sure whether they needed or did not need training whereas 2 of them said they did not think they needed training on assessment.

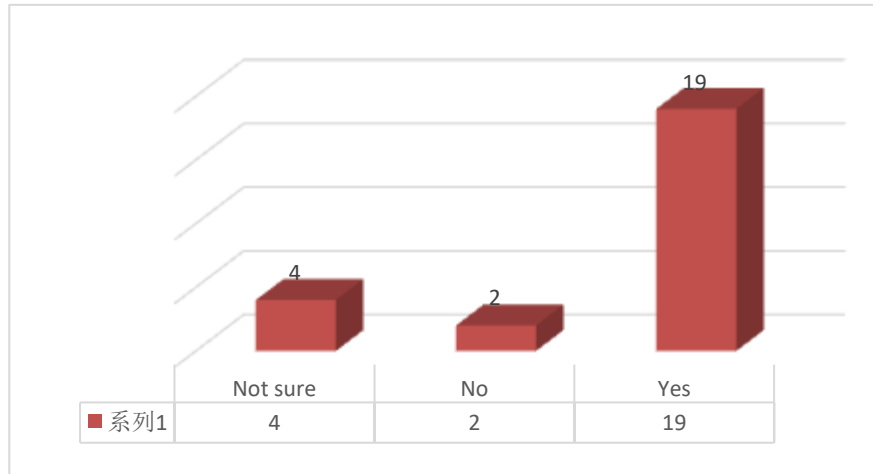


Figure 4. Teachers' need for training in language assessment

5. Please look at each of the following topics in language assessment. For each one please decide whether you think this is a topic that should be included in a course on language assessment.

Survey items which detected the first factor of teacher' knowledge in learning of assessment were reflected from (A-F) pertain to the first factor in this analysis: Designing of assessments. Out of the six parameters included under this factor, only one (C. Selecting items to test) has been deemed as important by more than half the respondents (n= 19) and this is not a surprising finding given the fact that Saudi EFL teachers are so much marks oriented that one test design principle that is strictly adhered to is that only those items are tested which have been taught in class. The other parameters (A. Background of Language Assessment and its evolution; B. How to design a language test; D. Setting up blueprints for the test; E. Preparing outline of test tasks; and F. Evaluating language assessments) were rated as almost insignificant with not a single respondent marking them at 3, 4 or 5 representing fairly important, important, and essential respectively. Table 1 shows that (10 out of 25 of participants) view assessment as unimportant whereas (8.8 out of 25) perceived assessment as not very important. Just 3.8 of them considered assessment as fairly important and 3 of them as important.

Table 1. Frequency of Saudi FEL teachers' perception on the LOA first factor

First factor	Essential 5	Important 4	Fairly important 3	Not very important 2	Unimportant 1
A. Background of language assessment and its evolution	0	0	17	8	0
B. How to design a language test	0	0	0	10	15
C. Selecting items to test	0	19	1	1	4
D. Setting up blueprints for the test	0	0	0	13	12
E. Preparing outline of test tasks and items	0	0	0	10	15
F. Evaluating language assessments	0	0	0	11	4
Total	0	3.16	3.8	8.8	10

The second factor that the study sought responses on was the importance of standardization of tests for use on large numbers represented by items (G, H, P, Q, S, I) of the survey. The majority of them (18 out of 25) believed that such standardization of assessment was not important. Likewise, 5 of them thought these standards were not very important. The principle of standardization was mostly not acknowledged by the teachers which reflects their poor knowledge of LOA as far as EFL is concerned. Each of these items were scored low (either 1 or 2) by the entire sample. This researcher has prior experience with teacher training in Saudi Arabia, and based on that, can conclusively say that the deficiency in this regard lies in pre-service training where assessment knowledge is not seen as one of the prerequisite skills of a teacher and outdated concepts are taught to the exclusion of modern theories and research-based findings.

Table 2. Saudi EFL teachers' perception of the second dimension of assessment

Second factor	Essential 5	Important 4	Fairly important 3	Not very important 2	Unimportant 1
G. Making scores usable	0	0	0	6	19
H. Analysis of test	0	0	0	3	22
P. Large-scale assessment	0	0	0	4	21
Q. Standard setting	0	0	0	3	22
S. Washback effect	0	0	11	6	8
I. Selecting assessments for your own use	0	0	0	9	16
Total	0	0	1.83	5.16	18

Ascertaining the validity and reliability of assessments is as much foreign to the Saudi EFL teachers as is standardization of assessment as presented in Table 3. This factor was determined by test items J, K, L, M, N, O, U, and V. One of the saddest findings of this study have to do with this factor all items of this were unanimously rated as ‘unimportant’ by (22 out of 25) of the respondents. However, answering item 7 which was an open-ended question, wight respondents disclosed that such concepts are neither taught to them in their pre-service period nor are they valued in their job situations as the entire system is geared towards helping learners ‘pass’ the exams whether or not they achieve any academic gains is irrelevant.

Table 3. Saudi EFL teachers’ perception of the third dimension of assessment

Third dimension	Essential 5	Important 4	Fairly important 3	Not very important 2	Unimportant 1
J. Reliability	0	0	0	0	25
K. Validation	0	0	0	0	25
L. Statistical tools in result analysis	0	0	0	0	25
M. Rating achievement test	0	0	0	0	25
N. Scoring closed-response items	0	18	3	2	2
O. Internal assessment	0	0	0	0	25
U. The uses of assessments in society	0	0	0	0	25
V. Principles of educational measurement	0	0	0	0	25
Average	0	2.25	0.375	0.25	22.125

Table 4 present the last factors of teachers’ knowledge of the importance of assessment. On the factor of conducting the assessment which was determined by items R, S, and T in the survey, responses were slightly better as these are what they actually deal with in the language classes. Table 4 shows that about 10 of the participants perceived the fourth factor as important, 5 of them viewed such factors as fairly important. On the contrary, the remaining, about (10 out of 25) viewed this factor as not important. The most significant responses in this category were to item (R. Learner prep. in class) which as many as 18 respondents considered as ‘very important’ and gave a score of 4 whereas 4 respondents gave a score of 3 (important). This was followed by (T. Conducting the test) which was seen by 13 respondents as ‘very important’ and given a score of 4 each whereas 3 respondents marked it as ‘important’. Last in this category was (S. Washback effect) which was marked by 11 respondents as ‘important’. In the open-ended question, two respondents noted that ‘washback’ was a reality for them as they felt obliged to ensure that their EFL learners managed to ‘pass’ the exams.

Table 4. Saudi EFL teachers’ perceptions on the fourth dimension of assessment

Fourth dimension	Essential 5	Important 4	Fairly important 3	Not very important 2	Unimportant 1
R. Learner prep. in class	0	18	3	2	2
T. Conducting the test	0	11	3	6	5
S. Washback effect	0	0	11	6	8
Average	0	9.67	5.67	4.6	5

This is also the most serious problem which is reflected by the data in this study: classroom testing being over-burdened with the concerns of ‘passing’ the exam, the actual use to which the assessment is put to. The question of why a particular score was allotted and how it can be improved are not seen as important part of the current assessment practices.

6. How would you rate your knowledge and understanding of learning-oriented language assessment?

Self-assessment by the respondents while answering item 6 shows that teachers are aware of much happening in the field but curricular and administrative compulsions prevent them from bringing in change. Seven of the respondents expressed concern over the state of EFL education in Saudi Arabia, acknowledged the shortcomings at the teachers’ ends, and stated that in-service retraining is an essential need for the growth and development of both the teachers and the institutions of higher education in Saudi Arabia.

Table 5. Saudi EFL teachers’ understanding of LOA

	Very poor 1	Poor 2	Average 3	Good 4	Very good 5
7- What can you add to make the language assessment in your institution more learning oriented?	7	13	4	1	0

6. Discussion and Conclusions

The study explored the Saudi EFL instructors’ competency in conducting learning-oriented assessment. Four factors were included in the questionnaire. The majority of the participants showed their incompetence in LOA. These findings are divergent with Alsowat’s (2022) study on Saudi EFL teachers’ knowledge in LOA. According to the findings, Saudi EFL teachers exhibited a modest degree of awareness on LOA whereas this study reported superficial knowledge of teachers in assessment which is based on learning orientation. These findings indicated the necessity of conducting workshops for sharpening EFL teachers in the practical and theoretical sides of assessments. Brown and Gao (2015) reported that instructors who work in the same context may hold opposing views on assessment, and individual teachers may even hold contradicting views on assessment at the same time. These findings are also confirmed by the teachers’ response to the sixth item when (20 out of 25) of them reflected their poorness in understanding assessment based on learning orientation. Little and Erickson (2015)

reported self-assessment has been identified as a key component of the learning process. This study refreshed the past research findings which focused on gauging EFL teacher's perceptions, knowledge and practice are many (e.g., Bin-Hady et al., 2020; Hamad, 2022; Wicking, 2022).

This study set out to evaluate if Saudi EFL teachers in higher education are equipped to carry out learning oriented assessment and whether they able to carry out systematic learning-oriented assessment of their learners which is valid and dependable. For this purpose, 25 EFL teachers engaged with teaching learners at least three different levels were requested to respond to an online survey. The data point towards the need for praxis in language assessment as part of the theoretical context for language education training. This may be taken as indicative of deficiency in training on this matrix in both the pre and in-service language assessment component. Teachers are responsible for the assessments they conduct in class during the course. Very often this classroom-based assessment also includes observation, assignments, class records, projects, etc. for assessing learner progress or making decisions about promoting the learners to the next level. However, since these significant but internal measures are treated very casually and have failed to gain the respectability of the official, public exams, they have tended to be product oriented and are basically a replica, albeit smaller, of the 'public' exam. In the absence of LOA knowledge among the teachers, all exams are pitched to the level of the final exam which, in turn, is taken as an excuse to somehow move the learners to the next level of learning. With all the talk of the different though complimentary goals of summative and formative assessments, these assessment practices are questionable. The situation that obtains, then, is one where exam requirements totally decide what happens in class instead of it being the other way around, i.e., learning oriented assessment. This influence or effect which assessments have on teaching is the backwash or washback of assessment. This study, of course, does not recommend removing assessment as that itself is a very important component of education, rather the aim is to keep the backwash at an optimal level where it remains beneficial and not the deciding factor of what happens in the class. Clearly, this places even greater responsibility on the teachers who need to remind themselves while assessing that assessment is a means as well as a product of learning.

7. Recommendations

It is necessary to conduct the exercise of assessment in a much more informed and professional manner that hitherto being done in the Saudi EFL universe. Since educational institutions are focused on learner-centred classrooms with an equal if not greater emphasis on communicative proficiency as the goal of foreign language learning, the responsibility of the teachers and policy makers towards the learners is much higher than envisaged in the assessment schemes. Learning oriented assessment in EFL clearly points towards helping learners achieve certain benchmarks in proficiency and to make this happen, we have to train our teachers in the principles of LOA at both pre and in-service levels in what to assess, how to assess and how to interpret assessment results.

8. Limitations

The study was conducted with teachers at only one university, and the sample is considerably small at 25 responses. Moreover, the play of gender and educational qualification could have been affecting factors in LOA knowledge but were not analyzed here. It is hoped that future studies will be sensitive to these shortcomings.

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