

The Influence of Assessment Literacy on EFL Students' Learning Experience Abroad

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Introduction

For the learning experience to be fruitful and contribute to students' learning, students need to be 'assessment literate'. The concept of students' assessment literacy implies that students should have the knowledge, their skills and competencies in order to reach their potential in terms of assessed performance by being active participants in the general education system. These components of assessment literacy will allow students to appreciate the purposes of assessment and engage deeply with its standards, and thus, it will help them use assessment to improve their learning (Price et al., 2012)

Approaches to Developing student understanding of Assessment Standards

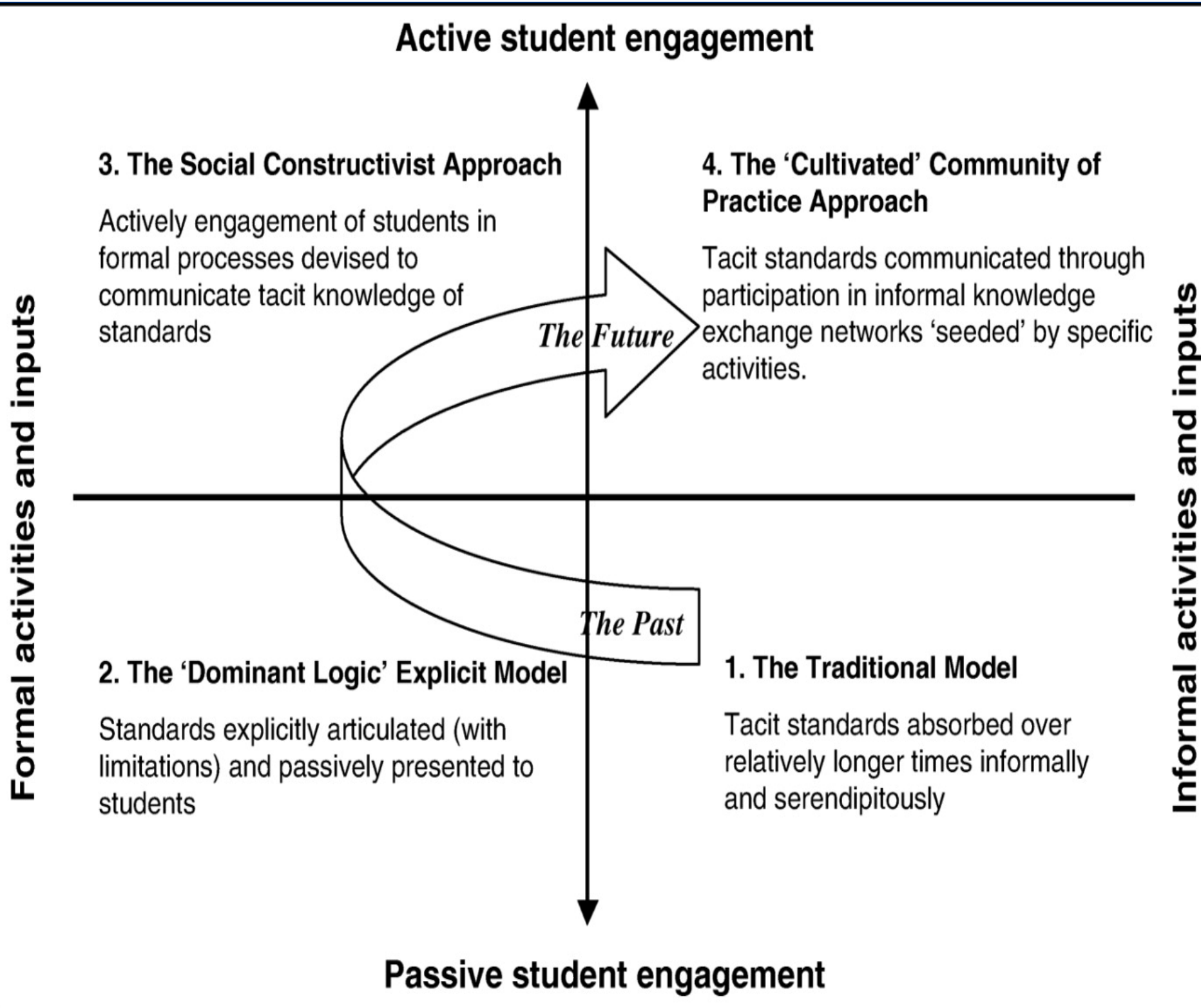


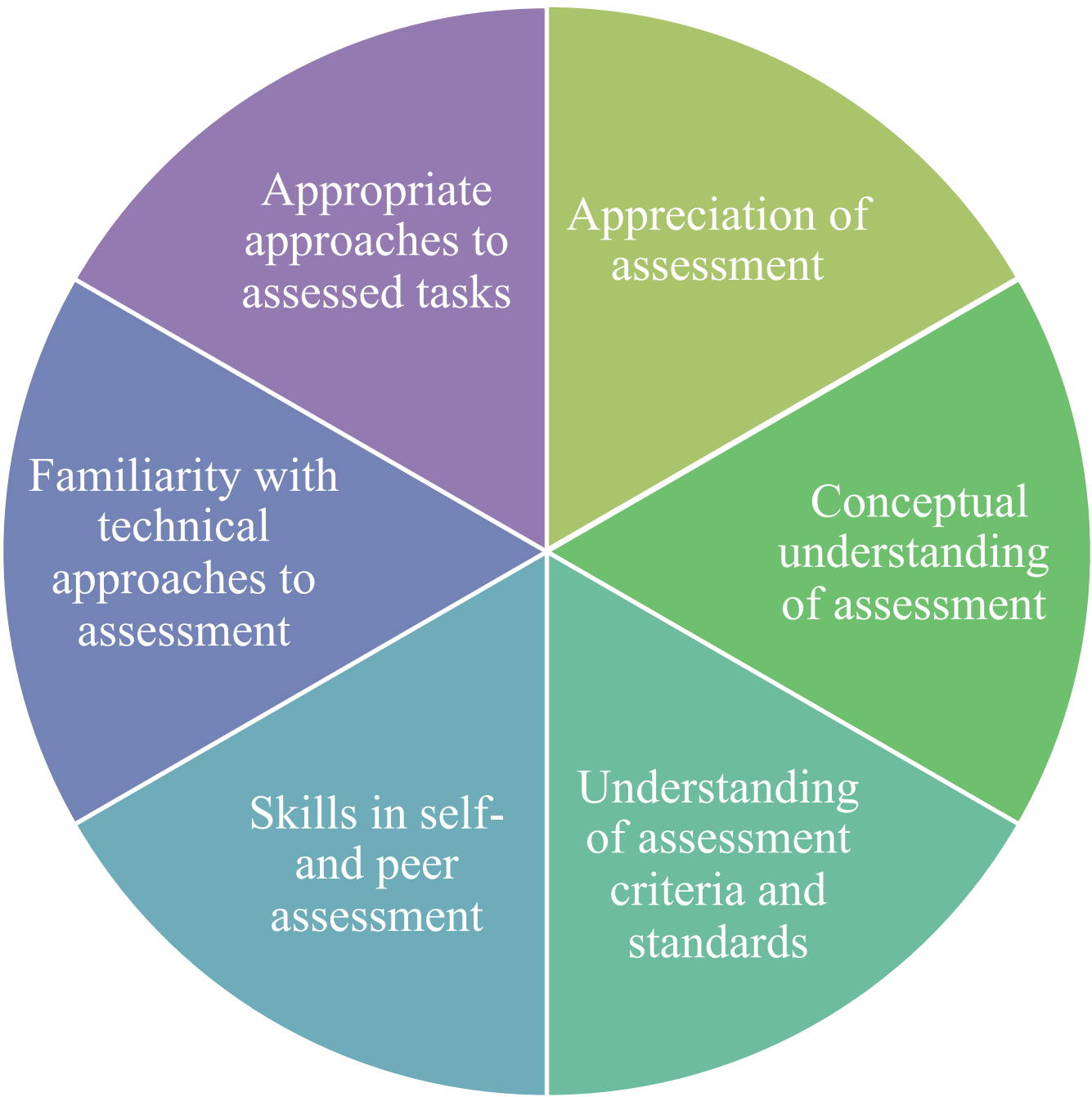
Figure 1: (O'Donovan, Price & Rust, 2008)

Aim and Objectives

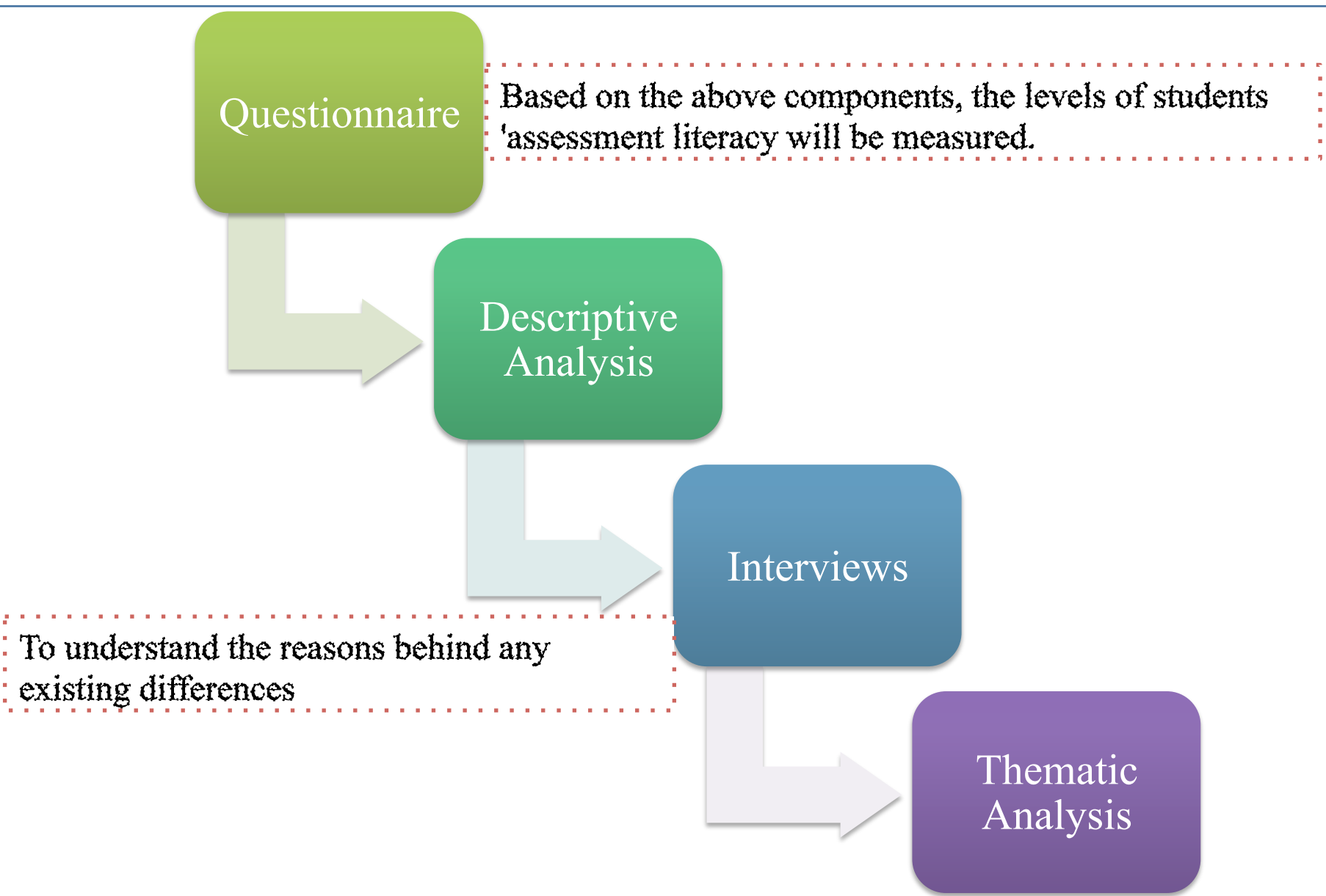
This study aims to explore the impact of the assessment environments on EFL Saudi postgraduates' assessment literacy which will consequently affect their learning experience. This will be achieved by:

- Comparing between the levels of students' assessment literacy in two different contexts.
- Exploring how assessment environments can influence the levels of students' assessment literacy.
- Investigating the impact of students' assessment literacy on their learning experience.

Components of Students' Assessment Literacy



Methodology



Contribution of the Study

This study will significantly contribute to the literature of assessment in general and the assessment literacy in specific. It will examine EFL students' assessment literacy by comparing them in two different contexts namely: Saudi Arabia and the United Kingdom. The use of the comparative design adds to the importance of this study which barely exists in the area of assessment research in general and in the Saudi context in specific. The results of the current study can also help both universities to reflect upon and improve their assessment practices.

Contact

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