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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/QD-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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Roger Hawkey

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Peer Response in Second Language Writing Classrooms, Second Edition Jun Liu, Jette G. Hansen Edwards, 2018-05-25 Since the publication of the first edition in 2002 there have been two major developments in L2 writing and peer response teaching and research The first is the increased interest in CALL and computer mediated communication CMC for L2 pedagogy the second is the accessibility and viability of research on L2 peer response from all over the world Both developments are thoroughly addressed in this new edition Now that classes are as likely to be online as held in physical classrooms and now that a new generation of digital natives can routinely read and respond to what others write via laptops tablets and phones peer response as pedagogical practice is not just more easily implemented but it is more likely to feel natural to L2 learners The Second Edition is a highly accessible guide to how the world is using peer response and serves as a motivator and facilitator for those who want to try it for the first time or want to increase the effectiveness of the activities whether via CMC or not The volume includes 11 forms useful in training students to provide good peer feedback including a final checklist to ensure teachers have taken all the necessary steps to achieve a successful peer feedback activity

Integrating Assessment into Early Language Learning and Teaching Danijela Prošić-Santovac, Shelagh Rixon, 2019-08-07 The volume unites research and practice on integrating language learning teaching and assessment at preschool and early school age It includes chapters written by experts in the field who have studied some of the very youngest pre primary children through to those up to the age of 12 in a variety of private and state contexts across Europe The collection makes a much needed contribution to the subject of appropriate assessment for children with the focus of many chapters being classroom based assessment particularly formative assessment or the case for developing assessment skills in relation to even the youngest children As a whole the book provides useful case study insights for policymakers teacher educators researchers and postgraduate students with interest in or responsibility for how children are assessed in their language learning It also provides practical ideas for practitioners who wish to implement greater integration of assessment and **Reconstructing Response to Student Writing** Dan Melzer, 2023-08-07 In learning in their own contexts Reconstructing Response to Student Writing Dan Melzer makes the argument that writing instructors should shift the construct so that peer response and student self assessment are more central than teacher response Presenting the results of a national study of teacher and peer response and student self assessment at institutions of higher education across the United States Melzer analyzes teacher and peer response to over 1 000 pieces of student writing as well as 128 student portfolio reflection essays He draws on his analysis and on a comprehensive review of the literature on response to introduce a constructivist heuristic for response aimed at both composition instructors and instructors across disciplines Melzer argues that teachers and researchers should focus less on teacher response to individual pieces of student writing and more on engaging in dialogue with student self assessment and peer response focusing on growth and transfer rather than products

and grades Reconstructing Response to Student Writing especially when taken together with Melzer's previous book Assignments across the Curriculum provides a comprehensive and large scale view of college writing and responding across Classroom Discourse Competence Katrin Thomson, 2022-04-04 In language the curriculum in the United States learning contexts the role of the language teacher is a particularly crucial one it is the teacher who through and with their use of the foreign language has a significant influence on the extent to which language learners are linguistically cognitively activated and thus determines whether processes of language learning are initiated and promoted or perhaps even impeded or prevented Thus it is of utmost importance for language teachers to acquire a high level of classroom discourse competence CDC a professional competence that goes far beyond the notions of FL proficiency and communicative competence Located at the intersection of theory classroom research and practical approaches to E FL teacher education Classroom Discourse Competence Current Issues in Language Teaching and Teacher Education offers university students trainee teachers in service teachers and teacher educators a comprehensive conceptualization of CDC Part I Furthermore the chapters in this book explore facets of CDC Part II and present good practice examples of CDC development in the context of pre service teacher education Part III Validation in Language Assessment Antony John Kunnan, 2013-04-03 Validation in Language Assessment contributes to the variety of validation approaches and analytical and interpretive techniques only recently adopted by language assessment researchers Featuring selected papers from the 17th Language Testing Research Colloquium the volume presents diverse approaches with an international perspective on validation in language assessment

Evaluating Second Language Education J. Charles Alderson, Alan Beretta, 1992-02-27 Counter Responsibility for planning language teaching programs now carries with it a strong element of accountability Evaluation of the whole process of course design development and implementation is therefore a necessary area of activity for course designers language planners and researchers This book brings together accounts of recent work in this increasingly important field and will be a valuable resource both for those already engaged in evaluation and for those in training Part One presents a review of the literature covering past developments in the wider field of educational evaluation as well as specifically in second language education Part Two contains a series of eight original case studies written by scholars involved in evaluations in widely divergent settings The focus in each case is on how the evaluator addresses the difficulties central to each study and the findings are also included The final Part Three provides practical guidance for evaluators offering suggestions about how to set up and carry out evaluations in any given setting Publisher's website Revisiting the Assessment of Second Language Abilities: From Theory to Practice Sahbi Hidri, 2018-01-12 This book presents an overview of revisiting the assessment of language abilities It also showcases how the measurement of such constructs can result in negative or positive washback and how outcomes might be conducive to repercussions that decide on the future of many stakeholders The 23 chapters were selected among tens of chapters received from different contexts that addressed the issue of revisiting the assessment of language

abilities such as Tunisia Ukraine Algeria Russia KSA Sudan Egypt Canada Kurdistan UK USA Iran Turkey etc These contexts have highlighted the necessity to revisit the different constructs which should be assessed with a clear and straightforward foundation on students learning objectives and their actual language ability To do so most of the chapters present hands on use of relevant statistical tests that might serve in revisiting the construct definition both theoretically and operationally Perhaps the sole and intricate question that the authors of these contributions ask is what it means to revisit the assessment of the construct of individualized language ability and how In addition the book accentuates the momentousness and significance of reflecting on test fairness and validation as the mainspring and backbone for democratization of assessment This book appeals to a broad readership such as English Language Teaching ELT practitioners language teachers students testing organizations policy makers test designers writers of test specifications testing experts researchers program evaluators especially in the Middle East and North Africa MENA as well as other international contexts Language Testing and Assessment: Practices and Challenges in the 21st Century Dr. Heny Hartono, Despite the fact that language assessment has become one of the most crucial aspects of language teaching there have been many challenges faced by teachers and language test designers New challenges include online language classroom assessment and language assessment for class teachers who use English as the medium of instruction EMI The time of covid 19 pandemic will not stop the increased need for language assessment Therefore issues in language testing and assessment are worth to be well documented through academic articles **Examining FCE and CAE** Roger Hawkey, 2009-03-19 This volume examines the historical development of the First Certificate in English FCE and the Certificate in Advanced English CAE **Response To Student Writing** Dana R. Ferris, 2003-02-26 This volume synthesizes and critically analyzes the literature on response to the writing of second language students and discusses the implications of the research for teaching practice in the areas of written and oral teacher commentary on student writing error correction and facilitation of peer response The book features numerous examples of student texts and teacher commentary as well as figures and appendices that summarize research findings and present sample lessons and other teaching materials It is thus simultaneously comprehensive in its approach to the existing research and highly practical in showing current and future teachers how this material applies to their everyday endeavors of responding to student writing and teaching composition classes Response to student writing whether it takes the form of teachers written feedback on content error correction teacher student conferences or peer response is an extremely important component of teaching second language writing Probably no single activity takes more teacher time and energy Response to Student Writing is a valuable theoretical and practical resource for those involved in this crucial work including L2 composition researchers in service and preservice teachers of ESOL EFL writers and teacher educators preparing graduate students for the teaching of writing Classroom-oriented Research Mirosław Pawlak, Jakub Bielak, Anna Mystkowska-Wiertelak, 2013-07-20 The volume brings together papers related to different aspects of classroom oriented

research on teaching and learning second and foreign languages that have been authored by specialists from Poland and abroad The first part contains contributions dealing with individual variation in the language classroom in particular age anxiety beliefs and language learning strategies. The second part deals with various facets of teachers behaviors in the classroom focusing in particular on classroom communication and the use of action research in teacher training The third part includes papers devoted to various instructional practices such as the use of new technologies the development of intercultural competence assessment or combining content and language Finally the last part deals with issues involved in research methodology with special emphasis being placed on the use of diaries observations mixed methods research as well as triangulation Second or foreign language learning and cognitive development Dingfang Shu, Jinfen Xu, Hui Zhang,2024-01-11 The Power of Tests Elana (Professor Of Language Education Shohamy, 2020-11-25 Language in Social Life is a major series which highlights the importance of language to an understanding of issues of social and professional concern It will be of practical relevance to all those wanting to understand how the ways we communicate both influence and are influenced by the structures and forces of contemporary social institutions In all modern societies individuals are subject to tests whether to enter educational programs to pass from one level to the next or to grant certificates to practice Yet tests are powerful tools which are often introduced in undemocratic and unethical ways as disciplinary tools for carrying out various policy agendas Tests can be detrimental to people s lives as they are capable of affecting and defining the knowledge and behaviour of those who are being tested The Power of Tests applies a critical perspective of language tests by examining their uses and consequences in education and society and by viewing tests not as isolated events but rather as embedded in social educational and political contexts. The book is divided into four parts the first part establishes the power of tests through echoing the voices of test takers describing the features of the power of tests and the temptations that tests offer to bureaucrats who use them for power and control The second part reports on studies that provide empirical evidence about intentions and effects of a number of large scale language tests. The third part interprets the results by examining their consequences on education and society arriving at a model of tests use The final section of the book offers strategies for controlling and minimising the misuses of tests by introducing the notion of Critical Language Testing which calls for the examination of the consequences and misuses of tests monitoring of power and pointing to their unethical uses It also provides a comprehensive discussion of the responsibilities of language testers including a new Code of Ethics as well as strategies for guarding and protecting the rights of test takers **Emerging Practices for Online** Language Assessment, Exams, Evaluation, and Feedback Gokturk-Saglam, Asli Lidice, Sevgi-Sole, Ece, 2023-06-29 The advancement of digital tools has enabled the development of online language assessments exams evaluations and feedback Nonetheless the language assessment literacy required of a teacher today is of a completely different kind one that is adapted to the digital environment and altered for the pedagogical approaches of our new norm. There is a scarcity of

literature addressing the challenges of in person to online assessments exams evaluations and feedback particularly in the time of the COVID 19 education crisis Emerging Practices for Online Language Assessment Exams Evaluation and Feedback investigates the main challenges of online language assessment when migrating from an in class to an online environment due to academic integrity adaptation to the new testing environment technical problems and anxiety Covering key topics such as parental involvement self assessment and language learners this premier reference source is ideal for administrators policymakers industry professionals researchers academicians scholars practitioners instructors and students of Biochemical Analysis David Glick, 2009-09-25 Biochemical analysis is a rapidly expanding field and is a key component of modern drug discovery and research Methods of Biochemical Analysis provides a periodic and authoritative review of the latest achievements in biochemical analysis Founded in 1954 by Professor David Glick Methods of Biochemical Analysis provides a timely review of the latest developments in the field Engaging Ideas John C. Bean, Dan Melzer, 2021-06-09 Use your course s big ideas to accelerate students growth as writers and critical thinkers. The newly revised third edition of Engaging Ideas delivers a step by step guide for designing writing assignments and critical thinking activities that engage students with important subject matter questions. This new edition of the celebrated book now written by the co author team of Bean and Melzer uses leading and current research and theory to help you link active learning pedagogy to your courses subject matter You ll learn how to Design formal and informal writing assignments that guide students toward thinking like experts in your discipline Use time saving strategies for coaching the writing process and handling the paper load including alternatives to traditional grading such as portfolio assessment and contract grading Help students use self assessment and peer response to improve their work Develop better ways than the traditional research paper to teach undergraduate reading and research Integrate social media multimodal genres and digital technology into the classroom to promote active learning This book demonstrates how writing can easily be integrated with other critical thinking activities such as inquiry discussions simulation games classroom debates and interactive lectures. The reward of this book is watching students come to class better prepared more vested in the questions your course investigates more apt to study purposefully and more likely to submit high quality work Perfect for higher education faculty and curriculum designers across all disciplines Engaging Ideas will also earn a place in the libraries of graduate students in higher education The Routledge Handbook of Second Language Acquisition and Writing Rosa M. Manchón, Charlene Polio, 2021-12-30 This unique state of the art volume offers a comprehensive systematic discussion of second language L2 writing and L2 learning Led by experts Rosa Manch n and Charlene Polio top international scholars synthesize and contextualize the salient theoretical approaches methodological issues empirical findings and emerging themes in the connection between L2 writing and L2 learning and set the future research agenda to move the field forward This will be an indispensable resource for scholars and students of second language acquisition SLA applied linguistics education and composition studies Pragmatics & Language Learning

Gabriele Kasper, Hanh thi Nguyen, Dina Rudolph Yoshimi, 2010 Pragmatics Language Learning Volume 12 examines the organization of second language and multilingual speakers talk and pragmatic knowledge across a range of naturalistic and experimental activities Based on data collected on Danish English Hawai i Creole Indonesian and Japanese as target languages the contributions explore the nexus of pragmatic knowledge interaction and L2 learning outside and inside of educational settings Attitudinal Evaluation in Chinese University Students' English Writing Xinghua Liu, Anne McCabe, 2017-09-15 This book offers up to date insights into the long standing controversy of whether or not Chinese learners of English adequately express their attitudes in written English It compares four writing datasets from three groups of student writers e g English speaking students English texts Chinese speaking students Chinese texts and both English and Chinese texts produced by the same group of Chinese speaking students majoring in English and applies the appraisal framework an analytical tool developed in the field of Systemic Functional Linguistics The book provides a nuanced view of the deployment of attitudinal patterns and the linguistic resources used for attitudinal evaluation in Chinese students English writing Accordingly it offers a valuable resource for all those interested in second language writing contrastive rhetoric second language acquisition and systemic functional linguistics Language Test Construction and Evaluation J. Charles Alderson, Caroline Clapham, Dianne Wall, 1995-05-26 This book describes the process of language test construction and reviews current practice

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