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Editorial: Adopting a Dual Focus to Drive Forward the Fields of Language Education and Language Assessment



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As its primary mission statement, *Language Education & Assessment (LEA)* offers a forum for those involved in language education and/or language assessment to showcase their work bearing relevance to these fields. Armed with such an objective, this newly launched journal thus constitutes a journal unique in its kind by boasting a dual focus that considers the fields of language teaching and language assessment not only independently but also concurrently. This dual focus aptly captures and highlights the interdependent relationship between language teaching and language assessment, a relationship where the latter constantly draws on and informs the former.

This inaugural issue features three original papers that combine to represent and materialize the dual focus of LEA on both language teaching and language assessment. **Dr. Lia Plakans** reviews the research appearing in three major language-testing journals in two years set apart by a decade and brings to light the four overarching themes addressed by the reviewed articles: validity, performance assessment, classroom assessment, and technology. **Dr. Sathena Chan** investigates the response processes elicited by integrated reading-into-writing tasks for the test-takers at three different proficiency levels and unearths the core processes by all three levels, the use of more higher-order skills by more proficient test-takers, and the processes most predictive of test performance. **Dr. Naihsin Li** and **Dr. Jessica Wu** explore the assessment practice and perceived skillfulness of college teachers adopting English as a medium of instruction (EMI), confirming the perceived skillfulness as an essential factor guiding EMI teachers' selection of assessment measures and demonstrating how EMI teachers perceived themselves as less skilled at learning-oriented assessment and how they initiated less classroom interactions, directed less attention toward higher-order skill development, and attended minimally to students' difficulties when conducting assessment. These three innovative papers provide substantial insight into L2 assessment research (Plakans), L2 assessment tasks (Chan), and L2 assessment-instruction connection (Li & Wu) and as such collectively embody and celebrate the dual focus of this journal.

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As language teaching and language assessment practices continue to evolve with incessant vigor, corresponding and continuous research inquiries are in order to help drive forward these two interdependent fields. It is our fervent hope that LEA would provide an optimal venue for presenting and archiving such inquiries.

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