

Editorial

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The journal is going from strength to strength and the number of submissions increases each month. As editor I am becoming very busy replying to emails and sending out submissions for review on an almost daily basis. Research articles are now blind reviewed and it can be time-consuming finding suitable reviewers and ensuring prompt reviews are sent in, but also satisfying once an article reaches its final acceptance. I am extremely grateful to those members of the editorial board who have sent in very detailed and well-considered reviews.

This October issue is a special collection of language assessment research conducted in Iran and China. The first evaluative case study, by Mehdi Mahdavinia, Badri Modarres Tabatabaei, and Ali Rahimi, presents a new insight into the positive effects of reflective-focused assessment, which emphasizes the learners' reflective outcomes and makes them more reflective, self-regulated and provides a sense of individuality. The study is conducted with thirty participants through reflection-focused assessment and learner-centered education as well as gathering qualitative data through interviews and observing available documents. The researchers find that reflective assessment, which provides evidence of knowledge, dispositions, and skills, can bring prospective results in an educational context.

Researchers Mohammad Alavi & Hamed Ghaemi report two studies into the application of SEM in EFL testing in the context of Iran. The first study evaluates the relationship between Affective constructs and English Achievement of EFL learners and the second investigates the relationship between Affective Constructs and Study Process of EFL learners using SEM. They also discuss advantages of SEM and recommend the application of SEM in the field of language assessment.

The study by Robert Kirkpatrick & Yuebing Zang looks at the negative influences of the exam-oriented educational system practiced in Chinese high schools and some consequent psychological effects on Chinese students. However, after conducting interviews with 43 Chinese high school students in Yunnan province, and follow-up interviews, the study verifies that moderate pressure on the students supports all-round development, especially by recognizing special, individual talents and creativity.

In the fourth paper, Kamal Heidari Soureshjani examines how the order of test items impacts on the performance of testees through carrying out a survey of 70 Iranian EFL learners' performance on a test of grammar: set into two kinds of test items sequence - easy to difficult and the reverse. Results show that the importance of test method facets and the sequence of items can have an effect on foreign language learners' performance.

The last paper, entitled *Assessment, Testing and Correcting Students' Errors and Mistakes*, by Arburim Iseni attempts to explore the most suitable approach to correcting errors and mistakes in learning English and to assess

the students' writings. During the continuous four-year survey with 50 English learners at the State University of Tetova, continuous assessment, peer-assessment and self-assessment are carried out in order to make students more analytical and critical as well as gain a better understanding of their own progress. The research concluded that correction in written work is needed to guard against fossilization of mistakes.