A Systematic Literature Review of Authentic Assessments in English Language Teaching

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Abstract— This systematic review explores the role of authentic assessments in English as a Second Language (ESL) education, analyzing 124 scholarly articles. It uses the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) model to identify key themes, methodologies, challenges, and trends. The review categorizes authentic assessments into areas like promoting communicative competence, fostering critical thinking, and encouraging real-world language application. It explores various assessment formats and their alignment with theoretical frameworks like constructivism and sociocultural theory. The findings highlight the positive impact of authentic assessments on student motivation, engagement, and language proficiency. However, it also highlights challenges like limited teacher training, cultural sensitivity, and balancing authenticity with practicality. The review provides actionable recommendations for educators, policymakers, and researchers to improve authentic assessments. Future research should explore technology integration and long-term effects on language acquisition.

Keywords— Authentic Assessment, English Language Teaching, Learner Autonomy, Systematic Review.

1. INTRODUCTION

In the field of language teaching, assessment plays a pivotal role in measuring learners' progress, proficiency, and practical application of linguistic skills. Traditional assessments, often characterized by standardized tests and rigid evaluation frameworks, have been critiqued for their inability to reflect real-world language use and learners' communicative competencies. In contrast, authentic assessments have emerged as a paradigm shift, emphasizing tasks that mirror genuine communication and real-life applications of language. These assessments prioritize context-relevant activities, such as role-playing, portfolio creation, and collaborative projects, which foster both linguistic proficiency and critical thinking.

This systematic literature review (SLR) aims to synthesize research findings on the implementation, benefits, challenges, and outcomes of authentic assessments in language teaching. Specifically, it explores how these assessments impact learners' engagement, motivation, and ability to apply language skills in diverse contexts. Additionally, the review investigates educators' perspectives on integrating authentic assessment practices, highlighting innovative strategies and potential barriers. By providing a comprehensive analysis, this study seeks to offer insights into the transformative potential of authentic assessments, informing practitioners, policymakers, and researchers about their role in fostering meaningful language learning experiences.

The role of assessment in English language teaching (ELT) has evolved significantly over the years, with a growing emphasis on authentic assessments. Authentic assessments are designed to evaluate students' abilities in real-world contexts, providing a more comprehensive picture of their language proficiency and practical skills

(Gulikers et al., 2004). This shift is driven by the recognition that traditional assessments, such as standardized tests, often fail to capture the full range of students' competencies and do not reflect their ability to use language in meaningful ways (O'Malley & Pierce, 1996).

A systematic review of literature on authentic assessments in ELT reveals a broad consensus on their benefits. Authentic assessments are seen as more engaging for students, as they involve tasks that are relevant to their lives and future careers (Herrington & Herrington, 1998). These assessments can include activities such as role plays, simulations, projects, and portfolios, which require students to apply their language skills in practical situations (Gulikers et al., 2004). This approach not only enhances students' motivation but also provides teachers with valuable insights into their students' strengths and areas for improvement (Wiggins, 1998).

Research indicates that authentic assessments can lead to deeper learning and better retention of language skills. For instance, a study by Butler and Lee (2010) found that students who engaged in authentic assessment tasks demonstrated higher levels of critical thinking and problem-solving skills compared to those who were assessed through traditional methods. This is because authentic assessments require students to integrate and apply their knowledge in complex, real-world scenarios, rather than simply recalling information (Butler & Lee, 2010). However, the implementation of authentic assessments in ELT is not without challenges. Teachers often face difficulties in designing and administering these assessments due to a lack of resources, training, and support (Razmawaty & Othman, 2017). Additionally, large class sizes and diverse student needs can make it challenging to provide individualized feedback and support (Mariappan & Osman, 2023). Despite these obstacles, many educators believe that the benefits of authentic assessments outweigh the challenges, and they continue to advocate for their use in language teaching (Herrington & Herrington, 1998).

The literature also highlights the importance of teachers who need to be equipped with the skills and knowledge to design effective assessment tasks and to provide meaningful feedback to students (Darling-Hammond & Snyder, 2000). Professional development programs that focus on assessment literacy and the principles of authentic assessment can help teachers to overcome the challenges they face and to implement these assessments more effectively (Mariappan & Osman, 2023). In addition to teacher training, the support of school administrators and policymakers is crucial for the successful implementation of authentic assessments. Schools need to provide the necessary resources and infrastructure to support these assessments, including access to technology, assessment tools, and professional development opportunities (Razmawaty & Othman, 2017). Policymakers also play a key role in promoting the use of authentic assessments by incorporating them into curriculum standards and assessment policies (Darling-Hammond & Snyder, 2000).

The review of literature also suggests that authentic assessments can be particularly beneficial for students from diverse linguistic and cultural backgrounds. These assessments allow students to draw on their own experiences and knowledge, making the learning process more relevant and meaningful (Herrington & Herrington, 1998). This is especially important in multicultural classrooms, where students may have different levels of language proficiency and different learning needs (O'Malley & Pierce, 1996). Furthermore, authentic assessments can help to bridge the gap between classroom learning and real-world language use. By engaging in tasks that mimic real-

life situations, students can develop the skills they need to communicate effectively in their personal and professional lives (Gulikers et al., 2004). This not only enhances their language proficiency but also prepares them for the challenges they will face outside the classroom (Wiggins, 1998).

The focus on authentic assessments in ELT highlights the potential to enhance language learning by providing more meaningful and relevant assessment experiences. While there are challenges to their implementation, the benefits of authentic assessments in terms of student engagement, deeper learning, and real-world applicability make them a valuable tool in language teaching. Research Questions

To accomplish the objectives of this study, formulating research questions was crucial for the systematic review. The study focused on addressing the following review questions:

1. What topics were covered about the authentic assessments in English language learning?
2. What research methodologies were employed in the identified literatures?
3. What are the roles of authentic assessments in language teaching?
4. What are the emerging recommendations focused on authentic assessments in language teaching?

2. METHODOLOGY

Research Design

The study employed the systematic literature method. The systematic literature review (SLR) method is a rigorous and structured approach to synthesizing existing research on a specific topic. This method involves a comprehensive search and critical appraisal of relevant studies, ensuring that the review is exhaustive and unbiased. By following a predefined protocol, researchers can systematically identify, select, and synthesize all available evidence, providing a clear and comprehensive overview of the current state of knowledge (Pantic & Hamilton, 2024). This approach enhances the reliability and validity of the findings by minimizing bias and allowing for the replication of the review process.

Systematic reviews provide transparency and replicability, allowing researchers to minimize bias by following established processes (Brereton et al., 2007). SLRs are particularly well-suited for locating gaps in the literature and directing future research paths, as noted by Grant and Booth (2009). Furthermore, Petticrew and Roberts (2006) stress the value of SLRs in assessing intricate treatments, including teaching methods, where environment may affect outcomes. SLRs can compile data on the efficacy of authentic assessments in the field of language instruction, providing guidance on best practices and implementation tactics. According to Hartling et al. (2012), systematic techniques improve the dependability of conclusions by offering an organized method for analyzing a variety of studies.

The first step in a systematic literature review (SLR) is to search various databases for studies on authentic assessment in language teaching. The inclusion and exclusion criteria are crucial for ensuring the relevance and quality of the studies. Inclusion criteria specify the characteristics of the studies, while exclusion criteria define the attributes that disqualify them, such as publication date limits, language restrictions, or methodological flaws. These criteria help to filter out irrelevant or low-quality studies, thereby enhancing the reliability and validity of the review's findings (Pantic & Hamilton, 2024). By clearly defining and applying these criteria, researchers can

ensure that their review is comprehensive and focused on the most pertinent and high-quality evidence available. In order to guarantee that pertinent research was included and that no study was removed without a full examination, the eligibility criteria were applied loosely at first. Only studies that clearly satisfied one or more of the exclusion criteria were initially disqualified. Using available databases with the following keywords used: authentic assessments in English language teaching, papers met the following initial inclusion and exclusion criteria:

Table 1. Inclusion and Exclusion Criteria for the SLR

Parameters	Inclusion Criteria	Exclusion Criteria
Type of research	Research articles or journals available in full access or text.	Research articles or journals not available in full access or text.
Results of the study	Research articles which are Journal or Article Type	Review article, editorial, abstract, article commentary, introduction, report.
Language	Research articles or scientific papers that dealt with English as a Second Language (ESL)	Research articles or scientific papers that is not with English as a Second Language (ESL.
Data Base	Research articles or scientific papers that dealt with Language and Teaching/Instructional effectiveness	Research articles or scientific papers that did not have Language and Teaching/Instructional effectiveness.
Time frame	Research articles or scientific papers on Authentic Assessment in ESL published from 2020-2024.	Research articles or scientific papers on Authentic Assessment in ESL beyond the time frame set.

To ensure the quality and rigor of papers selected for a systematic literature review (SLR), researchers often adopt criteria for evaluating scientific articles. Commonly, papers must adhere to the IMRaD structure, which includes clearly defined sections: Introduction, Methods, Results, and Discussion. This structure facilitates understanding and critical evaluation of the research. For example, Liso (2020) highlights that the IMRaD format promotes systematic knowledge organization, making it more accessible for both academic and applied purposes. Similarly, in educational contexts, it is emphasized that structured writing aids in developing critical scientific literacy and improves the clarity and comprehensiveness of research reporting

Treatment of Data

Originally created by Kelly in 1955, the repertory grid is an innovative instrument for investigating human constructions and is often employed in psychological and pedagogical research. By contrasting and comparing certain components, it makes organized elicitation of constructs easier and makes it possible to find trends, gaps, or theme issues in the data. Despite having its origins in psychotherapy, the repertory grid has been modified for a variety of uses, including research comparison, educational evaluation, and teacher cognition studies.

Repertory grids provide individuals the opportunity to articulate personal conceptions in their own words in educational settings, revealing their latent theories or opinions about certain subjects. For example, in order to

find important patterns or theme areas, students can be asked to assess the qualities of activities or instructional techniques. This approach, which frequently uses coding, theme analysis, or even cluster analysis to systematically evaluate the data, guarantees a balance between qualitative depth and quantitative precision (Johnson & Nadas, 2012). Additionally, the repertory grid's versatility in adapting to different domains highlights how effective it is as a tool for identifying and evaluating components that are essential to research goals (Mayo, 2004).

By thematically classifying replies and examining them for new trends, this method is especially good at finding research gaps and providing a more nuanced view of areas that need more study. The repertory grid preserves the diversity of individual viewpoints while facilitating thorough study by providing an organized yet adaptable framework.

3. RESULTS AND DISCUSSION

The trends, patterns, and discrepancies are highlighted in this area Their implications are critically assessed, taking into account both theoretical and practical contributions, and they are examined in light of the body of existing literature.
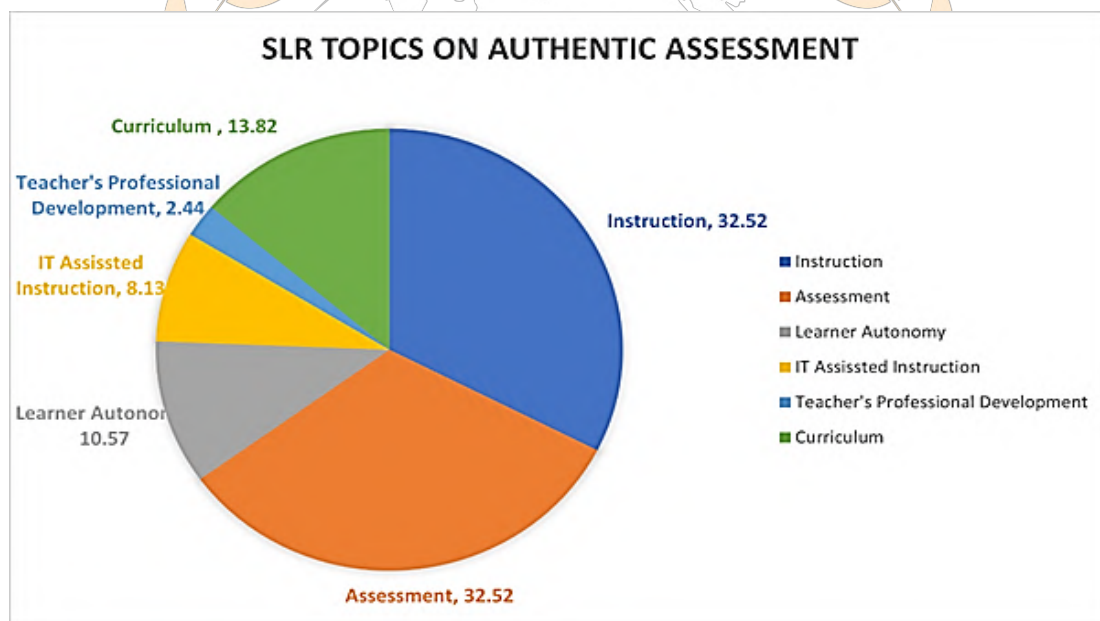

Figure 1. SLR Topic on Authentic Assessment

3.1 Topics Covered About the Integration of Authentic Assessments in Language Teaching

The pie chart shows that the focus of authentic assessments in language teaching is on instruction and assessment, with instruction and assessment being the two main areas of focus. This suggests that researchers and educators are prioritizing pedagogical strategies for implementing authentic assessments and designing assessments that reflect real-world language use. The aim is to ground language learning in practical applications and increase the validity of assessments in capturing students' actual language abilities. Curriculum, which makes up 13.82% of the reviewed literature, is also significant, with educators embedding authentic assessments directly within language

program goals and objectives. This suggests a shift towards fostering linguistic accuracy and communicative competence.

The study reveals a significant interest in assessments that promote self-directed learning, with 10.57% of respondents expressing a desire for assessments that encourage self-directed learning. This suggests that authentic assessments can enhance learner independence, promoting a more active and personalized approach to language acquisition. Language educators should create assessments that evaluate language skills and cultivate learners' abilities to take charge of their learning processes. However, the smaller focus areas of IT-assisted instruction and teacher professional development highlight a potential gap in preparing educators for effective implementation of these assessments.

The study reveals a gap in language education in equipping teachers with the necessary skills to use technology effectively and design authentic assessments. It suggests investing in comprehensive teacher training programs that integrate technology with authentic assessment principles. This could involve workshops, online courses, and collaborative learning communities. By enhancing teachers' competencies in using technology and designing authentic assessments, educators can create more engaging learning environments that better reflect real-world language use. This would lead to more effective and engaging language education.

Language education is shifting towards aligning instructional and assessment practices with authentic language use, fostering learner independence and incorporating technology into the learning process. Authentic assessments help students develop practical language skills outside the classroom. Curriculum developers should design curricula that integrate authentic assessment tasks throughout the learning process. Stakeholders in language education should create supportive infrastructure, invest in technology infrastructure, and provide access to high-quality instructional materials. Policymakers should incorporate authentic assessment requirements into educational standards and accountability measures to encourage schools and educators to adopt these practices. Research funding should be directed towards studies exploring the impact of authentic assessments on student outcomes.

3.2 Research Methodologies Were Employed in The Identified Literatures

The systematic literature review highlights the diverse research methodologies used in studies, including qualitative, quantitative, mixed-methods, quasi-experimental designs, and content analysis, allowing for a comprehensive understanding of the phenomena under investigation.

Table 2. Research Methodologies Employed in the Identified Literature

Qualitative	No.	Quantitative	No.	Combined	No.	Mixed-Method	No.
multiple-case design	1	Quasi-Experimental	3	Quali-Quanti	3	Independent Samples T-Tests	1
Content Analysis	18	Experimental	9	Quanti-quali	2	Sequential Explanatory	10

Case Study	34	Descriptive-Correlational	1		Sequential Exploratory	7
Material Dev't	2				Cross-Sectional	1
Framework	5				Convergent Parallel Mixed Methods Approach	1
Descriptive	3					
Phenomenology	5					
Ethnography	4					
Reflective practice	2					
Survey	3					
Conversation Analysis	2					
Developmental	1					
Narrative	3					
CDA	2					
Action research	1					
	86		13	5		20
69.35%		10.48%		4.03%	16.13%	

Qualitative methods, such as content analysis and case studies, are often used to explore complex, context-dependent issues, providing detailed insights that are often missed by quantitative approaches. In total, qualitative methods account for 69.35% of the reviewed studies.

Quantitative methods make up 10.48% of studies, a smaller proportion compared to qualitative methods. These methods, such as quasi-experimental designs and independent samples t-tests, are used to establish causal relationships and test hypotheses with statistical rigor, producing reliable and replicable results. They enhance the credibility of research. Mixed-methods approaches account for 16.13% of studies, providing a balanced understanding of research problems. These approaches combine the strengths of both qualitative and quantitative methods, offering a more holistic view of the problem. They are particularly useful in addressing complex research questions requiring multiple perspectives and data sources. The use of combined methodologies accounts for 4.03% of studies. The lower proportion of purely quantitative studies suggests potential for growth, where integrating quantitative rigor with qualitative depth can improve research quality.

This systematic literature review emphasizes the importance of methodological pluralism in addressing complex research questions. Researchers should integrate diverse methodologies like experimental, ethnographic, and survey-based approaches to enhance the reliability and validity of findings. This approach also facilitates cross-disciplinary insights, allowing researchers to address multifaceted phenomena from multiple perspectives. The review also highlights the growing recognition of the value of qualitative methods in exploring subjective

experiences and contextual nuances. Developing robust skills in qualitative data collection and analysis, such as interviews, thematic coding, and narrative analysis, is crucial. Educational institutions and research organizations should invest in training programs, workshops, and mentorship opportunities to ensure researchers are proficient in these methodologies.

Mixed methods research, combining qualitative and quantitative techniques, provides a comprehensive framework for addressing research questions. It bridges the gap between abstract trends and grounded realities, enabling cross-method corroboration and enhancing credibility. Future studies should explore innovative methods, leveraging data visualization, software, and analytical tools. Mixed methods research can influence policy formulation and practical applications by providing comprehensive evidence bases appealing to diverse stakeholders. The importance of methodological diversity and ongoing training in both qualitative and quantitative research methods is underscored, as embracing methodological pluralism enhances the rigor and impact of research.

3.3 Roles of Authentic Assessments in Language Teaching

The SLR on the integration authentic assessments in language teaching did not merely focus on identifying the number of topics, methodologies and its respective categories. Looking into the roles of authentic assessments is reflected in the following discussion. The data was analysed through thematic analysis which focused on identifying the roles of authentic assessments in language teaching.

Promote Linguistic Diversity and Inclusivity

Studies have explored the concept of inclusivity and diversity in authentic assessments in language teaching. Esterly et al. (2023) argue that these assessments normalize linguistic diversity by allowing students to use their native languages and dialects meaningfully. This approach validates students' linguistic backgrounds and promotes a more inclusive classroom environment where all students feel valued and understood. Wang et al. (2023) emphasize the importance of multimodal tutorial environments in enhancing language learning by creating socially mediated contexts that cater to diverse linguistic needs. Hennessy (2024) emphasizes the need for a practical framework for analyzing complex educational environments to design inclusive assessments.

Simpson et al. (2022) emphasize that teachers significantly influence students' perceptions of interculturality, suggesting that educators play a crucial role in promoting inclusivity and diversity in the classroom. Huang & Fang (2023) suggest five categories of cultural instruction, including contrast, authentic material, groupwork, codeswitching, and guided discussion, can be integrated into authentic assessments to promote cultural inclusivity and provide a more holistic learning experience. Moreover, Owen et al. (2021) emphasizes the importance of considering local English varieties in test design, advocating for tailored support for students in diverse English as a Medium of Instruction contexts. Schneider (2020) suggests online environments can increase session frequency and staff involvement, offering flexible learning opportunities. Tantawy (2020) and Leung (2022) highlight the value of professional development and supportive school cultures in implementing inclusive assessments effectively.

Gartziarena et al. (2024) emphasize the importance of multilingual teaching in the Basque Country, while Bodis (2020) emphasizes the integration of intercultural competence (IC) for inclusive learning. Meruena (2023) and Güneş & Taş (2023) discuss the transformative potential of outcome-based education (OBE) and the need for well-designed curricula. Ibrahim (2022) and Liu (2021) advocate for frameworks to improve intercultural communicative competence in ESL/EFL contexts. The study by Lo & Leung (2022), Porter et al. (2022), and Mearns & Platteel (2021) highlights the significance of incorporating cultural artifacts and authentic content in language education to promote emotional engagement and motivation. It also emphasizes the need for personal engagement with texts, as early career teachers and students value diverse strategies in managing Content and Language Integrated Learning (CLIL). The study calls for flexible, open, and dynamic curricula to ensure authentic assessments remain inclusive and effective in diverse educational settings.

Promote Re-evaluation of Approach in Employing Assessments in Language Teaching

Researchers are re-evaluating authentic assessments in language teaching to improve effectiveness. Meijer & De Jong (2021) argue that while the nondirective approach empowers students, it needs adaptation to suit diverse learning contexts. This highlights the need for flexibility in assessment methods to cater to the varying needs of all learners, ensuring all can benefit from authentic assessments.

Nushi & Orouji (2020) highlight listening difficulties faced by students, including poor audio quality, unfamiliar vocabulary, and high speech rates. They suggest that authentic assessments should incorporate clearer materials and familiar vocabulary to improve performance. Siddiqa & Whyte (2021) emphasize the limited potential for L2 pragmatic development in obligatory school contexts, urging for better integration of pragmatics in language education. They call for a re-evaluation of how pragmatic skills are assessed and taught to ensure students can develop these skills in a supportive environment. Moreover, Takam & Fassé (2023) propose revising ESOL programs and teacher training for technical education to improve students' language skills and employability. They emphasize the need for aligning assessments with real-world applications and focusing on meaningful communication tasks. Tigchelaar et al. (2023) suggest more targeted training in task outcome creation, emphasizing the importance of real-life language use in assessments.

Duong (2021) highlights the challenges in Task-Based Language Teaching (TBLT) implementation, suggesting authentic assessments should be designed with these in mind. Guibangguibang (2020) suggests that assessments should focus on communicative competence rather than error correction. McCullum & Reed (2020) highlight the motivational benefits of a badge system, but note that the language of checklists needs simplification for lower-level students. Additionally, Do (2023) emphasizes the need for effective online peer feedback, while Horton (2024) advocates for a critical approach to empathy in education. Lopez et al. (2021) suggest that the CBA system is effective in interpreting EL students' responses but needs improvements to handle misspellings and typographical errors.

Al-Bargi (2022) advocates for a more developed online assessment model, emphasizing adaptability to online learning environments. Graham (2022) proposes a holistic reorientation in research and practice, viewing English Language Learning and Assessment (ELLA) as an emergent phenomenon requiring adaptive, dynamic, and non-

linear research designs. Furthermore, Cho et al. (2024) suggest teachers use multimodal resources for pedagogical activities, suggesting assessments should incorporate multiple communication modes. Benali (2021) suggests a hybrid approach with Automated Writing Evaluation (AWE) tools. Khademi (2022) suggests focusing on student engagement and motivation in assessments.

Lastly, Lanvers & Graham (2022) emphasize the importance of policies that promote autonomy, relatedness, and competence in language teaching. They suggest that authentic assessments should be designed to foster these qualities, emphasizing the need for flexibility, inclusivity, and real-world applications for all students.

Promote Student Motivation and Engagement

The impact of authentic assessments on student engagement and motivation in language teaching is a well-explored theme, with various studies highlighting the positive effects of these assessments. Kang et al. (2023) found that the "Reading in Circles" approach in English as a Medium of Instruction (EMI) classes significantly reduces student anxiety and increases engagement. This method encourages collaborative learning and discussion, making students feel more comfortable and involved in their learning process. By creating a supportive and interactive environment, authentic assessments can help students feel more connected to the material and to each other, thereby enhancing their overall engagement.

Ariffin et al. (2022) highlight the significance of interaction in student engagement and achievement, especially in virtual environments. They suggest that authentic assessments with interactive elements, like group projects and discussions, can boost motivation and participation. Al-Jarf (2021) supports this, stating that engaging students in activities that enhance their English skills and cultural awareness can be highly beneficial. Moreover, Yandell et al. (2022) and Alabidi et al. (2022) highlight the benefits of strategic questioning and reflective diaries in enhancing student engagement and learning outcomes. They suggest that designing assessments that encourage critical thinking and inquiry can create a dynamic learning environment. Reflective diaries help students develop cognitive and metacognitive skills, boosting motivation and engagement.

Zakaria and Hashim (2020) and Ruiz-Guerrero (2020) found that game-based assessments enhance student motivation and performance in academic writing courses by incorporating play and competition. They also observed increased engagement and participation in higher-level courses when authentic assessments were used. Additionally, Mideros (2020) and Lee (2020) emphasize the importance of encouraging students to think critically and creatively, while Lee (2020) emphasizes the role of incentives, online engagement, and student participation in maintaining motivation throughout their learning journey.

Lastly, the study by Vatansever & Toker (2022) suggests that screencast feedback, when designed thoughtfully, can significantly enhance student engagement and motivation by making learning more interactive, relevant, and enjoyable, compared to e-written feedback.

Student Confidence and Self-Efficacy
Research shows that authentic assessments significantly boost student confidence and self-efficacy in language teaching. Qasem (2020) found that these assessments promote learner autonomy and constructive feedback,

fostering ownership of learning. This approach boosts confidence and self-efficacy, as students feel capable of improving their skills, leading to increased motivation and engagement.

Mynard et al. (2020) and Mynard (2020) emphasize the role of learner autonomy in self-efficacy development. They suggest various approaches to studying learner autonomy, with ethnographies being a valuable tool. They argue that authentic assessments foster independence and confidence in students, which is essential for developing self-efficacy as they learn to trust their abilities and judgment. Further research is needed in this area. Sadaghian et al. (2020) and Lindin et al. (2023) emphasize the importance of community and teacher support in fostering learner autonomy. They suggest that a supportive learning environment, with teachers and peers providing encouragement, is crucial for boosting student confidence. Authentic assessments and peer feedback can create this environment. Al Ghazali (2020) suggests that self-access and virtual learning can enhance learner autonomy, despite challenges like technical issues and digital literacy.

Harwood & Koyama (2020) found that virtual writing centers can enhance face-to-face learning by promoting self-regulated learning through structured planning and performance. This approach helps students develop self-efficacy by providing clear goals and feedback, building confidence. Yang (2020) emphasizes the importance of teacher guidance and structured activities in supporting autonomous learning, as students feel more confident in completing tasks independently. Furthermore, Stringer (2024) notes that writing center consultations can increase writing self-efficacy. These consultations provide students with personalized feedback and strategies for improvement, which can significantly boost their confidence in their writing abilities. Al-Bogami & Elyas (2020) found that iPad apps positively impact student engagement and learning in EFL classes, fostering more active and autonomous learning. The use of technology in authentic assessments can provide students with new and engaging ways to demonstrate their skills, further enhancing their confidence and self-efficacy.

Anas et al. (2020) and Cira and Lopez (2020) discuss the effectiveness of electronic self-access language learning (e-SALL) in providing self-access learning opportunities. They argue that these models are versatile, adaptable, and can support learner autonomy during crises like COVID-19. They also highlight how authentic assessments can boost students' confidence and self-efficacy. Also, Velasco (2021) suggests transitivity analysis of authentic materials is a effective method for enhancing critical thinking skills among ESL students. Engaging with higher-order thinking materials helps students understand language usage and enhances their confidence. Authentic assessments, when designed and implemented effectively, can boost student confidence and self-efficacy by promoting learner autonomy, providing constructive feedback, and creating a supportive learning environment.

Promote Authenticity and Integrity of Assessment

Valdés (2023) emphasizes the importance of authentic assessments in language teaching, arguing that the current system is often unjust for bi/multilingual students, especially Latinx Long-Term English Learners (LTELs). He advocates for equitable assessments that reflect the diverse linguistic realities of students, promoting fairness and inclusivity, and ensuring that all students, regardless of their background, are fairly evaluated. Also, Alaamer (2021) emphasizes the importance of standardized rubrics for consistent and accurate assessment of ESL learners' speaking abilities. These rubrics maintain the integrity of assessments by providing clear criteria that can be

applied across different contexts, reducing potential bias and subjectivity. Zaim et al. (2020) highlight the challenges of implementing authentic assessments, suggesting that while authenticity is crucial, it must be balanced with practical considerations to ensure feasible and reliable assessments.

Singh et al. (2022) highlight the need for teachers to receive additional training to effectively implement portfolio assessments, as it enhances their understanding and application of authentic assessment principles. Daud et al. (2023) emphasize the need for policy adjustments and institutional support to maintain the integrity of authentic assessments. Additionally, Abbott et al. (2021) found that Portfolio-Based Language Assessment (PBLA)'s complex requirements and accountability focus hinder effective learning and do not align with Learning-Oriented Assessment (LOA) principles, especially for Bilingual English Language Learners (BELLs). Jansen et al. (2021) highlighted the importance of designing assessments that minimize potential biases and evaluate students based on their actual language abilities, highlighting the need for authentic assessments.

In addition, López (2023) emphasizes the importance of clear, timely feedback connected to learning goals and assessment criteria for maintaining assessment integrity. Teachers play a crucial role in developing feedback literacy for students' ongoing learning. Almuhaimeed (2022) found that only some assessment criteria are robustly applied, highlighting the need for improvement in post-testing and quality loop stages.

Tan (2022) discusses the Learning Oriented Assessment (LOA) framework, which promotes learning through peer interactions and emphasizes the role of peer feedback. Raymundo (2023) emphasizes the interdependency of macro skills and source texts in integrated assessment practices, suggesting that authentic assessments should consider language use holistically.

Wijaya (2022) and Daud et al. (2020) highlight the importance of formative assessment in creating transformative writing learning experiences and public speaking skills assessment. They suggest that these methods enhance the authenticity and integrity of the assessment process.

Portfolio-based assessment promotes learner autonomy among ESL students, enhancing motivation and engagement. Tharmalingam et al. (2024) found proficient students use metacognitive strategies to self-assess spontaneous speech production, indicating authentic assessments help develop self-regulation skills. Singh et al. (2023) highlight the benefits of authentic assessments in improving student proficiency, engagement, and teacher confidence.

Furthermore, Ren & Seedhouse (2024) found that authentic language assessments can enhance proficiency by measuring vocabulary post-test. Marshall (2022) supports dialogic assessment principles, emphasizing dialogue and interaction in assessment to maintain authenticity and integrity. This approach ensures assessments reflect real-world language use and interactions.

Studies support the authenticity and integrity of authentic language assessments in teaching. They emphasize fairness, reliability, and effectiveness. Educators can improve these assessments by using standardized rubrics, effective feedback, and innovative methods, ensuring accurate evaluations of students' language abilities.

Promote Evaluation of Teaching Approaches

Li & Zou (2021) emphasize the importance of scaffolding in English as a Foreign Language (EFL) teaching, highlighting its effectiveness in enhancing students' existing knowledge and skills, especially in authentic assessments where students apply their language skills in real-world scenarios.

Nilforoushan et al. (2023) emphasize the importance of metacognitive reading strategies in improving comprehension and enhancing authentic assessments. Qin & Groombridge (2023) suggest that effective summary writing requires a combination of reading, writing, and language proficiency, requiring tasks that develop these skills. Vold (2022) emphasizes the significance of meaning and fluency in language learning, aligning with authentic assessment principles. Studies by Khallab et al. (2022) and Yapp et al. (2023) show that explicit instruction in metacognitive and reading strategies significantly enhances students' comprehension and language proficiency.

Research shows that explicit instruction can lead to long-term improvements in language proficiency, even though immediate gains may not be evident (Zeng et al., 2024). Bergström et al. (2022) emphasize the importance of explicit vocabulary instruction. Do (2024) emphasizes the need for needs analysis in course design, proposing a task-based writing approach that aligns with authentic assessment principles, ensuring relevant and effective assessments. Mahmoudi & Buğra (2020) suggest that teaching rubrics and providing face-to-face feedback enhances students' writing skills. Alqahtani & Elumalai (2020) highlight Task-Based Language Learning (TBLL) as a tool for language engagement. East & Wang (2024) highlight translanguaging as a beneficial approach for authentic assessments, leveraging students' full linguistic repertoires.

Janfada (2023) and Tarpey (2021) advocate for a dialogic approach in language teaching, focusing on critical reflection and authentic learning. Uztosun & Kök (2024) highlight extramural English's role in enhancing positive affective states and improving L2 learning outcomes. Furthermore, Weinmann et al. (2024) note that the pandemic has accelerated the adoption of digital engagement in language education, highlighting the need for assessments that are adaptable to online learning environments. Watson et al. (2021) emphasize the importance of high-quality classroom talk for effective grammar teaching, suggesting that authentic assessments should include opportunities for meaningful spoken interaction. Khajavy & Lüftenegger (2024) indicate that Foreign Language pride is best represented by a higher-order model, suggesting that assessments should also consider students' emotional and psychological engagement with the language.

Curriculum reform can foster critical thinking, especially among high-achieving students. Continuous assessments provide a comprehensive understanding of language knowledge. Hybrid education models and teaching algorithms enhance language skills. Teaching online research skills as a comprehensive model is more effective in reducing copy-paste behavior than teaching these skills separately, according to Du & Zhang (2022), Samad (2022), Yereenko et al. (2020), Nayman & Bavlı (2022), and Kain and Safa (2023). Moreover, Zhao et al. (2023) highlight the potential of VR/AR technologies in education, suggesting they can be integrated into authentic assessments for enhanced effectiveness. Thomas et al. (2022) and Geng & Razali (2022) emphasize the importance of validated models and indicators in teaching practices and software development. Bashori et al. (2024) highlight

improvements in learners' pronunciation through specific instructional approaches, while Kazaz (2020) advocates for concordance-based data-driven learning (DDL) as an effective alternative to traditional vocabulary instruction. Studies show that authentic assessments in language teaching enhance learning by incorporating explicit instruction, scaffolding, needs analysis, and innovative technologies, making them both effective and engaging for students.

Promote Re-evaluation of Assessment Standards and Materials

The effectiveness and fairness of authentic language teaching assessments are significantly influenced by the re-evaluation of assessment standards and materials. Başok (2020)A mismatch between curriculum and assessment practices hinders the implementation of Communicative Language Teaching (CLT) and negatively affects teacher motivation. Therefore, for authentic assessments to be effective, a coherent alignment between curriculum and assessment practices is necessary.

Mohamad Marzaini et al. (2024) highlight the misalignment between teachers' practices and policy mandates, influenced by an exam-oriented culture and lack of assessment literacy. They suggest teachers need better training and support to align their practices with policy expectations. Aziza et al. (2020) emphasize the lack of support from school administration, overwhelming documentation, and the burden of teaching hours and activities, emphasizing the need for systemic support and professional development. Moreover, Eskin (2022) suggests that current measurement design is suitable, but score calculation and reporting procedures should consider task difficulty differences. Souzandehfar (2024) highlights the low authenticity of IELTS Speaking Module tasks, highlighting the need for more realistic and contextually relevant tasks. Both studies emphasize the importance of continuously reevaluating and updating assessment materials to maintain relevance and authenticity.

Qayoom et al. (2021) advocate for an online assessment course tailored to English language teachers' needs, emphasizing the importance of tools and knowledge for authentic assessments. Giraldo & Yan (2023) advocate for a course that encourages teachers to discuss and develop new assessment methods, emphasizing the need for ongoing professional development and collaborative learning. Furthermore, Rouffet et al. (2023) highlight a misalignment between national CLT goals and classroom practices, affecting CLT implementation. Shah et al. (2024) suggest that diverse and inclusive assessment materials should reflect diverse cultural and linguistic perspectives, as poetry in language textbooks can shape learners' identities.

Lastly, Bergström (2024) and Alsulami (2021) found that assessment materials often fail to encourage active language use, despite offering retrieval opportunities. They suggest that materials should be designed to encourage active language use, rather than passive recall.

They also suggest that assessment materials should be continuously reviewed and updated to support student learning and engagement. The re-evaluation of assessment standards and materials in language teaching is crucial for their effectiveness and fairness. This involves aligning curriculum and assessment practices, providing teacher support, and updating materials to reflect real-world language use, ensuring assessments are fair, equitable, and meaningful.

3.4 Emerging Recommendations Focused on Authentic Assessments in Language Teaching

This discussion synthesizes various researchers' perspectives on inclusive standards in language teaching and testing, providing a comprehensive overview of current trends, suggestions, and their implications.

Implement Inclusive Standards and Approaches in Language Teaching and Testing

Esterly et al. (2023) and Kang et al. (2023) emphasize the need for inclusive grammar resources and reading comprehension strategies in K-12 classrooms to ensure equitable learning opportunities for all students, addressing diverse linguistic backgrounds and ensuring no learner is left behind. Khellab et al. (2022) and Nilforoushan et al. (2023) suggest that incorporating metacognitive strategies in English for Science and Technology (EST) programs can enhance students' reading skills and academic performance, promoting better comprehension and retention.

Moreover, Nushi and Orouji (2020) suggest focusing on listening strategies and considering learners' proficiency levels in task design. Qin and Groombridge (2023) suggest exploring cognitive and writing processes in reading-to-write tasks and the impact of different topics and text genres on summary writing. Yeremenko et al. (2020) and Duong (2021) suggest the use of flexible teaching tools to develop students' voices and observe or diaries to understand Task-Based Language Teaching (TBLT) application in real-life contexts, emphasizing adaptability and continuous assessment for effective language teaching. Additionally, Authors Ariffini et al. (2022) and Valdés (2023) emphasize the importance of technology and policy in language education. They suggest strategies for interaction, adapting to students' needs, and utilizing technology effectively. They also call for a re-examination of language standards and assessment systems to support minority students' linguistic development.

The recommendations suggest integrating inclusive grammar resources and RC strategies to create a more equitable educational environment. Metacognitive strategy instruction can empower students to become self-regulated learners, improving academic performance and lifelong learning skills. Focusing on listening and writing strategies can support individual proficiency levels. Moreover, the authors emphasize the importance of inclusive, adaptable, and technology-enhanced approaches in language teaching and testing. They suggest that these strategies can create a more equitable and effective learning environment, ensuring that language instruction remains dynamic and responsive to students' needs, while also incorporating technology and policy reforms.

Focus on Assessment Authenticity

Researchers are focusing on the authenticity of assessment in language teaching and testing to improve its effectiveness and relevance. Zaim et al. (2020) suggest developing and implementing an authentic assessment model that addresses teachers' needs and challenges. This approach ensures assessments are relevant to the curriculum and practical, providing accurate measures of students' abilities and better preparation for real-life language use. Educators need the necessary tools and training to design and implement such assessments effectively.

Singh et al. (2023) suggest using portfolio assessments alongside traditional assessments to promote critical thinking and independent learning. Portfolios allow students to showcase their progress over time, encouraging

continuous learning and self-assessment. This approach helps students develop a deeper understanding of their language skills and areas for improvement. Daud et al. (2020) recommend using mini-seminar projects in speaking classes to promote authentic assessment. These projects simulate real-life scenarios, enhancing students' communication skills and making assessments more relevant and engaging. Moreover, Souzandehfar (2024) suggests incorporating problem-solving and higher-order thinking skills into language test authenticity to evaluate students' ability to apply knowledge in complex situations. Qayoom et al. (2021) emphasize the importance of integrating all four language skills (listening, speaking, reading, and writing) into the curriculum and assessments for a balanced proficiency across all domains, promoting holistic evaluation of language abilities.

Giraldo and Yan (2023) suggest creating courses that integrate assessment theory and practice for English language learners, equipping educators with the skills to design effective and relevant assessments. Velasco (2021) advocates for using authentic materials in ESL classrooms to develop critical thinking skills, enhancing students' understanding and proficiency.

This approach makes language learning more engaging, motivating, and improving learning outcomes. Furthermore, Tharmalingam et al. (2024) suggest metacognitive strategies in ESL teaching to improve self-assessment abilities and encourage active learning. Nayman and Bavlı (2022) suggest compulsory student participation, changing assessment styles, and engaging activities for online teaching effectiveness. These strategies promote self-directed learning and autonomy, while online assessments should be designed to keep students engaged and motivated.

Kain and Safa (2023) emphasize the importance of integrating online research skills into curriculums to promote academic integrity and reduce plagiarism. They suggest that assessments should test students' research and digital tool use skills. These recommendations emphasize the need for authentic, comprehensive, and reflective assessment practices in language teaching to support students' language development and prepare them for real-world communication challenges.

Provide Teacher Training

Research emphasizes the need for comprehensive teacher training in language education to improve teaching practices. Meijer and De Jong (2021) suggest that writing centers should invest in professional development programs to equip tutors with language skills and pedagogical skills. This will lead to better writing outcomes and better support for students, ultimately benefiting the overall teaching process.

Li and Zou (2021) suggest that teacher education programs should focus on developing scaffolding skills through demonstrations, case studies, and reflective practices. Scaffolding is a crucial teaching strategy that provides temporary support to students until they can perform tasks independently. Tigchelaar (2023) emphasizes the need for more practice and support in task design, balancing linguistic support with learner autonomy. This will help create meaningful learning experiences and promote language development.

Therefore, teacher education programs should include modules on task design. Do (2024) suggests that teachers should receive explicit instructions and training for online peer feedback, including technical skills, to prepare

them for the demands of virtual classrooms. Henessy (2024) suggests that teacher training should focus on multimodal interaction and leveraging technology affordances to create engaging and inclusive learning environments. This includes practical sessions on integrating technology and multimodal resources into teaching practices, ensuring teachers are well-equipped to facilitate online interactions and feedback.

Moreover, Mohamad Marzaini et al. (2024) suggest reviewing competency-based assessment (CBA) policy, providing teachers with evaluation literacy training, and emphasizing experiential learning for improved policy implementation and student outcomes.

They suggest that teacher training programs should include comprehensive modules on assessment literacy to design and implement effective assessments. Marshall (2022) advocates for training teachers in dialogic assessment techniques to enhance teaching practices and improve learning outcomes.

Also, Harwood and Koyama (2020) emphasize the importance of social presence and interactive dialogue in online learning environments. They recommend providing necessary support for these aspects, including technological and administrative support. Stringer (2024) suggests further training and professional development for consultants to enhance effective strategies. Institutions should provide ongoing professional development opportunities to ensure teachers continually improve their skills and knowledge in virtual classrooms.

The authors emphasize the importance of comprehensive and continuous teacher training in language education. They suggest that these strategies can prepare teachers to meet diverse student needs and create inclusive learning environments. They emphasize the significance of practical training, digital literacy, multimodal interaction, assessment literacy, and continuous professional development in modern teacher education.

IV. CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The findings of this Systematic Review on authentic assessment in English language teaching reveal the following:

1. The growing integration of authentic assessments in language teaching underscores curriculum alignment and learner autonomy, but there's a significant gap in teacher professional development for technology skills.

2. The systematic literature review highlights various research methodologies in language education, emphasizing the importance of methodological pluralism in understanding complex issues, with qualitative methods providing detailed insights, and a lower proportion of quantitative studies suggesting growth potential.

3. The literature review highlights the significance of authentic assessment in language teaching, highlighting the need for teacher professional development and comprehensive training programs integrating technology and authentic assessment principles.

4. The literature review highlights the significance of inclusive standards, diverse teaching strategies, and authentic assessments in language teaching, but calls for further research on their practical applications in diverse educational contexts.

Recommendations

1. Invest in professional development programs for teachers to design and implement authentic assessments, including hands-on training, workshops, and continuous support, to ensure proficiency in technology and meaningful tasks.

2. Training programs and workshops on qualitative research methods are essential for developing strong skills in data collection and analysis, ensuring high-quality qualitative research.

3. Create tests that promote learner independence and self-directed learning. Project-based work, chances for self-evaluation, and peer reviews that encourage introspection and self-control can all help achieve this.

4. Develop and implement authentic assessment models that address teachers' needs and the specific challenges they face. This includes integrating comprehensive online research skills into the curriculum to foster academic integrity and reduce plagiarism.

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