



## “ELF and EFL Language Assessment: Exploring the Intersection of language Teaching and Testing”

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### *Abstract:*

*English has acquired the status of Lingua Franca and the people of different L1 use it for communication in every part of the world. In a status of lingua franca, English facilitates the communication among the people of different lingua cultures. For effective utilization, efforts are underway to shape the teaching/learning approaches/methodologies more effective to ELF. Different techniques and strategies are adopted to make teaching and learning environment useful and free of weaknesses. Assessment in this regard is one of the fundamental factors that can give feedback about the teaching learning environment. In order to determine the main finding and the current trend in language assessment in ELF, 26 research articles has been consulted and reviewed. Research article is studied carefully and the main themes/finding are mentioned in this paper. An understanding developed is that almost all of the researchers are of the belief that ELF requires different types of assessment other than those utilized for the English language exams. Efforts has been made to find the gap and put some suggestion to bridge the gap regarding assessment of English language as per the requirement of ELF demands. (The purpose to carry out this study is for the higher studies)*

**Keywords:** *Language assessment, ELF, Language culture, Applied linguists, Native speaker, global language, EFL, Summative assessment, of classroom-based assessment, peer assessment*



## Introduction

English Language has become a language of science and technology, business, politics and many more. Nonnative speakers (NNSs) of English greatly outnumber native speakers (NSs) (Graddol, 2006; Jenkins, 2000, 2009). English now a day has become Lingua Franca. The main area of concern for the researchers is that there is still a thirst to understand, what types of curriculum especially assessment procedures should be adopted to assess English in this broader circumference as ELF. On one side of the picture, this is a fact that English is still in mid-way to get assessment criteria and on the other side normative function of ELF as a language is ignored.

In this study, about 26 research articles are selected from the area concerning our topic. Assessment of English language as an ELF suit is the main area that is studied in this research. The type of this study is Review Literature Research. After studying the researchers work, it was concluded that almost all of the researchers are agreed upon the fact that English as a lingua franca should not be assessed in a normal conventional way because English has become a leading global language, with non-native speakers outstripping inborn speakers. As a result, there is a need to re-evaluate assessment procedures for English as a lingua franca (ELF). This study reviews existing research on ELF assessment, seeking to identify effective approaches and criteria. Communicative contextual approach should be adopted for this purpose.

## Methodology

This review comprises 26 studies published between 2017 and 2023, selected through an all-inclusive search of academic databanks. The studies were evaluated for their focus, methodology, and findings related to ELF assessment.

## Review of Literature

Fan (Gabriel) Fang (2017) suggests that English language should avoid traditional materialistic earnings of testing in which actual language performance cannot be tested. The article also suggests that traditional native-based philosophy fixed in testing should be substituted with a more oriented philosophy that concentrate on English as a lingua-franca. It should focus on students' communication approaches and the way they use language to meet different tasks in the academic and extra-academic settings. The researcher suggests that teaching and assessing English in the modern day should be revisited because the traditional forms of teaching and assessment do not reflect the actual use of English as a global language. The researcher quotes some of his articles where he stated that a native oriented approach to ELT does not prepare students to speak English in an international setting because dialogues are often informal in nature (Fang, 2015, 2016).

Among English speakers who are not native speakers, it is intended that both language teachers and students will become aware of how complex English usage is across the world. However, it is unclear that significant examination boards and ELT practices will change in the near future to a more ELF- informed framework of testing and teaching. People won't revisit and reconsider their ideas and decide what kind of English they need to know for their advantage until



they use and are exposed to English in a wider diversity of settings (Jenkins, 2007). Although this may be a protracted and difficult process, English language assessment will also need to change in order to meet the worldwide status and people's actual demands about English as a global language. Here a question that can be arisen is that what the researcher mean when he said that actual and proper means should be adopted to assess the learner of ELF. Here the focus goes toward the teachers that teachers should be well aware about the fruitful assessment of ELF. In this regard Hossein Farhady (2018) has presented an article about the expertise of teachers in ELF.

Hossein Farhady (2018) is of the opinion that teachers should be aware to use efficient methods of instruction and evaluation to improve learning in light of contemporary advancements in education. To make out teachers prepared to face these new difficulties, teacher education programs must offer chances for teachers to advance their expertise in a variety of subject areas, including assessment knowledge. The first step in assisting EFL teachers to enhance the language assessment knowledge (LAK) to acquire awareness of their current level of LAK. In order to better understand these demands, this study was created. 246 EFL teachers were given Fulcher's needs assessment questionnaire (2012), which was expanded by a few open-ended questions, in order to find out how important they thought the main challenges in language evaluation were, as well as how much they knew about them. The results showed that the majority of participants were ignorant about the valuation thought it was either necessary or important for language assessment courses to cover the primary topics.

#### **Analysis:**

According to this research study assessment in English language is of paramount importance and the teachers who are teaching English must be aware about the latest assessment tool and tricks to assess English in ELF perspective. In this regard Another study carried out by Naoko Taguchi (2018). Naoko Taguchi (2018) carried out a research where he said that Applied linguists are forced to re-evaluate long-held beliefs about language usage and learning as globalization progresses. (Kramsch, 2014). Although the scope of this synthesis review was somewhat constrained (it only included research that utilized the term "ELF" as a key phrase), overall trends show that pragmatics in ELF has been considered as rapport-building and communicatively successful rather than a strict conformity to native-speaker norms. However, regrettably, only a small number of the studies examined here had significant educational consequences, echoing the views of the teachers who referred to ELF as "pie-in-the-sky" (Dewey, 2012).

#### **Analysis:**

Further investigation is hoped to reveal the intricate tasks of ELF in order to close this gap. This work demonstrates how the realities of globalization have challenged our traditional approaches to studying and teaching second language (L2) pragmatics by focusing on English as a lingua franca (ELF). Researchers are required to consider the pragmatic competence of the people need to look at pragmatic competence based on how L2 learners can navigate communicative demands



by using communication strategies. It is reasonable for teachers to depart from the sole reliance on idealized native speakers' perceptions of propriety, formality, and appropriateness in their teaching practices because it won't be possible at time when efforts are on way for proficient learning and of standard level teaching. In addition, teachers may consider incorporating a non-essentialist perspective into formal instruction rather than just basing their pedagogical practices on idealized native-speaker standards of appropriateness, politeness, and formality. With assessment point of view, these elements are hard to be tested because everywhere the availability of the native speaker is not ensured.

Zia Tajeddin , Minoos Alemi (2018) concluded in research article that assessment is very important for the teaching and learning of ELF. But the researcher in this work emphasized classroom assessment only and mentioned that classroom assessment provide feedback to the teaching and learning as well. In this research work, twenty-six novices and experienced EFL teachers first completed three scenarios to collect data about their practices for the speaking assessment. Later on a semi structured interview has also been conducted. The findings of this research imply that EFL teachers need awareness of the fundamental assessment knowledge in speaking, which is the product of their past education and language teaching experiences.

#### Analysis:

This research shed light on the fact that assessment expertise on the part of ELF teachers is fundamental to the profession. For the spoken skill assessment, most of the time teachers do not fix some criteria and just rely on their past education and spoken experiences. For example, if a teacher has to evaluate spoken capability of a learner, only a conversation is thought to be sufficient. However, there are some weaknesses in this research and it is that less number of participants and gender base selection or rejection are the weaknesses of this research. Another study is of Hamid Ashraf (2018) who aimed at investigating teacher assessment literacy and view it as a key linking between assessment quality and student achievement. Reflective teaching is a drive in teacher education and crucial kind of thought that enables teachers to be aware of their experiences and analyze their own practice (Fatemipour & Hosseingholikhani, 2014).

The main aim of this study was to study the performances of Iranian ELF teachers and to check their assessment capabilities. Reflective teaching was also brought under study and a conclusion was derived that there is a link between assessment literacy and reflective teaching of the teachers. The term assessment literacy has emerged to illustrate the familiarity and abilities teachers require to be able to plan for, administer, understand and apply the outcomes of assessments accurately and efficiently (Boyles 2005; Stiggins 1999). To assess the abilities of the English language teachers a total numbers of 120 university level teachers were brought under this study and data collected through questionnaire was analyzed. It was found through this research that majority of the English Language teachers were not literate in assessment knowledge. It was



recommended through this study that more teacher if literate in assessment related knowledge their teaching will be more attractive, effective and impressive.

**Analysis:**

only assessment literacy is not the solution of the matter but to define a specific criterion for EFL related foregrounding, is the main requirement. It is stated time and again that EFL required principles are not well defined yet buy the researcher as there are many things to be revealed in this field yet as Anna Mauranen (2018) clarified in the next article. Anna Mauranen (2018) in her article aimed that ELF is a multifaceted form of language contact, which is evaluated with respect to the following three dimentions: the cognitive, the micro-social /interactional, and the macro-social. (Anna Mauranen, 2018) Every aspect has its own dynamic and link English to the other dynamic. According to this view point English as ELF help us to understand English as a second or foreign language due to its global perspective. English as a global concept, has a complicated link with the others language of the world. The researcher has argued in this article that English as a Lingua Franca arises out of contact between similects, and is a site of second-order language contact. (Anna Mauranen (2018). This is also concluded in this work that from a cognitive perspective ELF essentially means second-language use in linguistically complex and often particularly unpredictable circumstances.

**Analysis:**

Lingua Franca demand separate standard for teaching, interpreting, and translating. Its fundamental contribution is drawing attention to the way we See language and its role in human communication. The overall environment demands a framework or a model to be devised for this reason. In 2019 some researchers have presented the undermentioned model. Komilie Situmorang and Dwi Yulianto Nugroho (2019) in their work “Rethinking the Assessment Model for English as a Lingua Franca” published in “Advances in Social Science, Education and Humanities Research, volume 370” concluded that there is a change that can be felt visibly. The trends are that considering English as a lingua franca has taken start worldwide. Initially emphasis was on the achievements to make learner efficient in native like capabilities but now the trend has been set to look into the matter that how English compete in real world in real circumstances.

**Analysis:**

Actually, this work analyses conversations in an ELF set up and scrutinizes that if using the rubric designed against the ability of the native speakers the conversation may be scored only 1 or 2 out of 5. This work suggest that Context and situation play very important roles in Language education therefore these segments must be included in assessment. This article acclaims a framework that English teachers should follow for their assessment of English as a lingua franca that are that goal oriented assessment should be carried out. Elwira Lewandowska (2019) revealed only minor changes between them, which supports the idea that ELF users pay a variety of message techniques. However, it can be exposed that some selections are slightly less prevalent with ELF users.



Transcriptions, summaries, foreignization, and the formation of new words appear to be less common communication techniques than folks that are more forced, such as roundaboutness, estimate, and generalization, which continue within the limits of a given language without requiring changes to the forms or constructions being used. If communicative skills are to be presented when teaching ELF, this appears to be a feasible direction. It should be painted that the contributors frequently employ escaping techniques of the research. The results of the case study if here are somewhat different from those found by Pitzl (2005), who found that ELF users display high levels of participation and collaboration in a forthcoming exchange, and from those reported by Mauranen (2006) in their study on pro-active behavior. Users of ELF almost always employ escaping strategies in addition to compensatory ones. The speed at which the message was transported, an understandable accent, and challenging language were stated as some of the most frequent issues.

## Analysis:

It is a fact that pupils are not always prepared to understand English in broader perspective nor they fulfill the requirement to tackle English at EFL level. Learning one comprehension model imitating the other is not an easy task. Fluency issues is another area that create problems. Here as mentioned, the response to the question and the linguistics proficiencies of the students are two different areas., the length of language acquiring and multilingualism. Just a bilingual level can be achieved not the EFL level. Ahmad Dahlan, 2019 in his work “The Alternative Assessment of EFL Students’ ” investigates the current practices and challenges of assessment for the teachers. Basically, this study intricate two EFL teachers who had more than five years teaching practice and used to give alternative assessment practice in the same Islamic Boarding School (IBS). An in depth semi organized interview and class observation was conducted. Teacher understudy were asked about the problems and challenges they are facing in English language test assessment. Teacher understudy revealed that actually they have themselves prepared their test and they emphasized the oral skill a lot. These teachers also accepted that they use to devise different activities for this assessment.

The teacher has also admitted that they have used student’s notebook to check further performances of the students. The teacher under study also confirmed that time constraint is one of the main issue in this regard. The teachers also recommended that Language assessment especially oral assessment should be taken out of the class to make it as close to real life as possible. Wali Khan Monib, Abdul Qudos Karimi, Nazifullah Nijat (2019) in research article titled “ Effects of Alternative Assessment in EFL Classroom: A Systematic Review, they have focused on multiple works of the researchers carried out in EFL class room. Basically the basic definitions, and other aspect of alternative assessment in EFL domain were tried. This was found through this research that most of the studies (18 out of 24) were in the favor of alternative assessment.



**Analysis:** It was a fact revealed here that most of the teachers did not have a clear understanding of alternative assessment. So without understanding anything perfectly cannot be tried in the class room. So it is suggested at this point that in future more reviews with more possession can be taken and included. This way a more accurate picture of Alternative assessment can come out. Sheryl Cooke (2020) concluded that The bulk of discussions in English do not article speakers from the Internal Circle because real-world use of English includes speakers and listeners from diverse language backgrounds whose primary purpose is mutual clarity (Graddol, 2006; Kirkpatrick, 2007).

However, in spite of emphasizing understandability, there are many tests that only measure spoken wording. These test are still away from measuring real communicative trends especially in the context of ELF. A will said conclusion is deducted but I think this will weaken the validity of these tests in assessing real spoken communicative capability when it is used in a global lingua franca context. According to McNamara (2006), demonstrating the relationship between the concept (real-world communicative ability in a specific context) and the test tasks and rating criteria, is a necessary step in validating an English language test as a tool for international communication. Additionally, indication ancillary the clarification of a test score must be provided as part of the overall rationality case. This paper makes two arguments: first, that the English for Academic Purposes (EAP) context, to which many high-stakes test takers aspire, is frequently an ELF context; and second, that Toulmin's (2003) argument schema is used to discover what proof is needed to support warrants and claims that a test provides a valid representation of a test-ability takers to use ELF.

### **Analysis:**

This model is taken as a role model to analyses two sets of spoken samples. But It looks like that the frame is designed for general English. The main point over here that we can note is theoretical base can be empowered for comprehensibility analysis. Moreover, linguistics variations are also to be evaluated while assessing English as a lingua franca. But the main thing is to give justification to these ideas is that simple words justification and tried to be presented as normal day to day talk. Is this be equal to ELF. The language assessment community has issues as a result of the construct definition of such varied, dynamic language use, but this does not mean that the issue should be disregarded because the costs to test takers and society at large are too high. Critical inquiries about the validity of current language tests should be made to steer test developers in the direction of a more equitable, fair, and inclusive evaluation of this universal language while researchers are in efforts to understand the underlying factor of ELF which is a very important and open ground to purposefully evaluate the language. Eric A. Ambele and Yusop Boonsuk (2020) researched that According to Kirkpatrick (2012), the ultimate learning goal for ELF users is a switch from a native focus to a multilingual emphasis. In this work it was clarified that Cultural related knowledge should be included in the course of assessment for ELF. Cultural back



ground and others normative element bridge the gap between a broader perspective and a local nomination. 25 students from 5 universities in Thailand were the population.

#### Analysis:

The researcher mentioned in this study that information conveyed to the students are to be taken at national or international level. The question that can be raised over here is that if the concept of the participants is not clear (as mentioned in the study) how the broader aim of national or international level or even at ELF level can be achieved. Sharon Hurtle (2020) writes in article "Communication in a Globalized World: Advanced English and its Assessment in the 21st Century" that English as a lingua franca put special impact on those who teach English especially ESP or EAP. It was studied in this work that English was taken not as a language nor as a lingua franca but in other conventional domains.

#### Analysis:

This was clarified through this research that with the expansion of the world, English language has also witnessed dynamic changes and the teachers and handlers of English language should take English in a native context of mutual understanding. Mutual understanding should be the focus of the work and the assessment of English language should also be carried out by keeping the global status of English in mind. Educators need to revise their strategies both when teaching and assessing this type of English (as a lingua franca) use. The recommendations of the researchers are of great worth but how it will be possible to acknowledge all the world about the traits of ELF when these are not clear to the researchers themselves. The need of the time is that in-depth research should be done to highlight the actual status of the English language as ELF. Gary J.Ockey and R. Roz Hirsch in their work "A step toward the assessment of English as a lingua franca (2020)" mentioned that ELF as a language have some belief and ways. The main problems as the researcher stated in this work is that there is less agreement on the principles of English as ELF. Their main focus is on the point that when there is less agreement on the principle so the test types and strategies are too difficult to be defined. However in this research work Gary L.Ockey and R. Roz Hirsch recommended that more research is needed in the field of ELF so that the critical aspects should be known to all people working in or on ELF. After discussing the hurdles in the way of EFL assessment, the researchers described as oral communicative placement test developed at a large at Midwestern University in United States. It was concluded However it was concluded that more work is needed to define the principles of ELF, but that is only possible if assessment of the said is made possible.

Angela Bayu Pertama Sari and Dwi Iswahyuni (2020) aimed at a new valuation method for English learners. In this article titles as "google forms as an EFL assessment tool: Positive topographies and limits a notion is forwarded that if the valuation does not happen, the goal of knowledge cannot be assessed. (William, 2013). In this study the positive and bad effect of google form are highlighted. Our main worry while assessing this article is that google form are transported under study to be checked if these can be used for English Language assessment. The



consequences of the study uncovered that there are 5 hopeful features and 2 limits of Google Forms as an EFL assessment tools. It can be definite that the optimistic features of Google forms as an EFL control tool are in terms of effectiveness in time and energy, conformism to the students' characteristics, less cost, detail result, and helpful topographies. In other words, the important suggestion is that the use of Google Forms as an evaluation tool can improve the lecturer's/teachers workload. It was also suggested that short multiple (yes, No) type answers questions can be utilized through this assessment tool.

#### Analysis.

Computer base language assessment is a good idea but when we talk about the English as a lingua franca many constraints can be noted that can hinder the actual performances assessment. Especially the spoken proficiency, the cultural restrictions, and the body gestures are difficult to be testified through google form. Ozdenur Ardiç Kiyak (2021) has carried out a research, titled "English Language Teachers' Perceptions of World Englishes and English as a Lingua Franca" and it was found that English language is changing toward constantly and it has become a lingua franca.as it has got the status of a language spoken by majority of the population of the world, therefore it is important for the teacher to grip it as a world language and tech it according to its status in the classrooms. This is emphasized that the overall perception of the English language teachers about the English language should be changed now and it should be admitted that ELF status of English language needs some important factor to be kept in mind while working in the field of English teaching/learning scenario. Quantitative data is presented in this study and the perception of EFL instructor is tried to be known. It was also addressed in this study that how to make it possible to take the cultural aspect of language in mind. A number of 110 participant teachers were taken as a sample population from the different universities of Turkia and it was concluded that English learner must be empowered like a Native speaker and it was also agreed that further research should be carried out.

#### Analysis:

Being a native speaker is a geopolitical issue too. Every time this is not possible that all the instructor could be equipped with native like abilities. However, this is agreed up to the point that some training can be enhanced to make the teaching and assessment skill as near to the native people as possible. Ikboljon Gafforov, Kosimov Abdulkhay (2021) in research article "The Role of Assessment in Language Teaching" reveal that Assessment is an essential component of the learning process. Curriculum and teaching are firmly entangled. Assessment is an ongoing process that notifies instruction, leads students' next movements, and verifies progress and achievement. Assessment also help to fulfill curriculum goals.

Different way and techniques are always on the disposal of a teacher to manage and tailor different assessment material to assess any part of a language. It is summarized in this research that we must prepare assessment questions according to the principles of Brown (2004). Analysis: It is an agreed upon notion that yes teachers should be given free hand to tailor their assessment



at their own. Neda Movahedi & Ghasem Aghajanzadeh Kiasi (2021) in their study researched the teachers and students' activities. This research was carried out in Iran. A total number of 30 students were taken and further divided into three groups. Peer group, self-assessment and intermediate EFL group. The result of the study was that peer group out classes the other groups.

#### Analysis:

The idea of peer assessment is important to be implemented. In this type of assessment mutual cooperation can be developed that directly or indirectly can boost the teaching learning environment. Let's take another work related to peer assessment by Mahyudin Ritonga et al. (2022) aimed at the assessment process aids teachers and students in making necessary changes to their teaching and learning procedures. Peer assessment as we have analyzed and appreciated in the previous part is researched here too. According to this study, Peer assessment is an effective type of assessment. According to some important areas from Iranian EFL domains, like RC (Reading comprehension) or (Reading motivation) RM are well emphasized through this method of assessment and the result is encouraging.

In this research 60 students between the age of 18 to 26 were brought under study. Control group and experimental groups were made. then some sub groups were also made. After the experiment, it was shown that peer assessment is proved to be a good method. It increases the reliance on peer and cooperation with the teacher. Şeyda Selen Çimen (2022) in this study, it was found that majority of the teacher in turkey have confusion about the assessment of English language while taking English as a lingua franca. Some of the English language teacher's assessment techniques matched with the curriculum defined criteria. According to this study teacher were divided into three categories, having negative approach about assessment, having positive approach and the neutral. Over all recommendation of the research were almost the same as others that more work is needed to define a scientific criteria for assessment.

#### Analysis:

One of the main area that is again and again coming to the front in this review work is that assessment must be done by someone who is himself or herself expert in the field of assessment. English being a dynamic entity is spreading with a higher speed and this is not possible that native like expertise in instructors can be inculcated. Zia Tajeddin (2022) in research work "English Language Teachers' Professed Classroom Calculation Knowledge and Practice: Developing and Validating a Scale". This study based on classroom grounded charge to go deep into the knowledge of the teacher.

This Study Suggest to develop a class room base assessment to verify teacher classroom base assessment knowledge. Exploratory factor analysis revealed that the scale items clustered around four factors: (a) purposes of assessment and grading, (b) assessment ethics, (c) student involvement in assessment, and (d) feedback and assessment interpretation. Majority of the teacher appreciated this scale and agreed upon this fact that more classroom base assessment should be made in this regard. It was concluded and later on recommended that class room base



assessment is very beneficial to be learned by the teacher who are teaching English as a lingua franca. **Analysis:** a number of limitations were found to be present in this study, which need to be recognized. The study goes toward the language teacher report that they explored by themselves. The study only searched into language teachers' self-reported of classroom-based assessment so the actual practice can be ignored here.

Anna Kristina Hultgren, Nathaniel Owen, Prithvi Shrestha, Maria Kuteeva in their research emphasized at significant complications around devising "fair" and "just" assessment. This was suggested that assessment in English language can be revolutionized and the learner can be given more awareness about the changing perspective of English language. There are many challenges ahead but revolutionizing assessment can help to overcome the complication in ways. It was concluded that assessment is a good tool to get feedback on any Language learning program. Assessment can give direction in a language goal setting. We can devise a new role for the teacher and a new way of teaching learning process by getting feedback through assessment. Future selection in curriculum can be selected or rejected through assessment.

Summative assessment describes that which aspect of learning should be highlighted. Assessment, in short, has the feasibility to significantly affect practice and, in turn, to impact Learning (Baird et al., 2017). So here we can conclude that this is assessment that give us awareness about the worth of the all aspect of language. We can't improve without assessment and we not skip without assessment. **Analysis:** Importance of assessment is beyond doubt but the main factor that should be kept in mind is that effective assessment especially in the field of ELF is required to be transparently taken and further generalized to bring changes in the field of English language teaching and learning as a lingua franca.

Amina Shahzadi & Ana Maria Ducassel (2022) in their work "Language assessment knowledge of teachers in an English medium of education university: Implications for ELT training in Pakistan" the researcher referred a quote over here and that is "In Pakistan, English is the official language and a high level of ability considered a passport to success (Manan et al., 2016). In this research a Pakistani University is brought under conversation and this is investigated that the teacher salaried in departments are trained in assessment knowledge or not. The main area of focus was to check The goals were (1) whether the teachers were prepared, academically and professionally, to design and behavior language assessment; (2) to document teachers' language assessment challenges in context and (3) to consult teachers on their training needs in assessment. Interview and questionnaire was used to collect data.

The conclusion was that English is taught to be very important in Pakistan but the teachers are not trained in language perspective especially in the perspective of Language assessment. The recommendation of the study was that teachers should attend seminar and short courses to get expertise in English language teaching especially in the field of assessment. **Analysis:** English is thought to be the most prestigious language. There are two aspect of teachers training in Pakistan. First is that teachers are not given proper opportunities to polish their



Language skills. In government institute there is no system available at all that should grip the development by improving the teaching learning environment especially giving training to our teacher for the better teaching of English as a lingua franca. Secondly teachers training institute are not available to make our teachers efficient in all respect to further educate the learners. Private sector of education is in the hands of businessman who are just grabbing mony.

Mohammad Reza Khodashenas, Hossein Khodabakhshzadeh (2023) has freshly offered a study. This study, which was stimulated by Fulcher's Language Assessment Literacy (LAL) framework, focuses on two main issues: first, the current LAL mechanisms; and second, the necessary LAL components from the viewpoint of Iranian EFL (English as a Foreign Language) head teachers. 147 EFL head teachers laboring by the Ministry of Education were chosen for this purpose. The approach for gathering data for this qualitative study was semi-structured interviews, which also enclosed worries connected to valuations and demographic data.

Furthermore, Fulcher's valuation literacy agenda served as the study's analytical model. According to the results, basic knowledge of LAL, principles, and processes, including washback, knowledge of reliability and validity, assessment models and frameworks, development of rubrics, instructiveness, test formats, and design of receptive and productive skills, were among the current components of LAL. In addition, the effects and repercussions of LAL on students, including their social, political, educational, financial, and psychological implications, were highlighted as crucial elements for the future. The study's implications for programs for continuing professional development for teachers were also mentioned. The outcomes of this study made clear the current and essential elements of literacy assessment for EFL teachers. Additionally, it emphasized their function in teachers' assessment techniques. It is strongly advised that future studies look into how well each component works in practice. Furthermore, it is proposed to expand this study to other contexts, such as universities, because assessment literacy expectations are context-based. Additionally, it might be appropriate to create and implement a CPD programs that focuses on assessment literacy components and examine how well it affects instructors' assessment practices in their courses.

### **Findings from the reviewed Literature**

Fang (2017) emphasized the need for English language assessment to move away from traditional native-oriented approaches and focus on communicative competence in ELF contexts

Farhady (2018) highlighted the importance of teacher assessment literacy and awareness of effective assessment methods in teaching English in ELF contexts.

Taguchi (2018) argued that pragmatics in ELF should focus on rapport-building and communicative success rather than strict conformity to native-speaker norms.

Tajeddin and Alemi (2018) stressed the crucial role of classroom assessment in teaching and learning ELF and the need for teachers to have fundamental assessment knowledge.

Ashraf (2018) linked teacher assessment literacy to reflective teaching and emphasized its importance for effective assessment practices.



Mauranen (2018) proposed the need for a separate standard for teaching, interpreting, and translating ELF and devising a framework or model for this purpose

Situmorang and Nugroho (2019) highlighted the importance of context and situation in language education and assessment.

Lewandowska (2019) found that ELF users frequently employ avoidance techniques in communication.

Dahlan (2019) and Monib et al. (2019) favored alternative assessment practices but noted that teachers lack a clear understanding and need more training.

Cooke (2020) argued that English language tests should measure real-world communicative ability in ELF contexts, not just spoken language.

Ambele and Boonsuk (2020) emphasized the importance of cultural knowledge in ELF assessment.

Hurtle (2020) highlighted the need for educators to revise their strategies for teaching and assessing ELF.

Ockey and Hirsch (2020) recommended more research on ELF assessment and validation of assessment tools.

Ardıç Kıyak (2021) found that English language teachers' perceptions of ELF need to change to accommodate its global status.

Gafforov and Kosimov (2021) emphasized the essential role of assessment in language teaching and learning.

Movahedi and Kiasi (2021) found that peer assessment can be an effective method in ELF contexts.

Shahzadi and Ducasse (2022) found that teachers in Pakistan need more training in language assessment literacy

Khodashenas and Khodabakhshzadeh (2023) identified the current and essential components of language assessment literacy for EFL teachers.

### **Revolutionizing English Language Assessment in ELF Contexts**

The way we assess English language proficiency in ELF (English as a Lingua Franca) contexts is due for a radical overhaul. Traditional native-oriented approaches have had their day, and it's time to focus on a communicative contextual approach that prioritizes real-world language use, cultural knowledge, and context-dependent factors (Fang, 2017; Cooke, 2020; Ambele & Boonsuk, 2020; Situmorang & Nugroho, 2019).

This approach recognizes that language is not just about grammar and vocabulary, but about communicating effectively in diverse contexts and cultures. It's time to move beyond traditional assessment methods and embrace a more nuanced and comprehensive approach that values communicative competence, pragmatics, and rapport-building (Taguchi, 2018).

To make this shift a success, teachers need to be equipped with the right tools and training. Developing teacher assessment literacy is crucial, and this includes training on effective



assessment methods, reflective teaching, and fundamental assessment knowledge (Farhady, 2018; Ashraf, 2018; Shahzadi & Ducasse, 2022). By empowering teachers with the skills and confidence to assess language proficiency in a more nuanced way, we can unlock more effective language learning and teaching.

Alternative assessment practices, such as peer assessment and self-assessment, can also play a key role in this approach (Dahlan, 2019; Monib et al., 2019; Movahedi & Kiasi, 2021; Ritonga et al., 2022). By incorporating these approaches, we can create a more inclusive and context-dependent assessment framework that takes into account the diverse needs and backgrounds of ELF learners.

The time has come to establish a separate standard for ELF, one that recognizes its unique characteristics and needs (Mauranen, 2018). This requires more research on ELF assessment, including the validation of assessment tools and teacher training (Ockey & Hirsch, 2020; Çimen, 2022; Khodashenas & Khodabakhshzadeh, 2023). By working together to develop a more effective and context-dependent assessment framework, we can unlock the full potential of ELF and empower learners to succeed in an increasingly globalized world.

#### **Gaps in existing research studies for potential future:**

Finding gap in any field is a difficult but at the same time, important too. However, capacity for improving is always there.

I, as a student researcher, want to mention an example before I go to highlight any gap in the research work mentioned in this review work. Once I visited Faisalabad, a famous industrial city in Punjab, Pakistan. There I had a night stay with my friends. The people of Faisalabad are very famous for Joke telling. All the joke told by the locals were worth laughing or praising. I although proficient in Punjabi language was lacking the norm of telling a joke, could not achieve the required joke teller praise. The issue was not in my Punjabi language but the normative behavior that I was lacking.

In this review work, majority of the researchers mentioned assessment issues faced in English language and suggested different measures to bring it up to the mark. Some of them kept communicative element in mind to devise assessment techniques however. However in future more research work is needed to be done in native speaker norm perspective. Language in stable format is assessed by all but when we talk about the ELF domain, native level proficiency of the speaker can only be achieved if we work on language in this direction. English as a lingua franca is not in the controlling hand of native speaker now because the nonnative speaker have outnumbered the Native people but the main nucleus should always be around the circle of native people. The present-day assessment techniques should no longer be considered the standard in language assessments if the language be taken as a lingua franca. My recommendation in this regard is that while devising assessment techniques and tools, new researcher should take ELF as a norm inclusive phenomenon.



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