

## Book Review

### Innovation in Learning-oriented Language Assessment

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**Chong, S. W., & Reinders, H. (Eds.). (2023). *Innovation in learning-oriented language assessment*. Palgrave Macmillan.**

*Innovation in Learning-Oriented Language Assessment*, edited by Chong and Reinders (2023), emphasizes learning-oriented assessment approaches that combine formative and summative evaluation to facilitate effective language learning.

The book begins with an introductory chapter that establishes ten learning-oriented language assessment principles serving as a foundation for the subsequent chapters that explore various aspects of language assessment. The chapters delve into topics such as formative assessment, dynamic assessment, vocabulary assessment, technology-enhanced assessment, and the implementation of learner-centered practices.

The book's empirical investigations, case studies, and systematic reviews provide significant insights into evidence-based evaluation techniques. The incorporation of technology, learner autonomy, and engagement are key topics throughout the chapters, and they correspond to current pedagogical developments in language instruction.

The editors of the book provide a full and comprehensive introduction to learning-oriented language assessment in Chapter 1, with significant insights into evidence-based practices. They investigate a wide range of assessment procedures, both inside and outside the classroom, which share the goal of gathering information regarding language learners' performance, competency, knowledge, and abilities.

Chapter 2 offers a comprehensive review of current research on formative language evaluation, zooming in on prospective avenues for future educational research and development activities. Chapter 3 describes opportunities and problems when incorporating learning-oriented principles into high-stakes standardized testing in China, using classroom observations and teacher interviews. In Chapter 4, a case study is presented on the implementation of assessment-for-learning activities in the Brazilian high-school English-as-a-foreign-language (EFL) setting to empower students and promote active student engagement during the COVID-19 pandemic. Chapter 5 reports on a quantitative study undertaken at a Turkish university to evaluate EFL learners' perspectives and participation with Dynamic Assessment (DA) in the context of writing.

An investigation into consistency between self- and teacher assessment in the setting of English for Academic Purposes (EAP) writing in China is presented in Chapter 6. Chapter 7 discusses the development and evaluation of a learner-centered assessment model for academic writing in a graduate EFL setting in Japan. Chapter 8 of the book scrutinizes the topic of language teacher autonomy (LTA) and its impact on the intricacies of written feedback practices. The study showcased in Chapter 9 explores the assessment of vocabulary depth among learners of French, German, and Spanish in secondary schools in England. Chapter 10 discusses the development of learning-oriented language assessment literacy among pre-service language teachers, offering practical guidance for incorporating learning-oriented assessment in teacher training programs.

In Chapter 11, the use of an online platform called Padlet is examined as a formative assessment tool in the online language classroom, with the authors highlighting the difficulties that instructors experience when delivering timely and tailored feedback in online courses. Chapter 12 explores the implementation of Virtual Reality (VR) speaking evaluation tasks to provide dynamic learning and evaluation experiences to adult EFL learners. Chapter 13 describes a novel approach to language evaluation in a university English language class, recommending the use of e-portfolios as a formative assessment method to ensure alignment with the educational policies of the European Union. In Chapter 14, a systematic review of peer-reviewed journal articles between 2015 and 2021 is presented to offer a comprehensive review of mobile-assisted language assessment for adult EFL learners. In Chapter 15, a novel and creative learner-centered assessment approach known as “Pro-Gamer Inspired Speaking Assessment,” developed during the COVID-19 pandemic to take advantage of the potential of remote education, is explored.

Chapter 16 of the book offers insights into pre-service language teachers’ cognition about technology-enhanced assessment, with substantial implications for the integration of technology into language assessment practices. Chapter 17 probes the effectiveness of hybrid feedback, combining Automatic Writing Evaluation (AWE) systems and teacher feedback, in promoting process-oriented writing in academic writing classrooms. Lastly, Chapter 18 presents ePALA, an e-portfolio designed to assess and promote learner autonomy (LA) in the Chinese university context.

Primary strength of *Innovation in Learning-Oriented Language Assessment* lies in its comprehensive approach that provides a comprehensive grasp of the topic by covering a wide range of evaluation procedures and perspectives. The empirical information offered in each chapter adds credibility and practical value to the text. The emphasis on learner-centeredness and learner autonomy in

assessment processes is especially praiseworthy, reflecting contemporary educational research trends.

However, one area where the book could have been improved is provision of more integration across chapters. While each chapter stands on its own as a valuable contribution, a more cohesive discussion of how these assessment practices can work together in a comprehensive language assessment system would have added to the book's overall coherence as well as applicability.

In terms of its relevance and contribution, the book's focus on innovative assessment approaches and technology integration makes it highly relevant to the current academic landscape. As language education continues to evolve, embracing technology and learner-centered practices is becoming increasingly crucial. The book's emphasis on fostering learner engagement and autonomy is consistent with contemporary pedagogical trends, making it an excellent resource for language instructors and academics striving to improve their assessment procedures.

The book additionally contributes to the existing body of knowledge by addressing gaps in language evaluation studies. Its investigations of dynamic assessment, technology-enhanced assessment, and learner-centered methods provide new views and practical insights for developing language assessment in a variety of educational settings.

*Innovation in Learning-Oriented Language Assessment* is highly recommended for a broad variety of readers interested in language assessment, including language educators, researchers, teacher educators, and language professionals who wish to improve their pedagogical outcomes. Language educators can improve their assessment procedures by using the evidence-based examples and practical ideas presented in the book, while language evaluation researchers can gain significant insights into current trends and gaps in the

literature. The book can also be used as a resource for professional development and training programs for teacher educators. Furthermore, language experts interested in researching innovative assessment procedures and technology integration should also find the book useful.

To summarize, *Innovation in Learning-Oriented Language Assessment* makes a significant contribution to the field of language assessment by presenting a broad collection of empirical research and commentary on learning-oriented assessment approaches. The book's emphasis on learner-centeredness, technological integration, and learner autonomy is consistent with contemporary educational trends, making it a useful and practical resource for language educators, researchers, and professionals looking to improve their assessment procedures. While more integration between chapters would be beneficial, the book's overall merits make it a significant addition to the literature on language assessment and evaluation approaches in the present educational context.