

Obstacles and challenges Facing English Language Teachers in using Open-Book Assessment at Tertiary Level

Awad A. Farah

PhD Department of English Language, Faculty of Education
University of Khartoum.

Abstract:

This study investigates the obstacles and challenges that facing English language teacher in using open-book assessment at University level. The significance of this study stems from teacher's need to explore several methods of assessment and new strategies for formulating effective programmes that enhance student learning and promote higher-order thinking skills. The study used descriptive analytical method to answer questions addressing the problem. The questionnaire was distributed to 27 academic staff members. The results showed that there were obstacles and challenges encountered teachers when they dealt with the open-book assessment such as: absence of clear criteria for designing of open-book assessment, the prevalence of traditional or closed-book examinations which are common among teachers prevent from accepting any change in the method of assessment and lack of experience and knowledge towards open-book assessment. In addition, the results suggest that teaching strategies are very important in promoting critical thinking, analysis, argumentation and application so that teachers could develop their abilities in the above skills and reflect them on their students. Furthermore, teachers should be trained and prepared for constructing open-book assessment.

Keywords: open-book assessment, teaching methods, test design

مستخلص:

تبحث هذه الدراسة في المعوقات و التحديات التي تواجه معلمي اللغة الإنجليزية في استخدام تقويم الكتاب المفتوح في المستوى الجامعي. تتبع أهمية هذه الدراسة من حاجة المعلم الي استكشاف العديد من طرق التقويم والاستراتيجيات الحديثة لصياغة برامج فعالة تعزز تعلم الطالب وترقي مهارات التفكير العليا لديه. استخدمت هذه الدراسة المنهج الوصفي التحليلي للإجابة علي الاسئلة التي تعالج المشكلة. تم توزيع استبانة علي 27 عضوا من هيئة التدريس. اظهرت النتائج أن هناك عقبات و تحديات واجهها المعلمين عند تعاملهم مع تقويم الكتاب المفتوح مثل: عدم وجود معايير واضحة لتقويم الكتاب المفتوح، انتشار امتحانات الكتب التقليدية او المغلقة الشائعة بين المعلمين تمنعهم من قبول اي تغيير في طريقة التقويم، و نقص الخبرة و المعرفة في عملية تقويم الكتاب المفتوح. بالإضافة الي ذلك، تقترح النتائج الي أن استراتيجيات التدريس مهمة جدا في تعزيز التفكير النقدي، المناقشة، و التطبيق حتي يتمكن المعلمون من تطوير قدراتهم في المهارات المذكورة اعلاه و عكسها علي طلابهم. لذا يجب تدريب المعلمين واعدادهم لبناء تقويم الكتاب المفتوح.

Introduction

Suskie (2004) stated that the higher education society is growing increasingly committed to creating learning-centred environments in which academic staff members work efficiently to help learners to acquire knowledge, and the assessment of student learning is essential to measuring of these efforts. Hence, there is a need for adopting new methods for assessment. These pressures for transformation from traditional examinations such as closed-book examinations into a wide variety of examinations like open-book examination that encourages students to receive a great amount of knowledge and skills which can be applicable in the course of life. As a matter of fact, assessment of student learning is a core issue for learners, teachers and those who are committed to the design of curricula, accreditation, quality assurance and review of courses. Most Sudanese teachers and learners alike used to adopt closed-book memory based examinations as a tool for assessment in higher education. Thus, the open-book test is the type of testing should be used in higher education that encourages students to develop their abilities especially in solving problems and use higher order

thinking skills. Therefore, to evaluate the advantages of open book examinations, it is first of all necessary to understand the nature of academic programmes in general. Eilertsen and Valdermo (2000) pointed out that open-book assessment has proved to be a fruitful motivation for teachers and learners in the teaching and learning of Science at upper secondary level. Therefore, Open-Book Test stimulating and motivating both learning and testing of knowledge rather than retention of what has been previously studied. Accordingly, to shift from traditional examinations (closed-book exams) to open-book assessment is an enormous challenge not only for changing the method of assessment but changing teachers and learners' attitudes as well. Meanwhile, there are several obstacles that are facing teachers when dealing with open-book assessment; Koutselini (1997) pointed out several reasons like choosing the appropriate way of teaching, learning and designing the curriculum with the teaching and learning of higher cognitive skills in mind.

Objectives of the Study

This study aims to:

1. explore the challenges and obstacles facing teachers in using open-book assessment at tertiary level.
2. adopt of many different methods of assessments which are valid and reliable to guarantee sufficient programmes that serve the objectives of the educational process.

Questions of the Study

This study attempts to answer the following questions:

1. What are the Obstacles and challenges Facing English Language Teachers when Dealing with Open-Book Assessment at University Level?
2. Are there any gender significant differences between male and female teachers when using Open - Book Assessment?

Significance of the Study

1-to create several methods of assessment and new strategies for formulating effective programmes that enhance student learning and promote higher-order thinking skills.

2- to consider as a new attempt at tertiary level in Sudan according to the knowledge of the researcher in using open-book assessment as a tool for testing students.

Review of the Literature

Tussing (1951) points out that there are many reasons behind using the open-book: first, the open-book test can be used in all various forms of testing that the traditional test can be used. Second, this test is focused on practical problems and justifications that are shaped to the real-life situation and less focus on memory for recalling facts and items. Geetha (2012: p36) indicated that “an open book examination is a valid method of testing how a student has learned and internalised from a course; it is an examination that does not test knowledge of theory but instead focuses on practical applications of theory, in new and authentic contexts. The questions and tasks are usually context specific and may also carry the possibility of open-ended responses. It is an examination where students can have access to their prescribed textbooks and even other resource materials”. Moreover, Race, Brown and Smith (2005) pointed out that Open-Book Examinations (OBEs) are similar to traditional exams, but with the major variation that students are allowed to take with them sources of references material into examination’s room. Alternatively, candidates may be issued with a standard set of resource materials that they can consult during the exam, and are informed in advance about what will be available to them so that they can prepare themselves by practising to apply the resource materials. In contrary, Williams’ (2006) showed that the closed-book final exams encourage “cramming” and “data dumps” and suggested that the closed-book invigilated exams have

become anachronisms. His vision is to adopt a new mechanism in the testing instead of the traditional method of closed-book examination which enhancing surface learning.

The impacts on teaching strategies affected that there is recognition which students need to be specially prepared for open-book assessment and teaching strategies need to be adopted due to (Boniface, 1985; Koutselini&Ioannidou, 1997; Loi& TEO, 1999; Agarwal et al. 2008; Green, Ferrante and, Heppard, 2016). Eilertsen&Valdermo (2000) also confirm the importance to prepare students for new assessment strategy and to support them in alerting their learning habits and the mission depended on teacher in order to be achieved. There is a need to adapt teaching and testing strategies prepared for teachers in order to know how to design tests that servethe educational process. Izard (1992:11) shows that the significance of assessment has the function of providing valid evidence of learning achievement as well as to inform students, to facilitate the provision of further learning or to certify that a required level has been achieved. Such information is of particular relevance to individual students and their teachers. Teachers can develop and improve the educational process if they have identified the strengths of their students and known which areas of study require attention. In the field of education, there is an excellent way to instigate a debate among many educators to discuss the strengths and weaknesses of any particular testing system. According to Ramaley&Leakes (2002) the era of unprecedented change in the educational discipline involves curricula innovations, new methods to teaching, assessment and an emphasis on process improvement have created an environment. Therefore, some faculties and universities doing these types of learning-centred. In this century access to information is so easy but the problem is now how to organize a growing and changing amount of knowledge and use them adequately. Dochy and McDowell (1997) described that

assessment plays a critical and crucial role in higher education because students' maturity for the labour market ought to be proved by outcomes of assessment procedures. Kruger (2008) points out that open-book assessment has a positive role to bring theory closer to practice in training professional accountants. Therefore, the negative study behaviour can be overcome with earlier exposure and using the suitable teaching strategies. The open-book test has changed the learning behaviour of most students to a deeper approach. Furthermore, lecturers have to implement new methods and teaching strategies (Rich Variety) to meet students' needs.

Several studies conducted in evaluation showed that the conventional or traditional closed-book examinations demonstrate, due to Feller (1994), merely what students are able to do with whatever they have been able to memorise. However, this kind of testing encourages recalling information rather than application concentrated learning. Closed-book examination is established an approach to assessment in higher education. It is both widely accepted by teachers and students frequently used. This study focuses on finding many different approaches of tests such as open-book assessment and training the teachers to avoid some obstacles and challenges in designing as such type of examination. These types of examinations, according to Theophilides&Koutselini (2000) allow the lecturer to assess the student's skill concerning, identifying and recalling adequate information, implementing these sources to the particular case or context and critically analysing that information. The requirements of changes for teachers according to Koutselini (1997:132) are: choosing appropriate way of their teaching and learning, Designing the curriculum with the teaching and learning of higher cognitive skills in mind also Amanda(2015) added that preparing students to use critical thinking, application and synthesis of knowledge through the use of problem-based learning, self-reflection and self-directed learning. Mohanan (2021) showed

that the main challenges and obstacles that facing teachers when dealing with open book assessment is that “teachers may not know how to develop and devise effective exam questions that require students to apply their knowledge through analysis and critical thinking; and students may be lulled into a false sense of security and fail to properly prepare for an open book exam. Students may falsely assume that the exam will be easy, and they will be able to find all the answers in the textbook or on their memory aid”. Jonny & Pauline (2021) pointed out that the challenges and obstacles facing teachers when designing open – book assessment are: A) designing challenge questions that need critical thinking. B) testing recall information vitally. C) managing academic workload. D) enhancing confidence in the examination process. E) lessening plagiarism or piracy. F) showing assessment criteria with learners such as understanding assessment evaluation and fairness.

Methodology

This study used descriptive analytical method to inquire teachers about the challenges and obstacles which are facing them in designing open-book assessment.

Sample

In this study, the sample consisted of 27 academic staff members who responded to a questionnaire from Faculty of Education, Faculty of Arts, Linguistics Department and English Requirements – University of Khartoum. Of 27 teachers 21 were males and 6 were females. One of the reasons for choosing academic staff members is open-book assessment requires higher order skills such as critical thinking, reasoning, analyzing, synthesizing and solving the problem. These skills should be found in academic staff members in order to perform their role appropriately.

Procedure

The instrument used to collect data is a questionnaire distributed to academic staff members. This questionnaire was divided

into two sections: section (1) related to personal information and section (2) concerned with questions for teachers which involved three criteria: A) Statements about the obstacles that are facing teachers. B) Items about designing of open-book assessment. C) Domain about the necessity for using open-book examination. The idea behind this questionnaire was to determine whether any of these variables could have an impact on academic performance for open-book formats. Accordingly, teachers responded to each statement using a 5-point Likert-scale.

Test Validity:

The researcher constructed and designed the statements carefully to collect information about the obstacles that facing teachers when they deal with Open-Book Assessment. The questionnaire was more comprehensive, it involved the questions that covered the areas were needed. In addition, to make sure that the questionnaire was represented the items which are required to be measured, the first version of the test was sent to some trustees in the field in order to revise it. They made revisions and amendments to some items in the content of the questionnaire. Finally, the experts approved to issue the final version of the questionnaire.

1-Internal Consistency:

The following table below shows a correlation between the domains of questionnaire and its total degree for teachers' responses

Axis A			Axis B		
A1	005.	**0.74	B1	006.	**0.72
A2	003.	**0.77	B2	013.	*0.66
A3	013.	*0.66	B3	041.	*0.55
A4	007.	**0.71	B4	008.	**0.70
A5	025.	*0.60	B5	009.	**0.70

Axis A			Axis B		
A6	007.	**0.72	B6	028.	*0.59
A7	015.	*0.65	B7	001.	**0.84
A8	031.	*0.58	B8	002.	**0.80

Table (1) Correlation between the items of questionnaire and its total degree:

** Correlation is significant at the 0.01 level (1-tailed).

* Correlation is significant at the 0.05 level (1-tailed).

This sample has been chosen randomly from 11 male and female teachers.

It can be seen from the above table (3.7) that there is a correlation between the total degree and the items of the questionnaire at the level 0.01 and level 0.05. So, all the items of the questionnaire connected with teachers' viewpoints about the open-book examination. These items confirm that the questionnaire has high consistency according to the teachers' responses in Pearson scale.

Test Reliability:

To be sure of reliability of the instrument, the internal consistency reliability is checked. This is, because this type of reliability is more appropriate for the test.

The researcher designed the questions which are consistent with each other and elicit the information are needed.

Coefficient of Reliability:

The following table below indicates to Alpha-Cronbach and Spear-Brown measurement for teachers.

Table (2) Alpha-Cronbach and Spear-Brown measurement

No	Items	Alpha-Cronbach	Spear-Brown
Axis A	8	0.82	0.92
Axis B	8	0.81	0.88
Axis C	4	0.83	0.87

It can be seen from the above table (3.8) that Alpha-Cronbach is 0.82 in axis one, 0.81 in axis two and 0.83 in axis three while Spear-Brown is 0.92 in axis one, 0.88 in axis two and 0.87 in axis three so the questionnaire has a good reliability.

Results:

Question one:

What are the Obstacles and challenges Facing English Language Teachers when Dealing with Open-Book Assessment at University Level?

The researcher used the statistical analysis SPSS to deal with data collected, and the hypotheses tested in this study.

To test this hypothesis, the researcher used Chi-Square Test for the questionnaire, a scale of 1 to 5 mostly implemented with 1 being strongly disagree and 5 being strongly agree. The analysis and the results were as the following tables.

Table (3): Criteria for designing open-book assessment are not clear for teachers.

Answer	Frequency	Percentage
Strongly Disagree	0	0
Disagree	2	7.4
Uncertain	2	7.4
Agree	14	51.9
Strongly Agree	9	33.3
Total	27	% 100.0

As it can be seen from the table (3) above, the results show that 51.9% of the respondents agree that the criteria for designing open-book assessment are not clear for them and 33.3% of respondents also strongly agree that there are not clear criteria in designing open-book assessment. The result also indicates that 7.4% of respondents disagree as well as 7.4% of respondents are uncertain.

Meanwhile, the vast majority of respondents are in agreement that the criteria for designing open-book assessment are not clear for teachers. So, the most of staff members do not adapt this method of testing in evaluation of their students.

Table (4): The styles of traditional or closed-book examinations are common among teachers that prevented them to accept any change in the method of assessment.

Answer	Frequency	Percentage
Strongly Disagree	2	7.4
Disagree	2	7.4
Uncertain	1	3.7
Agree	11	40.7
Strongly Agree	11	40.7
Total	27	% 100.0

As it can be seen from the table (4) above, the results show that 40.7% of respondents strongly agree that the styles of traditional or closed-book examinations are common among teachers prevent them to accept any change in the method of assessment and 40.7% of respondents are accustomed to use traditional examinations in assessment their students. The results also show 7.4% of respondents strongly disagree as well as 7.4% of them disagree. In addition, 3.7 of respondents are uncertain.

Accordingly, the vast majority of respondents are in agreement that the closed-book examinations are common among them.

Table (5): Administrative procedures in educational institutions prevent teachers using open-book assessment.

Answer	Frequency	Percentage
Strongly Disagree	1	3.7
Disagree	2	7.4
Uncertain	8	29.6
Agree	9	33.3

Strongly Agree	7	25.9
Total	27	% 100.0

As it can be seen from the table (5) above, the results show that 33.3% of respondents agree that the administrative procedures in educational institutions prevent teachers using open-book assessment while 25.9% of them strongly agree with this item. The results also indicate that 7.4% of respondents disagree and 3.7% of them strongly disagree. Therefore, 29.6% of respondents are uncertain.

However, the vast majority of respondents are in agreement that the administrative procedures prevent them using open-book examination as tool of assessment in educational institutions.

Table (6): The concept of open-book assessment is a new for me.

Answer	Frequency	Percentage
Strongly Disagree	5	18.5
Disagree	10	37.0
Uncertain	2	7.4
Agree	6	22.2
Strongly Agree	4	14.8
Total	27	100.0%

As it can be seen from the table (6) above; the results indicate that 37.0% of respondents think that the concept of open-book assessment is not a new for them while 18.5% of respondents strongly disagree. The results also show that 22.2% of respondents agree that the concept of open-book assessment is a new for them and 14.8 strongly agree. In addition, 7.4% of respondents are uncertain.

Meanwhile, the vast majority of respondents are in agreement that the concept of open-book assessment is not a new for them.

Table (7): Teachers face difficulties to prepare their students using critical thinking, analysis, application and synthesis.

Answer	Frequency	Percentage
Strongly Disagree	0	0
Disagree	3	11.1
Uncertain	3	11.1
Agree	10	37.0
Strongly Agree	11	40.7
Total	27	% 100.0

As it can be seen from the table (7) above; the results indicate that 40.7% of respondents strongly agree that they face difficulties to prepare their students using critical thinking, analysis, application and synthesis while 37.0 of respondents agree with this statement. The results also indicate 11.1% of respondents disagree and 11.1% of them are uncertain.

Accordingly, the vast majority of respondents are in agreement that there are difficulties face them in preparing their students using higher-order thinking skills.

Therefore, teachers have a considerable role in developing critical thinking for students in classrooms as well as they should choose appropriate methods of assessing language learners' ability.

Table (8): Open-book assessment puts pressure on students to apply their knowledge.

Answer	Frequency	Percentage
Strongly Disagree	2	7.4
Disagree	3	11.1
Uncertain	7	25.9
Agree	9	33.3
Strongly Agree	6	22.2
Total	27	100.0%

As it can be seen from the table (8) above; the results indicate that 33.3% of respondents agree that open-book assessment puts pressure on students to apply their knowledge while 22.2% of respondents strongly disagree. The results also indicate that 11.1% of respondents disagree and 7.4% of them strongly disagree. Therefore, 25.9% are uncertain.

However, the vast majority of respondents are in agreement that open-book assessment puts pressure on students to apply their knowledge.

Table (9): The open-book assessment is less reliable method of testing your students' knowledge than a traditional examination.

Answer	Frequency	Percentage
Strongly Disagree	0	0
Disagree	8	29.6
Uncertain	8	29.6
Agree	8	29.6
Strongly Agree	3	11.1
Total	27	% 100.0

As it can be seen from the table (9) above; the results show that 29.6% of respondents agree that the open-book assessment is less reliable method of testing students' knowledge than a traditional examination while 11.1% of respondents strongly agree with this item. The results also indicate 29.6 of respondents disagree and 29.6 of them are uncertain.

Thus, the vast majority of respondents are in agreement that the open-book assessment is less reliable method of testing students' knowledge than a traditional examination.

Table (10): There is lack of experience and knowledge for teachers towards open-book assessment.

Answer	Frequency	Percentage
Strongly Disagree	1	3.7
Disagree	1	3.7
Uncertain	3	11.1
Agree	14	51.9
Strongly Agree	8	29.6
Total	27	% 100.0

As it can be seen from the table (10) above; the results indicate that 51.9% of respondents agree that there is lack of experience and knowledge for teachers towards open-book assessment while 29.6% of respondents strongly agree with this statement. The results also show that 3.7% of respondents disagree and 3.7% of them strongly disagree. In addition, 11.1% of respondents are uncertain.

Accordingly, the vast majority think that there is lack of experience and knowledge for teachers towards open-book assessment.

Table (11): Have you ever designed open-book examination before?

Answer	Frequency	Percentage
Yes	6	22.2
No	21	77.8
	0	0
	0	0
	0	0
Total	27	% 100.0

As it can be seen from the table (11) above, the results show that 77.8% of respondents say that they have never designed open-

book examination before. Therefore, 22.2% of respondents have designed open-book examination.

Accordingly, the vast majority of respondents are in agreement that they have never designed open-book assessment before.

Table (12): If you have a choice, which examination would you prefer?

Answer	Frequency	Percentage
Open-book examination	13	48.1
Closed-book examination	14	51.9
0	0	0
0	0	0
0	0	0
Total	27	% 100.0

As it can be seen from the table (12) above, the results show that 51.9% of respondents have preferred the closed-book examination as a tool for testing their students whereas 48.1% of respondents have chosen open-book examination for evaluating their students. Meanwhile, most respondents have chosen the closed-book examination as a type of assessment for testing the students.

Table (13): I believe that preparing of open-book assessment is so difficult.

Answer	Frequency	Percentage
Strongly Disagree	1	3.7
Disagree	9	33.3
Uncertain	3	11.1
Agree	12	44.4
Strongly Agree	2	7.4
Total	27	100.0%

As it can be seen from the table (13) above; the results indicate that 44.4% of respondents agree that the preparation of open-book

assessment is so difficult while 7.4% of respondents strongly agree with this statement. The results also show 33.3% of respondents disagree and 3.7% of them strongly disagree. Therefore, 11.1% of respondents are uncertain.

Meanwhile, the vast majority of respondents are in agreement that the preparation of open-book assessment is so difficult for them.

Table (14): I believe that my previous education prepared me to deal with open-book assessment in my teaching in the future.

Answer	Frequency	Percentage
Strongly Disagree	5	18.5
Disagree	10	37.0
Uncertain	2	7.4
Agree	4	14.8
Strongly Agree	6	22.2
Total	27	% 100.0

As it can be seen from the table (14) above; the results indicate that 37.0% of respondents disbelieve that their previous education prepared them to deal with open-book assessment in their teaching in the future while 18.5% of them strongly disagree with this item. The results also show that 22.2% of respondents strongly agree and 14.8% of respondents agree as well as 7.4 of them uncertain.

Thus, the vast majority of respondents disbelieve that their previous education prepared them to deal with open-book assessment in their teaching in the future.

Table (15): I think that teachers need training to design open-book assessment.

Answer	Frequency	Percentage
Strongly Disagree	1	3.7
Disagree	1	3.7
Uncertain	2	7.4
Agree	7	25.9
Strongly Agree	16	59.3
Total	27	% 100.0

As it can be seen from the table (15) above; the results show that 59.3% of respondents strongly agree that teachers need training to designed open-book assessment and 25.9 agree with them. The results indicate that 3.7% of respondents strongly disagree also 3.7% of them disagree. In addition, 7.4% of respondents are uncertain about this item.

Accordingly, the vast majority of respondents are in agreement that there is a need for training teachers to design open-book assessment.

Table (16): In designing test in my subject area, I tend to use Bloom's Taxonomy for formulating the questions.

Answer	Frequency	Percentage
Strongly Disagree	0	0
Disagree	2	7.4
Uncertain	5	18.5
Agree	12	44.4
Strongly Agree	8	29.6
Total	27	100.0%

As it can be seen from the table (16) above; the results show that 44.4% of respondents agree that when they design a test in their subject area, they tend to use Bloom's Taxonomy for formulating the questions while 29.6% of respondents strongly agree

with this statement. The results indicate that 7.4% of respondents disagree whereas 18.5% of them are uncertain.

Meanwhile, the vast majority of respondents are in agreement that in designing test in their subject area, they tend to use Bloom's Taxonomy for formulating their questions.

Table (17): In my view point I have skills and competence for designing open-book assessment.

Answer	Frequency	Percentage
Strongly Disagree	0	0
Disagree	6	22.2
Uncertain	4	14.8
Agree	11	40.7
Strongly Agree	6	22.2
Total	27	% 100.0

As it can be seen from the table (17) above; the results show that 40.7% of respondents agree that they have skills and competence for designing open-book assessment and 22.2% of respondents strongly agree of the above item. The results also indicate that 22.2% of respondents disagree while 14.8% of them are uncertain. However, the vast majority of respondents are in agreement that they have skills and competence for designing open-book assessment.

Table (18): How long does it take to construct one test in your subject area for an end of the term?

Answer	Frequency	Percentage
A few minutes	3	11.1
A few hours	5	18.5
A day	4	14.8
days 3	13	48.1
A week	2	7.4
Total	27	% 100.0

As it can be seen from the table (18) above; the results show that

48.1% of respondents take 3 days to construct one test in their subject area for an end of the semester while 7.4% of them take a week. The result also indicate that 18.5% of respondents do the test in a few hours and 11.1% of them take just a few minutes as well as 14.8% of respondents make it in a day.

Table (19): The change to open-book assessment requires from teachers to take responsibility for their own learning and to manage their knowledge effectively.

Answer	Frequency	Percentage
Strongly Disagree	0	0
Disagree	0	0
Uncertain	2	7.4
Agree	12	44.4
Strongly Agree	13	48.1
Total	27	100.0%

As it can be seen from the table (19) above; the results show that 48.1% of respondents strongly agree that the change to open-book assessment requires from the teachers to take responsibility for their own knowledge and to manage their knowledge effectively whereas 44.4% of them agree with this statement. The results also show that 7.4% of respondents are uncertain.

Accordingly, the vast majority of respondents totally agree that the change to open-book assessment requires from teachers to take responsibility for their own learning and to manage their knowledge effectively.

Table (20): Teachers should minimize their talk's time and give students enough time for discussion, questions and thinking critically (based on open-book assessment).

Answer	Frequency	Percentage
Strongly Disagree	0	0
Disagree	0	0
Uncertain	0	0
Agree	8	29.6
Strongly Agree	19	70.4
Total	27	% 100.0

As it can be seen from the table (20) above; the results show that 70.4% of respondents strongly agree that teachers should minimize their talk's time and give students enough time for discussion, questions and thinking critically while 29.6 of them agree with this statement.

Therefore, the result indicate that there is consensus that teachers should minimize their talk's time and give students enough time for discussion, questions and thinking critically due to open-book assessment.

Table (21): Learners receive better education in English Language via open-book assessment.

Answer	Frequency	Percentage
Strongly Disagree	0	0
Disagree	1	3.7
Uncertain	8	29.6
Agree	15	55.6
Strongly Agree	3	11.1
Total	27	100.0%

As it can be seen from the table (21) above; the results show that 55.6% of respondents agree that learners receive better education in English Language via open-book assessment and 11.1%

of them strongly agree with this item. The results also indicate that 29.6% of respondents are uncertain whereas 3.7% of them disagree.

Meanwhile, the vast majority of respondents agree that learners receive better education in English Language via open-book assessment

Table (22): Introducing open-book assessment in earlier stages will help teachers and learners to adapt with this system.

Answer	Frequency	Percentage
Strongly Disagree	0	0
Disagree	0	0
Uncertain	2	7.4
Agree	13	48.1
Strongly Agree	12	44.4
Total	27	% 100.0

As it can be seen from the table (22) above; the results show that 48.1% of respondents agree that introducing open-book assessment in earlier stages will help teachers and learners to adapt with this system and 44.4% of them strongly agree with this statement. The results also show that 7.4% of respondents are uncertain. Accordingly, the vast majority of respondents are in agreement that introducing open-book assessment in earlier stages will help teachers and learners to adapt with this system.

Question Two

Are there any gender significant differences between male and female teachers when using Open - Book Assessment?

Table No (23) the gender differences between male and female

	Diploma	0	0	0	0	0
Male	Master	8	2	5	0	15
Female	PhD	0	1	2	3	06
	Diploma	1	0	0	0	01
	Master	1	0	0	0	01
	PhD		2	1	1	04
	Total	10	05	08	04	27

This table No (23) shows three items: the gender differences between males and females, the highest certificate obtained by respondents and for how long have they been teaching English Language. The total number of participants in this questionnaire is 27 and six of them are females, which reflected the gender ratio of males among respondents.

Table No (24) Chi Square for Statements about the obstacles that facing teachers due to Gender

			Gender		Total	Chi. ²	D.F	.Sig	Result
			Male	fe- male					
A1	Criteria for designing open book assessment	Strongly agree	6	3	9	1.79	3	0.62	No differences
Agree		11	3	14					
Uncertain		2	0	2					
Disagree		2	0	2					
		Total	21	6	27				

			Gender		Total	Chi. ²	D.F	.Sig	Result
			Male	fe- male					
A2	The Styles of traditional examinations are common among	Strongly agree	10	1	11	3.16		0.53	No differences
		Agree	7	4	11				
		Uncertain	1	0	1				
		Disagree	2	1	3				
		Strongly Disagree	1	0	1				
		Total	21	6	27				
A3	Administrative procedures in educational	Strongly agree	6	1	7	1.47		0.83	No differences
		Agree	7	2	9				
		Uncertain	6	2	8				
		Disagree	1	1	2				
		Strongly Disagree	1	0	1				
		Total	21	6	27				
A4	The concept of open – book assessment is new for me	Strongly agree	3	1	4	1.59		0.66	No differences
		Agree	4	2	6				
		Disagree	10	3	13				
		Strongly Disagree	4	0	4				
		Total	21	6	27				
A5	Teachers face difficulties to prepare their students using	Strongly agree	8	3	11	2.06		0.16	No differences
		Agree	8	2	10				
		Uncertain	4	0	4				
		Disagree	1	1	2				
		Total	21	6	27				

			Gender		Total	Chi. ²	D.F	.Sig	Result
			Male	fe- male					
A6	Open – book assessment puts pressure on students to apply	Strongly agree	6	0	6	9.26		0.05	There is differ- ences
		Agree	6	4	10				
		Uncertain	7	0	7				
		Disagree	2	1	3				
		Strongly Disagree	0	1	1				
		Total	21	6	27				
A7	The Open – book assessment is less reliable method of testing your stu- dent	Strongly agree	2	1	3	0.51		0.48	No differ- ences
		Agree	6	2	8				
		Uncertain	7	1	8				
		Disagree	6	2	8				
		Total	21	6	27				
A8	Teacher Lack Knowledge for teach- ing toward open – book	Strongly agree	5	3	8	2.51		0.64	No differ- ences
		Agree	11	3	14				
		Uncertain	3	0	3				
		Disagree	1	0	1				
		Strongly Disagree	1	0	1				
		Total	21	6	27				

It can be seen from the table (24) above that Chi Square value for males and females extend from 1.79 to 2.51, the results show that there are no differences between male and female about the obstacles that facing teachers according to the gender whereas there is difference in question 6 in favour for males. Of twenty seven only six were females, which reflected the gender ratio of males among respondents.

Table No (25) Chi Square for statements about designing of open-book assessment due to Gender

	Statement & questions		Gender		Total	Chi. ²	D.F	.Sig	Result
			male	female					
B1	Have you ever designed open – book examination	Yes	5	1	6	0.14		0.71	No differences
		No	16	5	21				
		Total	21	6	27				
B2	If you have a choice, which examination would you prefer	Open – book Examination	11	3	14	0.30		0.96	No differences
		Closed – book Examination	10	3	13				
		Total	21	6	27				
B3	Open – book so difficult	Strongly agree	1	1	2	3.47		0.48	No differences
		Agree	11	2	13				
		Uncertain	3	0	3				
		Disagree	5	3	8				
		Strongly Disagree	1	0	1				
		Total	21	6	27				

B4	Context	Strongly agree	4	2	6	2.81	0.59	No differences
		Agree	3	0	3			
		Uncertain	2	1	3			
		Disagree	8	3	11			
		Strongly Disagree	4	0	4			
		Total	21	6	27			
B5	Teachers need training	Strongly agree	12	4	16	1.79	0.77	No differences
		Agree	6	1	7			
		Uncertain	1	1	2			
		Disagree	1	0	1			
		Strongly Disagree	1	0	1			
		Total	21	6	27			
B6	In designing test I tend to use Bloom's Taxonomy	Strongly agree	7	1	8	1.54	0.21	No differences
		Agree	9	3	12			
		Uncertain	3	2	5			
		Disagree	2	0	2			
		Total	21	6	27			

B7		Strongly agree	4	2	6				
	In my view point I have for designing open – book assessment	Agree	9	2	11	0.23	0.63	No differences	
		Uncertain	3	1	4				
		Disagree	5	1	6				
		Total	21	6	27				
B8	How long does it take to construct	Strongly agree	2	0	2				
		Agree	11	3	14				
		Uncertain	3	1	4	3.24	0.52	No differences	
		Disagree	2	2	4				
		Strongly Disagree	3	0	3				
		Total	21	6	27				
					Total				

It can be seen from the table (25) above that Chi Square value for males and females extend from 0.14 to 3.24, the results show that there are no differences between males and females about designing of open-book assessment according to the gender. Of twenty seven only six were females, which reflected the gender ratio of males among respondents.

Table No (26) Chi Square for statements about necessity for using open-book examination due to Gender

			Gender		Total	Chi. ²	D.F	.Sig	Result
			male	female					
C1	The change to open – book assessment	Strongly agree	9	4	13	1.34		0.72	No differences
		Agree	10	2	12				
		Uncertain	2	0	2				
		Total	21	6	27				
C2	Teacher should minimize	Strongly agree	12	6	18	3.86		0.28	No differences
		Agree	8	0	8				
		Disagree	1	0	1				
		Total	21	6	27				
C3	Learning receive better via open – book assessment	Strongly agree	3	0	3	1.32		0.25	No differences
		Agree	11	4	15				
		Uncertain	6	1	7				
		Disagree	1	1	2				
		Total	21	6	27				
C4	Introducing open – book assessment	Strongly agree	10	2	12	1.34		0.72	No differences
		Agree	9	4	13				
		Uncertain	2	0	2				
		Total	21	6	27				

It can be seen from the table (26) above that Chi Square value for males and females extend from 1.34 to 1.34, the results show that there are no differences between males and females about the necessity for using open-book examination according to the gender. Of twenty seven only six were females, which reflect the gender ratio of males among respondents.

Discussion

As a matter of fact, the hypothesis that related to the obstacles and challenges that facing English language teacher when making open-book assessment at University level approved positively. Therefore, the results showed according to the questionnaire distributed to the teachers, there were obstacles and challenges met teachers when they dealt with the open-book assessment such as: criteria for designing of open-book assessment are not clear for them, the styles of traditional or closed-book examinations are common among teachers that prevented them to accept any change in the method of assessment and there is lack of experience and knowledge towards open-book assessment.

This study is in agreement with study conducted by Saadi (2014). His findings showed only 4% of academic staff used this type of evaluation while 2% of them used it rarely. That indicated that the majority of academic staff never dealt with the open-book examination. However, they had a number of reasons and justifications such as A) there were no clear criteria for designing the open-book examination. B) The common use of subjective tests prevented teachers from using the open-book examination. C) Most departments were not satisfied in using this type of examination in testing. D) Students' trends toward the open-book examination were not positive.

This study showed that the vast majority of respondents are in agreement that the closed-book examinations are common among them. This type of examinations is widely accepted by teachers and students frequently used in educational process. Williams' (2006) stated that the closed-book final exams encourage "cramming" and "data dumps" and suggest that the closed-book invigilated exams have become anachronisms. His vision is to adopt a new mechanism in the testing instead of using the traditional method of closed-book examination which enhancing surface

learning. Mohanan (1997) suggested that in the situation of the open-book examination, the challenges may encounter teachers are as the following: first, teachers should not simplify the content of the textbooks in the classroom. Second, they should design tasks for the appropriate mental skills such as critical thinking, analysis and solving problems. Third, teachers should minimise their talk's time, and students must not just jot down notes; they have to be given enough time for discussion, question, and thinking critically. Finally, teaching is not transferring information from teacher to student. It's sophisticated process; it will be the training of student's mind in specific mental skills.

Considerations when designing open-book assessment:

- 1- In designing open-book assessment, teachers should bear in their minds the questions of examination must evaluate critical thinking, application solving problems rather than recall and memorization of information. Accordingly, there will be a room for logical thinking among students.
- 2- Teachers should set questions clearly without ambiguity to limit student anxiety and take a long time to explain and understand the questions so learners may spend time making use of their notes, references or textbooks to answer the questions effectively.
- 3- Teachers should design questions that require students to apply knowledge and get benefit from the information in notes or textbooks instead of cutting and pasting them in the answer sheet without using their thinking.
- 4- In designing open-book assessment, teachers should put in their considerations how long does the exam take you to jot down the answer key by hand. You have to know that the learner needs time to understand questions, paraphrase a response and then write the answer on the answer sheet.
- 5- In designing open-book assessment, teacher should use

words and phrases that give a clue for students to understand what you want such as: compare and contrast, analyse, identify On and on. In constructing open-book assessment, teacher should assign their test whether they use multiple-choice or essay question.

Conclusion

Although open-book examination can have a positive impact on learning (enhancing deeper learning), it is clear that if open-book examinations are to be used effectively, the curriculum needs to be designed to involve tasks to develop higher-order thinking skills in order to prepare students for these examinations and this is the responsibility of teachers. For instance, problem-solving, reasoning, critical thinking, self-study allowing ownership of learning, group work and research skills: library, online research, note taking, note making, scan reading and recalling substantial information are some of the important skills that learners need them to obtain knowledge.

Future Research

Research is needed on many different trends of open-book assessment that were not examined in this study. First, this study conducted on small number of teachers so it is important to conduct further research on a big number of University staff members and Secondary School Teachers for the share of exploring their views point and tendencies towards the effectiveness of the open-book assessment. Second, further research should be conducted to train and prepare teachers for constructing tests on open-book examinations. Third, research is needed in equipping teachers with new instructional techniques that are related to cognitive and meta-cognitive processes to face the needs of their students.

References

- (1) Dochy .F. and McDowell. L. (1997). Assessment as a Tool for Learning. *Studies in Educational Evaluation* 23(4):279-98.
- (2) Eilertsen, T.V. & Valdermo, O. (2000) Open-Book Assessment: a contribution to improved learning? *Studies in Educational Evaluation* 26:91-109.
- (3) Feller, M. (1994) .Open-book testing and education for the future. *Studies in Educational Evaluation*, 20, 235-338.
- (4) Jonny, J. Pauline, R. (2021) Open-Book Assessment: A Handbook for Academic. Trinity College Dublin, the University of Dublin.
- (5) Green, S.G., Ferrante, C.J., & Heppard, K. A. (2016). Using Open-Book Exams to Enhance Student Learning, Performance and Motivation. *The Journal of Effective Teaching*, 16(1), 19-35.
- (6) Ioannidou, M. K. (1997). Testing and Life-Long Learning: Open-Book and Closed-Book Examination in a University Course, *Studies in Educational Evaluation* 23 (2), p.131-139.
- (7) Kruger, S. J. (2008). An evaluation of open-book examinations used in the training of professional accountants (Doctoral dissertation, North-West University).
- (8) Izard, J. (1992). *Assessing Learning Achievement*. (P.11) Paris: UNESCO.
- (9) Loi, S. L., & TEO, J. C. C. (1999). The impact of open book examinations on student learning. *New Horizons in Education*, 40, 34-42.
- (10) Mohanan, K. P. (1997). Open Book Examination. A report and a response to some recurrent concerns, Seminar on conducting open book examinations organized by Centre for Development of Teaching and Learning at National University of Singapore, January, 1997.
- (11) Mohanan, KP. (2021). Open Book Examination. <http://www.iiserpune.a.c.in/mohanan/educ/openbook.pdf>

- (12) Philp, P.D. (2012). Assessing and evaluating English Language Teacher Education, Teaching and Learning, British Council, Open-book Examination: The need of the Hour in Teacher Education written by Geetha Durairajan, professor, Department of Testing and Evaluation, English and Foreign Language University, Hyderabad. 35- 44.
- (13) Race, P. B. S. and Smith, B. (2005). 500 Tips on assessment. the 2nd edition published in the Taylor & Francis. E-Library.
- (14) Ramaley, J. A. & Leakes, A. (2002), Greater Expectations: a new vision of learning as the nation goes to college. Association of American College and University.
- (15) Saadi. A. Ibrahim (2014) Open-Book Examination Criteria in Light of Recent Trends for Evaluation Quality in Higher Education Institutions. International Journal of Specialist, Vol.3, No (11) p.222-245
- (16) Suskie. L (2004). Assessing Student Learning: a common sense guide. Anker Publishing Company, Inc.
- (17) Theophilides, C. & Koutselini, M. (2000). Study Behaviour in the Closed-Book and the Open-Book Examination: A comparative Analysis, Educational Research and Evaluation: An International Journal on Theory and Practice, 6:4, 379-393.
- (18) Tussing. L. (1951). A consideration of the Open-Book Examination. Educational and Psychological Measurement, 11, 597-602.
- (19) Williams, J.B. (2006). The place of the closed-book, invigilated final examination in a knowledge economy. Educational Media International, 43 (2), 107-119.