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Book Review

Useful Assessment and Evaluation in Language Education, by Georgetown University Round Table on Languages and Linguistics, Georgetown University, 2018, 264 pp., ISBN 9781626165410 (ebook), ISBN 9781626165397 q(hc:qalk. paper), ISBN 9781626165403 q(pb:qalk. paper).

This book is a collection of selected research projects presented at the 2016 Georgetown University Round Table (GURT) conference. It aims at presenting the implementations of useful assessment and evaluation in various language education contexts. In the learning and teaching context, this book is highly recommended for university instructors who are interested in conducting a research study related to the integration of assessment and evaluation and language education. Also, this book is a useful resource for those who are doing literature review related to assessment and evaluation and language education. Additionally, it is also beneficial for graduate students who are studying Applied Linguistics to observe a trend of research in the field of assessment and evaluation and language education. Finally, some parts of this book are suitable for test developers who are responsible for the validation process of the high-stake tests.

Three main sections are presented. The first section provides some theoretical considerations and practical implementations of assessment conducted in order to promote and develop language learning. In the second section, several projects addressing assessment implementations in various contexts have been presented. Different examples of assessment validation have been focused in the last section.

The five selected research projects presented in the first section mostly emphasize on the importance and the implementation of self-assessment as a form of formative assessment in the language learning and teaching context. It explores the role of teachers, the young learners' processes, and technology-mediated language education in which self-assessment has been integrated in these particular contexts. The research paper is well-organized in the way that their ideas in each topic are connected and liked. Readers can easily follow the steps how each project has been conducted. In each research paper, it provides both theoretical background and practical aspects; therefore, readers can see the overall picture of the project and can make use of their procedures as a guideline to conduct further related studies.

The next section, comprising of four selected research projects, focuses on an innovation, a framework, and an exploration emerged from the integration between assessment and teaching. In terms of innovation, two projects are presented: Linguistic Correlates of Proficiency (LCP) and the implementation of video-mediated interactive communication (Skype) for assessing speaking skills. These two research projects are useful for those who are interested in developing innovation to support both assessment and instruction. Regarding framework, the Task-Based Language Assessment (TBLA) framework has been developed; therefore, this framework might be suitable for those who are applying Task-Based Language Teaching (TBLT) in their instructions. Finally, the use of placement assessment and its relation to the learning outcomes has been explored. This study can be adapted as a guideline for those who want to conduct a study on how to place learners into their appropriate level of courses. The most outstanding part of these studies is the comprehensive and insightful explanations for procedures each research study has been conducted.

The last section, focusing on assessment validation, consists of five samples of selected research projects. Practical validation frameworks have been proposed as a guideline for test development process. It provides very useful details how to validate test construct equivalence between two high-stake university entrance examinations. Washback has also been mentioned in this part as one important component the test developers need to consider regarding the impacts of the test use on test takers' real lives. Hence, this part is beneficial for test developers whose responsibility is mainly on test development.

Apart from the three main sections, brief detailed information of editors and contributors has also been provided at the back of the book. It gives readers some necessary details, including their expertise and field of interests which can guarantee that this book has been proved and can be relied on because many experts from different fields have taken part in the publishing process. However, this part will be more effective if their names are arranged in alphabetical orders or are grouped under their main expertise. Additionally, after the aforementioned part, an index, giving all key words accompanied by their pages, is also provided. Readers can easily follow as they are arranged in the alphabetical orders.

As its title suggests, this book is useful and practical for implementing in the real life situations as it provides good examples of research studies conducted in a particular theme related to assessment and education. Moreover, the themes are logically ordered in the way that readers can easily follow from a smaller scale to a larger scale of conducting research. Selected research studies presented in this book are relatively grouped under their related theme. Thus, this book can be considered as a recommended resource for language teachers and practitioners, researchers, graduate students, and test developers who are interested in implementing useful assessment and evaluation in their language education contexts.

Reference

Georgetown University Round Table on Languages and Linguistics. (2018). *Useful assessment and evaluation in language education*. Washington, D.C.: Georgetown University Press.

Jantra Prompan
English as an International Language Program (Interdisciplinary Program)
Chulalongkorn University, Bangkok, Thailand
E-mail: jantra_1984@yahoo.co.th