

Implementation of ESL Assessment in Malaysian Schools: A Systematic Literature Review Paper

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Abstract

In today's globalized world, having strong English language skills is seen as essential for career growth. Various assessments exist, each with its unique aim and objective. A properly structured English language assessment could ensure pupils are placed in suitable language courses, and recognize their strengths and weaknesses to facilitate language acquisition. Malaysia has recently implemented changes to its assessment system, especially in the field of education. In order to meet the demands of the 21st century, the government has implemented School-Based Assessment or SBA (formative assessment) and Ujian Akademik Sesi Akhir tahun or UASA (year-end summative assessment) as part of the Common European Framework of Reference for Languages (CEFR) curriculum. Despite its importance, the systematic literature review of Malaysian schools' English language assessment is scarce. Hence, this systematic literature review centered on ESL teachers' challenges and current assessment practices. By using the Preferred Reporting Items for Systematic Review and Meta-Analyses (PRISMA) review methodology, 12 articles related to the Malaysian school's assessments were identified from (Educational Resources Information Center) ERIC and Google Scholar databases with exclusion and inclusion criteria considered. According to the articles published between 2019 and 2023, the findings indicate that the primary obstacles are a shortage of training, time limitations, and the challenge of selecting appropriate assessment content. In practice, the majority of research focuses on formative assessments.

Keywords: ESL Teachers, Examination, Summative, Formative, Assessment, Malaysian Schools

Introduction

English language assessment is an important tool for evaluating a person's proficiency in the language. Assessments have multiple applications such as gauging language competency for academic or work purposes, monitoring language growth, and observing advancement over a duration. Language can be defined as a system of conventions a society uses to communicate and make meaning in four skills listening, speaking, reading, and writing (Flores, 2016). Assessment can be defined as all activities that teachers and pupils undertake to gather information about pupils' learning progress and use it to improve teaching and learning. (Amua-Sekyi, 2016). This includes a range of activities such as teacher observation, analysis of pupil work such as homework, tests, essays, reports, and practical procedures, and classroom discussions about issues related to the subject matter. Assessment can be either formative or summative. (Dunn & Mulvenon, 2009) . Summative assessment is usually

conducted at the end of a unit or course and is used to evaluate pupils' overall learning and assign grades or scores (Kibble, 2017). The summative assessment comprises several components such as midterm exams, final projects, papers, tests designed by teachers, standardized tests, and high-stakes tests (States et al., 2018). It is crucial to acknowledge that while summative assessment evaluates past performance, it regrettably fails to provide guidance for enhancing the future performance of learners. (Ahmed et al., 2019).

This is where formative assessment comes into play. Formative assessment is ongoing and is used to monitor pupils' progress and provide feedback for improvement. Formative assessments are ones that are designed to improve the learning process by offering nonjudgmental feedback; they are evaluations for learning rather than assessments of learning (Rolfe & McPherson, 1995). Numerous research reviews have revealed that the implementation of formative assessment can significantly enhance academic success among pupils. (Black & Wiliam, 1998). In order to enhance the learning process, portfolios, asking questions during class, informal observations of interaction, quizzes, rubrics, discussions, and self and peer assessment techniques (Ketabi & Ketabi, 2014) can be utilized for formative assessment purposes. According to (Carless, 2002), the formative assessment includes participation from pupils, teachers, and peers. This type of assessment can be conducted through paper or technology, with web-based forms offering benefits such as interactivity, real-time practice, multimedia components, timely feedback, a range of exercises, self-paced learning, multiple attempts, and gaming elements (Buchanan, 2001; Jia et al., 2012; Wang, 2008).

The Malaysia Education Blueprint 2013-2025 (MINISTRY OF MALAYSIAN EDUCATION, 2013) is a comprehensive strategic plan for transforming the education system in Malaysia. One of the key components of the blueprint is the focus on strengthening school-based assessment (Pentaksiran Berasaskan Sekolah, PBS) to improve the quality of education for all pupils. The Ujian Akhir Sesi Akademik (UASA) (Malaysian Ministry of Education (MOE), 2021) is a new assessment introduced by the Ministry of Education in Malaysia as part of its efforts to strengthen school-based assessment. The UASA replaces the Primary School Achievement Test (UPSR) and the Form 3 Assessment (PT3). Overall, formative and summative assessments are part of the government's efforts to a more balanced and holistic approach that supports learning and teaching. Assessment plays a crucial role in education, as it is used to evaluate pupil learning, measure progress, and identify areas where pupils need additional support (Mate & Weidenhofer, 2022). Therefore, any changes in assessment format can have a ripple effect on the entire education system, from teachers and pupils to parents and policymakers. The implementation of changes or reforms in assessment presents some risks for educators, such as the challenge of dealing with insufficient knowledge and training among teachers. Past studies have revealed that primary and secondary school teachers in Malaysia lack formative assessment abilities or literacy and as a result (Fook et al., 2011), further professional development has been recommended by Ong (2010). Furthermore, studies have addressed the issue of time limitations and excessive administrative duties and unnecessary tasks delegated to teachers. Sidhu et al (2018) also mentioned time constraints as a significant obstacle, which is caused by the extensive workload of both teaching and administrative responsibilities. The lack of scoping review that looks into teachers' challenges and current practices of assessment in Malaysia of previous studies has led to this review. Hence, this systematic review aims to review formative and summative assessments practice in Malaysia focusing on these two research questions:

1) What are ESL teachers' challenges faced in implementing English Language Assessment?

2) What are the ESL teacher's practices in implementing English Language Assessment?

Aim of the Study

This systematic literature review was carried out using the Preferred Reporting Items for Systematic Reviews and Meta-analyses (PRISMA) 2020 checklist. The implementation of the comprehensive 27-point PRISMA checklist can elevate the quality of systematic reviews to a refined and compelling standard. This paper aims to investigate the challenges faced by teachers in English Language Assessment, as well as the current practices of assessment. Hence, this paper systematically illustrates the practices and challenges Malaysian teachers face when it comes to English language assessments. The review commenced with a meticulous process of article identification pertaining to the English Language Assessment in Malaysian schools, utilizing the highly regarded ERIC and Google Scholar databases. The process consisted of four distinct phases, namely the identification phase, screening phase, eligibility phase, and inclusion phase.

Method**Phase 1: Identification Phase**

The databases used for this systematic literature review were ERIC and Google Scholar and the search range was limited from 2019-2023. The Education Resources Information Center (ERIC) is a digital library that provides access to a vast collection of research materials on education-related topics. Meanwhile, Google Scholar is a web search engine that allows users to search for scholarly literature, including articles, conference papers, theses, and dissertations. It indexes academic publishers, professional societies, online repositories, universities, and other websites, providing a large collection of scholarly content from various disciplines. The keywords utilized to search for the articles are listed in **Table 1**. To ensure that the articles met the researchers' criteria, additional information was included in the search for related articles, which is detailed in **Table 2**.

Table 1

Keywords used to find related articles.

<i>Database</i>	<i>Search String</i>
<i>ERIC</i>	ESL Teachers and Malaysian Assessments, Assessments AND challenges, Malaysian Assessment Implementation AND ESL teachers, English Assessments AND Examination, Summative assessment and Malaysian Schools, Formative assessment and Malaysian Schools, Assessments AND ESL teachers,
<i>Google Scholar</i>	ESL Teachers AND Malaysian Assessments, Malaysia Assessments AND challenges, Malaysian Assessment Implementation AND ESL teachers, English Assessments AND Examination, Malaysian Schools, School Assessments AND ESL teachers, English Assessments AND Examination, Summative assessment and Malaysian Schools, Formative assessment and Malaysian Schools

Table 2

Inclusion and exclusion criteria

Inclusion	Exclusion
Articles from journals	Conference proceedings, review articles, conceptual papers, book chapters, reports
The text was written in English	Text not written in English
Studies conducted between 2019 and 2023	Studies conducted before 2019
Related to the Malaysian context	Not related to the Malaysian context
Government Primary and Secondary schools	Tertiary levels, Private schools, International schools

3.2. Phase 2: Screening Phase

After conducting a thorough search in both ERIC and Google Scholar, any duplicate articles were promptly removed. The remaining articles were carefully reviewed to confirm they met the researcher's criteria.

3.3. Phase 3: Eligibility Phase

During the third phase, a thorough evaluation was conducted to determine the eligibility of the collected articles. These articles were required to meet the specific criteria outlined in the inclusion section of Table 2. It is essential to emphasize that this phase was crucial in ensuring that the data obtained from this study were of exceptional quality and high reliability.

3.4. Phase 4: Exclusion Phase

After checking for the articles' eligibility in the third phase, the remaining articles were excluded from this systematic literature review. The articles that were excluded were those that were not from journals and were published before 2019. Articles that were not in the English language were also removed. Articles that were not written from the point of view of pupils and parents, as well as those articles written about assessment of other countries, were excluded too.

Figure 1 shows a clearer view of the entire process from Phase 1 through Phase 4.

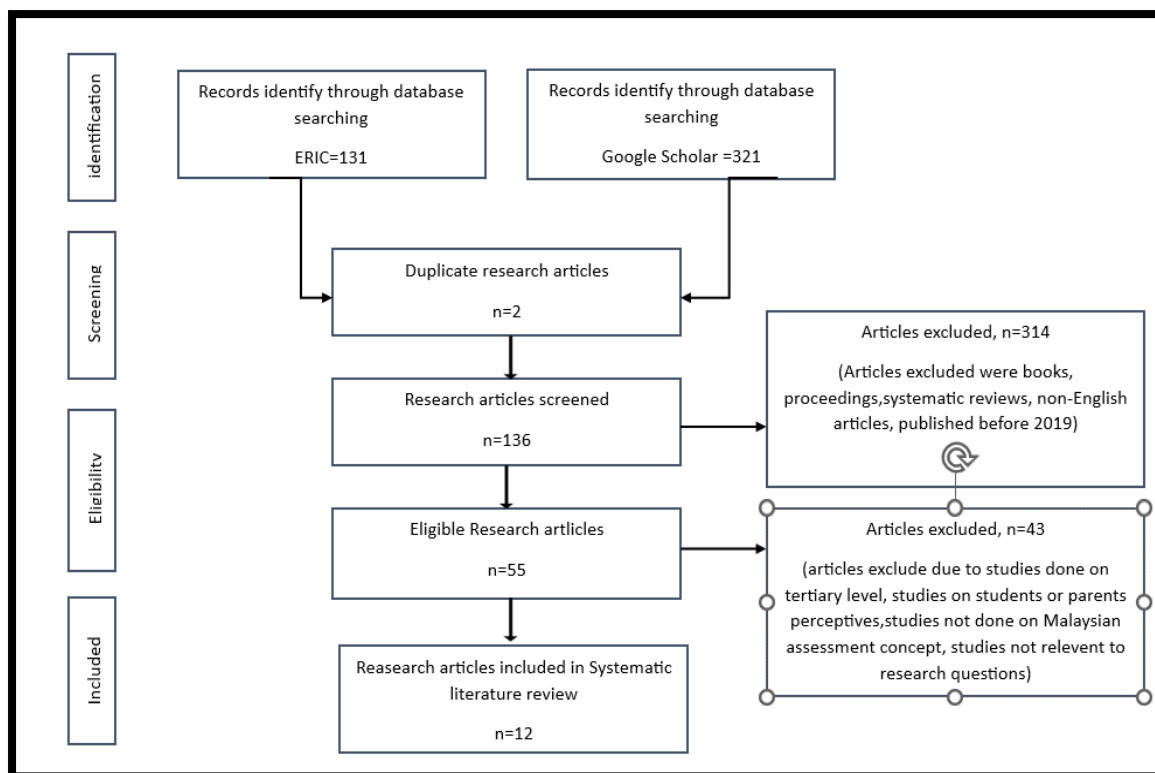


Figure 1. Stream chart of the research article selection process

Results

Summary

This section will present a thorough analysis of the outcomes derived from the selection process of the research article. After going through four stages of selecting appropriate articles based on their studies, twelve articles were chosen for use in this systematic review. The studies included are displayed in Table 3. Five articles were chosen from ERIC and seven from Google Scholar. All the studies focused on the obstacles and methods teachers use in English as a Second Language classrooms. Most of the research was conducted in secondary schools Singh et al (2022); Wilson & A/I Narasuman (2020); Singh et al (2021); Sabbir (2019); Othman (2019); Khan et al (2023); Lee & Kasim (2020); Singh et al (2021); Azli & Akmar (2019) and only 3 studies from Aziz et al (2020); Ma'arop & Samad (2020); Jonglai et al (2021) were from primary schools.

Table 3

Summary of the selected studies

STUDY	DATABASE	AIM	SAMPLES	FINDINGS
(SINGH ET AL., 2022)	Eric	The study focuses on examining various types of evaluation methods employed by English as a Second Language (ESL) teachers in Malaysia by conducting research and analysis.	11 secondary school teachers	The study found that teachers use various types of assessments, including alternative, summative, formative, informal, online, self, portfolio, peer, and school-based assessments. However, teachers still rely on traditional summative assessments to confirm their pupils' learning achievements.
(WILSON & A/L NARASUMAN, 2020)	Eric	Investigate teachers' challenges and their strategies for integrating Higher Order Thinking Skills (HOTS) in School Based Assessment (SBA).	68 lower secondary ESL teachers	The study has revealed that teachers experienced challenges on integrating HOTS in SBA instruments. Also, some of the strategies employed by teachers to integrate HOTS in SBA instruments in their real life situations were revealed.
(SWARAN SINGH ET AL., 2021)	Eric	Identify the challenges and needs of ESL teachers in implementing alternative assessment in the form of portfolio assessment in teaching English language.	5 secondary ESL teachers	Findings revealed that the teachers still faced challenges in implementing alternative assessment in teaching English language.
(SABBIR, 2019)	Eric	Identify the perceived view of teachers towards 'Pentaksiran Tingkatan Tiga' (PT3) (Form Three Assessment) English Language.	5 secondary ESL teachers	This study illustrated that teachers faced challenges with facilities and relevant materials in assessing the pupils.
(AZIZ ET AL., 2020)	Eric	To explore the challenges faced by excellent teachers in preparing for	six excellent teachers from 6 primary	Excellent teachers faced multiple challenges prior to preparing for authentic assessment. They have also been using variations

		authentic assessment in their English as a Second Language (ESL) classrooms	schools in a northern state in Malaysia	of authentic assessment to help children in their learning
(KHAN ET AL., 2023)	Google Scholar	To shed some light on the practices of it in schools	124 ESL teachers from secondary schools	The findings of the present study revealed that female teachers at the lower-secondary level were generally more inclined to implement the three components of formative assessment, namely feedback, peer-, and self-evaluation among their pupils.
(LEE & KASIM, 2020)	Google Scholar	To investigate the views of English teachers on the implementation of CEFR-aligned assessments in the ESL secondary school classroom. It also explored the challenges encountered by teachers	30 ESL school teachers from lower secondary school level	Teachers generally have a favorable attitude towards the CEFR framework, but they often lack understanding and awareness of how to use it in their classroom assessments. They have encountered several difficulties in incorporating it into their teaching practices.
(SWARAN SINGH ET AL., 2021)	Google Scholar	The study aims to explore how familiar Malaysian secondary ESL teachers are with the CEFR-aligned school-based assessment (SBA).	108 ESL teachers from secondary schools	Teachers who were already employed expressed their difficulties and worries about properly carrying out CEFR-based SBA.
(AZLI & AKMAR, 2019)	Google Scholar	The objective is to determine which assessment tools Malaysian ESL teachers use in their classrooms that align with the current CEFR syllabus and how often they use them..	30 ESL teachers from secondary schools	Most ESL teachers struggle with creating assessments that match the CEFR standards, but they are able to use traditional assessment methods frequently.
(MA'AROP & SAMAD, 2020)	Google Scholar	The aim is to investigate how teachers in Selangor state	3 ESL teachers from	Teachers in the study believed that peer assessment involved both social and cognitive

		facilitate peer primary elements. They used assessment in teachers various methods to lower primary ESL classrooms. implement peer assessment.
(JONGLAI ET AL., 2021)	Google Scholar	The aim is to explore the thoughts and actions of English teachers in eastern Malaysia's primary schools in relation to the changes in School-Based Assessment (SBA). 3 ESL teachers from primary schools According to the study, teachers' previous beliefs about teaching methods had a significant influence on how they applied SBA techniques in Malaysian primary schools, creating difficulties in implementing recommended strategies.
(OTHMAN, 2019)	Google Scholar	The goal is to understand what teachers think about school-based assessments and how their beliefs impact what they do in the classroom. 174 ESL teachers from secondary school The study found that teachers valued providing feedback, meeting the needs of their students, incorporating meaningful tasks in their lessons, and using assessments to aid in their students' learning.

4.2 Result Analysis Based on Research Questions

1) What are ESL teachers' challenges faced in implementing English Language Assessment?

This section highlights the challenges that teachers face when implementing English Language Assessment. These challenges are themed into lack of knowledge or training time constraints, trouble selecting appropriate content and learning standards for assessment activities. The results were tabulated as seen in **Table 4**. Most studies Singh et al (2022); Wilson & A/I Narasuman (2020); Singh et al (2021); Aziz et al (2020); Khan et al (2023); Lee & Kasim (2020); Singh et al (2021); Azli & Akmar (2019) have shown that teachers possess limited knowledge and skills when it comes to administering assessments. It has been found that teachers require significant support from school administrators to effectively implement curriculum and assessment practices. Teachers often have limited time Wilson & A/I Narasuman (2020); Aziz et al (2020); Lee & Kasim (2020); Singh et al (2021) to implement authentic assessments due to the extensive documentation required. As previously mentioned, several studies in the review articles Wilson & A/I Narasuman (2020); Singh et al (2021); Sabbir (2019); Aziz et al (2020); Lee & Kasim (2020); Singh et al (2021) have found that teachers struggle with selecting assessment content. As a result, they often rely on external resources such as reference books instead of their own expertise to choose appropriate content for assessments.

Table 4

Study	Challenges	
	Lack of knowledge/training	Time constraints Trouble selecting content for assessment
(Singh et al., 2022)	/	/
(Wilson & A/I Narasuman, 2020)	/	/
(Swaran Singh et al., 2021)	/	/
(Sabbir, 2019)	/	/
(Aziz et al., 2020)	/	/
(Khan et al., 2023)	/	/
(Lee & Kasim, 2020)	/	/
(Swaran Singh et al., 2021)	/	/
(Azli & Akmar, 2019)	/	/

2) What are the ESL teacher's practices in implementing English Language Assessment?

The second research question focuses on how ESL teachers implement assessments. These practices are categorized into different types of assessments, such as portfolios, peer assessments, school-based assessments, online assessments, self-evaluations, and worksheets as shown in **Table 5**. The majority of teachers use school-based assessments Singh et al (2022); Wilson & A/I Narasuman (2020); Singh et al (2021); Jonglai et al., (2021); Othman, (2019) and peer assessments (Singh et al., 2022; Aziz et al., 2020; Khan et al., 2023; Swaran Singh et al., 2021; Ma'arop & Samad, 2020), while only one study reported the use of self-evaluation by teachers.

Table 5

Study**Types of Assessments**

	School Examination	School-based assessment	Portfolio	Peer	online	Self-evaluation	Worksheets
(Singh et al., 2022)	/	/	/	/	/		
(Wilson & A/I Narasuman, 2020)		/					
(Swaran Singh et al., 2021)			/				
(Sabbir, 2019)	-	-	-	-			
(Aziz et al., 2020)				/	/		
(Khan et al., 2023)				/		/	
(Lee & Kasim, 2020)							/
(Swaran Singh et al., 2021)	/	/	/	/	/		/
(Azli & Akmar, 2019)							/
(Ma'arop & Samad, 2020)				/			
(Jonglai et al., 2021)		/					/
(Othman, 2019)		/					

Discussion

In this section, the challenges that teachers face when implementing English Language Assessment will be discussed. Mainly there are three challenges. First, lack of knowledge or training. Educators need to be well-versed in assessment principles and practices. They should understand different types of assessments, how to develop reliable and valid assessments, and how to interpret and use assessment results to inform instruction. The effectiveness of teaching, learning, and assessment methods relies on the educators' knowledge and values. (Tierney et al., 2011). Most studies Wilson & A/I Narasuman (2020); Singh et al (2021); Azli &

Akmar (2019); Aziz et al (2020) indicate that teachers have limited knowledge regarding assessment standards and types of CEFR-aligned assessments that can be utilized, such as portfolio assessment for teaching Singh et al (2021) and are unfamiliar with conducting a formative assessment Khan et al (2023); Wilson & A/I Narasuman (2020) and insufficient understanding in analyzing the information gathered through student evaluations. Interestingly, similar findings were made by Fook et al (2011); Chan et al (2009); Ong (2010) in their studies.

Assessing students' language abilities is difficult for teachers because it takes a lot of time and they may not have enough instructional time. It's hard to find a balance between teaching and assessing, especially when there are other curriculum obligations and time constraints. The workload is heavy and there is a lot of documentation. This agrees with studies done in this review (Aziz et al., 2020; Wilson & A/I Narasuman, 2020; Khan et al., 2023; Swaran Singh et al., 2021; Lee & Kasim, 2020). The findings align with previous research that highlights the need for teachers to develop assessment tools that cater to the diverse levels and needs of students, a process that can be time-consuming (Bryant & Carless, 2010). Trouble selecting content for assessments.

Limited sources for assessment instruments can indeed be a challenge for teachers, and relying solely on traditional methods such as textbooks and reference books may limit the variety and authenticity of the assessment (Wilson & A/I Narasuman, 2020; Swaran Singh et al., 2021; Sabbir, 2019; Aziz et al., 2020; Lee & Kasim, 2020; Swaran Singh et al., 2021). This could be because many teachers still struggle with a low level of assessment literacy, which means they are unsure how to create assessment instruments that align with the CEFR. This lack of understanding can lead to poor assessment practices when evaluating students, according to (Ergül & Çetin, 2021)

Furthermore, this review also looked into ESL teacher's practices in implementing English Language Assessment specifically in terms of the types of assessments employed. A school-based assessment (SBA) is compulsory to conduct in Malaysian schools (Malaysian Ministry of Education (MOE), 2021). Out of 12 articles reviewed, 5 articles are about (SBA) implementation in secondary and primary schools (Singh et al., 2022; Wilson & A/I Narasuman, 2020; Singh et al., 2021; Jonglai et al., 2021; Othman, 2019).

Five additional articles have found evidence of teachers incorporating peer assessments in their ESL classrooms (Singh et al., 2022; Aziz et al., 2020; Khan et al., 2023; Singh et al., 2021; Jonglai et al., 2021). Multiple studies indicate that teachers recognize the benefits of peer assessment, as it allows students to gain a better understanding of evaluation criteria and use that knowledge to enhance their own work. (Bryant & Carless, 2010; Harris & Brown, 2013; Lynch & Golen, 1992; Noonan & Duncan, 2005).

According to 4 studies from the review, the use of worksheets is one of the most popular teaching strategies employed by teachers in the classroom to ensure assessment takes place (Lee & Kasim, 2020; Singh et al., 2021; Azli & Akmar, 2019; Jonglai et al., 2021). According to a report by (Narjaikaew et al., 2009), students find worksheets helpful and research has demonstrated that worksheets can lead to improved learning outcomes.

The findings of three articles indicate that teachers are utilizing portfolio assessment in their classrooms (Singh et al., 2022; Singh et al., 2021; Swaran Singh et al., 2021). A portfolio assessment is an excellent substitute for conventional methods of evaluating written and verbal output. It not only displays the learning process but also encompasses the diverse aspects of language learning and production. It enables a more authentic evaluation of performance, which is based on how students perform on a particular task or project rather

than answering a set of questions, even if the questions are designed to be genuine (Müller-Lyaskovets et al., 2023).

In the realm of education, technology is gradually becoming significant in both teaching and learning processes within classrooms. This is a slow evolution from traditional teaching methods that mainly focus on the teacher and may be demotivating, particularly for young learners who are still acquiring new languages like English. As a result of the Covid-19 era, online assessment tools such as Quizzes, Live Worksheets, Padlet, Google Classroom, and Kahoot have gained immense popularity. This review entails three studies conducted on online assessments (Singh et al., 2022; Aziz et al., 2020; Singh et al., 2021).

According to Searle et al (2018), summative assessment is a central component of education, with implications for students' life chances. Elshawa et al (2016) observed that summative assessments, such as final exams, essays, and performances, are still widely used in secondary and higher education to evaluate students' learning outcomes. Only two studies, namely Singh et al (2022); Singh et al (2021), included an examination component in their research as many researchers prioritized formative assessment in their studies.

Self-assessment in language learning is a recent idea that is still being researched by experts in the field of education to determine its effectiveness. Therefore only one article has studied self-evaluation (Khan et al., 2023). The success of self-assessment largely relies on the teacher's capacity to effectively guide and equip students with appropriate materials, such as rubrics, for self-assessment, as stated by (Jamrus & Razali, 2019).

Conclusion

This systematic literature review analyzed challenges faced by ESL teachers and the current practices of assessment in Malaysian schools. The challenges were analyzed in three main issues, lack of knowledge or training, time constraints and trouble in selecting content for assessment. The results indicate that numerous teachers still lack sufficient knowledge when it comes to conducting assessments, whether they are summative or formative. They attribute this to the fact that they receive inadequate training in this area. In order to effectively assess students, it is crucial for teachers to have a solid grasp on key assessment principles like validity, reliability, and fairness. By receiving proper training, teachers can better understand these principles and utilize them in their assessment methods. It is important for school administrators to address the issue of time constraints faced by teachers when conducting proper assessments. This can be achieved by reducing unnecessary workloads and programs, which would provide teachers with more quality time to prepare effective exam instruments. It is crucial for schools to prioritize the well-being of their teachers in order to ensure the best possible education for their students. A variety of assessment techniques are employed by primary and secondary school teachers in Malaysia, such as school examinations, portfolio assessments, peer evaluations, online assessments, self-evaluations, and worksheets. These methods may differ depending on the subject, grade level, and specific educational regulations in various Malaysian schools and districts. Furthermore, as teaching methods develop, educators may utilize a blend of these assessment types or experiment with alternative strategies to accurately evaluate student progress.

Implications and Recommendations

Transformative learning theory involves exploring one's own emotions, beliefs, assumptions, and purpose in order to expand one's consciousness (Mezirow, 1994). According to Mezirow,

transformative learning happens when individuals encounter a situation that challenges their existing beliefs and worldview. Challenges can come in various forms and may arise from internal or external factors. Assessing students' language proficiency can be challenging, especially when students come from diverse linguistic backgrounds. It can be difficult to create assessments that accurately measure each student's language skills and provide a fair evaluation. Zakaria and Yatim (2013) suggested that challenges are commonly seen as a source of toughness and difficulty, but they also lead to personal growth and fulfillment. Overcoming these challenges requires ongoing professional development, collaboration with colleagues, and a deep understanding of students' needs and cultural backgrounds. ESL teachers need to continually reflect on their assessment practices, adapt them to individual students, and seek opportunities for improvement. Additionally, teachers can adjust their teaching methods to match new assessment requirements by applying the principles of constructivism when there are changes in the assessment format. Constructivism encourages the use of authentic assessments that mirror real-life situations and tasks (Holt & Willard-Holt, 2000). Teachers can incorporate more authentic assessment techniques, such as assignments, speeches, projects, or performance-based tasks, which require students to apply their knowledge and skills in practical contexts. This shift promotes a deeper understanding and the ability to apply knowledge in real-world scenarios. Therefore, this systematic literature review has provided us with new insights into the challenges faced by ESL teachers and their current assessment practices. This opens up new avenues for future research to delve deeper into the study of assessment policies and practices across various countries.

Challenges and Limitations

This study has provided valuable insights, it is important to acknowledge its limitations in order to improve future research on this topic. This review only included 12 articles from ERIC and Google Scholar, but other relevant works in databases such as SCOPUS and WoS may exist. The lack of time prevented the exploration of certain sources, but including a broader range of perspectives from scholars could lead to more convincing outcomes in the research. This approach could improve the current findings and bring out different conclusions based on different ways of thinking.

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