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***Encyclopedia of Language and Education: Language Testing and Assessment (3rd ed.). Elena Shohamy, Iair G. Or, and Stephen May. Springer (2017). xxxiii + 461 pp. ISBN: 978-3-319-02260-4.***

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Taking the important role of testing and assessment from social, political, professional, ethical, and educational dimensions, the *Encyclopedia of Language and Education: Language Testing and Assessment (3<sup>rd</sup> ed.)* covers the innovative methodologies and fundamental issues in recent assessment approaches. The chapter authors carefully consider details of the up-to-date topics they discuss and uncover possible problems, challenges, as well as solutions to these concerns. All chapters follow the same format, beginning with early developments about the topic, to major contributions, to work in progress, to difficulties, and finally to future work. Presented in a reader-friendly way, the encyclopedia is recommended to all individuals interested in the interdisciplinary field of language testing and assessment. Professors and students can also benefit from studying the book for the variety of topics would help improve their professional development.

In chapter one, Llosa goes through the tradition of content and language integrated learning and English medium universities as regards the complicated nature of the link between language proficiency and content knowledge. The chapter ends with the suggestion of scaffold-based assessment that embraces broader definitions of content and language use. In chapter 2, Scarino stretches thinking about educational assessment by considering the place of culture, as a major construct in language learning and assessment, in conceptualizing the communicative competence and understanding the role of culture in learning. Angela states all learning is essentially

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a linguistic and cultural activity that is formed through individual's prior knowledge, histories, linguistic and cultural situatedness (e.g., Sadeghi & Abolfazli, 2018). In the third chapter, Purpora, emphasizes how language encodes meaning from topical or content knowledge and contextual or functional factors as well as providing an account of how meaning is understood and operationalized in second language assessment. In chapter four, Brooks deals with concerns of the US government Interagency Language Roundtable Skill Level Description. The discussion focuses on tight deadlines, limited resources as well as changing needs and complexities of language, claiming that what is important for government testing should be based on operational needs that result in favoring performance testing. Chapter five is an account on aptitude for second language learning by Smith and Stansfield. They first present some introductory notes on several different language aptitude tests that began with MLAT by Carroll and Sapon (1959) followed by DLAB, etc., focusing on whether or not they have the power to predict language ability, learning success, and ultimate achievement. They then discuss how it was and how it can be used in research on language learning, claiming that the jury is still out on that. In chapter six, Lopez, Turkan, Guzman-Orth go over the topic of assessing multilingual competence. They further describe some changes in the concepts and the current practices and research agendas in this regard along with some challenges incurred. Jenkins and Leung in chapter seven on assessing English as a lingua franca (ELF), first present an introduction to the concept, then move on to explore conceptual considerations and advances in thinking in assessing EFL as tests of this are not yet developed.

In chapter eight, Wiggleworth and Frost, describe task and performance-based assessment, including the behavior of test tasks, how they perform, and how they are assessed along with detailed frameworks of task characteristics which provide the basis for test design and test-related research. Chapter nine, using portfolios for assessment/alternative assessment as authentic and formative assessment tools is written by Fox. The author finally discusses some recent trends in alternative assessment and other technologically-enhanced e-alternatives in assessment together with the inherent concerns like reliability and validity issues among others. In chapter ten, Chapelle and Voss deal with the topic of utilizing technology in language assessment. Mainly, the authors overview the themes and the theories behind technology use in delivering assessments and processing test takers' linguistic responses over years from computer-adaptive testing to what is known as computer-assisted language testing and go over to present the future of this. Chapter eleven is an account on cognitive aspects of language assessment by Jang. Following the interest in examining cognitive processes and strategy use that include structuring information for conceptual and procedural understandings to derive inferences about assessment task completion, Jang argues that the cognitive capacity should be viewed as a dynamic system in which characteristics of the task determine the quality of interpretations and observations. In chapter twelve, Fulcher describes criteria for evaluating language quality. An argument is also presented on the controversies between assessing observable behavior and underlying constructs, claiming that this affects scales and descriptors produced along with the criteria for quality performance. In chapter thirteen, methods of test validation are discussed by

Xi and Sawaki. Here, they mainly review the evolution of validity theory and synthesize test validation methodologies, proposing some problems and complexities with them in the era where communicative approaches and the use of technology-enhanced communications is impacting the construct of language assessment. In chapter fourteen, Lazaraton explains qualitative methods of validation. In particular, the author traces major historical developments on qualitative speaking test techniques, considers several research traditions by analyzing related recent papers (namely, discourse analysis, introspective methods, and mixed-methods research). Chapter fifteen is on training in language assessment by Malone. In detail, exploring language assessment literacy in its three periods, she provides guidelines and training approaches for language instructors to improve their skills and knowledge and to make appropriate decisions in all assessment processes through reviewing traditional professional development and the way these have changed by the emergence of distance learning and technology-mediated materials.

In chapter sixteen, Poehner, Davin, and Lantolf discuss dynamic assessment. Following Vygotsky's zone of proximal development, the authors posit that through dynamic assessment which can give more in-depth diagnosis of learner development, the learners are able to more accurately present their abilities as well as the particular type of assistance to which they are more responsive. Chapter seventeen by Inbar-Lourie is on language assessment literacy. The author briefly reviews current attempts to operationalize the theoretical framework and proposes improvements in shared collaborative effort for creating meaningful assessment solutions to the dynamic issues and situated differential language assessment literacy for teachers and Taylor's (2013) model as a direction for future work. Chapter eighteen is on language assessment in higher education written by Elder wherein she essentially considers the various solutions which have been adopted for pre-entry, post-entry, and exit assessments of English proficiency in higher education. Chapter nineteen is written by Baker and Wigglesworth on language assessment in indigenous contexts in Australia and Canada. The chapter is an exploration of language assessment in these regions along with their historical mistreatment of indigenous minorities and their languages. In chapter twenty, Abedi discusses utilizing accommodations in assessment in USA. Arguing that these tools should only help students with limited language abilities, he provides some conditions for valid accommodations and cautions against construct-irrelevant sources of lack of validity if any provision is made of additional unfair advantage by these tools. Chapter twenty-one, Bailey discusses assessing the language of young learners. She furthers the discussion by reviewing types and purposes of assessment with a focus on high-stakes assessment and assessment for learning. Chapter twenty-two is written by Leung and Lewkowics on assessing mainly English as a second/additional language of diverse populations. The authors first consider assessing additional language as a distinctive curriculum phenomenon in a national context and then go on to discuss assessing additional/foreign language development of learners in diverse contexts. In chapter twenty-three, Tsagari and Cheng address washback, impact, and consequences revisited. Dealing in detail with the definitions

of these three terms, they further review some empirical investigations and some associated difficulties leading to some directions for future research in this regard.

Chapter twenty-four is a history of language testing provided by Spolsky. Viewing it now from the perspective of examinations as the history of language testing and the different purposes it served, Spolsky believes testing has turned into a business. In chapter twenty-five, Menken deals with the topic of high-stakes standardized tests as the de facto language education policies. The chapter is a discussion of the history of high-stakes testing practices and overviews the importance of this kind of testing along with presenting the relationship of such tests to revisions made in educational policies. Chapter twenty-six by late Davies is on ethics, professionalism, rights, and codes. Alan describes each of these components in detail, arguing that in comparison with some other fields of study, ethical considerations in language testing are rather new and comments how ethics is practiced in this field. In chapter twenty-seven, Barni and Salvati describe the Common European Framework of Reference by presenting a historical overview of CEFR and its development from addressing monolingualism to measuring multilingualism, its impacts, and consequences. Chapter twenty-eight on assessing English language proficiency in the US by Poza and Valdés begins with a presentation of classifications of English language learners and No Child Left Behind Act (NCLB) together with the challenges identified in the latter. The changes to common core state standards is also commented on followed by an explanation of English language proficiency standards. Chapter twenty-nine by Shohamy is on critical language testing. Elena first describes the concept as well as its use and operationalization in various research studies. She then argues in favour of alternative testing strategies which use tests in constructive and positive ways minimizing their power and negative consequences and offers some particular practices in this regard.

In addition to being a useful reference and resource book in language testing and assessment, this encyclopedia brings new research, techniques, and principles into readers' eyes, making them want to read more and more of its chapters. A small drawback is that the need to follow a certain structure in presenting all chapters has forced writers to avoid presenting some information otherwise necessary for about the appropriate coverage of the topic. Despite this, the book is sure a must-have for testing experts for the valuable contributions, current thinking, and the variety of topics all included in one place.

## References

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