

# FORMATIVE ASSESSMENT PRACTICES IN ENGLISH FOR OCCUPATIONAL PURPOSES CLASSROOMS: A CASE STUDY AT A UNIVERSITY IN VIETNAM

THỰC HÀNH ĐÁNH GIÁ QUÁ TRÌNH CỦA GIÁNG VIÊN TRONG LỚP HỌC TIẾNG ANH ĐỊNH HƯỚNG NGHỀ NGHIỆP: NGHIÊN CỨU TẠI MỘT TRƯỜNG ĐẠI HỌC Ở VIỆT NAM

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## ABSTRACT

Assessment can be considered as a key component for the improvement of the quality of language teaching and learning process. This study aims to investigate how teachers practice formative assessments (FA) in English for occupational purposes (EOP) classes and how they perceive it in promoting students' learning, as well as challenges they faced. Data were collected through survey questionnaires with sixty-one teachers and interviews with five teachers selected randomly. The findings indicated that teachers used various strategies of FA in EOP classroom and perceived FA had positive impacts to students' learning. However, the results revealed the majority of teachers had challenges with time constraints and a big number of students in an EOP class while implementing FA activities. The findings of this research was a significant contribution for enhancing the effectiveness of the implementation of FA strategies in language teaching & learning, particularly in EOP context. Through the research, some recommendations are suggested to improve the effectiveness of the implementation of FA in EOP classrooms as well as the quality of overall EOP courses at Hanoi University of Industry (HaUI).

**Keywords:** *Formative assessment, strategies, impacts, challenges, assessment.*

## TÓM TẮT

Đánh giá có thể được coi là một yếu tố quan trọng trong việc cải thiện chất lượng dạy và học ngoại ngữ. Nghiên cứu này nhằm mục đích tìm hiểu về việc thực hành đánh giá quá trình trong lớp học tiếng Anh định hướng nghề nghiệp của giảng viên cũng như nhận định của họ về tác động của đánh giá quá trình với việc học của sinh viên và những khó khăn họ gặp phải trong quá trình thực hiện. Dữ liệu của nghiên cứu được thu thập thông qua bảng câu hỏi khảo sát với 61 giảng viên và phỏng vấn 5 giảng viên được chọn ngẫu nhiên từ những người tham gia khảo sát. Kết quả cho thấy, giảng viên sử dụng nhiều chiến lược đánh giá quá trình khác nhau trong lớp học EOP, cũng như nhận thấy đánh giá quá trình có tác động tích cực đến việc học của sinh viên. Nghiên cứu cũng chỉ ra hạn chế về mặt thời gian và số lượng sinh viên trong lớp đông là hai khó khăn mà đa số giảng viên gặp phải trong quá trình thực hiện đánh giá quá trình. Kết quả của nghiên cứu sẽ là một đóng góp ý nghĩa cho việc nâng cao hiệu quả của việc thực hiện đánh giá quá trình trong việc dạy và học ngôn ngữ, đặc biệt là trong lớp học tiếng Anh định hướng nghề nghiệp. Thông qua nghiên cứu, một số khuyến nghị được đề xuất để nhằm giúp cải thiện hiệu quả của việc thực hiện đánh giá quá trình trong các lớp học tiếng Anh định hướng nghề nghiệp cũng như nâng cao chất lượng của toàn khóa học tiếng Anh định hướng nghề nghiệp ở Trường Đại học Công nghiệp Hà Nội.

**Từ khóa:** *Đánh giá hình thành, chiến lược, tác động, thử thách, đánh giá.*

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## 1. INTRODUCTION

To meet global labor market demands, university foreign language programs have undergone significant changes, particularly in assessment methods. Formative assessment (FA) has recently gained popularity in university language courses due to its numerous benefits. FA provides teachers with information about their students' learning outcomes, and they have an indicator qualification for or when they should prepare their next class [20]. More importantly, students understand the topics deeply, know how to foster their lifelong learning and, more particularly FA provides students the confidence and abilities to start, evaluate, and identify ways to improve their own learning in an independent setting. Using FA strategies effectively can help to transform passive learners into active ones. It also allows them to establish their own goals and frequently track their own progress [4]. Moreover, this method is used for supporting learning process in order to achieve better results [17]. In addition, teachers can also base on the information that is obtained through FA to modify and upgrade the lessons to better meet learners' demand [13]. Similarly, FA is a method by which instructors and students exchange comments during class to better support learning and teaching in the classrooms, and enhance student's achievement. [11]. In Vietnamese context, FA is defined as an instrument that seeks to identify errors, offer criticism, promote learning, instruct students to study, and guide teachers to teach [10]. In reality, lecturers use different forms of assessment to help learners practice and develop their best practice skills. At HaUI, current English program is English for Occupational Purposes (EOP) programs. the objectives of the program are not only providing undergraduates with language knowledge about their specific occupations but also creating real opportunities to develop real-life skills in their future career. Along with this, ways of assessments to learners and teachers' practices of these assessments in class are much concerned. It is the fact that HaUI teachers use various FA strategies in EOP classrooms to promote students during learning process. However, there is little research carried out about how FA practices in EOP contexts, where students are preparing for specific occupational fields, the role of FA becomes particularly significant in aligning language learning with professional skills development. It is critical to comprehend how FA methods practice in EOP classrooms not only for optimizing the teaching and

learning process but also ensuring the alignment of assessment practices with the goals of the curriculum. Therefore, it is important for the researcher to do this study. The research aims to investigate teachers' practices of FA, understanding the specific challenges and adaptations in this context to comprehensively evaluate the effectiveness of FA in EOP classrooms. To achieve these objectives, the present study focuses on answering three research questions:

1. *What FA activities are commonly used in EOP classrooms?*
2. *How do teachers perceive FA to students' learning?*
3. *What challenges do teachers face when practicing FA in EOP classrooms?*

## 2. LITERATURE REVIEW

### 2.1. Definitions of Formative Assessment

FA can be identified in various ways. FA refers to classroom practices in which "evidence about student achievement is elicited, interpreted, and used by teachers, learners, or their peers, to make decisions about the next steps in instruction that are likely to be better, or better founded, than the decision they would have taken in the absence of the evidence" [2]. This definition emphasize that the assessment involves multiple agents: teachers, learners, or peers can all contribute to interpreting and using the evidence. This makes the assessment a more collaborative and interactive process. FA is used as an instrument to declare whether the learning goals have been achieved by the learners or whether further intensive learning enhancement should be made [18]. This focuses more on teachers as decision-makers using FA to determine the achievement of learning goals and future actions. Both definitions view formative assessment as a tool for decision-making regarding students' progress and future learning actions.

### 2.2. Characteristics of Formative Assessment

Key characteristics of FA include: (a) its main goal is to enhance learning and achievement; (b) it takes place continuously during the learning process, from day to day and moment to moment; (c) it focuses on the process of learning and personal growth; (d) it is considered a fundamental part of the teaching and learning process; (e) both teachers and students understand their learning objectives, are aware of what is required, and use assessment data as feedback to adjust their actions to meet those goals; (f) it is an ongoing process shaped by student needs and teacher feedback; and (g) the data

collected is used by both teachers and students to make improvements over time [12].

### 2.3. Forms of Formative Assessment

A range of FA methods are employed to enhance language instruction and track student progress. Four key areas in FA practices include questioning, feedback, peer and self-assessment, and the formative application of summative tests [3].

**Questioning:** Teachers and students use effective questions in daily classrooms to check students' understanding and promote their learning, and facilitating participations in replying to questions from teachers [7].

**Feedback:** Teachers provide effective feedback to modify students' thinking and behaving with the aim of enhancing their learning [7].

**Peer- and self-assessment:** Peer assessment can be a useful method to improve collaborative learning in addition to serving as a supplement to self-assessment [1]. In addition, students need to evaluate themselves in order to gain mastery and accountability for their own learning [19].

**Formative use of summative tests:** Summative informative can be utilized for formative reasons, such as when students are asked to examine and revise their test answers through peer and self-analysis [20].

### 2.4. Previous studies about Formative Assessment

Numerous previous researches done reported FA have positive impacts to students' learning and motivation. The findings show that FA helps to improve students' motivation and academic achievements [6]. The results from another research reveals that ESP learners were provided with multiple chances to enhance various aspects of their writing skills and establish a good attitude regarding Business English subjects [14]. The findings from the study mention both summative and FA are effective but the formative one is more effective on academic motivation, test anxiety, and self-regulation skills [8]. The result of the study shows that the majority of participants used rubrics and scheduled class time for students to edit their work, and FA was used partially, and few conversations were led by students, which greatly improved the existing continuing assessment methods. [9]. The findings from the another research points out that student performance increased with daily usage of FA characteristics, and students who took part in ongoing assessments performed better on summative assessments than those who did not [15].

## 3. RESEARCH METHODOLOGY

The data were collected through the combination of qualitative and quantity approaches. The researcher chose to employ this method because it allows to gain deeper information [5]. The study aims to investigate how teachers practice FA, their perceptions towards the impacts of FA to students' learning, and challenges they faced. Therefore, by combining these two methodologies, researchers are able to gather richer, more comprehensive data and insights for the study.

### 3.1. Pedagogical setting & participants

The population of the research was 61 teachers at a technical public university in Hanoi, Hanoi University of Industry (HaUI). They are currently teaching English for Occupational Purposes programs. The reasons for choosing the participants because they have real experiences, so their answers would be more practical. Five teachers from participants were chosen randomly to join the interview part.

### 3.2. Data collection

#### 3.2.1. Survey questionnaire

A survey questionnaire comprising multiple choice questions with different criteria was used for the qualitative data to investigate teachers' FA practices in EOP classrooms, their perceptions about FA impacts on students' learning, challenges they faced during the implementation process. The use of multiple choice questions allows for the efficient collection of large amounts of data from many respondents and ensures that the data collected is both structured and comparable across respondents, facilitating clear and reliable analysis. The author used Google form for the quantitative data collection. This phrase was carried out at the end of the semester on June 2024. The data obtained from the Google Form were calculated into percentages, and compared with data from the interview to analyze, discuss and answer the research questions.

#### 3.2.2. Semi-Structured Interview

In order to get deeper understandings about teachers' perceptions, their challenges and how they apply FA in EOP classrooms, semi-structured interviews were conducted with 5 teachers chosen randomly from the participants who answered the survey questionnaires one week later. The interviews were conducted in Vietnamese and in a comfortable atmosphere to make sure everyone can clearly share their opinions. Each interview lasted from 25-30 minutes. The aim of the interview and the

reasons for audio recorder were explained carefully before interviewing. To transcribe and organize the interview data, a systematic approach was employed. All data then were recoded, transcribed, eliminated unnecessary data and noted necessary information carefully. The data were then combined with the data from the questionnaires to find out the answers for the research questions.

### 3.3. Data Analysis

The data gained from the survey questionnaires through Google form were analyzed and calculated into percentages in an Excel table. The data from interviews were organized by a systematic approach and a thematic approach employed to analyze data from the questionnaires. Based on those percentages, the author described, compared with the data from the interviews, and then drew conclusions for the study.

## 4. FINDINGS

### 4.1. FA activities employed in EOP classrooms

Table 1. FA activities used in EOP classrooms

FA activities	Total	%
A. Discussions and questioning	60	98.4
B. Role-plays	61	100
C. Peer assessments	45	73.8
D. Self-assessment checklists	32	52.5
E. Quizzes or short tests	53	86.9
F. Group projects such as creating reports or presentations	35	57.4
G. Observations of students during class activities	59	96.7
H. Reflective journals	12	19.7
J. I do not regularly use formative assessment strategies in my classroom.	0	0.0

Table 1 shows the FA activities that teachers used in EOP classes. The most frequently used strategies are role-plays (100%), followed by discussions and questioning (98.4%), and student observations (96.7%). The results from the interviews also showed that such as T1 said: *"In my lessons, I combine a lot of FA activities to help my students practice vocabulary, speaking skills such as role play, group discussion, individual & group presentation. I also spend plenty of time observing my students' activities and assess, or support them. I think this is incredibly effective"*.

Other figures are relatively significant including peer assessments (73.8%) and quizzes or short tests (86.9%). Similarly, T 3 stated: *"I always encourage my students to self-assess their own work using rubrics or checklists or,*

*involve students in peer assessment, where they provide feedback to one another."* Meanwhile, group projects (57.4%) are less frequently employed compared to quizzes or peer assessments. Self-assessment checklists (52.5%) and reflective journals (19.7%) are the least used. Importantly, no respondents (0%) indicated that they do not use formative assessment strategies. This finding emphasizes the recognized importance of FA strategies to language learning and teaching. All teachers appear to be employing at least one form of FA in their classrooms, reinforcing its essential role in monitoring and enhancing student learning.

### 4.2. Timing of FA activities in EOP classrooms

Table 2. Time practice of FA activities in EOP classrooms

Practice time of FA activities	Total	%
A. After every lesson or activity.	60	98.4
B. Weekly, summarizing their progress and areas for improvement.	55	90.2
D. After one week at the end of each unit.	58	95.1
E. Before formal assessments like midterms or finals.	48	78.7
F. I don't provide specific feedback based on formative assessment results.	0	0.0

From the table, the majority of teachers practice FA activities after every lesson or activity with highest percentage of 98.4%. Most teachers follow up with a structured weekly review at 90.2%. With 95.1%, teachers also provide formative feedback after one week at the end of each unit. This strategy ensures that students can consolidate their learning before moving on to new content. 78.7% of teachers give formative feedback before formal assessments like midterms or finals. While still relatively high, it is slightly less frequent compared to more ongoing, regular feedback. Notably, none of the teachers (0%) provide specific feedback based on formative assessment results. This indicates a consistent approach to formative assessment, suggesting that formative assessments are considered integral rather than supplementary or reactionary and demonstrating a commitment to using formative assessment as a core tool for feedback and learners' improvement.

### 4.3. Teachers' opinions about the impacts of FA activities on students' learning process

From the data, there are 47 respondents (77.0%) believe that FA activities significantly improve students' understanding and performance. This overwhelming majority indicates a strong belief in the effectiveness of

FA in promoting student learning outcomes. The findings from the interviews also showed the same points with this, like T3 said: *“Thank to my employment of FA strategies in class, my students identify their strengths and areas for improvement in using professional English, and they also feel more motivated to practice and apply industry-specific language more frequently”* or T5 pointed that *“I use different FA activities in classes such as role plays, presentations, questioning, etc... I think it influences a lot on my students. I can see they are more confidence in using English in real-world occupational settings, understanding of technical vocabulary and communication skills specific to their field.”*

Table 3. The impacts of FA activities on students’ learning process

Statements	Total	%
A. Yes, Formative assessment activities significantly improve students' understanding and performance.	47	77.0
B. Yes, but The improvement depends on how regularly formative assessment is used.	9	14.8
C. Yes, But only for students who actively engage with the feedback.	3	4.9
D. Sometimes, but I find that the impact on students' understanding and performance is limited.	2	3.3
E. No, I don't think formative assessment has a significant effect on students' understanding or performance.	0	0.0

Meanwhile, 9 respondents (14.8%) recognize the positive effect of FA, but they note that the improvement depends on how regularly it is implemented. Only 3 respondents (4.9%) agree that formative assessments are helpful, particularly students who actively engage with the feedback. Similarly, 2 respondents (3.3%) suggest that FA strategies have limited impacts on students' learning as T2 said: *“Many students do not care about these activities in classes, they are quite reluctant to them”*. Notably, none of respondents think that FA strategies have no significant effect on students' understanding or performance. This suggests that, even among those who don't view FA as highly effective, there is no outright rejection of its value.

#### 4.4. Teachers’ challenges in the implementation of FA activities in EOP classrooms

Table 4. Teachers’ challenges in the implementation of FA activities in EOP classrooms

Statements	Total	%
A. Lack of time to provide individual feedback to all students.	56	91.8
B. Limited student engagement or participation in the formative assessment process.	43	70.5

C. Managing a large number of students, which makes personalized formative assessment difficult.	51	83.6
D. Students' lack of familiarity with formative assessment and self-assessment techniques.	23	37.7
E. Difficulty in integrating formative assessment with the existing curriculum and learning outcomes.	12	19.7
F. I do not face significant challenges when implementing formative assessment practices.	6	9.8

The most frequently cited challenge, with 56 respondents (91.8%), is the lack of time to provide individual feedback to all students, while 43 respondents (70.5%) reported limited student engagement or participation in the FA process. T2 said: *“after listening to all my students practice, I noted down what they need to be focus, but there are lack of time, therefore, I just give them through my paper notes, actually if having enough time, I can emphasize in front of classes, let others can learn from”*. This highlights a critical issue: even if teachers are providing feedback, students may not be fully invested in or aware of the importance of engaging with FA strategies. There are 51 respondents (83.6%) cited the difficulty of managing a large number of students, which makes personalized formative assessment difficult, like T4 said: *“I really want to provide all of my students detailed feedback, but I can't because there are big numbers of students in one class”*. Another issue for 23 respondents (37.7%) is students' lack of familiarity with formative assessment and self-assessment techniques. 12 respondents (19.7%) found it challenging to integrate formative assessment with the existing curriculum and learning outcomes. Particularly, 6 respondents (9.8%), reported that they do not face significant challenges in implementing formative assessment. This suggests that while FA can be challenging, some teachers have found effective strategies or work in contexts where these barriers are less prominent.

#### 5. DISCUSSIONS

This paper presents an in-depth investigation into teachers' FA practices in EOP classrooms, focusing on their perceptions of FA's impact on student learning and the challenges they encounter during its implementation. Drawing upon data obtained from survey questionnaires and interviews, several key issues emerge, which are discussed in detail below.

Firstly, the findings showed that teachers used various activities of FA such as role-plays, discussions, and observations in their EOP classes. These strategies are more aligned with active learning, where students

engage directly with content and each other, leading to a dynamic classroom environment that supports real-time feedback and adjustments. More importantly, the complete absence of teachers who do not use formative assessment highlights the universal acknowledgment of its importance. This could suggest that formative assessment is a standard practice within the teaching community surveyed, aligning with contemporary pedagogical approaches that emphasize continuous assessment to enhance learning outcomes.

Secondly, the data reveals a strong culture of formative assessment in EOP classrooms, with feedback being provided regularly, both immediately after lessons and in weekly or unit-based reviews. It means that teachers realize the benefits of frequent and consistent assessment, which is critical in language learning contexts where students benefit from knowing what they are doing well and where they need to improve.

Thirdly, it also pointed out that FA activities have positive impacts on students' learning process in EOP courses with the vast majority of educators believing that it significantly enhances students' understanding and performance. However, there is a recognition that the impact of FA is contingent upon certain factors, such as its regularity and the level of learners' engagement.

Fourthly, the data reveal that teachers had some difficulties in time limitation, class size and students' engagement when applying FA strategies in EOP classrooms. Overall, the data indicates that FA is a valuable tool for improving student learning outcomes but suggests that its effectiveness can be optimized through regular implementation and fostering active engagement with feedback.

## 6. CONCLUSION AND IMPLICATIONS

In conclusion, the results show that FA activities are appreciated and that FA methods are frequently used in EOP classrooms, where they are seen as essential to the teaching and learning process. While challenges such as time constraints and large class sizes exist, teachers recognize the importance of formative assessment in enhancing students' understanding and performance, particularly in professional English settings. FA has positive impacts on students' learning, improve students' motivation and academic achievements [6] Based on these findings, there are several implications for more efficient teaching and learning.

The first is that teachers and students may benefit greatly from focused professional development that

emphasizes the use of self-assessment and reflective journaling techniques. Such initiatives would empower learners to become more self-aware and capable of monitoring their own progress, promoting greater autonomy in their learning processes. Second, the frequent use of formative assessment appears to contribute positively to learner motivation and performance. The provision of continuous feedback enables students to adjust their learning strategies in real time, fostering a learning environment that is both responsive and supportive of individual progress.

Despite the contributions of this study, there are several limitations. The scope of the study is relatively narrow, focusing exclusively on the practices of teachers in EOP classrooms at HaUI. To obtain a more thorough comprehension of the effects of FA, future research should also consider students' perceptions, since they are important participants in the educational process. Additionally, the study's limited scale involves only teachers at HaUI. It suggests that further research should be carried out more extensively, including teachers from other institutions offering EOP programs. By examining formative assessment practices across a more diverse range of educational settings, researchers could develop a more nuanced understanding of the challenges, adaptations, and best practices associated with FA in EOP contexts, contributing to more robust pedagogical strategies.

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