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## LANGUAGE ASSESSMENT LITERACY: A SIGNIFICANT SYSTEMATIC REVIEW

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### Abstract:

The importance of Language Assessment Literacy (LAL) in education has received considerable attention in recent years due to its crucial impact on learning and teaching. This article seeks to synthesize existing knowledge, identify research gaps, and offer insights into the complex nature of LAL in educational environments. This study employed the Preferred Reporting Items for Systematic Reviews and Meta-Analysis (PRISMA) approach. A comprehensive collection of LAL studies was obtained by systematically searching academic databases, specifically Scopus and Web of Science (WoS). The review includes peer-reviewed studies from the social sciences, using a systematic search strategy to find relevant articles. Six main themes were identified in the synthesis of final findings from a review of key themes based on a sample size of 35. These themes are as follows: (1) LAL Components; (2) Teachers' LAL Levels; (3) Knowledge, Perceptions, and Practices of Language Assessment; (4) The Development of LAL Measures; (5) Professional Development and Training Needs in LAL; and (6) LAL Impacts. This literature review offers a comprehensive synthesis of current research on LAL, providing valuable insights for educators, researchers, and policymakers. The findings contribute to the ongoing discussion on effective language assessment practices in diverse educational settings, providing a basis for further exploration and development of LAL.

### Keywords:

Assessment Literacy, Assessment Knowledge, Assessment Proficiency, Language

## Introduction

Language Assessment Literacy (LAL) is essential for effective language education, as it empowers educators to create impactful learning opportunities. LAL refers to the necessary knowledge, skills, and attitudes that educators must possess in order to effectively design, implement, and interpret language assessments (Andrade Mayer, 2020; Coombe, Vafadar, & Mohebbi, 2020; Inbar-Lourie, 2008). This approach challenges traditional perspectives on tests and assessments by emphasising the role of educators in designing assessments that accurately measure language proficiency. In the field of language education, the assessment function goes beyond simple evaluations of student performance. It requires a thorough grasp of the concepts that underpin assessment design, implementation, and interpretation.

LAL is crucial for educators who want to create assessments that accurately measure language proficiency and cater to the varying needs of their students. The importance of LAL is increasing due to shifts in educational paradigms (Gan & Lam, 2022). Educators currently face challenges when integrating contemporary assessment methods into their teaching strategies. Empirical studies indicate that educators often lack preparedness in LAL despite its crucial role in facilitating effective instruction. There is limited understanding regarding the proficiency of educators in LAL and their utilisation of this literacy in the classroom to enhance their teaching approaches (Bøhn & Tzagari, 2021). Furthermore, while there is a growing body of academic research on the various components of LAL, there remains a notable deficiency in comprehending the intricate connections among these elements.

There is a growing consensus among academics regarding the multidimensional nature of language literacy, as revealed by research into the foundations of LAL theory (Coombe et al., 2020; Giraldo, 2018) presents a comprehensive approach that emphasizes the interdependence of knowledge, skills, and ethical considerations in relation to language assessment. This paradigm recognizes the dynamic and ever-evolving nature of language assessment practices while serving as a theoretical foundation. Note that LAL is closely related to the broader field of assessment literacy. According to Giraldo (2018) and Rahimi *et al.* (2021), assessment literacy involves an awareness of the reasons for assessment use, the various forms of assessment that can be employed, and their impact on the teaching and learning process. As a more specific subset, LAL delves further into language-specific features to, address the unique challenges posed by the presence of diverse linguistic and cultural backgrounds (Inbar-Lourie, 2008).

Furthermore, the ethical aspect of language assessment, especially in the development of high-stakes exams, requires greater attention. Andrade Mayer (2020) strongly emphasizes the importance of making ethically sound decisions in assessment practices and calls for research that investigates the ethical issues faced by educators and their implications for student considerations. In conclusion, research conducted on language proficiency exams sheds light on the dynamic nature of the intended field of study. This nature is shaped by the development of theories, evolving pedagogical practices, and continuous exploration of potential obstacles and future pathways. Although teachers grapple with the challenges posed by more diverse and technologically advanced classrooms, having a comprehensive understanding of LAL is more significant than ever to support effective and successful language instruction (Muianga, 2023).

This literature review highlights the complex and diverse nature of LAL. The theoretical framework emphasizes the interplay between knowledge, skills, and ethical considerations,

serving as the foundation for educators to navigate the intricacies of language assessment. Pedagogical strategies, such as teacher training and collaborative learning communities, support the development of LAL. Despite progress, there are still challenges to be addressed in future research. These include nuanced adaptations for diverse learners, understanding the impact of technology, and considering ethical aspects of language assessment practices (Brunfaut, 2023; Tian, Lê, & Thúy Nguyễn, 2023). Language educators must possess a comprehensive understanding of LAL to promote fair and effective language education in the face of dynamic classroom changes. The present systemic analysis was developed in order to address the primary research question: How can the existing knowledge on LAL be synthesised to gain a comprehensive understanding of its complex nature in educational environments? Moreover, what can be learned from this synthesis to identify areas of research that have not been addressed and to guide the development of strategies for enhancing LAL in educational settings? This study aims to provide valuable insights into the influence of LAL on language education directions by incorporating educators' perspectives and analysing assessment materials. This will be advantageous for practitioners, researchers, and policymakers, facilitating a more profound comprehension of the subject.

### Material and Methods

The study employed the PRISMA methodology. A comprehensive compilation of research and publications on LAL was conducted by systematically searching the academic databases Scopus and Web of Science (WoS) (Savec & Mlinarec, 2021). The review process consists of four steps: identification, screening, eligibility, and inclusion as shown in Figure 1. These are briefly explained below.

### Systematic Review Process

#### Identification

The systematic review process consists of three basic parts, one of which is the strategy for identifying papers that are appropriate for this study. The first step entails the selection of appropriate keywords and the subsequent research into connected topics using dictionaries, thesauri, or earlier scholarly investigations. Subsequently, following the screening of relevant keywords, search strings were formulated for the Scopus and WoS databases (see Table 1) for additional details. As part of the technique for conducting a systematic review, 568 articles were successfully obtained from the different databases during the first stage.

**Table 1: The Search String**

Database	Search String
Web of Science	("assessment literacy" OR "assessment knowledge" OR "assessment proficiency") AND language (Topic) and 2021 or 2023 or 2022 (Publication Years) and Article (Document Types) and Education Educational Research (Web of Science Categories) and English (Languages)
Scopus	TITLE-ABS-KEY (("assessment literacy" OR "assessment knowledge" OR "assessment proficiency") AND language) AND PUBYEAR > 2020 PUBYEAR < 2024 AND (LIMIT-TO (SUBJAREA, "SOC1")) AND (LIMIT-TO (DOCTYPE, "ar")) AND (LIMIT-TO (PUBSTAGE, "final")) AND (LIMIT-TO (LANGUAGE, "English"))

### *Screening*

It is crucial to exclude duplicated articles during the initial step of the screening process. During the first phase of the process, a total of 46 articles were disregarded. On the other hand, during the succeeding phase, 190 papers were examined using the researchers' predetermined criteria for what should be included and what should be disregarded. Since academic literature in the form of research papers is the most important source of practical information, this was the first factor that was considered in the selection process. The current study excludes publications like systematic reviews, reviews, meta-analyses, meta-syntheses, book series, books, chapters, and conference proceedings. This is done in order to limit the scope of the investigation. In addition, the scope of the investigation was limited to scholarly works that were written in the English language. It is of the utmost importance to recognise that the schedule was decided upon for a period of three years (2021–2023). Due to the application of the aforementioned criteria, a total of 378 articles were deleted.

### *Eligibility*

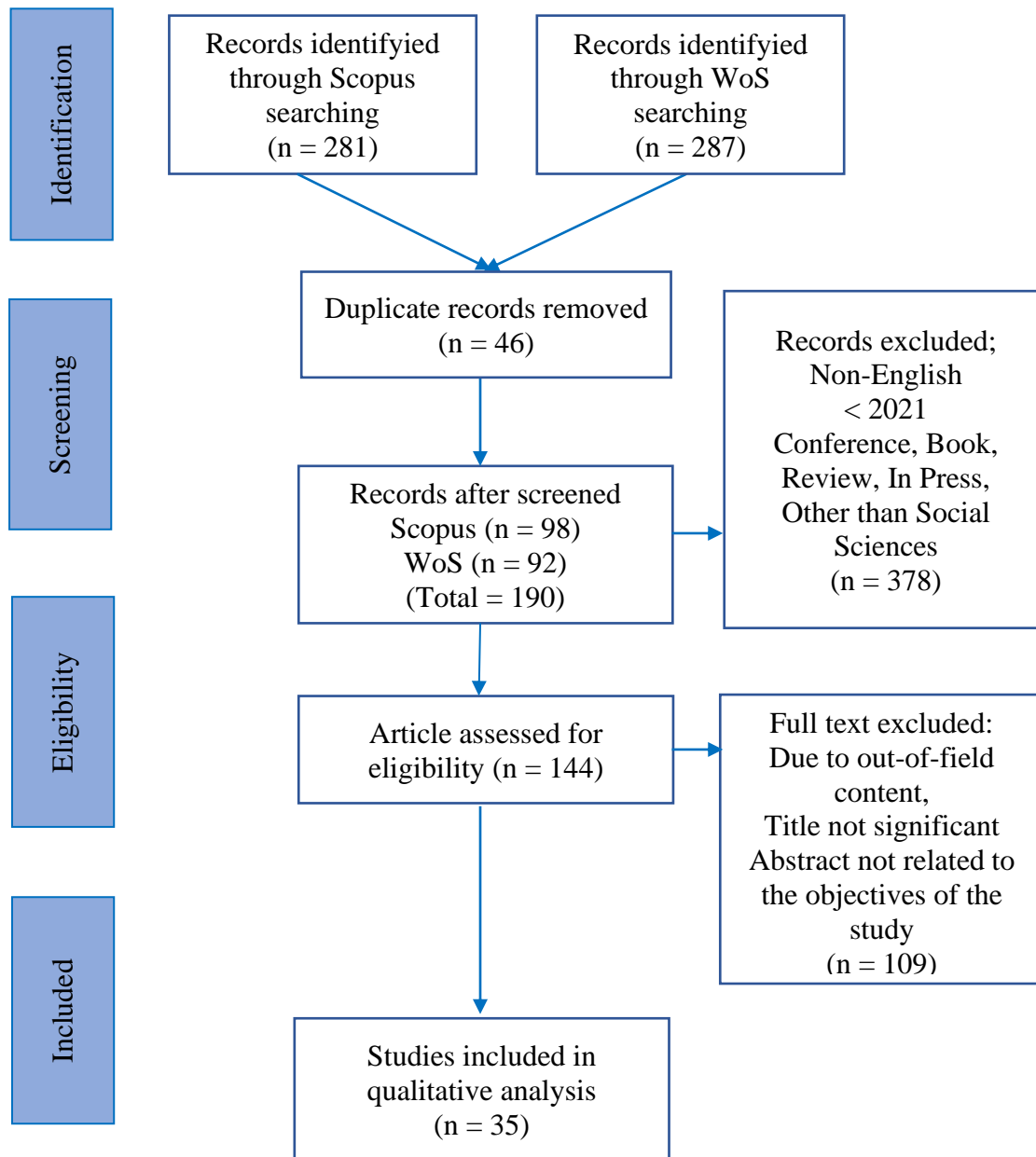
The third stage, which is referred to as the eligibility phase, has seen the production of a total of 144 articles. During this phase, a comprehensive analysis was performed on the titles of all the articles and the significant content to determine whether the inclusion criteria had been met and whether or not the articles were appropriate for the research objectives of the current study. As a direct result of this, 109 articles were excluded from the subsequent analysis because they were either irrelevant or did not considerably align with the topic of the research. The titles of these articles also did not significantly correspond with the scope of the research. To summarise, there are a total of 35 papers that can be reviewed (see Table 2) for more information.

**Table 2: Inclusion and Exclusion Criteria**

<b>Criteria</b>	<b>Inclusion</b>	<b>Exclusion</b>
Language	English	Non-English
Timeline	2021 – 2023	< 2021
Literature type	Journal (article)	Conference, Book, Review
Publication Stage	Final	In Press
Research Area	Social Sciences	Other than Social Sciences

### *Data Abstraction and Analysis*

Integrative analysis was employed to synthesize and integrate various research designs, including quantitative, qualitative, and mixed methods approaches. The study conducted by experts aimed to identify pertinent topics and subcategories. The authors analysed 35 articles on LAL using the referencing software Mendeley. All relevant data interpretation analyses were documented in a log. The researchers identified pertinent themes for the study through the examination of evidence. Consequently, the validity of the topics was evaluated by two experts, one specializing in teacher education and the other in education and psychology. Each subtheme's clarity, significance, and appropriateness are evaluated through expert review by constructing the domain. Changes were made based on expert feedback and comments.



**Figure 1: Flow Diagram Of The Proposed Searching Study**

Source: (Moher, Liberati, Tetzlaff, Altman, & PRISMA Group, 2009)

## Results

Teacher assessment literacy has become increasingly important in recent years because of its crucial role in the process of learning and teaching. Different theoretical and empirical conceptualizations of this construct have been emerging, particularly with a recent focus on enhancing teachers' knowledge and skills. Highlights from 35 articles extracted and analyzed using the search technique mentioned earlier are presented in Table 3.

**Table 3: A Summary of Selected Studies**

No.	Author(Year)	Aim	Design/Sample
1	Berger A. (2023)	To develop LAL that accounts for language assessment difficulty and get empirical difficulty estimates, pre-service English teachers' LAL test items were transformed into assertions of ability, knowledge, and understanding.	Quantitative/ 420 Austrian pre-service English teachers
2	Sarab M.R.A. & Rahmani S. (2023)	To develop and validate a test that assesses English as Foreign Language (EFL) teachers' levels of assessment literacy.	Quantitative/ 168 Iranian EFL teachers
3	Villa Larenas S. & Brunfaut T. (2023)	To examine the LAL of English as a Foreign Language teachers in Chile.	Qualitative/ 20 EFL teacher educators
4	Tian W., Lê H.D. & Thúy Nguyễn N. (2023)	To examine Vietnamese university EFL teachers' LAL and classroom assessment practices.	Mixed-methods explanatory sequential research design / 69 EFL teachers (quantitative data) and 6 EFL teachers (qualitative data)
5	Khodashenas M.R., Khodabakhshzadeh H., Baghaei P. & Motallebzadeh K. (2023)	To investigate the perspectives of EFL head teachers regarding the existing and required components of language LAL based on Fulcher's framework.	Qualitative/ 147 Ministry of Education EFL Iranian head teachers
6	Giraldo, F; Escalante-Villa, D & Isaza-Palacio, D (2023)	To characterise English language teachers' perceptions into three online assessment course components: contents, activities, and impact on their professional development.	Qualitative/ 18 English language teachers in Colombia
7	Elhussien F.A. & Khalil S.M. (2023)	To assess the awareness of non-native pre-service teachers in Teaching English as a Foreign Language (TEFL) regarding student assessment. It also examines how an assessment course may affect pre-service teachers' assessment literacy.	Quantitative/ 52 pre-service EFL teachers
8	Sayyadi A. (2022)	To assess Iranian university-level English instructors' assessment training experiences, classroom-based assessment practices, and assessment training needs.	Mixed-methods / 68 English instructors (quantitative data) 8 English instructors (qualitative data)

No.	Author(Year)	Aim	Design/Sample
9	Mohammadkhah E., Kiany G.R., Tajeddin Z. & ShayesteFar P. (2022)	To validate and examine a LAL scale that helps EFL teachers self-evaluate their theoretical and practical LAL skills using Fulcher's (2012) framework.	Mixed-methods/ 22 ELT professors and head-teachers (qualitative data) and 173 Iranian EFL teachers (quantitative data)
10	Rezagah K. (2022)	To assess teachers' understandings, practices, and challenges of assessment.	Qualitative/ 15 English language head-teachers
11	Larenas C.D., Rebolledo J.A., Henríquez G.C. & Chandia A.P. (2022)	To identify in-service and pre-service teachers' knowledge and affective attitudes towards language assessment.	Quantitative/ 78 in-service and 132 pre-service teachers
12	Roslan R., Nishio Y. & Jawawi R. (2022)	To examine English language teacher candidates' assessment readiness, language testing and language assessment.	Mixed-methods/ 56 Brunei and Japanese English language teacher candidates (quantitative data) and 14 English language teacher candidates (qualitative data)
13	Mohammadkhah E., Kiany G.R., Tajeddin Z. & ShayesteFar P. (2022)	To design and validate a LAL scale on conceptions and levels for Iranian EFL situations based on Xu and Brown's (2016) LAL paradigm.	Quantitative/ 213 EFL teachers
14	Tajeddin Z., Saeedi Z. & Panahzadeh V. (2022)	To develop and validate a classroom-based LAL scale that measures teachers' perceived classroom-based assessment knowledge and practice.	Quantitative/ 348 Iranian EFL teachers
15	Latif M.W. & Wasim A. (2022)	To investigate tertiary EFL practitioners' assessment-related personal theories, conceptions, and beliefs to improve teacher assessment literacy.	Qualitative/ 12 EFL teachers from three Eastern Saudi Arabian tertiary universities
16	Sun H. & Zhang J. (2022)	To evaluate the current status of college EFL teachers' LAL and determine their LA training needs.	Quantitative/ 272 Chinese EFL teachers

No.	Author(Year)	Aim	Design/Sample
17	Larenas C.D., Ochoa T.T., Navarrete M.O. & Gómez Paniagua J.F. (2022)	To examine in-service teachers' opinions, skills, and practices regarding English language classroom assessment.	Quantitative non-experimental and cross-sectional study/ 315 in-service Chilean teachers
18	Kvasova O. (2022)	To explore the prospective teachers' assessments conception of a general English course in Ukraine.	Action research / two sets of student participants: 19 students (set 1) and 21 students (set 2 comparison group)
19	Banitz, B (2022)	To examine the role of language assessment in Mexican higher education as well as language assessment practices, and language assessment attitudes.	Mixed-methods/ 108 university language professors (quantitative data) and 10 university language teachers (qualitative data)
20	Fitriyah I., Masitoh F. & Widiati U. (2022)	To examines experienced and novice EFL instructors' CBLAL levels, views, and training needs.	Mixed-methods / 55 EFL teachers (quantitative data). 4 novice and experienced participants (qualitative data)
21	Bustamante A. (2022)	To examine middle school English instructors' LAL in Mexico, where government regulations promote communicative language learning.	Mixed methods/ 123 teachers (quantitative data) and 13 teachers (qualitative data)
22	Bøhn H. & Tsagari D. (2021)	To examine Norwegian teacher educators' views on teacher LAL based on Taylor's (2013) LAL model.	Qualitative/ 5 English teacher educators'
23	Rezai A., Alibakhshi G., Farokhipour S. & Miri M. (2021)	To uncover the perspectives of Iranian university teachers' on the core principles of LAL.	Qualitative/ 18 university teachers from two Iranian universities
24	Mohammad E.F.S. (2021)	To determine EFL LAL skills for Jordanian secondary school teachers.	Quantitative/ 214 EFL teachers



No.	Author(Year)	Aim	Design/Sample
25	Latif M.W. (2021)	To examine Saudi tertiary EFL instructors' assessment literacy and knowledge base.	Quantitative/ 80 tertiary-level EFL practitioners
26	Rahimi S.A., Razmjoo S.A., Sahragard R. & Ahmadi A. (2021)	To identify and define LAL components in Iran's EFL setting and measure high school EFL teachers' LAL.	Mixed-methods/ 15 high school EFL teachers and (semi-structured interviews) and 10 high school language teachers (focus group interviews) and 203 experienced and novice high school EFL teachers (quantitative data)
27	Lee J., Butler Y.G. & Peng X. (2021)	To examine a dynamic process of preservice teachers' development of LAL.	Qualitative/ 4 groups of stakeholders (7 preservice teachers); 1 inservice teacher); 9 middle-school student and 1 course instructor
28	Kunnan A.J., Mathew R. & Di Zhang E. (2021)	In this first of a two-part article, language school teachers in Goa, western India, discuss LAL in terms of understanding and classroom practice.	Mixed-methods/ 448 teachers (English, Hindi, and Marathi)
29	Kunnan A.J. & Mathew R. (2021)	This is the second part of a two-part article on LAL in terms of understanding and classroom practice among teachers in Goa.	Qualitative/ 72 teachers (interview), 23 classroom (observations)
30	Yan X. & Fan J. (2021)	To examine how contextual and experiential factors affect LAL profiles and stakeholder development.	Qualitative/ 20 Chinese language testers, EFL teachers, and graduate students
31	Isik, A. & Sari, R (2021)	To evaluate the assessment literacy of English Language Teaching (ELT) teachers and determine how their pre-service education background affects their assessment literacy.	Mixed-methods/ 180 ELT teachers in Turkiye

No.	Author(Year)	Aim	Design/Sample
32	Butler Y.G., Peng X. & Lee J. (2021)	To obtain a better knowledge of students' perspectives on assessment practices.	Qualitative/ 20 primary school students who were learning English-as-a-foreign
33	Soleman D., Marandi S.S. & Tajik L. (2021)	To measure Syrian English language teachers' assessment knowledge.	Mixed-methods/ 330 Syrian English teachers
34	Mansouri B., Molana K. & Nazari M. (2021)	To analyses how Iranian EFL teachers learned LAL and how it discursively shaped their professional identity and agency in their local setting.	Qualitative/ 13 English teachers
35	Farhady H. & Tavassoli K. (2021)	To examine the perception of LAK among EFL teachers and their use of LAK in their teaching practices.	Qualitative/ 21 EFL teachers (11 teachers with a high level of LAK) and (10 teachers with a low level of LAK)

The findings are elaborated based on six themes as below: Language Assessment Literacy Components (5 articles), Teachers' Language Assessment Literacy Levels (7 articles), Knowledge, Perceptions and Practices Language Assessment (10 articles), The Development of Language Assessment Literacy Measures (6 articles), Professional Development and Training Needs in Language Assessment Literacy (3 articles) and Language Assessment Literacy Impacts (4 articles).

### ***Language Assessment Literacy Components***

Language assessment literacy, often known as LAL, is a concept that is both essential and complicated. It plays a large part in teaching English to speakers of other languages (EFL as a Foreign Language (EFL)) by teachers. Language assessment comprises several components, all of which work together to improve a teacher's ability to effectively create, implement, and interpret assessments. Several studies (Khodashenas *et al.*, 2023; Rezai *et al.*, 2021; Villa Larenas & Brunfaut, 2023) have highlighted that knowledge is an essential component of LAL. In addition, it is essential to have a solid understanding of language pedagogy, interpretation, assessment procedures, and the many different assessment models and frameworks available (Khodashenas *et al.*, 2023; Rahimi *et al.*, 2021). Not only does research in LAL involves analyzing the components of LAL, but it also extends beyond that. Additionally, it investigates a variety of aspects that are connected to LAL. These aspects include the social repercussions of examinations, the process of test preparation and administration, the design, development, and interpretation of tests, as well as the evaluation of language examinations (Soleman, Marandi, & Tajik, 2021). Researchers have researched many aspects of localized LAL in

countries such as Chile, Iran, and Syria. The findings of this research reveal that scholars have investigated these particular aspects.

### ***Teachers' Language Assessment Literacy Levels***

LAL levels demonstrate the proficiency and competence of educators in their understanding, implementation, and interpretation of language assessments. These levels play a crucial role in determining the quality of language education and providing meaningful assessment of learners. Many different aspects of LAL levels exist within a framework of less than satisfactory proficiency. This framework is present among in-service language teachers, pre-service teachers, and teachers at the higher education level. This framework indicates that these individuals have a proficiency level that is less than satisfactory for them to effectively employ language assessment strategies in the classroom (Latif, 2021; Roslan, Nishio, & Jawawi, 2022; Sayyadi, 2022; Sun & Zhang, 2022). There are a number of factors that are closely associated with the presence of diverse LAL levels. These factors include the concepts and theories of assessment that were received during pre-service training, beliefs and attitudes regarding their assessment practises, personal constraints, environmental influences, teaching experiences, and academic backgrounds (Mohammad, 2021; Mohammadkhah, *et al.*, 2022; Sayyadi, 2022). Due to the flaws and limits that have arisen as a consequence of assessment practices, it is absolutely necessary for educators to receive training in LAL (Fitriyah, Masitoh, & Widiati, 2022; Mohammad, 2021; Sun & Zhang, 2022).

### ***Knowledge, Perceptions and Practices Language Assessment***

A nuanced exploration of knowledge, perceptions, and practices in LAL provides a holistic perspective. Achieving proficiency in LAL requires a balanced development of these dimensions, emphasizing the interconnected nature of educators' cognitive, affective, and practical aspects. The focus of this development should be on the interconnectedness of cognitive, emotive, and practical aspects of literacy instruction (Rezagah, 2022). Scholars such as Kunnan, Mathew, and Di Zhang (2021) emphasized the significance of teachers' theoretical knowledge and skills in designing and implementing effective language assessments. Knowledge also extends to familiarity with assessment models, frameworks, and the broader landscape of language pedagogy. Ensuring assessments cover all topics and using assessment results for planning were also regarded as high skills (Larenas *et al.*, 2022). A teacher who possesses a strong understanding of assessment principles, for example, has the ability to foster a positive perception of the role that assessment plays in boosting learning outcomes, which ultimately leads to effective assessment practices in the classroom (Kunnan & Mathew, 2021). Nevertheless, the assessment practices and judgments that instructors make in relation to assessment are influenced by a variety of factors, including sociocultural influences, the infrastructure that is accessible, and the regulations that are in place regarding school education (Latif & Wasim, 2022; Mansouri, Molana, & Nazari, 2021; Tian *et al.*, 2023). Consequently, educators can improve the results of language acquisition in various educational settings if they gain a complete grasp of LAL (Banitz, 2022; Farhady & Tavassoli, 2021; Kvasova, 2022).

### ***The Development of Language Assessment Literacy Measures***

One of the most important areas of research that contributes significantly to the growth of the field of language assessment is the development of LAL measurements. The development of LAL measures entails a complex and varied procedure. Through comprehensive analysis of all facets of LAL development, employing diverse methodologies, and acknowledging challenges, study outcomes can contribute to the establishment of dependable metrics that

accurately reflect instructors' competence in language assessment. These measures comprise a range of tools, assessments, and instruments, such as tests and scales, that are designed to evaluate educators' ability to understand, implement, and interpret language evaluations. The purpose of LAL measures is to comprehensively assess individuals' understanding and proficiency in LAL, encompassing multiple dimensions including assessment-related abilities, knowledge, and understanding, skills, principles, concepts and processes (Berger, 2023; Bøhn & Tsagari, 2021; Mohammadkhah et al., 2022). The process of developing the measurement began with a review of previously validated assessment literacy scales in the literature and is based on an adaptation framework. Taylor's theoretical framework (2013), Zhang and Burry-Stock's (2003), Fulcher's (2012), Xu and Brown's (2016), and other prominent theoretical models are related to LAL (Bøhn & Tsagari, 2021; Larenas, Ochoa, Navarrete, & Gómez Paniagua, 2022; Mohammadkhah et al., 2022; Tajeddin, Saeedi, & Panahzadeh, 2022). In order to advance LAL and, as a result, improve language education outcomes on a worldwide scale for all stakeholders, including EFL instructors, language testers, curriculum developers, and teacher trainers, it is essential to continuously improve existing measures and adapt other measures (Sarab & Rahmani, 2023).

### ***Professional Development and Training Needs in Language Assessment Literacy***

Professional development and training in LAL are essential components for educators to navigate the complex domain of language assessment successfully. Language assessment methodologies and practices are constantly evolving, demanding educators to continually participate in professional development in order to keep apprised of the latest trends, theories, and technologies in the field. LAL professional development enhances teaching practices by providing educators with the necessary skills and knowledge to develop and implement language assessments that align with pedagogical objectives. Note that the data indicates that participants valued non-traditional assessment activities. They expressed a need for training in areas such as utilizing technology in assessment, unfamiliar non-traditional assessment activities, and making decisions at the program level (Bustamante, 2022). In order to enhance teachers' LAL, it is necessary to consider the implementation of new English language assessment courses or programs in universities, as well as the development of effective in-service training programs (Işık & Sari, 2021). Assessment training also ought to consider stakeholders' assessment contexts' resources and experiences in assessment development, practice, and research. This will assist stakeholders in establishing appropriate LAL skill development expectations (Yan & Fan, 2021). Additionally, it is important for training programs to acknowledge the difficulties that teachers encounter when implementing assessment practices, including factors such as class size, financial resources, and the educational culture (Bustamante, 2022).

### ***Language Assessment Literacy Impacts***

Understanding the impacts of LAL is imperative for educators, researchers, and policymakers. LAL empowers educators with the knowledge and skills essential for crafting effective language assessments, subsequently enriching teaching practices by providing insightful feedback on student progress. Educators with heightened LAL experience increased confidence, positively influencing their decision-making in assessment design and interpretation. Furthermore, LAL significantly contributes to educators' professional development through continuous learning opportunities such as workshops and seminars, fostering their growth and expertise (Elhussien & Khalil, 2023; Giraldo, Escalante-Villa, & Isaza-Palacio, 2023). Well-developed LAL positively influences to student learning outcomes,

creating a conducive and motivating learning environment (Butler, Peng, & Lee, 2021). Aligning assessments with pedagogical objectives, driven by educators with strong LAL, ensures a more accurate understanding of student proficiency levels. Policymakers benefit from a workforce with robust LAL as informed policy decisions positively impact language education, curriculum development, and assessment practices, collectively contributing to the enhancement of educational systems. The comprehensive integration of LAL across these dimensions underscores its transformative role in shaping the quality and effectiveness of language education (Lee, Butler, & Peng, 2021).

## Discussion

The findings of this systematic review on LAL, focusing on research published in the past three years, suggest advancements in research trends, including the emergence of novel themes or aspects that were not comprehensively addressed previously. The theme exploring the impact of assessment course components on LAL has captured researchers' interest, particularly in the context of English language teachers in Colombia (Giraldo et al., 2023). Positive research outcomes indicate that teachers find course information well-organized, relevant, and useful, with the analysis of exams and collaborative projects assisting them in identifying assessment errors for professional development. However, these findings are not aligned with Elhussien and Khalil's (2023) study, which suggests that pre-service non-native Teaching English as Foreign Language (TEFL) teachers have limited awareness of their capacity to use student assessment outcomes for curriculum adjustment or better teaching decisions. In the early stages, research on assessment literacy focused on conceptualizing LAL with unique characteristics distinct from general assessment literacy (Fulcher, 2012; Inbar-Lourie, 2012). Over the past two decades, there has been an increase in the number of studies investigating components of LAL, including test formats (Mertler & Campbell, 2005; Ölmezer-Öztürk & Aydın, 2019), Likert scale questionnaires (Puspawati, 2019; Zolfaghari & Ahmadi, 2016), or a combination of tests and questionnaires (Inbar, 2009), as well as teachers' knowledge and confidence in language assessment practices (Ashraf & Zolfaghari, 2018; Mellati & Khademi, 2018).

The comprehensive study on localized LAL in various countries, such as Colombia, Saudi Arabia, China, Chile, Syria, Iran, Indonesia, Jordan, Brunei, Vietnam, Ukraine, Mexico, India, Austria, Norway, and Turkey, offers a comprehensive perspective on the worldwide state of LAL. Twelve studies conducted in Iran suggest a significant level of interest and dedication to comprehending and enhancing LAL within Iran's educational framework. The regional focus on language evaluation in Iran is driven by the unique challenges and opportunities experienced by educators and learners, making it a significant area of study for scholars. The wide range of participants, including English language instructors, pre-service English teachers, EFL teacher educators, head teachers, university language professors, and students, guarantees a comprehensive and inclusive exploration of LAL. The broad spectrum of participants involved, ranging from English language teachers and pre-service English teachers to EFL teacher educators, head teachers, and university language professors, ensures a diverse and inclusive exploration of LAL. This extensive participant pool captures insights from various educational levels and roles, contributing to a nuanced understanding of LAL's impact across the educational spectrum.

In terms of research design, the predominance of qualitative studies (13) underscores the value placed on in-depth exploration and understanding of the complexities inherent in LAL.

Qualitative designs are well-suited for capturing the nuanced aspects of educators' knowledge, perceptions, and practices related to language assessment. The literature is enhanced by the incorporation of quantitative (10 studies), mixed-methods (11 studies), and action research (1 study) designs, which contribute to a comprehensive approach that blends statistical rigor with qualitative depth. This methodological diversity enhances the robustness of the findings, catering to the multifaceted nature of LAL and ensuring a more holistic understanding. Overall, this body of research contributes to the global discourse on LAL and offers insights that can inform localized approaches to language assessment practices and professional development.

### Conclusion

In conclusion, this systematic review has examined the literature on LAL to determine the existing discussions and identify areas for future research. The research was pursued by searching for selected papers using two primary databases, WoS and Scopus. Following the selection step, a total of 35 articles were included in this evaluation, adhering to the predetermined criteria for inclusion and exclusion. This study has explored the complex field of LAL through six pivotal aspects. The analysis of LAL components highlighted the intricate and interrelated nature of the knowledge, perspectives, and practices essential for effective language assessment. The differing levels of LAL among teachers emphasize the need for customized solutions to accommodate the range of abilities among educators. The study also revealed the intricate interaction influencing educators' methods, highlighting the necessity for a comprehensive comprehension of LAL that includes knowledge, perspectives, and practices. In light of the changing nature of language education, it is crucial to have reliable measures for assessing LAL in order to guarantee accurate and relevant assessment. Additionally, the study emphasized the critical role of professional development and training in enhancing educators' LAL skills, emphasizing the need for continuous progress. The far-reaching impacts of LAL on teaching practices, student outcomes, and educational systems underscore its transformative role within the broader context of language assessment.

However, it is important to acknowledge certain limitations. The study focused on a specific time frame and potentially excluded long-term trends in LAL. Furthermore, the study's scope was limited to published articles, potentially overlooking valuable insights from other sources. Future research should consider addressing these limitations by implementing longitudinal studies and integrating diverse data sources. Recommendations encompass comprehensive examinations of contextual factors impacting LAL components, customized interventions for addressing diverse proficiency levels among educators and exploring innovative methods for LAL professional development. Overall, these insights contribute to the ongoing discourse on language assessment and lay the groundwork for future research endeavors to improve language assessment practices and pedagogy.

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