

Special Issue

Recent Developments in Language Testing and Assessment

Message from the Guest Editors

This Special Issue is expected to provide a forum for discussing the above issues and address graduate students, language teachers and teacher trainers, researchers, test writers, exam designers and policy-makers, administrators, and school program planners who are responsible for language assessment. We warmly welcome researchers, research students, and practitioners to submit proposals on topics including, but not limited to:

- Alternative assessment paradigms and methods.
- Test washback/impact on teaching and learning.
- Language assessment literacy.
- Collaborations across stakeholder groups.
- The intersection between learning and assessment.
- Multilingual assessment and assessment in multilingual contexts.
- Developments in theory and practice of formative assessment.
- Assessments and tests with language learners with special needs.
- Assessing language skills (e.g., reading, writing) and language elements (e.g., grammar)
- The relationship between assessment, feedback, and learning.
- E-assessment.
- Assessment needs and practices in the context of COVID-19.

Guest Editors

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About the Journal

Message from the Editorial Board

Languages (ISSN 2226-471X) is now in its eighth year since its inception in 2015. It is an Open Access journal which seeks to stimulate debates on key issues in languages and linguistics. We welcome papers at the cutting edge of different fields, ranging from applied linguistics to descriptive and theoretical linguistics. Submissions may consist of research articles and critical reviews as well as proposals for Special Issues where multi-disciplinary approaches and different perspectives on current issues are explored. We invite you to consider *Languages* as a forum for sharing your work.

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