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Book Review: Handbook of research on perspectives in foreign language assessment, edited by Dinçay Köksal Çanakkale, Nurdan Kavaklı Ulutaş, Sezen Arslan Bandırma (2023). IGI Global, 418 pages, \$243, ISBN13: 9781668456606

Illahi Bakhsh

Institute of Foreign Languages, Peoples' Friendship University of Russia (RUDN University), Moscow, Russia
University of Sindh, Pakistan

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In recent academic research, foreign language assessment practices have received much focus. As a vital component of instructional efforts, assessment is essentially characterized as the tasks assigned to learners by teachers to evaluate their proficiency in learning or achievement, which is directly influenced by their learning experiences (Cheng et al., 2008). *Handbook of Research on Perspectives in Foreign Language Assessment* comprehensively covers a wide range of topics related to foreign language assessment. The book has been divided into four sections: *Language Domains (Chapters 1-3)*; *Methods of Language Assessment (Chapters 4-7)*; *Language Assessment in Education (Chapters 8-12)*, and *Perspectives in Language Assessment (Chapters 13-16)*, which aims to give readers a comprehensive grasp of the challenges involved in evaluating proficiency in a foreign language. It provides insightful information. However, several areas in the handbook deserve much attention and need work and development for future editions, including practical guidance for assessment, broader insights on emerging trends, and a focus on socio-cultural

Correspondence concerning this article should be addressed to: illahibux.gopang@usindh.edu.pk

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contexts in foreign language assessment. As Cumming (2009) rightly puts it that the assessment serves not only to determine the attainment of educational objectives but also to foster continuous improvement and progress in learning.

Chapter 1 by Kavaklı Ulutaş explores the forthcoming foreign assessment within educational settings, with a specific focus on the contributions made by the field and the obligation of language practitioners to guarantee its feasibility. Theoretical standpoints, utilization of Computer-Adaptable Testing (CAT), formative feedback, and language assessment literacy are essentials of this research, which underscore the contemporary practices for teachers to welcome innovative pedagogy and ensure the credibility and dependability of assessments. However, the practicality of this research technically is less visible to readers who are unaware of the technical terminology embedded. In Chapter 2, Brüstle and Vogt discuss the importance of intercultural competence in academia, highlighting its role in the evolving landscape of academia. Intercultural competence is crucial in educational institutions for effective communication, meaningful connections, and smooth social interactions in a culturally diverse world. In addition, it addresses the contested definitions of intercultural competence, arguing that it is a complex construct that is difficult to define consistently across disciplines (Tsagari, 2020). The relationship between culture and language is also discussed, with three dimensions of language - psychological, sociological, and system-oriented - interacting with culture. However, the established relationship lacks research insights in the study. Chapter 3, 'Culturally-Biased Language Assessment: Collectivism and Individualism,' explores the relationship between evaluation and culture in language assessment, highlighting the importance of culture as a fundamental component in the evaluation process. The chapter also describes Turkish English Language Teaching students' perspectives on individualism in EFL exams, revealing that individualistic biases are common and learners report concerns about the depiction of Turkish culture. The study emphasizes the need for academics to be culturally aware to promote meaningful language transfer without introducing inadequate cultural considerations. Ulum and Köksal could revisit to create a balance between cultural validity in classroom-based language assessment and ways of reducing cultural biases in assessment.

Section 2, *Methods of Language Assessment* (Chapters 4-7), showcases the core value of foreign language assessment and how the quality of it could be maintained, transferred, and empowered. Conversely, chapter 4 by Isaoglu and Orman presents an overview of recent progress in mispronunciation identification. This research focuses primarily on English, Mandarin, and Arabic. More importantly, it places a strong emphasis on the significance of technology that is both culturally and linguistically appropriate in the realm of language education. The technicality involved in the process is so complex that it hardly can make meaning to readers. Chapter 5 explores the role of educational robots in second language learning, focusing on grammar, reading, and pragmatics. While robots positively impact language acquisition, their results are limited and require long-term studies. The research emphasizes the need for contextualized discourse evaluation and further exploration of robots' contribution to pragmatic knowledge. However, the scope of the study is so restricted and delimited. In Chapter 6, Özturan and Uysal Gürdal describe the theoretical background of

dynamic assessment (DA) as a learning-oriented assessment approach based on Vygotsky's sociocultural theory to provide pedagogical implications. A detailed discussion in writing settings could benefit readers and researchers. Chapter 7 by Hatipoğlu shows the importance of establishing foreign language teachers' language assessment literacy (LAL) by introducing the Flipped Spiral Language Assessment Literacy Model (FLISLALM) for ELTE courses to enhance language assessment literacy. The model requires more validation through empirical research.

Section 3 (Chapters 8-12) focuses on language assessment in education. In recent decades, the evaluation of language has emerged as a prominent policy concern within the global educational landscape, prompting critical inquiry into various core aspects related to the purpose, theories, and implementations of assessment concerning educational content, instructional methodologies, and the acquisition of knowledge (Cumming, 2009). Chapter 8 by Haznedar begins by exploring theoretical frameworks and their impact on language acquisition and evaluation in young children. It focuses on the correlation between instructional methodologies and assessment instruments for young language learners, focusing on formative and continuous evaluation. The chapter highlights the importance of interactive experiences, recreational activities, melodic compositions, and narratives in acquiring knowledge as opposed to traditional pen-and-paper exercises. Consequently, there needs to be more emphasis on formative evaluation tools, specifically those that facilitate ongoing assessment within the classroom. Chapter 9 examines the long-term effects of the nationwide university entrance exam (UEE) on the author's L2 socialization. The author, hailing from a low socio-economic background, reflects on the challenges and the strategies. The autoethnography of socialization examines the impact of the UEE on personal development and pedagogical approach. The researcher, as a minority with limited English proficiency, shared experiences and the resilience he used to overcome academic obstacles; however, there was less interpretation and much self-portrayal, which might have been avoided in research. This research provides a personal account of the researcher's experiences as an English learner and the subsequent teaching practice.

In Chapter 10, Hilal Peker discusses dynamic assessment in an inclusive pre-K FLEX program within the Universal Design for Learning (UDL) framework to support young learners with special needs in a French as a foreign language program. The author emphasizes the importance of dynamic assessment for instruction and evaluation, as it allows for a better understanding of individual needs and learning progress. In the research, the problem emerges tacitly from the conceptualizations of dynamic assessment, contending, based on sociocultural theory principles, that language instruction and acquisition should be perceived as fundamentally interactive, collaboratively developed, and negotiated procedures involving educators and students, which are not able to be mandated or foreseen by overarching educational guidelines (Lantolf & Poehner, 2005). Chapter 11, by Tante and Abang, examines the relationship between assessment objectives, test content, item development, assessment rubrics, and students' performance in the context of the English language. The General Certificate Examination Ordinary Level English Language Paper performance has been analyzed in various studies, with one finding a correlation in

Cameroon. The findings suggest a potential association between objectives, content, development, rubrics, and test performance. The process involved in the research was so complex that it could easily distract the readers. Through the analysis, the simplicity of measurement in data is invisible. Moreover, in Chapter 12, Shakir and Siddique assess ESL teaching resources to determine their appropriateness for enhancing students' communicative skills. The study employs a content analysis approach, revealing that ESL teaching materials must align with communicative language teaching (CLT) principles. Although some aspects align with CLT principles, they lack role-play, problem-solving activities, and sufficient language use opportunities. The textbook must fully comply with CLT principles, as it does not include all elements outlined in the checklist. Additionally, the textbook needs more communication and interaction opportunities, making it unsuitable for fostering communicative competence in learners.

In section 4 (Chapters 13-16), the discourse of perspectives in language assessment commences with linguistic viewpoints, historical outlooks, perspectives influenced by parents, and perspectives influenced by research. In Chapter 13, Kalay and Can discuss the crucial role of language teachers in evaluating learners' language skills through assessment. The study addresses issues related to teachers' assessment literacy and practical aspects of language assessment, focusing on four skills. The authors emphasize the importance of teachers' assessment literacy, often neglected in teaching language, and suggest training sessions for teachers for improvement. In the study, the pedagogical implications could be treated significantly. The last section, including the conclusion, lessens the significance of the research impact. Recommend classroom implications lose the interest of readers in the end. Chapter 14 explores parents' perceptions of foreign language assessment (FLA) and their involvement in the process. Ozturk and Atsan focus on Turkish educational institutes' English as a foreign language curriculum and assessment, revealing parents' perceptions of proficiency, exam types, content, knowledge of FLA, assessment methods, grades, and parental involvement in foreign language development. The study concludes with a general understanding of language acquisition rather than revisiting the synthetic research analysis. In addition, it was noticed that the suggestions provided did not emerge from the research findings. Chapter 15, by Sevime-Sahin, examines the difficulties in upholding academic honesty within online language learning environments amidst the pandemic. The challenges were familiar in the research. In Chapter 16, Höl and Akma discuss using e-assessments in second/foreign language teaching, focusing on the bibliometric method. It highlights the importance of practical assessment tools in foreign language teaching. Despite previous challenges, teacher methods, classroom environment, and pre-service education influence assessment practices. The study suggests that information and communication technologies (ICT) can help improve language education and assessment, highlighting the need for a more effective assessment tool.

In recent years, the evaluation of language has emerged as a significant focal point in the realm of education worldwide, prompting a multitude of essential inquiries related to the roles, interpretations, and implementations of evaluation in educational programs, instruction, and knowledge acquisition (Cumming, 2009; Purpura, 2015). Although the handbook

provides theoretical insights, it does not offer educators and practitioners any concrete assistance. Furthermore, the lack of case studies, implementation techniques, and concrete examples makes it less useful for people looking for suggestions that can be put into practice for designing and implementing assessments. In addition, it needs to address new developments and trends in language assessment, mainly by concentrating on well-established evaluation techniques and procedures. Additionally, a more precise insight was required to add technology-enhanced assessment trends. More importantly, the handbook needs to focus on socio-cultural contexts. The concepts of second language assessment have evolved to align with current understandings of how assessments in both extensive or classroom settings are utilized to inform decision-making (Purpura, 2015). The assessment process is complex, as socio-historical circumstances greatly influence it. In future editions, the handbook should present forward-looking viewpoints on assessing foreign languages as it claims. No doubt, the book is about research perspectives in FLA, so the broader and wider scope of research could add much value to the upcoming editions.

Handbook of Research on Perspectives in Foreign Language Assessment, edited by Çanakkale, Ulutaş, and Bandırma, elucidates theoretical and practical perspectives that underscore the immense significance of language assessment and the adoption of contemporary trends to align with international standards for foreign language testing and evaluation. This handbook, in particular, offers a well-informed examination of various research perspectives related to foreign language assessment. It also provides suggestions for researchers to enhance the quality of language assessments by utilizing diverse research approaches and addressing issues of foreign language assessment globally.

ORCID

 <https://orcid.org/0000-0002-4049-0433>

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