

Exploring EFL University Lecturers' Assessment Identity in the Mekong Delta: Insights from Interviews

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This qualitative study investigates the assessment identity of EFL university lecturers in the Mekong Delta of Vietnam, drawing upon the framework of assessment identity dimensions proposed by Looney et al. (2017). Through semi-structured interviews with ten lecturers across various disciplines, the research examines how these dimensions manifest in their beliefs, practices, and challenges regarding classroom assessment. Thematic analysis of the interview data revealed a multifaceted nature of assessment identity, encompassing beliefs about assessment purposes, methods, and intended outcomes, as well as perceived roles and responsibilities as assessors, aligning with Looney's framework. The findings highlight a variety of perspectives on assessment purposes, techniques, and expected results, as well as variations in lecturers' perceived roles and responsibilities as assessors. Notably, the study sheds light on how institutional policies and pedagogical approaches employed in EFL classrooms shape lecturers' assessment identities in this specific context. The results reveal discrepancies in lecturers' knowledge and convictions about assessment aims and methods, as well as varying levels of confidence in implementing diverse assessment strategies. Furthermore, emotions such as motivation, frustration, and satisfaction emerged as influential factors affecting lecturers' assessment practices. The implications of this study are relevant for teacher training programs and educational policymaking, aiming to promote effective assessment practices that support student learning outcomes in the unique context of universities in the Mekong Delta of Vietnam.

Keywords: assessment identity, EFL university lecturers, classroom assessment, qualitative study, thematic analysis.

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