Journal of Language, Literature, Social, and Cultural Studies, Volume 4 Number 3 (Nov 2026), p. 372-281
e-ISSN: 2986-4461
DOI: https://doi.org/10.58881/jllscs.v2i2
https://ympn.co.id/index.php/JLLSCS

Evaluating the writing assessment from the teachers' point of view: A systematic review

Ayşegül Özen

Social Sciences University of Ankara TURKEY
Email: aysegul.ozen@student.asbu.edu.tr

Article information

Received: 04 Oct 2026
Revised: 25 Oct 2026
Accepted: 30 Oct 2026
Published: 05 Nov 2026

Abstract - This summary synthesizes findings from ten articles related to the writing assessment from the teachers' point of view specifically within the context of teachers' knowledge, beliefs, ideas and practice in English as a Foreign Language (EFL) classroom. By synthesizing findings from 10 studies published between 2016 and 2025, the review evaluates writing assessment process from the point of teachers' perspective. This analysis highlights the pivotal implications for teachers' education as a rater of writing. Furthermore, there are some aspects that effect the raters' evaluations. These are assessment literacy, teaching experiences, teachers' perspectives about assessing writing and training. However, there are some challenges such as time constraint, students' motivation, workload, scoring, experiences and writing assessment literacy/training. This review consolidates best practices for teachers, lecturers and identifies key areas for further research investigating the teachers' point of views about writing assessment.

Keywords: assessment challenges, assessment literacy, EFL teachers, rater training, teachers' beliefs, writing assessment

1. Introduction

English has become an important language for international communication, education, employment, and professional interaction. As English is widely used across linguistic and national boundaries, developing English language proficiency has become an important goal for many learners. In language education, proficiency is commonly understood through four major skills: listening, speaking, reading, and writing. These skills can be broadly categorized into receptive and productive skills. Listening and reading are receptive skills because they involve receiving and interpreting language, whereas speaking and writing are productive skills because they require learners to produce language to communicate meaning (Oo et al., 2021). Although these skills are interconnected, they do not necessarily develop or function in identical ways. Consequently, the assessment of each skill requires appropriate consideration of the nature and demands of the skill being assessed.

Among the four skills, writing has a particularly complex position in second- or foreign-language learning. Writing is not merely the production of grammatically correct sentences but involves the generation, organization, development, and communication of ideas for particular purposes and audiences. Klimova (2014) argues that writing has a unique position in language teaching because its development involves knowledge and practice related to the other language skills as well as metacognitive processes. Writers need to establish objectives, plan their texts, organize ideas, and revise their writing. Thus, writing represents a complex productive activity that requires the coordination of linguistic, cognitive, and metacognitive resources.

This article is an open access article distributed under the terms and conditions of the Creative Commons Attribution (CC BY) license (https://creativecommons.org/licenses/by/4.0/)

Journal of Language, Literature, Social, and Cultural Studies, Volume 4 Number 3 (Nov 2026), p. 372-281
e-ISSN: 2986-4461
DOI: https://doi.org/10.58881/jllscs.v2i2
https://ympn.co.id/index.php/JLLSCS

Because writing is complex, assessing it is also more demanding than simply determining whether a learner has produced a correct or incorrect answer. Writing assessment may involve judgments about multiple dimensions of performance, including content, organization, vocabulary, grammar, syntax, cohesion, mechanics, and appropriateness for the intended purpose and audience. The American Council on the Teaching of Foreign Languages (ACTFL, 2012), for example, describes writing proficiency in relation to what learners can accomplish through written language in real-world contexts. Its writing proficiency framework considers factors such as communicative functions, content and context, accuracy, organization, and the ability to control lexical, grammatical, syntactic, and stylistic features.

Therefore, writing assessment should not be viewed merely as a procedure for assigning numerical scores. Assessment can also provide information that supports teaching and learning. Shepard (2000) emphasizes a shift from viewing assessment primarily as measurement toward understanding assessment as an integral component of teaching and learning. From this perspective, assessment should provide information that teachers and learners can use to identify strengths, difficulties, and areas for further development.

This perspective is particularly relevant to writing assessment because teachers frequently serve as the ratters, feedback providers, and decision makers in classroom writing assessment. Their beliefs about good writing, their understanding of assessment criteria, their knowledge of assessment procedures, and their classroom constraints may influence how they assess students' writing. Consequently, understanding teachers' perceptions and actual assessment practices is important for understanding the quality and consistency of writing assessment in educational contexts.

Although writing assessment has received considerable attention in language assessment research, there remains a need to examine the relationship between teachers' beliefs about writing assessment and what they actually do when assessing students' writing. Existing literature has discussed principles of language-skill assessment, characteristics of writing proficiency, assessment criteria, feedback, and different approaches to evaluating writing. However, knowledge about assessment principles does not necessarily mean that teachers implement those principles consistently in their everyday classroom practices.

Oo et al. (2021), for example, reviewed the assessment of English language skills and emphasized the importance of appropriate knowledge and principles in assessing language proficiency. Similarly, ACTFL (2012) provides proficiency-oriented descriptions that can guide the evaluation of writing performance. These perspectives establish important criteria for understanding what should be assessed in writing. Nevertheless, classroom assessment involves human judgment and is influenced by contextual factors, including teachers' beliefs, workload, institutional expectations, students' responses, and teachers' assessment literacy.

Recent research further demonstrates the importance of examining teachers' assessment literacy and actual practices. Zheng et al. (2026) investigated EFL teachers' assessment literacy in collaborative writing and found that teachers' assessment practices could involve both product-oriented and integrated approaches. Their findings also indicate that teacher assessment literacy is adaptive and dynamic rather than a fixed set of knowledge and procedures. ScienceDirect

In addition, research on teacher feedback indicates that the assessment of writing can be emotionally and institutionally demanding. Yu et al. (2021), based on data from 27 EFL writing teachers in Chinese universities, found that giving feedback on student writing was an emotionally laden process influenced by institutional factors, student engagement or disengagement, and teachers' beliefs about the value of feedback. Negative emotions were particularly evident among teachers who felt obliged to provide comprehensive corrective feedback without perceiving sufficient student response to that feedback.

These studies suggest that writing assessment cannot be fully understood by examining assessment criteria alone. There is a need to investigate teachers' perceptions, beliefs, and assessment practices together and to determine whether what teachers believe about writing assessment corresponds with what they actually do. Furthermore, the challenges teachers encounter while

This article is an open access article distributed under the terms and conditions of the Creative Commons Attribution (CC BY) license (https://creativecommons.org/licenses/by/4.0/)

Journal of Language, Literature, Social, and Cultural Studies, Volume 4 Number 3 (Nov 2026), p. 372-281
e-ISSN: 2986-4461
DOI: https://doi.org/10.58881/jllscs.v2i2
https://ympn.co.id/index.php/JLLSCS

assessing writing require closer investigation because such challenges may affect the consistency, fairness, and usefulness of assessment.

The present study therefore addresses this gap by focusing specifically on teachers' perceptions and practices in assessing students' writing and by examining the challenges that teachers encounter during the assessment process. In particular, the study seeks to connect three dimensions that are sometimes examined separately: teachers' beliefs and perceptions, teachers' assessment practices, and the contextual challenges influencing those practices.

This study is informed by three complementary theoretical perspectives: communicative competence, sociocultural/constructivist assessment, and teacher assessment literacy.

The first theoretical foundation is the concept of communicative competence. Hymes (1972) challenged an exclusively structural understanding of language competence by emphasizing that knowing a language involves knowing how to use it appropriately in particular social contexts. From this perspective, language assessment should not focus solely on grammatical accuracy but should also consider whether learners can use language appropriately to communicate meaning.

This perspective is particularly relevant to writing assessment. A learner may produce grammatically accurate sentences but still fail to communicate effectively if the ideas are poorly organized, inappropriate for the intended audience, or unsuitable for the communicative purpose. The ACTFL (2012) writing proficiency guidelines similarly conceptualize writing in terms of what writers can accomplish through written language in real-world situations, while considering content, context, accuracy, organization, and discourse. ERIC Thus, communicative competence provides a theoretical basis for understanding writing assessment as an evaluation of meaningful language use rather than grammar alone.

The second framework is based on sociocultural and constructivist perspectives of learning and assessment. Shepard (2000) describes a movement away from traditional views of assessment as an activity primarily concerned with measurement and accountability toward a conception in which assessment is integrated with instruction and contributes to learning. In this view, learning is an active process of constructing meaning, and assessment provides information that can be used by teachers and students to support that process.

Applied to writing assessment, this perspective suggests that assessment should not be restricted to assigning grades after a writing task has been completed. Instead, assessment can be incorporated into the writing process through formative assessment, feedback, revision, self-assessment, peer assessment, and teacher-student interaction. This framework is useful for the present study because teachers' perceptions and practices can reveal whether writing assessment is primarily understood as a measurement activity or as an integral part of teaching and learning.

The third framework is teacher assessment literacy. Teacher assessment literacy concerns teachers' knowledge, beliefs, skills, judgment, and practices related to assessment. In writing assessment, this includes understanding assessment purposes and criteria, selecting or developing appropriate assessment procedures, interpreting student writing, providing feedback, and making defensible judgments about students' performance.

This perspective is important because assessment does not occur independently of the teacher. Teachers interpret assessment criteria and apply them to individual student texts, meaning that their professional knowledge and beliefs can influence assessment decisions. Recent research by Zheng et al. (2026) supports the importance of investigating teacher assessment literacy in actual writing-assessment contexts, showing that teachers' assessment knowledge and practices can vary according to contextual demands.

Taken together, these three perspectives provide a conceptual basis for the present study. Communicative competence explains what meaningful writing performance should represent; the sociocultural and constructivist perspective explains how assessment can contribute to learning; and teacher assessment literacy explains how teachers understand and enact assessment in classroom contexts.

Previous studies have demonstrated that language assessment involves more than measuring discrete linguistic knowledge. Oo et al. (2021) reviewed the assessment of the four language skills

This article is an open access article distributed under the terms and conditions of the Creative Commons Attribution (CC BY) license (https://creativecommons.org/licenses/by/4.0/)

Journal of Language, Literature, Social, and Cultural Studies, Volume 4 Number 3 (Nov 2026), p. 372-281
e-ISSN: 2986-4461
DOI: https://doi.org/10.58881/jllscs.v2i2
https://ympn.co.id/index.php/JLLSCS

and emphasized the need for appropriate assessment knowledge and principles. Their review also highlights the distinction between receptive skills, such as listening and reading, and productive skills, such as speaking and writing. Productive skills present particular assessment challenges because learners' performances are open-ended and require judgment rather than simply objective scoring.

Writing has also been recognized as a particularly complex language skill. Klimova (2014) states that writing requires knowledge and practice of the other language skills and involves metacognitive processes such as setting objectives, planning, organizing ideas, and revising texts. This complexity means that writing assessment needs to take into account multiple dimensions of performance rather than focusing on isolated grammatical errors.

From an assessment perspective, Shepard (2000) argues that classroom assessment should become part of the learning process rather than remain separate from instruction. This position has important implications for writing because teacher assessment can provide learners with information that helps them identify weaknesses, revise their texts, and improve subsequent writing.

Research has also drawn attention to the challenges associated with teachers' assessment and feedback practices. Yu et al. (2021) found that teachers' experiences of providing feedback on student writing were shaped by institutional factors, students' engagement with feedback, and teachers' own beliefs. The study is particularly relevant because it demonstrates that teachers' assessment and feedback practices are influenced by more than technical knowledge of assessment criteria. Emotional and contextual dimensions can also affect how teachers experience and conduct writing assessment.

More recently, Zheng et al. (2026) examined teacher assessment literacy in collaborative writing and identified a need to understand how teachers' knowledge, beliefs, and assessment practices interact in real educational contexts. Their study is especially relevant to the present research because it demonstrates that assessment practices may be adaptive and influenced by the specific context in which writing is produced and assessed.

Writing assessment literacy is an essential component of effective English language teaching, as it encompasses teachers' knowledge, beliefs, and practices in assessing students' writing. Research indicates that teachers' assessment literacy influences their understanding of assessment criteria, selection of assessment methods, and ability to provide constructive feedback. However, teachers may experience difficulties in translating their assessment knowledge into classroom practices, particularly when balancing assessment standards with the communicative and creative purposes of writing (Crusan et al., 2016; Lam, 2019).

Studies across different educational contexts reveal variations in teachers' perceptions and practices of classroom-based writing assessment. Teachers' beliefs, professional knowledge, and institutional expectations shape how they assess writing and interpret assessment criteria. Some teachers demonstrate an understanding of effective assessment principles, while others face challenges in applying consistent criteria and developing assessment practices that reflect the complexity of writing. These issues have been explored among EFL teachers in Iran, Vietnam, China, and Indonesia, as well as teachers working in early primary classrooms (Sohrabi et al., 2022; Nguyen & Trương, 2021; Wang et al., 2020; Rahmawati & Rini, 2024; Mariano et al., 2022).

Another important aspect of writing assessment concerns teachers' readiness to assess students' writing and their ability to provide meaningful feedback. Research highlights the need to strengthen teachers' assessment competencies through professional development, particularly in designing assessment tasks, applying appropriate criteria, and using feedback to support students' writing development. Challenges also emerge when assessment practices prioritize measurable criteria over the personal, creative, and communicative dimensions of writing (Pujiawati, 2019; Said et al., 2021; Clarkson, 2023; Tabernero, 2024).

Recent research has further emphasized the importance of assessment and feedback literacy, including the potential of technology to support formative assessment. Automated writing evaluation may help teachers provide feedback efficiently and manage assessment in large classes,

This article is an open access article distributed under the terms and conditions of the Creative Commons Attribution (CC BY) license (https://creativecommons.org/licenses/by/4.0/)

Journal of Language, Literature, Social, and Cultural Studies, Volume 4 Number 3 (Nov 2026), p. 372-281
e-ISSN: 2986-4461
DOI: https://doi.org/10.58881/jllscs.v2i2
https://ympn.co.id/index.php/JLLSCS

although its effectiveness depends on how teachers integrate technological tools into their instructional practices. Furthermore, changes in teachers' assessment knowledge and practices highlight the importance of continuous professional learning and the development of context-sensitive assessment approaches (Wilson et al., 2022; Kong et al., 2022; Tayyebi et al., 2022).

More recent studies extend this discussion by examining assessment conceptions, teacher educators' literacy, and feedback literacy. These studies suggest that effective writing assessment requires an integration of assessment knowledge, pedagogical beliefs, practical skills, and the ability to interpret and deliver feedback that supports learning. Nevertheless, continued attention is needed to understand how teachers' assessment conceptions influence their actual classroom practices and how professional development can bridge the gap between assessment knowledge and implementation (Maharani et al., 2024; Wang et al., 2023; Guo, 2025).

Overall, the previous studies establish that writing assessment is complex, multidimensional, and influenced by both pedagogical and contextual factors. However, there is still value in examining teachers' perceptions and beliefs alongside their actual assessment practices and the challenges they experience. Such an examination can reveal whether teachers' stated principles of assessment are reflected in their classroom practices.

The complexity of writing assessment creates several problems for language teachers. First, teachers must make judgments about multiple aspects of students' writing, including content, organization, language use, accuracy, and communicative effectiveness. Second, teachers may need to balance assessment principles with practical classroom demands, institutional requirements, time limitations, and workload. Third, teachers' beliefs about writing and assessment may not always correspond with their actual practices. For example, a teacher may value formative assessment and detailed feedback but may rely primarily on summative scoring because of time constraints or institutional requirements.

Another problem concerns the human nature of writing assessment. Unlike objectively scored items with predetermined answers, student writing allows multiple possible responses and interpretations. Consequently, teachers must exercise professional judgment when evaluating writing. Differences in teachers' interpretations of criteria may affect consistency and fairness in assessment.

Finally, the emotional and contextual demands associated with responding to students' writing may influence teachers' assessment practices. Yu et al. (2021) demonstrated that teachers' experiences of giving writing feedback can involve negative emotions when teachers perceive that their extensive feedback does not lead to student engagement or improvement. HKU Scholars Hub These issues indicate the importance of investigating not only what teachers believe about writing assessment but also how they actually assess writing and what challenges they encounter in doing so.

Based on these problems, the present study focuses on the relationship among teachers' perceptions, beliefs, ideas, practices, and challenges in assessing students' writing.

The general objective of this study is to investigate teachers' perceptions and practices regarding the assessment of students' writing and to identify the challenges they encounter in the assessment process.

Specifically, this study aims to: (1) investigate teachers' perceptions, beliefs, ideas, and practices regarding the assessment of students' writing; (2) identify the challenges teachers encounter when assessing students' writing; and (3) examine the consistency between teachers' perceptions, beliefs, and ideas about writing assessment and their actual assessment practices.

Accordingly, the study addresses the following research questions: (1) What are teachers' perceptions, beliefs, ideas, and practices regarding the assessment of writing? (2) What challenges do teachers encounter when assessing students' writing? (3) To what extent are teachers' perceptions, beliefs, and ideas about writing assessment consistent with their actual assessment practices?

By addressing these questions, the study is expected to contribute to a better understanding of classroom writing assessment from the teachers' perspective. The findings may also provide

This article is an open access article distributed under the terms and conditions of the Creative Commons Attribution (CC BY) license (https://creativecommons.org/licenses/by/4.0/)

Journal of Language, Literature, Social, and Cultural Studies, Volume 4 Number 3 (Nov 2026), p. 372-281
e-ISSN: 2986-4461
DOI: https://doi.org/10.58881/jllscs.v2i2
https://ympn.co.id/index.php/JLLSCS

implications for teacher assessment literacy, writing-assessment practices, professional development, and the development of assessment procedures that are more consistent with the purposes of language learning.

2. Method

This article has adopted the systematic review methodology which involves a methodical, meticulous process for finding, selection, and evaluation of relevant research in an accessible way. This systematic review identifies studies for some specific inclusion and exclusion criteria; conduct though searches in databases, and systematically categorize and analyze the findings based on research aim. This study is based on a systematic approach where two main steps are followed: (1) article selection, (2) data analysis. The description of these steps is explained in the following subsections.

2.1 Article Selection

In order to make a comprehensible assessment on teachers' perspectives, ideas, beliefs and practices on writing assessment, the article selection followed strict criteria which is meant to justify the inclusion of the most related, high quality and updated articles. All articles were sourced from the Web of Science database except one (from Google Academic) with great emphasis placed on journals for the categories of Education, Educational Research, Linguistics, Language Linguistics and Multilingual Education. Search terms were selected rigorously such as "writing skill assessment or evaluation", "teachers' perception, belief, idea" and "EFL or ESL". Then articles between 2016 and 2026 were selected. This time frame was chosen to follow recent developments.

This article selection process adhered to inclusion and exclusion criteria to ensure transparency, and consistency. Included studies were (a) focused on teacher's beliefs and perspectives, (b) only writing assessment, (c) published in 2016 – 2026, (d) English language articles, (e) English language teaching.

Excluded studies including those not meeting aforementioned criteria, such as: (a) studies on students perspectives, (b) reading, listening and speaking skills, (c) studies conducted in other languages such as: Spanish, German and French.

The selection process began with an initial search in the Web of Science database, covering 59 articles. After investigating categories: education, linguistics, educational research, multilingual education and narrowing it to a specific time frame (2016-2026), the total number of the articles was 10. While reading process, one article was excluded, because of not exactly applying with the study's aim. Therefore, one article was added after searching in Google Academic.

2.2 Data Analysis

Having collected the database of 10 selected studies on evaluating the writing assessment from the teachers' point of view, a comprehensive worksheet was made following categories to address the research questions: (1) authors and years of publication, (2) purpose of the study, (3) methodology, (4) significant findings. The next step is putting the information to the relevant categories. Following that, statistical tables and graphical representations were generated to highlight findings and present a clear overview of the evaluating the writing assessment from the teachers' point of view.

3. Results and Discussion

3.1 Results

This section presents the findings of the systematic review of the writing assessment from the teachers 'point of view. The data is organized and interpreted to address the research questions concerning teachers' perspectives, beliefs, ideas and practices in language classrooms. A total of 10 articles were analyzed, with data collected from studies published between 2016 and 2026. The systematic review highlights the teachers' perspective as a rater within writing assessment.

Figure 1 displays the distribution of the studies across different countries. China has 6 studies reflecting a significant research focus in this area. Then it is followed by Iran with 2. Türkiye has 1 study. 1 study includes participants from 41 countries and 2 of researchers of this study work in the

This article is an open access article distributed under the terms and conditions of the Creative Commons Attribution (CC BY) license (https://creativecommons.org/licenses/by/4.0/)

Journal of Language, Literature, Social, and Cultural Studies, Volume 4 Number 3 (Nov 2026), p. 372-281
e-ISSN: 2986-4461
DOI: https://doi.org/10.58881/jllscs.v2i2
https://ympn.co.id/index.php/JLLSCS

USA and 1 researcher works in Egypt. This geographical distribution highlights the crucial importance for this area in generally non-English speaking countries. As for the education level all of the participants are tertiary teachers. While some of them have bachelor's, some have master's and some have doctorate degrees.

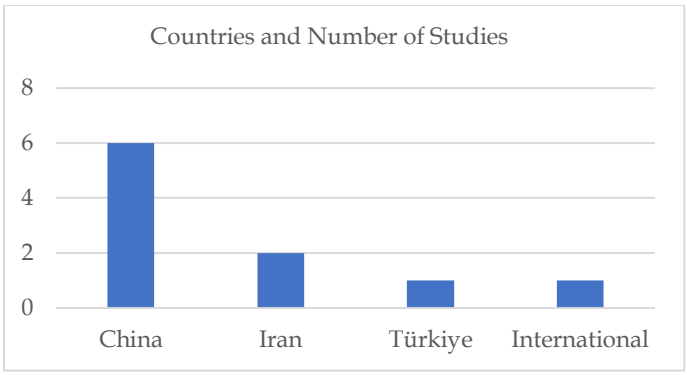


Figure 1. Countries and Number of Studies

Figure 2 shows the distribution of research methods used in the studies. 30% of studies have mixed method design and 30% of studies have qualitative design. While 20% of studies have quantitative design, both sequential explanatory mixed method design and comparative method of analysis: qualitative and quantitative cover 10% of the distribution. There is a growing trend of integrating both qualitative and quantitative data to create a more reliable result.

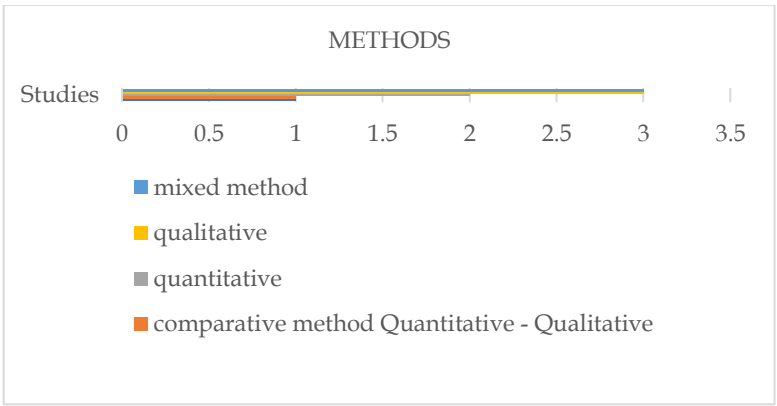
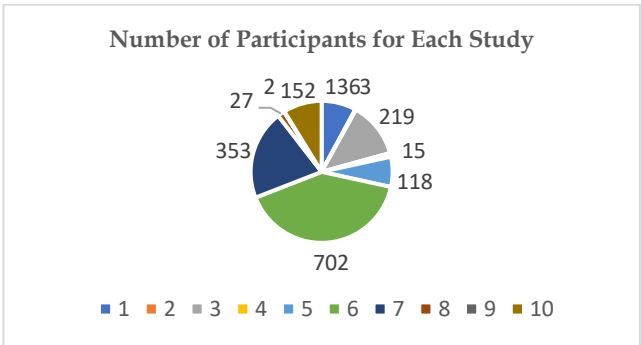


Figure 2 Research Methods

In Figure 3, there is a distribution of the number of the participants who attended these studies. So, a lot of teachers participated in the study and their ideas, beliefs, perspectives about writing assessment and practices in the classroom environment were evaluated.



This article is an open access article distributed under the terms and conditions of the Creative Commons Attribution (CC BY) license (https://creativecommons.org/licenses/by/4.0/)

Journal of Language, Literature, Social, and Cultural Studies, Volume 4 Number 3 (Nov 2026), p. 372-281
e-ISSN: 2986-4461
DOI: https://doi.org/10.58881/jllscs.v2i2
https://ympn.co.id/index.php/JLLSCS

Figure 3 Number of Participants

After investigating these studies, there are some factors that are affecting teachers writing assessment. Here below, aforementioned factors can be seen in Table 1.

Table 1. Factors that are affecting writing assessment

- time constraint
- class size
- students' profiles (students who have low level of English)
- workload
- scoring
- experiences
- writing assessment literacy / training
- restrictive institutional policies
- new trends and tendencies in assessment

Wang et al. (2020) stated in their study that because of work constraints and heavy workload, teachers wavered between their valued assessment for learning (AfL) strategies and conventional approaches.

Weng (2023) emphasizes in his study that due to the large class sizes in Chinese universities (there are about 30 students (English majors) to 70 students (non-English majors)), teachers may not have sufficient time and energy to comment on so many students' writing portfolios.

Wang et al. (2020) found in their study that all interviewed teachers hoped their students could become more autonomous, and were actively involved in writing assessment. However, students' language proficiency and motivation were found to influence teachers' practices.

In his study, Valizadeh (2019) applied Likert scale, and one of the item was "Writing assessment is time consuming." 48 of teachers (31.6) strongly agreed, and 42 of teachers (27.6) agreed to the statement while only 36 of teacher disagreed (23.7), and 14 of teachers strongly disagreed (9.2). Besides, 12 of teachers (7.9) abstained from choosing either agree or disagree.

Crusana et al. (2016) applied A Kruskal-Wallis test to examine the effect of four levels of teaching experience (1-5, 6-10, 11-20, and 21+ years) on writing assessment beliefs, practices, and knowledge. While the analysis showed significant difference on both teachers' writing assessment beliefs and knowledge based on years of experience, no significant differences were found for the practice's variable.

Similarly, Wang et al. (2020) found in their study that teachers with more teaching experience in the survey reported wider mismatch between beliefs and practices regarding AfL dimension of making learning explicit and promoting learning autonomy, and they mentioned that novice teachers usually go through a survival phase during which they may examine new assessing methods. So, they put into practice sometimes while experienced teachers abstain from that maybe due to the workload, class size or burnout.

Then, in their study Lee and Mao (2024), asked the teachers about the importance of and their experience with professional development programs, the focal teachers noted insufficient opportunities to receive guidance about providing feedback on student writing, although they considered such training essential for constructive teacher feedback. Then stated that from the ten university teachers, only three of them underwent related training: two participated in academic lectures and one participated in online professional learning communities.

3.2 Discussion

The current systematic review investigated the teachers' perspectives, beliefs, ideas and practices of writing assessment in the context of English as a Foreign Language Teaching (EFL) through a synthesis of findings gathered from 10 studies published between 2016 and 2026. The current study investigated the answers of research questions mentioned at the very beginning of the study. It was found that there were some challenges while assessing writing. Some of these challenges that the

This article is an open access article distributed under the terms and conditions of the Creative Commons Attribution (CC BY) license (https://creativecommons.org/licenses/by/4.0/)

teachers declared were time constraint, class size, students' profiles and motivation, workload, teaching experiences, restrictive institutional policies and training. Furthermore, after reviewing these 10 articles, it was understood that even if the results showed the participant in the studies had positive beliefs about writing assessment and claimed that they were aware of the principles of writing assessment, this awareness was not reflected in their practices (Sohrabi, 2022).

Moreover, it is understood that for teachers who have to assess students writing, there is an inevitable need for training, supportive environment and manageable workload.

4. Conclusion

The current systematic review investigated the teachers' perspectives, beliefs, ideas and practices of writing assessment in the context of English as a Foreign Language Teaching (EFL) through a synthesis of findings gathered from 10 studies published between 2016 and 2026. The studies were analyzed in terms of their distribution across time, geographical contexts, and their method of investigation. After investigating the articles, it is found that there has been a discrepancy when it comes to teachers' beliefs, ideas, perspectives and their practices in the classroom.

Specifically, future research should focus on (a) writing assessment literacy of primary and secondary education teachers; (b) students' ideas, perspectives, beliefs and practices. Future systematic reviews should extend the scope to non- English publications, longitudinal studies, students' perspectives.

References

American Council on the Teaching of Foreign Languages. (2012). *ACTFL proficiency guidelines 2012*. https://www.actfl.org/

Ataie-Tabar, M., Zareian, G., Amirian, S. M. R., & Adel, S. M. R. (2019). A study of socio-cultural conception of writing assessment literacy: Iranian EFL teachers' and students' perspectives. *English Teaching & Learning, 43*, 389–409. https://doi.org/10.1007/s42321-019-00035-0

Clarkson, R. (2023). 'It's missing the heart of what writing is about': teachers' interpretations of writing assessment criteria. *British Educational Research Journal*. https://doi.org/10.1002/berj.3916

Crusan, D., Plakans, L., & Gebril, A. (2016). Writing assessment literacy: Surveying second language teachers' knowledge, beliefs, and practices. *Assessing Writing, 28*, 43–56. https://doi.org/10.1016/j.asw.2016.03.001

Crusan, D., Plakans, L., & Gebril, A. (2016). Writing Assessment Literacy: Surveying Second Language Teachers' Knowledge, Beliefs, and Practices. *Assessing Writing, 28*, 43-56. https://doi.org/10.1016/j.asw.2016.03.001

Dempsey, M. S., PytlikZillig, L. M., & Bruning, R. H. (2009). Helping preservice teachers learn to assess writing: Practice and feedback in a web-based environment. *Assessing Writing, 14*(1), 38– 61.

Guo, Q. (2025). Exploring Teacher Assessment Conceptions in University EFL Writing Instruction. *SAGE Open, 15*. https://doi.org/10.1177/21582440251324746

Hymes, D. (1972). On communicative competence. In J. B. Pride & J. Holmes (Eds.), *Sociolinguistics: Selected readings* (pp. 269–293). Penguin.

Klimova, B. F. (2013). The importance of writing. *Indian Journal of Research PARIPEX, 2*(1).

Klimova, B. F. (2014). Approaches to the teaching of writing skills. *Procedia - Social and Behavioral Sciences, 112*, 147–151. https://doi.org/10.1016/j.sbspro.2014.01.1149

Kong, Y., Molnár, E. K., & Xu, N. (2022). Pre- and In-Service Teachers' Assessment and Feedback in EFL Writing: Changes and Challenges. *SAGE Open, 12*. https://doi.org/10.1177/21582440221126672

Lam, R. (2019). Teacher assessment literacy: Surveying knowledge, conceptions and practices of classroom-based writing assessment in Hong Kong. *System*. https://doi.org/10.1016/j.system.2019.01.006

Lee, I., & Mao, Z. (2024). Writing teacher feedback literacy: Surveying second language teachers' knowledge, values, and abilities. *Journal of Second Language Writing, 63*, 101094. https://doi.org/10.1016/j.jslw.2024.101094

Maharani, Y., Sunggingwati, D., & Limbong, E. (2024). EFL teacher educators' writing assessment literacy: Knowledge, beliefs, and practices. *ELT Forum: Journal of English Language Teaching*. https://doi.org/10.15294/elt.v13i3.5143

This article is an open access article distributed under the terms and conditions of the Creative Commons Attribution (CC BY) license (https://creativecommons.org/licenses/by/4.0/)

Mariano, E., Campbell-Evans, G., & Hunter, J. (2022). Writing assessment in early primary classrooms: thoughts from four teachers. *The Australian Journal of Language and Literacy, 45*, 85 - 101. https://doi.org/10.1007/s44020-022-00007-1

Nguyen, T., & Trương, A. (2021). EFL Teachers' Perceptions of Classroom Writing Assessment at High Schools in Central Vietnam. *Theory and Practice in Language Studies*. https://doi.org/10.17507/tpls.1110.06

Oo, T. Z., Nguyen, L. A. T., & Habók, A. (2021). Review of the assessment of students' language skills in English as a foreign language: Knowledge, skills, and principles. *International Journal of Assessment and Evaluation, 29*(1), 1–15. https://doi.org/10.18848/2327-7920/CGP/v29i01/1-15

Pujiawati, N. (2019). Evaluating Teachers' Assessment Practice on Students Writing Performance. *Journal of English Language Studies*. https://doi.org/10.30870/jels.v4i1.4462

Rahmawati, Y., & Rini, S. (2024). English Writing Assessment in EFL Classrooms at Junior High Schools: What are Teachers' Perceptions?. *Scope : Journal of English Language Teaching*. https://doi.org/10.30998/scope.v8i2.19608

Said, R., Jusoh, Z., Sabil, A. M., & Othman, S. (2021). Teacher Readiness in Assessing Students for Malay Language Writing: An Exploratory Study. *Pertanika Journal of Social Sciences and Humanities*. https://doi.org/10.47836/pjssh.29.s3.11

Shepard, L. A. (2000). The role of assessment in a learning culture. *Educational Researcher, 29*(7), 4–14. https://doi.org/10.3102/0013189X029007004

Sohrabi, Z., Ghanbari, N., & Abbasi, A. (2022). Iranian EFL teachers' perceptions of writing assessment literacy: a countrywide study. *Language Testing in Asia, 12*. https://doi.org/10.1186/s40468-022-00172-7

Tabernero, K. A. (2024). Practices Of English Language Teachers In Assessing Junior High School Students' Writing Performance. *International Journal of Language and Literary Studies*. https://doi.org/10.36892/ijlls.v6i1.1543

Tayyebi, M., Abbasabady, M. M., & Abbassian, G.-R. (2022). Examining classroom writing assessment literacy: a focus on in-service EFL teachers in Iran. *Language Testing in Asia, 12*, 1-20. https://doi.org/10.1186/s40468-022-00161-w

Valizadeh, M. (2019). EFL teachers' writing assessment literacy, beliefs, and training needs in the context of Turkey. *Advances in Language and Literary Studies, 10*(6), 53–62. https://doi.org/10.7575/aiac.alls.v.10n.6p.53

Wang, L., Lee, I., & Park, M. (2020). Chinese university EFL teachers' beliefs and practices of classroom writing assessment. *Studies in Educational Evaluation, 66*, 100890. https://doi.org/10.1016/j.stueduc.2020.100890

Wang, Y., Derakhshan, A., Pan, Z.-W., & Ghiasvand, F. (2023). Chinese EFL Teachers' Writing Assessment Feedback Literacy: A Scale Development and Validation Study. *Assessing Writing*. https://doi.org/10.1016/j.asw.2023.100726

Weng, F. (2023). English teachers' writing assessment literacy: Surveying teachers' knowledge, beliefs, and practices in China. *Porta Linguarum, 40*, 57–74. https://doi.org/10.30827/portalin.vi40.23812

Wilson, J., Myers, M. C., & Potter, A. (2022). Investigating the promise of automated writing evaluation for supporting formative writing assessment at scale. *Assessment in Education: Principles, Policy & Practice, 29*, 183 - 199. https://doi.org/10.1080/0969594x.2022.2025762

Wu, P., Yu, S., & Luo, Y. (2023). The development of teacher feedback literacy in situ: EFL writing teachers' endeavor to human–computer–AWE integral feedback innovation. *Assessing Writing, 57*, 100739. https://doi.org/10.1016/j.asw.2023.100739

Yu, S., Zheng, Y., Jiang, L., Liu, C., & Xu, Y. (2021). "I even feel annoyed and angry": Teacher emotional experiences in giving feedback on student writing. *Assessing Writing, 48*, 100528. https://doi.org/10.1016/j.asw.2021.100528

Zheng, Y., Liu, C., & Yu, S. (2026). "How should I assess their writing? It's a headache for me.": Understanding teacher assessment literacy in the collaborative writing context. *Teaching and Teacher Education, 171*, 105343. https://doi.org/10.1016/j.tate.2025.105343

This article is an open access article distributed under the terms and conditions of the Creative Commons Attribution (CC BY) license (https://creativecommons.org/licenses/by/4.0/)