

EDITORIAL

Dear *IJLTR* readers

October each year is the time for the publication of *IJLTR*'s special issue. I am happy to reach you announcing the publication of our fourth special issue. 2018 special issue of the journal has been devoted to *Assessment for Teaching/Learning* and it has been a great pleasure to work with Professor Dan Douglas (guest editor for this special issue) of Iowa State University over the last few months to make the publication of this issue happen on time as planned. We are specially indebted to him for so closely collaborating with us as well as with the authors to make sure that we meet our deadlines. My heartfelt thanks also go to invited contributors as well as other researchers who wrote for *IJLTR*, providing us all with a pack of very interesting ideas on *Assessment for Learning (AfL)*, *Assessment of Learning (AoL)*, *Assessment as Learning (AaL)* as well as *Assessment Literacy*.

In addition to introducing these concepts in his Overview paper, Dan Douglas also looks at the distinction between assessment, evaluation and testing in his paper, The paper also discusses “a number of dimensions to take account of in assessment for teaching, as well as various approaches to assessment, many of which do not involve tests *per se*” (p. 1), and introduces in detail what the other papers in the issue talk about. Tony Green in the next paper provides the reader with a historical account of *AfL* in general education and its impact on language education. In the following paper, Ricky Lam reports an experiment of portfolio assessment in a writing classroom in the Hong Kong context, bringing *AaL* into light. Next a study is reported on interactionist versus interventionist group dynamic assessment (GDA) in the context of listening skill by Ahmadi Safa and Beheshti. In the subsequent paper, Tajeddin, Alemi and Yasaei compare experienced and novice teachers in terms of their knowledge and practice of speaking assessment literacy; and in the final research paper by Farhady and Tavassoli, the researchers share with us their experience and thoughts on the development of a test of language assessment knowledge for language teachers.

Like our regular issues, this special issue features two book reviews and an interview too. The books reviewed focus of English for Specific Purposes (by Hossein Karami) and Input and Interaction (by Nasser Oroujlou). And finally, in an assessment-oriented interview, Professor Antony Kunnan talks with the editor on recent and past trends in language assessment, journeying us through his academic life.

In addition to inviting you to contribute quality papers to our future regular issues, I am also drawing our reader's attention to the submission deadline for *IJLTR*'s next special issue (to be published in October 2019) which is 1st March 2019. The next special issue will be guest edited by Prof. Thomas Farrell from Brock University (Canada) and will focus on issues related to

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Reflective Practice in TESOL. For this and further information on the journal and the archives of our past issues, please visit our website at: ijltr.urmia.ac.ir.

Karim Sadeghi

Founding Editor-in-chief

Ashura Day (20 September) 2018