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A COMPARATIVE STUDY OF LANGUAGE ASSESSMENT LITERACY AMONG EFL TEACHERS IN INDONESIA AND NIGERIA

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Abstract: In this comparative study, we examined the Language Assessment Literacy (LAL) of English as a Foreign Language (EFL) teachers in Indonesia and Nigeria, focusing on their contextual factors such as policy frameworks in education systems, LAL-related professional development, and digital infrastructure. The study employed a mixed-method research design by utilizing a comparative cross-sectional survey design and semi-structured interviews. A total of 210 teachers participated in the survey, complemented by 36 semi-structured interview participants across both countries. Quantitative data were analyzed using descriptive statistics and independent samples t-tests to examine cross-country differences in teachers' assessment knowledge, beliefs, practices, and digital assessment literacy, while qualitative data were analyzed thematically. The quantitative data suggested that Indonesian teachers excelled in understanding and implementing alternative and formative assessments, which was attributed to the positive and reforming the newest curriculum and a consecutive professional development cycle. In contrast, Nigerian teachers appear more dependent on standardized assessments due to both a lack of pertinent pedagogical training and the influence of examination-oriented educational systems on their teaching practices. In addition, due to the availability of technology and unencumbered institutional backing, Indonesian teachers' understanding of digital assessment was more pronounced. Qualitative data corroborated this systemic phenomenon in Nigeria, where inadequate infrastructure and a lack of professional development are systemic barriers that limit teachers to primitive assessment strategies and practices. Ultimately, the study found that assessment literacy is primarily a sociopolitical construct that contextualizes individual assessments. However, this study is limited by its cross-sectional design and reliance on self-reported data, which may introduce response bias and limit causal interpretations. Despite these limitations, the study offers important implications for policymakers and educators seeking to enhance LAL through context-sensitive reforms and targeted capacity-building initiatives.
Keywords: *language assessment literacy; cross-country comparison; EFL teachers; educational context*

INTRODUCTION

Assessment literacy serves as a foundation for teacher effectiveness, shaping instructional choices, supporting student progress, and influencing overall educational quality (Fulcher, 2012; Giraldo, 2021; Fitriyah et al., 2022). In the specific field of English as a Foreign Language (EFL), LAL refers to teachers' knowledge, beliefs and practices concerning the assessment of learners' language proficiency, informing instructional decisions and offering useful feedback (Acar, 2023; Butler et al., 2021; Coombe et al., 2020). This study also considers digital assessment literacy as a sub-dimension of LAL, that is defined as teachers' capability to create, conduct and analyze language assessments via digital technologies or applications (Al-Bahlani & Ecke, 2023). With the increasing integration of

technology into education, digital assessment literacy has become an essential component of teachers' overall assessment competence. Given the global emphasis on quality education and the variability of LAL across educational environments, comprehending these interrelated characteristics is essential.

Previous studies indicate that differs markedly between contexts as a result of teacher education, professional learning opportunities and institutional support (Pastore & Mincu, 2024; Rezagah, 2022; Weng, 2023). For instance, many EFL teachers in Asian and African contexts indicate that they learned very little about assessment as part of their teacher training, with considerable gaps identified between knowledge acquisition on the topic and actual practices in the classroom (Butler, 2022). In line with this, While the recent curriculum reforms in Indonesia emphasize formative and differentiated assessment (Wiyaka et al., 2024), teachers still struggled to implement effective assessment practices because of little training and exposure opportunities (Nuraini et al., 2025; Prastikawati et al., 2025; Suherman, 2022). Likewise, Nigerian EFL teachers struggle with issues of assessment literacy stemming from their relative lack of access to professional development programs, resource restrictions as well as an emphasis on summative examinations (Pflepsen et al., 2016; Ugwu & Ezeokoli, 2022).

A growing body of research also highlights how the contemporary notion of digital assessment literacy should be considered in education to meet the challenges of an advancing 'technology-enhanced' learning landscape (Nguyen & Habók, 2024). Digital assessment literacy involves teachers' skills in using digital tools for assessment, e.g., online quizzes, automated feedback systems, learning management systems (LMS), and AI-based language proficiency diagnostics (Eyal, 2012; Reddy et al., 2023). Research in Indonesia shows that while assessment using digital methods is on the rise, many teachers continue to face difficulties incorporating technology into their assessment practices due to lack of training, lack of institutional support and insufficient access to digital infrastructure (Wahjusaputri & Nastiti, 2022). Additionally, Indonesian schools rely heavily on policies so that the existing digital assessment practices in education still depend on policies, which develop technology-enhanced assessment but teachers do not always have direct experience in their daily life and lack technical/knowledge skills to implement this (Banitalebi et al., 2025; Imhanyehor, 2021). In Nigeria, teachers continue to administer paper-and-pencil tests due to the unavailability of robust internet connections, digital tools and lack of knowledge of digital pedagogy (Bello & Ajao, 2024). This digital chasm between policy intentions and operational practice raises questions about the fairness, validity, and reliability of assessment in the English classrooms.

Although a growing body of research has examined LAL across different contexts, cross-national comparative studies remain relatively limited, particularly among developing countries. Cross-country studies typically consider developed versus developing countries, which can create a lack of acknowledgement on the way in which learning analytics language is being negotiated in developing educational systems with complex socioeconomic and institutional limitations (Wiyaka et al., 2024). Existing studies, such as those by Vogt & Tsagari (2014) and Kremmel & Harding (2020), have provided valuable insights into teachers' assessment literacy across multiple national contexts. However, these studies often focus on broader international comparisons or include developed educational systems, leaving a need for more context-sensitive investigations. In particular, comparative research between countries such as Indonesia and Nigeria remains underexplored. This further offers an opportunity to investigate how teachers with different linguistic, educational and sociocultural backgrounds conceptualise LAL and enact it in Indonesia (a developing country) versus Nigeria (another developing country). This contrasts greatly with Nigeria's educational policies which still prioritize high stakes summative assessments such as the West African Senior School Certificate Examination (WASSCE) (Farmasari et al., 2023; Goh & Kiat Tan, 2023; Khalid et al., 2023) and where formative and differentiated assessment approaches are still relatively new in their educational system. Such differences in assessment culture and the manner of policy implementation might be contributing factors to their different approaches to assessment literacy.

This study attempts to raise conscious awareness regarding the knowledge, beliefs and practices of teachers on language assessment with an indirect contribution towards wider discussions on teacher professional development and assessment competency in EFL education. The findings are expected to inform policymakers, teacher educators, and curriculum designers in developing contextually relevant strategies to

enhance LAL, particularly in under-resourced educational settings. Drawing on differences in educational policy, professional development opportunities, and technological infrastructure between Indonesia and Nigeria, this study anticipates variations in teachers' LAL. Indonesian EFL teachers are expected to demonstrate stronger engagement with formative and digital assessment practices, supported by recent curriculum reforms and structured professional development initiatives. In contrast, Nigerian teachers may show greater reliance on standardized assessment approaches, reflecting the influence of examination-oriented systems and more limited access to institutional support and digital resources. These anticipated differences provide a conceptual basis for examining how contextual factors shape teachers' assessment knowledge, beliefs, and practices across both settings. Accordingly, this study addresses the following questions: (1) How do EFL teachers in Indonesia and Nigeria compare in terms of their LAL, including their knowledge, beliefs, and practices?; and (2) What contextual factors influence the development and implementation of LAL among EFL teachers in Indonesia and Nigeria?

METHOD

This study employed a comparative cross-sectional survey design to investigate the LAL of EFL teachers in Indonesia and Nigeria. Utilizing a mixed-methods approach, quantitative and qualitative data are analyzed as a cohesive whole, highlighting the commonalities and divergences in LAL between both nations (Cohen et al., 2002; Olsen & George, 2004). The quantitative aspect consists of a structured survey questionnaire to measure teachers' assessment knowledge, beliefs and practices. Qualitative component: semi-structured interviews aiming at obtaining in-depth views on how curricular policies and professional development opportunities can influence teachers' assessment literacy. This enables statistical comparison and supports contextualized interpretations that can provide a comprehensive approach to analyze LAL in both educational settings (Leeming, 2018).

A total of 210 EFL teachers participated, representing secondary and postsecondary institutions in both countries. Stratified random sampling ensured proportional representation across key demographic strata from the key strata, education level (secondary vs. post-secondary) and geographical location (urban vs. rural areas), number of years teaching experience (2–5 years, 6–10 years and more than 10years). Within each stratum, participants were randomly selected to improve the sample representativeness. Participants had to satisfy the following inclusion criteria: (1) have a minimum of two years of experience teaching EFL, (2) be involved in language assessment in his or her instruction system and (3) agree to participate. Participants comprised 112 EFL teachers (males = 18, females=94) from Indonesia and 98 EFL teachers (males = 48, females = 50) from Nigeria. Despite the unequal sample sizes of the two groups, both are deemed sufficient for comparative statistical analysis employing independent samples t-tests. Nonetheless, it is recognized that a formal power analysis was not performed, thereby constraining the generalizability of the results. In addition to the survey, 36 EFL teachers (20 from Indonesia and 16 from Nigeria) were selected for in-depth semi-structured interviews to gain in-depth exploration of various assessment practices and challenges in different educational settings. These participants were selected using purposive sampling based on teaching experience, educational level, involvement in assessment practices, and willingness to participate. The difference in participant numbers reflects the point at which data saturation was reached in each context. Moreover, it is important to note that the gender distribution differed between the Indonesian and Nigerian samples, with a substantially higher proportion of female teachers in Indonesia compared to a more balanced distribution in Nigeria. This imbalance may represent a potential confounding variable in cross-country comparisons; however, gender-based statistical analysis was not conducted in the present study.

Based on the LAL frameworks proposed by Levi & Inbar-Lourie (2020), this study employed a structured survey questionnaire to investigate LAL of EFL teachers in Indonesia and Nigeria. The questionnaire was administered in English, as all participants were EFL teachers and were therefore assumed to possess sufficient proficiency to understand the instrument. This questionnaire aims to understand participants' knowledge, beliefs and practices in language assessment as well as their digital assessment literacy. It has six main sections: demographic data, assessment knowledge, beliefs about assessments, assessment practices, digital assessment literacy and comments. The first part, demographic information, gathers basic background data such as country of residence, gender, age, educational qualifications, years spent teaching to date, current

level taught (secondary or postsecondary), type of institution (public or private) and prior access to formal training in language assessment. Such aspects are important in examining the differences of LAL on different educational contexts. The second section, assessment knowledge, contains Likert-scale items that measure teachers' familiarity with basic language assessment concepts based on literature; these include reliability, validity, formative and summative assessments, and test design.

Responding this questionnaire, participants self-report their knowledge on a 1-5 scale (1=No Knowledge, 2=Some Knowledge, 3=Moderate knowledge, 4= Good knowledge and 5=Excellent knowledge). That is, this highlights EFL teachers' strengths and areas where they still need additional professional development. The final part concerns assessment beliefs, examining teachers' views towards the role and purpose of language assessment in EFL teaching. The statements in this section assess attitudes toward standardized testing, the role of formative assessment, the use of assessment data to guide instruction, and the need for alignment between assessments and students' linguistic and cultural backgrounds. The score for each item is a five-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree). The fourth section is assessment practices, which explores how often teachers engage in different assessment behaviors (e.g., test development, feedback provision, the use of performance-based assessments and self- and peer-assessments). It also explores the extent to which teachers adapting evaluates for diverse student needs. Responses are measured on a five-point frequency scale (1 = Never to 5 = Always). Then, the fifth section, digital assessment literacy, assesses teachers' confidence in utilizing digital tools for language assessment. Participants evaluate their ability to design and administer online assessments, interpret AI-generated assessment results, provide digital feedback, and integrate technology for differentiated learning. This section highlights the extent to which technology-enhanced assessment practices are adopted in both countries. Lastly, the sixth section contains open-ended questions where participants elaborate on their problems, experiences and suggestions related to language assessment. Teachers reflect on the challenges they encounter in assessment implementation, the role of professional development in enhancing their LAL, and the impact of digital tools on their assessment practices.

A pilot study was then conducted with a small sample of EFL teachers (n=40) from both Indonesia and Nigeria to test the clarity, validity, and reliability of the questionnaire before rolling it out fully. Pilot participants were chosen to represent similar traits as those of the main study respondents, such as teaching experience and institutional context. Ambiguous wording was addressed based on feedback from the pilot study, subsequently improving item clarity and contextual relevance in both countries. In order to establish content validity, a panel of three raters in the field of language assessment and applied linguistics reviewed the initial questionnaire. They examined the relevance, clarity and representativeness of each item concerning the construct LAL. According to their feedback a number of items were revised or reworded to better fit the dimensions of interest. The Content Validity Index (CVI) of this instrument was calculated and the average I-CVI was 0.87, indicating high agreement among experts and that these items were adequate and appropriate (Obilor & Miwari, 2022).

Cronbach's alpha was also calculated to assess the internal consistency of the questionnaire. Results showed acceptable to high reliability of all sections: knowledge ($\alpha = 0.88$), beliefs ($\alpha = 0.85$), practices ($\alpha = 0.87$) and digital assessment literacy ($\alpha = 0.90$). The overall reliability coefficient for the whole instrument was $\alpha = 0.91$, suggesting very good internal consistency (Quaigrain & Arhin, 2017). All values are above the widely accepted value of 0.70, indicating reliability for measuring LAL constructs. In addition, some minor amendments were implemented after testing the pilot version, particularly to reduce the complexity of statements and ensure relevance and adequate wording within both contexts. In summary, the pilot study supported that the questionnaire had strong psychometric properties and could be used in the main study to provide a holistic view of EFL teachers' LAL.

Data collection was conducted between March and September 2025, during the post-COVID-19 period when educational institutions in both Indonesia and Nigeria had largely resumed stable face-to-face or hybrid learning environments. This timing is significant, as it reflects not immediate pandemic responses but the sustained integration of digital tools and assessment practices following the pandemic, providing a more accurate representation of teachers' current LAL. The procedure of collecting data was conducted in two rounds. The survey questionnaire is first shared online, using products like Google Forms and

institution mailing lists (reminders are also sent in an effort to increase the response rate). For EFL teachers in regions with limited access to the internet, there are paper versions of the exercises. Second, semi-structured interviews are held over Zoom or in-person based on participants' availability. The interviews are recorded in audio, transcribed and anonymized. Ethical clearance was also obtained from the relevant academic institution while informed consent was obtained from all the participants before data collection.

Data collected through the survey questionnaire were then analyzed using both quantitative and qualitative approaches. The quantitative (Likert-scale) data collected from sections on assessment knowledge, beliefs, practices and digital assessment literacy was analyzed using descriptive and inferential statistical analyses. Descriptive statistics (means, standard deviations and frequency distributions) were employed to describe the general patterns of LAL of EFL teachers from Indonesia and Nigeria. To compare the LAL level of both countries, independent samples t-tests were performed to identify significant differences (see Table 2) between teachers in Indonesia and Nigeria in terms of knowledge, beliefs, practices and digital assessment literacy. Meanwhile, qualitative data collected through open-ended questions were analysed using thematic analysis. Their responses were then systematically coded by two researchers with inter-rater agreement of 89% to identify emerging themes regarding teachers' experiences, challenges, and solutions with respect to language assessment. Findings from the thematic analysis deepened our understanding of the contextual determinants which contribute to LAL in Indonesia and Nigeria, complementing those from the statistical analysis. By integrating both quantitative and qualitative approaches, the study aims to offer a comprehensive understanding of the similarities and differences in EFL teachers' assessment literacy across the two countries.

Furthermore, this study received ethical approval from the relevant institutional review boards in both Indonesia and Nigeria. All participants provided informed consent.

RESULTS AND DISCUSSION

A comparative analysis of Indonesian and Nigerian EFL teachers' LAL; assessment knowledge, assessment practices, and digital assessment literacy

This section provides a comparison between the Indonesian and Nigerian teachers of EFL in terms of their assessment knowledge, beliefs about assessments, practices regarding assessments as well as digital assessment literacy. These core concepts are covered on the assessment knowledge domain Assessment Knowledge Domain including knowledge and understanding of test reliability, test validity, standardized testing, alternative assessment and communicative language testing. This is a key element in designing, implementing and interpreting assessments that are aligned with pedagogical goals and the needs of learners. These findings shed light on how contextual differences in educational policies and assessment systems influence EFL teachers' conceptual understanding of language assessment. Moreover, it should be noted that multiple independent samples t-tests were conducted across several variables in this study. As a result, there is an increased risk of Type I error due to multiple comparisons. While no formal correction method (e.g., Bonferroni adjustment) was applied, the findings should be interpreted with caution. Given the exploratory nature of this study, the results are intended to identify general patterns rather than establish definitive statistical conclusions.

The study found similarities and differences among EFL teachers' assessment knowledge in both Indonesian and Nigerian context. This was reflected in Table 1, which shows that both groups had intermediate knowledge of assessment, mean scores of between 3.00 and 4.10 on a 5-point Likert scale. It was found that Nigerian EFL teachers understood the principles underlying standardized testing ($M = 4.10$, $SD = 0.90$) significantly more than Indonesian EFL teachers ($M = 3.60$, $SD = 1.00$), and this difference was statistically significant ($t = -4.23$, $p < .001$). This is probably due to the significance of standardized national examinations in the educational system in Nigeria. Whereas Nigerian EFL teachers showed relatively low of alternatives assessment strategies ($M = 3.40$, $SD = 0.810$) and communicative approaches to assessments ($M = 3.50$, $SD = 0.90$), the Indonesian EFL teachers scored significantly higher on these constructs (alternatives assessment: $M = 3.80$, $SD = 1.00$; communicative assessments: $M = 3.70$, $SD = 1.10$) than Nigerian EFL teachers with significant differences for each construct (($p=0.002$ and $p=0.004$). These differences may reflect recent curriculum reforms in Indonesia, with a focus on student-centered and output-based assessment. In terms of effect sizes, the difference in standardized testing knowledge showed a moderate effect ($d = -0.53$), while alternative assessment also demonstrated a

moderate effect (d = 0.48), and communicative assessment reflected a small effect (d = 0.26), indicating varying magnitudes of practical significance across components. EFL teachers' knowledge of test reliability and validity did not differ significantly between countries (p = 0.15), indicating insufficient evidence to conclude a difference between the two groups. This is further supported by a negligible effect size (d = 0.17), suggesting minimal practical difference between the groups in this aspect. However, the relatively moderate mean scores suggest that this area may warrant further attention in both contexts.

Table 1. *Comparison of EFL teachers' assessment knowledge in Indonesia and Nigeria*

Component of Knowledge	Indonesia (n = 112)		Nigeria (n = 98)		t-value	p-value	95% CI	Cohen's d
	M	SD	M	SD				
Test Reliability & Validity	3.20	1.10	3.00	1.20	1.45	.150	[-0.12, 0.52]	.17
Standardized Testing	3.60	1.00	4.10	0.90	-4.23	.001	[-0.73, -0.27]	-.53
Alternative Assessment	3.80	1.00	3.30	1.10	3.67	.002	[0.23, 0.77]	.48
Communicative Assessment	3.70	1.10	3.40	1.20	2.89	.004	[0.10, 0.50]	.26

Additionally, EFL teachers' beliefs concerning language assessment have a significant impact on their in-class assessment perceptions and practices. The survey also investigates how many Indonesian and Nigerian EFL teachers possess beliefs which affirm or refute the main principles of assessment. The analysis examines perceptions about the role of assessment on improving student learning, equity in standardized testing, formative versus summative assessment, and culturally responsive assessment. Understanding these beliefs may help illuminate ways in which teachers' mindsets informing their instructional decision making and assessment literacy.

Table 2. *Assessment beliefs among Indonesian and Nigerian EFL teachers*

Belief Statements	Indonesia (n=112)		Nigeria (n=98)		t-value	p-value
	M	SD	M	SD		
Assessment enhances student learning	4.40	0.80	4.30	0.90	.86	.390
Standardized tests fairly measure proficiency	3.30	1.00	3.90	1.00	-4.01	.001
Formative assessment is more effective than summative	4.20	0.90	3.70	1.10	3.21	.000
Assessments should reflect students' cultural backgrounds	4.10	0.90	4.20	0.80	-0.73	.470

As shown in Table 2 regarding the aspects of assessment beliefs, both Indonesian and Nigerian EFL teachers generally had positive orientations toward the role of assessment in language learning. EFL teachers of both groups also agreed that assessment contributes to the better student learning, but no statistically significant difference between groups was found (p = .390). However, differences emerged between those beliefs on standardized testing and formative assessment. Indonesian EFL teachers were less likely than Nigerian EFL teachers to agree that standardized test is a fair measure of language proficiency (M = 3.90, SD = 1.00 vs M = 3.30, SD = 1.00; p<0.001). In contrast, Indonesian EFL teachers were significantly more likely to agree with the statement indicating formative assessment as being more effective than summative (M = 4.20, SD = 0.90) as compared to Nigerian EFL teachers (M = 3.70, SD = 1.10) and p=.003). In terms of effect sizes, the belief in the fairness of standardized testing demonstrated a moderate effect (d=-.60), while the preference for formative assessment also showed a moderate effect (d=.50), indicating meaningful practical differences between the two groups. Even more interestingly, both agreed equally on the importance of aligning assessment with students' cultural and linguistic

backgrounds (M = 4.10 for Indonesia EFL teachers and M = 4.20 for Nigerian EFL teachers), as indicated no significant difference (p = .470) between these two means. This is further supported by trivial effect sizes for both assessment enhancing learning (d = 0.12) and culturally responsive assessment (d = -0.12), suggesting minimal practical differences in these shared beliefs. Although the overall attitude towards the positive nature of assessments is common, these findings support the idea that contextual differences influence preferences for specific assessment types.

Table 3. *Frequency of assessment practices among EFL teachers*

Assessment Practices	Indonesia (n=112)		Nigeria (n=98)		t-value	p-value
	M	SD	M	SD		
Multiple-choice tests	4.30	0.70	4.50	0.60	-1.89	.060
Short-answer tests	4.00	0.90	4.20	0.80	-1.47	.150
Portfolio-based assessment	3.10	1.20	2.80	1.30	2.01	.040
Self/peer-assessment	3.40	1.10	3.00	1.20	2.14	.030

Moreover, this study included effective assessment practices that helped students bridge their theoretical knowledge to practical application in English classroom settings. Table 3 shows the frequency at which Indonesian EFL teachers and Nigerian EFL teachers use different assessment methods from traditional techniques (e.g multiple-choice, short-answer tests) to alternative strategies (portfolios, self-assessment provisions and feedback). The goal is to assess if EFL teachers are implementing what they were trained on and whether there are differences across countries in relation to policy, teacher training or access to resources. Point to Table 3, EFL teachers in Indonesia and Nigeria used traditional assessment methods as the one most frequently adoption and, on the other hand with significantly less frequency alternative assessment practices. Both Indonesian EFL teachers (M = 4.30, SD = 0.70) and Nigerian EFL teachers (M = 4.50, SD = 0.60) frequently used multiple-choice tests. Although the difference was not statistically significant (p = .060), the result indicates a potential trend toward higher usage among Nigerian teachers, which may warrant further investigation Short-answer tests were also frequently used by both groups (Indonesia: M = 4.00; Nigeria: M = 4.20), with no statistically significant difference observed (p =.150), indicating insufficient evidence to conclude a difference between the two groups. Consistent with these findings, the effect sizes for multiple-choice (d = -0.31) and short-answer tests (d = -0.24) were small, suggesting only minor practical differences between the groups. In contrast, portfolio-based assessments were also used more frequently by Indonesian EFL teachers (M = 3.10, SD = 1.20) than Nigerian EFL teachers (M = 2.80, SD = 1.30; p-value = 0.04). Indonesian EFL teachers also used self- and peer-assessment strategies more frequently (M = 3.40, SD = 1.10) than Nigerian EFL teachers (M = 3.00, SD = 1.20), which was significant (p = 0.03). The effect sizes for portfolio-based assessment (d = 0.24) and self/peer-assessment (d = 0.35) were small, indicating modest but meaningful practical differences favoring Indonesian teachers. With regards to written corrective feedback provision, both groups had similar usage patterns and there was no statistically significant difference (p =.310). These findings suggest a tendency toward stronger integration of alternative and learner-centered assessment practices in Indonesia, possibly influenced by curricular reforms and teacher training initiatives.

Furthermore, with the increasing integration of technology in education, digital assessment literacy has become an essential dimension of teachers' professional competence. For that reason, this study compares the self-reported digital assessment skills of EFL teachers in Indonesia and Nigeria. Specifically, it explores their familiarity with using tools such as Google Forms, learning management systems (LMS), digital feedback platforms, and their ability to design online assessments. The finding of this study has provided valuable information about the readiness of teachers to adapt to digital learning environments and the need for targeted professional development in educational technology.

Table 4. *Digital assessment literacy among EFL teachers*

Digital Assessment Skills	Indonesia (n=112)		Nigeria (n=98)		t-value	p-value
	M	SD	M	SD		
Using Google Forms for quizzes	4.10	0.80	3.40	1.10	4.72	.001
Using LMS (e.g., Moodle, Google Classroom)	3.90	1.00	3.20	1.10	3.85	.002
Designing online assessments	3.60	1.10	3.10	1.20	2.97	.005
Providing Digital Feedback	3.50	1.00	2.90	1.30	3.62	.004

The results of the digital assessment literacy in Table 4 reveal a notable gap between Indonesian and Nigerian EFL teachers, with Indonesian participants reporting significantly higher levels of digital tool usage and confidence in conducting online assessments. Indonesian EFL teachers were more proficient at using Google Forms for online quizzes (M = 4.10, SD = 0.80), than Nigerian EFL teachers (M = 3.40, SD = 1.10), p <.001). Indonesian teachers were also more familiar with using Learning Management Systems (M = 3.90, SD = 1.00) such as Moodle or Google Classroom but not Nigerian EFL teachers (M = 3.20, SD = 1.10), p-value of <.002 Indonesian teachers also outperformed their Nigerian counterparts in designing online assessments (M = 3.60 vs. M = 3.10; p = .005) and providing digital feedback (M = 3.50 vs. M = 2.90; p = 0.004). In terms of effect sizes, the differences in using Google Forms (d = 0.73) and LMS platforms (d = 0.67) were moderate to large, while designing online assessments (d = 0.43) showed a moderate effect, and providing digital feedback (d = 0.52) reflected a moderate effect, indicating meaningful practical differences favoring Indonesian teachers across all digital competencies. These results indicate that although awareness towards opportunities of digital assessments is increasing for both groups, Indonesian EFL teachers have greater access to technology, institutional backing and possibly more systematic digital assessment training.

Contextual factors influencing LAL

The analysis also shows the contextual factors underpinning LAL development and enactment among EFL teachers in Indonesia and Nigeria. Qualitative data through open-ended questionnaire answers exposed three predominant factors: educational policy frameworks, professional development accessibility and digital infrastructure. These responses illustrate the way these systemic and contextual factors afford and limit how LAL is interpreted in local classrooms. In the interview part, Indonesian and Nigerian EFL teachers state some contextual determinants that shape their LAL like: learning policy, professional development, digital infrastructure and technology readiness.

Educational policy and curriculum frameworks

Educational policy, being the first type of contextual factor, has a prominent impact on how teachers understand and exercise the assessment in their daily teaching. In Indonesia, the teachers recognized the influence of current curriculum which explicitly directs them to formative and competency-based assessment practices. When teachers suggested that changes in policy had encouraged them to reflect on new ways to assess students in class, questions then emerged regarding whether or not these consultations worried about student needs and characterized communicative competence.

> "We now employ more performance-based assignments, such as debates or presentations, rather than solely written exams because the current curriculum promotes formative assessment." (Indonesian EFL Teacher 4)

> "Since the newest curriculum changes, I stop focusing on the score only. Now, I give more feedback to students and let them to do reflection on their English learning." (Indonesian EFL Teacher 7)

> "The curriculum is designed for us not just to do assessment at the end, but continuously. Now, I design tasks to prove students' speaking and writing skills now." (Indonesian EFL Teacher 12)

> "Although there is increased flexibility now, we occasionally remain uncertain about how to completely connect assessment abilities with communication skills." (Indonesian EFL Teacher 19)

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By contrast, Nigerian teachers explained that the dominance of high-stakes exams like WASSCE hampers their ability to use a wider range of assessment approaches. The system is largely exam-driven and rewards summative, standardized approaches over diagnostic or formative strategies.

> "The entire system revolves around WAEC and NECO examinations. We teach to the test, and other kinds of assessment have no places." (Nigerian EFL Teacher 2)

> "Even if I want to use other assessments like peer-assessment or projects, it's difficult for me to argue" to school leaders because everyone is so focused on standardized test scores." (Nigerian EFL Teacher 6)

> "Our teaching is guided by what appears in the final exam, so alternative assessments are rarely considered important. (Nigerian EFL Teacher 11)

> "Students and parents also expect exam results, so it becomes difficult to implement innovative assessment practices (Nigerian EFL Teacher 16)

These findings demonstrate how policy environments create differing degrees of flexibility and innovation in assessment practices. While Indonesian EFL teachers operate within a policy landscape that promotes pedagogical reform, Nigerian EFL teachers are more constrained by exam-centric mandates.

Professional development opportunities

Professional development (PD) is another important area that can grow and improve EFL teachers' LAL and has varying levels of access and quality. Indonesian FL teachers consistently mentioned their enthusiasm to engage in PD activities, often through the local English Teacher Community Forum (*Musyawarah Guru Mata Pelajaran-MGMP Bahasa Inggris*) and workshops offered by the education authorities. Many of these sessions included content related to alternative assessments, developing rubrics and even digital assessment practices.

> "We periodically participate in MGMP meetings and workshops. They are really helpful, particularly with learning how to build rubrics and develop self-assessment." (Indonesian EFL Teacher 5)

> "A trainer comes to our school from universities and teaches us about Google Forms and how we analyze the results. That helps me a lot." (Indonesian EFL Teacher 3)

> "Workshops often give practical examples, so I feel more confident applying alternative assessments in my classroom." (Indonesian EFL Teacher 10)

> "One of the things I picked up from MGMP meeting is how to create PBAs that are in line with lesson plans." (Indonesian EFL Teacher 20)

However, in Nigeria, EFL teachers mentioned limited structured PD opportunities. Many of these EFL teachers had to draw largely on informal or self-initiated means of professional development out of a lack of institutional support. Such responses highlight the inequitable PD provision, with Indonesian EFL teachers experiencing more systematic and curricular-based support while Nigerian EFL teachers often work in professional seclusion. This difference has implications not just for the depth of LAL but for EFL teachers' confidence in constructing and interpreting assessments.

> "Our school does not give us training. I think professional development is primarily for urban schools or private schools." (Nigerian EFL Teacher 1)

> "There are hardly any workshops on language assessment. I attempt to educate myself from YouTube or share resources with coworkers." (Nigerian EFL Teacher 8)

> "Due to the absence of any official training opportunities, I rely on resources that I find online and on my own personal reading skills." (Nigerian EFL Teacher 14)

> "There is no structured program to improve our assessment skills; occasionally, we learn from each other in an informal setting." (Nigerian EFL Teacher 15)

Digital infrastructure and technological readiness

Another contextual factor that influenced the enactment of LAL was digital technology, particularly in relation to digital assessment literacy. Indonesian EFL teachers reveals that improvements in accessibility to the Internet, devices, and support from their institutions had led them to feel more confident about using online platforms for their formative and summative assessments. This was often blamed on changes made during the COVID-

19 pandemic, which accelerated the use of digital tools in classrooms.

> "We learned to use online platforms during the pandemic. Now I use them all the time, not just for assessment but also reflection activities." (Indonesian EFL Teacher 2)

> "We use Google Forms to make quizzes and take online feedback. It is time-efficient and provides automatic scoring for us." (Indonesian EFL Teacher 6)

> "During the COVID, we utilize digital tools make it easier to track student progress and provide immediate feedback." (Indonesian EFL Teacher 17)

Conversely, Nigerian EFL teachers listed systemic barriers such as poor Internet connection, erratic electricity supply and lack of technological didactic tools which are limiting on how far they can implement digital evaluations. These challenges expose an infrastructural divide that curtails the ability of teachers to engage meaningfully with digital forms of assessment and by extension hinders the development of digital assessment literacy, especially in under-serviced schools in Nigeria.

> "Electricity is a big issue. We sometimes organize computer-based testing, only to lose power. So, we revert to pen and paper." (Nigerian EFL Teacher 3)

> "Most students don't own smartphones, or don't have internet at home, so online assessment is not feasible." (Nigerian EFL Teacher 5)

> "Even when we wish to employ digital technologies, it is quite difficult to do so because of the constraints posed by the infrastructure." (Nigerian EFL Teacher 12)

> "There are limited resources in schools, so digital assessment is not widely practiced." (Nigerian EFL Teacher 16)

In summary, the development and enactment of LAL among EFL teachers in Indonesia and Nigeria are shaped by a combination of national education policies, access to professional development, and the quality of digital infrastructure. While Indonesian teachers benefit from curriculum reforms, accessible PD, and growing digital readiness, Nigerian teachers face constraints imposed by exam-oriented policies, limited PD access, and infrastructural deficiencies. These findings suggest that promoting LAL requires not only teacher-focused strategies but also systemic changes to educational policy and resource allocation.

The current study aimed to investigate the LAL of EFL teachers in Indonesia and Nigeria, addressing three fundamental dimensions; knowledge, beliefs, and practices while also exploring the contextual factors that facilitate the development of LAL in both countries. These results illuminate differing trajectories of assessment competence and pedagogic engagement for teachers, shaped by convergence and divergence aligned with systemic, institutional and technological contexts. These insights add to an emerging body of research which contends that LAL is a context-sensitive construct (Fitriyah et al., 2022; Giraldo, 2021; Tsagari, 2020), particularly in underrepresented regions such as Southeast Asia and Sub-Saharan Africa.

The results show that Indonesian EFL teachers generally have integrated principles of LAL as high in awareness on important assessment principles such as (i) validity; (ii) reliability; and (iii) formative use. This pattern may be associated with curriculum reforms and ongoing teacher professional development initiatives, as suggested in previous study (Ukrayinska, 2024). Rather than indicating a direct causal relationship, these findings may reflect the influence of policy orientations that emphasize formative and student-centered assessment practices within Indonesia's educational context. In addition, beliefs among Indonesian EFL teachers echoed assessment-for-learning (AfL) paradigms that emphasize the significance of feedback, student involvement and diagnostic approach (Tóth & Csapó, 2022; Zulaiha et al., 2020).

In contrast, Nigerian teachers showed uneven and often limited familiarity with contemporary LAL concepts, particularly with respect to formative assessment and alternative measures such as self- and peer-assessment. Their practices were heavily influenced by the demands of high-stakes testing systems such as the West African Senior School Certificate Examination (WASSCE). These findings mirror existing research that identifies the dominance of summative assessment cultures in Sub-Saharan African countries, where systemic pressures discourage innovation in classroom assessment (Hager & Inko-Tariah, 2021; Mpuangnan et al., 2024). Consequently, while Nigerian teachers expressed strong commitment to student achievement, their beliefs about assessment tended to reinforce the notion of exams as

gatekeepers, rather than tools for pedagogical support.

Furthermore, the data suggest that gaps may exist in both countries between theory and practice with respect to assessment knowledge, albeit of a different kind. Indonesian EFL teachers faced challenges of time constraints and adapting theory to heterogeneous classrooms. Nigerian EFL teachers, by contrast, were constrained more by systemic limits and a dearth of foundational assessment training. These findings support Fulcher's (2012) assertion that LAL is not only a function of individual knowledge, but also of institutional capacity and teacher agency.

The second key finding emphasizes how contextual conditions, including education policies, professional development and digital infrastructure support or obstruct LAL development. This is in line with the argument of Vogt et al. (2024) and Prastikawati et al. (2025), who identifies assessment literacy as socially-situated, this study shows that LAL does not lend itself to abstraction from the environments in which teachers work. Institutional support and access to ongoing high-quality professional development opportunities are particularly salient. In fact, teachers working in more resource-rich environments tend to be more confident about using a variety of assessment strategies, and particularly those involving digital tools. On the other hand, lack of infrastructure and policy constraints can also cause teachers to resort back to traditional, test-oriented approaches that prevent them from implementing more nuanced assessment practices. These findings highlight the need for systemic support to be better aligned with teachers' professional learning needs to promote richer and more context-sensitive LAL development.

Educational policy is identified as an important contextual factor that appears to shape assessment practices, although its influence should be interpreted with caution. In Indonesia, policy frameworks re aligned with the integration of formative assessment through national curriculum mandates and teacher support systems. With local initiatives such as MGMP EFL teacher forums, these top-down reforms turn into opportunities for professional learning and implementation. The translation will also be more evident in the Indonesian case as effective LAL development needs to be policy-aligned and supported through systemic coherence. As Kvasova (2022) argues, effective LAL development must be policy-aligned and supported through systemic coherence, that is a condition more evident in the Indonesian case. In contrast, the assessment system in Nigeria is predominantly exam-based, which may be associated with more limited use of formative or alternative assessment practices. It is also common for teachers to be assessed according to students' results in external examinations, which strengthens conventional assessment approaches. This suggests a relationship between high-stakes assessment environments and teachers' classroom practices, rather than a direct causal effect (Butler, 2022) due to high-stakes limit ability of prioritizing formative assessment strategies.

In addition, there are profound disparities in professional development (PD) opportunities as well. Regular workshops, mentoring, and peer support systems on assessment practices benefited Indonesian EFL teachers. These activities helped bridge the gap between theoretical knowledge and pedagogical application. By contrast, Nigerian English as a Foreign Language (EFL) instructors reported Fragmented Teaching Professional Development Experiences (TPDEs) that focused on the rarely applicable PD, and they simply resorted to self-study or peer advice rather than receiving formal training. This gap aligns with Lei & Lei (2025) call for differentiated, context-sensitive PD that enables teachers to construct their capacity on assessment within the context of their realities.

Moreover, due to the shift to blended and online learning environments globally, especially after the COVID-19 pandemic, digital assessment literacy is an increasingly important subcomponent of LAL. An Indonesian teacher was moderately capable using digital software (e.g., Google Forms, LMS, online rubrics) which may reflect their reported experiences of engaging with technology during and after the pandemic period. This interpretation is supported by qualitative accounts in which teachers described increased use of digital platforms for assessment and feedback. This aligns with the findings of (Avinç & Doğan, 2024; Husain, 2021), who noted that digital assessment tools enhance teachers' ability to provide timely feedback and diversify their assessment modalities. However, Nigerian EFL teachers faced ongoing infrastructure challenges, including inaccessible internet, insufficient devices and erratic electricity supply which are the barriers for digital assessment adoption. These findings are based primarily on self-reported qualitative data, which suggest perceived barriers to the adoption of digital assessment practices rather than objectively measured infrastructural disparities. As such, while

differences in digital assessment literacy are evident, they may be associated with a combination of perceived access, contextual constraints, and prior exposure to digital tools, rather than solely reflecting differences in technological infrastructure. This interpretation aligns with Ibrahim (2024), who found digital divides in Nigerian classrooms, and advocated for government investment into infrastructure to leverage educational technology.

Furthermore, while the findings highlight differences between Indonesian and Nigerian EFL teachers' LAL, these variations should be interpreted with caution, as other unexamined variables may also contribute to the observed patterns. For instance, differences in pre-service teacher education programs, including the extent to which assessment literacy is embedded in teacher preparation curricula, may influence teachers' foundational knowledge and beliefs. Additionally, school-level factors, such as socioeconomic status, access to resources, and institutional support, may shape teachers' opportunities to implement diverse assessment practices. Teachers' years of teaching experience and prior exposure to assessment training may also play a role in shaping their confidence and competence in applying LAL principles.

In addition, the overall data result clear cross-country patterns, it is important to acknowledge instances that diverge from these general trends. A small number of Nigerian EFL teachers reported attempts to implement formative and alternative assessment strategies despite systemic constraints. For example, some teachers described using peer-assessment or classroom-based feedback practices in limited ways, suggesting that individual teacher agency can mediate structural limitations. Conversely, not all Indonesian EFL teachers demonstrated full confidence in digital assessment practices. A few participants indicated challenges in effectively integrating digital tools, particularly in adapting them to pedagogical goals or managing diverse student needs. These contrasting cases highlight that LAL development is not uniform within national contexts but is shaped by individual differences, including teachers' prior experiences, motivation, and adaptability. Recognizing such variation provides a more nuanced understanding of LAL as a dynamic and context-sensitive construct, rather than a fixed attribute determined solely by systemic or national factors. This also reinforces the importance of supporting teachers at both the institutional and individual levels to ensure more equitable development of assessment literacy.

Finally, the cross-comparison of LAL across Indonesia and Nigeria illustrates this interaction between knowledge, belief systems, practices and context. It also emphasizes that developing assessment literacy does not depend on the work of individual teachers alone. It also requires coherent policy direction, ongoing professional learning and infrastructural support. Indeed, as Bello & Ajao (2024) contend, a powerful approach to assessment reform involves the careful consideration of both conceptual as well as contextual aspects of teacher learning. This study adds to the literature by providing cross-national perspectives on how the sociocultural, institutional and technological contexts mediate enactment of LAL. This indicates that while Indonesian EFL teachers find themselves somewhat on a deeper secondary career route due to supportive policy and PD drivers, for Nigerian EFL teachers there are structural constraints. However, both groups of EFL teachers demonstrated strong commitment and understanding of the role of assessment in facilitating language learning, indicating readiness for focused intervention and reform.

CONCLUSION

The present study aimed to explore and compare LAL of EFL teachers in Indonesia and Nigeria, with a specific emphasis on their knowledge, beliefs, practices, and contextual factors that influence their assessment experience. Built on quantitative and qualitative data, the findings provide nuanced insights into the complex, contextualised nature of LAL in two varied yet similarly under-researched contexts. To begin with, there were significant differences in LAL levels and dimensions between Indonesian and Nigerian EFL teachers. Indonesian EFL teachers reported stronger performance (self-reported data) in specific aspects of language assessment, particularly in alternative and communicative assessment, scored higher on formative assessment beliefs, and provided more diverse assessment practices, while no significant difference was found in foundational knowledge such as test reliability and validity. These findings indicate that differences between Indonesian and Nigerian teachers are more evident in applied and pedagogical dimensions of assessment rather than core theoretical principles. This may be due to a more coherent national policy framework (i.e., the Merdeka Curriculum), sustained professional development opportunities, and greater access to assessment-for-learning (AfL) pedagogies.

Conversely, Nigerian EFL teachers were less confident in designing and interpreting assessments while their practices were strongly influenced by summative and high-stakes examination systems like WAEC and NECO. Their beliefs were often centered on assessment as a tool for measurement and accountability rather than as an integral part of learning.

Second, structural and institutional factors drove the development and implementation of LAL in both contexts. These findings, however, should be interpreted alongside potential influences from individual teacher characteristics (e.g., experience, training background) and school-level conditions, which were not controlled for in the present study. Educational policies, supportive professional development opportunities and digital infrastructure accessed educational policies appeared to serve as important factors or in some cases issues that can limit meaningful assessment engagement. Indonesian EFL teachers mentioned that they mainly received support in the form of regular workshops, peer training through MGMP, and access to digital tools to enable online assessment. On the other hand, Nigerian EFL teachers reported limited access to formal training on alternative forms of assessment, systemic neglect of LAL in teacher education, and infrastructural challenges including network connectivity and instability in electricity that restricted both traditional methods as well as technology for carrying out assessments. More importantly, this commonsensical finding supports the notion of LAL as not only a cognitive capacity inherent to learners but also an individual competence embodied among broader institutional, cultural, and technological ecosystems (Hung & Wu, 2024). While Indonesian EFL teachers appear to benefit from policy-aligned, practice-oriented support systems, Nigerian EFL teachers face structural inequities that must be addressed at the policy and institutional levels if assessment reform is to succeed.

In light of these findings, several practical implications can be drawn. First, policy-makers should institutionalize LAL development by mandating dedicated assessment courses within pre-service teacher education programmes. Second, sustained professional development should be strengthened through structured, practice-oriented training, such as expanding MGMP-like professional learning communities in Indonesia and establishing similar collaborative forums in Nigeria. Third, governments and institutions should invest in digital infrastructure and assessment technologies to enable more innovative and accessible assessment practices, particularly in under-resourced contexts. Fourth, curriculum policies should explicitly integrate formative and alternative assessment approaches, supported by clear guidelines and ongoing teacher mentoring.

Finally, this study is subject to several limitations. First, the reliance on self-reported data introduces the possibility of response bias, as teachers' reported practices may not fully reflect their actual classroom implementation. Second, the cross-sectional design limits the ability to capture the development of LAL over time or establish causal relationships. Third, the use of convenience sampling within strata may restrict the generalizability of the findings. Fourth, potential translation issues in the research instruments and qualitative responses may have influenced participants' interpretations. Fifth, the absence of classroom observations prevents the triangulation of self-reported data with actual assessment practices. In addition, the gender distribution between the Indonesian and Nigerian samples was uneven, which may have influenced the observed differences in LAL. As gender was not included as a variable in the statistical analysis, its potential effect on the findings cannot be determined. Furthermore, no formal power analysis was conducted, which may limit the generalizability of the results. In light of these limitations, future research is recommended to adopt more balanced sampling strategies and controlled analytical designs to examine the role of gender in shaping teachers' LAL. Longitudinal studies could provide deeper insights into how EFL teachers' LAL evolves over time, particularly in response to policy reforms and sustained professional development initiatives in both contexts. Qualitative or mixed-methods approaches may also help to elucidate how teachers negotiate assessment practices in high-stakes environments, especially within examination-oriented systems such as WAEC and NECO. Finally, comparative intervention studies are needed to evaluate the effectiveness of context-sensitive LAL training programmes, including those incorporating digital assessment tools, in addressing structural disparities between countries such as Indonesia and Nigeria.

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