Book Review: Technology-assisted language assessment in diverse contexts: Lessons from the transition to online testing during COVID-19, edited by Karim Sadeghi (2023). Routledge, paperback: 274 pages, $44.95, ISBN-9781032117690 (paperback).

Jebunnesa Jeba
PhD Researcher, School of Education, RMIT University, Victoria, Australia

The pandemic COVID-19 has posed unique challenges to the educational landscape worldwide (Chung, & Choi, 2021) including language assessment. It has forced many language educators and language assessment specialists to rethink their approach to assessment and explore new ways of evaluating language proficiency resulting in innovation in language assessment territory (Ockey, 2021). While there is available literature (Chapelle & Douglas, 2006; Winke & Isbell, 2017) on the planned use of technology for assessing language proficiency in technologically rich contexts, little is known about online language assessment at the time of the COVID-19 pandemic. Therefore, the book *Technology-assisted language assessment in diverse contexts: lessons from the transition to online testing during covid-19* is an epochal contribution offering a detailed overview of technology-assisted language assessment in various contexts, with a particular focus on the transition to online testing during the COVID-19. The book has 3 sections with 16 sub-sections.

Correspondence concerning this article should be addressed to: jebunnesa_jeba@yahoo.com

The first section "Theoretical and Methodological Concerns in Online L2 Assessment" provides a comprehensive overview of the theoretical and methodological concerns related to online language assessment. It includes sub-section 1 to 6. The first sub-section "Technology in Language Assessment: An Overview" by Karim Sadeghi provides a brief historical overview of the use of technology in language assessment. It discusses how technology has evolved over time and how it has been integrated into language assessment practices. It also highlights the advantages and disadvantages of technology-assisted language assessment and raises several important considerations for language testers when implementing technology in assessment, such as test security, accessibility, and fairness. Overall, it offers a good foundation for understanding the role of technology in language assessment.

The second sub-section by Tony Clark, Martine Holland, and Richard Spiby provides a valuable contribution to the field of online language assessment by presenting a case study of the development and validation of an online language test. It provides a well-written and informative case study of the development and validation of an online language assessment. It highlights the importance of empirical evidence in supporting the validity and reliability of online language tests and provides insights into the challenges and opportunities associated with online assessment.

The third subsection by Emma Bruce and Heléna Stakounis provides an informative account of the challenges and opportunities presented by the rapid shift to online language assessment in the UK EAP sector during the COVID-19 pandemic. It highlights the importance of collaboration, flexibility, and innovation in developing effective online assessment models and provides valuable insights into the implementation of online assessment initiatives in different educational contexts. Next section by Hossein Farhady offers valuable insights into the impact of the COVID-19 pandemic on language testing and assessment. It highlights the importance of ensuring the validity and reliability of online language tests and provide recommendations for language testing organizations to consider when transitioning to online testing.

The sub-section by Erik Voss focuses on the use of argument-based validation (ABV) in the context of online language testing during the COVID-19 pandemic. The author argues that ABV can be an effective approach for validating online language tests, as it emphasizes the importance of examining the underlying assumptions and evidence supporting the test. He discusses the key components of ABV, including developing a test blueprint, identifying the key claims and evidence, and evaluating the strength of the argument. He also provides a case study of how ABV was used to validate an online language test during the COVID-19 pandemic, highlighting the challenges and benefits of this approach.

The last sub-section by Mahmoud Amer and Maria J. Cabrera-Puche emphasize the importance of considering cultural and linguistic diversity when designing and implementing placement tests and discuss the potential benefits of using technology to support more inclusive and equitable assessment practices. The authors also describe their experience developing and implementing a modernized placement test for an international university program, highlighting the use of technology to support remote administration and automated scoring.

To sum up, the first section of the book provides a useful framework for understanding the theoretical and methodological concerns related to online language assessment. It provides a foundation for future research and practice in this area and highlights the need for ongoing dialogue and collaboration among language assessment professionals, researchers, and technology experts. It is a valuable resource for language educators, assessment specialists, and researchers seeking to navigate the theoretical and methodological issues associated with online language assessment. However, it primarily focuses on the technical and methodological aspects of online language assessment and does not adequately address the sociocultural factors that may impact the validity and reliability of online language assessments. For instance, language and cultural background, test-taking experience, and socio-economic status may influence test-taker performance in online language assessments.

Next, the second section "Reactions to L2 E-Assessment during the COVID-19 Pandemic" comprise sub-section 7 to 11. The sub-section 7 by Martin East, Deborah Walker-Morrison, and Viviane Lelièvre-Lope provides valuable insights into the challenges and opportunities presented by the COVID-19 pandemic for language assessment in a tertiary institution in New Zealand, and the steps taken to address these challenges and seize these opportunities.
The sub-section 8 by Isabel Balteiro explores the experiences and perceptions of students who took language modules during the COVID-19 pandemic that were assessed using remote, at-home methods. It highlights both the benefits and challenges of this approach to language assessment. Next sub-section by Bahiyyih Hardacre focuses on the experiences of university students who participated in remote instruction and were assessed on their writing development and performance. It gives important insights into the challenges and opportunities associated with assessing writing development and performance in a remote, online environment, highlighting the need for continued research and development in this area. Further, sub-section by Reza Neiriz, Shireen Baghestani, Ananda Astrini Muhammad, and Jim Ranalli discuss the importance of fairness in language assessment, particularly in the context of remote testing, where there may be concerns around test security and cheating. The authors present the results of a study of the fairness of the remote English placement testing at Iowa State University, highlighting the success of their efforts to ensure fairness in the testing process. They also discuss the ongoing challenges associated with remote testing and the need for continued research and development in this area. The last sub-section of section 2 by Maria Luisa Carrio-Pastor focuses on the integration of data-driven learning and assessment through a multimodal corpus of learning objects during the COVID-19 pandemic. It presents the results of a study of the effectiveness of the multimodal corpus of learning objects for language learning and assessment, highlighting the positive impact of the corpus on learners' language development and assessment outcomes. It discusses the potential for further research and development in this area, particularly in the context of remote language learning and assessment. On the whole, the second section of the book offers a comprehensive and nuanced exploration of the key issues and challenges at play, and provides practical guidance and recommendations for improving online language assessment initiatives in the future. It is a valuable resource for language educators, assessment specialists, and researchers seeking to understand the reactions to online language assessment during the pandemic.

The third section "Managing L2 Assessment at the Time of the Crisis: The Way Forward" comprise sub-section 12 to 16. First, sub-section 12 by Ricky Lam explores the use of e-portfolios as an alternative approach to language assessment during the COVID-19 pandemic and beyond. It describes a study in which e-portfolios were used to assess the language proficiency of university students in Japan, both during and after the COVID-19 pandemic. The results of the study indicated that e-portfolios were effective in assessing learners' language abilities and were well-received by both learners and instructors. This sub-section also discusses the potential for further research in this area, particularly with regard to the development of assessment rubrics and the use of e-portfolios in different language learning contexts. Next in sub-section 13, Shishi Zhang and Talia Isaacs argue that videoconferencing technology offers a viable solution for assessing second language pragmatic competence during the COVID-19 pandemic and that language assessment practitioners should continue to explore the potential of this technology for language assessment. The 14th sub-section by Ana Maria Ducasse discusses the use of technology in redesigning L2 (second language) assessments in emergency remote teaching contexts. It examines how technology can be used to create and deliver assessments that are fair, reliable, valid, and pedagogically sound, even in the face of unexpected disruptions like the COVID-19 pandemic. It highlights the potential of technology to transform language assessment in emergency remote teaching contexts. By leveraging the power of technology, educators can create assessments that are more engaging, fair, reliable, and pedagogically sound, even in challenging circumstances.

The next sub-section by Akiko Imamura, Catherine Ryu, and Mariko Kawaguchi highlights the importance of rethinking language placement tests in the context of the COVID-19 pandemic. By utilising technology tools and adopting a task-based approach, language programs can create placement tests that are reliable, valid, and aligned with their learning goals, even in the face of unexpected disruptions like the pandemic. The last sub-section by Karim Sadeghi provides a concluding reflection on the lessons learned and not learned during the transition to online language testing during the pandemic. The author emphasizes the importance of ongoing research and reflection to continue improving online language assessment and ensure that it remains equitable, effective, and aligned with the needs of learners and educators.

Overall, the last section of the book offers a critical and insightful examination of the challenges and opportunities presented by the shift to online language assessment during the pandemic. It is a valuable resource for language educators, assessment specialists, and researchers seeking to navigate the challenges and opportunities presented by online language assessment during the pandemic. It offers a balanced and thoughtful exploration of the issues and provides practical guidance and recommendations for improving language assessment in the digital age.

To conclude, the book *Technology-assisted language assessment in diverse contexts: lessons from the transition to online testing during covid-19* is a timely and valuable contribution to the field of language assessment. The book is well-organized, with clear and concise sections that are easy to navigate. Each section provides a thorough overview of the relevant issues and offers practical recommendations for language educators, assessment specialists, and

researchers. The book consistently advocates for the involvement of students in the assessment process and offer practical guidance on how to engage students in the development of online assessments and the provision of feedback. However, one potential weakness of the book is that it may be too technical and specialized for readers who are not familiar with the field of language assessment or technology. The book could be benefitted from more explanations and definitions of technical terms to make it more understandable to a broader audience.

ORCID

iD https://orcid.org/0000-0002-5269-1603

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