

Obstacles and Positives of Implementing Learning-Oriented Assessment in Algerian EFL Higher Education: teachers' perspectives

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Abstract:

By the 21st century, learning oriented assessment became a prominent approach informing assessment in language education. It seeks to foster students learning through assessment. The current study aims to explore the positives and the obstacles that Algerian EFL teachers face for implementing Learning-oriented assessment approach, and to recommend corrective measures to increase its efficiency. The study relied exclusively on quantitative research, employing a semi-structured questionnaire administered via Google Form to 60 Algerian EFL teachers. The collected data showed that EFL teachers perceive as a promising alternative to traditional assessment approaches for the learning and teaching process. The findings also revealed obstacles associated with LOA, including institutional, learner and teacher-related issues. Accordingly, the study suggests recommendations for policymakers and pedagogical staff to improve their assessment literacy, facilitate the implementation of the approach, and achieve better results.

Keywords: learning-oriented asses sment, positives, obstacles, corrective measures .



I. Introduction

In the field of education, assessment stands one of the three pillars encompassing learning, teaching given its significant role. Over the past decades, two major assessment approach dominated EFL (English as a Foreign Language) classrooms; summative assessment, which identifies language deficiencies, measures language proficiency and students' level, and formative assessment, which diagnoses strengths and weaknesses, monitors progress and performance, and alters teaching methods for successful learning. However, these traditional methods seem to be facing substantial challenges impeding the achievement of the desired outcomes and ensuring effective learning for all. Summative assessment in higher education is

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struggling to reliably measure complex learning outcomes. Also, this type of assessment tends to highlight weaknesses in learners rather than providing equal opportunities for all to display their abilities. Similarly, traditional assessment does not stimulate the right kind of learning which is fundamental to all assessments. Another weakness of traditional assessment methods is their overreliance on memorization, rote learning, and teachers' judgments seem to increase learners' passivity and reproduction rather than empowering them to be actively engaged in their assessment and learning. Furthermore, adhering to these methods, teachers offer delayed feedback which represents another shortcoming of traditional assessment, as it is often ineffective to use it constructively.

The failure of conventional assessment approaches inspired researchers, educators and experts to finding alternatives counterparts that prioritize active involvement of both teachers and learners in assessment practices while simultaneously emphasizing the learning and evaluative aspects of assessment, to enhance learning outcomes and to elevate quality of education. Consequently, this gave prominence to an approach that redefined the role of assessment in the realm of education. The latter goes under different labels, such as "assessment for learning", "assessment as learning" "classroom-based formative assessment", "formative teacher assessment", and "learning-oriented assessment". In due course, this alternative approach gradually replaced traditional assessment practices in English as a Second Language (ESL) and English as a Foreign Language (EFL) contexts, including among many: England, Australia, and China. This shift in assessment paradigms has inspired researchers to explore potential challenges that teachers may encounter as well as the opportunities, and to develop effective strategies for implementing the approach to ensure favorable outcomes and within ESL and EFL classrooms.

In the Algerian EFL context, assessment is generally an overlooked research field. Only limited number of studies have examined the prevailing assessment tools used in classrooms, and even fewer studies have explored the use of learning-oriented assessment practices in Algerian higher education. Additionally, factors impeding the adaptation of LOA and its potential advantages remained unexplored in the Algerian context. These research gaps were tackled in this study at hand.

II. Literature Review

Prior to diving into the study, providing review of existing literature is critical to establish the context of this study. The literature review aims to offer an in-depth examination of existing research, theoretical frameworks,

and empirical findings related to learning-oriented assessment (LOA) in the field of education. By synthesizing and analyzing relevant literature, this section aims to provide a comprehensive understanding of the theoretical underpinnings, frameworks, and research findings of previous conducts which informed the research design of the current study, data collection method and analysis phase.

1. Theoretical conceptions of LOA

Learning-oriented assessment (LOA) has evolved as an extension of classroom-based assessment, with Purpura (2004) defining it as a tool for gathering and analyzing proof on learners' performance to undertake action on their language development and progress (p. 236). It was introduced firstly to the field of education by Carless in 2015, and later into language instruction and assessment through the works of Jones and Saville (2016) and Turner and Purpura (2016). LOA, a shade of assessment for learning, strives to improve student learning in both formative and summative assessments (Keppell & Carless, 2006). Unlike other assessment approaches emerging as replacements for traditional methods, LOA seeks to revise and reconfigure previous modes of assessment to a revolutionized integrated version. LOA emphasizes the learning aspect of assessment and its development (Carless, 2015). This means that assessment is an integral part bridging the processes of learning and teaching. According to LOA frameworks, effective learning achieved through fostering cognitive development (Savery, 2006) and tailoring assessments to meet the specific needs of learners (Hulstijn & Laufer, 2001).

2. Framework of LOA

In the field of higher education, Carless has established a widely cited framework for implementation of LOA. It is based on three central strands. Firstly, designing assessment tasks that stimulate sound learning practices among learners. Secondly, actively engaging students in their assessment and evaluation. Lastly, providing timely and forward-looking feedback to support current and future student learning (Carless, 2007). Thus, following LOA, EFL teachers should be able to design assessment tasks that enhance students' learning, self-assessment skills, and to provide contrastive feedback that triggers their active engagement.

In the field of language education, Jones and Saville (2016) proposed a framework emphasizing the centrality of assessment tasks in LOA. They argue that assessment tasks should engage learners in interactive communication, enhance cognitive development, promote optimal performances, and conform to curricular objectives. Realizing these goals

requires collaboration among various stakeholders, including policy makers, teachers, and students. Moreover, they insist that assessment is not applied to students but with them, and student engagement is a key for successful implementation of LOA.

In second and foreign language contexts, Turner and Purpura (2016) have investigated LOA and proposed a framework that links LOA efficiency to seven interrelated dimensions, including the contextual, elicitation, proficiency, learning, instructional, interactional, and affective dimensions. These dimensions are directly linked to the effectiveness and success or failure of LOA.

3. Research on LOA

On the subject of learning-oriented assessment (LOA), researchers have explored the usefulness of LOA in a multitude of dimensions. They have examined the relationship between LOA and language proficiency, including oral proficiency, with studies such as Keppell et al. (2006) and Mazloomi & Khabiri (2016) which confirmed LOA positive impact. Additionally, research has shown that LOA can ameliorate language skills, encompassing speaking, reading, writing, and even pronunciation, as validated by studies of Almalki (2019), Hamp-Lyons (2017), May et al. (2020), Wu & Miller (2020), Viengsang & Wasanasomsithi (2022), and others. Furthermore, It has been proven that LOA improves teacher and student communicative and integrative skills (Carless, 2014).

The practicality of implementing LOA in different instructional contexts has also been addressed, with studies investigating EFL teachers' perceptions of the LOA benefits and challenges, for example, Ali (2013) in Oman, Alsowat (2022) in Saudi Arabia, Zhao & Qi (2023) in China, Derakhshan & Ghiasvand (2022) in Iran among others. Moreover, research has examined teachers' knowledge, utilization, and beliefs surrounding LOA in ESL and EFL contexts, as demonstrated by Inbar-Lourie & Donitsa-Schmidt (2009), Jia, Eslami, & Burlbaw (2006), and others.

Another major area of investigation revolves around the complexity of LOA within exam-oriented contexts in relation to teacher, families and students, Chen et al. (2013), Lee & Coniam (2013), and Leung et al. (2018), have reported the failure of LOA in such settings and revealed negative attitude of both educators and parents towards LOA practices. Purpura (2016) found that learners may face cognitive challenges in meeting the requirements of LOA practices, while Xiao (2017) and Leighton and Bustos Gomes (2018) have explored students' reactions to feedback, and maintained that learners in

their attempt to process and use teachers' feedback they encountered academic and emotional barriers.

III. Methodology and Research Design

1. Research Aims and Questions

The current study aims to explore the positives and obstacles in implementing learning-oriented assessment in Algerian EFL (English as a Foreign Language) higher education. This research endeavors to check Algerian EFL teachers' knowledge and degree of familiarization with LOA, to uncover the types of difficulties faced in this context. It also attempts to identify potential advantages for adopting a learning-oriented assessment approach, to propose strategies to inform the pedagogy of LOA and to enhance its effectiveness within the Algerian higher education system.

Therefore, this research attempts to tackle the following questions:

- How do EFL Algerian teacher perceive learning oriented assessment approach and its effectiveness in the higher Education?
- What are the positives of the successful implementation of learning-oriented assessment within the Algerian higher education context?
- What are the main obstacles that Algerian EFL teachers encounter when applying learning-oriented assessment in their classrooms?
- How can Learning-Oriented Assessment (LOA) be effectively implemented in Algerian Higher Education?

2. Research Sample

The sample of the current study consisted 60 EFL teachers from various Algerian universities. They participated in the study by voluntarily responding to a questionnaire distributed via emails and Facebook groups of EFL teachers and learners. The inclusion of EFL teachers from different institutions and backgrounds helped in educing real-perspectives and insights into the investigated topic, ensuring a broader representation of the Algerian EFL teaching community, increasing the chance of generalizability of the research findings, and adding relevance and comprehensiveness to the obtained data.

3. Research Tool

To investigate the perceptions of Algerian EFL teachers on Learning-Oriented Assessment (LOA) approach, a semi-structured questionnaire was designed for collecting data. The questionnaire consisted of thirteen (13) questions combining open-ended and close-ended questions and structured under three main sections. The systemic design of the questionnaire added to the organization and smoothness the process of data collection. It also

allowed for the exploration of different facets of LOA within the Algeria higher educational context.

The questionnaire was administered on November 1st, 2023, through Facebook groups exclusively dedicated to EFL teaching and learning, as well as via email to reach a wider audience of potential participants. These platforms were purposefully chosen to ensure that the survey reached a diverse group of EFL teachers far from any reservation. Throughout the entire data collection process, ethical considerations were taken into account to preserve participants' anonymity and confidentiality. Thus, the questionnaire was anonymous and data collected was stored securely.

4. Results and discussion

The study questionnaire included both open ended and close ended questions allowing the generation of both qualitative and quantitative data. Given the diverse nature of obtained data different data analysis methods and tools were employed. Firstly, thematic analysis was utilized to analyse the qualitative data of open ended questions. This involved reviewing the respondents' answers to identify themes and patterns to gain insights into their perspective. Thematic analysis (Braun & Clarke 2006) is a method commonly used to treat qualitative, textual and non-numerical data by capturing recurring themes and meaning to provide an interpretative account of the data to address research questions. Secondly, the SPSS software was used to treat the quantitative data of close-ended questions. After coding the participants' answers into numerical data, the latter was added to the software to be processed. SPSS facilitates the process of treatment of quantitative data. It allows researchers to perform multiple efficient statistical analyses and translate them into graphs and charts providing a comprehensive understanding of the data. Finally, both qualitative and quantitative data were combined and integrated to provide an all-inclusive understanding of research study.

4.1 Presentation of Findings

Section one: Demographic and background information

The first section consisted of four questions covered the following aspects: (Q1) teachers' current teaching position and teaching level, (Q2) years of teaching experience, (Q3) educational qualifications, and (Q4) specialty.

Table 1: *Demographic and General Characterization*

Demographic information	Frequency	Percentage
Current Teaching Position		
Full-time teacher	51	85%
Part-time teacher	9	15%
University degree/current level		
Master	9	15%
Magister	30	50%
Phd	21	35%
Teaching experience		
Less than 5 years	15	25%
From 5 to 10 years	24	40%
More than 10	21	35%
Field of study		
• Applied linguistics	15	25%
• Applied linguistics and TEFL	1	1,60%
• Civilization	7	11,60%
• Didactics	18	30%
• English literature	5	8,40%
• English literature and criticism	1	1,60%
• English literature and civilization	1	1,60%
• ESP	3	5%
• Language and civilization	1	1,60%
• Language and culture	1	1,60%
• Linguistics	6	10%
• Sociolinguistics	1	1,60%

As displayed in **Table 1**, the demographic analysis reveals varied professional engagements within the EFL teaching context as the sample included both full-time teachers comprising the majority (85%) and part-time teachers presenting a significant segment (15%) of the sample. Moving on to academic qualifications, for permanent teachers, they have attained Magister degrees (50%) and Ph.D. degrees (35%), while part-time teachers typically have Master's degrees. This diversity reflect a high level of academic attainment within the research sample. Teaching experience of participants also vary significantly. A substantial portion (35%) of the sample have being for over a decade. This indicates a wealthy pedagogical knowledge and instructional expertise. Other participants notably (40%) have being teaching English from 5 to 10 years and another (25%) have been pursuing the teaching of English for less than 5 years. The participation of teachers from diverse professional backgrounds provided rich data and different point views that ameliorated the study findings. Regarding field of expertise, the participants in this study exhibit a wide array of specialties, mirroring the multidisciplinary nature of EFL education. The fields range from applied

linguistics, literature, and civilization to specialized areas such as ESP and sociolinguistics.

Section Two: Perceptions and positives of LOA

The second section encompasses five questions (Q5, Q6, Q7, Q8, Q9) concentrated on gathering data concerning participants' perspectives on the Learning-Oriented Assessment (LOA) approach. This part investigated participants' familiarity and comprehension of LOA, perceived benefits, and potential positives for its application in the Algerian universities.

(Q5): Are you familiar with the concept Learning-Oriented Assessment (LOA)?

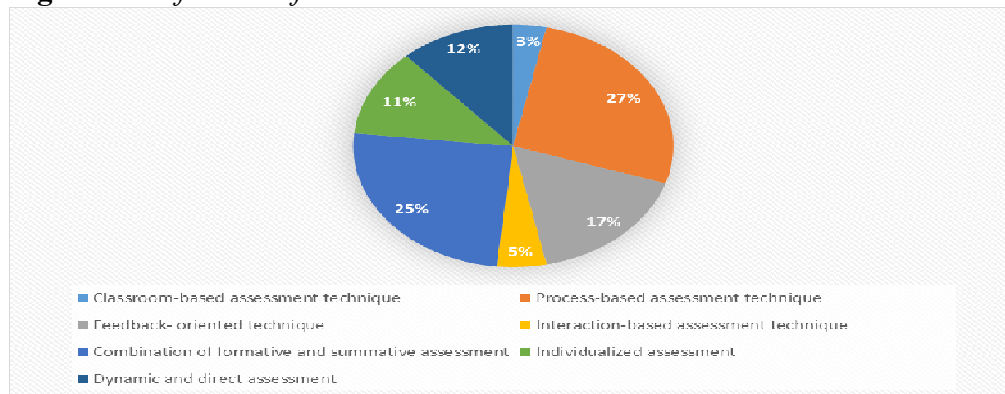
Table 2: Familiarity with the with the concept Learning-Oriented Assessment (LOA)

Valid	Frequency	Percentage (%)
Yes	41	69%
No	19	31%
Total	60	100%

As displayed in **Table 2**, teachers were queried about their familiarity with the concept of Learning-Oriented Assessment (LOA). An overwhelming majority (69%) acknowledged their familiarity, whereas the remaining participants (31%) acknowledged their unfamiliarity.

(Q6): how can you define LOA?

Figure 1: Definition of the LOA



Participants were asked to provide their own definition of the concept LOA. Their responses provided valuable and insights on how LOA assessment approach is perceived differently. As **Figure 1** shows that among the given options, 16 teachers defined LOA as a “Process-Based Assessment

Technique". This suggest that participants believe that LOA is a learning-oriented rather than outcome-oriented approach, focusing on the learning journey itself. Furthermore, the choice "Combination of Formative and Summative Assessment" received (15) responses, indicating a desire for a balanced assessment strategy that track both ongoing progress and outcomes. Additionally, (10) respondents opted for LOA as "Feedback-Oriented Assessment Technique", according to them LOA is a tool for providing constructive feedback for improving learning. This suggests that assessments both guide and enhance the overall learning experience. Both "Dynamic and Direct Assessment" and "Individualized Assessment" were selected by (7) responses, suggesting that EFL teachers prefer real-time, interactive evaluation methods and tailored assessments that match learners' needs and styles. Lastly, only (3) teachers chose "Classroom-Based Assessment Technique" and another (2) teachers chose "Interaction-Based Assessment Technique". This demonstrate that generally LOA is rarely associated with traditional classroom or interaction-based assessment methods. To sum up, account the diverse range of perspectives, LOA is multifaceted strategy that transcends traditional evaluation methods.

(Q7): Do you find Learning-Oriented Assessment (LOA) suitable and effective in the context of Algerian EFL Higher Education? Please justify.

Table 3: *Suitability and Effectiveness of LOA in Algerian EFL Higher Education*

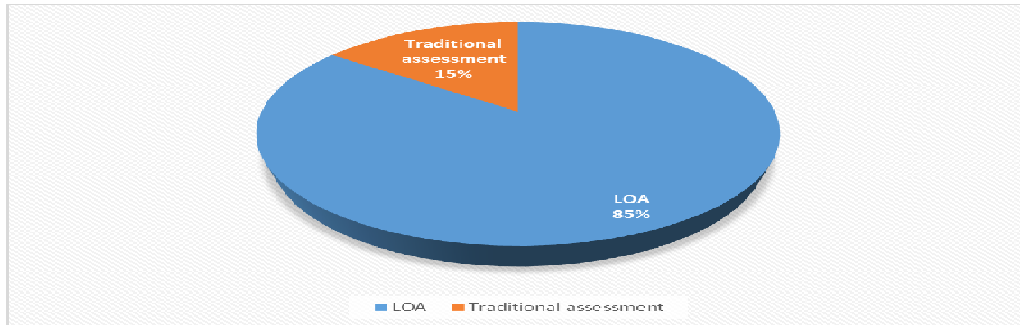
Valid	Frequency	Percentage
Yes	54	90%
No	6	10%
Total	60	100%

As depicted in **Table 3**, once inquired about the suitability and effectiveness of Learning-Oriented Assessment (LOA) in the Algerian EFL context, an overwhelming positive perspective was not, with 90 % expressing agreement and 10% expressing dissent. The sample members were prompted to provide justifications for their responses, and their insights can be summarized as follows: advocates of LOA assert that since the focus of LOA is the learning journey, modern learning process is an attainable goal. They assert that it can provide constructive feedback, create an efficient and effective learning atmosphere, and enhance interactive relationships among learners and teachers. Additionally, supporters believe that using LOA would empower students to take part in their learning process. Conversely, the remaining participants (10%) expressed their concerns about the potential

time-consuming nature of LOA, the necessity for teacher training, and uncertainties regarding students' readiness for this approach.

(Q8): In your opinion, which is more beneficial for students in the Algerian EFL Higher Education context: Assessment for Learning (LOA) or Assessment of Learning (traditional assessment)?

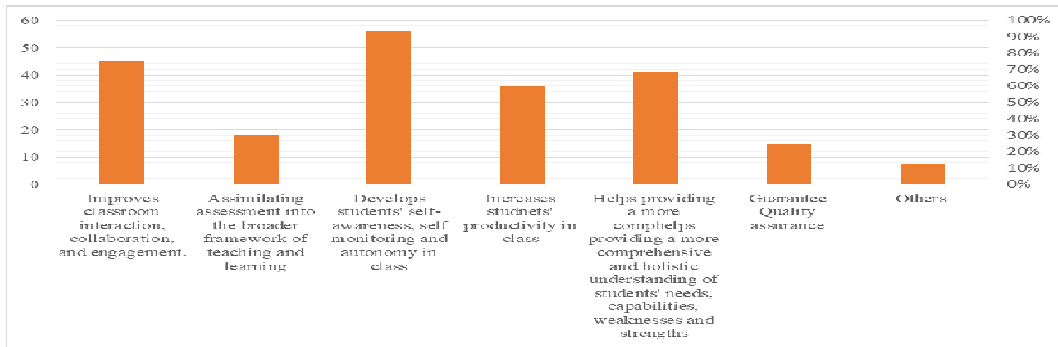
Figure 2: *LOA and traditional assessment in Algerian EFL higher education context*



The participants were questioned on the suitable and beneficial approach for students in Algerian EFL Higher Education: Assessment for Learning (LOA) or Assessment of Learning (traditional assessment) and asked to provide justifications. **Figure 2** illustrates that the vast majority (85%) are in favor of LOA and believe it is more beneficial for Algerian EFL learners, while a minority of 15% are in favor of conventional assessment approach. Participants' justifications for their choice are summarized as follows: LOA can foster learners' autonomy and facilitate the development of 21st-century skills, including critical thinking and creativity. Furthermore, it is in favor of students' expectations, needs and Sustainable Development goals, as it prioritizes the learning process over outcomes. In summary, teachers prefer LOA mainly due to its holistic, learner -centered, dynamic nature. Conversely, teachers favor traditional assessment because Algerian EFL teachers and learners may struggle following LOA.

(Q9): What are the potential positives of implementing Learning-Oriented Assessment in Algerian EFL Higher Education? If others please state them.

Figure 3: *Potential positives of LOA within Algerian EFL classes*



Participants were surveyed about potential positives for implementing LOA in Algerian higher education and were provided with options to choose. As demonstrated in **Figure 3**, A significant majority, 93, 33% of participants, agree that LOA would develop students' self-awareness, self-monitoring, and autonomy in class. Additionally, 75% of respondents perceive that LOA would improve classroom interaction, collaboration, and engagement. More than half of the sample, respectively 68,33% and 60%, see that this approach would help provide a more comprehensive and holistic understanding of students' needs, capabilities, weaknesses, and strengths, ultimately increasing students' productivity in class. Another smaller portion of the sample (30%, 25%) believes that LOA would assimilate assessment into the broader framework of teaching and learning, and guarantee quality assurance. Participants proffered additional positives for LOA: focusing on the learning process itself and ongoing feedback contributes to a supportive and stressful-free learning environment. Encouraging learners' active involvement in their assessment would facilitate teachers assessing task. Lastly, LOA would prepare learners to face real-world challenges. In conclusion, the data obtained reveals an agreement among Algerian EFL teachers regarding the benefits of the implementation Learning-Oriented Assessment (LOA) in higher education. Furthermore, the additional advantages highlighted by participants strongly advocates for the integration of LOA within the Algerian EFL educational framework, emphasizing its potential to transform teaching and assessment practices to meet the needs and to ensure the development of students.

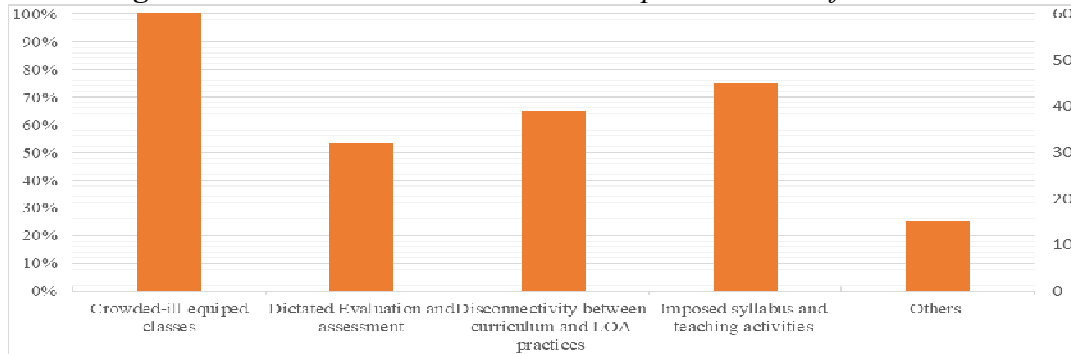
Section Three: Obstacles for Implementing LOA in Algerian EFL higher education

The third section, with four questions (Q10,Q11,Q12,Q13), sought to gain insights into the obstacles faced by Algerian EFL teachers associated

with the implementation of LOA, as well as their suggestions for enhancing the effectiveness of this approach.

(Q10): what are the possible institutional obstacles that hindered/ may hinder the use of Learning-Oriented Assessment in the Algerian EFL Higher Education context?

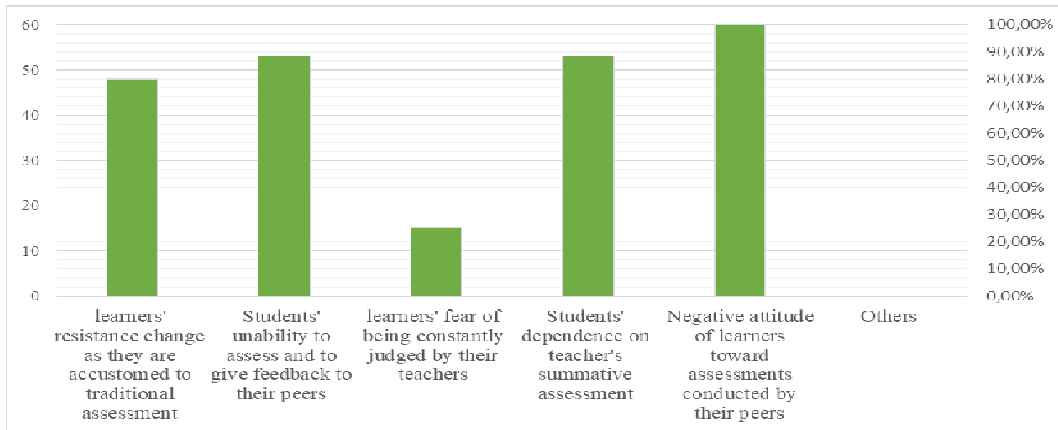
Figure 4: *Institutional obstacles to the Implementation of LOA*



Participants were asked to share their perspectives on the institutional obstacles they faced or would face when implementing Learning-Oriented Assessment (LOA). As **figure 4** demonstrates, the entire sample affirmed that large classes and a lack of equipment are major obstacles in the Algerian context. A substantial majority of teachers (75%) perceived that imposed syllabus and teaching activities is another prominent obstacle. Additionally, more than half of the sample, specifically 65% and 53,33%, saw that disconnectivity between the curriculum and LOA, and dictated evaluation and assessment impede the effective application of LOA. A subset of respondents (25%) affirmed that time shortage is major obstacle to the use of LoA. Following LOA, teachers are required to effectively design learning tasks, integrate peer and self-assessment, and consistently offer timely feedback. It is very difficult to achieve within Algerian higher education contexts given the limited class time. Overall, the data collected reveals the complexity of adopting LOA within the Algerian educational system due to various institutional obstacles that Algerian educators encounter or foresee.

(Q11): which of the following obstacles did/would you face with your learners when implementing LOA?

Figure 5: *learners- related Obstacles*



Teacher were questioned about faced and anticipated learners – related obstacles when implementing LOA, given a set of options to consider. **Figure 5** highlights the major learner-related obstacles regarding the use of LOA. All participants reported that their learners have negative attitude toward peer- assessments. Following closely, (88.33%) of participants believe that students' potential inability to assess and provide feedback to their peers, and their dependence on teacher-conducted summative assessments hamper LOA application. Additionally, a significant 80% affirmed that learners showed resistance to the change associated with LOA, as they are more familiar with traditional assessments. The survey also reveals a shared concern among (25%) of respondents regarding learners' fear of constant judgment by their teachers in the LOA context. The absence of additional obstacles in the "Others" category suggests that the identified challenges encapsulate the primary reservations among participants. Based on these findings, strategic interventions are necessary to effectively integrate LOA in Algerian classrooms in a way that aligns with learners' expectations and creates a positive learning environment.

(Q12): Are there any challenges, distinct from those associated with the educational institution or the students, that you have encountered or anticipate encountering when LOA? If yes, justify.

Table 4: Other challenges to LOA implementation

Valid	Frequency	Percentage
Yes	15	25%
No	45	75%
Total	60	100%

When asked about other encountered or estimated challenges, as the **Table 4** displays, only fifteen out of sixty respondents revealed further details on the matter; the rest considered that all challenges have already been highlighted. Among the respondents providing additional insights, they pointed out the fact that not all EFL teachers have explicit foundational knowledge about the principles of LOA. Other participants confirmed that some teachers may find it very difficult and challenging to put their LOA knowledge into practice.

The questionnaire concludes by seeking teachers' insights into the effective operation of LOA in Algerian universities (Q13). Participants were presented with options considered potential remedies. There was agreement among teachers on the suitability of all proposed remedies, even though with varying percentages. Notably, all teachers (100%) support the idea that LOA training programs for teachers are necessary. This training is seen as crucial to equip educators with the required knowledge and skills, ensuring better results and command over the approach in the classroom. Additionally, a substantial majority, comprising (88,33%) of the sample, advocates for the role of pedagogical institutions in enhancing LOA practices. This includes encouraging research on LOA practices and establishing mechanisms for monitoring LOA implementation throughout the country's universities. Furthermore, over half of the sample supports various ideas, such as incorporating LOA principles into the Algerian curriculum (68%), promoting learners' active involvement through peer and self-assessment tasks (65%), ensuring teachers' accessibility to necessary materials, tools, and technology (60%), and establishing policies and guidelines that support LOA implementation and teacher autonomy (58%) within their respective institutions. Also (40%) of participants support the idea of implementing feedback mechanisms for both learners and teachers. Although participants were asked for additional corrective measures, they confirmed that all possibilities had already been covered.

4.2 Discussion of Results

In the light of the gathered data, it is evident that the established research aims were met and all research questions were addressed and answered successfully. The examination of the results of section one on

participants' demographic and general characterization, revealed that respondents possess descent teaching experience, notable academic achievement and expertise in various specialties. This background helped in gathering comprehensive insights and perceptions on the topic under investigation.

The analysis of the answers provided in section two "Perceptions and positives of LOA", demonstrated that the majority of interrogated teachers are familiar with LOA approach, although defining it differently. They define as process-oriented assessment, feed-back oriented assessment, combination of both formative and summative assessment among other definitions. This aligns with the works of Careless (2009) and Jones and Saville (2016) who hold that LOA is a process oriented assessment technique that emphasizes the use of feedback and centrality of learning within assessment. Furthermore, most participants regard LOA as an effective and suitable approach, surpassing traditional assessment approaches in their classroom. Additionally, respondents have agreed that LOA has multitudes of positives and offer several opportunities for both learners and teachers. They affirmed that it can improve teacher-learner, and learner- learner relationships, can ameliorate learners' self-perception, and autonomy, can inform classroom assessment and can ensure quality education. These findings echo those of Gibbs (2006) and Zeng et al. (2018), who maintained that LOA is promising tool for promoting effective teaching and learning. This section clearly answers the two initial questions tackled in this study on teachers' perceptions of the effectiveness and positives of LOA. The findings implies that EFL teachers have positive and optimistic perceptions regarding the effectiveness and the positives of LOA.

Based on the data of Section three on "Obstacles for implementing LOA in Algerian EFL context", all teachers either encountered or anticipated challenges for the application of LOA. However, they all agreed that these obstacles and challenges could be addressed with the furtherance of certain remedies. These results answer the remaining questions about obstacles and remedies for implementing LOA effectively. Teachers confirmed that they faced institutional, learner and teachers difficulties. They struggled with large and ill-equipped classrooms, time shortage, and imposed syllabus and assessment. The findings are on a par with Ayeni (2017) and Alsowat (2022) studies examining the challenges of implementing LOA. They reported that the major constraints faced by teachers are institutional in nature. Moreover, teachers noted that their learners have negative attitude to peer assessment, over rely on teachers' assessment and prefer traditional assessment, and

unable to assess their peer and provide feedback that was also recorded by Papinczak et al. (2007). Additionally, teachers affirmed that using LOA is difficult because they either lacked sufficient knowledge about it or were unable to translate their knowledge into effective classroom activities. These results affirm the findings of previous studies on assessment literacy such as Baker & Riches (2018). As for remedies, participants believe that LOA can be applied effectively with the establishment of training programs for teachers, organization of seminars, conferences, and the provision of appropriate technological tools and equipment for EFL classroom.

IV. Conclusion and Recommendations

In EFL context, Learning-Oriented Assessment emerges as a promising assessment approach, which prioritize learning and emphasize the significance of feedback and active learner participation. This small-scale study aims to examine EFL teachers' perspectives concerning the positives and obstacles of implementing LOA in Algerian universities. The findings proved insightful, shedding light on the significant opportunities LOA for both EFL teachers and learners. Additionally, it uncovered the array of obstacles encountered by Algerian EFL teachers, including institutional hurdles to issues related to learners and teachers.

Given the findings from this small-scale study, the following measures are recommended for fostering the use of LOA within Algerian EFL contexts: at a governmental level, policymakers should consider the introduction of new educational policies that support the application of LOA throughout Algerian higher educational institutions. They should revise the Algerian national curriculum for adjustment to match LOA principles. Stakeholders should consider establishing teacher-training programs to improve and enrich teachers' LOA literacy. At an institutional level, committees should be assigned to oversee and check the implementation of LOA throughout Algerian universities and training School. Classrooms should be well equipped with necessary materials and technological devices, students' number should be limited and sufficient time for each session should be provided. A supporting system should be created within Algerian universities and training schools, to organize regular meetings, seminars, workshops, and conferences about the effective operation of LOA. Algerian EFL teachers also should promote the application of LOA. They should read more about the LOA approach, join study days, and participate in organized seminars and conferences to effectively use it in their classrooms. They should train their learners in self and peer assessment, plan feedback sessions regularly, design activities to that prompt the learners' active participation, encourage learners

to maintain an open mind to feedback from teachers and peers, and assume a productive role in their learning and assessment process.

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