

Factors Influencing English Teachers' Literacy in Assessment for Learning

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Abstract

Background:

Teachers' Assessment for Learning (AfL) literacy is essential for effective formative assessment and student learning, yet evidence from the Indonesian EFL context remains limited. This study examines senior high school English teachers' literacy in Assessment for Learning (AfL) in Yogyakarta, Indonesia, using Alonzo's six-dimensional framework.

Methodology:

This quantitative cross-sectional survey involved 202 valid responses from senior high school English teachers in Yogyakarta after data screening. Data were collected through a Google Forms questionnaire adapted from Alonzo's 42-item AfL literacy instrument. CFA using DWLS validated the six-dimensional model, while MANOVA examined differences across sex, teaching experience, and educational qualification groups

Findings:

The CFA results supported the six-dimensional structure of AfL literacy, with acceptable model fit indices (CFI = 0.959, TLI = 0.956, RMSEA = 0.064, SRMR = 0.074). MANOVA indicated that sex, teaching experience, and educational qualification had no significant multivariate effects on AfL literacy dimensions. However, univariate analyses showed that educational qualification was significantly associated with Teacher as Student Partner and Teacher as Learner. No significant differences were found based on sex and teaching experience.

Conclusion:

AfL literacy should be understood as a multidimensional professional competence. Although sex and educational qualification did not show significant overall multivariate effects, educational qualification was linked to specific dimensions.

Originality:

This study contributes empirical evidence on AfL literacy in the Indonesian EFL context by validating Alonzo's six-dimensional framework and providing insights into teacher characteristics. The findings highlight AfL literacy as a multidimensional professional competence and offer context-specific evidence from a Southeast Asian educational setting.

Keywords : assessment for learning; AfL literacy; English teachers; teacher professional development

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1. INTRODUCTION

Assessment for Learning (AfL) has become increasingly important in English language teaching as assessment is now viewed not only as a means of measuring students' achievement, but also as a pedagogical process that can actively support learning. In EFL classrooms, AfL helps teachers recognize students' learning needs, provide meaningful feedback, adjust instructional strategies, and encourage learners to take a more active role in monitoring their own progress. Such practices require teachers to develop sound assessment literacy, especially the ability to design, interpret, and use assessment evidence to improve classroom instruction and promote student learning.

Teacher assessment literacy is widely recognized as a key professional competence in language education. Previous studies have shown that English teachers' assessment literacy includes knowledge of assessment concepts, purposes, methods, feedback practices, and the use of assessment results for instructional decision-making ([Gunawan et al., 2025](#); [Latif, 2021](#); [Mirizon, 2021](#)). Nevertheless, many English teachers continue to face challenges in translating this knowledge into classroom practice, particularly when designing valid assessment tasks, applying formative assessment, and using assessment data to support students' learning development ([Isnawati, 2023](#); [Luthfiyyah et al., 2020](#); [Nasution, 2024](#)). It indicates that assessment literacy is not merely technical knowledge, but a professional capacity shaped by teachers' experience, educational background, beliefs, and classroom context.

Within language assessment, assessment literacy has also evolved into the more specific concept of language assessment literacy, which links general assessment principles with language-related constructs and contextual demands. Levi and Inbar-Lourie ([2020](#)) argue that language assessment literacy requires teachers to integrate generic assessment knowledge with an understanding of language learning, language use, and classroom realities. In a similar vein, Lam ([2019](#)) found that teachers may possess procedural knowledge of assessment but still struggle to internalize the deeper principles of assessment for and as learning. Other studies further highlight the role of professional development, feedback literacy, classroom-based assessment competence, and teacher readiness in strengthening English teachers' assessment practices ([Chang et al., 2024](#); [Coombe et al., 2020](#); [Sultana, 2019](#); [Thi Bich Nguyen et al., 2024](#); [Xu & Brown, 2017](#)).

Within the specific AfL framework, Alonzo's instrument offers a comprehensive model for measuring teachers' AfL literacy. This model conceptualizes AfL literacy through six dimensions: teachers as assessors, teachers as pedagogists, teachers as student partners, teachers as motivators, teachers as learners, and teachers as stakeholder partners. These dimensions indicate that teachers' roles in AfL extend beyond preparing and scoring assessments. Teachers are expected to use assessment evidence to improve instruction, support student motivation, involve learners in assessment processes, reflect on their own professional practice, and collaborate with relevant stakeholders. Previous studies have applied Alonzo's framework to examine AfL literacy among pre-service and high school English teachers, confirming the relevance of the six-dimensional structure in EFL contexts ([Putro et al., 2022](#); [Sukarno et al., 2024](#)).

Despite the growing body of research on English teachers' assessment literacy, several gaps remain. Prior studies have largely focused on teachers' general assessment knowledge, conceptions, and practices ([Luthfiyyah et al., 2020](#); [Mirizon, 2021](#); [Nasution, 2024](#)), others have examined language assessment literacy from the perspective of teacher professional development, classroom-based assessment, and contextual needs ([Coombe et al., 2020](#); [Levi & Inbar-Lourie, 2020](#); [Thi Bich Nguyen et al., 2024](#)). Studies on formative assessment literacy have also highlighted the role of teacher knowledge, teacher-student relationships, and instructional goals in shaping teachers' assessment competence ([Amirian, 2025](#); [Asanov, 2025](#)). Furthermore, research on pre-service EFL teachers indicates that assessment decision-making is influenced by assessment knowledge, beliefs, mentor support, and classroom realities ([Prastikawati et al., 2025](#)). However, limited empirical attention has been given to the extent to which demographic and professional factors, particularly sex and educational qualification, influence English teachers' AfL literacy when measured through Alonzo's six-dimensional framework.

This issue is particularly relevant in the Indonesian EFL context, where English teachers are expected to implement assessment practices that are pedagogically meaningful while responding to curriculum demands and classroom constraints. Although previous studies have examined assessment literacy among English teachers in Indonesia and other EFL settings ([Isnawati, 2023](#); [Mirizon, 2021](#); [Nasution, 2024](#)), research on AfL literacy remains limited. In particular, there is a need for studies that specifically measure secondary school English teachers' AfL literacy using a validated AfL literacy instrument and examine whether teacher characteristics, such as sex, teaching experience, and educational qualification, are associated

with differences in AfL literacy. Investigating these factors is important because previous studies have reported inconsistent findings regarding their influence on teachers' assessment literacy. For example, Muhson et al. (2025) found that gender significantly influenced teachers' assessment literacy, whereas Jawhar and Subahi (2020) reported no significant effect of sex, qualification, or teaching experience. Similarly, Hailaya (2014) and Davidheiser (2013) reached contrasting conclusions about the relationship between teaching experience and assessment literacy.

In contrast, Napanoy and Peckley (2020) found no significant differences in assessment literacy by teaching experience or educational qualifications. Moreover, these characteristics may shape teachers' confidence, pedagogical judgment, assessment decision-making, and their ability to enact AfL principles effectively in classroom practice. A better understanding of these relationships provides insights into the factors that support or constrain the development of AfL literacy among secondary school English teachers.

Therefore, this study aims to measure secondary English teachers' literacy in Assessment for Learning using Alonzo's six-dimensional AfL literacy instrument. More specifically, it examines whether sex, teaching experience, and educational qualification have significant effects on teachers' AfL literacy. The novelty of this study lies in its empirical application of Alonzo's AfL literacy framework in the Indonesian EFL context by identifying demographic and professional factors associated with teachers' AfL literacy. By doing so, this study is expected to provide context-specific evidence on how English teachers' AfL literacy is reflected across the six dimensions of the framework and on how teacher characteristics are associated with AfL literacy across these dimensions.

2. METHODOLOGY

This quantitative study adopted a cross-sectional survey design to examine English teachers' literacy in Assessment for Learning (AfL). Data were collected through an online questionnaire administered via Google Forms. The online survey initially generated 204 responses. After data screening, one duplicate response and one response containing an invalid teaching-experience value were excluded. Therefore, 202 valid responses were retained for the final analysis. The respondents were secondary English teachers who were active members of the English Teacher Working Group (MGMP) in Yogyakarta, Indonesia.

The instrument used in this study was the Assessment for Learning teacher literacy survey developed by Alonzo (2016). The questionnaire consisted of 42 Likert-scale items representing six dimensions: teachers as assessors, teacher as pedagogy experts, teachers as

student partners, teachers as motivators, teachers as teacher learners, and teachers as stakeholder partners. The instrument was translated and adapted into Bahasa Indonesia to help respondents better understand the statements and provide appropriate responses.

Firstly, CFA was conducted to confirm whether the questionnaire items appropriately represented the six dimensions of AfL Literacy proposed in the theoretical framework. The analysis was also performed to examine the construct validity and overall fit of the measurement model before conducting further statistical analyses. Specifically, model fit was evaluated using the Comparative Fit Index (CFI), the Tucker-Lewis Index (TLI), the Root Mean Square Error of Approximation (RMSEA), and the Standardised Root Mean Square Residual (SRMR). The model was considered acceptable when CFI and TLI values exceeded 0.90 and RMSEA and SRMR values were below 0.08.

After the measurement model was validated, a Multivariate Analysis of Variance (MANOVA) was conducted to examine whether AfL literacy varied across factors including sex, teaching experience, and educational qualification. Follow-up univariate ANOVA tests were then examined to identify dimension-specific differences.

3. FINDINGS

This section presents the findings in relation to the research questions. First, the measurement model of AfL literacy was examined to ensure that the six-dimensional framework proposed by Alonzo (2016) was empirically supported in the present context. Second, the study examined whether selected teacher-related factors were associated with AfL literacy. Third, group differences across AfL literacy dimensions were analyzed by sex, teaching experience, and educational qualification.

3.1 Preliminary Validation of the AfL Literacy Measurement Model

Before examining group differences, Confirmatory Factor Analysis (CFA) was conducted to evaluate whether the 42-item AfL literacy instrument represented the six dimensions proposed by Alonzo (2016): teachers as assessors, teacher as pedagogy experts, teachers as student partners, teachers as motivators, teachers as teacher learners, and teachers as stakeholder partners. The CFA results showed that the six-factor model demonstrated an acceptable fit to the data.

Table 1. CFA Model Fit Indices

Fit index	Value	Recommended threshold	Interpretation
CFI	0.959	> 0.90	Acceptable

TLI	0.956	> 0.90	Acceptable
RMSEA	0.064	< 0.08	Acceptable
SRMR	0.074	< 0.08	Acceptable

All retained indicators showed significant loadings on their corresponding latent factors, suggesting that the observed items adequately captured the six dimensions of AfL literacy. This evidence supports the empirical validity of the six-dimensional AfL literacy structure in the present sample. Accordingly, the six dimensions were retained for the subsequent analyses.

3.2 Factors Associated with AfL Literacy among English Teachers

A MANOVA was conducted to examine the effects of sex, teaching experience, and educational qualification on the six dimensions of AfL literacy. Prior to conducting MANOVA, several assumptions were examined. The Box's M test was not significant ($p = .256$), indicating that the assumption of homogeneity of variance-covariance matrices was met. Although the Shapiro–Wilk test indicated a significant result ($W = .976$, $p < .001$), the violation was considered minor given the relatively large sample size and MANOVA's robustness to moderate deviations from normality.

Following the assumption testing, MANOVA was performed. Table 2 presents the multivariate analysis results, including the Pillai's Trace and Wilks' Lambda statistics and their corresponding p-values, which were used to determine the significance of each factor in relation to teachers' AfL literacy.

Table 2. Multivariate Test Results for AfL Literacy Dimensions

Predictor	Pillai's Trace	Wilks' Lambda	F	df	p-value	Interpretation
Sex	0.016	0.984	0.512	6, 195	0.799	Not significant
Teaching experience	0.08	0.982	0.601	6, 195	0.729	Not significant
Educational qualification	0.050	0.950	1.705	6, 195	0.122	Not significant

The multivariate analysis showed that sex did not have a statistically significant effect on the combined AfL literacy dimensions, as indicated by the non-significant Pillai's Trace

and Wilks' Lambda values ($p = .799$). Similarly, teaching experience did not demonstrate a significant multivariate effect on AfL literacy dimensions ($p = .729$). Educational qualification also did not show a statistically significant multivariate effect overall ($p = .122$). These findings suggest that, at the multivariate level, the six dimensions of AfL literacy did not differ significantly by teachers' sex, teaching experience, or educational qualifications.

Although the MANOVA results were not statistically significant overall, follow-up univariate ANOVA analyses were conducted to examine each AfL literacy dimension separately, and the results are presented in Table 3.

Table 3. Follow-up Univariate ANOVA Results

Predictor	AfL Literacy dimension	F	p-value	Interpretation
Sex	Teachers as assessors	0.019	.891	Not significant
	Teachers as pedagogy experts	0.228	.633	Not significant
	Teachers as motivators	0.280	.597	Not significant
	Teachers as student partners	0.005	.941	Not significant
	Teachers as teacher learners	0.012	.914	Not significant
	Teachers as stakeholder partners	0.375	.541	Not significant
Teaching Experience	Teachers as assessors	0.834	.362	Not significant
	Teachers as pedagogy experts	0.087	.768	Not significant
	Teachers as motivators	2.077	.151	Not significant
	Teachers as student partners	1.382	.241	Not significant
	Teachers as teacher learners	1.174	.280	Not significant
	Teachers as stakeholder partners	1.491	.223	Not significant
Educational qualification	Teachers as assessors	1.280	.259	Not significant
	Teachers as pedagogy experts	0.114	.735	Not significant
	Teachers as motivators	0.762	.384	Not significant
	Teachers as student partners	3.912	.049	Significant
	Teachers as teacher learners	6.443	.012	Significant
	Teachers as stakeholder partners	0.470	.494	Not significant

3.3 Sex and AfL Literacy

The ANOVA analyses showed no significant differences between male and female teachers across the six AfL literacy dimensions. The results were non-significant for teachers

as assessors ($p = .891$), teachers as pedagogy experts ($p = .633$), teachers as motivators ($p = .597$), teachers as student partners ($p = .941$), teachers as teacher learners ($p = .914$), and teachers as stakeholder partners ($p = .541$). It indicates that AfL literacy levels were relatively comparable between male and female teachers.

3.4 Teaching Experience and AfL Literacy

The ANOVA results indicated that teaching experience was not significantly associated with any of the six AfL literacy dimensions. No significant differences were found in teachers as assessors ($p = .362$), teachers as pedagogy experts ($p = .768$), teachers as motivators ($p = .151$), teachers as student partners ($p = .241$), teachers as teacher learners ($p = .280$), or teachers as stakeholder partners ($p = .223$). These findings suggest that teachers with different levels of teaching experience demonstrated relatively similar levels of AfL literacy across all dimensions.

3.5 Educational Qualification and AfL Literacy

For educational qualification, the ANOVA analyses revealed significant differences in two dimensions of AfL literacy. Significant differences were identified in teachers as student partners ($p = .049$) and teachers as teacher learners ($p = .012$). However, no significant differences were found in teachers as assessors ($p = .259$), teachers as pedagogy experts ($p = .735$), teachers as motivators ($p = .384$), and teachers as stakeholder partners ($p = .494$). These findings suggest that teachers' educational qualifications may be associated with specific aspects of AfL literacy, particularly those related to engaging students as partners in learning and teachers' professional learning practices.

4. DISCUSSION

The results of the MANOVA analysis indicated that, overall, sex, teaching experience, and educational qualification were not determining factors in teachers' levels of AfL literacy. Follow-up ANOVA analyses were subsequently conducted to examine whether these three factors influenced specific dimensions of AfL literacy. The findings showed that only educational qualification had a significant effect on two dimensions of teachers' AfL literacy.

More specifically, this study found that sex was not a distinguishing factor in teachers' levels of AfL literacy. The analysis examining the relationship between sex and particular dimensions of AfL literacy also showed no significant results. This finding contrasts with several previous studies, which reported that sex influenced teachers' assessment literacy. For example, Muhson et al. (2025) found that female teachers demonstrated higher levels of assessment literacy than male teachers. In contrast, Alkharusi (2009) reported that male

teachers possessed greater assessment knowledge than female teachers. Nevertheless, the present findings are consistent with several studies conducted in different contexts, such as Jawhar and Subahi (2020) and Xu and Brown (2017), which found no significant differences in assessment literacy between male and female teachers. It may be related to the Indonesian secondary school context, where both male and female teachers likely operate within similar curriculum structures and institutional expectations, contributing to relatively comparable levels of AfL literacy.

Educational qualification was also not found to be a determining factor in teachers' overall AfL literacy levels in this study. This finding aligns with Muhson et al. (2025), who reported no significant differences between participants with undergraduate and master's degrees. Similarly, in the higher education context, Jawhar and Subahi (2020) found no significant differences in teachers' assessment literacy across qualification groups. However, the performance of bachelor's and master's degree holders was slightly better than that of PhD holders. However, the follow-up ANOVA analyses examining the effect of participants' qualifications on specific dimensions of AfL literacy revealed significant differences in two dimensions, namely teachers as student partners and teachers as teacher learners. These findings suggest that teachers with higher educational qualifications may be more likely to adopt student-centered assessment approaches and engage in reflective professional learning practices. Advanced academic study exposes teachers to more contemporary pedagogical theories and reflective teaching practices, which influence how they involve students in assessment processes and how they approach their own professional learning.

The third factor, teaching experience, was like sex and educational qualifications and was also not found to significantly differentiate participants' levels of AfL literacy. This finding contrasts with several previous studies, which suggested that teaching experience influences teachers' assessment literacy. For instance, Hailaya (2014) found that teachers with less teaching experience possessed fresher knowledge related to assessment, resulting in higher assessment literacy test scores. Conversely, Davidheiser (2013) reported that teachers with longer teaching experience demonstrated higher levels of assessment literacy, arguing that teaching experience contributes to the development of assessment-related knowledge and literacy. Nevertheless, the findings of the present study are consistent with Napanoy and Peckley (2020), who found no significant differences in assessment literacy levels among teachers with teaching experience ranging from 1–5 years, 6–10 years, 11–15 years, 16–20 years, and 21 years and above. This finding challenges the common assumption that longer

teaching experience necessarily provides teachers with greater opportunities to develop assessment knowledge and, consequently, higher levels of assessment literacy ([Napanoy & Peckley, 2020](#))

5. CONCLUSION

This study investigated English teachers' Assessment for Learning (AfL) literacy using Alonzo's six-dimensional framework in the Indonesian secondary EFL context. Specifically, the study examined whether sex, teaching experience, and educational qualification were associated with teachers' levels of AfL literacy. The MANOVA results indicated that sex, teaching experience, and educational qualification did not significantly influence teachers' AfL literacy at the multivariate level. These findings suggest that AfL literacy may be shaped more by contextual and professional factors such as institutional expectations and professional learning opportunities, rather than by demographic characteristics alone. However, follow-up ANOVA analyses revealed that educational qualification significantly influenced two dimensions of AfL literacy, namely teachers as student partners and teachers as teacher learners. Higher educational qualifications may contribute to teachers' engagement in reflective professional learning and student-centered assessment practices.

This study contributes to the growing body of research on Assessment for Learning (AfL) literacy by providing empirical evidence from the Indonesian secondary EFL context using Alonzo's six-dimensional framework ([2016](#)). However, this study has several limitations. First, the study relied primarily on self-reported questionnaire data, which may not fully capture teachers' actual classroom assessment practices. In addition, the sample was limited to secondary English teachers in a particular area, which may affect the generalisability of the findings. Therefore, future research is recommended to involve larger, more diverse samples and to integrate classroom observations and interviews to explore how teachers enact AfL literacy in authentic classroom settings. Research may provide deeper insights into the relationship between teachers' demographic profile and their implementation of AfL practices in language classrooms.

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involvement. All contributors have reviewed and consented to the final version of the manuscript.

DECLARATION OF GENERATIVE AI

During the preparation of this manuscript, the authors used AI-assisted tools, including ChatGPT, Grammarly, and QuillBot, to support language editing and improve grammatical accuracy. The authors carefully reviewed and edited the output generated by these tools and take full responsibility for the content of the manuscript.

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