
| RESEARCH ARTICLE

Assessment Samples in EFL Teachers' Practices of Classroom Assessment: Implications for Learning Improvement and Teaching Development

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| ABSTRACT

On the implementation level of the National Foreign Language Project for the period 2008 – 2020, now extended to 2025 in Vietnam, Level 3/6 – VNFLPF (B1- CEFR) has been set as the learning outcomes for high school language learners. The English curriculum for Vietnamese upper secondary schools was promulgated, and guiding documents were launched, officially supporting EFL teachers in teaching and assessing language learners effectively to achieve the required learning outcomes. This paper reports the findings from an investigation into high school EFL teachers' practices of assessing language learners in a city in Central Vietnam using interviews and assessment samples. From the findings, practical suggestions are made with the hope of providing a valuable basis for both learning improvement and teaching development.

| KEYWORDS

Assessment samples, practices, high school language learners.

| ARTICLE INFORMATION

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1. Introduction

The decision No. 1400/QĐ-TTg dated 30 September 2008 by the Vietnamese Prime Minister approving the National project named "Teaching and Learning Foreign Languages in the National Formal Educational System in the Period of 2008-2020" (now extended to 2025) (henceforth the National 2020 project) was launched "to comprehensively renew foreign language teaching and learning in the national education system, to implement new foreign language teaching and learning programs at different education levels and training levels in order to remarkably improve human resources' foreign language proficiency, especially in a number of prioritized domains, by 2015; by 2020, most young Vietnamese graduates of professional secondary schools, colleges and universities will have a good command of foreign language which enables them to independently and confidently communicate, study and work in a multilingual and multicultural environment of integration; to turn foreign languages into a strength of Vietnamese to serve national industrialization and modernization" (Prime Minister, 2008). These objectives have made English language learning at all levels promising but challenging not only to learners but also to teachers. English language teaching for upper secondary learners is no exception.

In the implementation of this English curriculum for Vietnamese upper secondary schools, a variety of issues, such as selecting entrance learners at the CEFR-A2, selecting high schools well-equipped with necessary facilities, and teachers well-qualified with level CEFR-C1, are required. Teachers are also offered some training workshops, including language teaching methodology, language testing and assessment, and new curricula accompanied by new textbooks (MOET, 2013). Among these groups of significant knowledge and skills, English language testing and assessment is of great concern as effective assessment provides valuable information to students, educators, parents, and administrators for making the right decisions or setting upcoming goals.

Evaluation Reduction Eff

Lin Yu Liao



Evaluation Rdaction Efl:

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5. In chapter 4, this book will scrutinize the relevance of Evaluation Rdaction Efl in specific contexts. The fourth chapter will explore how Evaluation Rdaction Efl is applied in specialized fields, such as education, business, and technology.
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