
| 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.

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Guillermo Solano Flores

A red circular graphic with a gradient, appearing as a partial circle or a stylized arrow pointing to the right, located to the right of the author's name.

Evaluation Rdaction Efl:

Revisiting EFL Assessment Rahma Al-Mahrooqi, Christine Coombe, Faisal Al-Maamari, Vijay Thakur, 2017-01-10 This book examines acknowledged practices and demonstrates to teachers how to make the most out of their assessment practices It also explores different assessment methods for skills such as reading writing listening and speaking Forecasting the future of assessment and where concepts like alternative assessment and dynamic assessment are heading it also shows how relatively new teaching methods such as communicative methodologies and problem based learning are reflected in assessment This book represents a forum where contributors have presented their research and innovative ideas and practices on the important topic of assessment and opened a fresh debate on it It offers an excellent reference guide for EFL teachers practitioners researchers and testing and assessment specialists Each chapter examines central issues in assessment and their connection with teaching and learning in EFL contexts *Les Livres disponibles*, 2004 La liste exhaustive des ouvrages disponibles publi s en langue fran aise dans le monde La liste des diteurs et la liste des collections de langue fran aise *Evaluation in Foreign Language Education in the Middle East and North Africa* Sahbi Hidri, Christine Coombe, 2016-09-27 This book presents evaluation cases from the Middle East and North Africa MENA context investigating the various facets of evaluation in different parts of the MENA region and beyond In 19 chapters it explores cases from Tunisia Saudi Arabia Egypt Sudan Syria the UAE Turkey Iran and Morocco The book highlights the impact of evaluation on a range of stakeholders arguing that it has repercussions at the individual societal economic cultural and political levels that it also has an ethical dimension and that it is tailored to people s needs helping them to remain abreast of the effectiveness and efficiency of programs Further the book explores controversial issues concerning different evaluation themes such as teacher and staff evaluation assessment practices text genre analysis evaluation assessment of productive skills textbook and ICT evaluation evaluation of ELT certificates and programs quality assurance ESP needs analysis assessment literacy and dynamic assessment It addresses key challenges such as who the right people to implement evaluation are and the appropriate use of evaluation results to avoid any misuse or harm to any stakeholder In closing the book calls for further research venues on the relevance of evaluation testing and assessment in the MENA context and beyond **Evaluating Textbooks and Their Potential for EFL Learning and Teaching. A Case Study** Saleem Arif, 2020-04-27 Master s Thesis from the year 2020 in the subject Didactics for the subject English Miscellaneous grade 1 0 University of Duisburg Essen Department of Anglophone Studies language English abstract In contrast to the reality outside of school textbooks especially in the context of teaching English as a foreign language TEFL are still the most important medium for language learning purposes today However the academic evaluation of textbooks is surprisingly a rather neglected field of study Also the very few studies that evaluate an EFL textbook mostly only consider the technical dimension of analysis such as the theoretical perspective of EFL methodology Yet to gain a more holistic impression of a textbook one should also include the practical

perspective of EFL teachers Therefore the present case study critically evaluates one exemplary textbook combining the theoretical perspective of EFL didactics and the practical perspective of EFL teachers The TEFL textbook chosen for this case study is titled English G21 A5 published by Cornelsen in 2010 It is designed for grade 9 at Gymnasium in Germany Taking Unit 1 of this textbook as an example this paper aims at examining the potential of this textbook for EFL learning and teaching The central question is whether the textbook meets the various requirements posed to a textbook including the numerous principles that are part of contemporary EFL methodology and central educational standards In the first part of the analysis chapter 4 the question is in how far the textbook meets the theoretical requirements of TEFL For the second part of the analysis chapter 5 a small survey was carried out conducting qualitative interviews with four different teachers Employing qualitative content analysis the survey intends to find out about the teachers opinion on the textbook focusing on the question how the teachers assess the value of the textbook for their teaching practice Prior to the analysis it is however necessary to elaborate on some theoretical background chapter 2 This involves describing the main paradigms of contemporary EFL methodology as well as illustrating relevant theoretical context in relation to the term textbook and textbook evaluation revealing central requirements EFL textbooks need to fulfil The aim of this twofold description is to develop a list of criteria section 2.2.4 that will be used as the foundation of the textbook evaluation The selected textbook will be introduced in more detail in chapter 3

Evaluating Teacher Effectiveness in ESL/EFL Contexts Christine Anne Coombe, 2007 The book is organized into four parts Part 1 provides an introduction and background information to the establishment of standards for teacher assessment Part 2 presents case studies of successful teacher evaluation programs in five different countries In Part 3 four studies that investigate various aspects of teacher evaluation are presented Finally Part 4 explores tools that facilitate teacher evaluation From publisher's description

Expertise in EFL Textbook Evaluation Mija Kim, 2010 This thesis reports on a study of expertise in English as a foreign language EFL textbook evaluation So far studies in the area of EFL textbook evaluation have focused on what evaluators should do rather than what they actually do However this thesis describes the procedures used in practice by a group of teacher evaluators in terms of what they focused on and their manner of doing so in their actual evaluation of an EFL textbook The study was conducted in the Korean high school setting where school teachers are required to choose from among the authorised EFL textbooks approved by the Ministry of Education The primary heuristic involved in the study was the concept of expertise The attempt was therefore made to distinguish between the textbook evaluation approach of the research subjects who were conceptualised as on the one hand expert evaluators and on the other those thought of as non experts Thus twelve Korean EFL school teachers were chosen to evaluate one of the authorised EFL textbooks and data gathered concerning their evaluations by means of concurrent verbalisation i.e. the research subjects were audio taped while providing think aloud accounts of their evaluation procedures A judgment group comprising a panel of personnel with distinguished records in the areas of textbook evaluation

and production in the Korean context then examined the data from the evaluations and made judgements on their quality in terms of whether they were considered expert non expert or in between the two The transcripts of the evaluation session tapes were coded using a grounded approach in order to distinguish the features attaching to each of the three main categories of evaluators The analysis indicated that the expert evaluators evaluated at a much deeper level than the non experts as evinced by what they considered what their priorities were and the nature of the cognitive activities they used The study is seen to have pedagogic implications for both textbook development and teacher development as well as for the development of a research framework that bridges a current gap in textbook evaluation studies It is also seen as contributing to widening the potential for the application of an expertise perspective within applied linguistics in general **Developing**

and Validating an Analytic Rating Scale for Large-Scale EFL Writing Assessment Shaoyan Zou,2025-10-21 The debate between holistic and analytical scoring methods in second language assessment has long persisted This book addresses the effectiveness and validity of the holistic rating scale used in China s high stakes CET 4 College English Test Band 4 writing tests via systematic case study analysis Using a multi phase mixed methods research methodology the author creates and validates a new analytical rating scale that redefines and operationalizes critical aspects of writing assessment Through extensive empirical evidence including rater cognition studies expert reviews and Rasch based descriptor calibration the author reveals the limitations of holistic scoring systems and demonstrates the necessity and validity of analytical methods The author convincingly argues that this new scoring method translates to a more transparent fair and diagnostic model for large scale EFL writing assessment This book is an essential reference for researchers in applied linguistics language assessment and English language education It also offers valuable insights for assessment specialists test developers and language policymakers seeking more effective evaluation frameworks Automated Evaluation Or

Human Evaluation? Lin Yu Liao,2022 *Evaluation of Standardized Tests of EFL* Kristie Kumabe,1979 **EFL Curriculum Evaluation** Ami Alani,2014-06-06 Text book evaluation has been an emerging field of study in Applied Linguistics and Curriculum Studies in the recent years The authors of the present book subscribe to the idea that text book evaluation studies can accrue geometrically multiplied benefits to L2 pedagogy as a scientific and pragmatic oriented field of inquiry for a multitude of reasons Therefore the book is highly recommended for language teachers EFL learners curriculum designers second language learning researchers and applied linguists who aspire to advance the efficiency of linguistic pedagogy in EFL contexts *An Evaluation of Methodological Options for Grammar Instruction in EFL Textbooks* Theresa Summer,2011 The textbook is a significant medium of instruction in foreign language learning and teaching Materials writers claim to implement the most recent foreign language acquisition research findings as well as modern approaches that are proposed by methodologists for the successful development of communicative competence In spite of this recent studies have shown that many practitioners are dissatisfied with textbooks and the majority of learners dislike grammar and are unmotivated by

how it is taught The main objective of this study is to evaluate methodological options that figure in currently used textbooks on the basis of important pedagogic principles The four methodological options textual data grammar activities discovery activities and songs are critically analysed to provide an outline of the extent to which current textbooks meet the demands of grammar instruction in the Postmethod era In addition areas of improvement for the conceptual design of future textbooks are presented

Assessing English Language Proficiency in U.S. K-12 Schools Mikyung Kim Wolf,2020-05-31
Assessing English Language Proficiency in U S K 12 Schools offers comprehensive background information about the generation of standards based English language proficiency ELP assessments used in U S K 12 school settings The chapters in this book address a variety of key issues involved in the development and use of those assessments defining an ELP construct driven by new academic content and ELP standards using technology for K 12 ELP assessments addressing the needs of various English learner EL students taking the assessments connecting assessment with teaching and learning and substantiating validity claims Each chapter also contains suggestions for future research that will contribute to the next generation of K 12 ELP assessments and improve policies and practices in the use of the assessments This book is intended to be a useful resource for researchers graduate students test developers practitioners and policymakers who are interested in learning more about large scale standards based ELP assessments for K 12 EL students

Computer-Assisted EFL Teacher Evaluation Hamid-Reza Bolhari,Gholam-Reza Abbasian,2014-09-12

Assessment, Testing and Evaluation in English-Medium Education from a Global Perspective Jack Pun,Samantha Curle,Pramod K. Sah,2025-06-26 This book examines assessment testing and evaluation within English medium education contexts globally It explores how assessments can effectively measure learning outcomes integrating both content mastery and language proficiency in multilingual and multicultural classrooms It features contributions from diverse experts worldwide and offers a comprehensive analysis of assessment practices emerging trends and their implications for teaching and learning The authors emphasise inclusivity equity and effectiveness in English medium instruction EMI assessment The chapters address a range of topics within assessment including designing assessments for both content and language goals addressing challenges in EMI assessment and incorporating emerging practices such as formative assessments and translanguaging The book also discusses policy influences on EMI assessment teacher assessment literacy and the role of innovative technologies like AI in EMI assessments It provides practical examples and strategies aiming to enhance EMI assessment practices and bridge the gap between theory and classroom implementation

Graded Readers in the EFL Classroom ,1996

An Analysis and Evaluation of Vocabulary Items in an EFL Textbook Farzaneh Clarke,1991

Teaching Materials and the Roles of EFL/ESL Teachers Ian McGrath,2013-01-17 Teaching Materials and the Roles of EFL ESL Teachers is published amidst a decade long increase in academic publications and training courses concerned with the evaluation and design of English language teaching materials It is timely to consider what effect the advice on offer has had on teachers practice Are teachers evaluating materials

carefully using textbooks in the ways expected by textbook writers developing their own materials and mediating between materials and learners in the ways advised in the professional literature The book explores these issues from a variety of perspectives The views of publishers textbook writers those contributing to the professional literature and teacher educators are synthesised to establish a theory of how teachers can best fulfil their roles vis vis materials and learners This is then compared with practice as represented by published accounts of teachers actual practices and learners perspectives The conclusion reached is that teacher education in materials evaluation and design is essential and suggestions are offered as to the form this might take The book is intended particularly for MA students and teacher educators concerned with materials evaluation and design but is of interest to all those concerned with the publication and use of English language teaching materials

EFL Textbook Evaluation □□,2020 **Evaluating a Coursebook Propounded by the Ministry in a EFL Context** ,1997 **Assessing English Language Learners** Guillermo Solano Flores,2016-01-29 Assessing English Language Learners explains and illustrates the main ideas underlying assessment as an activity intimately linked to instruction and the basic principles for developing using selecting and adapting assessment instruments and strategies to assess content knowledge in English language learners ELLs Sensitive to the professional development needs of both in service and pre service mainstream teachers with ELLs in their classrooms and those receiving formal training to teach culturally and linguistically diverse students the text is designed to engage readers in viewing assessment as a critical part of teaching appreciating that assessments provide teachers with valuable information about their students learning and thinking becoming aware of the relationship among language culture and testing understanding the reasoning that guides test construction recognizing the limitations of testing practices being confident that assessment is an activity classroom teachers not only accountability specialists can perform Highlighting alternative multidisciplinary approaches that address linguistic and cultural diversity in testing this text enhanced by multiple field tested exercises and examples of different forms of assessment is ideal for any course covering the theory and practice of ELL assessment

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Table of Contents Evaluation Rdaction Efl

1. Understanding the eBook Evaluation Rdaction Efl
 - The Rise of Digital Reading Evaluation Rdaction Efl
 - Advantages of eBooks Over Traditional Books
2. Identifying Evaluation Rdaction Efl
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Evaluation Rdaction Efl
 - User-Friendly Interface
4. Exploring eBook Recommendations from Evaluation Rdaction Efl
 - Personalized Recommendations
 - Evaluation Rdaction Efl User Reviews and Ratings
 - Evaluation Rdaction Efl and Bestseller Lists
5. Accessing Evaluation Rdaction Efl Free and Paid eBooks

- Evaluation Rdaction Efl Public Domain eBooks
- Evaluation Rdaction Efl eBook Subscription Services
- Evaluation Rdaction Efl Budget-Friendly Options
- 6. Navigating Evaluation Rdaction Efl eBook Formats
 - ePub, PDF, MOBI, and More
 - Evaluation Rdaction Efl Compatibility with Devices
 - Evaluation Rdaction Efl Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Evaluation Rdaction Efl
 - Highlighting and Note-Taking Evaluation Rdaction Efl
 - Interactive Elements Evaluation Rdaction Efl
- 8. Staying Engaged with Evaluation Rdaction Efl
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Evaluation Rdaction Efl
- 9. Balancing eBooks and Physical Books Evaluation Rdaction Efl
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Evaluation Rdaction Efl
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine Evaluation Rdaction Efl
 - Setting Reading Goals Evaluation Rdaction Efl
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Evaluation Rdaction Efl
 - Fact-Checking eBook Content of Evaluation Rdaction Efl
 - Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development

- Exploring Educational eBooks

14. Embracing eBook Trends

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

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