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Washback Effect of LOBELA on EFL Teaching at Preparatory Program of Saudi University

Abduljalil Nasr Hazaea

Assistant Professor
Department of English
Najran University, Saudi Arabia
Email: agaleel@gmail.com

Yahya Ameen Tayeb

Assistant Professor
Department of English
Hodeidah University, Yemen
Email: yahyaamin73@gmail.com

ABSTRACT

Preparatory Year Program (PYP) of Saudi universities aims to bridge the existing gap between school outcomes and university needs. Due to their significance for the future of learners, English language courses are assessed through high-stakes tests. Lecturers' job becomes to prepare these competitors for the test. Washback effect refers to the influence of testing on language teaching. Hence, it is necessary to investigate the washback phenomenon and to find out to what extent it affects language teaching. Outcome-Based Education (OBE) is an approach in which learning processes are guided by students' learning outcomes. Accordingly, this article develops a conceptual framework of Learning Outcome Based English Language Assessment (LOBELA) washback. It investigates the effect of LOBELA washback on four teaching factors: teaching methods, content assessment, teachers' attitude and teachers' motivation. The data was collected via two instruments: a questionnaire and a semi-structured interview. The questionnaire data were analyzed using SPSS software and the qualitative data by using thematic analysis. It is found that LOBELA washback has the greatest effect on teaching methods. It has the equal effect on teachers' attitudes and motivation. Content assessment has the least effect. The article suggests some training to develop language assessment literacy among EFL lecturers.

Keywords: washback effect; EFL teaching; Saudi Arabia; language assessment; Learning Outcomes

INTRODUCTION

Saudi higher education is guided by Outcome-Based Education (OBE). OBE emphasizes the importance of criterion-referenced assessment in which the intended learning outcomes provide benchmarks against which students' achievement can be measured (Spady,1994). English language courses are introduced at Preparatory Year Program (PYP) in the Saudi universities to meet the university needs. This PYP is essential for students because it determines the university programs they join in their careers. Due to such importance, learners are under pressure to achieve the required marks to enter the university programs. Lectures, therefore, are obliged to teach to the test; to prepare students for the PYP tests. Consequently, students' high-stakes tests during this year are of great importance because of their significant impact on teachers (Fulcher,2010). Since PYP is perceived as the vehicle by which students can reach their future goal, teachers try to exploit all possibilities to help them overcome the difficulties of the test. Their teaching methods, content assessment, and teachers' attitude and motivation are subjected to the requirements of the test. For examples, teachers are required to prepare many quizzes that can help prepare students for the test. Teachers may not realize that they may propagate the negative effects of washback.



Moreover, in the Saudi context, the educational system is typically test-driven. Due to its significance for the future of learners, Learning Outcome Based English Language Assessment (LOBELA) at PYP tests is considered as a high-stakes test. As a result, the test has a great influence on lecturers.

In addition, the phenomenon of washback effect on language teaching has not been extensively investigated in the Saudi context. However, a few studies employed washback approaches to investigate certain aspects. For instance, Mansory(2016) investigated lecturers' attitudes and practices towards teamwork assessment. Similarly, Aldawood(2016) investigated teachers' perception of the beneficial washback of continuous assessment and its impact on teachers' practices. Hakim (2015) investigated the teachers' level of awareness and way of practicing the assessment tools. Alghamdi (2006) showed how the introduction of a new test has brought about desirable changes in teaching methods in a Saudi military academy. Al-Saddat (2004) concluded that there is still much to be done to prepare Saudi EFL school teachers and qualify them to be good test developers who are able to generate positive test washback (p.247). These studies separately examined teachers' attitudes, teaching methods, and assessment practices, but to the best knowledge of the researchers, no extensive study was conducted to interrelate the 'how' (i.e., teaching methods), the 'what' (i.e., syllabus content assessment) and the 'why' (i.e., teachers' attitude and motivations).

Consequently, it becomes necessary to investigate the washback phenomenon; to find out to what extent it affects language teaching. Since LOBELA washback is so closely interrelated to the teaching process. Moreover, it is important to understand the ways it impacts on multinational lecturers. Therefore, this article aims to investigate the extent of the LOBELA washback effect of the PYP on four teaching factors namely: teaching methods, content assessment, teachers' attitudes and teachers' motivation.

LITERATURE REVIEW

Do we teach for the test or do we test what we teach? This question has been addressed by practitioners of language assessment under a common term known as 'washback phenomenon'. It refers to the influence of testing on teaching and learning (Alderson & Wall, 1993). According to Bailey (1996), washback phenomena involves micro and macro levels stakeholders such as students, teachers, employers, parents, and policymakers. The focus of this article is on one of the micro levels, the language teaching. Accordingly, a test will influence not only what and how, but also why teachers teach. It influences teachers' attitudes and motivation as well (Alderson & Wall, 1993). Therefore, the above-mentioned question does not only involve teaching methods and content assessment, but it also implies teaching attitudes and teaching motivation.

Wei (2017) presented a critical review of washback studies. Eight studies report negative impact of testing on teachers; in that, it decreases the variety of teaching approaches, narrows the curriculum, reduces the teaching time, practices the commercial test preparation book and creates great pressure on teachers. Tayeb, Mohd Sallehuddin, Ismail, and Khan (2014) investigated the relationship between teaching and learning factors affected by the washback effect. Although that study focused on four teaching factors (teaching methods, teaching experiences, content assessment, and beliefs) but in the Yemeni school context. Another limitation of that study is that the nature of the test is not guided by outcome-based education. In their study, Herman and Golan (1993) showed that the respondents felt pressure to improve students' performance in tests. As a result, testing effects (their) instructional planning and delivery (1993, p. 21), and a substantial amount of time is spent on preparing students for testing.

Other studies investigated the washback effect on language learning. Baksh, Mohd Sallehuddin, Tayeb, and Norhaslinda (2016) examined the washback effect of the school-based assessment on students at the lower-secondary level in Malaysia. Andrews, Fullilove, and Wong (2002) focused on the effects of changes to high-



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stakes tests on the performance of those who take them. Buyukkeles (2016) examined the effects of a high-stakes exit test on students' motivation for learning in a Turkish pre-university EFL preparatory school.

Relatively, Wei (2017) recommends integrating washback framework with another area's framework to empirically test the washback effect on language teaching. In line with this recommendation, Spady's (1994) approach to transformational Outcome-Based Education (OBE) conceptualizes assessment through intended learning outcomes. This approach is implemented in the higher education system in Saudi Arabia. Lam (2009) reported the OBE experience of the design, teaching, learning and assessment activities of an engineering surveying curriculum at Hong Kong Polytechnic University. The success of OBE demands the high standard of student learning outcomes.

Based on the above brief review, the present study develops a conceptual framework that could be used to investigate the LOBELA washback effect on teaching the English language. It integrates concepts from OBE and Washback in the context of English Language Assessment. It deals with four pedagogical teaching factors: teaching methods, content assessment, teaching motivation and teaching attitude (see figure1).

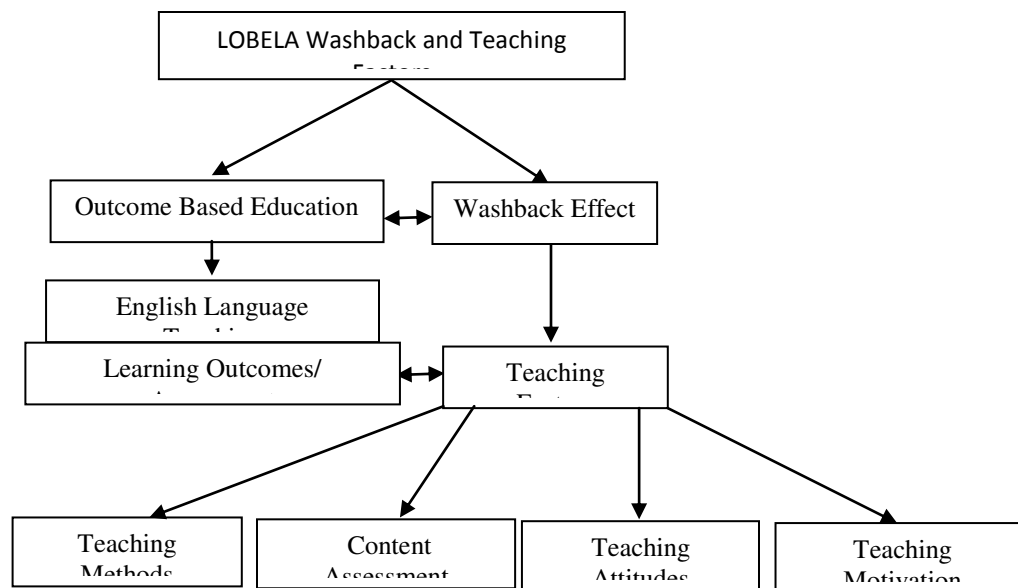


Figure 1: Conceptual Framework of LOBELA Washback Effect on Teaching

METHOD

This study uses a mixed method research design to investigate the washback phenomenon in the Saudi EFL teaching context. The quantitative data was collected through a questionnaire and the qualitative data through a semi-structured interview.

Setting and Participants

This study was carried out at the Preparatory Year Program of Saudi University during the second semester 2016. Department of English Language Skills prepares students for English language courses. Over forty lecturers deliver six English courses; i.e., 32 contact hours. These courses are Reading, Writing, Listening and Speaking, Grammar, General English, and Technical Writing. These lecturers come with different educational levels (BA, Master, and Ph.D.), various teaching experiences, and different statuses of English language. The



participants are males following the Saudi education system which separates males and females. Table 1 illustrates participants' background information.

Table 1 Participants' Background Information

Age	%	Teaching Experience	%	Qualification	%	Teachers' English	%
25-29	12.8%	1-5 years	20.5%	BA	12.8%	Foreign Language	58%
30-39	35.9%	6-9 years	25.6%	Master	69.2%	Second Language	36%
+40	51.3%	10-14 years	53.8%	Ph.D	17.9%	Native Language	6%

Lecturers of English were targeted for the questionnaire because they were the immediate micro stakeholders affected by the LOBELA washback. A total number of thirty-six responded to the questionnaire. Their responses were valid and reliable because they were directly affected by the test where Reliability Cronbach's Alpha reached .95. In addition to the quantitative data, thirteen lecturers were interviewed.

Instruments

First, a thirty-one item questionnaire was adapted from Tayeb et al. (2014). The questionnaire design constituted two main parts. The first part of the questionnaire was specified for the respondents' demographic data where six biodata elements were inquired including age and English language proficiency. The second part consisted of 31 items. This part essentially dealt with four teaching factors (teaching methods, content assessment, teaching attitudes and teaching motivation). All of the items were designed on a four-point Likert scale of agreement where 1= strongly agree, 2= agree, 3= disagree and 4= strongly disagree. The quantitative data were analyzed using SPSS (version 22) for descriptive statistics.

In the light of the four dimensions of the questionnaire, a semi-structured interview was developed and conducted with 13 participants. The interviews aim at gaining more accurate descriptive data from the lecturers. This qualitative data constitutes the backbone of the study serving a better and clearer description and explanation of the washback effect on the lecturers. The techniques of thematic categorization were employed using NVivo 11 Software for coding and nodding the qualitative data.

DATA ANALYSIS

The data analysis is presented in line with the four teaching factors: Teaching Methods (TM), Content Assessment (CA), Teachers' Attitude (TA) and Teachers' Motivation (TMO). Almost every factor contains eight items, and all were on a four-point Likert scale of agreement where: 1= Strongly Agree (SA), 2= Agree (A), 3= Disagree (D) and 4= Strongly Disagree (SD). However, while making the analyses the first two choices were considered as one concept indicating agreement (SA+A= A) as positive responses while the last two choices were also dealt with as one concept indicating disagreement (D+SD= D) as negative responses. Finally, a table for more statistical details accompanies the description of each theme where (N= 36). For the purpose of triangulation, each factor was followed by the themes derived from the qualitative data. Then, segments of



qualitative data analysis are presented in the form of certain themes coded with (Lx) where L stands for Lecturers and x stands for numbers (1-13).

1. LOBELA Effect on Teaching Methods (TM)

Eight items were specified for diagnosing the LOBELA effect on TM. Table (2) shows the mean (M) and standard deviation (SD) as statistical values of TM, reflecting the teachers' viewpoints on the following explained items.

Table 2 LOBELA Washback Effect on TM

No.	Item	Agree (%)	Disagree (%)	Mean	Std. Dev.
1	To teach according to the test format	88.90	11.10	2.64	.59
2	To focus on grammar and vocabulary	91.70	8.30	2.64	.68
3	To put more stress on role play and group discussions	86.10	13.90	3.14	.59
4	To put more emphasis on receptive and productive skills	97.20	2.80	3.25	.50
5	To encourage more students' participation in class	90.00	10.00	3.19	.62
6	To adapt new teaching methods	89.00	11.00	3.19	.71
7	To use a more communicative approach in my teaching	91.70	8.30	3.19	.58
8	To organize more exam/ quizzes practices	86.10	13.90	3.03	.65

In the first statement (q1), the results showed that 88.9% of the respondents believed that they should use their TM according to the LOBELA, while only 11.1% of them viewed that they adapt their TM according to the course. Exceeding this proportion, for q2, 91.7% of the respondents agreed that their TM mainly focus on grammar and vocabulary, while only 8.3% viewed that they consider language skills rather than language structure. In q3, the respondents 86.1% put more stress on role play and group discussion inside classroom as important processes for language learning, while 8.3% disagreed; something implies that they see LOBELA as the main target. In response to q4, the results showed that 97.2% supported the emphasis on reading and writing due to their importance for the LOBELA. Only 2.8% disagreed to this point; this item achieved the highest mean among the TM item group reaching 3.25 with an SD of 0.50. Consequently, q5 inquired if the participants encourage students to participate in class, while q6 probed into their opinions about adapting new TM in classroom. The results showed high proportions for both statements; 90% and 89%; respectively. Merely, 10% and 11% respectively disagreed to these views. Additionally, q7 was used to tackle the use of communicative approach in teaching as a sensitive point in the field of teaching-learning language. The results showed that 91.7% agreed to use more communicative approach in their teaching, while 8.3% opposed the idea indicating that they prefer following the traditional TM (e.g., Grammar Translation Method). The last item q8 revealed that 86.1% agreed that the change they would have in the foundation level, compared to the other levels, might be done by organizing more mock tests and carrying out more practices on these tests in the classroom. Only 13.9% of the participants viewed that no more practices for LOBELA needed in the classroom.

The qualitative data analysis supports this quantitative result in response to the question: Do you think that LOBELA influences your teaching methods? If any, how? Almost, all participants replied with 'Yes' answer. On their elaboration, the participants indicated that LOBELA affects the way they facilitate their classes as it is evident in the following excerpt:

Excerpt 1:

it gives me an opportunity to improve my teaching strategies as per the learning requirements of a particular course. (L1)



It affects my teaching methods in terms of how to deliver the content in the classroom ... I am teaching in a way in which my teaching addresses the questions that are expected in exams... it is like Let me say test oriented teaching method (L2)

It encourages me to use different methods to achieve the goals.(L3)

It is used to investigate what and how students are learning (L4)

it limits my chances to digress (L5)

I have to follow the teaching methods to achieve the desired goal.(L6)

I can modify the teaching style keeping in mind the learning outcomes.(L7)

I keeping in mind the LOs[learning outcomes] adopts various teaching strategies and methods. (L8)

It helps me to adjust my teaching to meet the targeted LO (L11)

It influences my teaching methods. I'm now better prepared for my classes and applying different strategies to achieve the desired LOs. (L12)

It gives me a feedback about my students' achievement. (L13)

As it is evident in this excerpt, LOBELA affects the way teachers run their classes. Teachers teach for the test; test oriented teaching method, to achieve the desired learning outcomes and how students learn. This revealed that the results elicited from the qualitative findings positively support the findings of the quantitative data where both reflected the influence of the LOBELA on the TM.

2. LOBELA Effect on Content Assessment (CA)

Content Assessment (CA) is another investigated teaching factor in this article. The leading question for this factor was: 'What kind of extra work or pressure do you think LOBELA can put on the content you are teaching?' Table (3) displays the percentages, mean (M) and standard deviation (SD) as statistical values of the second theme, CA, reflecting the teachers' responses.

Table 3 LOBELA Washback Effect on CA

No.	Item	Agree (%)	Disagree (%)	Mean	Std. Dev.
1	Doing more lesson preparations	83.10	16.90	2.97	.56
2	Preparing more materials for students	86.10	13.90	2.97	.61
3	Revising the existing materials	91.70	8.30	3.06	.48
4	Teaching only the topics similar to those normally included in the LOBELA	75.00	25.00	2.78	.72
5	Going through the textbook exercises	86.10	13.90	3.00	.54
6	Teaching grammar rules and vocabulary extensively	76.70	23.30	2.78	.72
7	Practicing the tests of the previous semesters	50.00	50.00	2.50	.70

As this table shows, q1 revealed that 83.1% did more lesson preparations for the students compared to just 16.9% who disagreed to make additional lesson preparations. This result makes it clear that the majority of the teachers believe that LOBELA being influenced by its washback effect due to its importance to their students. More importantly, 86.1% of the teachers prepared more materials for the students according to q2, while 13.8% dully followed the syllabus. Closer to this, q3 showed that 91.7% considered revising the existing materials as one way for helping students pass LOBELA, whereas only 8.3% opposed this point; something that means that they prefer preparing more materials for students rather than just moving around the existing materials. Q4 probed into the respondents' views on teaching only the topics similar or close to those normally included in the LOBELA. The results showed that 75% of the participants agreed to that, while 25% opposed this opinion. This proportion is somehow acceptable but still unsatisfactory since a quarter of the teachers supported the idea of



teaching only the topics related to the test. On the other hand, 86.1% of the respondents supported the notion of going through the textbook excises to help students overcome the difficulty of the exam, while 13.9% of them disagreed to this issue. Not far from this proportion, through q6, it appeared that 76.7% of the participants reinforced the notion of teaching grammar rules and vocabulary extensively. This indicates that the teachers were aware of the importance of grammatical rules and vocabulary for the LOBELA as grammar-based tests. Conversely, 23.3% disagreed with this issue, which indicates that some teachers considered the language skills but this number is uncourageous compared to those who buttressed grammar and vocabulary due to their importance for the exam. Interestingly, q7 showed balanced results where 50% of the respondents agreed that teachers spend much time practicing the tests of the previous semesters and the other half 50% disagreed to this point. Based on these results, it could be stated that the vast majority of the teachers were obliged to teach to the test and to do whatever could be valuable and beneficial for students to survive from the LOBELA.

This result goes in parallel with the findings of the qualitative data in response to the question: What do you think about the impact of LOBELA on the content assessment? The participants replied that LOBELA, to some extent, affects content assessment it is evident in the following excerpt:

Excerpt 2:

They are complementary to each other. The contents cannot be assessed until they meet certain learning outcomes. Achievement of learning outcomes depends on many factors. Content assessment is one of them. (L1) once the teaching process is guided by the LOs, I believe, that the teacher would focus on the content which is closed to the LOs (L2)

each has a positive backwash on the other i.e., they complement each other(L5)

It shows the strength and weakness of the content. (L3)

it will lay great impact on the content assessment. (L6)

It helps the lecturer to choose the most required content among different contents (L8)

the content should achieve the intended LOs. If not, it should be modified (L11)

It can improve the material being taught or replace it by another fruitful one. (L13)

This excerpt reveals that LOBELA affects content assessment. The respondents believe that LOBELA and content assessment complement each other (L1, L2, L5). Another participant (L3) emphasizes on that relationship in terms of strength and weakness. While the content that is in line with the learning outcomes is strong, the content that does not match with learning outcome is considered weak. L8 believes that LOBELA would determine the required content to be covered in the class. Other participants (L11 and L13) believe that LOBELA would determine the required content for assessment.

3. LOBELA Effect on Teachers' Attitudes (TA)

TA was the third teaching factor examined in this article. For this purpose, eight questions headed by "what is your opinion of ...," were drawn to get the respondents' opinions about the impact of the LOBELA on their attitudes. Table (4) displays the percentages, mean (M) and standard deviation (SD) as statistical values of teachers' attitudes.

Table 4 LOBELA Washback Effect on TA

No.	Item	Agree (%)	Disagree (%)	Mean	Std. Dev.
1	LOBELA has a positive influence on teaching (e.g., it helps focus on teaching, provide feedback on teaching).	97.20	2.80	3.14	.42
2	LOBELA reflects the goals and the objectives of the English Language Program Curriculum Requirements.	91.70	8.30	3.08	.50
3	Learning a language is to accumulate the knowledge of	77.80	22.20	2.89	.67



	grammar, vocabulary, structure and rules.				
4	If the students have a good command of what is covered in the textbook, then they have little problem for achieving high scores on the LOBELA.	86.10	13.70	3.06	.58
5	LOBELA is beneficial (e.g., it motivates students, helps them understand their own learning needs, etc.).	91.70	8.30	3.06	.48
6	The structural approach (which emphasizes the importance of grammar rules and conscious understanding of the language system) is the best method to prepare students for the LOBELA.	61.10	38.90	2.75	.77
7	The test scores on the LOBELA are an appropriate indicator of students' English ability	86.10	13.90	3.03	.56
8	The main goal of the teacher is to help students pass the LOBELA.	63.90	36.10	2.81	.71

The first question q1 inquired if the teachers agreed that LOBELA has a positive influence on teaching. The results showed that 97.2% agreed to this issue and 2.8% disagreed. It is also important to mention here that among the eight items, the first item q1 is of the highest mean (M) reaching 3.15 with an SD of 0.42. In relation to this, q2 reflected that 91.7% of the respondents agreed that LOBELA reflects the goals and the objectives of the English language program, while 8.3% seems to be against this opinion. Furthermore, q3 revealed that 77.8% perceive language learning as to accumulate the knowledge of grammar, vocabulary, structure and rules, while 22.2% disagreed. What makes the problem worse, is the teachers' attitudes (TA) towards the test. When considering this issue seriously, one could see the contradictory views of the teachers regarding the LOBELA. To explain, throughout their responses to q1, it is obvious that they look at the exam positively. Simultaneously, they responded that it is almost a grammar-based test as seen in the results of q3. This might be due to their belief that grammar and vocabulary are the most important components of the exam and, for them, they could be afforded easily and this gives a clear answer why the majority of the teachers viewed that it has a positive influence on teaching which, in turn, indicates that TA towards the LOBELA is positive as could be elicited from items q4 and q5.

Unlike all the items described above, q6 was out of ordinary. In a sense, the proportion of disagreement was quit higher constituting 38.9%, compared to 61.1% of the respondents who agreed that the scores of the LOBELA are appropriate indicators of students' English ability. On the other hand, q7 revealed that 86.1% of respondents believed that the test scores on the LOBELA are an appropriate indicator of students' English ability and only 13.9% who opposed this point. This does indicate that the majority of the teachers are satisfied with test. The last question q8 reflected the TA towards the LOBELA where the participants were asked if they agree that the main goal of the teacher is to help students pass the LOBELA. A total of 63.9% agreed that their main objective was to help students pass the exam compared to 36.1% who disagreed to this point. Hence, TA factor emerged as it is predominated by the LOBELA and the teachers are in a situation in which they have to serve the exam more than the syllabus.

The qualitative data analysis supports this quantitative result in response to the question: What is the effect LOBELA may have on your attitudes? The participants replied that LOBELA affects their attitudes as it is evident in the following excerpt:

Excerpt 3

It provides lecturer with a clear idea how to approach different contents in a way so that particular learning outcomes may be achieved. (L1)

It encourages the lecturers to think of the methods of teaching and the strategies they follow. (L3)



Making a judgment about the quality of student's learning (L4)

The result will be a perfect mirror that reflects his shortcoming or success in delivering the course (L5)

It affects positively on the overall attitude of the lectures. (L8)

TO me I think there is a change from traditional teaching approach to modern approach and definitely, it has very positive effects on the lecturer's attitudes. (L10)

It develops a positive attitude towards teaching as he feels that the students are assessed properly and assessment is realistic (L11)

It has left a great effect on lecturers' attitudes (L12)

In this excerpt, the participants reveal that LOBELA affects their attitude towards assessment. The respondents believe that LOBELA provides them with clear ideas (L1); it encourages them (L3); it is a perfect mirror (L5), affects positively (L8, L10, L11, L12).

4. LOBELA Effect on Teachers' Motivation (TMO)

Teachers' Motivation (TMO) is the last investigated teaching factor in this article. The leading question for this factor was: What are the teaching factors that could be more motivating for teachers?' Table (5) displays the percentages, mean (M) and standard deviation (SD) as statistical values of teachers' motivation.

Table 5 LOBELA Washback Effect on TMO

No.	Item	Agree (%)	Disagree (%)	Mean	Std. Dev.
1	It motivates teachers to improve their methodology in teaching English.	86.10	13.90	2.97	.61
2	It discourages the use of advanced teaching methodologies.	41.70	58.30	2.44	.56
3	It creates a positive attitude towards English teaching.	91.70	8.30	3.03	.45
4	It helps upgrade teaching and learning.	94.40	5.60	3.14	.49
5	It makes teachers work in line with the learning outcomes.	91.70	8.30	3.17	.56
6	It motivates teachers to prepare more materials for students.	86.10	13.90	3.08	.61
7	It forces teachers to teach to the test.	75.00	25.00	2.83	.66
8	It provides feedback on teaching (e.g., positive/negative).	86.10	13.90	2.94	.58

In response to q1, the results showed that 86.1% agreed that LOBELA motivates their teaching methods, while only 13.9% of the respondents considered LOBELA as it demotivate teachers towards teaching making them teach for testing rather for language learning. Opposite to the first statement, q2 shows that 41.7% are in agreement that LOBELA discourages the use of advanced teaching methods, while 58.3% disagreed. The difference between the two proportions was not significant (only 16.6%) indicating that the TMO towards the LOBELA was not positive. However, when they were asked if the test creates positive attitudes towards English teaching (q3), 91.7% agreed and 8.3% disagreed. Likewise, q4 inquired if the LOBELA helps upgrade teaching and learning. The results revealed that 94.4% of the respondents agreed to this point, while 5.6% disagreed. Closer proportions of agreement and disagreement were seen in the results of q5 which was introduced to elicit if the LOBELA makes teachers work in line with the teaching objectives where 91.7% agreed and only 8.3% disagreed to the point. Additionally, q6 inquired whether the test motivates teachers to prepare more materials for students. The results revealed that 86.1% of the teachers are motivated by the test to prepare additional materials while 13.8% reported that they teach only the content of the syllabus.

On the contrary, 75% of the respondents agreed that LOBELA forces teachers to teach to the test according to q7, whereas 25% disagreed to this idea. This result indicates that there was an ambiguity in the TMO regarding



the exam, and the reason behind that might be unconsciousness of the influence of the LOBELA. To verify, when the respondents were asked about the benefits of the test to their teaching, they reacted to the questions positively (i.e., they gave positive agreement). On the other hand, when they were asked about the effect of the exam on their teaching (e.g., whether LOBELA forced them to teach to the test), they responded that they have been negatively affected by the test because it has forced them to teach according to its content. The results of q8 showed the same results of q5 where 75% agreed and 25% disagreed. Accordingly, one could state that the TMO factor is under the influence of LOBELA washback as they did pay much attention towards its effect being the tool that might reflect how their teaching was good or bad.

This result comes in line with the findings of the qualitative data as a response to the question: In your opinion, how are you motivated towards LOBELA? The participants replied that LOBELA affects their motivation as it is evident in the following excerpt:

Excerpt 4

It motivates me when I find that my students achieve different learning outcomes. (L1)

Well. I believe that once I'm aware of the importance of LOBELA, I'm going to work hard to let my students get high marks. (L2)

It motivates me to use different and modern teaching strategies in the teaching-learning process (L3)

I'm strongly motivated when LO based testing correspond well to my teaching (L5)

LO analysis report motivates the teachers towards it. (L7)

it motivates me to learn some new things. (L9)

This LO based approach boost up the level of motivation and confidence of the lecturers. (L10)

English lecturers are motivated toward LO based assessment in terms of achievements of the required LOs of a particular skill. (L12)

While teaching, they know that at the end they are going to discover how well they were understood by their students, exactly like farmers dealing with their plants. (L13)