

The role of Teacher-related Factors in Critical Language Assessment Literacy Among Moroccan EFL Teachers

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1. INTRODUCTION & AIM

Introduction

Language Assessment Literacy (LAL) has become increasingly important due to the widespread use of high-stakes language testing (Davies, 2008; Fulcher, 2012). While earlier views of LAL focused mainly on technical assessment skills, recent research highlights the importance of Critical Language Assessment Literacy (CLAL), which includes social, ethical, and political dimensions of assessment (Shohamy, 2022). CLAL encourages teachers to consider issues of fairness, power, and the consequences of assessment practices. However, limited research has explored how teacher-related factors shape CLAL, particularly in under-researched contexts such as Morocco (Oufela, 2026).

Aim of the Study

This study investigates the influence of academic qualifications and teaching experience on Moroccan EFL teachers' Critical Language Assessment Literacy (CLAL). It aims to contribute to the understanding of CLAL development in the Moroccan EFL context.

2. METHOD

This study employed a cross-sectional survey design to examine Moroccan EFL teachers' CLAL (Cohen et al., 2017; Creswell & Clark, 2017). Conducted in the Moroccan EFL context, the study involved 194 teachers selected through purposive and convenience sampling. Data were collected using the CLAL scale developed by Tajeddin et al. (2022), a 38-item questionnaire measuring five dimensions of CLAL. The questionnaire was administered through both paper-based and online formats.

Table 1. CLAL Dimensions and Reliability

CLAL Factors	Items	Cronbach's α
Assessment objectives, scopes, and types (F1)	15	.893
Assessment use consequences (F2)	14	.884
Fairness (F3)	4	.792
Assessment policies (F4)	3	.733
National policy and ideology (F5)	2	.703
Total Scale	38	.856

Quantitative data were analyzed using SPSS 26 through descriptive and inferential statistics. Since CLAL was treated as a multidimensional construct and some variables violated assumptions of normality and homogeneity, the Kruskal–Wallis H test was employed as the main statistical procedure (George & Mallery, 2019).

Table 2. Summary of Data Analysis

Variable	Statistical Procedure
Academic qualification	Kruskal–Wallis H test
Teaching experience	Kruskal–Wallis H test
Reliability	Cronbach's Alpha
Data analysis software	SPSS Version 26

4. CONCLUSION

- **Academic qualification** did not significantly influence CLAL.
- **Teaching experience** was associated with higher CLAL in some dimensions (F1, F2, F5) but not in others (F3, F4).

These results highlight the value of experience in enhancing certain aspects of assessment literacy, while also pointing to the role of contextual factors.

3. RESULTS & DISCUSSION

Results

Q1: Is there a statistically significant difference in Moroccan EFL teachers' CLAL scores based on academic qualification?

Table 1: Results of the Kruskal–Wallis Test Examining Differences in DVs Across Academic Qualification Groups

DVs	H (Chi-square)	df	p-value
F1	0.750	2	.687
F2	1.470	2	.479
F3	3.350	2	.180
F4	3.358	2	.187
F5	3.411	2	.182

The Kruskal–Wallis test showed no statistically significant differences across academic qualification groups (B.A., MA, PhD) for all five factors (F1–F5) (all $p > .05$). This indicates that academic qualification does not significantly influence CLAL dimensions in this study.

Q2: Is there a statistically significant difference in Moroccan EFL teachers' CLAL scores based on academic qualification?

Table 2: Results of the Kruskal–Wallis Test Examining Differences in DVs Across Academic Qualification Groups

DVs	H (Chi-square)	df	p-value
F1	12.108	4	.017 *
F2	14.263	4	.007 **
F3	5.532	4	.237
F4	5.522	4	.229
F5	10.930	4	.027 *

The Kruskal–Wallis test revealed significant differences across teaching experience groups for F1, F2, and F5 ($p < .05$), while no significant differences were found for F3 and F4. Overall, teaching experience appears to influence some CLAL dimensions but not others.

Post-hoc Bonferroni comparisons showed only a few significant differences across teaching experience groups. Teachers with 1–5 years of experience differed significantly from those with 6–10 years on M2 (adjusted $p = .047$) and scored lower than teachers with 16–20 years on M1 (adjusted $p = .033$). Although F1/F5 showed a significant overall difference, no pairwise comparisons remained significant after Bonferroni adjustment.

This finding supports research highlighting the importance of accumulated assessment experience in developing assessment literacy (Yan et al., 2018; Mertler, 2004). However, the absence of differences in F3 and F4 suggests that some critical aspects of assessment may be shaped more by contextual factors than by teacher characteristics.

5. FUTURE WORK / REFERENCES

Future efforts should strengthen CLAL through teacher education and professional development, particularly for novice teachers. Further research is needed to examine the role of assessment training and practices in CLAL development and to explore this construct through qualitative and longitudinal approaches.