
| 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 Rdaction Efl

Daniela Niemeyer



Evaluation Rdaction Efl:

New Perspectives on Assessment in Translator Education Elsa Huertas Barros, Juliet Vine, 2020-06-05 This book focuses on new perspectives on assessment in translator and interpreting education and suggests that assessment is not only a measure of learning i.e. assessment of learning but also part of the learning process i.e. assessment for learning and assessment as learning To this end the book explores the current and changing practices of the role and nature of assessment not only in terms of the products but also the processes of translation It includes empirical studies which examine competence based assessment and quality in translation and interpreting education both at undergraduate and postgraduate level This includes studies and proposals on formative and summative assessment in a wide range of educational contexts as well as contributions about relatively unexplored research areas such as quality assurance and assessment in subtitling for the D deaf and the hard of hearing and how closely translation programmes fit the reality of professional practice The findings of this book lend support to existing theoretical frameworks and inform course planning and design in translation education As such it will be a valuable resource for translation educators trainers and researchers translation and interpreting practitioners and associated professionals This book was originally published as a special issue of *The Interpreter and Translator Trainer* **Resources in Education** ,1999 **The Sage Handbook of Higher**

Education Instructional Design Safary Wa-Mbaleka, Baiyun Chen, Gianina-Estera Petre, Aimee deNoyelles, 2025-07-25 With contributions from leading experts and emerging voices in the field The Sage Handbook of Higher Education Instructional Design is an indispensable resource for anyone engaged in the evolving practice of instructional design in higher education This handbook explores innovative applications and provides comprehensive guidance on integrating instructional design principles across diverse educational contexts It highlights how design innovations can address the unique challenges of higher education and contribute to enhancing learning experiences This handbook is essential for instructional designers team leaders university students online education leaders researchers faculty and support personnel It covers a wide range of institutions and program formats including online face to face blended and hybrid environments By focusing on the practicalities of instructional design this handbook prepares educators and designers to adapt to the dynamic conditions of modern higher education Whether you are directly involved in instructional design or seeking to understand its impact on higher education this handbook offers valuable insights and practical guidance to navigate and excel in this evolving field Section 1 Foundations of Higher Education Instructional Design Section 2 Instructional Design Theories and Models Section 3 Practical Strategies and Methods Section 4 Instructional Design Scenarios Section 5 Curriculum Level Issues Section 6 Instructional Technology Tools Section 7 Research in Higher Education Instructional Design **Researching Across Languages and Cultures** Anna Robinson-Pant, Alain Wolf, 2016-10-04 We are working within an increasingly globalised knowledge economy where researchers collaborate in cross cultural teams collect data in a variety of languages and share

findings for international audiences who may be unfamiliar with the cultural context Researching across Languages and Cultures is a guide for doctoral students and other researchers engaged in such multilingual and intercultural research providing a framework for analysis and development of their experiences Demonstrating the link between the theoretical approaches offered by the authors and the practical problems encountered by doctoral researchers this ground breaking book draws on research interviews with doctoral students from around the world Students written reflections on their experiences are presented as interludes between each chapter A practical hands on guide to planning conducting and writing up research the book explores the crucial roles involved in interpreting data across cultures within doctoral research Key topics include The role of the interpreter and or local research assistant in the research process and the ethics of translation Constructing knowledge across cultures addressing questions of audience power and voice Academic literacy practices in multilingual settings The doctoral student s role within the geopolitics of academic publishing and forms of research dissemination The pragmatics of mediated communication implicatures intentions dialogue Researchers who come from and work in monolingual societies often forget that their context is unusual most of the world live in multilingual contexts where linguistic shifts and hybridities are the norm Two authors with extensive experience together with a number of their existing or former research students share insights into these issues that surround language and culture in research This book will be a useful guide for academic researchers doctoral students research supervisors and Masters students who carry out empirical research in multilingual or multicultural contexts and or are writing about their research for a diverse readership across the world *Audio Description Learning and Assessment in Interpreting Classes* Jackie Xiu Yan,Kangte

Luo,2025-11-19 This book presents a series of studies conducted on an AD module that has been integrated into interpreting training at universities in Hong Kong It represents the outcome of the synergies and many years of collaboration among regional scholars began in 2018 This book demonstrates the innate connection between AD and interpreting as both are forms of translation delivered orally the former being inter semiotic and the latter interlingual This book serves as a practical reference book at the forefront of the AD field for scholars and graduate students Reimagining Communication: Action

Michael Filimowicz,Veronika Tzankova,2020-08-04 As a part of an extensive exploration Reimagining Communication Action investigates the practical implications of communication as a cultural industry media ecology and a complex social activity integral to all domains of life The Reimagining Communication series develops a new information architecture for the field of communications studies grounded in its interdisciplinary origins and looking ahead to emerging trends as researchers take into account new media technologies and their impacts on society and culture The diverse and comprehensive body of contributions in this unique interdisciplinary resource explore communication as a form of action within a mix of social cultural political and economic contexts They emphasize the continuously expanding horizons of the field by engaging with the latest trends in practical inquiry within communication studies Reflecting on the truly diverse implications of

communicative processes and representations Reimagining Communication Action covers key practical developments of concern to the field It integrates diverse theoretical and practice based perspectives to emphasize the purpose and significance of communication to human experience at individual and social levels in a uniquely accessible and engaging way This is an essential introductory text for advanced undergraduate and graduate students along with scholars of communication broadcast media and interactive technologies with an interdisciplinary focus and an emphasis on the integration of new technologies

Exploring Lexical Inaccuracy in Arabic-English Translation Yasir Alenazi, 2022-10-31 This book presents a case study on lexical error analysis in the translation products of Arab English majors at the university level with important implications for Arabic speaking countries It provides detailed analyses and explanations of the main lexical areas that cause specific difficulties for these students while also identifying their potential sources The respective chapters discuss several areas related to the context of the research the field of SLA error analysis language transfer error taxonomies language learning language teaching and translation training The analyses and findings presented here contribute to the linguistic field by developing a comprehensive list of lexical error categories based on form content and origin of influence regarding translation products In addition the book sheds light on the pedagogical aspects contributing to the enhancement of ESL EFL teaching in the Arab context as well as other contexts where English is taught as a foreign language The book will help educators and curriculum writers in designing materials and language researchers as a groundwork for their studies of L2 learners written products

Revue Canadienne Des Langues Vivantes ,1985

Second Language Instruction/acquisition Abstracts ,1995 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

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.

Linguistics and Language Behavior Abstracts, 2007-10 *EUDISED R & D Bulletin*, 1986. Contains research project reports arranged by subject with descriptors from the EUDISED Multilingual Thesaurus *Current Index to Journals in Education*, 1996 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 *The News Media & the Law*, 1993 *Les Livres disponibles*, 2004 La liste exhaustive des ouvrages disponibles publiés en langue française dans le monde La liste des diteurs et la liste des collections de langue française *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 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

Evaluation Rdaction Efl Book Review: Unveiling the Magic of Language

In an electronic digital era where connections and knowledge reign supreme, the enchanting power of language has be more apparent than ever. Its capability to stir emotions, provoke thought, and instigate transformation is actually remarkable. This extraordinary book, aptly titled "**Evaluation Rdaction Efl**," written by a very acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound affect our existence. Throughout this critique, we will delve to the book is central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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