HUE UNIVERSITY
UNIVERSITY OF FOREIGN LANGUAGES

NGUYEN THI HONG DUYEN

AN INVESTIGATION INTO HIGH SCHOOL EFL TEACHERS' PERCEPTIONS AND PRACTICES OF ASSESSING LEARNERS AT SOME HIGH SCHOOLS IN THUA THIEN HUE PROVINCE, VIETNAM

DOCTOR OF PHILOSOPHY THESIS IN THEORY
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STATEMENT OF AUTHORSHIP

I certify my authorship of the PhD thesis submitted today entitled:

"An investigation into High School EFL Teachers' Perceptions and Practices of Assessing Learners at some High Schools in Thua Thien Hue Province, Vietnam" for the degree of Doctor of Philosophy in Education, is the result of own my research. This thesis has not been submitted for a higher degree at any other institutions. To the best of my knowledge, the thesis contains no material previously published or written by other people except where the references are made in the thesis itself.

Author's signature

Nguyen Thi Hong Duyen

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ABSTRACT

Teachers' perceptions of classroom assessment play a significant role in their effective classroom assessment practices as teachers have a tendency to bring into their practices what they understand about classroom assessment. It has also been proved from previous studies that teachers are unable to practise classroom assessment effectively without relevant knowledge of the situation they are giving instructions. Therefore, the present research was conducted (1) to investigate high school EFL teachers' perceptions of assessing learners, (2) to explore how they practice assessing learners in the classroom, and (3) to examine the relationship between teachers' perceptions and practices of classroom assessment.

Questionnaires and semi-structured interviews were two main research instruments. A corpus of assessment samples including formative assessment in various formats and of different lengths and summative assessment papers was also accumulated and analysed to provide an insight into EFL teachers' practices of their classroom assessment.

The study had three key findings relevant to the three research questions. First, the findings investigating EFL teachers' perceptions of assessing language learners showed that the investigated teachers had positive perceptions of assessment purposes, in which each level of perceptions varied with the highest mean value given to the diagnostic function and the lowest to teacher accountability. In teachers' perceptions of major principles of assessing language learners, the findings indicated that teachers' positive perceptions of all essential principles of assessing high school learners varied with the highest given to feedback delivery and the lowest to the selection of assessment tools. This was to say, providing learners with feedback for learners' learning improvement was seen as the primary purpose of classroom assessment.

Second, the findings for teachers' practices showed that teachers practiced assessing learners frequently. Among the four constructs, assessing language learners for learning diagnosis was the most frequently practiced. Simultaneously, teachers also implemented practices of assessing language learners for examination

preparation reflecting the reality of teaching to the tests and the impact of standardized and high-stake tests on teachers and learners. The findings also reflected the reality of classroom assessment in which the teachers emphasized summative assessment over formative assessment though in their perceptions, they understood that formative assessment plays an essential role in improving learning and teaching quality with timely and effective feedback.

Third, generally, the high school EFL teachers' perceptions of assessing language learners were positive, proving that the teachers were well-informed with knowledge of the English curriculum, with official documents including policies/guidelines and facilities in the implementation of assessing language learners. However, the mean value for their practices was not as high as that for their perceptions proving that their practices were not aligned with their perceptions. The inconsistency in the relationship between the teachers' perceptions and practices of assessing high school language learners showed a considerable influence of internal and external factors on their perceptions and practices.

The study has made some significant theoretical and practical contributions to the field of the study. In theory, the study has confirmed the interrelationship relationship between teachers' perceptions and practices. Second, the study has also confirmed the global tendency of implementing formative assessment and summative assessment by EFL teachers in the classroom assessment. In practice, the study has provided an understanding of what high school EFL teachers perceive the classroom assessment and how they implement learner assessment in their classroom practice. Influential factors in teachers' classroom assessment have also been presented to provide more insights into this relationship.

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LIST OF ABBREVIATIONS

CLT   : Communicative Language Teaching

DOET   : Department of Education and Training

EFL   : English as a foreign language

ELLs   : English language learners

MOET   : Ministry of Education and Training

TI   : Teacher interviewee

CHAPTER 1. INTRODUCTION

The present chapter provides the rationale of the study and describes the major components of the thesis. It starts by presenting the main reasons for conducting the study, research aim and questions. The chapter also discusses the scope and significance of the current study. It ends with a description of the organization of the thesis.

1.1. Rationale of the study

Globalization in various social, economic, cultural, and educational aspects has made English the preferred foreign language in various Asian contexts (Nunan, 2003). Accordingly, the emergence of English as a global language has made English the most popular foreign language at all educational levels in Vietnam, especially since the implementation of the national socio-economic reform policy known as Doi moi in 1986 (Hoang, 2011; Nguyen, 2011; Pham, 2013). English has been learned and taught all over the country, and the demands for promoting the study of English and bettering the quality of English teaching have emerged. Communicative Language Teaching (CLT) is currently the most preferred teaching innovation by many Asian countries (Barnard & Nguyen, 2010; Butler, 2011) so that this approach has become the cornerstone to language education policy in several Asian countries (Mustapha & Yahaya, 2013). Changes in teachers' roles, teaching methods, curriculum design have been made to align with a communicative language teaching and learning approach so that learners can use language communicatively.

Decision No. 1400/QĐ-TTg dated September 30th, 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" (henceforth the National project) was launched with its overall objectives 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

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remarkably improve human resources' foreign language proficiency, especially in several prioritized domains. As stated in the document accompanying this decision, by 2020, most young Vietnamese graduates of vocational colleges and universities will have a good command of a foreign language, which enables them to independently and confidently communicate, to study and work in a multilingual and multicultural environment of integration, and to turn the ability to use foreign languages into strength of Vietnamese to serve national industrialization and modernization (Prime Minister, 2008). The decision is then modified by Decision No.2080/QĐ-TTg dated December 22nd, 2017, approving the modified plan on studying and teaching foreign language nationwide in the period 2017 - 2025. The modified plan's orientation is to make a breakthrough in the quality of teaching and studying foreign languages at all academic levels, encouraging the inclusion of foreign languages in schools from kindergartens upward and social activities (Prime Minister, 2017). These objectives have made English language learning at all levels promising but challenging to learners and teachers. English language teaching for high school learners is not an exception. English has, consequently, become compulsory for school learners starting from grade 3. Learners are required to achieve CEFR Level A1 or VNFLPF (Six-level Foreign Language Proficiency Framework for Vietnam) Level 1 at the primary level, Level A2, or VNFLPF Level 2 at the secondary level, and Level B1 or VNFLPF Level 3 at the high school level. The introduction of new curricula and textbooks with new testing and assessment methodology and materials has become inevitable.

Following the objectives set by the National project in achieving the required proficiency levels, the national English curriculum of Vietnam has been designed to follow a communicative approach to language teaching as a replacement for traditional methods in language teaching. Specifically, three Pilot English curricula for Vietnamese Primary, Lower Secondary and Upper Secondary Schools were promulgated officially in 2010 and 2012. These curricula aim to offer learners the opportunity to express their ideas individually, independently, and creatively, achieve more success in their studies and work,

and improve their ability to solve global problems through English and apply the knowledge they learn to cultural and social activities. At the end of the high school level, learners are expected to be able to:

- Understand the main ideas of familiar topics;

- Deal with unexpected situations during communication;

- Write coherent and straightforward paragraphs on favorite or popular topics;

- Describe experiences and events, dreams, hopes, and ambitions in the future and briefly explain views and plans for the future;

- Understand and appreciate diverse cultures and reflect the values of the Vietnamese culture in English;

- Use English to pursue higher academic goals or take up employment after graduation;

- Apply different learning strategies to develop English proficiency independently after graduation;

- Achieve the standard English level with an amount of 2000 words used both verbally and in written

(MOET, 2012b).

Challenges to CLT not only in Asian but also in Vietnamese contexts have been raised, such as human resources, materials, class size, testing, and assessment system and limited opportunities to use English outside the classroom (Butler, 2011).

At the implementation level, many official documents have been launched to provide guidelines on selecting entrance learners at the CEFR Level A2/ VNFLPF level 2, selecting high schools well-equipped with necessary facilities and teachers well – qualified with CEFR level C1 / VNFLPF Level 5. EFL teachers are provided with short courses of language proficiency and training workshops, including language teaching methodology, language assessment expertise, and new curricula accompanied by new textbooks (MOET, 2013; 2014). Among these groups of significant knowledge and skills, English language assessment is of great concern showing the necessity of training workshops on assessment expertise to EFL

teachers at the implementation level of the new curriculum. Many well-known educational institutions all over the country have been selected to build up training programs with the budget sponsored by the National project. Hue University of Foreign Languages is responsible for designing, examining, and holding training workshops for EFL teachers in teaching methodology, testing, and assessment. A number of these have been held for EFL teachers in five Central provinces and Highlands since 2012. The launch of the new curriculum for high school learners being promulgated in accordance with Circular 32/2018/TT-BGDĐT dated December 16th, 2019 (MOET, 2018) has brought promising English learning programs, in which teachers' and learners' roles in the active learning process are more emphasized than those in the previous pilot one dated November 23rd, 2012 (MOET, 2012b).

The growing trend of linking theories and practices of language learning has shed light on research on teachers' perceptions and practices as it is believed that teachers are unable to practice effectively without some knowledge with which they are operating. Numerous studies on both teachers' perceptions and practices have been conducted, aiming at providing insights into this intense and complicated relationship. Many studies on teachers' perceptions and practices have shown that teachers' perceptions are considered to have a substantial impact on their classroom practices (Borg, 2003; Breen, Hird, Oliver & Thwaite 2003; Calderhead, 1996; Chan, 2008; Farrell & Benisi, 2013; Gatbonton, 2008; Jerome & Stephen 2014; Kahn, 2000; Shasavar & Jamalsadeh, 2015; Tittle, 1994). On the one hand, some studies show the consistencies in this relationship (Brown, Kenedy, Fok, Chan & Yu, 2009; Chan, 2008; Shahsavar, 2015). On the other hand, some other studies show inconsistencies between what teachers believe and what they do in the classroom (Brumen & Cagran, 2009, 2011; Muno, Palacia & Escobar, 2012; Ndalichako, 2014; Rahman, 2011).

As a teacher trainer, having had opportunities to take part in many training sessions of teaching methodology in general and language assessment in particular, I realize that teacher trainees are willing to take any innovation in their teaching to improve teaching and learning quality. However, at the implementation level, they

face some existing difficulties. Teacher trainees say that they sometimes feel reluctant to carry out frequent classroom activities in English, and in case they are ready for those activities utilizing CLT techniques, their learners are not competent or confident enough to participate in these activities. Besides language competence, teacher trainees' assessment expertise is also of great concern for teachers when selecting any assessment activities. These are seen as obstacles hindering useful instructions.

Additionally, taking the four significant roles required for language teachers in the new English curriculum (i.e., a teacher or an educator, a resource, a participant, and a researcher) is challenging; therefore, teachers should be well-provided with knowledge and skills in curriculum, teaching and learning methods and language assessment expertise and have good language proficiency as well. Teachers' perceptions are of great importance in teachers' effective practices of learner assessment. Teachers' perceptions and practices of assessing language learners also play a significant role in helping learners and teachers achieve the expected learning outcomes.

From the reality of English teaching and learning in Vietnam in the implementation of the National project with the new English teaching curricula focusing on CLT, this study was conducted, first, to investigate high school EFL teachers' perceptions of assessing school learners; second, to explore their practices of assessing learners in the new English teaching and learning context; more importantly, to examine the relationship between teachers' perceptions and their practices in the specific teaching context.

1.2. Research aim and questions

This study aimed to explore EFL teachers' perceptions and their practices of assessing English language learners at high schools in Thua Thien Hue province, Vietnam in the context of new curriculum changes.

The study addressed the following questions:

1. What are the high school EFL teachers' perceptions of classroom assessment?

2. What are the high school EFL teachers' practices of classroom assessment?

3. What is the relationship between their perceptions and practices of classroom assessment?

1.3. Scope of the study

The study is conducted to investigate EFL teachers' perceptions and their practices of assessing language learners at high schools in Thua Thien Hue, Vietnam. The study focuses on exploring teachers' perceptions or their understandings of the definitions, purposes and principles of assessment in English-as-a-Foreign language classrooms. Additionally, teachers' classroom assessment practices are also investigated to see what teachers do in the classroom to assess learners' language learning.

Learner learning can be assessed through different measures, including homework, quizzes, exams, field trips, course evaluation, and so on. In this study, learners are assessed in the classroom assessment, which is referred to as formative assessment and summative assessment.

Seventy-five EFL teachers from 16 high schools in Hue city and four suburban areas in Thua Thien Hue are invited to fill in the questionnaire and then, twenty-five of them are invited to take part in semi-structured interviews. The interview participants are kindly requested to bring some assessment samples used to assess their learners in the classroom.

Language learners assessed by teacher participants in the study are from high schools in Thua Thien Hue province. The term "high schools" is also known as "upper secondary schools" in most official documents issued by the Vietnamese Government.

1.4. Significance of the study

The study is significant for a number of reasons. First, there is a limited number of research that explores EFL teachers' perceptions and practices of assessing their learners at high schools and examines their relationship, even though teachers' perceptions and practices have been a critical theme in language teaching

and teacher education. A few relevant studies were conducted to investigate teachers' perceptions (Ahlam & Zazali, 2017; Azis, 2014; Borg, 2011; Brown, 2004, 2006; Brown et al., 2011a, 2011b; Remesal, 2011; Burns, 1992; Johnson, 1992; Ounis, 2017; Seger & Tillema, 2011); meanwhile, some other studies were conducted to investigate their practices of assessment (Cross & Weber, 1993; Gullickson, 1985; Fan & Lan, 2019; Marso & Pigge, 1993; McMillan, 2011; Rahman, 2011). Some studies examined the relationship between teachers' perceptions and their practices (Brown et al., 2009; Chan, 2008; Hargreaves, 1994; Shahsavar, 2015). However, the participants in most of these studies were primary school teachers, not high school teachers (Butler, 2009; Chan, 2008: Gattullo, 2000).

Second, the implementation of assessment in the new curriculum with a new teaching approach was put into practice. Communicative Language Teaching (CLT) is currently the most preferred teaching innovation by many Asian countries (Barnard & Nguyen, 2010; Butler, 2011) so that this approach has become the cornerstone to language education policy in several Asian countries (Mustapha & Yahaya, 2013; Sarab, Monfared & Safarzadeh, 2016). However, challenges to CLT in Asian contexts have arisen, such as human resources, materials, class size, testing, and assessment system and limited opportunities to use English outside the classroom (Butler, 2011). There is a need to conduct a study to investigate EFL teachers' perceptions and practices of Vietnam's teaching context, undergoing considerable changes in assessment in educational system.

Third, the findings from this study will be useful for teachers in similar teaching context to reflect their classroom assessment, for policy-makers to modify policies and design professional development program, and for teacher trainers to take into consideration EFL teachers' perceptions and practices of assessment in the implementation of curriculum and assessment reforms (Fan & Lan, 2019; Vandeyar & Killen, 2007).

This chapter presented the rationale for the study, research aim and questions. The scope and significance of the current study were also discussed. It ended with a description of the organization of the thesis. The next chapter presents

the literature review of the relevant study presenting key issues in the assessment of high school language learners. The chapter also addresses a review of related studies on teachers' perceptions and practices of classroom assessment and influential factors on those two issues.

1.5. Structure of the thesis

This thesis consists of five chapters.

Chapter one introduces the rationale, the research aim and questions, the scope, the significance, and the structure of the thesis.

Chapter two briefly presents the purposes of assessment in language learning, then addresses significant points related to assessing high school learners and major influential factors to assessment perceptions and practices of assessing language learners. The issues related to high school English education in Vietnam are also presented. A critical review of the relevant literature has been provided to establish the space for the research questions to be formulated.

Chapter three describes the research methodology, including the research approach, research participants, data collection instruments, and data collection procedures. Data analysis methods are also presented.

Chapter four presents and discusses the study's findings relating to teachers' perceptions and practices of assessing language learners; the relationship between these two are investigated, and influential factors are addressed as well.

Chapter five summarizes the key findings of the study and provides the implications of the study and theoretical and practical contributions of the studies as well. Limitations of the study are presented, and suggestions for further studies are made in this chapter, too.

CHAPTER 2. LITERATURE REVIEW

This chapter critically reviews the literature review relevant to the study. It begins by presenting key issues in the assessment of high school language learners. The chapter addresses a review of related studies on teachers' perceptions and practices of classroom assessment and influential factors on those two issues as well. It ends with a summary of the chapter.

2.1. Classroom assessment in language learning

Assessment is an integral part of language classrooms (Haris & Brown, 2008), and its influence may be positive or negative on language teaching and learning (Chan, 2008). It is a process of gathering information purposefully from multiple sources including tests to describe specific characteristics of learners to improve teaching and learning, then to evaluate learning outcomes. Basically, testing, assessment and evaluation are interrelated, in which testing results in numbers to provide source of information about student learning so that teachers can assess learners based on the test results to clarify learners' strengths and weaknesses; then learner evaluation is made to jugde whether learners achieve the required learning outcomes (Berry, 2008). **Among the three terms, testing and evaluation are comparative and summative as testing and evaluation are conducted at some specific points of time to rank learners' achievements and to report to school administrators, parents, and learners. Meanwhile, assessment is more formative and is conducted continuously during the learning process in the service of teaching and learning improvement. Assessment results are collected to indentify learners' strengths and weaknesses and effective feedback relevant to assessment results are provided to help learners improve their learning.**

The study focuses on investigating teachers' perceptions and practices of assessing learners in the implemetation of the new English curriculum in the service of learning and teaching improvement; therefore, this section focuses on some concepts of classroom assessment, varying from its definitions, types, procedures to its purposes and principles.

2.1.1. Definitions of classroom assessment

The assessment practices occupy thirty to fifty percent of teachers' professional time in language classroom activities (Azis, 2014). It is an integral part of learning and teaching. It is continuously carried out to collect information about learners' knowledge, abilities and skills, to interprete, record and use learners' responses for educational purposes (Airasian, 2005; Bachman, 2004; Brown, 2004; Lambert & Lines, 2000). In other words, assessment is considered "conscious and systematic activities and techniques employed by teachers to collect information, analyze and interpret it, draw inferences, make well-informed decisions, and take appropriate actions to improve teaching and learning (Berry, 2008, p.6).

As can be inferred from the definition, classroom assessment is usually described as a cycle subdivided into four phases (Mavrommatis, 1997). These include planning the assessment, gathering evidence, interpreting the evidence, and using the results.

Classroom assessment is usually classified into two types: formative assessment and summative assessment, which would be implemented at high school EFL teachers' classroom assessment being investigated in this study.

2.1.2. Types of classroom assessment

Two common types of classroom assessment are formative assessment or assessment for learning (AfL) and summative assessment or assessment of learning (AoL). These two types are different from each other because of their purposes, focus, time of assessment, common tools used for classroom assessment, and participants involved in the assessment. Each of these assessment types has its contribution to the language learning process.

2.1.2.1. Formative assessment

Formative assessment is an on-going process of assessment involving all kinds of formal and informal assessment taking place continuously during teaching and learning process in the classroom to collect evidence of learners' knowledge, ability, attitudes and motivation (Ioannou-Georgiou & Pavlou, 2013) to inform the results for teaching (DeLuca & Klinger, 2010; Tierney, 2014).

Formative assessment or assessment for learning is any evaluation methods performed during the learning process allowing teachers to collect information about learners' learning for learning improvement. Formative assessment is defined by Assessment Reform Group (2002, p.3) as "the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go, and how best to get there." It is also described by VanDiggelen, Morgan, Funk & Alonso (2016, p.8) as a form to:

> Collect and interpret evidence about the current level of student learning, and use it to adapt teaching and learning to the learners' needs and thus enhance further learning. The aim is always for learners to close the gap between where they currently stand and the intended learning outcomes.

The definitions above briefly describe the current situation, learning intention, and learning path provided to learners by formative assessment to know where they are now in their learning, where they are going, and how to get there (Hattie & Timperley, 2007). Therefore, learners can take on more responsibility for their learning, which enhances learners' motivations and makes learning more student-centered. Formative assessment is particularly useful in fostering learners' self-directed and self-regulated learning (MOET, 2012b, 2018).

As formative assessment is an on-going assessment conducted frequently during the learning process, gathering and interpreting evidence about student learning (Earl, 2010), it focuses on a process rather than on a product. Rich information from formative assessment is collected to be used as feedback to modify teaching and learning (Harlen, 2005; Tunstall & Gipps, 1996) to monitor learners' progress towards achieving the overall and specific expectations. Timely, constructive, and meaningful feedback is provided to learners to scaffold the next steps and differentiate instructions and assessment in response to student needs (Berry, 2008; Brookhart, 2011; Earl, 2010).

Formative assessment is classified into two types: formal and informal or planned and unplanned. Formal or planned formative assessment including some

assessment forms like ready-made quizzes, oral tests, written tests and portfolios helps teachers elicit information at some specific points or the end of activity; meanwhile, incidental formative assessment being not anticipated or planned takes place during teacher-learner interaction in questioning, eliciting evidence of understanding, peer-and self-assessment, and classroom observations by learners (Bell & Cowie, 1999; VanDiggelen et al., 2016).

Different from the fact that summative assessment or high-stakes assessment is for judgment, formative assessment or low-stakes assessment is for improvement (Irons, 2008). Teachers and learners in the classroom are two main participants involved in the assessment procedure.

In this study, formative assessment is associated with assessing tools such as oral tests, fifteen-minute written tests, peer /self-assessment, learning projects and observations as directed in MOET's (2011b; 2014) guidance of classroom assessment.

2.1.2.2. Summative assessment

Summative assessment occurs at the end of the learning periods or courses, summarizing what learners have done at the end of a learning process. Unlike the formative assessment, the summative assessment does not usually include timely feedback for improving learning quality. This assessment is used for judging learners' achievement, and its results are for selection, grading, and school accountability purposes (Brown, 2004). Very often, summative assessment is associated with formal tests.

Summative assessment reflects what learners have learned in the past; therefore, it focuses on recording or reporting the learners' achievement (Harlen, 2005). According to Brown (2004), it is a summation of what the student has learned implies looking back and taking stock of how well that student has accomplished objectives but does not point the ways to future progress.

Summative assessment is an overall assessment of learning usually occurring at or near the end of a cycle of learning process collecting and interpreting evidence to measure learning outcomes at a specific point of time to check if learners have

achieved some specific goals or not and to make judgments about the quality of student learning based on established criteria. The focus of summative assessment is not on the process of learning but rather on its product. The information gathered may be used to predict future learners' English language performance or to communicate the student's achievement to parents, other teachers, learners themselves, and others. In other words, assessment of learning is mostly used for making a summative judgment of learners' performance against goals and standards by collecting evidence at the end of the learning process. This type, frequently referred to as summative assessment usually involves formals or traditional assessment types, such as standardized tests and proficiency tests. As summative assessment is high-stake, it involves many stakeholders like teachers, learners, parents, school administrators, and education departments in updating learners' progress and achievements and making right decisions of learners' future language learning (Berry, 2008; Earl, 2010).

This kind of assessment results is summative, not formative, because of its time and purpose of assessment. It is designed to provide evidence of achievements not only to learners but also to parents and other educators. Due to the time of assessment often coming at the end of a unit or learning cycle, feedback to learners is not as useful to student learning as assessment for learning (Manitoba Education, Citizenship and Youth, 2006).

In the MOET's (2013, 2014) guidance on classroom assessment, summative assessment is characterized in 45-minute one-period tests and end-of-term tests.

2.1.3. Procedures of classroom assessment

The classroom assessment procedure is a cyclical and systematic process of gathering information about learners' progress and achievements, generally divided into several phases. These include planning the assessment, gathering evidence, interpreting the evidence, and using the results (Mavrommatis, 1997).

These stages linked together from the planning stage of instruction to reflecting assessment results are described in detail for separate formative and

summative assessment as each type has its characteristics. Formative assessment happens on a daily or weekly basis or during the process of any single activity or action in the classroom. At the planning stage, the purpose of assessment is established with assessment criteria for specific learning outcomes. Formative classroom assessment is designed to help teachers collect information about their learners in the language classroom with a primary focus on improving learning, so it is learner-centered in teachers' orientation. Language knowledge to be assessed is defined at the second stage, in which appropriate formative assessment techniques with tasks and items are designed or selected for gathering information. Teachers are the key people to decide what, why, and how or the content, learning goals, the tasks/tools to assess learners and give feedback in assessing learners. At this stage, the procedure should be made clear and accessible to the learners so that they are motivated to become actively involved. Formative assessment, questioning, short tests, and informal classroom observation through students' reactions are used to collect students' information to help teachers monitor their instruction (Buhagiar, 2006). After the data are incidentally or purposefully collected and analyzed, they should be responded to by providing learners information about their progress during their learning process and level of achievement relative to the learning outcomes. In the end, teachers spend time reflecting on the classroom instructions and assessment results collected from learners to make appropriate adjustments to improve the quality of learning and teaching (Rea-Dickins, 2001). The results are then reported to learners through evaluative and formative feedback.

As summative assessment involves all kinds of formal assessment taking place at the end of a learning (unit/semester/year), its procedure is different from that of formative assessment. This type of assessment happens periodically, at the end of a lesson unit, a semester, or a year. At first, the assessment purpose with detailed criteria is formally established relevant to the learning outcomes and accessible to stakeholders. Teachers are not the only people to decide the language knowledge to be assessed and techniques to be selected for summative assessment. They are well instructed, and the data collection is planned with its fixed assessment

time. Teachers' responses to learners about their assessment results are also made aiming at grading and selecting learners. The assessment results are then reported to more than one stakeholder involved using evaluative feedback.

2.1.4. Purposes of classroom assessment

Language assessment is believed to have the power to make some changes in learners' lives since effective assessment provides valuable information to language learners, educators, parents, and administrators to set future goals or make the right decisions. The assessment effect may be positive or negative, so language assessment should be effective enough to build up learners' abilities to use language in the full meaning of the term, promote learners' abilities, maintain their enthusiasm, and creativity for long-life learning. It is stated that:

> Much of what teachers and learners do can be described as an assessment. That is, tasks and questions prompt learners to demonstrate their knowledge, understanding, and skills. What learners say and do is observed and interpreted, and judgments are made about how learning can be improved (Assessment Reform Group, 2002, p.2)

Classroom assessment for school learners is almost always associated with a particular, formal curriculum; therefore, classroom assessment practices are closely related to the curriculum content and aims at helping learners achieve the learning outcomes required in the curriculum for the specific group of learners (MOET, 2014b; 2018)

The primary purpose of classroom assessment is to collect the information being essential not only for learners to improve their learning but also for teachers and administrators to make decisions about learners' linguistic abilities, placement and achievement in the process of teaching and learning English (Bachman, 1990; Bachman & Palmer, 2010; Gattullo, 2000; Rea-Dickins & Gardner, 2000; Shaaban, 2001) in comparison with the learning purposes, objectives and outcomes as described in the curriculum. In the same way, Berry (2008), Hattie and Timberly (2007), Heaton (1990), and Popham (2011) asserted that assessment is often used for more than one function. Its functions include collecting evidence of learners'

performance, making judgments of individuals' performance or the effectiveness of the system, and improving learning.

These functions can be varied from diagnosis, improvement, and accountability (Brown, 2004; 2007; Brown et al. 2009, 2011a; Remesal, 2011).

Firstly, classroom assessment is conducted to help teachers identify and diagnose learners' competencies and motivations (Davis & Neitzel, 2011; Thomas et al. (2011). The information collected helps determine what skills and knowledge learners have learned in a specific lesson, identify underlying sources of learning difficulties, and the strengths and weaknesses of learners' language learning. Assessment results also help compare learners' English competence with specific goals, standards, or benchmarks (Brown, 2004; Haris & McCann, 1994).

Secondly, language classroom assessment is conducted to collect information on improving English language learning and teaching. The information collected is used to inform learners' progress through timely, effective feedback and to promote their motivation and performance. Additionally, it is also used to make instant decisions on what actions are needed immediately to motivate and improve learners' learning (Bach & Palmer, 2010; Brown, 2004; Lewy, 1990).

Thirdly, the assessment information is gathered to identify teacher accountability in helping learners achieve the intended learning outcomes, judge the effectiveness of teachers' instructions in monitoring student learning progress, and evaluate the teaching methods (Brown, 2004; Firestone & Fairman, 1998). Additionally, assessments with tests or examinations are also used to select or place learners on a larger scale, usually outside the classroom as school accountability (Berry, 2008).

If the classroom assessment is appropriately implemented, it will bring both learners and teachers the benefits mentioned for assessment purposes. In case the implementation of assessing learners is not well-conducted, both teachers and learners will face some difficulties. Teachers emphasize on final examinations to achieve the required learning outcomes, so their instructional practices are exam-oriented, and the assessment does not promote deep learning but encourages surface learning. Additionally, inappropriate classroom assessment with ineffective

feedback does not contribute positively to student motivation but contribute to student stress (Brookhart, 2011; Falchikov, 2005; Irons, 2008)

The purposes of assessment have been presented with its primary functions; the classroom assessment principles will be discussed in the next section.

2.1.5. Principles of classroom assessment

Practical assessment of language learners is integrally tied to the principles of learning adopted within the curriculum in which the learners are learning. If the underlying pedagogic principles of assessment and learning are not aligned, this would indicate a severe problem with the assessment procedures (Berry, 2008; McKay, 2006; Gipps & Pickering, 2010). The assessment of language learners in the classroom should follow the following principles.

First, language assessment should be consistent with language teaching and learning curriculum (Berry, 2008; Bachman & Palmer, 2010). That is, assessment should be consistent with the learning objectives and reflect current models of language teaching. Being assessed what is learned with a set of criteria in language teaching curriculum makes learners feel psychologically safe and comfortable in their performance (McKay, 2006; Tittle, 1994). Language assessment criteria and assessment tasks should be explicit and accessible for learners (Berry, 2008). That is to say, learners need to understand what they are expected to be assessed with clear criteria to foresee the setting goals to achieve. Learners also have active involvement in their language learning as intrinsic motivations play a significant role in the learning process.

Second, language assessment should be an integral part of the language teaching program (Zane, 2009), and implemented continuously during the learning process so that timely assistance can be given to learners helping them monitoring their language learning process and making progress through effective feedback (Angelo & Cross, 1993; Berry, 2008). Timely and valid feedback helps improving the learning and teaching process and keeping learners motivated (Brookhart, 2008; Sadareh, 2013). Language assessment results should be analyzed and reported as

evidence of learners' achievements because they benefit learners' learning and help monitor teachers' teaching.

Third, language assessment tools should be susceptible to learning to provide learners more opportunities to demonstrate what they know, and what they can do. A variety of language assessment tools allow teachers to understand learners from different perspectives, to keep learners interested, especially when assessment tasks are authentic and meaningful (Berry, 2008; Zane, 2009).

Finally, language assessment should help teachers develop their professional development so that assessment results can offer teachers opportunities to show how well they are doing in the classroom and determine if their language classroom instructions are suitable to the objectives of the language curriculum (Borg, 2003).

Together with high school learners' characteristics, these language assessment principles are valuable for building important principles of assessing high school language learners, which will be discussed in the next section.

2.2. Classroom assessment of high school language learners

Having insights into language learners' characteristics helps teachers make effective assessments. This section focuses on high school learners' characteristics and principles of assessing high school learners, from selecting appropriate assessment tasks and tools to delivering feedback.

2.2.1. Characteristics of high school learners

It is believed that high school learners belong to the formal operational stage-the fourth stage of cognitive development stages by Piaget's (1983) theory. High school learners have five cognitive features at this stage of intellectual development, including developing the ability to think abstractly, question sources of information, have exact preferences for arts or sciences, thinking of choices relating to future education and career, and becoming more globally aware.

There is a transition from concrete to abstract thinking when learners develop their ability to think abstractly and begin to understand abstract ideas, concrete objects are no longer required, and mental operations can be undertaken 'in the head' using abstract terms (Brain & Mukherji, 2005; Elkind, 1974; Piaget, 1983). Their

ability to understand abstract reasoning increases. More importantly, at this stage of age, their native language use has been fully developed, and their experience of learning a foreign language has been gained for over seven years since they were in the third grade of primary school. Hence, they are more talented in using a native and foreign language for their long-life learning.

Some learners also enjoy questioning sources of information and debating ideas and questioning others' points of view. High school learners also become globally aware of extensive knowledge of the world by showing their curiosity towards the surroundings.

Learners at this stage of age prefer active to passive involvement in learning as they begin to make their life goals (Le, 2008; Pham, 2011). They are aware of the importance of current education and their future career. Consequently, they can get the high achievement when they are challenged and engaged in the learning procedure. Additionally, learners tend to be updated and cool, so they are easily motivated to learn and to achieve when lesson contents are related to their immediate goals and in topics of their current topics.

High school learners are growing socially, emotionally, and psychologically (Le, 2008; Pham, 2011). They desire to become more independent from their family environment as they tend to develop their relationships with friends rather than parents and are deeply affected by those peers (Knowles & Brown, 2000). They are also developing a socially growing understanding of the self with others and an ability to function in groups. They prefer working in groups sharing the same ideas of life, interests, and behaviors. They can work with others and learn from others. They are more sensitive in their relationships with friends and people around and become more mature through social interaction. They also often switch moods rapidly as they are in the process of self-discovering whether to fit in with their relationships, so they are vulnerable to negative pressure and other people's opinions.

High school learners' characteristics for presented will be the framework for the major principles of selecting appropriate assessment tasks and tools and delivering feedback of assessment results to learners.

2.2.2. Principles of assessing high school language learners

2.2.2.1. Selecting assessment tasks and tools

Assessment is believed to play an essential role in the process of learning and maintaining learners' motivation. Thus, whether to be designed or adapted, assessment tasks and tools should meet the following criteria, based on the description of high school learners' characteristics and classroom assessment principles presented in the previous sections.

Language assessment content of tasks should be oriented towards the age-related interests of high school learners. Topics and input provided in language assessment tasks should be associated with those in the curriculum and learners' interests (McKay, 2006).

Language assessment tasks should be oriented towards age-related abilities responding well to the level of physical, emotional, social, and cognitive growth of high school learners' age group to motivate learner learning (Le, 2008; Title, 1994)

Language assessment tasks should be engaging and motivating with timely and effective feedback to maintain high school learners' interests. Timely assistance can be given to learners to monitor their learning process and make progress through effective feedback (Berry, 2008; Brookhart, 2008; Saderah, 2013)

Language assessment tasks should provide teachers more information about their learners' language competence development rather than language knowledge. Assessment tasks should be susceptible to learning to provide learners more opportunities to perform.

Language assessment tasks should be well - instructed with a variety of task types. Assessment tasks with assessment criteria should also be made clear to all learners. Learners need to understand what they are expected to be assessed with clear criteria to foresee the setting goals to achieve. Additionally, language assessment tasks and tools should be varied in different lengths allowing teachers to understand learners from different perspectives.

Those mentioned principles of selecting assessment tasks and tools are developed based on high school learners' characteristics. Apart from selecting

appropriate assessment tasks and tools, delivering feedback on assessment results, which makes teachers' practices of assessment effective, is also of great importance.

2.2.2.2. Delivering feedback on assessment results

Feedback is more than just information. It is information generated within a particular system, for a particular purpose environment (Brookhart, 2008; Ramaprasad, 1983; Sadler, 1989).

There are three common types of feedback used for classroom assessment: motivational, evaluative, and learning feedback. Motivational feedback including good grades or marks, positive comments, and rewards helps maintain learners' motivation in the learning process; learning feedback corrects learners' language use accuracy by not only pointing out errors but also showing why it is incorrect and gives advice on what to do next to improve the performance. This type of feedback focuses on learners 'achievements relative to the defined learning targets and explains why specific work is excellent and provides suggestions on improving. Meanwhile, evaluative feedback is used for giving judgment on the pupils' performance being represented by giving a grade or mark to indicate the different performance of learners' work so that they know where they stand in relation to other learners (Black & Wiliam, 1998; Berry, 2008; Brookhart, 2008; Ur, 1996). All of these types of feedback can be combined depending on classroom assessment forms.

Feedback can be given verbally, in writing, or both. Oral feedback is seen as providing feedback on errors and weaknesses and strengths in content, organization, and language through face-to-face communication. The teacher gives comments directly in the forms of questions, imperatives, praise, and suggestions; indicates the errors and provides the correction; written feedback, on the other hand, refers to the correction of errors and weaknesses as well as strengths in content, organization, and language through writing. More importantly, feedback needs to be sufficient with adequate and specific details, and it is more useful if it gives learners directions on how they can improve their work, and it acknowledges learners' achievements (Berry, 2008; Brookhart, 2008).

Feedback can be very powerful if it is done well; therefore, it is significant to bear in mind some principles of giving effective feedback (Hattie & Timberly, 2007). First, feedback should be timely, indicating that feedback needs to be provided within minutes of task completion to be the most effective (Irons, 2007). Second, it should be accessible with adequate details emphasizing what learners can do. Third, it should be constructive and encouraging, informing what learners still cannot do, and giving suggestions on how to improve. Fourth, it should match assessment objectives with criteria. Finally, it should require learners' act on feedback to check whether the feedback is good (Berry, 2008; Brookhart, 2008).

Different types of assessment will use different types of feedback. In formative assessment, feedback is used for establishing where the learners are in their learning, where they are going and what needs to be done to get there (Ramaprasad, 1983; Sadler, 1989) hence advancing learning and assisting learners in taking more responsibilities for their learning. Most of the time, it should be about the particular qualities of their work, with advice on what they can do, usually to improve performance, maintain learners' motivations and avoid comparison with other pupils. Through teachers' feedback in formative assessment, learners can recognize their strengths, weaknesses, and set the plans for the next steps in their learning and reaching the goals. In formative assessment, two types of feedback – motivational and learning – are used for formative purposes. Feedback is usually in oral form with an emphasis on using words instead of numbers.

In summative assessment, feedback is used to provide evidence of learning after a certain period of instructional classroom practice, allowing teachers, learners, and administrators and parents (i.e., stakeholders) to measure a student's achievements compared to the required learning outcomes. The most common type of feedback used in summative assessment is evaluative feedback, which gave judgment on the pupils' performance being represented by a grade or a mark to indicate the different performance of learners' work to know where they stand in relation to other learners. Feedback in summative assessment is usually in written forms with an emphasis on numbers.

2.3. Relationship between teachers' perceptions and practices of assessing learners

A variety of definitions for perceptions has been discussed in research relating to teacher cognition or conceptions. In broad terms, Hornby (2000) defined perception as "an idea, belief, or an image that you have as a result of how you see and understand something" (p. 977). In narrow terms, teachers' perceptions are "more general mental structures, encompassing beliefs, meanings, concepts, propositions, rules, mental images, preferences and the like" formed most likely by teachers' educational backgrounds and experiences (Thompson, 1992, p. 30). More recently, teachers' perceptions are defined as "what teachers think, know and believe" (Borg, 2003, p. 81). In this study, "teachers' perceptions" refer to teachers' understanding of the definition, purposes, and principles of assessment in English-as-a-Foreign-Language classrooms.

Practices can be seen as repetitive processes of doing or rehearsing certain activities to improve or master them. In the classroom, teachers' practices often refer to what they do regularly as professional behavior and style in their teaching. Teachers' practices in this study are what teachers do in the classroom to assess learners' language learning (Borg, 2003).

The study of teachers' perceptions - what teachers think, know, and believe - and of its relationship to teachers' practices has become a key theme in the field of language teaching and teacher education (Borg, 2015). Numerous studies in educational research have shown different results on the relationship between teachers' perceptions and practices. Some show the consistencies (Brown, 2009; Chan, 2008; Kagan, 1992, 2014; Woods, 1996); meanwhile, some show inconsistencies between what teachers believe and what they do in the classroom (Borg, 2003; Brumen & Cagran, 2009, 2011; Farrell & Lim, 2005; Farrell & Benisi, 2015; Ndalichako, 2014; Rahman, 2018; Jerome & Stephens, 2014).

Regarding the consistency in the symbiotic relationship between teachers' perceptions and classroom practices, teachers' perceptions are thought to have a profound influence on their classroom practices, which means teachers bring into

their classroom practices what they know, think and believe as it is proved that teachers are unable to practice effectively without some relevant knowledge of the situation they are giving instructions. Specifically, teachers' perceptions of learners, learning, teaching, and subjects influence assessment techniques and practices. Instructional practices, in turn, depend on what teachers bring to the classroom or what teachers do in the classroom is said to be governed by what they perceive. These perceptions often serve to act as a filter through which instructional judgments and decisions are made (Shavelson & Stern, 1981) by teachers as active, thinking decision-makers who make instructional choices by drawing on complex practically-oriented, personalized, and context-sensitive networks of knowledge, thoughts, and perceptions (Borg, 2003, p. 81). In other studies, the positive relationships between teachers' perceptions and practices have also been affirmed. Woods (1996) stated that their perceptions strongly influenced teachers' strategies and decisions. Chan's findings (2008) of the positive correlation coefficient between EFL teachers' perceptions and practices showed that teachers' frequent use of multiple assessments in their instructional practices resulted from their beliefs, and Brown's study (2009) using questionnaires also demonstrated a strong relationship between teachers' perceptions and practices of assessment. Teachers' practices in the classroom were also seen to be aligned with their theoretical perceptions.

Although it is commonly known that teachers' instructional practices are the reflection of their underlying knowledge, thoughts, and perceptions, some researchers have found the inconsistencies between teachers' perceptions and practices. Two studies by Brumen and Cagran (2009; 2011) showed significant mismatches between teachers' perceptions and practices and differences between the three countries in assessment practice. The results of Ndalichako's (2014) study showed that there was a likelihood that there was a mismatch between what was being reported and what was practiced. In other words, teachers' perceptions of assessment were not always aligned with their teaching practices. Farrell and Lim's findings (2005) suggested that teachers did indeed have a set of complex perception systems that were sometimes not reflected in their classroom practices for various

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complicated reasons. Some of these are directly related to the context of teaching, lack of professional development, and administrative support (Khader, 2012).

Reasons for the divergences between stated perceptions and actual classroom practices will be discussed in the next section.

2.4. Influential factors on teachers' assessment of language learners

Teachers' practices of assessment were influenced by many factors defined in lots of research. Borg (2003, 2015) suggested that teacher perceptions influence what teachers do in the classroom. Teacher perceptions were shaped through schooling in the process of acquiring knowledge as language learners and language teachers. As language learners, teachers received knowledge consciously; meanwhile, as language teachers, teachers received knowledge either consciously or unconsciously through extensive experience in the language classroom. These two types of knowledge were noted as received or formal knowledge and experiential or practical knowledge and guided teachers' instructional classroom practices (Wallace, 1991, cited in Le, 2011; Zangting, 2001). Johnson (1992) concluded that teachers' perceptions might be based mainly on images from their formal language learning experiences, and represented their dominant model of action during the practicum teaching experience. Ebsworth and Schweers (1997) also emphasized the influence of teachers' experiences on their teaching practice. Teachers' prior learning experiences acquired during teacher education establish cognition about language learning, which forms the basis of their initial conceptualizations of language teaching during teacher education, and which might continue to be influential throughout their professional lives (Borg, 2003). It was then inferred that background knowledge shaped teachers' new learning, which eventually influenced teachers' practical knowledge. Practical knowledge was content-related and guided teachers' actions in the classroom (Egitim, 2017). Sardareh (2013) stated that teachers' perceptions about the nature of assessment were informed by their knowledge of the field of language teaching and learning and by contextual background and sociopolitical factors that rule their employment conditions. Teacher perceptions were also shaped by professional coursework in teacher

education programs. In the paper review on teacher perceptions, Borg (2003) concluded that teacher education influenced trainee's perceptions, and the nature of this impact varied amongst different trainees in different contexts. In his study (2011), the findings from a substantial database of semi-structured interviews, coursework, and tutor feedback suggest that the program of an intensive eight-week in-service teacher education program in the UK of six English language teachers had a considerable, if variable, impact on the teachers' perceptions. In the same vein, Almarza (1996), Borg (2003), Cabaroglu and Roberts (2000) agreed that teacher education brought some changes to teacher knowledge. In other words, teachers' assessment expertise or teachers' knowledge and experience of assessment were significant factors affecting their assessment practices (Cheng, Rogers & Hu, 2004).

Social, psychological, and environmental factors, which teachers may perceive as external forces beyond their control in the classrooms, could impair their ability to implement their practices. These factors include institutional requirements, school policies, classroom layout, learner proficiency and motivation, and resources. Additionally, contextual factors, such as a prescribed curriculum, time constraints, and high-stake examinations mediated the extent to which teachers could act in accordance with their beliefs (Borg, 2003; Egitim, 2017; Izci, 2016; Jia & Burlbaw, 2006; Rahman, 2018; Sardareh, 2013; Wang, 2006). Severe working conditions such as heavy workloads and shortage of time also hinder language teachers from turning their perceptions into practices (Crookes & Arakaki, 1999; Hargreaves, 1992).

2.5. High school English language education and assessment in Vietnam

The rapid development of the English language learning has attracted much attention, efforts, and investment from the policy makers, teacher trainers to teachers and learners to improve the quality of English language education. In Vietnam, the need to reform curriculum, textbooks, teaching methodology and language assessment is now regarded as one of the national strategies for education development.

2.5.1. High school English language curriculum

2.5.1.1. Before the launch of the National Foreign Languages Project

Education in Vietnam has achieved significant success and contributed to the development and protection of the country after a period of implementing the strategy for developing education during the industrialization and modernization period of the Communist Party and the State. In reality, English language teaching and learning have had considerable changes since the economic reform known as *Đổi mới* (Renovation) in 1986 initiated by the Vietnamese Communist Party.

In that rapid development of the socio-economy, science, and technology and the demands to integrate into the world, current curricula and textbooks had revealed some shortcomings. On December 9, 2000, the National Assembly passed Resolution No. 40/2000 / QH10 on renovating the general education program to raise the quality and efficiency of education and meet the urgent requirements of educating people and fostering talents in the period of industrialization and modernization of the country. The English curriculum for Vietnamese Schools or the Seven-year English Curriculum and textbooks were born in that context aiming to renovate teaching and learning methods, promote learners' creativity and autonomy. English became a popular subject for high school learners. These learners studied English in 3 periods a week, totaling 105 periods/ 35 weeks for each grade 10, 11, and 12 and making a total of 315 periods for the whole high school level.

The curriculum was designed based on the communicative language approach in which learners could learn separated but well-integrated language skills and practice the target language through the interaction. Learners were the learning center and played more active roles in the learning process. Forty-eight (48) familiar topics categorized in six themes were focused and well-exploited during the learning process. Formative assessment with 15-minute tests could assess learners' single language knowledge (i.e., pronunciation, vocabulary, or grammar) or language skills (i.e., Listening, Speaking, Reading or Writing) in oral or written forms; meanwhile, summative assessment included one-period tests and end-of-term/ school year tests

were used to assess learners' integrated language knowledge and skills. The test score was equally divided for four skills and language focus with a percentage of 20%.

Speaking tests were not conducted due to the difficulties in the implementation; therefore, assessment results were collected from oral tests or speaking activities in the classroom.

This curriculum aimed to help learners to be able to:

- Use English as a means of communication at a certain level of proficiency in four skills: listening, speaking, reading and writing, and reading materials at the same level of their textbooks, using a dictionary;

- Master basic English phonetics and grammar to acquire the minimum of around 2500 vocabulary items of English;

- Attain a certain level of understanding of English and American cultures to become aware of cross-cultural differences to be better overall communicators, to inform the world about Vietnamese people better, their history and culture, and to take pride in Vietnam, its language and culture.

(MOET, 2006a)

To meet the increasing demands of international exchanges in the time of globalization, and in the context of Vietnam with the National Foreign Language Project, English curriculum design and textbook for Vietnamese schools have a legal and academic status (Hoang, 2016; Nguyen, 2018).

2.5.1.2. After the launch of the National Foreign Languages Project

2.5.1.2.1. The pilot English language curriculum

The launch of the National project brought both learners and teachers at all educational levels, not only opportunities but also challenges. Since then, a variety of action plans came into practice, including adopting the Common European Framework of Reference (CEFR) and establishing a Language Proficiency Framework for the Vietnamese (VNFLPF), holding a series of training workshops for teachers' professional development and general English proficiency. In the implementation of a 10-year foreign language teaching program, a foreign language is a compulsory subject starting from third grade. From the 2010-2011 school year,

to implement the new foreign language teaching program for 20% of third graders and gradually expand the program to reach around 70% by the 2015-2016 school year and 100% by the 2018-2019 school year (The Prime Minister, 2008). Consequently, learners are required to achieve CEFR level A1/VNFPLF level 1, CEFR level A2/VNFPLF level 2, CEFR level B1/VNFPLF level 3 at the end of primary, lower secondary and high school schools, respectively.

In order to achieve the objectives of Decision No.1400/QĐ-TTg, new English curricula are required. Three new curricula including Pilot English Curriculum for Vietnamese Primary Schools being promulgated in accordance with Decision No. 3321/QD-BGDĐT, December 8th, 2010; Pilot English Curriculum for Vietnamese Secondary Schools being promulgated in accordance with Decision No. 1/QD-BGDĐT, January 3rd, 2012; Pilot English Curriculum for Vietnamese High schools being promulgated in accordance with Decision No. 5209/QD-BGDĐT, November 23rd, 2012 came into being (MOET, 2010d; 2012b). Learners' communicative competence is considered as the bases for these curriculum designs.

The textbook series are designed based on the principles and content set in the curricula. The percentages of four (4) skills for primary, secondary, and high school levels are different from each other. Listening and Speaking are given much priority, with 35% and 30% for the primary and secondary levels, respectively. For the high school level, the percentages of four separated skills are equally divided, with a 25% rate. The time allotted for taking the curricula at each level of education is also different from each other. Learners at the primary and secondary level are required to take 420 periods; meanwhile, those at high school level are required to take 315 periods (3 periods/ week/ 35 weeks) (MOET, 2010a; 2012a).

The four (4) main themes, including *Our lives, Our society, Our environment, and Our future* are specified into topics for each grade based on the learners' characteristics. Learners are expected to gain an amount of vocabulary with 2000 words.

The learning outcomes of the high school English curriculum aim to help learners to:

- Understand the main ideas from the clear and standard inputs of familiar topics;

- Deal with most situations that may arise during communication;

- Write coherent and straightforward paragraphs on favorite or familiar topics;

- Describe past experiences and events, dreams, hopes and ambitions in the future;

- Understand and appreciate the diversity of cultures and reflect the values of Vietnamese culture in English;

- Use English to communicate linguistic knowledge with other areas of study in the program;

- Use English to pursue higher academic goals or take employment after high school level;

- Apply different learning strategies to continue developing English proficiency independently after high school graduation.

(MOET, 2012b)

To achieve those mentioned objectives, performance objectives in four language skills (Listening, Speaking, Reading and Writing) are required (see Appendix D for full description).

In implementing the 10-year English curriculum launched by the MOET following the objectives of Decision No. 1400/QD-TTg, many documents have been issued officially. Dispatch 2205/BGDĐT-GDTrH dated April 3rd, 2013 providing some guidelines in selecting a high school, teachers, and learners. High schools taking part in this English teaching program should have the minimum required facilities, well-qualified teachers with CEFR level C1 or VNFLPF level 5, and grade-10 learners with CEFR level A2 or VNFLPF level 2. Teachers taking part in the program are required to achieve CEFR level C1 or VNFLPF level 5 in English which can be identified in valid international certificates (TOEFL, IELTS, CAE, and FCE) or certificates certified by one of the authorized organizations by the MOET in two dispatches: 826/TB-BGDĐT dated August 5th, 2011 and 896/TB-

BGDĐT dated August 24th, 2011 (MOET, 2011). Learners are required to take a proficiency test for CEFR level A2 or VNFLPF level 2 in English before the school year 2013-2014 for taking the program; course books and learning materials are given free to learners. In addition to the guidelines for selecting schools, teachers, and learners, Dispatch No.7972/BGDĐT-GDTrH dated November 1st, 2013, on implementing the 10-year English program described more information about the curriculum, textbook series, teaching materials, teaching facilities and assessment (MOET, 2013).

Following the documents launched by the MOET, Thua Thien Hue province's People Committee issued an implementation plan for the period 2012 – 2016 and orientation for 2020 aiming at implementing teaching English from primary to high school level, improving foreign language teaching quality and learners' communicative competence (People's Committee, 2012). The plan described the target for the school year 2015-2016, in which 10% of learners in grade 10 took the English curriculum by the MOET. All learners in this program are required to achieve CEFR B1.1, B1.2, and B1.3 at the end of grade 10, 11 and 12, respectively.

Many main missions have been set up, as follows:

- Organizing training workshops on language teaching methodology and language proficiency for language teachers; improving language competence for both teachers and educational managers;

- Employing well-qualified teachers with the required level of English by the MOET to ensure a high-quality teaching staff;

- Applying practical assessment in teaching and learning a language; improving the efficiency of testing and assessment quality;

- Upgrading teaching and learning facilities to meet the demands of curricula and methodology innovations.

In reality, in the school year 2013-2014, there were 2.34% of high school learners in Thua Thien Hue province taking in the 10-year English curriculum. This

number has increased to 5.9%, 23.94%, and 33% in the school year 2014-2015, 2015-2016, and 2016-2017, respectively.

Additionally, the MOET issued several official materials in giving guidelines for the preparation of teaching English for high school learners and assessing their language learning as well.

2.5.1.2.2. The official English language curriculum

At the implementation level of the project, there had been some initial achievements; however, the overall of the project's objectives had not reached the required significant results. This project hence has been prolonged to 2025, as seen in Decision No.2080/QĐ-TTG dated December 22nd, 2017 approving the modified plan on studying and teaching foreign language nationwide in the period 2017 – 2025 with an orientation of making a breakthrough in the quality of teaching and studying a foreign language at all academic levels. By 2020, offering optional subjects in foreign languages for 1st-and 2nd-grade learners. By 2025, the objective is 100% of learners from the 3rd to 6th grades taking the 10-year foreign language program (starting from 3rd grade to 12th grade) (Prime Minister, 2017).

To implement the modified project, the official English language curricula were promulgated in accordance with Circular 32/2018/TT-BGDĐT dated December 26th, 2018, by the Minister of Education and Training with modified objectives for school learners (MOET, 2018). The four (4) main themes, including *Our lives, Our society, Our environment, and Our future* are specified into topics for each grade based on learners' characteristics. Learners are expected to gain a vocabulary of 2500 words, and at the end of the high schools, learners are able to:

- Use English as a communication tool with four skills of listening, speaking, reading and writing to meet basic and practical communication needs about familiar topics related to the school, entertainment, and careers,...;

- Continue to develop a basic knowledge of the language phonetics, vocabulary and grammar; gain a more in-depth understanding of the country, people, cultures of English-speaking countries and countries in other parts of the

world; understand and respect the diversity of cultures and reflect the values of Vietnam culture in English;

- Use English to improve the quality of learning other subjects in a general education program;

- Use English to pursue higher education goals or take employment after high school level;

- Apply different learning strategies to manage studying time, apply information technology to study and self-study, reinforce self-study and self-assessment, and take responsibility for learning results, forming study habits.

(MOET, 2018)

It is noticeable that both of the pilot and official language curricula share the same following points:

- Learners' required learning outcomes (CEFR level B1/VNFLPF level 3);

- Equal numbers of periods for each grade 10, 11 and 12 (105/315);

- Four main themes with topics;

- Teaching and learning methods (Communicative language teaching with learning-centered);

- Teachers' assessment of learners using the guidelines for the pilot curriculum.

However, there are some changes in the official curriculum in compared with the pilot one. The vocabulary required for learners at the end of high school increases from 2000 to 2500; although the required vocabulary in learners' performance objectives with the number of words has been decreased by 10%. Additionally, the requirements for language knowledge in the official curriculum are illustrative or briefly guided, so that textbook authors and teachers have more opportunities to select the most appropriate tasks for learners.

Learners achieving the expected learning outcomes or not depends on the development of language assessment policy, which would be discussed next.

2.5.2. Language assessment for high school learners in Vietnam

2.5.2.1. Language assessment context

The context of English language assessment in Vietnam since the early 1990s has some major characteristics. First, learners' achievement of learning outcomes has always been set as pressure on all stakeholders in the educational systems from administrators, teachers, and learners to parents. School administrators do their best in terms of policies for their accountability; teachers teach for tests, manipulate tests and marks to generate the best marks; learners make attempts to obtain high marks as marks work as learners' level of achievement, and parents rush for their children's success. Consequently, they are believed to try their best to prepare learners for tests and examinations.

Second, the implementation of assessment in Vietnam has been mainly through paper-and-pencil tests for high-stakes tests and examinations for accountability purposes. Multiple-choice questions are the most common form of assessment with paper-and-pencil tests focusing on learners' memory and recall knowledge (MOET, 2009) as administrators and teachers believe that multiple-choice tests are more convenient and cheaper (Le, 2015; Pham, 2006; Trinh, 2006; Vu, 2017).

Third, teachers' lack of assessment expertise due to inadequacy and irrelevance of pre-service and post-service training (Kennett & Knight, 1999; Pham, 2000) prevents teachers from making the effective assessment. Assessment literacy appears to be extremely important for all teachers to help them design and create suitable assessment tasks, including classroom tests (Vu, 2017).

Therefore, teachers are reluctant to make changes in their classroom assessment practice because of lacking knowledge and skills to select appropriate assessment tasks and tools (Vu, 2017). Teachers' English proficiency also determines teachers' level of expertise in managing the classroom, responding to learners' questions, providing accurate feedback, and maintaining learners' motivations (Eslami & Fatahi, 2008; Ghasemboland & Hashim, 2013; Tsui, 2003).

With the rapid growth of English language education in Vietnam, reforms in curriculum and assessment policy are prerequisites to apply Communicative Language Teaching - the most preferred teaching innovation by many Asian countries (Barnard & Nguyen, 2010; Butler, 2011).

2.5.2.2. Language assessment policy

Over the last 15 years, there have been a number of reforms in assessment in school education in Vietnam. Reform in assessment was one of the requirements in the Prime Minister's direction for reform in school education (Prime Minister, 2001). Reform in assessment has been one of the key responsibilities for the MOET and DOETs, school administrators, and teachers across the country (MOET, 2006a, 2006b, 2008, 2009, 2010a, 2011b, 2012b, 2013, 2014). This section focuses on the classroom assessment policy for the ten-year English curriculum.

2.5.2.2.1. For the pilot English language curriculum

In the implementation of the pilot English curriculum, Dispatch No.5333/BGDĐT-GDTrH of the implementation of assessing English language learners at secondary school from the school year 2014 -2015 was issued by the MOET on September 29th, 2014 (MOET, 2014). This document was written pursuant to Article 7, Section 2 – assessment of language learners' abilities in Circular No. 58/2011 / TT-BGDĐT dated December 12th, 2011 by the MOET (2011b) promulgating the regulations on evaluating and grading lower and high school learners officially issued as a replacement for two previous documents - Decision No. 40/2006 / QĐ-BGDĐT dated October 5th, 2006 and Circular No. 51/2008 / QĐ-BGDĐT dated September 15th, 2008 (MOET, 2006b; 2008).

2.5.2.2.1.1. For formative assessment

Teachers are required to select appropriate test items when designing formative assessment tests for learners. Formative assessment includes oral tests for Speaking skills and written tests. Oral tests are conducted at least twice a semester, and written tests last within fifteen (15) minutes. Formative assessment tests are used for assessing single language skills or language focus and are summative-oriented. Practice tests including debates, portfolios, learning journals, projects of

familiar topics or real-life situations taken by either a single student or a group of learners are seen as formative tests.

2.5.2.2.1.2. For summative assessment

Summative assessment tests include one – period tests, practice tests and end-of-term tests. One-period tests integrate Listening, Reading, Writing with Language knowledge with at least 2 types of tasks for a single skill with about 30 to 50 items assessing learners' four levels of cognitive process: remembering (30%), understanding (40%), applying (20%) and analyzing (10%). Speaking skill is assessed as a separate test with a grading rate of 20% to 30% of the whole test.

2.5.2.2.1.3. Test description

Tests' contents and level of difficulty were based on learners' required knowledge, skills and learning outcomes. Learner assessment should be conducted in various forms such as quantitative (marking), qualitative (giving feedback), peer assessment, and self-assessment. Language assessment tools and tasks should be consistent with classroom instructions and can be described as described in MOET, 2013:

- Oral tests are used for testing speaking skills through classroom activities such as questions and answers, picture description, story-telling/narrative, guided speech, dialogue, situation, interview/role-play, presentation, debate, discussion, simulation, and others;

- Written tests are used for testing language skills (listening, reading, and writing) and language focus (grammar, vocabulary, pronunciation).

Listening sections should consist of at least two parts with more than eight questions varied in forms. Task types can be: *Listen and match; Listen and number; Listen and tick; Listen and complete; Listen and select the correct option; Listen and give short answers*

Reading sections should include eight questions varied in forms in at least two parts. Task types can be some of the following: *Read and match; Read and number; Read and tick; Read and complete; Read and select the correct option;*

Read and rearrange the information; Read and find the right information; Read and summarize and others.

Writing sections should include five questions in at least two parts. Task types can be chosen from the suggested list*: Complete the sentences with a word or a phrase (pictures can be used); Arrange the words to make complete sentences; Use the provided words or phrases to write complete sentences/Transformation; Sentence completion; Use the provided words or phrases to write a complete paragraph; Use the provided words or phrases to write a short passage; Reordering; Write short passages about relevant and familiar topics; Composition/Essay writing and others.*

Language focus sections (pronunciation, grammar and vocabulary) should be designed with eight questions in the following types*: Multiple choice questions – MCQs; Matching; Gap-filling; Information gaps; Reordering; Word form and others.*

To evaluate the effectiveness of the pilot English teaching program and organizing examinations to assess grade-12 learners' language competence taking the English pilot program nationwide, the MOET issued the test format for assessing high school learners' English language proficiency – Level 3/VNFLPF.

2.5.2.2.2. For the official English language curriculum

The assessment of learners is implemented in two forms: formative and summative. Formative assessment is conducted continuously in the classroom instructional practices. Formative assessment focuses on collecting information about learners' progress. Summative assessment is carried out periodically to check learners' achievement in comparison with learning objectives.

The assessment of learners is conducted qualitatively and quantitatively or with a combination of both marks and feedback. Teachers' assessments should be combined with peer-assessment and self-assessment. Language assessment tasks and tools should be consistent with language teaching methods and content described in the curriculum. Oral and written tests are designed to integrate

language skills and language knowledge in the forms of selected responses and constructed responses.

The assessment of language learners taking the official curriculum is based on the guidelines launched for the pilot curriculum as this official one will not come into practice until the school year 2021-2022 (MOET, 2018).

2.6. Previous studies on teachers' classroom assessment

The study on teachers' perceptions and practices of the classroom assessment in the area of foreign language education has emerged since the mid-1990s and has proliferated ever since

The review of studies of teachers' perceptions and practices is presented in three sub-sections. The first section is about teachers' perceptions. The second one reviews studies about teachers' practices of assessment and the third one is about studies of both teachers' perceptions and practices. In each sub-section, the studies in other countries are discussed first, and then those carried out in Vietnam will be reviewed.

2.6.1. Teachers' perceptions of classroom assessment

The findings from those studies on teacher's perceptions of classroom assessment show that teachers had positive perceptions of the aspects they work with (Ahlam, 2017; Azis, 2014; Borg, 2011; Brown, 2004, 2006; Brown et al., 2011a, 2011b; Remesal, 2011; Burns, 1992; Johnson, 1992; Ounis, 2017; Seger & Tillema, 2011).

Brown (2004) conducted research on New Zealand primary school teachers and managers' perceptions of assessment in general, not in English language education only. The study examined New Zealand teachers' perceptions of assessment with a 50-item questionnaire, including four significant assessment purposes. These purposes were Improvement (i.e., assessment helped teachers and learners improve teaching and learning), Student accountability (i.e., assessment made learners accountable for their learning), School accountability (i.e., assessment made school accountable), and Irrelevance (i.e., assessment was bad for teachers and learners). The study results showed that assessment helped improve teaching and

learning, and they also believed that assessment made teachers and school accountable for their teaching; however, teacher participants disagreed with student accountability. Improvement and student accountability were positively correlated.

Brown, Lake, and Matters (2011b) in the study of Queensland primary and secondary teachers' perceptions stated that teachers had positive perceptions of assessing language learners in the classroom. However, there was a difference in teacher perceptions of assessment by different levels of schooling. Primary teachers agreed more than secondary teachers that classroom assessment improves teaching and learning, and secondary teachers agreed more that it makes learners accountable. This difference implied the effect of context on teachers' perceptions of classroom assessment.

Similarly, Alham (2017) reported that teachers' perceptions of the use of classroom assessments are positive. The assessment provides each learner the strengths and weaknesses. Due to the influence of both internal and external factors of teachers' perception towards the use of classroom assessments in reading, this quantitative study aims to find out the perception of teachers towards implementing the use of classroom-based assessments of the reading classroom. As it was a survey strategy with a set of questionnaires to be carried out among teachers. The population and sample of this study were primary school teachers in Klang Valley. The data were analyzed through descriptive and inferential statistics, the finding showed that there were a positive influence of internal and external actors of teachers' perceptions towards the use of classroom assessment.

In the same vein, teachers in Davis & Neitzel's (2011) reported that assessment was used to provide evidence of teacher accountability and prepare for high-stakes tests. Pish-ghadam & Shayesteh's (2012) shared the same findings that classroom assessment was conducted for learners, schools and teacher accountability purposes and to some extent; teachers were responsible for student learning.

Ali's (2011) findings from semi-structured interviews revealed that the present English assessment system in the secondary level in Bangladesh did not

reflect a balanced development of all four language skills and there were inconsistencies between the stated objectives and teaching methods and assessment. Summative assessment is more dominant than formative assessment and two skills reading and writing were given much emphasis on. It suggested that better opportunities for further teachers' training and professional development should be given to teachers.

Ounis (2017) conducted a study investigating secondary teachers' perceptions of classroom assessment in Tunisian context using questionnaire survey. The findings revealed that teacher participants reported positive perceptions of oral assessment and favourable types of activities as useful communicative activities for conducting oral assessment, such as role plays, pictures descriptions and oral interviews. They also perceived the basic role of assessment is to raise learners' concentration, confidence and enhance their performance. This study was limited because it relied mainly on the reported perceptions of teachers without any data collected from teachers' real practices and suggested that future studies could be conducted to explore the implementation of classroom assessment and its challenges.

In the Vietnamese context, several studies on teachers' perceptions of classroom assessment have been carried out, especially since the launch of National project and the pilot English curricula for language learners at all educational levels.

Pham & Tran (2014) with the study investigating EFL teachers' perceptions of assessing language learners indicated that teachers had positive perceptions of language assessment, in which classroom assessment for learning improvement received the strongest agreement. Teachers' perceptions of major principles of assessing language learners had the same high value, too; however, teacher participants still needed further opportunities to take training sessions of relevant knowledge about EFL language assessment.

Pham & Nguyen (2014) investigated EFL teachers' practices of assessing school learners in the same context. The findings showed that teachers' practices of classroom assessment for learning diagnosis were the most appropriately

implemented. The most popular form used for assessing learners was tests, and tests were summative-oriented. These findings were supported by those in Pham, Nguyen, and Nguyen (2019). The findings showed that the investigated teachers made efforts to change their assessment practice to facilitate the new curriculum. However, there were still several contextual and perceptual factors interfering with changing the assessment practice.

Nguyen's (2014) study of secondary teachers' beliefs of the alternative assessment indicated that teachers appreciated the values of alternative assessments in the classroom. They also agreed with the impact of learners' ability, teachers' assessment expertise, and contextual factors on teachers' instructional practices. Nguyen and Tran (2018) investigating EFL teachers' perceptions of classroom speaking assessment showed that although teachers had positive perceptions of speaking assessment, they still lacked knowledge of assessment to implement speaking assessment in the classroom more effectively. The findings hence suggested a need for participating in the training workshops for their professional development.

2.6.2. Teachers' practices of classroom assessment

Beside the studies investigating teachers' perceptions of language learner assessment presented in the previous section, those on teachers' practices were paid attention though there were still a limited number of these.

Gullickson (1985) conducted a study to investigate assessment practices by randomly selected English and social science teachers. The findings showed that teachers tended to use teacher-made assessments and other tools, such as essay tests and paper tests. Sharing the same results, Cross & Weber (1993) and Marso & Pigge (1993) found that teachers relied primarily on self-constructed assessments. Additionally, Cizek & Rachor shared that teachers frequently used quizzes and tests to assess their learners. Apart from teachers' practices of using assessment tools, Brookhart (1994, cited in McMillan (2011) concluded that teachers used paper-and-pencil tests and other written evidence for primary sources for grades together with other achievement-related factors such as attendance, participation, demonstration

of effort. From the limitations of studies reviewed on teachers' assessment practices and grading, McMillian (2011) conducted a study to explore secondary teachers' assessment practices and grading, major types of assessment and cognitive level of assessments. The findings showed that teachers tended to emphasize higher-order thinking than recall knowledge and teachers used a combination of effort, attention, participation and improvement to determine grades. The limitation of this study was that the findings were based on teachers' reported practices, not on teachers' actual practices; therefore, it was unlikely to check the consistency.

Rahman's (2011) focused on exploring the nature of English classroom assessment and feedback practices in Secondary schools. The data were collected by classroom observation checklists and teachers' interviews. The findings showed that assessment and feedback were inseparable part of classroom practice. Teachers only provided verbal feedback and the results from classroom observations showed that teachers gave feedback on a few occasions though they knew that assessment and feedback were the inseparable part of classroom practice. One of the reasons for this was that both English teachers and the head teachers did not have adequate knowledge about the English curriculum. For assessment purpose teachers mainly asked questions for assessing students' understanding and most of the questions were taken from close-ended items which were at the lowest level of cognitive domain. These results were different from those in the previous study by McMillan (2001).

Fan & Lan's (2019) was conducted using a questionnaire to investigate the functional level of classroom assessment literacy of 344 EFL teachers in Chinese middle schools. In particular, their research provided insights into assessment literacy training for in-service teachers of English as a foreign language. Gap analysis based on a questionnaire was done, and the study found that EFL teachers wished to be procedurally and conceptually literate through professional training to understand the central concepts of classroom assessment, such as giving feedbacks to students based on information from tests and assessments, using informal non-test types of assessments and using language portfolios and use their knowledge in practice. All data reported here are self-reported and may be the tendency to

respond in ways that participants perceive as favourable (Groves et al., 2009). In this case, teachers may have reported what they felt was appropriate practice, rather than what they did in their real assessment situations; however, the findings still yielded valuable information about teachers' reported during the assessment. The study shed light on views regarding the assessment literacy topics that were important to be included in in-service EFL teacher training programs.

The research on teachers' practices of assessment provided insights into teachers' classroom practices; it was still necessary to explore the relationship between teachers' perceptions and practices, which would be discussed in the next section.

2.6.3. Teachers' perceptions and practices of classroom assessment

Numerous studies on both teachers' perceptions and practices were conducted to provide insights into this intense and complicated relationship. On the one hand, some studies showed the consistencies in this relationship (Brown, 2009; Chan, 2008; Hargreaves, 1994; Shahsavar, 2015). Hargreaves (1994) admitted the powerful implications of translating the curriculum into practices from what teachers think and believe.

Chan's (2008) found that teachers had strong beliefs of multiple assessments and the positive correlation coefficient between EFL teachers' beliefs and practices showed that teachers' frequent use of multiple assessments in their instructional practices depends on their beliefs. Time constraints with work overload, large class sizes, and time-consuming activities were the most difficulties facing teachers.

In the same vein, Brown et al. (2009) conducted a study with the same quantitative research method using a questionnaire as a tool to collect data. This study investigated teachers' perceptions of adopting assessment inventory (Brown, 2004) and a new practice assessment one with a new cluster (Examination preparation). Its results showed that in teachers' perceptions of assessment, teachers strongly agreed that assessment helped improve student learning, and they also supported the fact that assessment made learners accountable for their learning. In practice, teachers agreed with Improvement, Accountability and Examination

preparation. These results reflect part of the school culture and cultural norms in Confucian societies.

Additionally, there were significant relations between teachers' perceptions and their practices. These findings are supported by those in Li & Hui's (2017). The results of a survey of 97 college lecturers of an institute in Mainland China by Li & Hui (2017) suggested their agreement that assessment improves the quality of teaching and student learning and also makes schools more accountable. In contrast, the lecturers doubted whether assessment could provide valid information concerning deep learning compared to passing examinations. The more they agreed that assessment improves the quality of teaching and student learning, the more they found it makes schools accountable, and the more they agreed that assessment provides valid information and describes student learning, the more they found it makes students accountable. The backwash effect of the examination was apparent to them. Second-order factor analysis suggested that whether they thought assessment improves the quality of teaching and student learning was a different construct from whether they found that assessment provides valid information, describes student learning, and makes students and schools accountable. The paper hopes to contribute to gaining an understanding of how active learning and assessment can be facilitated in the professional and vocational education context in Mainland China. Similarly, Shahsavar's (2015) study showed no significant difference between teachers' perceptions and actual classroom practice. Shun (2008) shared that there was consistency between teachers' beliefs and practice. This view was also supported by Kagan (1992).

In another point of view, Le's (2015) investigated the contexts of assessment in high school EFL classrooms in central Vietnam. Semi-structured interviews with three research questions and classroom observations were used to collect data. The findings showed that teachers perceived assessment as tests used to measure students' knowledge and assign marks; marks were used to make teachers and students accountable. Teachers also placed much reliance on exercises in the textbooks to assess their low-order thinking skills. Teachers' feedback was mainly

corrective feedback. The study also suggested that assessment for learning and teaching improvement was also paid much attention in the context that assessment was considered to be high-stakes. The considerable limitation of the study was that no follow-up interviews were conducted after classroom observations to get more information about teachers' practices of assessment.

On the other hand, other studies showed inconsistencies between what teachers perveive and what they actually do in the classroom (Brumen & Cagan, 2009, 2011; Muno, Palacia & Escobar, 2012; Ndalichako, 2014; Rahman, 2018) as it is stated that teachers' actions are not simply a direct result of their knowledge perceptions (Borg, 2003).

Ndalichako (2014) and Ounis (2017) investigating teachers' perceptions of assessment showed that although most teacher participants reported favourable and positive perceptions of assessment in enhancing learners' performance, they seemed to be facing challenges in employing effective assessment. Additionally, the study suggested that it was likely that there was mismatch between what was being reported and what was practiced, hence investigating the relationship between teachers' perceptions and practices and exploring challenges in classroom assessment are suggested. Additionally, Khader's (2012) study showed that there was a divergence between teachers' perceptions and their instructional practices and the divergence between these two was related to a number of factors. Those factors were discussed in a series of studies investigating teachers' perceptions and their instructional practices in the language classroom. Shohamy (2008) believed that instructional context and level of experience resulted in the differences in assessment perceptions and practices in which instructional context had an influence on teachers' choice of assessment activities.

In another comparative study by Cheng, Rogers and Hu (2004) in three different contexts – Canada, Hong Kong and Beijing, the teaching experience of EFL instructors, their knowledge of assessment, the needs and levels of the learners, the teaching and learning environment resulted in the differences in teacher instructions. Teachers highly valued classroom-based assessment in the research by

Jia and Burlbaw (2006). The internal factors discussed were learners, materials and time and the external factors included school administrators, state-wide standardized tests, parents and teamwork. Time constraint and teaching experience were found to be possible having an influence on the relationship between teachers' beliefs and practices (Chan, 2008; Duncan & Noonan, 2007; Jerome, Samuel & Stephens, 2014; Kagan, 2014).

Wang (2006) explored teacher beliefs and practice in the implementation of a new English language curriculum in China that reported that teachers' beliefs and practices were mostly consistent in teaching activities and teaching methods. Some inconsistencies might result from external factors such as learners' different language proficiency as Izci (2016) stated that personal, contextual, external and resource-related factors influence teachers' assessment practices.

Brumen and Cagran (2009; 2011) with two studies investigating teachers' perceptions and practices of assessing learners showed the significant differences between the three countries in assessment practice. The research also suggested some important conclusions in training teachers of assessment, providing assessing guidelines and improving teacher professional development and teacher collaboration. This view was supported by Clark- Gareca (2015), Fan and Lan (2019), Lam (2015), and Vogt and Tsagari (2014) with the findings that teacher need for more extensive professional development for implementing classroom assessment effectively.

In the Vietnamese context, a small number of studies on teachers' perceptions of classroom assessment have been carried out, especially since the launch of National project and the pilot English curricula for language learners at all educational levels.

Vu (2017) with an investigation into 15 high school teachers' beliefs and practices of classroom assessment in Vietnam using interviews and documents, found that high school teachers follow assessment regulations imposed by MOET and DOET, which means the number of tests per semester, time to conduct tests and time allocation for each test were already dictated. In other words, formal classroom assessment with regular tests is tightly controlled by the administrators; meanwhile,

informal assessment tasks were left entirely in teachers' hands. Additionally, multiple-choice format dominated classroom assessment with a focus on vocabulary, grammar and reading. Scores reflected how well students do on tests with absolute meaning on a scale of 10. No intended learning outcomes were referred to, and only some teachers gave feedback to learners' common mistakes. No peer-assessment was conducted. Teachers' current practices mainly focused on summative rather than formative purposes. Teachers understood that good classroom assessment promotes learner learning, but they were reluctant to create good classroom assessment due to a tighly controlled curriculum, limited teaching hours, heavy workload, and big class size. The study suggested that teachers need to improve assessment literacy to help them design and create assessment tasks.

Ngo's (2018) investigated the relationship between teachers' perceptions and practices of EFL high school teachers in Vietnam and the influential factors on their perceptions and practices. This study employed multiple methods of data collection, including curriculum, interviews, and classroom observations. The findings indicated that teachers made efforts to apply appropriate teaching methods to meet the curriculum requirements, which followed a communicative language teaching approach. Teachers also faced some difficulties in implementing many features of CLT in the classrooms. Gravitating more towards communicative practice distracted teachers from form-focus teaching for examination preparation. The findings revealed that personal, situational, and sociocultural factors significantly influenced on teachers' perceptions and practices.

In the same context, Pham and Nguyen (2014) investigated EFL teachers' practices of assessing school learners. The findings showed that teachers' practices of classroom assessment for learning diagnosis were the most appropriately implemented. The most popular form used for assessing learners were tests and tests were summative-oriented. These findings were supported by those in Pham, Nguyen and Nguyen (2019). Nguyen and Tran (2018) employed questionnaires and interviews as two data collection instruments to investigate EFL teachers' perceptions of classroom speaking assessment. The study showed that teachers had

positive perceptions of speaking assessment and they lacked knowledge of assessment to implement speaking assessment in the classroom more effectively. The findings hence suggested a need for participating in the training workshops for their professional development.

To sum up, the current review of previous related studies showed that teachers in Vietnam and other countries had positive perceptions of assessing language learners, their instructional practices of classroom assessment were also implemented appropriately. There exist the convergence and divergence in the relationship between teachers' perceptions and practices. The lack of assessment expertise from formal education or training workshops for professional development hinders them from effectively assessing language learners (Nguyen, 2017) to change teachers' classroom assessment practices to benefit learners' learning (Fan & Lan, 2019; Scarino, 2013). Contextual factors were also believed to have a powerful influence on this relationship. Teachers in different social and cultural contexts had somewhat different conceptions, and those different conceptions might help or hinder the process of turning teachers' perceptions into their actual instructional classroom practices. Thus, the study was conducted to examine teachers' perceptions of assessing language learners and their actual instructional practices to explore if teachers' perceptions were related to their practices in a new teaching context. Factors accounting for this relationship between teachers' perceptions and practices would also be clarified.

2.7. Summary

This chapter presented a critical review of literature related to the study. The issues related to high school English language teaching and assessing in Vietnam were presented. The review of previous relevant studies also helped identify the literature gap and inspired the researcher to conduct this study of teachers' perceptions and practices of assessing language learners. It was conducted aiming at, first, investigating high school EFL teachers' perceptions of assessment; second, seeing how they practised assessing language learners in high schools in Thua Thien Hue, Vietnam; third, seeing if there was any mismatch between teachers' perceptions and their practices; finally, making recommendations improving teaching and learning quality through assessment activities in the language classroom.

CHAPTER 3. RESEARCH METHODOLOGY

The present chapter describes the research methods used for collecting data for the study investigating teachers' perceptions and practices of assessing language learners. It begins by presenting the research approach and participants, The chapter then also addresses data collection instruments and data collection procedures. Data analysis methods are also presented. The chapter ends with a summary of the pilot study.

3.1. Research approach

Quantitative and qualitative are two research approaches being employed to collect data for this study. In quantitative research, numbers and graphs are used to confirm theories and assumptions; meanwhile, in qualitative research, words are used to provide insights into issues, which are not well-clarified. Combining these two research approaches will increase the strengths and eliminate the weaknesses of each, achieve a fuller and more in-depth understanding of the collected data, and set the traditional goal of triangulation. Results collected might help confirm each other and support conclusions (Dörnyei, 2007; Kelle & Erzberger, 2004; Sandelowski, 2003). The combination of different approaches enables the researcher to see all possibilities emerged in the data collected as the qualitative data describes what cannot be addressed in the quantitative data (Creswell, 2003).

The quantitative approach was employed in this current study by using the questionnaire including main constructs (i.e., background information, teachers' perceptions, teachers' practices of assessment, feedback delivery, and influential factors). The questionnaire, however, was not sufficient enough for investigating teachers' practices as its close and open-ended questions just helped collect the data about teachers' perceptions of practices rather than their real classroom practices. Therefore, a semi-structured interview as a tool in qualitative approach was designed to encourage the participants to provide more insightful information about

their practices and elaborate on the issues raised in a comfortable and exploratory manner as it is stated by Creswell (2013) that direct communication with participants provides detailed understanding of the problem. Additionally, interview data help the researcher triangulate the information collected to check the consistency in the teachers' responses. A corpus of assessment samples was also analyzed to bring out evidence of teachers' practices of assessment.

3.2. Participants

Seventy-five (75) EFL teachers from high schools implementing the pilot curriculum in Thua Thien Hue province were invited to participate in this study. These 75 teachers are from 16 high schools across the province: seven in Hue city and nine in suburban areas (Huong Thuy, Phu Vang, Huong Tra, and Quang Dien) implementing the curriculum at the implementation level of the National project since the school year 2017-2018.

These EFL teachers graduated from university with at least a degree of English language teaching and they have spent more than five years teaching English at high schools. Most of them also achieved the English standard proficiency level (level 5/6-C1) as required in the document No. 2205/BGDĐT-GDTrH dated April 3rd, 2013 (MOET, 2013) providing guidelines for the implementation of the English teaching program.

All of these teachers are responsible for at least 16 periods per week. Apart from their teaching load, some of the teachers also work as form teachers. Fourteen participants teach one grade (i.e., Grades 10, 11, or 12) while sixty-one of them have classes at more than one grade.

Additionally, these participant teachers have already attended at least one training workshop before implementing the pilot curriculum relating to language teaching methodology, language testing, assessment, and the English education curriculum. They have also attended the orientation session introducing the new textbook series *English for*

grades 10, 11, and 12 published by the Educational Publishing House, claimed to be aligned with the pilot curriculum (MOET, 2013; 2014).

Table 3.1. Demographic information of teacher participants

Highest qualifications	University degree	58
	M.A degree	17
Level of proficiency	CEFR level B1 / VNFLPF level 3	1
	CEFR level B2 / VNFLPF level 4	7
	CEFR level C1 / VNFLPF level 5	67
Teaching experience	$2 \leq 5$ years	3
	$6 < 10$ years	8
	$10 < 15$ years	17
	≥ 15 years	47
Number of attended training workshops	0	6
	1 - 2	39
	> 2	30
Number of learners/ class	21 - 30	1
	31 - 40	45
	41 - 50	29
Teaching hours/week	11 - 15	30
	16 - 20	45

The questionnaire was delivered directly to 85 teachers working at 16 high schools. Seventy-five (75) copies of questionnaires were fully answered and returned. Twenty-five (25) teachers from these 16 high schools were invited to participate in the semi-structured interviews; they were also requested to provide assessment samples. All of these teachers were either the heads of the English section or English teachers at their schools.

25 of 75 teacher participants were invited to be interview participants as they had the time to be interviewed, and were willing to participate in their studies (Andrade, 2009). Firstly, it should be time-consuming if all participants were invited to take an interview lasting about 15 to 20 minutes, and the data might be

overlapped as these participants took the same curriculum under the same guidelines and the same teaching context. Secondly, these teachers were the first people who took part in the implementation of the pilot curriculum; as being well–informed with the information of this implementation, they were more comfortable to share their knowledge. Thirdly, as interviewee participants, they could show their assessment samples and provide more information about teachers' practices of using these tools for the researcher and make some more clarification about the samples. The researcher could check the consistency in teachers' responses.

3.4. Data collection instruments

For this study, sources of data were used to answer the research questions. These are the questionnaires, semi-structured interviews, and assessment samples. These three instruments were summarized in Table 3.2 and described in details in this section.

Table 3.2. Summary of data collection instruments

Instruments	Function	Elicitation format	Response format	Research approach
Questionnaires	To investigate teachers' perceptions and practices of assessing high school ELLs	55 five-point Likert scale and open-ended questions	Written	Quantitative
Interviews	To obtain deeper understanding about teachers' perceptions and practices of assessing high school ELLs	Open-ended questions	Verbal	Qualitative
Assessment samples	To gain insights into teachers' practices of assessing ELLs		Artifacts	Qualitative

3.3.1. Questionnaires

Questionnaires are one of the most common, simple, time-saving tools to collect data in quantitative research design as it helps collect a considerable amount

of data effectively; additionally, if the questionnaire is well-developed, it will be easy to process data. A well-organized questionnaire should consist of key elements like title, general introduction, specific instructions, questionnaire items, and additional information (Dornyei, 2007).

Specifically, some studies on classroom assessment have employed questionnaires to collect quantitative data. Questionnaires can include not only Likert scale items but also open-and closed-ended questions. Some of these studies include Brown's (2004, 2006 & 2011) and Brown et al.'s (2009) on teachers' conceptions and practices of assessing learners in general, Chan's (2008) on elementary school EFL teachers' perceptions and practices of multiple assessments, Brumen and Cagran's (2011) on teachers' perspectives and practices in assessing young foreign language learners in three Eastern European countries, and Ndalichako's (2014) on secondary school teachers' perceptions of assessment.

Questionnaires are commonly used as they can yield three types of necessary data about the respondents: factual questions (to find out the age, gender, level of education), behavioral questions (to find out past or present actions, habits, personal history) and attitudinal questions (like people's beliefs, attitudes, opinions, interests) (Dornyei, 2007). As a result, questionnaires were employed in the current study to collect their key information for the main research questions in the study.

The questionnaire for this study was adapted from Brown (2004) and Brown et al. (2009) and included multiple-choice items following a 5-point Likert scale and open-ended items. As these questionnaires were designed to assess student learning in general, it was necessary to make them adaptable to the theory and contexts of assessment in high school EFL classrooms in Vietnam. First, types of assessment were categorized into formative assessment and summative assessment; second; English language knowlege (Grammar, Vocabulary and Pronunciation) and skills (Listening, Speaking, Reading and Writing) were specified; third, time of assessment was included and finally, principles of language assessment were added (see Appendix A.1 and A.2 for full description).

The questionnaire had three sections. The first section was structured to collect information about participants' background information. This section includes participants' age, gender, teaching experience, educational background, classroom assessment training experience, language proficiency, class size, and workload. These data were necessary because they helped understand the participants' perspectives and the information they provided.

The second section of the questionnaire focused on investigating teachers' perceptions of assessing high school learners with three main clusters exploring their understanding of formative and summative assessment, the purposes of language assessment and principles of assessing high school language learners. The first cluster includes two items defining formative and summative assessment. The second cluster consists of three main constructs being adopted from TCoA - Teachers' perceptions of assessment Inventory by Brown (2004) with three major purposes of assessment: *Learning diagnosis, Learning and teaching improvement, Teacher accountability* (Brown, 2004; Heaton, 1990; Torrance and Pryor, 1998; Warren and Nisbet, 1999). However, their number and content of items were adapted to become more suitable for the study, i.e., teacher perceptions and practices of assessing English as a foreign language for high school learners. Specifically, the third construct in the cluster of Brown (2004) originally called *School accountability* was changed into *Teacher accountability* as this study focused on an investigation into teachers' perceptions and practices rather than looking at assessment from the school culture and school perspective. Two appropriate question items for this new construct were selected and adapted. *"My school uses assessment results to provide information on how well schools are doing"* were adapted to be *"Formative assessment results are used to show how well I am doing in my class as an English language teacher"* and *"Summative assessment results are used to determine if my classroom instructions are effective in comparison with the objectives of the English language curriculum*." The fourth construct of assessment – *Irrelevance* – inserted by Brown (2004) and Brown et al. (2009, 2011) with its disadvantages to learners and teachers (Azis, 2014; Brown,

2002; Calveric, 2010 cited in Azis, 2014) is not included in the study as from the real teaching and learning context, assessment of language learners is mainly conducted for the first three major purposes of assessment.

The third section of the questionnaire with three main clusters was developed for investigating teachers' practices of assessing high school learners. Similar to the second cluster of the second section, some adaptations of the number and content of items from Practices of Assessment inventory (PrAI) by Brown et al. (2009, 2011) covering four constructs: *Learning diagnosis, Learning and teaching improvement, Teacher accountability and Examination preparation* were applied. The other two clusters were designed with close-ended questions of assessment types and forms used in the classroom assessment and influential factors in assessing learners.

This questionnaire was first written in English, then translated into Vietnamese to help participants have a proper understanding of the content. The questionnaire was translated and verified by two other qualified language educators before being sent out to two people working at the high school section of the DOET and teaching English at a high school in Hue for their feedback. Some wording mistakes were edited later on (see Appendix A for the full form of the questionnaire).

Table 3.3. Summary of the questionnaire

		Clusters	**Items**
Teachers' information	Gender, age, school, qualification, English proficiency, experience, teaching hours, training workshop		1 - 10
Teachers' perceptions	Definitions of formative and summative assessment		11 - 12
	Purposes of assessment	Language diagnosis	13 - 18
		Language teaching and Improvement	19 - 26
		Teacher accountability	27 - 28
	Major principles of assessing language learners	Selecting assessment tasks	29 - 34
		Selecting assessment tools	35 -37
		Providing feedback	38 - 41
Teachers' practices	Purposes of assessment	Language diagnosis	42 - 47
		Language teaching and Improvement	48 - 55
		Teacher accountability	56 - 57
		Examination preparation	58 - 62
	Assessment types and tools		63 - 64
	Influential factors on teachers' classroom assessment		65

3.3.2. Semi-structured interviews

Interviewing, defined as a process in which both researcher and participants engage in a conversation focused on questions related to a study (DeMarrais, 2004), is an appropriate method of data collection when the researcher is interested in "the lived experience of other people and the meaning they make of that experience" (Seidman, 2006, p. 9). Individual semi-structured interviews were conducted because they are flexible enough to include both predetermined open-ended questions and those that emerge from the dialogue between the interviewer and the interviewee (Dicicco-Bloom & Crabtree, 2006). The interview protocols were written in the native language of both the researcher and the participants (i.e., Vietnamese), and the individual interviews were conducted in Vietnamese. Additionally, semi-structured interviews were considered to be useful in triangulating the findings from the questionnaire and getting a better insight into teacher participants' perceptions and practices of assessing high school English language learners. In this study, interviews with close and open-ended questions are developed and structured to collect more information on these following themes:

- Purposes of language classroom assessment;

- Assessment types and tools used by teachers in the classroom;

- Feedback delivery;

- Influential factors on teachers' classroom assessment.

The interviews were conducted in Vietnamese so that the interviewees could feel relaxed in sharing their perspectives. The interviews were conducted either at the participants' school or at a quiet coffee shop. Each lasted around 15 to 20 minutes. The venues for these interviews were suggested by the interviewees to help them feel most comfortable and convenient. These interviews were later transcribed into English.

After the interviews being conducted, formative and summative assessment samples were collected. These artifacts were prepared in advance by the teacher participants and were also referred to whenever relevant during the interviews.

3.3.3. Assessment samples

It was realized that teachers' responses to the items in survey questionnaires and interviews about their assessment practices reflected their perceptions of assessment practices rather than their actual practices, so an analysis of their use of assessment artifacts was essential (Brown et al., 2009).

Assessment samples were collected from the interview teachers. Concrete assessment samples included summative test papers and formative assessment in various formats and of different lengths that teachers used to assess learners in the classroom for either formative or summative purposes. These were varying from oral tests, fifteen-minute tests, one-period tests, end-of-term tests to learning projects.

Assessment samples were accumulated aiming at exploring data about:

- Kinds of assessment tools;

- Skills and knowledge in each form of assessment;

- Feedback delivery.

A collection of 110 assessment samples, including 35 fifteen-minute tests, 30 one-period tests, 20 end-of-term tests, and 25 learning projects, were obtained. These were provided voluntarily by the teacher interviewees to the researcher when they attended the interviews.

This section has provided a detailed description of the instruments used to collect data for the study. The procedure to collect data is presented in the next section.

3.4. Data collection procedures

The data collection procedures were divided into the following main stages.

First, the research instruments were developed. The questionnaire and interview questions were translated into Vietnamese to ensure the proper understanding of the research participants. These instruments were then piloted within a small number of participants who shared similar characteristics with the target participant population (see section 3.7 below for information about the pilot study).

Second, seventy five (75) EFL teachers participating in the English teaching program from 16 high schools were invited to work as teacher participants through a top-down process. Twelve (12) teachers from 7 high schools and 75 teachers from 16 high schools participated in the pilot and official study. At first, the researcher was introduced to the target high schools by the people in charge of the high school section in Thua Thien Hue - DOET. The researcher asked for permission from these schools' headmasters to meet their Head of the English section.

Third, the questionnaires were delivered directly to these participants with the support of the Head of the English section of the school where the participants were working. A clear introduction, including the research title and aim were presented before the questionnaires were delivered.

Fourth, 25 of the teacher participants were invited to take part in the semi-structured interviews separately. Some of the teachers were heads of the English sections of their high schools implementing the pilot curriculum as they knew well about the project relating to the assessment of learners taking the pilot English curriculum, textbooks, and their colleagues' teaching reality to see if they had any problems in the classroom assessment of their own teaching and their colleagues. They were invited to help the researcher elaborate the responses in the questionnaires. These interviews were carried out for the researcher to gain insight into the research inquiries. Each interview lasted around 20 minutes and was recorded for data interpretation later in data analysis. These interviews were conducted in Vietnamese so the participants would feel free to express themselves.

Finally, all data collected from the questionnaires were coded and analyzed using computer-assisted software and data from interviews were interpreted and analyzed.

3.5. Data analysis

Data analysis is "the process of making sense of the data" (Merriam, 2009, p. 175). The data collected were stored safely and systematically. The questionnaire of each participant was numbered and audio file and transcript of the interview with assessment samples scanned were stored in one computer folder.

Data collected from the returned questionnaires were coded and analyzed using SPSS 20.0. Reliability analysis was conducted to see if the question items were reliable or not. Unreliable items were deleted, redeveloped, or reworded to ensure the reliability of the research instrument. Data analyses used descriptive and inferential statistics.

Data collected were formed into clusters as being described in Section 3.3 - data collection instruments and being analysed in tables from Table 4.1 to 4.12 in Chapter 4. Teachers' perceptions of assessment were formed into 3 clusters summarized categorized in three levels: low, medium, and high. The range of mean for Likert scale from 1 to 5 was categorized in 3 levels: low value mean from 1 to 2.33 (1 + 1.33 = 2.33), medium value from 2.34 to 3.66 (1.33 + 2.33 = 3.66), and high value from 3.67 to 5.00 (1.33 + 3.66 = 5.00). Teachers' practices of assessment were categorized into three levels: inappropriate, average, and appropriate. The range means for Likert scale from 1 to 5 was categorized in three levels: mean value for inappropriate assessment practices being 1 - 2.33, for the average being 2.34 - 3.66 and for appropriate being 3.67 - 5.00 (Adapted from Pham & Nguyen, 2014).

The interviews were transcribed, resent to the interviewees for checking, which is also known as respondent validation. This stage allowed the interviewees to review the data in order to confirm the accuracy of researcher's interpretation of their data (Creswell, 2003; Horsburgh, 2003). In case, no changes were requested for the transcripts, they were re-translated into English. Data were grouped into main clusters developed with questions in the interview (purposes of language assessment, assessment types and tools, feedback delivery and influential factors on the assessment of ELLs) and analyzed to elicit the information collected from the questionnaires and discuss the issues raised.

The data collected from the formative and summative assessment samples were categorized into groups of assessment types with specific formats and lengths. Detailed analysis of assessment skills/tasks, assessment knowledge, assessment formats and assessment feedback would also be conducted to gain an insight into the teachers' practices of assessing their learners.

This section has addressed how the data were stored and analysed for reporting. The next section presents the ethical considerations in working with participants to collect data.

3.6. Ethical considerations

The following five principles to deal with research participants for data collection were suggested by Dorney (2007) and Oppenheim (1992):

- The first and foremost principle is to do no harm to the research participants;

- Second, to respect the participants' privacy; do not publish any personal information without permission;

- Third, to provide sufficient information about the study;

- Fourth, to ask for permission from someone who has sufficient authority in the case of children participants;

- Finally, to maintain the promised level of confidentiality.

Among the five principles mentioned, four were considered strictly in the process of collecting data of this study. Principle four was not applied in this study because all research participants were high school EFL teachers.

3.7. Pilot study[1][2]

The pilot study was conducted aiming at testing two research instruments, namely, questionnaire and semi-structured interview.

The results collected provide the researcher with more useful information in collecting data, analyzing data, redesigning research instruments, and getting findings for the main study more efficiently. Two data collection instruments,

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[1] A complete report of the pilot study and its findings were presented in Nguyen, T. H. D. *(2018).* The assessment of high school language learners in the classroom: EFL teachers' practices. *Paper presented at CamTESOL-UECA Regional ELT Research Symposium, Phnom Penh.*
[2] A complete report of the pilot study and its findings were printed in Nguyen T.H.D. *(2020).* Assessment samples in EFL teachers' practices of assessing high school learners: Implications for learning improvement and teaching development. *Proceedings of National Conference on Interdisciplinary Research in Linguistics and Language Education* (pp.109 - 119).Hue city.

including questionnaires and semi-structured interviews, were employed in this pilot study.

Twelve (12) high school EFL teachers from 7 high schools implementing the 10 – year English teaching program launched on November 23rd, 2012 (5209/QĐ-BGDĐT) by the MOET in the implementation of the National project were invited to participate in the study. These teacher participants shared similar characteristics with the target participants in their educational background and English teaching context.

The reliability of the questionnaire was tested via the value of Cronbach's alpha. It can be noted that alpha for some cluster is acceptable (α >.70), yet for some clusters, the reliability is not good enough. Analyses with alpha for the questionnaire if item deleted were also run to identify questionable items.

After piloting and running with SPSS, items 11, 12, 15, 25, and 26 were found to have rather low reliability efficiency as compared with the standard of Cronbach's Alpha (α>.60), so they were revised and reworded to make them as simple and understandable as possible. The reliability for questionnaire items was summarized in Table 3.4.

The pilot of the questionnaire also revealed that its introductions should be informative enough for the research participants. For instance, the first two clusters in teachers' perceptions defining two terms: formative assessment and summative assessment received the value $\alpha < .50$, and the findings from the interviews showed that teacher interviewees felt confused of these two terms, which were usually conducted in the classroom as teachers were more familiar with orals tests, fifteen-minute tests or end-of-term tests. The research had to make them clear by providing their explanation in Vietnamese in the introduction of the research questionnaire.

Qualitative pilot study was conducted to explore, adjust and edit the questions for the main study. Some assessment samples were also collected from the interview participants. When all instruments were reviewed and ready for collecting data, the main study was carried out.

Table 3.4. Reliability of the questionnaire clusters for the main study

Teachers' perceptions	.902
Teachers' practices	.866

3.8. Summary

This chapter presented the methodology adopted to find the answer to the research questions. The combination of both quantitative and qualitative data was justified. A detailed description of the research participants were also provided in the tables. The data collection instruments and procedures were presented in details. The procedures for ensuring the reliability of the data were presented in this chapter.

The next chapter discusses the results of the analysis of the data collected from the questionnaires, interviews, and assessment samples.

CHAPTER 4. FINDINGS AND DISCUSSIONS

This chapter presents the findings for the research questions of the study. It begins with the discussions for the findings of the EFL teachers' perceptions and practices of assessing high school learners. Then a description of commonly used tools for both formative and summative is presented. A report of the results from the assessment samples is also made. The chapter ends with a discussion of the influential factors on the teachers' classroom assessment.

4.1. EFL teachers' perceptions of assessing high school language learners

The teachers' perceptions of assessing high school language learners were investigated through the questionnaire comprising three clusters: definition of language assessment (formative and summative), purposes of language assessment (learning diagnosis, learning and teaching improvement and teacher accountability) and major principles of learner assessment (selecting assessment tasks and tools and delivering feedback of assessment results).

The questionnaire data analysis results about teachers' perceptions of assessing learners were summarized in Tables 4.1 to 4.4. Whenever relevant, interview data of the participants' perceptions were also presented and discussed.

4.1.1. EFL teachers' defining formative and summative assessment

As shown in Table 4.1, the investigated EFL teachers had positive classroom assessments with the average mean being 4.31 in the scale-out of 5. Although their perceptions of two constitutional assessment types (i.e., formative and summative) were positive, they had more positive perceptions of the former with a mean of 4.55 and the latter being 4.07. That was to say, the participants well defined the nature of formative assessment of involving various kinds of formal and informal assessment carried out continuously during the learning process. The perceptions of the participants of formative assessment were also more consistent than those of summative assessment with standard deviation for formative assessment being 0.5 while this is 1.04 for the other.

Table 4.1. EFL teachers' defining of formative and summative assessment

No.	Items	M	S.D
11	Formative assessment involves all kinds of formal and informal assessment taking place continuously during the learning process.	4.55	0.50
12	Summative assessment involves all kinds of formal assessment taking place at the end of a period of learning (semester/year).	4.07	1.04
Average mean		4.31	

The data from the interviews also confirmed that the teacher participants had positive perceptions of classroom assessment. As shown in the following quotes by teacher interviewees when asked to describe what classroom assessment was and what formative and summative assessment were, they stated, " I think classroom assessment is what teachers do in the classroom at the end of any activities to check whether learners learn something" (TI1). Another teacher said,

> Classroom assessment happens when teachers ask their learners questions to check their old lessons and take tests, such as fifteen-minute tests and one-period tests. (TI19)

Teacher interviewee 11 confirmed,

> There are two types of classroom assessment: formative assessment and summative assessment. Summative assessment is periodically conducted under the guidelines of the DOET and MOET; meanwhile, formative is more flexible. (TI11)

Teacher interviewee 14 stated,
> Formative assessment includes quizzes and fifteen-minute tests and summative assessment includes one-period tests and end-of-term tests as required in the regulations of English assessment. (TI14)

It can be seen from the quotes above that the teachers could describe what classroom assessment was. TI11 and TI14 showed a deeper understanding of this

term when she could provide a detailed description of what classroom assessment contained. It was obvious from their answers in their perceptions that classroom assessment referred more to paper tests to check learners' understandings.

In short, the data from both the interviews and the questionnaires showed that the teachers were well-aware of the basic concepts of classroom assessment and were well-prepared with the information required for the implementation of the new curriculum as being described in the assessment context in Vietnam.

4.1.2. EFL teachers' perceptions of assessment purposes

This section presenting the findings regarding the teachers' perceptions of the purposes of classroom assessment was identified.

4.1.2.1. Learning diagnosis

It could be seen in Table 4.2 that six items describing how assessment could contribute to the function of diagnosing learning received a high average mean value of 4.38, which is within the range of high level from 3.67 to 5.00. This result was in line with those findings from the studies by Brown et al. (2009, 2011), Davis & Neitzel (2011), and Pish-ghadam & Shayesteh (2012) in which the teachers investigated also had positive perceptions of assessment purpose in terms of diagnosing learners' learning.

The teachers' perceptions of formative assessment for learning diagnosis received a higher mean value (4.49) than summative assessment (4.26). For formative assessment, teachers well perceived that formative assessment helped to determine what sub(skills) and knowledge learners had successfully learned with the highest mean value of 4.61 and the other two roles of formative assessment in learning diagnosis for collecting information about learners' strengths, weaknesses and providing teachers with timely input to identify learners' difficulties in their learning were strongly agreed by teachers, with a very high mean value (M=4.57 and M=4.29, respectively).

These quotes below stated by teachers also confirmed the positive teachers' perceptions of formative assessment for learning diagnosis. One teacher

said, "When I collect the information about learner learning continuously, I can understand where they are and what they have achieved" (TI4).

Another teacher said, "It is essential to understand our learners' learning process by questioning and testing so we can know how they remember, understand and apply their language knowledge" (TI7).

Summative assessment can be used for learning diagnosis in the long term letting teachers use summative assessment results from the previous semesters, educational levels for formative purposes for the next step of learners' learning. In other words, new teachers could use summative assessment results by the previous teachers to evaluate leaners' language competence and made decisions for their upcoming teaching plans. Summative assessment results were used to evaluate learners' English learning outcomes to grade learners' English language performance; more importantly, the results were used to describe learners' English compared to specific goals, standards, or benchmarks for the previous level of education. For this purpose, the teachers showed their strong agreement with the highest mean value of 4.26. As one teacher interviewee believed that "Summative assessment helps me to understand my learners' language competence so that I can evaluate their learning" (TI8).

However, teachers emphasized more on formative assessment for learning diagnosis in the short term (during the learning process) rather than summative assessment for learning diagnosis in the long term (from the end of one step to the beginning of the other) when she said, "Formative assessment is more effective in providing learners with useful information about their learning, so it should be used during the learning process" (TI12).

In short, the data from the interviews and questionnaires showed that the teachers had positive perceptions of both formative and summative assessment for learning diagnosis in the language classroom, and formative assessment was more slightly emphasized.

Table 4.2. Learning diagnosis

No.	Items	M	S.D
13	Formative assessment helps determine what (sub)skills and knowledge learners have successfully learned/developed and those that need extra support/consolidation or practice in a specific lesson.	4.61	0.49
14	Formative assessment helps collect information about learners' strengths and weaknesses in learning English.	4.57	0.52
15	Formative assessment helps provide teachers with *timely* input for teachers to identify areas where learners still have difficulties in learning and why they have such difficulties.	4.29	0.65
Average mean of formative assessment		*4.49*	
16	Summative assessment helps evaluate learners' English language learning outcomes at the end of a specific point of time (e.g., end of the semester, end of educational level).	4.33	0.66
17	Summative assessment helps describe learners' English learning at a specific time compared to specific goals, standards or benchmarks (e.g., curriculum, instruction objectives)	4.21	0.64
18	Summative assessment helps grade learners' English language performance.	4.24	0.69
Average mean of summative assessment		*4.26*	
Average mean		**4.38**	

4.1.2.2. Learning and teaching improvement

As shown in Table 4.3, the investigated teachers had positive classroom assessment perceptions for learning and teaching improvement, with an average mean value of 4.18, which is within the range of high level from 3.67 to 5.00.

This result was in line with Brown et al.'s (2009, 2011) and Li and Hui's (2017), in which teachers agreed with classroom assessment for improvement.

Similar to the relation between the average mean value of formative and summative assessment for learning diagnosis, the former received a higher value (4.49) than the latter does (3.87). That was to say, the teachers well perceived the purposes of formative assessment in improving learning and teaching quality in the language classroom.

It was noticeable from the findings that all of the four roles of formative assessment for improving learning and teacher received very high mean values ranging from 4.41 to 4.53 in the scale-out of 5, emphasizing the importance of formative assessment in the implementation of the new curriculum, which emphasizes CLT. In formative assessment, learners were offered more opportunities to interact and communicate with their teachers and friends to improve their language communication. Among these roles, teacher participants' feedback from formative assessment guiding learners in a timely manner was strongly agreed by the teacher participants. That was to say, feedback played a significant role in establishing where the learners are, where they are going and how to get there (Black & Wiliam, 1998; Hattie & Timperley, 2007) to improve their language learning (Bach & Palmer, 2010; Salder, 1989).

For summative assessment, the teacher participants strongly agreed that they could make relevant adjustments and plan for their future teaching more properly. However, they did not quite agree with the fact that summative assessment could help predict future learners' English language performance and modify their teaching with the lowest mean value of 3.59 in the scale out of 5.

The data from the interviews also confirmed that the teacher participants had more positive perceptions of formative assessment than summative

assessment for improving learning and teaching as showed in the following quote by a teacher interviewee when being asked to select either formative assessment or summative assessment as their favourite form of assessment for teaching and learning quality:

> I think formative assessment helps me keep track of my learners; therefore, my timely feedback will encourage and motivate them. However, I as well as my colleagues do not have much time to spend for formative classroom assessment. Summative assessment, on the other hand, is officially provided with a certain amount of time for reviews and feedback after tests. (TI1)

And another teacher said,

> I know that formative assessment is more useful than summative to helps my learners' learning; however, in the classroom assessment, summative assessment tends to be given more priority as summative assessment results are significant to many stakeholders, such as learners themselves, principles and learners' parents. (TI2)

In short, the data from both the interviews and questionnaires showed that the teachers' perceptions of classroom assessment for improving learning and teaching quality were of great concern in teachers' classroom assessment to make assessment as effective as it should be.

Table 4.3. Learning and teaching improvement

No.	Items	M	S.D
19	Formative assessment results inform learners of their progress and so help them keep track of their language learning as well as identify ways to improve their learning achievement.	4.49	0.58
20	My formative assessment feedback guides learners through the process of improving their language learning in a timely manner.	4.53	0.58

21	Through formative assessment, I can make well-informed decisions on what actions regarding teaching methods, techniques, materials, time,… are needed immediately to help my learners improve learning.	4.52	0.50
22	Formative assessment helps monitor learners' English learning process continuously.	4.41	0.52
Average mean of formative assessment		*4.49*	
23	Through summative assessment, I can see where my learners are at a specific point of time and so, can make relevant adjustments and plan for my future teaching (e.g., I can look at my learners' past semester test score to understand their level before I teach them for the current semester) more appropriately.	4.21	0.76
24	Summative assessment results are used to help identify learners' English learning needs (skills and knowledge)	3.75	0.79
25	Summative assessment helps me make summative decisions after each semester (e.g., how many students pass the course to the next class, how many fail) to improve my teaching for the time/course/class that follows.	3.91	0.89
26	Summative assessment helps me predict future student English language performance and modify my teaching accordingly.	3.59	0.97
Average mean of summative assessment		*3.87*	
Average mean		**4.18**	

4.1.2.3. Teacher accountability

Table 4.4 showed that among the three major purposes of classroom assessment, the participants' perceptions of the purposes of assessment as teacher accountability explaining how effective his/her teaching is received the lowest mean value, eventhough assessment results are believed to offer teachers opportunities to show how well they are doing in the classroom and to determine if their language classroom instructions are suitable to the objectives of the language curriculum (Borg, 2003).

With a mean of 3.67 out of 5, which was above the average point, the teachers' perceptions of this purpose of classroom assessment were not as positive as those of the two other purpose presented above. The teachers had more positive perceptions of summative assessment with a mean of 3.99 than formative assessment with a mean of 3.34. The participants' perceptions of summative assessment for accountability were also more consistent than those of formative with a standard deviation for summative assessment is 0.66 while this is 1.00 for the other.

The interview data suggested the teachers did not believe learners' formative assessment results reflected their success in giving instruction in the classroom as TI10 confirmed, "I don't think that formative assessment results can be used to define whether I am good or bad at my teaching" (TI10)

And TI15 shared,

> Formative assessment results help me to adjust my teaching during the classroom, not for other teachers to blame me for not being good at giving instructions. (TI15)

In the meantime, the data showed the teachers agreed more with the purpose that summative assessment was used to determine if their classroom instruction were effective or not. Most of the teacher interviewees shared the common perceptions that summative assessment results reflected the effectiveness of instruction more accurately than formative assessment as it was

necessary to look at the achievement of learners after a period of time such as a semester, a year or an educational level.

In short, the data from both the questionnaires and interviews showed that teacher participants had less positive perceptions of classroom assessment for teacher accountability than for learning diagnosis and learning and teaching improvement.

Table 4.4. Teacher accountability

No.	Items	M	S.D
27	Formative assessment results are used to immediately show how well I am doing in my class as an English language teacher.	3.34	1.00
28	Summative assessment results are used to determine if my classroom instructions are effective compared to the objectives of the English language curriculum.	3.99	0.66
Average mean		**3.67**	

Figure 4.1 indicated the teachers' positive perceptions about all significant contributions of assessment in language education. However, the level of perceptions for each purpose varied with the highest given to the diagnostic function and the lowest to teacher accountability. The data collected from the interviews showed that more than 50% of teacher interviewees agreed with the fact that assessment was conducted for learning dignosis as some teachers shared, "I think assessment is for collecting information to see what my learners have learnt" or "To see what my learners are good at or bad at". This was very interesting as it was not in line with the general beliefs in the literature on classroom assessment, which reinforces that the first and most important role of assessment should be to improve learning and teaching of the target language as reflected in Pham and Nguyen (2014). The findings of teachers' perceptions of assessing language learners in this study were relevant to Brown et al. (2011) in

which Queensland secondary teachers showed their stronger agreement with assessment for student accountability than for improvement.
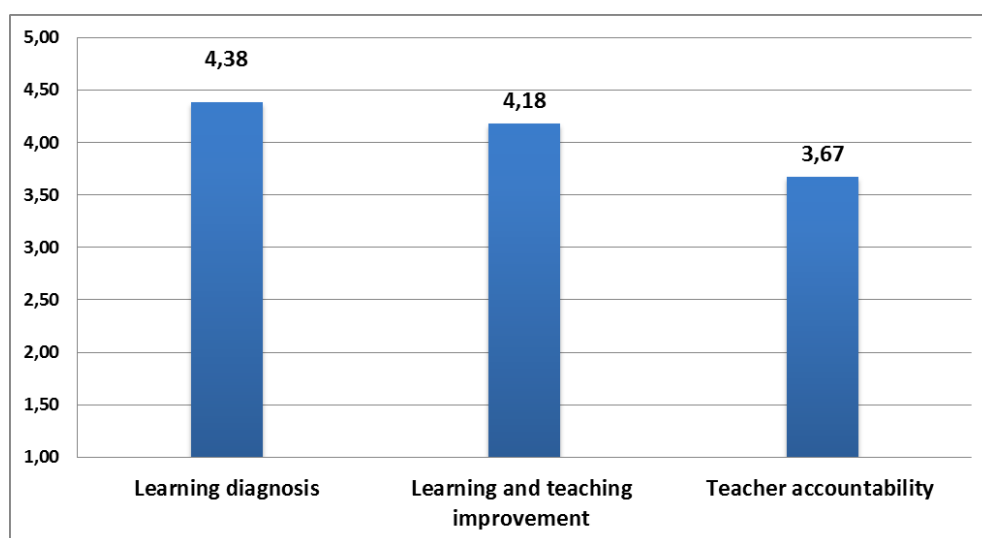
Figure 4.1. EFL teachers' perceptions of assessment purposes

This section has presented some findings about teachers' perceptions of assessment purposes. The next section discusses the data about what teachers perceive about major principles of language learner assessment.

4.1.3. EFL teachers' perceptions of major principles of assessing language learners

The data about the teachers' perceptions of major principles of assessing learners were summarized from Table 4.5 to Table 4.7, and were analyzed in the next two sections.

4.1.3.1. Principles of selecting assessment tasks and tools

Significant principles of selecting assessment tasks for assessing high school language learners were generally well-perceived by the teacher participants with a mean value of 4.26 out of 5. The mean value of the items within this category of selecting assessment tasks varies from 3.85 to 4.55.

Among the six items, Item 33 referring to the fact that language assessment tasks should be well-instructed with a variety of task types and Item 29 describing the orientation of language assessment tasks towards the abilities

and interests of high school learners received the highest mean values of 4.55 and 4.52, respectively. That was to say, the teachers were well-aware of the guidelines for implementing the language curriculum, which required that language assessment content should be suitable for language learners' development characteristics (MOET, 2012, 2018) as most language learners bring to their language learning their personalities, likes, dislikes, interests, their cognitive styles and capabilities and their strengths and weaknesses (McKay, 2006). Accounts in the interview data have further explained why the participants had strong beliefs in the principles above. As seen in one interview data, the teacher said,

> Selecting assessment tasks suitable for my learners is very important because this helps maintain my learners' interests. For example, high school learners prefer talking about trendy interests and working in groups, so activities in groups with familiar topics attract learners a lot. (TI9)

Or another interviewee stated,

> Learners want to show their understandings of their common interests, so if these are included in the tests, they are more eager to finish the tests. (TI8)

It could be seen from the quotes that teachers were well-aware of the importance of learners' characteristics in relation to language assessment tasks in assessing language learners.

The fact that language assessment tasks should provide teachers more information about their learners' language competence development rather than language knowledge received the lowest mean value being 3.85 and it was the least consistent with the standard deviation of 0.97 as the teacher shared that "Tests with selected responses such as multiple choices - the most common tools of assessment just provide teachers information about learners' knowledge" (TI18).

The quote obviously showed that with the priority of using tests in classroom assessment, especially in summative assessment, teachers could only understand their learners' language knowledge rather than their language competence.

As clearly shown in the data collected from the interviews, classroom assessment mainly focused on assessing the learners' language knowledge, especially their remembrance of the learnt knowledge. Teacher interviewee 17 said, "I let my learners do short written tests to check if they remember the old lessons".

Apart from teachers' perceptions of principles for selecting assessment tasks, what teachers perceive about principles for selecting assessment tools is also important for teachers to conduct classroom assessment effectively. Teachers' perceptions of those principles were presented in Table 4.6.

Table 4.5. Principles of selecting assessment tasks

No.	Items	M	S.D
29	Language assessment tasks need to be oriented towards the abilities and interests of high school learners.	4.52	0.53
30	Language assessment themes/topics should be familiar with high school learners.	4.33	0.50
31	Language assessment tasks should respond well to the level of physical, emotional, social, and cognitive growth of the age group of high school learners.	4.07	0.68
32	Language assessment tasks should be engaging and motivating to maintain high school learners' interests.	4.27	0.64
33	Language assessment tasks should be well - instructed with a variety of task types.	4.55	0.50
34	Language assessment tasks should provide teachers more information about their learners' language competence development rather than language knowledge.	3.85	0.97
Average mean		**4.26**	

It was obvious from Table 4.6 that the high school EFL teachers understand quite well the principles of selecting tools for the classroom assessment (M=4.18). The teacher participants strongly agreed that assessment tools should be suitable for formal and informal assessments with the highest mean value of 4.23. Additionally, they believed that assessment tools in the classroom should be multi-dimensional, which means different forms, lengths, and task types should be used.

The data from the interviews also confirmed that the teacher participants had positive perceptions of the principles of selecting tasks and tools for learner assessment when they stated, "Whenever I select any tasks for assessing my learners, I look at the requirements of the suggested list of themes/topics in the curriculum" (TI7). Or "Learners' level of language competence and administrators' requirements are also of great concern in selecting or designing tests for my learners" (TI23).

The quotes above confirmed that the teachers were well-aware of the importance of selecting appropriate language tasks and tools for assessing high school learners to make sure that their selected tests were reliable and valid enough.

Table 4.6. Principles of selecting assessment tools

No.	Items	M	S.D
35	Assessment tools should be suitable for both formal and informal assessment.	4.23	0.61
36	Assessment tools should help collect information on learners' ongoing development of English learning.	4.14	0.48
37	Assessment tools in classroom should be multi-dimensional (coming in different forms, lengths, task types)	4.19	0.66
	Average mean	4.18	

4.1.3.2. Principles of providing feedback from assessment results

As showed in Table 4.7, the teachers had positive perceptions of principles of providing feedback with an average mean of 4.32 in the scale-out of

5. All the items in this section received a mean value varying from 4.00 to 4.53, emphasizing the importance of effective feedback in the classroom assessment.

The teacher participants strongly agreed that feedback on assessment results should be delivered in a timely manner with the highest mean value of 4.53 timely assistance can be given to learners helping them monitoring their language learning process and making progress through effective feedback (Angelo & Cross, 1993; Berry, 2008). That was to say, feedback provided timely or within minutes of a task, completion tends to be the most effective (Irons, 2007). The following quote by a teacher confirmed the above findings:

> I choose how to give feedback based on the kinds of tests I use for my classroom assessment. For instance, for oral tests, I usually provide feedback right after my learners' performance. (TI4)

Another teacher interviewee said, "With the fact that feedback should be timely, it should be clear and informative enough to help learners know where they are" (TI8).

The quotes above showed the teacher's positive perceptions for the second-highest mean in teachers' perceptions of feedback principles. That is, feedback on assessment results should be clear and informative for learners' English learning improvement.

Table 4.7. Principles of providing feedback

No.	Items	M	S.D
38	Feedback of assessment results should be delivered in a timely manner.	4.53	0.50
39	Feedback of assessment results should provide clear and informative instruction for learners' English learning improvement.	4.49	0.53
40	Feedback of assessment results should be personal – case to case.	4.00	0.55
41	Feedback of assessment results should be constructive and encouraging.	4.27	0.63
	Average mean	4.32	

Figure 4.2 indicated the teachers' positive perceptions of all significant assessment principles of high school learners in the study. However, the teachers' perceptions for each group of principles varied with the more positive given to feedback delivery and the less positive to the selection of assessment tools. This was to say, providing learners with feedback helps learners improve learning, which is seen as the primary purpose of classroom assessment (Black & Wiliam, 1998; Elwood & Klenowski, 2002; Stobart, 2008). This result was in line with Salder's (1989) view that feedback given to the learners helps them fill the gaps by understanding where they are relative to the learning goals and where they should go.

In terms of selecting assessment tools, teachers usually followed the assessment guidelines by the DOET and the MOET. They rarely selected their own tools as they said,

> I do not have time to apply other tools to assess my learners though I know that they are more effective for their learning and in case I can use other tools, it takes time to think about lots of things related, such as how to organize, how to design and how to give feedback. (TI2)

Another teacher shared, "Most teachers' assessments comply with the school regulations under the control of the DOET and the MOET's official documents" (TI13).
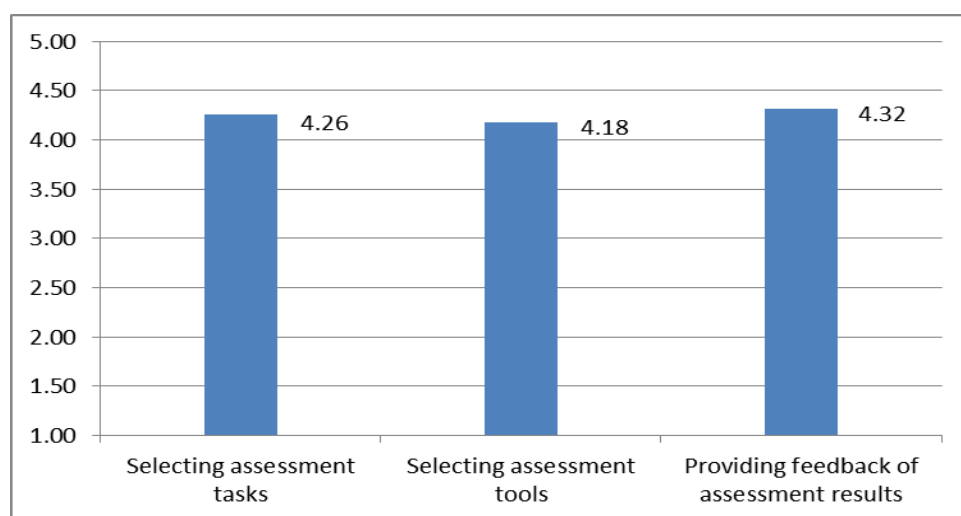
Figure 4.2. EFL teachers' perceptions of major assessing principles

In summary, our analysis of both the interview data and the questionnaire data indicated that although the level of teachers' perceptions varied from the purposes of assessment to principles of assessment, i.e., the construct to be measured, through both means of data collection, the investigated teachers had consistently positive perceptions of assessing English for high school learners, in which teachers perceived the principles of assessing learners as the most significant and the feedback delivery of assessment results in the service of learning improvement received the strongest agreement.

The section below interpreted data regarding teachers' assessment practices through questionnaires, interviews, and assessment samples.

Table 4.8. The summary of teachers' perceptions of assessing LLs

No.	Clusters	Mean
1	Definitions of assessment types	4.31
2	Purposes of assessment	4.07
3	Principles of assessment	4.32
Average mean		**4.23**

4.2. EFL teachers' practices of assessing high school language learners

In this section, as the practice was expected to diverge more greatly than perceptions, the findings were presented in the following order: those from the questionnaire and interview data (i.e., reflective data or what the participants reflect on their practices) and then those from assessment samples/artifacts (i.e., authentic data that was the evidence of the participants' practices).

4.2.1. Findings from reflective data

4.2.1.1. Purposes of assessment in practice

As presented earlier in Chapter 3 (see section 3.3.1), EFL teachers' practices of language assessment investigated in this study following Brown et al.'s (2009) assessment practice inventory with four constructs namely: Learning diagnosis, Learning and teaching improvement, Teacher accountability, and Examination preparation; therefore, teachers' practices of assessing learners were presented in four sections from 4.2.1.1.1 to 4.2.1.1.4.

4.2.1.1.1. Making use of assessment results for diagnosing learning

The surveyed teachers reported through the questionnaires that they did use assessment for diagnosing high school learners' learning with an average mean value of 3.98 in the scale out of 5.00, in which all items varied from 3.78 to 4.21.

The teachers' practices of formative assessment for diagnosing learner learning received lower mean value (3.88) than that of summative assessment (4.07). That was to say, that the results showed that in practice, the teachers were in favour of summative assessment rather than formative assessment, which implied that learners' learning outcomes collected at the end were emphasized over those collected during the learning process as these results were recorded in their transcripts and were seen as official evidence for their learners' achivments. In formative assessment, the teachers well implemented formative assessment to determine what sub(skills) and knowledge learners have successfully learned with the highest mean value of 3.99 and the other two purposes of formative assessment in learning diagnosis for collecting information about learners' strengths, weaknesses and providing teachers with timely input to identify learners' difficulties in their learning were adequately implemented by teachers, with a medium mean value (3.88 and 3.78, respectively).

In summative assessment practices, teachers frequently implemented summative assessment to grade learners' English language performance. As one teacher interviewee believed, "I often use summative assessment results to grade my learners' performance and inform to all stakeholders" (TI3).

These results could be used for long-term purposes as other teachers shared,

> Before being in charge of any new classes, I often look at learners' learning reports to learn about their language competence for my teaching plan in the next school year. (TI3)

In short, the data from the interviews and questionnaires showed that the teachers often implemented both formative and summative assessment for learning diagnosis in the language classroom.

Table 4.9. Using assessment results for learning diagnosis

No.	Items	M	S.D
42	I use formative assessment results to establish what (sub)skills and knowledge learners have successfully learnt and those that need extra support/ consolidation in a specific lesson.	3.99	0.53
43	I use formative assessment to collect information about learners' strengths, weaknesses and progress in learning English.	3.88	0.59
44	I use formative assessment to provide teachers with *timely* input for teachers to identify areas where learners still have difficulties learning and why they have such difficulties.	3.78	0.63
	Average mean of formative assessment	*3.88*	

45	I use summative assessment to evaluate learners' English language learning outcomes at the end of a specific point of time (e.g. end of units, end of semester, end of educational level).	4.16	0.72
46	I use summative assessment to describe learners' English learning at a specific time with specific goals, standards or benchmarks (e.g. curriculum, instruction objectives)	3.85	0.80
47	I use summative assessment to grade learners' English language performance.	4.21	0.68
Average mean of summative assessment		*4.07*	
Average mean		**3.98**	

4.2.1.1.2. Making use of assessment for improving learning and teaching

It is noticeable from Table 4.10 that eight items describing how often assessment was implemented to the function of improving learning received the high mean value of 3.89 out of 5.00.

Regarding the relation between the average mean value of formative assessment and summative assessment for learning diagnosis, the former received a higher value (4.19) than the latter (3.60). That was to say, the teachers understood the primary purpose of assessment for improving learning and teaching quality in the language classroom.

It was noticeable from the findings that all of the four roles of formative assessment for improving learning and teaching were frequently implemented with the high mean values ranging from 4.01 to 4.33 out of 5 emphasizing the importance of formative assessment in the service of learning and teaching improvement. Among these roles, the teacher participants' use of formative assessment results in informing learners of their progress and helping them keep

track of their language learning and to identify ways to improve their learning achievement. That was to say, keeping track of learners' progress to improve their learning achievement played a significant role in establishing where the learners are, where they are going and how to get there (William, 1998; Hattie & Timperley, 2007) to improve their language learning (Salder, 1989).

In summative assessment, the teacher participants strongly agreed that they could make relevant adjustments and plan their future teaching properly. However, they did not agree that summative assessment could help predict future learners' English language performance and modified their teaching with the lowest mean value of 3.16 out of 5, and this item (8) was also the least consistent with standard deviation 1.12.

The interview data also confirmed that teacher participants practiced formative assessment more frequently than summative for improving learning and teaching, as shown in the following quote by a teacher interviewee when asked to select either formative or summative as their favourite form for teaching and learning quality:

> I think formative assessment is more useful to improve learning and to teach quality as formative focuses on the process, not a product. (TI7)

Another teacher interviewee shared,

> Summative assessment is conducted as planned so teachers don't have to worry about this; all teachers can do to improve learning and teaching quality are to pay much attention to formative assessment. (TI15)

In short, the data from both interviews and questionnaires showed that the teachers' classroom assessment practices for improving learning and teaching quality were frequently implemented.

Table 4.10. Using assessment results for learning and teaching improvement

No.	Items	M	S.D
48	I use formative assessment results to inform learners of their progress and so help them keep track of their language learning as well as identify ways to improve their learning achievement.	4.33	0.68
49	I use formative assessment to guides learners through the process of improving their language learning in a timely manner.	4.25	0.50
50	I use formative assessment to collect information in order to make well-informed decisions on what actions regarding teaching methods, techniques, materials, time,… are needed immediately to help my learners improve learning.	4.16	0.57
51	I use formative assessment to monitor learners' English learning process continuously	4.01	0.63
Average mean of formative assessment		*4.19*	
52	I can use summative assessment to see where my learners are at a specific point of time and so, can make relevant adjustments and plan for my future teaching (e.g. I can look at my learners' past semester test score to understand their level before I teach them for the current semester) more properly.	3.87	0.68
53	I use summative assessment results to help identify learners' English learning needs	3.51	0.84
54	I use summative assessment to make summative decisions after each semester (e.g., how many student pass the course to the next class, how many fail) so as to improve my teaching for the time/course/class that follows.	3.85	1.01
55	I use summative assessment results to predict future student English language performance and modify my teaching accordingly.	3.16	1.12
Average mean of summative assessment		**3.60**	
Average mean		**3.89**	

4.2.1.1.3. *Making use of assessment results to account for teacher instruction*

Table 4.11 showed that among the three majors purposes of classroom assessment, and the participants' practices of assessment as teacher accountability i.e. explaining how effective his/her teaching was received the lowest mean value with mean of 3.71 out of 5.00, which was above the average point, the teachers' practices of this role of classroom assessment were not as frequent as those of other two roles presented above. The interview data suggested that the teachers investigated believed more factors were contributing to their learners' learning outcomes than just the effect of their instruction. One of the participants explained, "I don't think that formative assessment results can be used to show how well I am doing in my class" (TI12).

She also added,

> Because in conducting classroom assessment, either formative or summative, there are some other factors influencing learners on achieving the setting goals, in which language learners' competence is the most influential. (TI12)

In other words, from the participants' perspective, teachers were not the only stakeholders being responsible for learners achieving the required learning outcomes.

Both items respectively related to formative and summative assessment under the purpose of teacher accountability received a level of practices above the average and the practices of classroom assessment for teacher accountability value of summative assessment was surprisingly much higher than the other. This item was also more consistent than the other with standard deviation being 0.89 compared to the other (1.20). The interview data explained why this was the case. Most of the teachers interviewed hold the common beliefs that summative assessment results reflected more accurately of the effect of instruction than formative assessment as learning is a process and to evaluate the effect of teacher teaching, it is necessary to look at the achievement of learners after a period of time such as a semester or a school year.

Table 4.11. Using assessment results for teacher accountability

No.	Items	M	S.D
56	I use formative assessment to immediately show how well I am doing in my class as an English language teacher.	3.53	1.20
57	I use summative assessment to determine if my classroom instructions are suitable to the objectives of the English language curriculum	3.89	0.89
	Average mean	**3.71**	

4.2.1.1.4. *Making use of formative assessment to prepare learners for summative tests*

As shown in Table 4.12, the teachers' assessment practices to prepare learners for examination preparation were frequently practiced with a mean value of 3.97 out of 5.00. Four of five items in this cluster received high mean values varying from 3.68 to 4.11. This result was relevant to Brown et al.'s (2009), Davis and Neitzel' s (2011), and Vu's (2017) which reflected the tendency of teaching to the test, which was quite frequently implemented in the current language classroom and part of the school culture in Confucian societies. One teacher interviewee shared, "The format of the tests in my classroom is usually the same as end-of-term tests" as teacher agreed that they taught primarily according to summative test format (M=4.04).

As showed in the following quote by a teacher interviewee,

> Though teachers perceived the importance of formative assessment as assessment for learning, they still spent much of their time preparing learners for summative tests as the results from these examinations measure learners' success and indicate teachers' teaching quality. (T10)

It could be seen from the quote that teacher participants were under much pressure on the requirements of learners' expected learning outcomes.

In short, the data collected with total mean value being showed the frequent practice of assessment for summative tests; however, teachers tended to show a conflict in their answer when the findings from Item 61 showed they did not often spend most time preparing their learners for summative tests. The information collected from assessment samples would provide insights into this issue.

Table 4.12. Using formative assessment for summative tests

No.	Items	M	S.D
58	I focus very much on teaching knowledge and skills required in summative tests.	4.11	0.78
59	I teach primarily according to summative test format.	4.04	0.66
60	I teach my learners skills for examination and let my learners do supplementary exercises to prepare for summative tests.	4.04	0.76
61	I spend most time preparing my learners for summative tests.	3.68	0.86
62	I try to balance the skills (listening, speaking, reading and writing) and knowledge (pronunciation, vocabulary and grammar) tested so as to help learners meet standards.	3.97	0.73
Average mean		**3.97**	

Figure 4.3 indicated the teachers' appropriate implementation of assessment in language assessment. However, the frequency of the teachers' practices for each purpose varied with the highest given to the diagnostic function and the lowest to teacher accountability. Teachers's practices of asessing learners were conducted to help teachers identify and diagnose learners' competencies and determine what skills and knowledge learners had learned in a

specific lesson, identify underlying sources of learning difficulties, and the strengths and weaknesses of learners' language learning (Davis & Neitzel, 2011; Thomas et al. 2011) compared with specific goals, standards, or benchmarks (Brown, 2004; Haris & McCann, 1994). Sharing the same frequency of assessment for learning diagnosis, assessment for examination preparation was also frequently practiced by teacher participants as it was believed that assessment results with high marks were generally expected by many stakeholders including learners, parents, teachers and administrators (Le, 2015).

Teachers' practices of assessment was the least frequently implemented to make teachers accountable for their instruction in comparison with two other purposes as they perceived that they were not the only stakeholders being responsible for learners to achieve the required learning outcomes.

In short, the findings for teachers' practices of assessing learners showed that they frequently implemented assessment for learning diagnosis, learning and teaching improvement, teacher accountability and examination preparation and the frequency of their assessment practices for these purposes were slightly different from each other. Teachers' practices of assessing learners would be described more in the next sections through anthentic data.
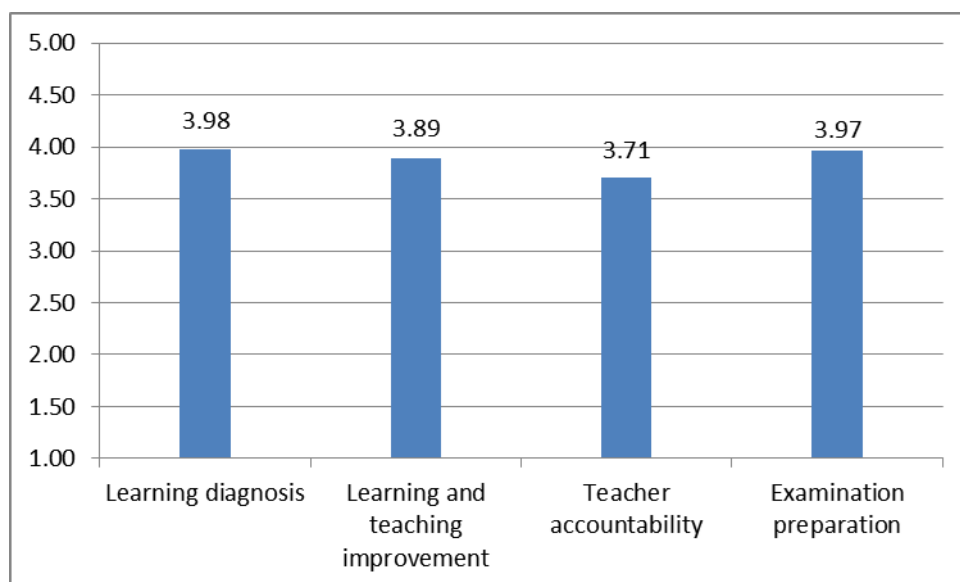
Figure 4.3. EFL teachers' practices of assessment

4.2.1.2. EFL teachers' use of assessment types and tools in the classroom assessment

The findings from the questionnaire and interview data showed that teachers' assessment practices strictly follow MOET's (MOET, 2014) guidance in two aspects: They conducted both formative and summative assessment and they prioritized assessment tools illustrated in the guidelines. The authentic data from assessment samples would provide detailed information for teachers' practices.

4.2.1.2.1. Assessment tools in formative assessment

Common formative assessment tools reported by the participants were presented in Chart 4.4.

The teachers confirmed their common use of seven different tools for formative assessment guided by the official guidelines (MOET, 2011a; 2011b). These were listed in the order of frequency as showed in Chart 4.4.

It was obvious from Chart 4.4 that oral tests and fifteen-minute tests were two most commonly used tools in formative assessment as claimed by 100% of the teacher participants. Oral tests were used to assess learners formatively at least once a semester and were usually in forms of questions and answers, picture description, dialogue, situation, role-play. About three fifteen-minute written tests usually focusing on separate language knowledge (grammar, and vocabulary) or skills (writing, reading, and listening) were taken by learners as illustrated in Table 4.13.

As one teacher interviewee shared,

> Teachers usually test learners' recall knowledge at the beginning of each class time to check if they have understood or learned the previous lessons or not. Most of the time, the contents for oral tests are in forms of vocabulary or grammar points taken from the book to assess learners' low-order thinkings. (TI15)

These findings were in line with those in Le's (2015), which showed that teachers placed much reliance on exercises in the textbooks to assess their learners' low-order thinking skills.

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Peer-assessment, practice tests, observation, and self – assessment were practiced by a high percentage of the EFL teachers ranging from 85% to 91% in which peer assessment was used by 91% of the teacher participants. As one teacher interviewee stated,

> Peer assessment is also a favourite tool in my formative classroom assessment as it brings my learners opportunities to peer feedback and then understands their strengths and weaknesses in a friendly and natural way. (TI1)

Another teacher interviewee said, "It is good to combine both peer-assessment and self-assessment and a checklist to raise my learners' awareness of their learning goals" (TI4).

These findings were not in line with those from Vu's (2017) as it found that no peer assessment was carried out. Teacher interviewees shared though they knew that peer assessment helped learners know how to engage them in their own learning and to evaluate their own and their peers' work, they rarely implemented it as it took time to manage this kind of alternative assessment.

Among the four most common tools for formative assessment chosen by the teacher interviewees, the observation was also done informally by 20 out of 25 teachers as it was said that observation during class activities, like oral interaction, drafting process in writing or reading providing valuable information about what learners were thinking, feeling and guiding them for making teaching decisions as one teacher interviewee said,

> I sometimes observe my learners to see how they interact and collaborate with their friends in pair works or group works. I also observe the way they respond to my questions to see if they have any difficulties or not. (TI22)

Practice tests with learning projects were practiced by 89% of the teachers in their classroom formative assessment (see Table 4.13). Learning projects were conducted more often in groups or pairs as each unit in the textbook had one project activity at the end, so learners were assigned to present with clear explanation and assessment criteria in advance. This activity helped learners

perform their skills of organizing ideas, working in groups, and being confident; especially, speaking skills– one of the four skills that had not been paid much attention to even in the context of Communicative English language teaching.

One teacher interviewee stated "Each unit in the textbook has one project at the end, so I usually ask my learners to make presentation in groups and results are used for formative assessment purposes" (TI1) (see appendix C).

Another interviewee shared,

> Learning project helps my learners have the opportunity to work in groups and develop their interaction and collaboration with each other, which is one of the primary functions of CLT, so collaboration is one of the criteria for assessing learners' performance. (TI20)

Teacher interviewee 22 said,

> A learning project is a new point in the curriculum, which enhances CLT, so assigning projects for my learners provides them opportunities to build their learning competence and confidence. (TI22)

Assessment criteria for learning projects were also inlustrated in Table 4.13 with some criteria to assess seperate learners' knowledge and skills including grammar, vocabulary, pronunciation, and fluency. It could be seen from one sample marking scheme for learning projects in Table 4.13 that projects' content and presenters' English fluency were given much attention with higher marking rate than other criteria. These two assessment criteria met the objectives raised in the English curriculum for high school learners, in which learners were expected to be able to enhance their communicative competence and to develop their curriculum and age-related topics (MOET, 2012b).

Teachers' practices of group works, or pair works depended on the number of learners in each class, but most of the time, learners worked in groups to save time and reduce teachers' workload as most English classes had from 35 to 40 learners. Some other language activities used by only 5% of the teacher

participants included quizzes, role-play, and story-telling. One teacher interviewee clarified,

Storytelling or role-play is an interesting tool for assessing my learners, especially communicative abilities as required in the curriculum; however, I rarely use them because of the time limit. (TI5)
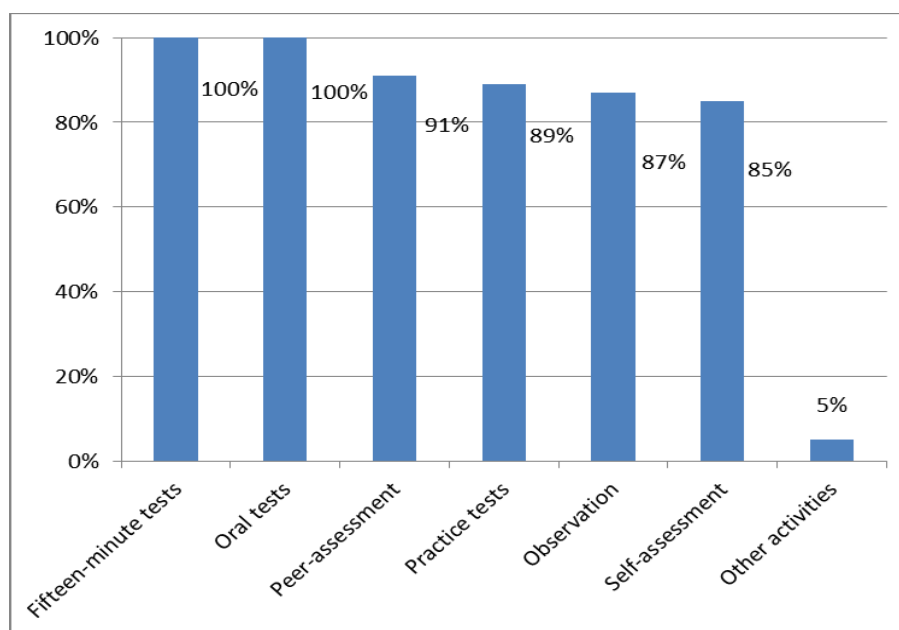
Figure 4.4. Frequency of formative assessment tools

Table 4.13. Artifacts for formative assessment and learners' results

Reading (2.5)   *Is big cake being mad made for the party by her ?*

Match the heading (P-T) to the correct group of tips (1-5)

First aid tips

P. How to treat a cut finger
Q. How to treat a sprained ankle
R. How to treat a minor burn on your hand
S. How to treat a nosebleed
T. How to treat someone who has fainted

1. _____S_____
Sit down and put your head between your knees
Squeeze your nose with your finger and thumb for five minutes
Put a ice pack on your nose

2. _____P_____
Wash the finger under tap to remove any dirt
Wrap a paper towel round the finger to stop the bleeding
Put some antiseptic cream on the cut
Put a plaster or a bandage on the finger

3. _____Q_____
Lift the ankle off the ground
Put an ice pack or a bag of frozen pea s on the ankle for fifteen minutes
When the swelling disappears, put a bandage round the ankle.

4. _____T_____
Lift your friend's legs off the ground a little
Loosen any tight clothes
Open the window
Don't throw water on the face

5. _____R_____
Put the hand under a tap of running cold water
Cover the burn with a bandage
Take a painkiller if it hurts

2.0

Read the following passage carefully and choose the correct answer to each the questions below it:

Walking is a safe and satisfactory way of keeping fit. An eight or nine – kilometer walk each weekend will go some way towards keeping heart disease at bay. It is less hard work than jogging and cycling and the whole family can participate in the activity. You can go walking in the country or in towns and suburbs.

Other ways of keeping fit are playing games like football and tennis. During physical activity, more oxygen has to be supplied to the body cells. So the heart beats faster in order to do this. In this way, the heart muscle is exercised and therefore the heart works more efficiently. As a result, one becomes fitter and more energetic.

1. "Keeping heart disease at bay" means_____
   A) reducing heart attacks   B. keeping heart disease in the habour
   C) warding off heart disease   D. getting rid of heart disease

2. Walking is more advantageous than jogging and cycling in the fact that_____
   A. it is a team sport   B) all family members can join
   C. it is an individual sport   D. it is harder work

3. Playing sports give the heart muscle a good chance to _____ itself
   A) exercise   B. beat   C. work   D. rest

4. _____ is supplied to the body cells during physical activity
   A. More hydrogen B. Less oxygen   C. Less hydrogen   D. More oxygen

5. Which of the following could best describe the main idea of the passage?
   A. Walking is not as good as jogging and cycling
   B. Walking is the best medicine
   C. The important role of games is obvious
   D) Walking and playing games can enhance our health

1. Listen carefully and tick on the words you hear

1.........✓........organizing a Mid-autumn festival.
2....................organizing a Halloween festival.
3....................building the bridge for local people.
4.........✓........teaching for children in remote areas.
5.........✓........supporting food and clothes for the poor.
6.........✓........cooking for bad-condition patients.
7.........✓........donating to a local charity.
8.........✓........building houses for the war invalid.
9.........✓........supporting for handicapped children.

9.5

2. Complete the sentences (according to Nam)

6

1. She had done volunteer work since she was in........*university*..........

2. This kind of work will not bring us any..........*profits*.................

3. We might organize a Mid-autumn festival or..*International*. Children's Day for *handicapped* children.

4. There are some other volunteer work like.....*teaching*......for children in remote areas,..............*cooking*......................for bad-condition patients.

5. Phuong could ....*donate*.......... to local charity, which helps....*Support*... ....The poor, build....*houses*......for war invalid, or support for.....*handicapped*...children.

6. She takes part in some ...*activities*.....of social issues such as promoting......*awareness*..........on protecting environment,....*preventing*.... social evils, etc *awareness*

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Learning projects with assessmment criteria
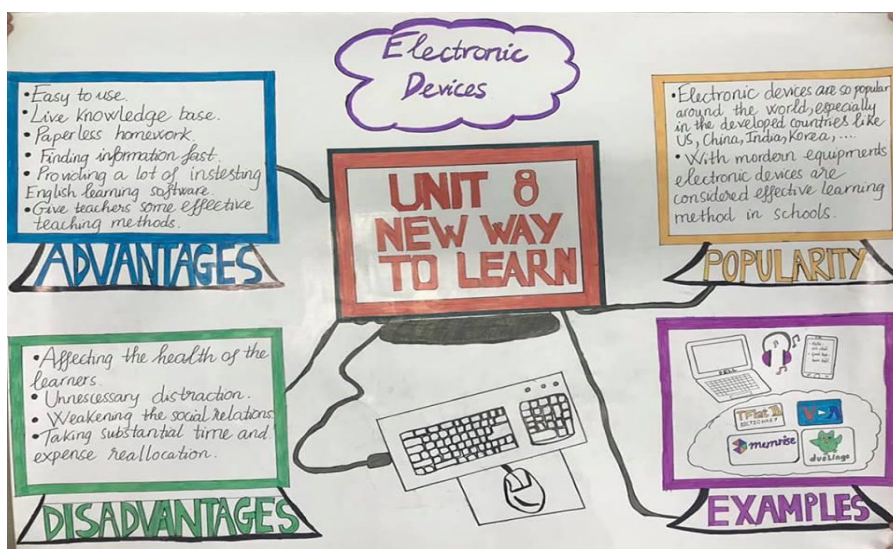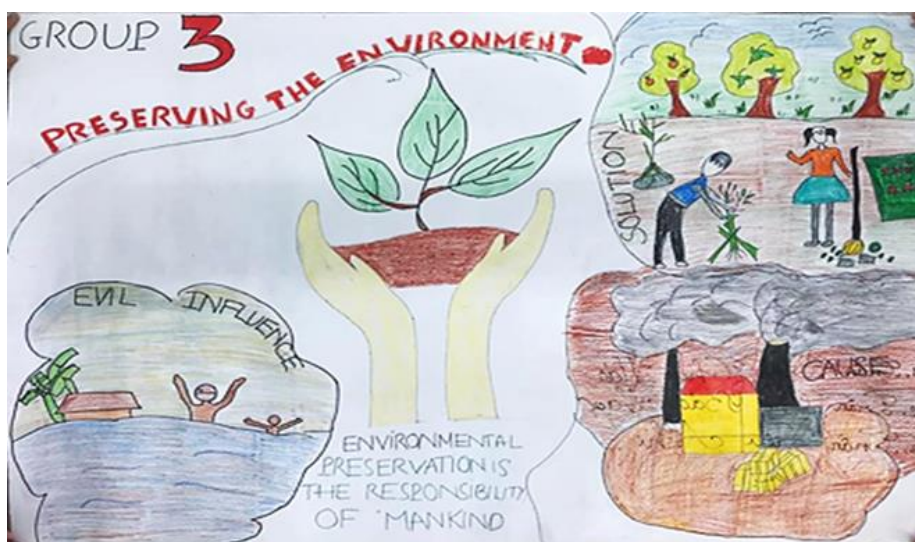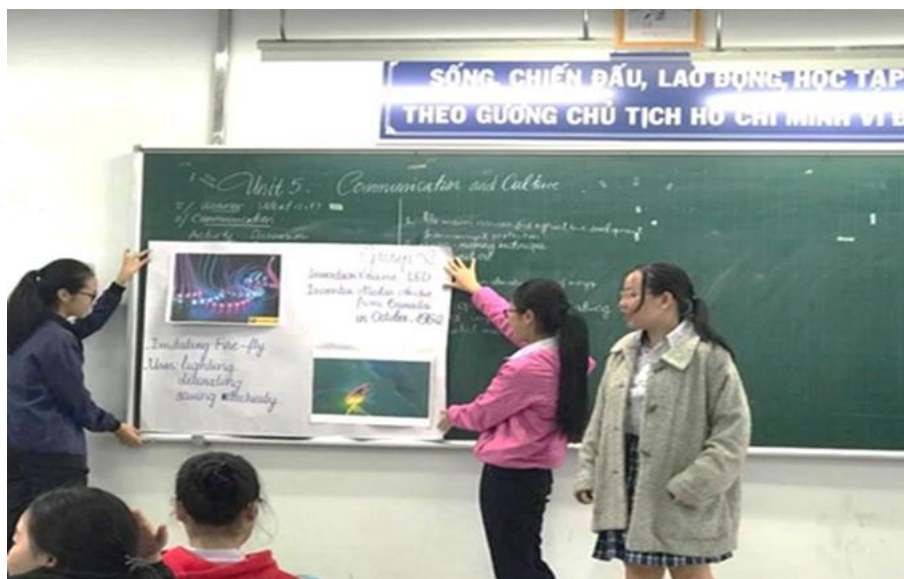
Full name: ....

Group: ....

Class: ....

Topic: ....

		Assessment Criteria	Marks	Mark awarded
Group	Content	**Introduction** Clearly state the topic of the presentation	15	.
		Body Related to the topic Supporting topic examples	20	
		Conclusion Restate / summaries the presented ideas	15	
		Keep allotted time	5	
Individual	Grammar	Simple structures	10	
	Vocabulary	A variety of vocabulary	10	
	Fluency	Correct pronunciation Fluent in English	15	
	Presentation	Maintain eye contact with audience Appropriate body language	10	

Total marks: Individual + Group = ...

MARSK & COMMENT: ....

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In general, both the teacher participants and interviewees complied with the MOET's and the DOET's regulations of assessment to administer two common kinds of assessment tools: oral tests and fifteen-minute tests for formative assessment. Additionally, the teachers were also flexible to use some alternative assessement tools for formative assessing learners for a deeper understanding of learners' performance.

4.2.1.2.2. Assessment tools in summative assessment

The findings of common summative assessment tools were summarized in Chart 4.5.

One-period tests and end-of-term tests were the two most common types in summative assessment, as claimed by 100% of the teacher participants. This met the requirements by MOET in assessing learners (MOET, 2014). Usually, these two kinds of tests would be taken at the same time at all high schools across the country. The tests were designed by groups of teachers under the format regulated by DOET. One-period tests including grammar, vocabulary, pronunciation, reading and writing occupy 8/10 marks and listening occupies 2/10 marks; meanwhile end-of-term tests including grammar, vocabulary, pronunciation, reading and writing occupy 6/10 marks and 4/10 is equally divided for two skills: listening and speaking. Speaking tests are designed with 5 topics for learners to choose randomly. These topics are related to those taught in the textbooks.

It was obvious from the documents that summative assessment was carried out with two required assessment tools, the researcher would still like the participants to confirm this regulation to see if teachers applied any other alternative kinds of assessment types for summative. As one teacher interviewee stated,

> One-period tests and end-of-term tests are two most favourite tools for
> summative assessment as they are time-saving and available and in these

two types of tests, I can assess most of my learners' knowledge and skills. (TI1)

Another teacher shared the same point,

In one-period tests, I can check my learners' grammar use, vocabulary, pronunciation, reading, and listening" (TI23) (see sample artifacts in Table 4.13).

As reflected, assessment results for two common tests including end-of-term tests and one-period tests. Summative assessment results were not just used for grading or evaluating learners; those results could be also used to provide learners feedback to show what they learnt and what they are good or bad at. The results could be used by the teachers to be in charge of new classes to understand about learners' language competence. In this case, summative assessment results were used for formative purposes.
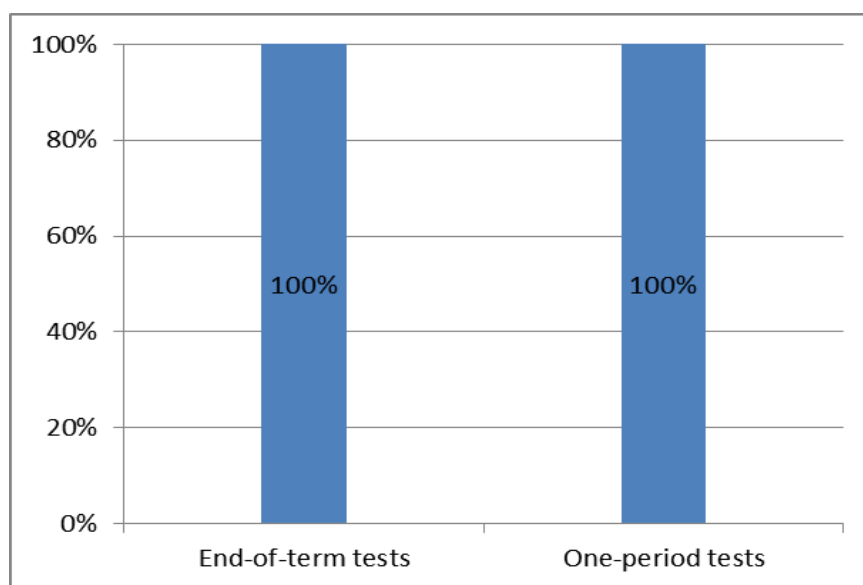
Figure 4.5. Frequency of summative assessment tools

Table 4.14. Artefacts of summative assessment with learners' results

Listening (2.0)

Listen to three people talking to their doctor. Write down your answers the parts of the body you hear mentioned
Patient A: ear, _mouth_ , _throat_ _tooth_
Patient B: _stomach tong_ ankle, _leg_ _knees_
Patient C: _____ ,thumb, _hand_   0,5   – 0,5

Listen again. What do the doctors tell their patients?

Patient	Problem	The doctor says.......
A	Earache, _toothache_ , _cut_	_description_ , take tablets for _the pains_
B	_leg_ hurts, _broken_ _can't move_ ankle,	go to hospital for an _x-ray_ , rest the leg for least _3 weeks_
C	_sprain_ thumb , _cut_	Put on a _bag of frozen ice-pack_ and bandage

Choose the word whose underlined part is pronounced differently from that of the others. (0.5)
1. (A) many   B. prepare   C. parent   D. share
2. A. nursing   B. nurture   C. turn   (D.) future   —   1.0
Choose the word whose main stress is placed differently from the others (0.5)
3. alternative   (B.) acupuncture   C. original   D. respiratory
4. stimulate   B. skeleton   C. pyramid   (D.) digestive
Choose the best answer A, B, C or D to complete the sentences (3.0)
5. Blood is pumped through the.......to bring oxygen to all parts of the body.
   A. brain   B. digestive   C. skeletal   (D.) heart   —
6. ....food is a kind of food that quick and easy to prepare and eat but bad for our health.
   (A.) soft   B. hard   C. junk   D. healthy   2,25
7. In my family, we ....the chores equally.
   A. do   B. make   (C.) split   D. help
8. .... is controller of the body, led by the brain and nerves.
   A. circulatory system   B. digestive system   (C.) nervous system   D. skeletal system
9. An: "What do you usually do on Sundays?" - Hue: ".......".
   A. I'd be sleeping all day   B. I used to drive to work
   C. I'm not doing anything   (D.) I usually sleep until noon
10. I wanted_____ by the head of the company, but it was impossible.
   A. to see   (B.) to be seen   C. seeing   D. being to see
11. When do you think he'll arrive? I expect.......next month.
   A. will arrive   B. arrives   C. is arriving   (D.) to arrive
12. "I've decided to repaint this room." ~ "What colour ....it?
   (A.) are you going to paint   B. you are going to paint   C. you will paint   D. will you paint
13. Every day, I.....up at 6 o'clock.....breakfast at 7 o'clock and ......for work at 8 o'clock.
   A. have got - eating - leaving   (B.) get - eat – leave   C. will get - have eaten - left D. got - ate - left
14. The baby........ Don't make so much noise.
   A. sleeps   (B.) is sleeping   C. sleep   D. slept
15. A: "Would you like a glass of green tea?" - B: ....
   A. No, let's not.   B. No, I don't.   (C.) No, thanks.   D. No, I wouldn't.
16. Water_____ at 100 degrees Celsius.
   D. boil   (B.) boils   C. is boiling   D. boiling

Change the following sentences from active into passive form (2.0)

1. They sold one of her paintings at $1,000. One of her paintings is was sold at $1,000

99

I. PHẦN TRẮC NGHIỆM

Thí sinh không ghi chép, làm dấu hiệu gì trong phiếu trả lời trắc nghiệm. Trong mỗi câu, dùng bút chì tô tròn vào phương án trả lời đúng nhất:

Số thứ tự:

Mã đề: 140

Số mật mã

23/32

525

Số câu đúng

Điểm

7

	A B C D		A B C D		A B C D
		11 ○ ○ ● ○	31 ○ ○ ○ ●		
		12 ○ ○ ○ ●	32 ○ ○ ○ ○		
		13 ○ ● ○ ○	33 ○ ○ ○ ○		
		14 ○ ● ○ ○	34 ○ ○ ○ ○		
		15 ● ○ ○ ○	35 ○ ○ ○ ○		
		16 ○ ○ ● ○	36 ○ ○ ○ ○		
		17 ● ○ ○ ○	37 ○ ○ ○ ○		
		18 ○ ○ ● ○	38 ○ ○ ○ ○		
		19 ○ ○ ● ○	39 ○ ○ ○ ○		
		20 ○ ○ ● ○	40 ○ ○ ○ ○		

	A B C D		A B C D		A B C D
1 ○ ○ ○ ●		21 ○ ○ ● ○	41 ○ ○ ○ ○		
2 ● ○ ○ ○		22 ○ ● ○ ○	42 ○ ○ ○ ○		
3 ○ ● ○ ○		23 ● ○ ○ ○	43 ○ ○ ○ ○		
4 ○ ○ ○ ●		24 ○ ● ○ ○	44 ○ ○ ○ ○		
5 ● ○ ○ ○		25 ○ ○ ● ○	45 ○ ○ ○ ○		
6 ● ○ ○ ○		26 ● ○ ○ ○	46 ○ ○ ○ ○		
7 ○ ● ○ ○		27 ○ ○ ● ○	47 ○ ○ ○ ○		
8 ○ ○ ○ ●		28 ○ ○ ○ ●	48 ○ ○ ○ ○		
9 ○ ● ○ ○		29 ● ○ ○ ○	49 ○ ○ ○ ○		
10 ● ○ ○ ○		30 ○ ● ○ ○	50 ○ ○ ○ ○		

II. PHẦN TỰ LUẬN

WRITING

1. She has played the guitar for five years. *0.5*

2. The wine should be opened about three a hours before you use it. *0.5*

1.25 3. I'm interested in volunteering position of *at* W.W.F. Center in Việt Nam. *0.25*

4. I *about* very enthusiastic to save our planet and to contribute *my* to this cause. *0*

5.

In short, the findings showed that two main summative assessment tools were one-period tests and end-of-term tests as required by the MOET's and the DOET's assessment regulations and controlled by the school administrators and the head of English section. Although teachers' frequent practices of these two assessment tools were as clear as expected, teacher participants and interviewees were also invited to share their practices of using these two assessment tools to confirm if they followed the regulations and if they used any other kinds of alternative assessment.

4.2.2. Findings from assessment samples

As mentioned earlier, apart from the questionnaire and interview data, a collection of one hundred and ten (110) tests including thirty-five (35) fifteen-minute tests, thirty (30) one-period tests, twenty (20) end-of-term tests and twenty-five (25) learning projects was voluntarily provided to help provide authentic, empirical data to investigate the teacher participants' practices of assessing high school learners. Thirty-five fifteen-minute tests and learning projects were used as formative assessment tools; meanwhile, 30 one-period tests and 20 end-of-term tests were used as summative assessment tools. Apart from 25 learning projects, the other 85 samples were paper tests.

4.2.2.1. Formative assessment samples

The collection of formative assessment samples showed that all formative assessment tools were fifteen-minute-paper tests as learners are required to take these three times a semester. Many teacher interviewees also explained that paper tests were their favorite tools in conducting formative assessment in the classroom as they were available, reusable, and editable, so it was very convenient to give tests in such large classrooms with over 35 learners. The descriptions of these tests were categorized into test formats, assessment skills and knowledge, test items, and feedback delivery.

In terms of test formats, they were guided and closely related to the summative test format, and their task formats were chosen from the list regulated

by the official documents about assessing learners by authorities (MOET, 2014; Vu, 2017).

Language assessment skills and knowledge focus on both knowledge (pronunciation, grammar, and vocabulary) and skills (listening, reading, and writing). Short paper tests as fifteen-minute tests include either each section of language knowledge (grammar and vocabulary) or language skills (reading, listening, and writing) or combine at least one language focus and one language skill. Speaking skills were not officially assessed as a replacement for fifteen-minute tests; however, speaking might be assessed through questioning as oral tests. Additionally, speaking might also be assessed through a learning project presentation. Speaking can be informally assessed through group presentation, in which fluency and accuracy were listed as assessment criteria.

In terms of test items, selected-response items were designed for language focus and reading skills; meanwhile, constructed-response items were for writing skills. These tasks were taken or designed based on the exercises in the textbooks, as they aimed to assess learners' recall knowledge, which belongs to low-order thinking skills.

In terms of feedback delivery for formative assessment, oral feedback and written feedback were given to learners in oral tests; while, written feedback in numbers (marks) was the most frequently used as marks were evaluative to indicate the different performance of learners' work so that they know where they stand in relation to other learners and to report to parents and school administrators (Black & Wiliam, 1998; Berry, 2008; Brookhart, 2008; Le, 2015; Ur, 1996). Additionally, motivational feedback combining both marks and comments were also used to support learners to learn better as they were useful and meaningful.

The data showed that most of the teachers used assessment results to give feedback to the whole group or the whole class as they did not have enough time. This result aligns with the result collected from teachers' practices of assessing learners in influential factors teachers had on assessing learners. However, some

of them said that they sometimes gave feedback directly to individual learners, especially when they had difficulties in learning English and needed timely support from them. Contradictory to the reality of having little time for giving feedback, most of the teachers managed to take some time to give feedback after some specific assessment tasks conducted rather than wait until the end of term or school year because they believed that their feedback during the process of learning and in a timely manner could help their learners learn effectively.

4.2.2.2. Summative assessment samples

The summative assessment samples' collection showed that all summative assessment tools were one-period-tests and end-of-term tests as learners were required to take these twice and once a semester, respectively. Many teacher interviewees also explained that paper tests were their favorite tools in conducting summative assessment in the classroom as they were available, reusable, and editable, so it was very convenient to give tests in such large classrooms with over 35 learners. The descriptions of these tests were categorized into test formats, assessment skills and knowledge, test items, and feedback delivery.

Similar to formative assessment, test formats were officially guided, and their task formats were chosen from the list regulated by the official documents about assessing learners by authorities (MOET, 2014).

Language assessment skills and knowledge focus on both knowledge (pronunciation, grammar, and vocabulary) and skills (listening, reading, and writing). One-period tests include grammar, pronunciation, and vocabulary being integrated with language skills (reading, listening, and writing) or combine at least one language focus and one language skill. Speaking skills were not included in one-period tests but included in end-of-term tests with other language focus and skills.

In terms of test items, selected-response items were designed for language focus and reading skills; meanwhile, constructed-response items were for writing skills. These tasks were taken or designed based on the exercises in the

textbooks, as they aimed to mainly assess learner's remembrance and understanding, which belongs to low-order thinking skills; there is only a small percentage of items to assess learners' application at low level.

In terms of feedback delivery for summative assessment, oral feedback, and written feedback were given to learners. Written feedback in numbers (marks) was the most frequently used, although it was useful to combine both marks and comments, which are useful and meaningful in supporting learners to learn more effectively. The data showed that most of the teachers used assessment results to give feedback to the whole group or the whole class as they did not have enough time. This result aligned with the result collected from teachers' practices of assessing learners in influential factors on teachers' classroom assessment practices. However, some of them said that they sometimes gave feedback directly to individual learners, especially when they had difficulties learning English and needed timely support from them. There is usually extra time for teachers to give feedback on summative tests, so most of the teachers managed to take time to give feedback because they believed that their feedback during the process of learning and in a timely manner could help their learners learn effectively.

4.3. The relationship between teachers' perceptions and practices in language classroom assessment

The relationship between teachers' perceptions and practices were presented in four sections in terms of assessment purposes, assessment principles, assessment tasks and tools and feedback delivery to have insights into what teachers believed and what teachers actually did in classroom assessment.

4.3.1. Teachers' perceptions and practices of assessment purposes

The relationship between teachers' perceptions and practices was described using the Perception Inventory and Practice Inventory data.

It is obvious from Chart 4.9 that EFL teachers' perceptions of assessing language learners were well-perceived with the high mean value being 4.23. All teacher participants graduated from university, in which they were provided with

at least two credits of language teaching methodology. High school EFL teachers were also well-selected with criteria for implementing the new English curriculum (MOET, 2013). Additionally, the findings in Table 3.1 showed that 92.3 % of teacher participants attended at least one training workshop, in which teachers were provided with the description of the pilot curriculum, the required learning outcomes, the regulations of learner assessment, and feedback delivery techniques. Therefore, those background knowledge results in their positive perceptions of assessing language learners. Teachers' instructional practices were believed to be governed by their perceptions; in other words, the higher perceptions EFL teachers had, the more appropriately they used assessment in their practices (Borg, 2003, 2015; Chan, 2006; Phillips, 2009; Shahsavar, 2015; Shun, 2008). However, the findings for this study showed that teachers' perceptions were well-perceived with the mean value being 4.23, which is at the high level; meanwhile, their practices were not as relatively implemented as expected with the mean value being 3.89, which was slightly above the medium level. This relationship would be clarified from the data collected from the interviews.

The results provided a brief comparison between teachers' perceptions and practices of assessment in three constructs: learning diagnosis, learning and teaching improvement and teacher accountability. The findings from this investigation into teachers' perceptions and practices of assessing high school learners showed consistency in the assessment purposes. That is to say, in teachers' perceptions and practices, assessment for diagnosing learning was the most strongly agreed by teacher participants, then followed by assessment for improving teaching and learning quality and teacher accountability.

Learning diagnosis in teachers' perceptions and practices of assessment received the strongest agreement as some teacher interviewees shared that assessment results made them clear about learners' strengths and weaknesses,

and progress in learning as well as helped grade learners' English language performance as some teacher interviewees shared,

> Classroom assessment is generally conducted to strictly follow the regulations on assessing and ranking secondary and high school learners (58/2011/TT-BGDĐT) and to collect information about learners' learning to make judgments suitable for learners. (TI13)

> Formative assessment is useful to help keep track of learners' learning; meanwhile, summative assessment results can be used to grade learners (TI19).

The average mean value for each construct in teachers' perceptions was higher than that in teachers' practices. It was undoubted from the findings that teachers had positive perceptions of assessment in terms of learning diagnosis and learning and teaching improvement with the high mean value being 4.38 and 4.18, respectively. However, in reality, their practices were not implemented as frequently as what they believed. Learning diagnosis and learning and teaching improvement received the lower mean value with 3.98 and 3.89, respectively. In theory, teachers strongly agreed with the three purposes of formative assessment for learning diagnosis though they did not implement these as frequently as they believed in practice. For instance, teachers strongly agreed that "*Formative assessment helps to determine what (sub)skills and knowledge learners have successfully learned/developed and those that need extra support/consolidation or practice in a specific lesson*"; however, in practice, they did not always use "*formative assessment results to establish what (sub)skills and knowledge learners have successfully learned and those that need extra support/ consolidation in a specific lesson*" as teacher interviews shared that two things prevented them from providing learners extra support in a specific lesson were time allowance and class size. Teacher interviewee 13 shared that "There is no time allotted for formative assessment, which is conducted during the process of learning and is integrated into classroom instruction". He added, "On the other hand, time is officially allotted for summative assessment and feedback of

assessment results". Therefore, teachers showed consistency in their perceptions and practices with one role of summative assessment that "*Summative assessment helps grade learners' English performance*".

In terms of assessment purpose for learning and teaching improvement, teachers also showed their strong agreement, but in practice, these roles were not as always implemented as it was infeasible for teachers to "use formative assessment to monitor learners' English learning process continuously" (TI1). This divergence in these roles resulted from the same difficulties teachers faced in conducting classroom assessment for learner learning diagnose.

On the contrary to the findings described the relationship between formative assessment for learning and diagnosis, and learning and teaching improvement in their perceptions and practices, teachers showed their relative agreement with formative for teacher accountability in theory, and in practice, they actually implemented formative assessment to show how well they were doing in their classroom as English teachers as some teacher interviewees shared that "Formative assessment results help me to know where my learners are and also where I am in the learning process" (TI19). In the meantime, teachers emphasized the purpose of summative assessment for teacher accountability, but in their practice they realized that they did not implement summative assessment for their accountability as relatively as they perceived .

The results of this study were in line with the studies by Brumen & Cargan (2009, 2011), Khader (2012), Ndalichako (2014), Pham & Nguyen and Pham & Tran (2014), and Vu (2017), in which showed the divergence between teachers' perceptions and their instructional practices and obstacles hindering teachers from implementing the classroom assessment.
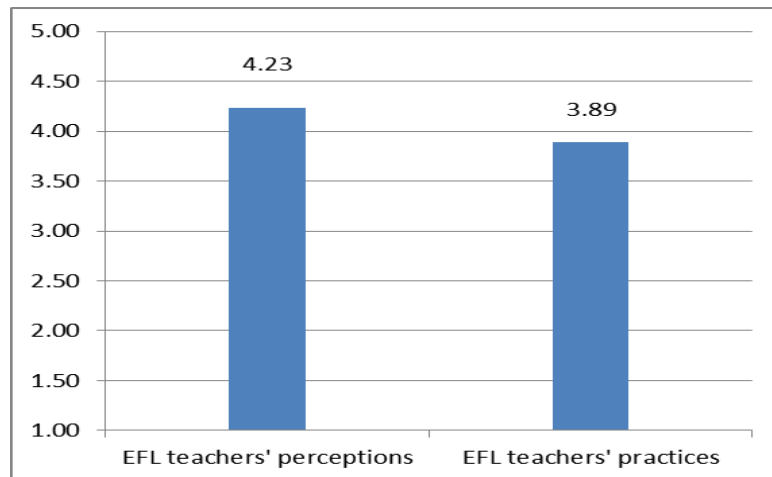
Figure 4.6. EFL teachers' perceptions and practices of assessment purposes

4.3.2. Teachers' perceptions and practices of assessment principles

Teachers' perceptions of assessment principles were categorized into two subsections: principles of selecting tasks and tools, and principles of feedback delivery. In the previous sections, data from the interview provided a deeper understanding of the questionnaire data. In this section, data collected from assessment samples would clarify the findings of teachers' perceptions of assessment principles.

4.3.2.1. Teachers' perceptions and practices of selecting assessment tasks and tools

The findings showed that teachers had positive perceptions of the principles for selecting assessment tasks and tools. In selecting language assessment tasks, teachers strongly agreed with all principles required for teachers. The collection of assessment samples for formative and summative assessment explored following findings relevant to principles of selecting assessment tasks and tools, which were presented in the order from the highest mean value perceived by teacher participants.

First, the findings from assessment samples showed that language assessment tasks were various in types and well-instructed instructions, which varied from short and simple including those for fifteen-minutes tests:

- *Choose the word whose underlined part is pronounced differently;*

- Choose the word which has a different stress pattern;

- Choose the correct answer among A, B, C or D;

- Complete the sentences with the correct form of the verb in brackets

to those detailed in one-period tests and end-of-term tests:

- Mark the letter A, B, C or D on your answer sheet to indicate the word whose stress pattern is different from the others;

- Mark the letter A, B, C or D on your answer sheet to indicate the best answer to the following questions;

- Mark the letter A, B, C or D on your answer sheet to indicate the word whose underlined part is pronounced differently from that of the others;

- Read the following passage and mark the letter A, B, C or D on your answer sheet to indicate the best word for each blank;

- Read the following passage and mark the letter A, B, C or D on your answer sheet to indicate the best answer to each of the questions;

- You will hear some information about a language school. Listen carefully and mark the letter A, B, C or D on your answer sheet to indicate the best answer to each of the questions. You will hear the recording twice;

- Rewrite the following sentences in another way using the cue given.

Second, language assessment themes /topics were familiar to high school learners. Most of the teacher interviewees shared that fifteen-minute tests were designed to assess learners' recall knowledge, which their learners had already learnt. Additionally, as can be seen from the matrix for one-period tests and end-of-term tests, language content was based on the textbooks, especially reading sections. However, tests designed did not always follow the matrix (see Appendix C3) as some teacher interviewees shared that there were not many language assessment resources because the ten-year pilot curriculum had just been launched. Teachers tended to take ready-made tests from many resources for the seven-year curriculum instead of designed their tests for their classroom assessment as they found it challenging to make reliable and valid tests. They preferred to "have more opportunities for a training workshop on language

testing and assessment" (TI22) as "training workshops are essential for teachers to enhance not only their language proficiency but also professional development" (TI23).

Third, it seemed that language assessment tasks for formative and summative assessment could not respond well to physical, emotional, social, and cognitive skills. As can be seen from the matrix of tests, test items were designed to assess learners' remembrance and understanding, but not the application. There was also an inconsistency in distributing test items in a kind of test in different schools, and it was said that the test item matrix was written on specific level of language competence.

Fourth, contrary to one principle of selecting assessment tools that assessment tools should be in different forms, lengths and types, the forms and task types and their lengths were based on the guidelines on designing tests by MOET (2010) and it can be seen that all tests types were summative-oriented with selected-response items for language focuses and reading skills, and constructed-response items for writing skills. The lengths of reading tests found form the guided matrix showed that reading texts for one-period tests or end-of-term tests tended to be shorter than those required in the descriptors for learners' learning outcomes (MOET, 2012a). As teacher interviewees said that "tests selected or designed do not always follow the regulations strictly as there are not many learning resources for teachers to assess learners, especially for those taking the new curriculum" (TI25).

In short, the findings showed that teachers were well-perceived with all of the theory and regulations for assessing their learners; however, their implementation was not always as properly as it was expected.

4.3.2.2 Teachers' perceptions and practices of feedback delivery

Teachers' perceptions of feedback delivery principles received the very high mean value, which showed that teachers strongly agreed with all of the four principles. It was believed that feedback of formative and summative assessment results should be in a timely manner and personal – case to case,

but in reality, it was not easy to maintain these principles because of the time limit. Additionally, it was not easy for all teachers to provide learners clear and informative feedback due to short of time and feedback skills. The findings from assessment samples showed that teachers preferred to use marks as evaluative feedback as one teacher interviewee shared, "For written tests, I can give them marks and written feedback on their tests and spend time to give feedback to the most common errors to the whole class" (TI11).

Obviously, the assessment tools provided by the teacher interviewees showed that feedback in numbers was commonly used as Vu (2017) stated that scores on a scale of 10 were used to measure whether learners are excellent, good or bad or even fail without any interpretation to the intended learning outcomes.

In short, the findings from both questionnaires and interviews showed that teachers were well aware of classroom assessment as showed in the mean value for teachers' perceptions of assessment, and the average mean value for each construct in teachers' perceptions was higher than that in teachers' practices. This divergence resulted from factors influencing teachers' instructional practices and hindering them from doing what they perceived, which would be presented in Section 4.4.

4.4. Influential factors on teachers' assessment of language learners

The findings of both questionnaires and interviews showed that the teachers' assessment practice was strongly influenced by factors, including contextual factors, learner variables, and teacher variables.

The most remarkable factors were contextual factors, including language curriculum, assessment resources, time, and workload.

Firstly, it was believed by 73% of the teacher participants that curriculum was the most influential factor to the teachers in the implementation of learner assessment. The curriculum with its overall objectives, content, methodology, assessment, and facilities played a significant role in implementing the curriculum effectively as teacher interviewees stated that it was essential to

understand that at the end of the high school level, learners are required to achieve the overall objectives as levels 3.1/6, 3.2/6 and 3.3/6 (VNFPLF) or levels B1.1, B1.2 and B1.3 (CEFR) with detailed performance objectives for each level. Additionally, the content of 12 topics categorized into four themes works as the reference for teachers to choose appropriate language assessment tasks as being required as criteria in the choice of assessment tasks with a high value mean of 4.26 (see Table 4.5). Regulations on learner assessment taking the curriculum were also of great importance for the teachers to guide their learners achieve the learning outcomes.

One teacher asserted, "I often use the curriculum, especially learners' required performance objectives, as the main guidelines for my teaching and assessment" (TI3).

Secondly, one problem that 73 % of teachers faced in the practices of assessing high school learners were associated with assessment resources. Many teacher interviewees said that there was a lack of resources for assessing language learners as this new English curriculum was launched in a short time, and a lack of proper and systematic preparation for resources impacts negatively on the learning outcomes (Nguyen, 2011).

As shared by one typical interviewee,

> I find it difficult because there are not many learning resources as the new curriculum with new textbooks have been applied recently, so my colleagues and I have to explore, design, and edit assessment tools/tasks, especially for formative assessment. Summative tests are more available as official summative tests are designed by EFL teachers or by the DOET using a limited number of resources with assessment tasks matching the requirements for learners' learning outcomes guided by the curriculum. (TI1)

It can be seen from the quote that there was undoubtedly a lack of assessment resources for formative assessment; therefore, policies with solutions to this issue should be put into consideration for the implementation of the new curriculum effectively.

Thirdly, time and workload were two other factors to consider in implementing any assessment activities. Time in this context was related to the time the teachers spent preparing and conducting assessment tasks or tools matching the criteria required by the official documents and delivering feedback as teacher interviewees shared,

> I know that I should spend much time on formative assessment to improve my learners' learning, but there is a lot of lesson content for each unit or section… I don't have time. (TI25) or I know that it is important to provide timely feedback for my learners to better their learning; however, I do not have much time for this. (TI5)
>
> Teaching English in many big classes with about 40 learners prevents us from carrying out any assessment tasks and providing feedback effectively as it takes time to give marks and constructive feedback. (TI6)

Workload also hindered the teachers from conducting any assessment activities effectively as it was not easy to practice within a limited time allowance as one teacher shared, "I sometimes fail to make relevant adjustments in my instructions though I am aware of the need for changes to help my learners improve learning because of being overloaded with working hours" (TI7). This was also confirmed in Crookes & Arakaki (1999), Hargreaves' (1992) and Vu's (2017).

Another highly influential factor in teachers' perceptions and practices of assessing school learners was learner variables, including learner characteristics, learners' language competence, and required learning outcomes. Significant principles of assessing language learners were developed based on high school learners' characteristics as it was believed that language assessment tasks should respond well to the level of physical, emotional, social, and cognitive growth of the age group of high school learners. Therefore, it was obvious that learner characteristics were considered to be influential. The findings also showed that teacher language competence was another factor teachers considered when selecting assessment tools, especially formative assessment. Some teacher interviewees stated that although learners are required to achieve VNFLPF level

2 or CEFR level A2, their language competencies were not the same. The dissimilarity in language learner competence took teachers time in selecting appropriate tools for assessing them effectively as one teacher interviewee shared, "The different level of learners' language competence prevents us from conducting assessment activities, especially for formative assessment" (TI5).

Moreover, learners' expected learning outcomes by the authorities were also paid much attention to in the implementation of learner assessment, especially summative assessment.

The third group of influential factors, known as teacher variables, were teaching experience and assessment expertise. These findings are supported by Cheng et al.'s (2004), which considered teacher assessment expertise or teachers' experience of assessment as important factors affecting their perceptions and practices. Additionally, Almarza (1996), Borg (2003), and Cabaroglu and Roberts (2000) agreed that teacher education also brought some changes. This study's findings showed that though 93% of the teacher participants have ever attended at least one workshop or training program in English language assessment for high school teachers, they still suggest that they should have more opportunities for taking part in some specific workshops or training programs meeting for their real demands like how to design test items in a full test for their assessment in the classroom; tools for formative assessment should be focused as summative tests were usually available. Among the four skills, assessing speaking was the most challenging to carry out due to the time limit and to examine due to teachers' expertise and learners' competence.

Some influential factors on teachers' perceptions and practices of assessing high school language learners were discussed to give insights into the process of implementing learner assessment.

4.5. Conclusion

This chapter presented the findings in direct response to the research questions. The findings regarding the teachers' perceptions and practice of assessment were described and interpreted. The relationship between the

teachers' perceptions and practices was also explored to yield exciting and essential findings of what the teachers understand of assessment and do in classroom assessment and why. Influential factors on teachers' practices of classroom assessment were presented to provide insights into this research.

CHAPTER 5. CONCLUSION

This chapter first summarizes the key findings, which address two research questions of the study. Then, relevant implications for teachers, educational managers are made. Limitations and recommendations for further studies will also be presented.

5.1. Summary of key findings

This section presents a summary of key findings of the study in five themes including teachers' perceptions, teachers' practices of classroom assessment, the relationship between teachers' perceptions and practices, influential factors on teachers' classroom assessment and teachers' use of classroom assessment tasks and tools.

5.1.1. High school EFL teachers' perceptions of assessing language learners

The study's findings investigating EFL teachers' perceptions of assessing language learners showed that investigated teachers had positive perceptions of assessment purposes, which cross all significant contributions of assessment in language education. However, each purpose's mean value varied with the highest given to the diagnostic function and the lowest to teacher accountability.

As assessment for learning diagnosis, teachers emphasized more on formative assessment for learning diagnosis in the short term (M=4.49) rather than summative assessment for learning diagnosis in the long term M=4.38). The interviews also confirmed that the teacher participants had more positive perceptions of formative assessment than summative assessment for improving learning and teaching when teacher interviewees were asked to select either formative assessment or summative assessment as their favourite form of assessment for teaching and learning quality. On the contrary, for teacher accountability, summative assessment results were reflected to be more effective instruction than formative assessment as it was necessary to look at the achievement of learners after a period of time such as a semester, a year or an educational level.

In teachers' perceptions of major principles of assessing language learners, the findings indicated teachers' positive perceptions of all essential principles of assessing high school learners including principles of selecting tasks and tools and principles of providing feedback from assessment results. However, the teachers' perceptions for each group of principles varied with the highest given to feedback delivery and the lowest to the selection of assessment tools. This was to say, providing learners with feedback helped learners improve learning, which was seen as the primary purpose of classroom assessment. In feedback delivery, teachers showed their strongest agreement with the fact that assessment results should be delivered in a timely manner with clear and informative instruction for learners' English learning improvement. The other two factors, i.e. selecting tasks and tools, were, to some extent, officially tied to the curriculum and the guidelines launched by DOETs and MOET in the fact that language assessment tasks should be well-instructed with various task types and should be oriented towards the abilities and interests of high school learners.

5.1.2. High school EFL teachers' practices of assessing language learners

The findings showed that teachers appropriately practiced assessing learners frequently with a mean of 3.89, which is slightly above the medium level. Among the four constructs, assessing language learners for learner learning diagnosis was the most frequently practiced (Mean=3.98), and simultaneously, teachers also implemented practices of assessing language learners for examination preparation with the average mean value being 3.97, reflecting the reality of teaching to the tests and the impact of standardized and high – stake tests on teachers and learners.

Slightly different from the results for teachers' perceptions of learner assessment for learning diagnosis, in practices, the mean value for summative assessment was higher than that for formative assessment. This result reflected the reality of classroom assessment in which teachers emphasized summative over formative assessment though they understood that formative assessment plays an essential role in improving learning and teaching quality with timely

feedback. As for learning and teaching improvement, teachers used their assessment results more frequently for this purpose. However, in practice, formative assessment results were used to evaluate teachers' instruction quality. Teaching-to-the-test to make use of formative assessment to prepare learners for summative tests were frequently practiced in the language classroom as learners' achievement of learning outcomes has always been set as pressure on all stakeholders, especially teachers in the educational systems.

5.1.3. The relationship between teachers' perceptions and practices of assessing language learners

Generally, the high school EFL teachers' perceptions of assessing language learners received a high mean score, with the mean value being 4.23, proving that the teachers were well-informed with knowledge of the English curriculum, with official documents including policies/guidelines and facilities in the implementation of assessing language learners. However, the mean value for their practices was not as high as that for their perceptions proving that their practices were not implemented as appropriately as their perceptions. The findings from this investigation into teachers' perceptions and practices of assessing high school learners showed consistency in the assessment purposes. That is to say, in teachers' perceptions and practices, assessment for diagnosing learning was the most strongly agreed, then followed by assessment for improving teaching and learning quality and teacher accountability. It is obvious from the findings that the teachers had fairly positive perceptions of assessment in terms of learner learning diagnosis and learning and teaching improvement. Learning diagnosis was the first emerging point when the teachers thought of assessment as some teacher interviewees shared the idea that assessment results made it clear for them about their learners' strengths, weaknesses, and progress in learning so that they could know where their learners were in their learning, then helped their learners to learn better.

The study's findings revealed that although teachers' perceptions were high, their practices might not be as frequently implemented as they perceived.

The inconsistency in the relationship between teachers' perceptions and practices of assessing high school language learners in this study was relevant to the results of the studies by Brumen & Cagran (2009, 2011), Farell (2003), Judson (2006), Ndalichako (2014), in which it was believed that teachers' perceptions were not always reflected in their instructional practices. Some other studies indicated a contradiction between what teachers said they did and what they believed; some studies showed that there was a positive influence of internal and external factors on teachers' perceptions and practices.

The findings suggested that this mismatch resulted from influential factors and difficulties in teachers' perceptions and practices of language learner assessment *(Jia & Burlbaw, 2006; Wang, 2006).*

5.1.4 Influential factors on teachers' classroom assessment

The findings from the analysis of both the questionnaires and interviews showed that teachers' assessment of language learners was strongly influenced by some factors, including contextual factors, learner variables, and teacher variables.

The most remarkable factors were contextual factors, including language curriculum, assessment resources, time, and workload. As the teachers shared, it was not easy to conduct any assessment activities for about 150 to 200 learners simultaneously (Crookes & Arakaki, 1999; Hargreaves, 1992; Vu, 2017). Another highly influential factor in teachers' perceptions and practices of assessing school learners is learner variables, including learner characteristics, learners' language competence, and learners' expected learning outcomes. Other influential factors known as teacher variables were teaching experience and assessment expertise, which made some positive changes in teachers' perceptions and assessment practices. These findings are supported by Cheng et al.'s (2004), which considered teacher assessment expertise or teachers' experience of assessment as important factors affecting their perceptions and practices. Additionally, Almarza (1996), Borg (2003), and Cabaroglu and Roberts (2000) agreed that teacher education also brought some changes.

5.1.5. Teachers' use of assessment tools in the classroom

This section's findings showed that teachers commonly use seven different tools for formative assessment and two for summative assessment.

In formative assessment, oral tests and fifteen-minute tests are two most commonly used tools, as claimed by 100% of the teacher participants. Oral tests are used to assess learners formatively at least twice a term and are usually in forms of questions and answers, picture description, dialogue, situation, role-play. Fifteen-minute written tests usually focus on separate language knowledge (grammar and vocabulary) or skills (writing, reading, and listening).

Peer-assessment, practice tests, observation, and self – assessment are practiced by a high percentage of the EFL teachers ranging from 85% to 91% in which peer assessment is used by 91% of the teacher participants. Among the four most common tools for summative assessment chosen by the teacher interviewees, an observation was also done by teachers as it was said that observation during class activities, like oral interaction, drafting process in writing or reading providing valuable information about what learners are thinking, feeling and guiding them for making decisions.

Practice tests with learning projects were practiced by most of the teachers in their classrooms. Learning projects were conducted more often in groups or pairs as each unit in the textbook had one project activity at the end so learners were assigned to present with clear explanation and assessment criteria in advance. This activity most of the time helps learners perform their skills of organizing ideas, working in groups, and bee confident; especially, speaking skills– one of the four skills that has not been paid much attention to even in the context of Communicative English language teaching.

Group work or pair work depends on the number of learners in each class, but most of the time, learners worked in groups to save time and reduced teachers' workload. Some other language activities used by only 5% of the teacher participants included quizzes, role-play, and story-telling.

The findings showed that two common summative assessment tools were one-period tests and end-of-term tests.

One-period tests and midterm or end-of-term tests were two most common types in summative assessment required by MOET in assessing learners (MOET, 2014). Usually, these two kinds of tests are taken at the same time at all high schools across the country. The tests were designed by groups of teachers under the format regulated by DOET. It was obvious from the documents that summative assessment was carried out with two required assessment tools, the researcher would also like the participants to confirm this regulation in case teachers applied any other kinds of tests for summative assessment.

5.2. Implications

The study's findings provided insights into high school EFL teachers' perceptions and practices of assessing language learners, in which teachers' perceptions of assessment were well-perceived; however, their practices were not as frequently implemented as expected. From the data collected from questionnaires, interviews, and assessment samples, some implications would be suggested for both teachers and educational managers with the hope to harmonize this relationship, to implement the new curriculum effectively and to improve teaching and learning quality.

5.2.1. For teachers

Implications for teachers are suggested and categorized into three groups: enhancing teachers' practices of formative assessment, maintaining principles of classroom assessment and engaging teachers' commitment to formative assessment actively.

First, teachers should be well-aware of the purposes of formative assessment in helping learners improve learning and teaching quality to emphasize it over summative assessment because summative assessment is usually referred to as standardized or high-stake paper tests being taken at the end of the learning process and these kinds of tests only report the final results after grading learners' language performance and most of the time, it lacks

interaction between teachers and learners. Meanwhile, formative assessment in instructional practices focuses on the continuous learning process of learners, in which information about learners' strengths, weaknesses, and progress is collected and used for learning and teaching improvement. Formative assessment tools such as oral questioning, role-play, problem-solving tasks and learning projects also help enhance two groups of direct and indirect learning strategies such as cognitive strategies and social strategies by maintaining constant interaction between learners and teachers and between learners and learners meeting the teaching and learning methods described in the curriculum-communicative language teaching. Additionally, formative assessment with teachers' timely and effective feedback, increases communication and interaction in the classroom.

Secondly, it is essential for teachers to apply the major principles of assessing language learners in the classroom. First, a variety of well-instructed task types at different levels should be used to assess different learners' language competence. Second, language assessment tasks should provide teachers more information about their learners' language competence development than language knowledge; in other words, teachers should spend more time assessing learners' language skills, especially speaking skills rather than language knowledge. Third, language assessment themes/topics should be based on the curriculum content or what learners are assessed to match what they are taught. Finally, teacher examiners should be well-trained to ensure the quality of test results.

Third, teachers' active involvement and continuous commitment in language testing and assessment process are of great importance. In the implementation of learner assessment, difficulties hindering teachers' proper practices are inevitable; therefore, teachers should make suitable judgments. For instance, in formative assessment, portfolios can be used as an alternative tool; peer-assessment and self-assessment can be combined with other tools to engage learners more actively in their learning; large classes can be divided into smaller

groups to save time in conducting formative assessment activities and feedback delivery. Additionally, teachers should be willing to take professional development opportunities.

5.2.2. For educational managers

Implications for educational managers are categorized into four groups: providing teachers and learners adequate resources for teaching and assessment, enhancing teachers' professional development, relieving the pressure of learners' learning outcomes on teachers, and upgrading facilities for better teaching and learning quality.

First of all, the results suggest that the teachers should be provided with more assessment resources relevant to the language curriculum. Teachers find it challenging to choose appropriate language tasks to assess their learners because there are not many assessment resources aligned with textbooks designed in the implementation of the new curriculum.

Second, teachers should also be encouraged to participate in professional development activities such as professional forums, training workshops frequently to be equipped with sufficient knowledge of language testing and assessment. They need to be offered more theoretical and practical knowledge to effectively adapt or design assessment activities in the teaching context.

Third, teachers should be relieved from the pressure of learners' learning outcomes to effectively conduct and assess activities. The number of learners in each class should be decreased to about 20-25 to ensure that learners are equally and actively engaged in all classroom activities.

Last but not least, classroom facilities such as interactive boards, CD players should be upgraded for better teaching and learning quality. Listening skills and speaking skills should be given more priority than two other skills and language knowledge.

5.3. Theoretical and practical contributions to the study

The study has made some significant theoretical and practical contributions to the field of the study. In theory, the study has confirmed the

interrelationship between teachers' perceptions and practices as teachers' perceptions are thought to profoundly influence on their classroom practices and teachers can not practice effectively without some knowledge of the situation they are giving instructions. Second, the study has also confirmed the global tendency of implementing formative assessment and summative assessment by EFL teachers in the classroom assessment.

In practice, the study has provided an understanding of what high school EFL teachers perceive the classroom assessment and how they implement learner assessment in their classroom practices. Influential factors in teachers' classroom assessment have also been presented to provide more insights into this relationship.

5.4. Limitations of the study

Some limitations of this study were acknowledged. First, this study was conducted only in high schools in Thua Thien Hue province, Vietnam; therefore, the findings could not be generalized to all schools in Vietnam to show the reality of language assessment to the policy-makers.

Second, this study used questionnaires to investigate teachers' perceptions and their practices of assessing language learners, so their practices were reflective through collected data. Interviews and assessment samples were also used to provide a deeper understanding of teachers' perceptions and practices of language assessment. However, teachers participated in the study voluntarily; the description of their perceptions and practices of assessment was limited to some extent.

Despite those limitations, the findings do hope to make contributions to provide insights into teachers' perceptions, and practices of assessing language learners and their relationship.

5.5. Recommendations for further studies

The study only focused on high school EFL teachers' perceptions and practices of assessing learners; further research can be done focusing on lower secondary school teachers to explore different practices by levels of schooling.

Additionally, further studies can investigate EFL teachers' perceptions and practices of learner assessment from different teaching and assessing contexts to see if there are any similarities and differences. Research should be conducted on the national scale to explore further teachers' perceptions of assessment and their practices at the implementation level of the new curriculum.

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APPENDICES

APPENDIX A.1. THE ENGLISH VERSION OF QUESTIONNAIRE

This questionnaire aims at investigating high school EFL teachers' perceptions and practices of assessing learners in the language classroom. The term "assessing" in this study refers to formative asessment (đánh giá thường xuyên) and summative assessment (đánh giá định kỳ) (e.g. end-of-semester/year assessment).

The information collected is only used for this study. All your personal information will be kept confidential.

Please tick ✓ the option which best reflects your beliefs and practices. Whenever appropriate, please fill in the information required.

We highly appreciate your cooperation. Thank you.

PART 1. Participant's information

- *Gender:* Male □   Female □

- *Age*: 21 - 30 □   31 - 40 □   41 - 50 □   above 50 □

- *Your school:*……………………………………………………………………….

- *Your highest qualification:*

Junior college degree □   University degree □

M.A degree □   Ph.D. Degree□

- *Your level of English proficiency (VNFR1[2]:*

Level 3/6 (B1) □   Level 4/6 (B2) □   Level 5/6 (C1) □

- *Experience of teaching English at high school:*

≤ 2 years □   2 ≤ 5 years □   6 < 10 years □   10 – 15 years □   ≥ 15 years □

- *The grade(s) that you are teaching (please tick all options applicable)*:

Grade 10 □   Grade 11 □   Grade 12 □

- *The total number of periods you are teaching a week:*

1 - 5 □   6 - 10 □   11 - 15 □   16 - 20 □

- *The average number of learners in each class:*

10 - 20 □   21 - 30 □   31 - 40 □   41 - 50 □

- *The number of training workshops on assessment[3] you have attended:*

0 □   1-2 □   > 2

PART 2. Please put a √ to the right box to show your perceptions of assessing English language learners:

No	Content	Strongly disagree	Disagree	No idea	Agree	Strongly agree
11	Formative assessment involves all kinds of formal and informal assessment taking place continuously during learning process.					
12	Summative assessment involves all kinds of formal assessment taking place at the end of a period of learning (semester/year).					
13	Formative assessment helps to determine what (sub)skills and knowledge learners have successfully learnt/developed and those that need extra support/consolidation or practice in a specific lesson.					
14	Formative assessment helps collect information about learners' strengths and weaknesses in learning English.					
15	Formative assessment helps provide teachers with *timely* input for teachers to identify areas where learners still have difficulties in learning and why they have such difficulties.					

16	Summative assessment helps evaluate learners' English language learning outcomes at the end of a specific point of time (e.g. end of semester, end of school year, end of educational level).					
17	Summative assessment helps describe learners' English learning at a specific time in comparison with specific goals, standards or benchmarks (e.g. curriculum, instruction objectives)					
18	Summative assessment helps grade learners' English language performance.					
19	Formative assessment results inform learners of their progress and so help them keep track of their language learning as well as identify ways to improve their learning achievement.					
20	My feedback from formative assessment guides learners through the process of improving their language learning in a timely manner.					
21	Through formative assessment, I can make well-informed decisions on what actions regarding teaching methods, techniques, materials, time,… are needed immediately to help my learners improve learning.					
22	Formative assessment helps monitor learners' English learning process continuously					

23	Through summative assessment, I can see where my learners are at a specific point of time and so, can make relevant adjustments and plan for my future teaching (e.g. I can look at my learners' past semester test score to understand their level before I teach them for the current semester) more appropriately.					
24	Summative assessment results are used to help identify learners' English learning needs (skills and knowledge)					
25	Summative assessment helps me make summative decisions after each semester (e.g., how many student pass the course to the next class, how many fail) to improve my teaching for the time/course/class that follows.					
26	Summative assessment helps me predict future student English language performance and modify my teaching accordingly.					
27	Formative assessment results are used to immediately show how well I am doing in my class as an English language teacher.					
28	Summative assessment results are used to determine if my classroom instruction are effective in comparison with the objectives of the English language curriculum.					
29	Language assessment tasks need to be oriented towards the abilities and interests of high school learners.					

30	Language assessment themes/ topics should be familiar to high school learners.					
31	Language assessment tasks should respond well to the level of physical, emotional, social and cognitive growth of the age group of high school learners.					
32	Language assessment tasks should be engaging and motivating to maintain high school learners' interests.					
33	Language assessment tasks should be well - instructed with a variety of task types.					
34	Language assessment tasks should provide teachers more information about their learners' language competence development rather than language knowledge.					
35	Assessment tools should be suitable for both formal and informal assessment.					
36	Assessment tools should help collect information of learners' ongoing development of English learning.					
37	Assessment tools in classroom should be multi-dimensional (coming in different forms, lengths, task types)					
38	Feedback of assessment results should be delivered in a timely manner.					
39	Feedback of assessment results should provide clear and informative instruction for learners' English learning improvement.					

	Content	Never	Rarely	Sometimes	Often	Always
40	Feedback of assessment results should be personal – case to case.					
41	Feedback of assessment results should be constructive and encouraging.					

PART 3. Please put a tick (√) to the right box to show your practices of assessing of your English learners:

	Content	Never	Rarely	Sometimes	Often	Always
42	I use formative assessment results to establish what (sub)skills and knowledge learners have successfully learnt and those that need extra support/ consolidation in a specific lesson.					
43	I use formative assessment to collect information about learners' strengths, weaknesses and progress in learning English					
44	I use formative assessment with *timely* input to identify areas where learners still have difficulties learning and why they have such difficulties.					
45	I use summative assessment to evaluate learners' English language learning outcome at the end of a specific point of time (e.g. end of units, end of semester, end of educational level).					
46	I use summative assessment to describe learners' English learning at a specific time with specific goals, standards or benchmarks (e.g. curriculum, instruction objectives)					

47	I use summative assessment to grade learners' English language performance.					
48	I use formative assessment results to inform learners of their progress and so help them keep track of their language learning as well as identify ways to improve their learning achievement.					
49	I use formative assessment to guides learners through the process of improving their language learning in a timely manner.					
50	I use formative assessment to collect information in order to make well-informed decisions on what actions regarding teaching methods, techniques, materials, time,… are needed immediately to help my learners improve learning.					
51	I use formative assessment to monitor learners' English learning process continuously					
52	I use summative assessment results to see where my learners are at a specific point of time and so I can make relevant adjustments and plan for my future teaching (e.g. I can look at my learners' past semester test score to understand their level before I teach them for the current semester) more appropriately.					
53	I use summative assessment results to help identify learners' English learning needs.					

54	I use summative assessment to make summative decisions (e.g., how many student pass the course to the next class, how many fail)					
55	I use summative assessment results to predict future student English language performance and modify my teaching accordingly.					
56	I use formative assessment to immediately show how well I am doing in my class as an English language teacher.					
57	I use summative assessment to determine if my classroom instructions are suitable to the objectives of the English language curriculum.					
58	I focus on teaching knowledge and skills required in summative tests.					
59	I teach primarily according to summative test format.					
60	I teach my learners skills for examination and let my learners do supplementary exercises to prepare for summative tests.					
61	I spend most time preparing my learners for summative tests.					
62	I try to balance the skills (listening, speaking, reading and writing) and knowledge (pronunciation, vocabulary and grammar) tested so as to help learners meet standards.					

63. Which of the following tool(s) do you use for *formative assessment in the classroom*?
(You can tick √ more than one box and then show the frequency of using these tools by ticking at *always* or *usually* or *sometimes*):

		Always	*Usually*	*Sometimes*
□	Oral tests			
□	Fifteen – minute tests			
□	One – period tests			
□	End-of-term tests			
□	Some other language activities (quizzes, role-play, story-telling, pair/group work)			
□	Observation			
□	Practice tests (learning portfolios, learning projects)			
□	Self– assessment			
□	Peer – assessment			
□	Others:……………………			

64. Which of the following tool(s) do you use for *summative assessment in the classroom*?
(You can tick √ more than one box and then show the frequency of using these tools by ticking at *always* or *usually* or *sometimes*):

		Always	*Usually*	*Sometimes*
□	Oral tests			
□	Fifteen – minute tests			
□	One – period tests			
□	End-of-term tests			
□	Practice tests (learning portfolios, learning projects)			

65. What factors do you consider when it comes to selecting formative assessment methods/tools/frequency?

Please put these factors in the order of significance (i.e. the factor listed first is the most influential factor).

…………………………………………………………………………………………

…………………………………………………………………………………………

Please give some recommendations for bettering English language assessment in the language classroom. (Say what you think will be useful to your practice of assessing high school learners in terms of training, materials, support, and policy, and so on)

THANK YOU FOR YOUR COOPERATION!

THE VIETNAMESE VERSION OF THE QUESTIONNAIRE

PHIẾU KHẢO SÁT

Phiếu khảo sát này được thực hiện nhằm tìm hiểu nhận thức và thực tế triển khai các hoạt động kiểm tra đánh giá học sinh của giáo viên tiếng Anh khối trung học phổ thông trong lớp học ngôn ngữ. Kiểm tra đánh giá ở đây tập trung vào kiểm tra đánh giá thường xuyên và kiểm tra đánh giá định kỳ.

Thông tin thu được chỉ được dùng vào mục đích nghiên cứu. Tất cả các thông tin cá nhân của quý Thầy/Cô sẽ được giữ kín.

Quý Thầy/Cô vui lòng đánh dấu √ vào thông tin phù hợp nhất với nhận thức và thực tế triển khai hoạt động kiểm tra đánh gía học sinh của Thầy/Cô và hãy viết thêm thông tin (nếu được đề nghị).

PHẦN 1. THÔNG TIN CÁ NHÂN

- *Giới tính:* Nam □   Nữ □

- *Tuổi:* 21 - 30 □   31 - 40 □   41 - 50 □   Trên 50 □

- *Trường học mà Thầy/Cô đang dạy:*… …………………………….....................

- *Bằng cấp cao nhất của Thầy/Cô:*

  Cao đẳng □   Đại học □   Thạc sĩ □   Tiến sĩ □

- *Trình độ năng lực tiếng Anh hiện tại của Thầy/Cô (Theo Khung năng lực ngoại ngữ Việt Nam):*   Bậc 3/6 (B1) □   Bậc 4/6 (B2) □   Bậc 5/6 (C1) □

- *Số năm kinh nghiệm giảng dạy môn tiếng Anh của Thầy/Cô tại trường THPT:*

  ≤ 2 năm □   2 ≤ 5 năm □   6 < 10 năm □   10 – 15 năm □   ≥ 15 năm □

- *Các cấp lớp mà Thầy/Cô dạy tiếng Anh (xin vui lòng chọn tất cả các cấp lớp mà Thầy/Cô tham gia giảng dạy):* Lớp 10 □   Lớp 11 □   Lớp 12 □

- *Tổng số tiết tiếng Anh mà Thầy/Cô đảm nhận dạy trong 1 tuần:*

  1 - 5 □   6 - 10 □   11 - 15 □   16 - 20 □

- *Tổng số học sinh trung bình trong mỗi lớp học:*

  10 - 20 □   21 - 30 □   31 - 40 □   41 - 50 □

- *Tổng số các lớp bồi dưỡng, tập huấn về kiểm tra đánh gía học sinh môn tiếng Anh mà Thầy/Cô đã tham gia:*

  0 □   1-2 □   > 2

PHẦN 2. NHẬN THỨC VỀ KIỂM TRA ĐÁNH GIÁ HỌC SINH CỦA QUÝ THẦY/CÔ.
Thầy/Cô vui lòng đánh dấu √ vào ô tương ứng trong bảng sau:

STT	Nội dung	Hoàn toàn không đồng ý	Không đồng ý	Không có ý kiến	Đồng ý	Hoàn toàn đồng ý
11	Kiểm tra đánh giá thường xuyên bao gồm tất cả các hoạt động kiểm tra đánh giá học sinh (HS) chính thức và không chính thức được thực hiện một cách liên tục trong suốt quá trình học.					
12	Kiểm tra đánh giá định kỳ bao gồm các hoạt động kiểm tra đánh giá HS chính thức được thực hiện vào cuối mỗi giai đoạn học (cuối kỳ/cuối năm)					
13	Kiểm tra đánh giá thường xuyên giúp thấy rõ HS đã học được những kiến thức và kỹ năng gì và những kiến thức, kỹ năng nào cần được củng cố trong từng bài học cụ thể.					
14	Kiểm tra đánh giá thường xuyên giúp thu thập những thông tin về điểm yếu, mặt mạnh cũng như tiến bộ của HS trong quá trình học tiếng Anh.					
15	Kiểm tra đánh giá thường xuyên cung cấp thông tin kịp thời cho giáo viên nhằm xác định xem HS có những khó khăn gì và tại sao lại có những khó khăn đó.					
16	Kiểm tra đánh giá định kỳ giúp đánh giá kết quả học tập môn tiếng Anh của HS vào cuối một giai đoạn học xác định cụ thể (cuối học kỳ, cuối năm học, cuối cấp học)					
17	Kiểm tra đánh giá định kỳ giúp đối chiếu kết quả học tập của HS với những mục tiêu cụ thể đã được đề ra (mục tiêu của chương trình, của bài giảng)					
18	Kiểm tra đánh giá định kỳ giúp xếp loại kết quả học tập của HS.					
19	Kiểm tra đánh giá thường xuyên giúp thông báo cho HS biết về sự tiến bộ của mình trong học tập để giúp HS củng cố việc học.					

20	Phản hồi kịp thời về kết quả kiểm tra đánh giá thường xuyên cho HS giúp HS cải thiện việc học.					
21	Thông qua kết quả kiểm tra đánh giá HS, giáo viên có thể đưa ra những quyết định đầy đủ về cách thức, kỹ thuật, tài liệu, thời gian sao cho hợp lý để củng cố việc học.					
22	Kiểm tra đánh giá thường xuyên giúp điều chỉnh quá trình học của HS một cách liên tục.					
23	Nhờ vào kết quả kiểm tra đánh giá định kỳ mà tôi biết được HS của tôi đang ở trong giai đoạn nào của quá trình học để từ đó tôi có những điều chỉnh kịp thời và kế hoạch dạy phù hợp trong tương lai (vd. Tôi có thể xem kết quả học tập của HS trước khi bước vào dạy các em trong một học kỳ mới)					
24	Kết quả kiểm tra đánh giá định kỳ được sử dụng để xác định nhu cầu học tiếng Anh của HS (kiến thức gì, kỹ năng nào)					
25	Kết quả kiểm tra đánh giá định kỳ được sử dụng để xác định số HS đậu, rớt, lên lớp hay ở lại.					
26	Kiểm tra đánh giá định kỳ giúp dự đoán việc học tiếng Anh trong tương lai của HS để giáo viên có hướng điều chỉnh phù hợp.					
27	Kết quả kiểm tra đánh giá thường xuyên giúp giáo viên thấy mức độ năng lực của mình với tư cách là GV tiếng Anh.					
28	Kết quả kiểm tra đánh giá định kỳ giúp giáo viên nhìn nhận xem liệu nội dung truyền tải trên lớp học có hướng đến mục tiêu của chương trình học đề ra hay không.					
29	Các hoạt động kiểm tra đánh giá cần phải phù hợp với khả năng và hứng thú của học sinh trung học phổ thông (HS THPT)					
30	Các chủ đề/chủ điểm trong các hoạt động kiểm tra đánh giá cần phải quen thuộc với HS THPT					

31	Các hoạt động kiểm tra đánh giá cần phù hợp với sự phát triển về thể chất, tinh thần và nhận thức của lứa tuổi.					
32	Các hoạt động kiểm tra đánh giá cần mang tính động viên, khích lệ nhằm duy trì sự hứng thú của HS THPT.					
33	Các hoạt động kiểm tra đánh giá cần đa dạng về loại hình và được hướng dẫn rõ ràng.					
34	Các hoạt động kiểm tra đánh giá nên chú trọng đánh giá năng lực sử dụng ngôn ngữ của HS hơn là đánh giá kiến thức ngôn ngữ.					
35	Các công cụ kiểm tra đánh giá cần phù hợp cho tất cả các hoạt động kiểm tra chính thức và không chính thức.					
36	Các công cụ kiểm tra đánh giá cần giúp thu thập thông tin về sự phát triển liên tục của HS trong quá trình học tiếng Anh.					
37	Các công cụ kiểm tra đánh giá cần đa dạng về hình thức, độ dài và thể loại.					
38	Nhận xét phản hồi kết quả kiểm tra đánh giá nên được đưa ra một cách kịp thời.					
39	Nhận xét phản hồi kết quả kiểm tra đánh giá nên cung cấp thông tin rõ ràng giúp HS tiến bộ hơn trong học tập.					
40	Nhận xét phản hồi kết quả kiểm tra đánh giá nên được đưa ra cụ thể cho từng nhóm đối tượng học sinh tùy vào hoàn cảnh cụ thể (cá nhân, cặp hoặc nhóm, …)					
41	Nhận xét, phản hồi kết quả kiểm tra đánh giá nên mang tính xây dựng và khích lệ.					

PHẦN 3. THỰC TẾ TRIỂN KHAI CÁC HOẠT ĐỘNG KIỂM TRA ĐÁNH GIÁ HỌC SINH CỦA QUÝ THẦY/CÔ.

Thầy/Cô vui lòng đánh dấu √ vào ô tương ứng trong bảng sau:

STT	Nội dung	Không bao giờ	Ít khi	Thỉnh thoảng	Thường xuyên	Luôn luôn
42	Tôi sử dụng kết quả kiểm tra đánh giá thường xuyên để xác định xem học sinh đã học được những kỹ năng, kiến thức nào trong từng bài học cụ thể.					
42	Tôi sử dụng kết quả kiểm tra đánh giá thường xuyên để giúp thấy rõ HS đã học được những kiến thức và kỹ năng gì và những kiến thức, kỹ năng nào cần được củng cố trong từng bài học cụ thể.					
43	Tôi sử dụng kết quả kiểm tra đánh giá thường xuyên để thu thập thông tin về điểm yếu, mặt mạnh cũng như tiến bộ của HS trong quá trình học tiếng Anh.					
44	Tôi sử dụng kết quả kiểm tra đánh giá thường xuyên để thu thập thông tin kịp thời nhằm xác định xem HS có những khó khăn gì và tại sao lại có những khó khăn đó.					
45	Tôi sử dụng kết quả kiểm tra đánh giá định kỳ giúp đánh giá kết quả học tập môn tiếng Anh của HS vào cuối một giai đoạn học xác định cụ thể (cuối học kỳ, cuối năm học, cuối cấp học)					
46	Tôi sử dụng kết quả kiểm tra đánh giá định kỳ giúp đối chiếu kết quả học tập của HS với những mục tiêu cụ thể đã được đề ra (mục tiêu của chương trình, của bài giảng)					
47	Tôi sử dụng kết quả kiểm tra đánh giá định kỳ để xếp loại kết quả học tập của học sinh.					
48	Tôi sử dụng kết quả kiểm tra đánh giá thường xuyên giúp thông báo cho HS biết về sự tiến bộ của mình trong học tập để giúp HS củng cố việc học.					
49	Tôi phản hồi kịp thời về kết quả kiểm tra đánh giá thường xuyên trong suốt quá trình học giúp HS cải thiện việc học.					
50	Tôi sử dụng kết quả kiểm tra đánh giá thường để có thể đưa ra những quyết định đầy đủ về cách thức, kỹ thuật, tài liệu, thời gian sao cho hợp lý để củng cố việc học.					

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51	Tôi sử dụng kết quả kiểm tra đánh giá thường xuyên để điều chỉnh quá trình học của HS một cách liên tục.					
52	Tôi sử dụng kết quả kiểm tra đánh giá định kỳ để biết được HS của tôi đang ở trong giai đoạn nào của quá trình học để từ đó tôi có những điều chỉnh kịp thời và kế hoạch dạy phù hợp trong tương lai (vd. Tôi có thể xem kết quả học tập của HS trước khi bước vào dạy các em trong một học kỳ mới)					
53	Tôi sử kết quả kiểm tra đánh định kỳ để xác định nhu cầu học tiếng Anh của HS (kiến thức gì, kỹ năng nào)					
54	Tôi sử dụng kết quả kiểm tra đánh giá định kỳ để xác định số HS đậu, rớt, lên lớp hay ở lại, để từ đó giúp cải thiện việc dạy khi tiếp nhận lớp mới.					
55	Tôi sử dụng kết quả kiểm tra đánh giá định kỳ giúp dự đoán việ học tiếng Anh trong tương lai của HS để giáo viên có hướng điều chỉnh phù hợp.					
56	Tôi sử dụng kết quả kiểm tra đánh giá thường xuyên để thấy mức độ năng lực của mình với tư cách là GV tiếng Anh.					
57	Tôi sử dụng kết quả kiểm tra đánh giá định kỳ nhìn nhận xem liệu nội dung mà tôi truyền tải trên lớp học có hướng đến mục tiêu của chương trình học đề ra hay không.					
58	Tôi dạy bám sát kiến thức và kỹ năng mà tôi cho là có khả năng được kiểm tra trong bài thi học kỳ.					
59	Tôi dạy bám sát các định dạng của bài thi học kỳ.					
60	Tôi hướng dẫn HS các kỹ năng làm bài thi và cho HS làm các bài tập giống các bài thi học kỳ.					
61	Tôi dành phần lớn thời gian để giúp HS chuẩn bị tốt cho các bài thi học kỳ.					
62	Tôi cố gắng cân bằng kiểm tra các kỹ năng ngôn ngữ (nghe, nói, đọc, viết) và kiến thức ngôn ngữ (ngữ âm, từ vựng, ngữ pháp) để giúp HS đạt chuẩn.					

63. Thầy/Cô sử dụng những công cụ kiểm tra đánh giá nào dưới đây cho các hoạt động *kiểm tra đánh giá thường xuyên* học sinh?

Thầy/Cô có thể đánh dấu √ vào nhiều hơn một công cụ và sau đó vui lòng tiếp tục đánh dấu √ vào một trong các ô tương ứng với *luôn luôn / thường xuyên/ thỉnh thoảng* để chỉ tần suất mà các Thầy/Cô sử dụng các công cụ đã chọn.

		Luôn luôn	Thường xuyên	Thỉnh thoảng
☐	Bài kiểm tra miệng			
☐	Bài kiểm tra 15 phút			
☐	Bài kiểm tra một tiết			
☐	Bài kiểm tra giữa kỳ hoặc cuối kỳ)			
☐	Các hoạt động khác như quiz, đóng vai, kể chuyện, làm việc theo cặp/nhóm			
☐	Quan sát học sinh			
☐	Bài tập thực hành (hồ sơ học tập, dự án học tập)			
☐	Học sinh tự đánh giá			
☐	Học sinh đánh giá lẫn nhau			
☐	Công cụ khác:……………………………………			

64. Thầy/Cô sử dụng những công cụ kiểm tra đánh giá nào dưới đây cho các hoạt động *kiểm tra đánh giá định kỳ* học sinh?

Thầy/Cô có thể đánh dấu √ vào nhiều hơn một công cụ và sau đó vui lòng tiếp tục đánh dấu √ vào một trong các ô tương ứng với luôn luôn / thường xuyên/ thỉnh thoảng để chỉ tần suất mà các Thầy/Cô sử dụng các công cụ đã chọn.

		Luôn luôn	Thường xuyên	Thỉnh thoảng
☐	Bài kiểm tra miệng			
☐	Bài kiểm tra 15 phút			
☐	Bài kiểm tra một tiết			

☐	Bài kiểm tra giữa kỳ hoặc cuối kỳ)			
☐	Các hoạt động khác như quiz, đóng vai, kể chuyện, làm việc theo cặp/nhóm			
☐	Quan sát học sinh			
☐	Bài tập thực hành (hồ sơ học tập, dự án học tập)			
☐	Học sinh tự đánh giá			
☐	Học sinh đánh giá lẫn nhau			
☐	Công cụ khác:……………………………..			

65. Theo Thầy/Cô thì những yếu tố nào sẽ ảnh hưởng đến việc lựa chọn các công cụ kiểm tra đánh giá để tiến hành các hoạt động kiểm tra đánh giá thường xuyên học sinh?

Thầy/Cô hãy xếp các yếu tố này theo thứ tự ưu tiên, yếu tố được liệt kê đầu tiên được xem là yếu tố quan trọng nhất.

………………………………………………………………………………………

………………………………………………………………………………………

Thầy/Cô vui lòng đưa ra một số đề xuất nhằm nâng cao chất lượng các hoạt động kiểm tra đánh giá trong lớp học. (Thầy Cô vui lòng cho biết (những) mục nào trong các mục như bồi dưỡng, tài liệu, chính sách, v.v... sẽ giúp cho việc thực hiện các hoạt động kiểm tra đánh giá HS của các Thầy Cô hiệu quả hơn.)

<div align="center">

XIN CHÂN THÀNH CÁM ƠN THẦY/CÔ!

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APPENDIX B.1. ENGLISH VERSION OF THE INTERVIEW QUESTIONS

1. How long have you taken the new English teaching program? Are there any changes in your practices of assessing English language learners since the implementation of this new program? What are they? What are the reasons for these changes?

2. What is the learning outcome that high school learners taking the current English teaching program have to achieve?

3. How do you think your current assessment practice contribute to the achievement of this learning outcome?

4. What are the purposes of formative / summative assessment in English language teaching?

5. Which assessment type is more effective in helping learners learning English: formative or summative? Why?

6. For formative assessment, which tool do you often use? And why?

7. Which tool do you wish to use but cannot use? And why?

8. How often do you use [*a form of assessment*] to assess your high school learners?
   Extra question for teachers whose assessment samples have been collected:
   Why did you use this tool [referring to *the sample collected*] for assessment?

9. For summative assessment, which tool do you often use? And why?

10. Which tool do you wish to use but cannot use? And why?

11. How often do you use [*a form of assessment*] to assess your high school learners?
    Extra question for teachers whose assessment samples have been collected:
    Why did you use this tool [referring to *the sample collected*] for assessment?

12. How do you give feedback to your learners? How and why?

13. Which factors do consider when it comes to selecting formative assessment methods/tools/frequency?

14. What are the difficulties you face in assessing your learners?

15. What do you think will be useful to your practice of assessing high school learners in terms of training, materials, support, and policy? (What do you think you need to assess your learners better?)

APPENDIX B.2. VIETNAMESE VERSION OF THE INTERVIEW QUESTIONS

1. Thầy cô theo dạy chương trình thí điểm bao lâu rồi?

   Khi triển khai chương trình thí điểm thầy cô có thay đổi gì về phương pháp kiểm tra đánh giá so với chương trình 7 năm không?

   Nếu có thì những thay đổi này là gì? Và tại sao?

2. Theo Thầy/Cô, học sinh trung học phổ thông đang theo học chương trình tiếng Anh 10 năm (thí điểm) hiện tại sẽ phải đạt những chuẩn đầu ra nào?

3. Việc thực hiện các hoạt động kiểm tra đánh giá học sinh của Thầy/Cô có góp phần giúp học sinh đạt được những chuẩn đầu ra này hay không?

   Nếu có: các hoạt động kiểm tra đánh giá học sinh của Thầy/Cô góp phần giúp học sinh đạt được những chuẩn đầu ra này như thế nào?

4. Theo thầy/cô mục đích của kiểm tra đánh giá thường xuyên / định kỳ trong dạy tiếng Anh là gì?

5. Trong hai loại hình Kiểm tra đánh giá thường xuyên và kiểm tra đánh giá định kỳ thì loại hình nào được xem là hiệu quả để giúp học sinh học tiếng Anh tốt hơn? Tại sao?

6. Thầy cô sử dụng những phương pháp, kỹ thuật, công cụ hay hoạt động nào để kiểm tra đánh giá thường xuyên môn tiếng Anh? Tại sao?

7. Có những hoạt động, phương pháp, công cụ nào thầy cô muốn sử dụng để đánh giá thường xuyên môn tiếng Anh cho học sinh mà thầy cô không sử dụng được không? Tại sao?

8. Thầy/Cô thường sử dụng [một công cụ kiểm tra] như thế nào?
   (Câu hỏi thêm dành cho giáo viên có cung cấp các công cụ để kiểm tra học sinh.)

9. Thầy cô sử dụng những phương pháp, kỹ thuật, công cụ hay hoạt động nào để kiểm tra đánh giá định kỳ môn tiếng Anh? Tại sao?

10. Có những hoạt động, phương pháp nào thầy cô muốn sử dụng để đánh giá định kỳ môn tiếng Anh cho học sinh mà thầy cô không sử dụng được không? Tại sao?

11. Thầy/Cô thường sử dụng [một công cụ kiểm tra] như thế nào?
    (Câu hỏi thêm dành cho giáo viên có cung cấp các công cụ để kiểm tra học sinh.)

12. Khi thầy cô thực hiện đánh giá thường xuyên thì thầy cô phản hồi kết quả đến học sinh như thế nào?

    Các phản hồi này được thầy cô cung cấp bao lâu sau khi thực hiện đánh giá thường xuyên và tại sao?

Thầy cô sử dụng kết quả đánh giá thường xuyên để làm gì? (Xin giải thích và cho ví dụ cụ thể)

13. Thầy/Cô thường cân nhắc những yếu tố nào khi sử dụng một công cụ kiểm tra đánh giá thường xuyên học sinh?

14. Thầy/Cô gặp phải những khó khăn gì trong quá trình thực hiện đánh giá định kỳ và thường xuyên học sinh môn tiếng Anh?

15. Theo Thầy/Cô thì làm thế nào để có thể thực hiện các hoạt động KTĐG học sinh tốt hơn?

Theo Thầy/Cô thì các yếu tố nào sau đây như tập huấn và bồi dưỡng chuyên môn nghiệp vụ, chương trình và tài liệu dạy học, công văn hướng dẫn KTĐG, các cơ chế và chính sách hỗ trợ sẽ là cần thiết cho việc thực hiện các hoạt động KTĐG học sinh của Thầy/Cô?

XIN CHÂN THÀNH CÁM ƠN THẦY/CÔ.

APPENDIX B.3. TRANSCRIPT OF THE INTERVIEW

R: The researcher

TI: The teacher interview

R	Good morning! Tks for accepting my invitation to be the interviewee for my study.
TI	My pleasure!
R	I would like to ask you some more questions about your practices of assessing your English learners and your use of assessment samples.
TI	Yes.
R	How long have you taken the new English teaching curriculum?
TI	For 5 years.
R	Are there any changes in your practices of assessing English language learners since the implementation of this new program?
TI	Yes.
R	What are they? What are the reasons for these changes?
TI	I think…uhm the new curriculum emphasizes communicative competence. There is a project at the end of each unit in the curriculum and my learners work in groups to make a presentation with PPT. I can assess my learners' speaking, presentation, grammar and vocabulary as well when they work in groups presenting given topics with knowledge from textbook. Marks are awarded to the whole group and are used as 15-minute test results in formative assessment.
R	What is the learning outcome that high school learners taking the current English curriculum have to achieve?
TI	They are required to achieve B1 level when they graduate from high schools.
R	How do you think your current assessment practice contribute to the achievement of this learning outcome?
TI	I think that my assessment practice does help my learners to achieve the learning outcome, but just a little.
	Most tests such as 15-minute, one-periods and end-of-term tests focus on grammar. Though listening is included in one-period tests and both speaking and listening are in end-of-term tests, they are at basic levels to check learners remembrance. Learners' attitudes and language competence at my school is not as good.
R	So what is classroom assessment used for?

TI	It is used to determine what learners have or have not achieved in comparison with the curriculum, to inform learners of their learning results and their progress, to give them opportunities for self-assessment, to encourage them to learn better.
R	So what does classroom assessment include?
TI	It includes formative and summative assessment.
R	Formative and summative assessment, which is more effective for your leaners?
TI	I think each has its own benefits.
	Formative assessment provides learners feedback of their learning results, their strengths, their weakness so it shows learners how to improve and teachers to adjust their teaching.
R	How about summative assessment?
TI	Summative assessment provides learners their results at the end of a learning process. Sometimes, the results from summative assessment do not reflect learners' language competence as exactly as it should be.
R	Why do you think that the results from summative assessment are not always reliable?
TI	The number of learners in each class is often over 40; they can easily copy their friends' test results and some teachers tend to support learners to get high marks for their tests.
R	What are the purposes of formative assessment in English language teaching?
TI	It helps learners have more opportunities to receive feedback to improve their learning, to be more confident. And it also helps teachers adjust their teaching.
R	What are the purposes of summative assessment in English language teaching?
TI	Popularize learners' learning outcomes to single learner and to the whole class, make decisions on learners' final learning results, and help me make my coming teaching plan.
R	For formative assessment, which tool do you often use? And why?
TI	Oral tests (questions and answers), mini games, projects, 15-minute tests. These tools help me to collect information about my learners during the learning process; then I can make decisions to help my learners improve learning.
R	Are there any tools you wish to use for formative assessment, but cannot

use?

TI   No, there aren't.

R   How often do you use a learning project to assess your high school learners?

TI   It depends on the number of learners in my class, Usually, projects are conducted in groups making PPT presentation. Each group has about 5-6 learners.

R   How can you assess your learners' projects?

TI   Assessment criteria are made clear to all learners. They include criteria to assess grammar, vocabulary, pronunciation, fluency as you can see in the marking sheet (*see appendix C*).

Assessment results are used as a replacement for a 15-minute test.

R   Why did you use this tool for assessment? (Researcher picked up one 15-minute test)

TI   I use this to determine what knowledge my learners have learnt, to keep track of their learning and to provide timely feedback.

R   Where are these tests taken from?

TI   I design them on my own.

R   How can your develop these tests?

TI   I usually include the knowledge of the previous lessons into the tests to assess my learners' remembrance and application.

R   For summative assessment, which tool do you often use? And why?

TI   One-period tests and end-of-term tests. They are required by the official documents.

R   Are there any tools you wish to use for formative assessment, but cannot use?

TI   No, there aren't.

R   How often do you use one-period tests to assess your high school learners?

TI   Twice a semester.

R   How do you give feedback to your learners?

TI   It depends on the tools used for assessment.

For oral tests, I can give my learners feedback individually.

For written tests, I can give them marks and written feedback on their tests and spend time to give feedback to the most common errors.

Usually, there is one period for teachers to give feedback for one-period tests.

R   What factors do you consider when it comes to selecting formative assessment methods/tools/frequency?

TI   My learners' language competence, time allottion and feedback delivery.

R   What do you think will be useful to your practice of assessing high school learners in terms of training, materials, support, and policy? (What do you think you need to assess your learners better?)

TI   Workshop training on assessment.

R   Why do you think so?

TI   Because workshops give me more opportuities to learn how to assess learners effectively, how to adapt and develop tests.

R   Thank you very much for your information and your cooperation. Thank you!

TI   You're welcome!

APPENDIX C

ASSESSMENT SAMPLES AND MATRICES

FIFTEEN-MINUTE TEST A

Full Name:

……………………………………………………………………Class: 10B8

I. Choose the word whose underlined part is pronounced differently.

1. A. imp<u>a</u>ct   B. <u>a</u>nimal   C. pol<u>a</u>r   D. l<u>a</u>nd

2. A. thr<u>ea</u>t   B. incr<u>ea</u>se   C. rel<u>ea</u>se   D. <u>ea</u>sy

II. Choose the word which has a different stress pattern.

1. A. energy   B. finally   C. hospital   D. denial

2. A. dangerous   B. harmony   C. natural   D. mountaineer

III. Choose the correct answer among A,B,C or D.

1. Laura said she had worked on the assignment since _____.

A. yesterday   B. two days ago   C. the day before   D. the next day

2. She told the boys _____ on the grass.

A. do not play   B. did not play   C. not playing   D. not to play

3. She said she _____ collect it for me after work.

A. would   B. did   C. must   D. had

4. She told me that she _____ physiology.

A. has studied   B. has been studying

C. had been studying   D. would have studied

IV. Complete the sentences with the correct form of the verb in brackets

1. Your new dress makes you more _____. (**beauty**)

2. You should do these exercises _____. (**quick**)

3. We are very proud of our _____ (**friend).**

4. Everybody loves _____ beauty. (**nature**)

V. Rewrite each sentence in reported speech, beginning as shown.

1. He said "The company has opened an office in Hanoi."

→ …………………………………………………………………..

2. "I won't be there because I'm having a party," said Helen.

→ …………………………………………………………………..

3. Peter said to Mary "We were having dinner when you called last night".

→ …………………………………………………………………..

4. "Don't buy products with excess packaging" said he.

→ …………………………………………………………………..

5. My teacher said to me "Turn off the lights when you leave a room."

→ …………………………………………………………………..

ONE-PERIOD TESTS

Matrix for one-period test 2 -semester I– Grade 10- School year: 2015-2016

Skills/ Language area	Themes/contents	Knowledge	Understanding	Application		Total
				Low	High	
Phonetics	Pronunciation -o-, -u-	2				4
	Stress (2-3 syllables)	2				
Vocabulary	Meaning	1	2	1		4
Grammar and structure	Gerund after some verbs	1				
	Past progressive tense		1			2
Speaking	Daily communication	1	2			3
Reading	Fill in the gaps [A passage of 100 -150 words about 1 subject in the 1st semester]	2	2	1		5
	Answer the questions [A passage of 150 - 200 words about 1 subject in the 1st semester]	2	2	1		5
Writing	Transformation	1	1	1	1	4
Listening	Multiple choice	3	1	1		8
	Gap-filling		2	1		
Total	Questions	15	13	6	1	35
	Percentage	43 %	37 %	17 %	3%	100 %

I. PHẦN TRẮC NGHIỆM (7.25 marks)

Mark the letter A, B, C or D on your answer sheet to indicate the word whose stress pattern is different from the others.

1. A. enormous   B. fortunate   C. benefit   D. generous
2. A. invention   B. creative   C. invalid   D. evidence
3. A. earbuds   B. donate   C. fabric   D. contest

Mark the letter A, B, C or D on your answer sheet to indicate the best answer to the following questions.

4. Peter: "What do you think of this song?"   Mary: "It sounds .... I like it a lot."
    A. boring   B. meaningless   C. interested   D. great
5. The Japanese eat a lot of rice, …………. they eat a lot of fish too.
    A. or   B. but   C. so   D. and
6. Liz: I am so nervous that I am putting on weight.
Tony: ……………………..
    A. Wash your hand more   B. Eat less junk food   C. Sleep more   D. Sunbathe less
7. I am ....in doing volunteer work.
    A. Useful   B. bored   C. interested   D. excited
8. Those volunteers are so <u>devoted</u> that not only the children but also their parents love them very much.
    A. dedicated   B. interested   C. concerned   D. excited
9. She feels itchy and her nose is running. She says she has ………….. .
    A. headache   B. toothache   C. allergy   D. flu
10. All of us enjoy ………………. to classical music.
    A. listen   B. listens   C. listening   D. Listened
11. Jane: "Would you like to stay for the night? It's too late to come back home now." Jenifer: ".............."
    A. Are you sure? B. Oh, that's very kind of you. C. I don't know. D. It's far from here.
12. While he .... newspaper, his wife ....
    A. Was reading/was cooking   B. read/was cooking   C. was reading/cooked   D. read/cook

Read the following passage and mark the letter A, B, C or D on your answer sheet to indicate the best answer to each of the questions.

For Barack Obama, public service has not been just the slogan of a campaign; it has been the cause of his life. Obama began his career by moving to the South Side of Chicago to direct the Developing Communities Project. Together with a coalition of ministers, Obama set out to improve living conditions in poor neighborhoods plagued by crime and high unemployment.

After graduating from law school, Obama passed up lucrative law firm jobs to head Project Vote, which helped register 150,000 new African American voters in Chicago, the highest number ever registered in a single local effort. Michelle Obama was founding executive director of Public Allies Chicago, a leadership development program that identifies and prepares talented young adults for careers serving the public good. Barack Obama and Joe Biden believe public service is transformative, helping both the individuals that serve and the communities.Barack Obama calls his years working as a community organizer in Chicago's South Side the best education he ever had. He believes that all students should serve their communities. Studies show that students who ***participate*** in service-learning programs do better in school, are more likely to graduate high school and go to college, and are more likely to become active, engaged citizens. Schools that require service as part of the educational experience create improved learning environments and serve as resources for their communities.

13. According to t he passage, Obama started his career by ....
    A. being together with a coalition of ministers. B. directing the Developing Communities Project.
    C.setting out a campaign.   D. improve living conditions in his neighborhood.
14. Which is NOT true about Obama?
    A. He helped register 150,000 new African American voters in Chicago.
    B. He passed up lucrative law firm jobs to head Project Vote.
    C. He worked with Joe Biden.
    D. He believes that students shouldn't serve their communities.
15. The word *participate* in the passage is best replaced by.........
    E. take part   B. join   C. work   D. complete
16. Students who participate in service-learning programs can ....
    A.do better in school.   B. are more likely to graduate high school and go to college
    C. are more likely to become active,engaged citizens.   D. All are correct.
17. This passage mainly discusses ....
    A. Obama and community services.   B. How to become a good citizen.
    C. Benefits of learning law.   D. Crime and high unemployment.

Mark the letter A, B, C or D on your answer sheet to indicate the word whose underlined part is pronounced differently from that of the others.
    18. A. confident   B. obvious   C. introduce   D. popular
    19. A. volunteer   B. suggestion   C. successful   D. community

Read the following passage and mark the letter A, B, C or D on your answer sheet to indicate the best word for each blank.

Each nation has many people who (20)......... take care of others. For example, many high school and college students in the United States often spend many hours as volunteers in hospitals, (21).......or homes for the aged. They read books to the people in these places. Sometimes the students just visit them, play games with them or listen to their problems.

Other young volunteers work in the homes of sick or old people. They (22)........up their houses, do their shopping or mow their lawns. For boys (23).......... no longer have fathers, there is a voluntary organization called Big Brothers. College students take these boys to baseball games and help them (24)......... to know things that boys usually learn from their fathers.

    20. A. volunteer   B. voluntarily   C. voluntary   D. volunteered
    21. A. offices   B. orphanages   C. temples   D. companies
    22. A. wash   B. cut   C. clean   D. make
    23. A. who   B. which   C. whose   D. why
    24. A. to get   B. get   C. getting   D. got

You will hear five short conversations. You will hear each conversation twice. There is one question for each conversation. Choose the correct option A, B, or C to give the correct answer for each question.

    25. What does the man want to buy?
    A.a white shirt   B. a blue suit   C. a tie
    26. How long will the man stay at the hotel in total?
    A.1 night   B. 2 nights   C. 3 nights
    27. What will they buy?
    A.A book   B. perfume   C. a cake
    28. What time will the train arrive?
    A.5:25   B. 5:15   C. 4:50
    29. Where is the post office?
    A.Go along this street then turn right. It's on your left.
    B.Go along this street then turn left. It's on your right.
    C.Go along this street then turn right. It's on your right.6

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II. PHẦN TỰ LUẬN (2.75 marks)

You will hear a conversation between Sam and his friend. Fill in each blank with the activities you hear. You will hear the recording twice.

30. Monday:....................................
31. Thursday: ....
32. Saturday: ....

Rewrite the following sentences in another way based on the cues given.

33. They will send her everything she needs for the party.

→She will ....

34. I have never tasted such a delicious cake before.

→This is the first time...

35. He arrived in the middle of our lunch time.

→ When he arrived...

36. He started working here for 10 years.

→He has ....

---------------THE END ---------------

MATRIX FOR ONE-PERIOD TEST 2- SEMESTER II

GRADE 11 NEW ENGLISH – SCHOOL YEAR: 2016-2017

Skills/ language areas	Themes/ contents	Knowledge	Understanding	Application Low	Application High	Total
Phonetics	Pronunciation **-o-, -i-**	1	1			2
	Stress (4-5 syllables)	1	1			2
Grammar and structure	Question tag	1				3
	Conditional sentence type 0	1				
	Participle clause		1			
Vocabulary	Meaning	1	1	1		3
Listening	Gap-filling	2	3			10
	Multiple-choice questions	3	2			
Reading	Answer the questions (a paragraph of 100-150 words about Laughter Yoga)	2	2	1		10
	Fill in the gaps(a paragraph of 80-100 words about global warming)	2	1	1	1	
Writing	Write an email				1	1
Total	Questions	14	12	3	2	35
	Marks (percentage)	3.5 (35 %)	3.0 (30 %)	0.75 (7.5 %)	2.75 (27.5%)	**10 (100 %)**

I. PHẦN TRẮC NGHIỆM

Mark the letter A, B, C or D on your answer sheet to indicate the best answer to the following questions.

1. He is only one boy_____ in this game.

    A. who participating B. participated   C. to participate   D. who participate

2. If you freeze water, it _____ into ice.

    A. turns   B. is turning   C. will turn   D. would turn

3. The book_____ by Jack, is very famous.

    A. which written   B. written   C. was written   D. writing

4. I think you've seen this picture before, _____?

    A. don't you   B. do you   C. have you   D. haven't you

5. They must figure out how a city can develop to meet the demands of future residents in a _____ and cost- effective way.

    A. continual   B. available   C. sustainable   D. natural

6. Hoi An ancient town is preserved in a remarkably _____ state.

    A.damaged   B. unspoiled   C. intact   D. unharmed

Mark the letter A, B, C or D on your answer sheet to indicate the word whose stress pattern is different from the others.

7. A. geological   B. archaeologist   C. irresponsible   D. itinerary

8. A. pessimistic   B. optimistic   C. overcrowded   D. innovative

Read the following passage and mark the letter A, B, C or D on your answer sheet to indicate the best answer to each of the questions.

Hue Temple of Letters, popularly known as Van Thanh, was dedicated to Confucius and most celebrated Confucian scholars of China and Viet Nam. It was also here that stone steles bearing names of successful candidates in the national examinations in the Nguyen Dynasty were erected.

After Hue had been made capital of the country, the construction of a new Temple of Letters was started in 1808. It was located on the north bank of Huong river, 100 meters west of the Thien Mu pagoda. It was once an ***ensemble*** of seven buildings and many minor constructions including 32 steles which bore the names of doctors and some others. The doctor steles here are not as big as those in Hanoi. They are all put on tortoise made from stone or marble with various poems and decorations.

Hue Temple of Letters is valuable historic remains. Visiting this temple, tourists can understand more about the tradition of knowledge appreciation and study encouragement of our ancestors from the old time.

9. Hue Temple of Letters was built to honor _____.

    A.the kings of the Nguyen dynasty.

    B. Confucius and most celebrated Confucian scholars of China and Viet Nam.

    C.the doctors in the national examinations during the Nguyen Dynasty.

    D. only the most celebrated scholars of Viet Nam throughout the history.

10. Hue Temple of Letters was built because _____.

    A. Hue would have its own Temple of Letters   B. there had not been any before

    C. the old one had collapsed   D. the Nguyen kings loved literature very much

11. All of the following statements are true about Hue Temple of Letters EXCEPT that
_____.

A.stone steles bearing names of successful candidates in the national examinations in the Nguyen Dynasty were erected there.

B.it was located on the north bank of Huong river.

C.its stone steles are as big as those in Hanoi.

D.it once had seven buildings and many minor constructions around.

12. Many tourists want to come to this place because _____

A.they love its beautiful architecture and the beautiful landscape.

B. they want to encourage literature and knowledge appreciation as the ancestors did during the Nguyen dynasty.

C. they want to understand more about the Vietnamese culture and architecture.

D. they want to learn more about the tradition of knowledge appreciation and study encouragement in the past.

13. The word ensemble in paragraph 2 is closest in meaning to _____

A.a pair of things   B. an assembly   C. a group of things   D. a gathering

Mark the letter A, B, C or D on your answer sheet to indicate the word whose underlined part is pronounced differently
from that of the others.

14. A. cl<u>i</u>mate   B. l<u>i</u>veable   C. c<u>i</u>ty   D. d<u>i</u>scussion

15. A. gr<u>o</u>tto   B. p<u>o</u>etic   C. w<u>o</u>rship   D. d<u>o</u>me

Read the following passage and mark the letter A, B, C or D on your answer sheet to indicate the best word for each blank.

It is predicted that by 2050, we will all have 'weekly digital health checks' in our homes, (16)_____ run sensors over our bodies to check for signs of ill health and any (17) _____. Conditions can instantly be recognized by the 'virtual doctor' inside the health machine and treated immediately, and (18) _____ you need a prescription, it will be ordered and sent out automatically. If the digital health check picks up on a person being overweight, they will send a signal to the domestic house computer to modify their diet and book in for gym sessions. Because of all this immediate treatment, people will live far longer and won't be wiped out (19) _____ disease or forms of cancer. Medical conditions that are considered rare today, will be (20) _____ more known about and will be able to be cured quickly and efficiently.

16. A. which   B. who   C. that   D. whom

17. A. abnormal   B. abnormally   C. abnormalities   D. abnormality

18. A. if   B. unless   C. or   D. otherwise

19. A. in   B. on   C. at   D. by

20. A. far   B. very   C. extremely   D. too

Listen to a girl speaking to a man at a job information centre. Choose the option A, B or C to complete the sentences. You will hear the recording twice.

21. The job is in _____.

A. a hotel   B. a sports centre   C. an office

22. You can't do the job if you are younger than _____

A. 18   B. 19   C. 20

23. The job will begin on the _____.

A. 23rd   B. 24th   C. 26th

24. Most working days will begin at _____.

A. 8:15 a.m   B. 8:30 a.m   C. 9:00 a.m

25. For work, the girl must wear _____.

A. a white shirt   B. a blue skirt   C. black trousers

II. PHẦN TỰ LUẬN (3.75 marks)

You will hear a head teacher giving students some information about a fire practice. Listen and complete the table with suitable information. You will hear the recording twice.

FIRE PRACTICE	
Day	Monday
Starting time	(26)_____ a.m
Don't take	(27) _____or bags
Go out of building through	(28) _____ door
Outside, wait next to	(29) _____
Don't	Run or (30) _____

You and your friend are exchanging emails about the future of our cities. Write your predictions about a future city in Viet Nam in an email of 140 words to a friend on your answer sheet.

----------- THE END ----------

A SAMPLE MATRIX AND TEST SPECIFICATIONS:

THE 2nd SEMESTER TEST – ENGLISH 10TD

(Kết hợp trắc nghiệm khách quan và tự luận)

KIẾN THỨC NĂNG LỰC/ KỸ NĂNG	NHẬN BIẾT	THÔNG HIỂU	VẬN DỤNG
KTNN I: NGỮ ÂM	/t/, /d/, /s//z/ (MCQs)		
Số câu: 2	*Số câu: 2* *Số điểm: 0.5*		
Stress	Two syllable words /three-syllable /four syllable words (MCQs)		
Số câu: 2	*Số câu: 2* *Số điểm: 0.5*		
LANGUAGE / KTNN II: NGỮ PHÁP	Comparative and Superlative adjectives, articles (MCQs)	The Passive Voice With Modals, reported speech, Conditional sentences type 1, 2, Relative clauses (MCQs)	
Số câu:7	*Số câu: 3* *Số điểm: 0,75*	*Số câu: 4* *Số điểm: 1*	
ERROR IDENTIFICATION	The Passive Voice With Modals Superlative adjectives	Reported speech, word form (u9)	
Số câu:4	*Số câu: 2* *Số điểm: 0.5*	*Số câu: 2* *Số điểm: 0.5*	
KTNNIV: TỪ VỰNG	Words to talk about gender equality, new ways to learn, preserving environment (unit 6, 8, 9)	Words about ecotourism, cultural Diversity (unit 7, 10) (MCQs)	

	(MCQs)		
Số câu: 5	*Số câu: 3* *Số điểm: 0.75*	*Số câu: 2* *Số điểm: 0.5*	
Short dialogue *Số câu: 2*		Speaking *Số câu: 2* *Số điểm: 0.5*	
READING 1 *Số câu: 5*	Bài đọc dài khoảng 150 đến200từ có nội dung thuộc chủ đề "preserving environment (U9) Loại hình câu hỏi: (Cloze with MCQs-Hoàn thành đoạn văn với nhiều lựa chọn)	Bài đọc dài khoảng 150 đến 200 từ có nội dung thuộc chủ đề "preserving environment (U9) Loại hình câu hỏi: (Cloze with MCQs-Hoàn thành đoạn văn với nhiều lựa chọn)	
Số câu: 5	*Số câu: 3* *Số điểm: 0.75*	*Số câu: 2* *Số điểm: 0.5*	
READING 2	Bài đọc dài khoảng 150 đến 200 từ có nội dung thuộc chủ đề new ways to learn or cultural Diversity Loại hình câu hỏi: Đọc tìm thông tin cụ thể và chi tiết (MCQs)	Bài đọc dài khoảng 150 đến 200 từ có nội dung thuộc chủ đề new ways to learn or cultural Diversity Loại hình câu hỏi: Đọc tìm ý chính; đọc để tổng hợp thông tin (MCQs)	
Số câu: 5	*Số câu: 3* *Số điểm: 0.75*	*Số câu: 2* *Số điểm: 0.5*	
WRITING			Viết lại câu từ câu cho trước sao cho nghĩa của câu viết lại không thay đổi (Sentence transformation-Viết lại câu) 1. reported speech 2. Relative Clause: who, whom, which, that. 3. Comparative →Superlative 4. Conditional sentence type 2
Số câu: 4			*Số câu:4* *Số điểm: 2*

Matrix for 1nd semester test– Grade 10 - School year: 2015-2016

Skills/ Language area	Themes/contents	Knowl edge	Understa nding	Application		To tal
				Lo w	Hig h	
Phonetics	Pronunciation -**ant, -ate**	2				4
	Stress (2-3 syllables)	2				

Vocabulary	Meaning		2	1		3
Grammar and structure	Infinitive to describe purposes		1			**0**
	Gerund after preposition	1				**0**
	Present perfect tense		1			3
Speaking	5 topics (Kiểm tra riêng)					
Reading	Fill in the gaps [A passage of 100 -150 words about 1 subject in the 1st semester]	2	1	1	1	5
	Answer the questions [A passage of 150 - 200 words about 1 subject in the 1st semester]	2	2	1		5
Writing	Transformation	3	2			5
Listening	Multiple choice	3	1	1		
	Gap-filling	3	1		1	**10**
Total	Questions	18	11	4	2	**35**
	Percentage	47.2 %	31.4 %	11.4 %	**100 %**	

Mã đề. 429

I. PHẦN TRẮC NGHIỆM

Mark the letter A, B, C or D on your answer sheet to indicate the best answer to the following questions.

1. His father..............................his old house.

  A.just sells   B. just sold   C. has just sold   D. has just selled

2. When you do something good for others, you will find your life ....

  A. boring   B. hopeless   C. harmful   D. meaningful

3. We can use a USB stick ....a lot of music or video files.

  A. store   B. storing   C. to store   D. stored

4. .... is the member of a family who earns the money that the family needs.

  A. Husband   B. Breadwinner   C. Women   D. Homemaker

5. This system of the body lets us breathe in oxygen with our ....and breathe out carbon dioxide.

  A. heart   B. lungs   C. brain   D. intestine

Some high school students take part in ……the disabled.

  A. helping   B. to help   C. help   D. being helped

Mark the letter A, B, C or D on your answer sheet to indicate the word whose stress pattern is different from the others.

6. A. local   B. equal   C. attack   D. struggle

7. A. composer   B. intestine   C. platinum   D. position

Read the following passage and mark the letter A, B, C or D on your answer sheet to indicate the best answer to each of the questions.

Nelson Mandela was born in a small village in South Africa. He grew up in a poor family, and he was the first child in the family to go to school. He became interested in politics and was forced to leave his first university for protesting .

At that time, South Africa was suffering from apartheid, which meant that the black and white residents of South Africa were separated from each other. People had to carry identity cards with their race on it. Black and white people were not allowed to get married to each other.

Mandela witnessed all this and decided to fight against it. He joined a rebel group which attacked government and military targets. He was arrested in 1962 and put into prison for the next 27 years.

During these 27 years, Nelson Mandela lived in a prison cell on a small island. He had to work very hard like other prisoners. It was such a horrible life for a great man.

However, when he was in prison, people began to find out more about his struggles for democracy and justice. When he was released in 1990, he was a worldwide hero. He continued to fight against the ruling government. Eventually, in 1994 his struggles were successful, and Nelson Mandela became the first democratically elected president of South Africa.

8. Nelson Mandela was born in.............

  A. Africa   B. Asia   C. America   D. Europe

9. He was forced to leave his first university..........

  A. He was interested in politics.   B. He grew up in a poor family.

  C. He didn't study hard.   D. He protested against apartheid.

10. According to the passage, apartheid means......

A. The black and white residents of South Africa were separated from each other.

B. Black and white people were not allowed to get married to each other.

C. People had to carry identity cards with their race on it.

D. All are correct.

11. Mandela was put into prison because ....

A. He was a black man.

B. He joined a group to help the government.

C. He witnessed people fighting for democracy and justice.

D. He took part in a rebel group which attacked government and military targets.

12. Nelson Mandela became the president of South Africa in.......

A. 1990   B. 1962   C. 1994   D. 1992

Read the following passage and mark the letter A, B, C or D on your answer sheet to indicate the best word for each blank.

Line dancing

Thousands of people in Britain have a new hobby – line dancing. In almost every town, you will find clubs and classes for this new activity.'Line dancing is easy to learn. If you have two feet and can walk, then you can do it!' Fiona Lever, a teacher, (14)................. 'You don't need a partner because you dance (15)................. groups. It's the (16)................. way to make new friends. In my classes, (17).................are young and old people. The boys like it because they can make a lot of noise with their feet during the dances!'When did line dancing begin? Most people think it started about fifteen years (18).................. when American country music became famous in Britain.

13. A. say   B. says   C. to say   D. saying
14. A. at   B. in   C. to   D. on
15. A. better   B. best   C. good   D. gooder
16. A. here   B. these   C. they   D. there
17. A. ago   B. after   C. since   D. for

Mark the letter A, B, C or D on your answer sheet to indicate the word whose underlined part is pronounced differently from that of the others.

18. A. w<u>ant</u>   B. vac<u>ant</u>   C. applic<u>ant</u>   D. ten<u>ant</u>
19. A. accur<u>ate</u>   B. abbrevi<u>ate</u>   C. acceler<u>ate</u>   D. activ<u>ate</u>

You will hear some information about a language school. Listen carefully and and mark the letter A, B, C or D on your answer sheet to indicate the best answer to each of the questions. You will hear the recording twice.

20. There is a ....on the first floor.

A. a computer room   B. a library   C. a laboratory   D. a classroom

21. You can borrow reading books and ....for 2 weeks.

A. grammar books   B. English books   C. DVDs   D. computers

22. The booking form is on the ....

A. door   B. table   C. window   D. desk

23. There is a small cafe in the ....

A. library   B. computer room   C. basement   D. school

24. There will be a trip to a ....in Warwick this week.

A. building   B. village   C. city   D. castle

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II. PHẦN TỰ LUẬN (3.0 marks)

You will hear a woman asking for information about a city bus tour. Listen carefully and fiil in the blanks with suitable information. You willhear the recording twice. (1.0 mark)

City Bus Tours

Bus Tours depart…	Every a(26)..................... minutes.
Last tour departs at	(27)..............................
Ticket prices:	Adults: £10
	Children: £ (28).............
Tour Bus Office Address	(29).....................Street
Buses leave from	The (30)...................Hall

Rewrite the following sentences in another way based on the instructions in parentheses. (2.0 marks)

31. They have never seen that film before.

→ This is the first time...

32. Mr. Dryden has mended the washing machine.

→ The washing machine... .....

33. The teacher told them a funny story.

→They were ....

34. "If I were you, I would stop smoking."

→ She advised me ....

35. Although the concert was exciting at the beginning, it became boring at the end.

→The concert was exciting at the beginning, but..

-------------------- **THE END** --------------------

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ASSESSMENT CRITERIA FOR LEARNING PROJECTS

THUA THIEN HUE DEPARTMENT OF EDUCATION & TRAINING   **PROJECT MARKING SCHEME**

Full name: LUÝT, DIỆP, MẠNH, THỦY, HIỀN

Group: 7

Class: 11/4

Topic: GLOBAL WARMING

Marks awarded:

1. GRAMMAR	0.0	0.5	1.0	1.5	**_2.0_**	
2. VOCABULARY	0.0	0.5	1.0	1.5	**_2.0_**	
3. FLUENCY	0.0	0.5	**_1.0_**	1.5	2.0	
4. PRONUNCIATION	0.0	0.5	**_1.0_**	1.5	2.0	
5. CONTENT	0.0	0.5	1.0	**_1.5_**	2.0	
TOTAL						7.5 + 1 (creativity)

Teacher

COMMENT: creative, well-organized :D

Full name: NGUYEN QUYNH NHU

Group: 5

Class: 10/2

Topic: Unit 2 – YOUR BODY & YOU

		Assessment Criteria	Marks	Mark awarded
Group 47	Content	**Introduction** Clearly state the topic of the presentation	15	13
		Body Related to the topic Supporting topic examples	20	17
		Conclusion Restate / summaries the presented ideas	15	12
		Keep allotted time	5	5
Individual 36	Grammar	Simple structures	10	9
	Vocabulary	A variety of vocabulary	10	8
	Fluency	Correct pronunciation Fluent in English	15	11
	Presentation	Maintain eye contact with audience Appropriate body language	10	85

Total marks: Individual + Group = 85
MARSK & COMMENT: interesting content with colourful pictures, good collaboration

Group: 8

Full name: NHÃ, TRANG, QUÂN, MAI, HIỀN

Class: 10F

Topic: Unit 6 – Gender equality

TOTAL MARSK AND COMMENT: 8.5

- Interesting content;

- Well-organized;

- Good collaboration;

APPENDIX D

The pilot English curriculum

Grade 10 (VNFPLF Level 3.1) Learners can:	
Listening (Text length between 180 – 200 words)	• Follow clearly articulated speech in everyday conversation, though learners sometimes have to ask for repetition of particular words and phrases. • Understand the main points in selected TV programs on familiar topics when the delivery is slow and precise. • Understand simple technical information, such as operating instructions for everyday equipment
Speaking	• Start, maintain, and close simple face-to-face conversations on topics that are familiar or of personal interest. • Express and respond to feelings such as surprise, happiness, sadness, interest, and indifference. • Agree, disagree politely, and give advice.
Reading (Text length between 220 – 250 words)	• Understand the main points in short texts about current and familiar topics. • Understand the most important information in short, simple everyday information brochures. • Understand simple messages and standard communications (e.g., from clubs, social organizations and school authorities)
Writing (Text length between 140 – 160 words)	• Write personal messages to friends or acquaintances asking for or giving them news and narrating events. • Write simple texts about experiences or events (e.g., about a trip, for a school newspaper or a club newsletter). • Write simple connected texts on topics which are familiar or of personal interest.
Grade 11 (VNFPLF Level 3.2) Learners can:	
Listening	• Generally follow the main points of extended discussion, provided speech is clearly articulated in a standard dialect.

(Text length between 220 – 240 words)	• Understand the main points of selected radio news bulletins, and simple recorded material on topics of personal interest delivered slowly and clearly. • Listen to a short narrative and form hypotheses about what will happen next.
Speaking	• Start, maintain and close a conversation or discussion on a wide range of familiar or personal interests, but may sometimes have difficulties in trying to say exactly what they would like to. • Ask for and give detailed directions. • Give or seek personal views and opinions in an informal discussion with friends.
Reading (Text length between 250 – 280 words)	• Read simple columns or interviews in newspapers and magazines where someone takes a stand on a current topic or event and understands the overall meaning of the text. • Understand events, feelings, and wishes in letters or other messages via various media. • Understand a variety of texts that consist mainly of high frequency everyday language.
Writing (Text length between 160 – 180 words)	• Write a personal letter, e-mail messages, diaries, or blogs describing experiences and impressions on familiar topics and events (e.g., a film, a book, or a concert). • Reply in written form to advertisements and ask for more complete or more specific information about products (e.g., an academic course). • Convey short, simple factual information to friends or acquaintances or ask for information from them.
Grade 12 (VNFPLF Level 3.3) Learners can:	
Listening (Text length between 240 – 260 words)	• Understand the main points of clear standard speech on familiar matters regularly encountered in school, leisure, and daily activities. • Understand the main point of appropriate radio, TV programs, or podcasts on current affairs or topics of personal interest when

	the delivery is relatively slow and precise.
	• Listen to a simple narrative and form hypotheses about what will happen next.
Speaking	• Deal with most situations likely to arise when interacting with English-speaking visitors.
	• Enter unprepared into conversations on topics that are familiar, of personal interest or relevant to everyday life (e.g., family, hobbies, travel, sport, and current events)
	• Describe experiences and events, dreams, hopes, and ambitions using connected phrases in a meaningful way. Briefly give reasons and explanations for opinions and plans.
	• Narrate a story or relate the plot of a book or film and describe one's reactions.
Reading (Text length between 280 – 300 words)	• Understand the description of events, feelings, and wishes in a variety of texts, personal messages, and letters.
	• Understand the plot of a structured story and recognize the most famous episodes and events and what is significant about them.
	• Skim/scan short texts (e.g., narratives, news summaries, messages, job advertisements) to find relevant facts and information (e.g., who has done what and wherein a narrative; what procedures to follow in applying for a job).
Writing (Text length between 180 – 200 words)	• Write simple connected texts on a range of topics of personal interest and express personal views and opinions.
	• Describe a chart or a diagram.
	• Write letters of the employment application, and a CV to support an employment application.

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The official English curriculum

<table>
<tr><td colspan="2">Grade 10 (VNFPLF Level 3.1) Learners can:</td></tr>
<tr>
<td>Listening

(Text length

between 180 –

200 words)</td>
<td>
• Follow clearly articulated speech in everyday conversation,

• Understand the main points in selected TV programs on familiar topics when the delivery is slow and clear.

• Understand simple technical information, such as operating instructions for everyday equipment
</td>
</tr>
<tr>
<td>Speaking</td>
<td>
• Start, maintain, and close simple face-to-face conversations on topics that are familiar or of personal interest.

• Express and respond to feelings such as surprise, happiness, sadness, interest, and indifference.

• Agree, disagree politely, and give advice.

• Present a project in a simple way
</td>
</tr>
<tr>
<td>Reading

(Text length

between 220 –

250 words)</td>
<td>
• Understand the main points in short texts about current and familiar topics.

• Understand the most important information in short, simple everyday information brochures.

• Understand simple messages and standard communications (e.g., from clubs, social organizations and school authorities)
</td>
</tr>
<tr>
<td>Writing

(Text length

between 120 –

150 words)</td>
<td>
• Write personal messages to friends or acquaintances asking for or giving them news and narrating events.

• Write simple connected texts on topics which are familiar or of personal interest.
</td>
</tr>
<tr><td colspan="2">Grade 11 (VNFPLF Level 3.2) Learners can:</td></tr>
<tr>
<td>Listening

(Text length

between 200 –

220 words)</td>
<td>
• Generally follow the main points of extended discussion, provided speech is clearly articulated in a standard dialect.

• Understand the main points of selected radio news bulletins and simple recorded material on topics of personal interest delivered slowly and clearly.

• Listen to a short narrative and form hypotheses about what will happen next
</td>
</tr>
</table>

Speaking	• Start, maintain and close a conversation or discussion on a wide range of familiar topics or of personal interest,
	• Ask for and give detailed directions.
	• Give or seek personal views and opinions in an informal discussion with friends.
	• Present projects of given – topics prepared in advance in a simple way
Reading (Text length between 250 – 280 words)	• Read simple columns or interviews in newspapers and magazines where someone takes a stand on a current topic or event and understands the overall meaning of the text. • Understand events, feelings, and wishes in letters or other messages via various media. • Understand a variety of texts that consist mainly of high frequency everyday language.
Writing (Text length between 160 – 180 words)	• Write a personal letter, e-mail messages, diaries, or blogs describing experiences and impressions on familiar topics and events (e.g., a film, a book, or a concert). • Reply in written form to advertisements and ask for more complete or more specific information about products (e.g., an academic course). • Convey short, simple factual information to friends or acquaintances or ask for information from them.
Grade 12 (VNFPLF Level 3.3) Learners can:	
Listening (Text length between 240 – 260 words)	• Understand the main points of clear standard speech on familiar matters regularly encountered in school, leisure and daily activities. • Understand the main point of simple instructions, TV programs • Listen to a simple narrative and form hypotheses about what will happen next.
Speaking	• Deal with most situations likely to arise when interacting with English-speaking visitors.

	• unprepared into conversations on topics that are familiar, of personal interest or relevant to everyday life (e.g., family, hobbies, travel, sport, and current events)
	• Narrate a story or relate the plot of a book or film and describe one's reactions.
	• Present projects of given – topics prepared in advance in a simple way
Reading (Text length between 280 – 300 words)	• Understand the description of events, feelings, and wishes in a variety of texts, personal messages, and letters. • Understand the plot of a clearly structured story and recognize the most important episodes and events and what is significant about them. • Skim/scan short texts (e.g. narratives, news summaries, messages, job advertisements) to find relevant facts and information (e.g., who has done what and where in a narrative; what procedures to follow in applying for a job).
Writing (Text length between 180 – 200 words)	• Write simple connected texts on a range of topics of personal interest and express personal views and opinions. • Describe a chart or a diagram. • Write letters of an employment application, and a CV to support an employment