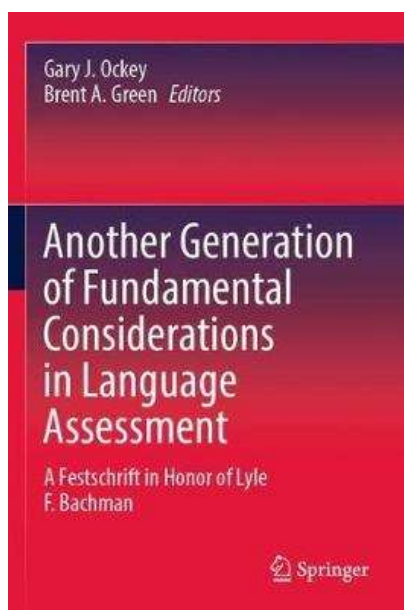




Book Review



Another Generation of Fundamental Considerations in Language Assessment A Festschrift in Honor of Lyle F. Bachman by Gary J. Ockey and Brent A. Green (Eds.), Singapore, Springer, 2020, 268pp., 106,99€(eBook), 129,99€ (Hardcover), ISBN 978-981-15-8951-5, ISBN 978-981-15-8952-2(eBook)

The book *Another Generation of Fundamental Considerations in Language Assessment* edited by Gary Ockey and Brent Green is a festschrift to honor Prof. Lyle Bachman's contribution to the field of language testing and assessment. The volume has collected papers from his former students who are now established scholars from all over the world. The book not only reveals how Bachman has nurtured and influenced young scholars, but also provides suggestions and insights to current issues, research focuses, and new development in the field. Chapters are organized in three parts; each part has four chapters.

The chapters in Part I center around the assessment of evolving language ability. The first chapter is a conceptual paper by Ockey and Hirsch, who analyzed the extent to which an oral communication placement test follows the principles of English as a lingua franca (ELF). The most important finding of their analysis is the need to build a clear framework to guide principled ELF test design. Chapter 3, written by Llosa, revisits the role of content in language assessment constructs. She argued that content received little attention in Bachman's model of communicative language use. Through analyzing the role of content in the contexts of language for specific purposes, U.S. K-12 English learner and language intersect, and language integrated learning, she revealed the role that content could play in language assessment.

Chapter 4 by Gruba is about a case study focusing on a multimodal listening test designed to help test takers to better understand the links between video-based listening test and classroom assessment. Chapter 5 by Schmidgall explored how learners perceived construct-centered feedback on performance on UCLA's Test of Oral Proficiency. The researcher concluded that the construct-centered approach to feedback can be a useful complement to other feedback approaches.

The chapters in Part II concern about validity and validation in language assessments. Chapter 6 by Kunnan proposes an ethics-based approach to evaluate language assessment. Based on his analysis of the standards-based approach and argument-based approach, Kunnan argued that the ethic-based approach could be an alternative to promote assessment fairness. Chapter 7 by Wolf focuses on the alignment between assessment content and domain for achieving the intended consequences of standards-based K-12 English language proficiency (ELP) assessment. Wolf argued that applying Bachman and Palmer's Assessment Use Argument (AUA) model can reinforce and expand the alignment framework for ELP assessments. Chapter 8 by Cushing and Tywoniu extends the application of AUA model to holistic scoring of short answers in reading assessment. Chapter 9 by Choi discusses issues concerning model



selection, which often poses difficulty for language assessment research. Among the issues discussed are the challenges for understanding and selecting statistical models, such as data dimensionality and failures to include important variables.

Part III turns the focus to the internal structures of language assessments. The first chapter, Chapter 10 by Sawaki, reports a comparative study on two ways to score summary writings. Sawaki found holistic scores obtained through a rating scale on content integration was more dependable than scores based on content points. Chapter 11 by Carr examines computer-automated scoring methods and argues using an authoring team instead of a single-author scoring key for high-stakes tests. The author also suggests to involve a large number of items and training teachers to write scoring keys in order to achieve a higher level of consistency.

Chapter 12 by Cai focuses on the relationships between language ability and context in language assessment. The author argued in order to separate the influence (on test scores) from language ability and that from contexts, both language ability and topical knowledge should be assessed. The last chapter, Chapter 13 by Shin, compares the performance of two student groups under two task conditions: individual and paired speaking tests. Consistent with previous research, the study found that test performance was different only when students were paired with those with different cultural background, learning motivation and speaking proficiency. One interesting finding is that students' speaking fluency can improve when they are paired with those with a higher level of oral performance.

Inheriting Bachman's legacy in language assessment and testing, authors of this volume have clearly extended Bachman's influence and contribution to the field. The volume provides an easy access to innovated theoretical and analytical frameworks in the field; it also balances theoretical conceptualization with empirical insights by including both conceptual papers and empirical studies. Moreover, the book covers many dimensions of language assessment from assessment constructs and principles to the internal structures of language tests. Nonetheless, the highlight of this book, in my view, has to be the useful suggestions for next generation research in language assessment. All in all, the volume is an ideal reference for graduate students and budding researchers to achieve a comprehensive view of the field.

As for limitations, if I have to say, they may lie in the organization of the volume. This reader found the relations among different parts of the book a bit obscure. Notwithstanding this minor inadequacy, this book is highly recommended for graduate students, budding and experienced researchers in the field of language assessment and testing.

References

Ockey, G. J., & Green, B. A. (Eds.). (2020). *Another Generation of Fundamental Considerations in Language Assessment: A Festschrift in Honor of Lyle F. Bachman*. Springer Nature.

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