

## EXPLORING CONFIDENCE AND INFLUENCING FACTORS IN VIETNAMESE PRE-SERVICE ENGLISH TEACHERS' LANGUAGE ASSESSMENT LITERACY WITHIN THE CURRICULUM INNOVATION

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**Abstract.** Language assessment literacy (LAL) is a foundational competency for pre-service English teachers, particularly in the context of Vietnam's Curriculum 2018, which emphasises learner-centred approaches and balanced formative and summative assessment. This study explores Vietnamese pre-service teachers' self-perceived confidence in LAL and the factors that influence it. Data were collected through a mixed-methods design that included a validated questionnaire administered to 103 participants and semi-structured interviews with eight purposefully selected individuals representing different levels of teaching experience and assessment training. Quantitative findings indicate that participants generally expressed high confidence in their assessment knowledge and skills, while qualitative analysis reveals that their beliefs and reported practices were broadly aligned with the learner-centred assessment principles advocated by the new curriculum. Notably, the study also identifies teaching experience and formal training as the most significant influences on assessment confidence, revealing the interaction between personal and contextual factors that may both support and challenge practical implementation. This study's novelty lies in its initial mapping of LAL within the specific context of Curriculum 2018, providing new insights into the readiness of future English teachers in Vietnam. These findings extend previous research and offer actionable insights for strengthening teacher education in Vietnam and similar contexts.

**Keywords:** *Language assessment literacy; pre-service teachers; Curriculum 2018; English language teaching; teacher education.*

### 1. Introduction

Language assessment (LA) serves not only to measure students' achievement but also to support learning, foster critical thinking, and promote authentic language use (Fulcher, 2012; Shohamy, 2001). Yet in Vietnam, high-stakes examinations continue to dominate educational practice. Academic success is largely judged by test scores, which strongly influence teaching and students' future pathways (Nguyen, 2016). As a result, classroom instruction often shifts away from fostering learner autonomy, creativity, and the practical and meaningful application of language toward rote memorisation and intensive grammar drilling (Nguyen, 2016; Rea-Dickins, 2004). This misalignment creates tension, as the pressure to achieve high scores frequently overrides the actual goal of developing communicative competence (Tabasum & Sadiq, 2025).

Facing the need for systemic change, Vietnam's Ministry of Education and Training (MOET, 2018) introduced the General Education Programme 2018 (Curriculum 2018), which promotes competency-based learning and a more balanced use of formative and summative assessment. However, although pre-service teachers are expected to reconsider their assessment practices and apply such practices from the start of their careers, their LAL remains limited (Nguyen, 2016). Moreover, research has largely focused on in-service teachers or general assessment issues, leaving pre-service English teachers' LAL in the Curriculum 2018 context under-examined.

The present study aims to examine the language assessment literacy of future Vietnamese EFL teachers and the factors that shape it. More specifically, it investigates how confident these teachers feel about applying Curriculum 2018 assessment principles and which experiences they link to that confidence. By foregrounding their self-perceived confidence and its reported influences, the research aims to support ongoing improvements in teacher education programmes and to evaluate how effectively recent educational reforms are being implemented in classrooms.

## **2. Literature Review**

### **2.1. Vietnamese Pre-Service English Teachers' Language Assessment Literacy in the Curriculum Innovation**

In their conceptualisation of LAL, Gan and Lam (2024) view it as more than just a set of technical skills. They define LAL as a competence that links assessment-specific knowledge with core educational principles. This multidimensional competence includes conceptual, practical, and socio-emotional elements to help educators interpret their students' performance data and make context-sensitive instructional decisions. This perspective echoes the view of Bachman and Palmer (2010), who argue that assessment practices do not exist in a vacuum; rather, they are both a product of, and a shaping force within, their specific educational and social landscapes.

Since the early 21st century, language assessment has experienced significant growth (Fulcher, 2012). However, research in this domain has largely focused on in-service language teachers, with comparatively little attention given to pre-service teachers (Gan & Lam, 2022; Nguyen, 2016). A review of 81 scholarly works from 2008 to 2020 revealed that only 10% focused on pre-service candidates (Gan & Lam, 2022). Addressing this gap is vital because pre-service teachers will shape the future of education, yet the adequacy of their LAL remains unclear.

To align with global educational trends, MOET introduced the 2018 General Education Curriculum as the official guideline for the national education system. Based on a learner-centred approach, it prioritises competency development. Under this framework, assessment should be grounded in the competencies and qualities specified in the general curriculum and subject-specific programmes, incorporating both formative and summative assessment. This shift places greater demands on pre-service teachers to build strong assessment skills. However, studies have shown a gap between policy intentions and classroom practice (Basok, 2020; Cao et al., 2016; Dailey, 2010; Firoozi et al., 2019), while limited LAL among teachers further constrains policy implementation (Razavipour & Rezagah, 2018). In Vietnam, few studies have examined whether pre-service teachers possess the LAL needed to implement the 2018 Curriculum, and Cao (2019) argues Vietnam's teacher education requires further improvement. Moreover, most prior work has relied on quantitative approaches to examine teachers' LAL (Nguyen, 2016). Since LAL is a complex concept affected by many factors, especially across various groups of participants (Fulcher, 2012), reliance on quantitative data may overlook how teachers themselves interpret and justify their assessment practices. Thus, it is necessary to explore the factors behind the statistical results on future EFL teachers' LAL to gain a more complete understanding.

These gaps are addressed by answering the following research questions (RQ):

RQ1: What are pre-service English teachers' assessment literacy confidence levels?

RQ2: What factors influence pre-service English teachers' confidence in language assessment literacy?

### **2.2. Assessing Pre-Service Teachers' Language Assessment Literacy**

Studying pre-service teachers requires not only a detailed approach but clear criteria for evaluating LAL, as they have not yet developed full professional competencies, such as teaching and assessment experience. Coombe et al. (2020) also suggest that context and career stage

influence how teachers perceive assessment. Earlier research has highlighted the role of teacher cognition in shaping classroom practices (e.g., Nguyen, 2016). Borg (2003, 2006) emphasises that teachers' beliefs, knowledge, and thinking influence instructional practices. While knowledge itself is neutral and can be shared, individual perceptions shape how it is interpreted and applied. Accordingly, teachers' LAL can be explained by their assessment-related cognition. Nguyen (2016) further asserts that beliefs exert a greater influence than knowledge on task organisation and problem-solving, and identifies confidence as a key indicator of teachers' assessment literacy and capability. In the context of the 2018 Curriculum, understanding the "beliefs and confidence" of pre-service teachers is a necessary step before measuring their actual competence. Gan and Lam (2022) likewise call for further research into teachers' perceptions of LAL.

*Teacher cognition* refers to the invisible cognitive dimension of teaching, encompassing what teachers know, believe, and think, as well as their development (Borg, 2003, 2006). It encompasses teachers' beliefs, attitudes, conceptions, and perspectives, which, as Borg (2003) highlights, have a crucial impact on teachers' lives. This study was inspired by Borg's Teacher Cognition as its theoretical foundation. The framework proposes that teacher cognition is manifested in practice and influenced by factors including: *schooling, professional coursework, contextual factors and classroom practice*. Among these factors, *professional coursework and classroom practice* are particularly relevant for evaluating pre-service English teachers' current LAL and for providing timely suggestions to enhance it. Therefore, this study focuses on exploring how professional training related to assessment and teaching practice affects pre-service teachers' LAL. Previous studies have also widely recognised these two factors as important in developing assessment competence (Nguyen, 2016; Yan et al., 2018).

### 2.3. Assessing Pre-Service Teachers' Language Assessment Cognition

Recent studies have highlighted the need to grant formative assessment equal status to summative assessment, while also stressing the critical role of competency-based assessment. They have also proposed a broader set of components encompassing these characteristics that teachers with strong assessment literacy should consider (e.g., Gu, 2012; Xu & Brown, 2016).

However, prior work has mainly focused on in-service English teachers, with a clear emphasis on practice-related factors. Applying such models to pre-service teachers is less straightforward, as they usually lack substantial prior teaching and assessment experience. Therefore, Gu's (2012) Assessment Literacy Framework, as modified by Nguyen (2016), serves as the conceptual foundation for this study.

This framework was selected for three reasons. First, it is well-aligned with this research's participants, as specifically adapted by Nguyen (2016) for pre-service teachers. Second, it reflects contemporary educational shifts from rote memorisation towards competency-based assessment by emphasising the equal importance of formative and summative assessments. Third, it aligns with the study's theoretical foundation, which underscores the strong relationship between teacher cognition and classroom practice, with confidence viewed as a manifestation of cognition. Thus, the study employs Gu's (2012) Assessment Literacy Framework, as modified by Nguyen (2016), to evaluate future EFL teachers' confidence in LAL as a partial indicator of their assessment literacy.

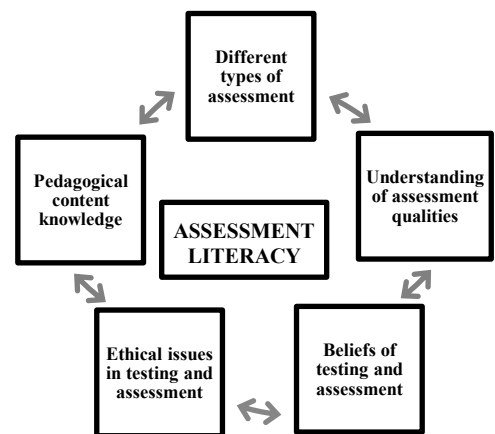


Figure 1. Gu's (2012) Assessment Literacy Framework (adapted by Nguyen, 2016)

### **3. Materials and methods**

#### **3.1. Research design**

This study adopted a mixed-methods research design. Quantitative and qualitative data were integrated during both collection and analysis phases to provide a fuller picture of the issue (Creswell & Creswell, 2018). An online questionnaire was administered first to obtain a broad overview of pre-service English teachers' self-perceived confidence in LAL, followed by semi-structured interviews to explore their personal experiences and perspectives in greater depth.

#### **3.2. Context and participants**

The research was carried out under the framework of Vietnam's General Education Curriculum 2018 (MOET, 2018). This curriculum emphasises competency-oriented learning and a more balanced use of formative and summative assessment. Data were collected from several teacher education institutions in Northern Vietnam, where English teacher training programmes are aligned with these national requirements. A total of 103 pre-service English language teachers took part in this study. All were in the final stage of their four-year training programmes and had completed foundation courses in pedagogy, teaching methods, and/or assessment-related modules. Many had also engaged in micro-teaching sessions, providing initial exposure to classroom settings. These characteristics make the cohort suitable for examining the development of assessment literacy. Participants were recruited through convenience sampling based on accessibility and willingness to participate. Prior to participation, they received information about the study and provided informed consent.

#### **3.3. Instruments**

Data for the study were gathered from 103 pre-service English teachers through a validated questionnaire and complemented by in-depth interviews with eight participants.

##### *Questionnaire*

Participants' LAL levels were assessed through an online survey, which drew on Nguyen's (2016) validated Assessment Literacy Scale. Items were adjusted slightly so they would fit better with the scope and context of this study, particularly within Curriculum 2018. The final version consisted of 22 items covering six assessment domains, namely pedagogical content knowledge, beliefs about language testing and assessment, understanding of assessment qualities, formative assessment, summative assessment, and ethical considerations. Participants rated each statement on a 5-point Likert scale ranging from 1 (not at all confident) to 5 (very confident), measuring participants' confidence in their assessment-related knowledge, beliefs and practices. Reliability analysis indicated strong internal consistency ( $\alpha = .844$ ), which exceeds the commonly accepted threshold of .70 and suggests that the items coherently measured the intended construct (Tavakol & Dennick, 2011).

##### *Interviews*

After completing the survey, eight participants were purposefully selected for semi-structured interviews based on their responses, representing four different groups regarding teaching experience and assessment training. There were seven open-ended questions designed to further explore factors underlying the participants' confidence in LAL. Each interview lasted around 25 minutes and was conducted either online or in face-to-face settings, depending on the participant's availability. With consent, all sessions were recorded and later transcribed. The interview material was subsequently analysed thematically to clarify and contextualise the patterns identified in the survey results.

### 3.4. Procedures

The study procedures comprised three stages with nine steps (Figure 2). Prior to data collection, the questionnaire was adapted from Nguyen's (2016) instrument, which closely reflects the five dimensions of the research's conceptual framework. The original items were refined to suit the study context and align with Curriculum 2018 (Step 2). For instance, terms like *assessment for learning* and *assessment of learning* were replaced with *formative assessment* and *summative assessment*. A separate section was added to gather information on participants' personal backgrounds regarding teaching experience and assessment training. This section was considered important for exploring factors influencing their confidence in LAL. Survey data were then coded and imported into SPSS for analysis, with independent-samples t-tests conducted to examine differences based on teaching experience and assessment training backgrounds.

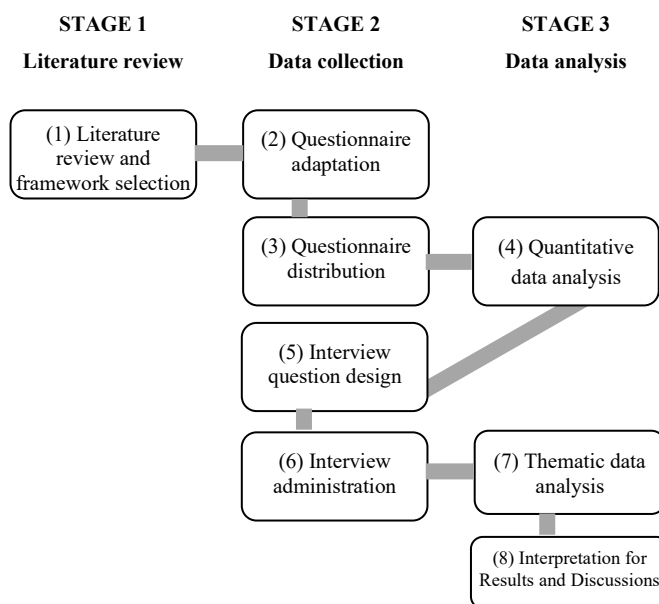


Figure 2. Procedures of the research

To answer the RQ 2, interview transcripts were analysed thematically following Terry et al. (2017). Initial coding began the process, followed by grouping responses into broader themes and identifying recurring patterns across participants' explanations. Two considerations guided the analysis: (1) a single response could contain multiple themes, and (2) themes could recur across different answers. A frequency table was compiled in Microsoft Excel to summarise themes occurrence, reporting both counts and percentages to compare their relative salience.

## 4. Findings and Discussions

### 4.1. Findings

#### 4.1.1. Data results of questionnaire

##### Pre-service English teachers' self-confidence in assessment literacy

This section details the self-reported confidence levels of the 103 participants across six LAL dimensions. Overall, mean scores ranged from 3.2 to 4.5, indicating varying levels of confidence across domains. Beliefs in formative assessment achieved the highest mean score ( $M = 4.5$ ,  $SD = 0.6$ ), suggesting a high degree of comfort among participants when aligning their views with the formative-oriented principles of the new curriculum. Ethical considerations ( $M = 3.9$ ,  $SD = 0.7$ ) and an understanding of assessment qualities ( $M = 3.8$ ,  $SD = 0.8$ ) also received favorable ratings. By contrast, confidence levels were lower for formative assessment practices ( $M = 3.7$ ,  $SD = 0.7$ ) and summative assessment practices ( $M = 3.7$ ,  $SD = 0.8$ ). The lowest confidence scores were recorded in pedagogical content knowledge ( $M = 3.5$ ,  $SD = 0.7$ ) and beliefs about summative assessment ( $M = 3.2$ ,  $SD = 0.9$ ). These figures indicate that participants expressed generally favorable confidence across domains, with particularly strong ratings in beliefs about formative assessment. The comparatively lower ratings in summative-related domains represent an uneven pattern within an otherwise positive overall picture, and are discussed further in Section 4.2.

**Pre-service English teachers' levels of confidence based on teaching experience**

*Table 1. Comparison of language assessment literacy confidence between pre-service English teachers with and without teaching experience*

Sections	Subsections	Group 1 (n=84)		Group 2 (n=18)		P-value
		Mean	SD	Mean	SD	
<b>Pedagogical content knowledge</b>		3.6	0.7	3.0	0.8	.001
<b>Beliefs of language testing and assessment</b>	<i>Formative assessment</i>	4.5	0.5	4.2	0.8	.047
	<i>Summative assessment</i>	3.2	0.9	3.4	0.5	.326
<b>Understanding of assessment qualities</b>		3.9	0.8	3.7	0.8	.151
<b>Formative assessment</b>		3.7	0.7	3.5	0.6	.151
<b>Summative assessment</b>		3.8	0.8	3.2	0.7	.011
<b>Ethical issues</b>		3.9	0.7	4.0	0.7	.581

To examine differences in LAL confidence according to teaching experience, participants were grouped into those with teaching experience (Group 1, n = 84) and those without teaching experience (Group 2, n = 18). One invalid response was excluded from the analysis.

As shown in Table 1, Group 1 reported higher mean scores than Group 2 in most assessment domains. Independent-samples t-tests revealed statistically significant differences in pedagogical content knowledge (M = 3.6 vs. 3.0; p = .001), beliefs about formative assessment (M = 4.5 vs. 4.2; p = .047), and summative assessment practices (M = 3.8 vs. 3.2; p = .011). These results suggest that classroom exposure is associated with greater confidence in assessment knowledge, formative assessment beliefs, and summative assessment practices. Group 2 also returned marginally higher means in these two domains: beliefs about summative assessment (M = 3.4 vs. 3.2) and ethical considerations (M = 4.0 vs. 3.9). The difference between the two groups was not statistically significant in beliefs about summative assessment (p = .326), understanding of assessment qualities (p = .151), formative assessment practices (p = .151), and ethical issues (p = .581). Although Group 2 reported slightly higher scores in beliefs about summative assessment (M = 3.4 vs. 3.2) and ethical issues (M = 4.0 vs. 3.9), these differences did not reach statistical significance. The overall pattern, however, indicates that the confidence advantage associated with teaching experience is domain-specific rather than uniform across all areas of LAL.

**Pre-service English teachers' levels of confidence based on training courses**

*Table 2. Comparison of language assessment literacy confidence between pre-service English teachers with basic and advanced assessment training*

Sections	Subsections	Group 3 (n=14)		Group 4 (n=68)		P-value
		Mean	SD	Mean	SD	
<b>Pedagogical content knowledge</b>		3.6	0.8	3.6	0.7	.776
<b>Beliefs of language testing and assessment</b>	<i>Formative assessment</i>	4.4	0.6	4.6	0.5	.320
	<i>Summative assessment</i>	2.9	1.0	3.3	0.9	.098
<b>Understanding of assessment qualities</b>		3.8	0.7	3.9	0.9	.874
<b>Formative assessment</b>		3.6	0.7	3.8	0.7	.484
<b>Summative assessment</b>		3.8	0.8	3.8	0.9	.861
<b>Ethical issues</b>		3.8	0.7	3.9	0.8	.658

The study also examined whether pre-service English teachers' confidence in assessment varied according to the type of training they had received. Group 3 (n = 14) comprised participants who had completed specialised language assessment training programmes, while Group 4 (n = 68) included those who had only attended basic assessment courses. Participants who reported no formal assessment-related coursework were excluded from this analysis.

Table 2 presents the mean scores and standard deviations for both groups. The two groups yielded comparable results across all domains. Group 4 recorded slightly higher mean scores in most areas, including beliefs about formative assessment (4.6 vs. 4.4), beliefs about summative assessment (3.3 vs. 2.9), formative assessment practices (3.8 vs. 3.6), understanding of assessment qualities (3.9 vs. 3.8), and ethical issues (3.9 vs. 3.8). Meanwhile, pedagogical content knowledge and summative assessment practices gave identical scores across groups. Independent-samples t-tests showed that none of these differences reached statistical significance (p = .098 - .861). This suggests that specialised assessment training did not result in substantially higher confidence levels than participation in basic assessment coursework. The closest result to significance was observed in beliefs about summative assessment (p = .098), where Group 3 scored lower than Group 4 (M = 2.9, SD = 1.0 vs. M = 3.3, SD = 0.9). These findings are consistent with McGee and Colby's (2014) argument that the current provision of assessment training has shown limited improvement, suggesting that differences in training level alone may be insufficient to produce meaningful gains in confidence without more sustained and contextualised learning opportunities.

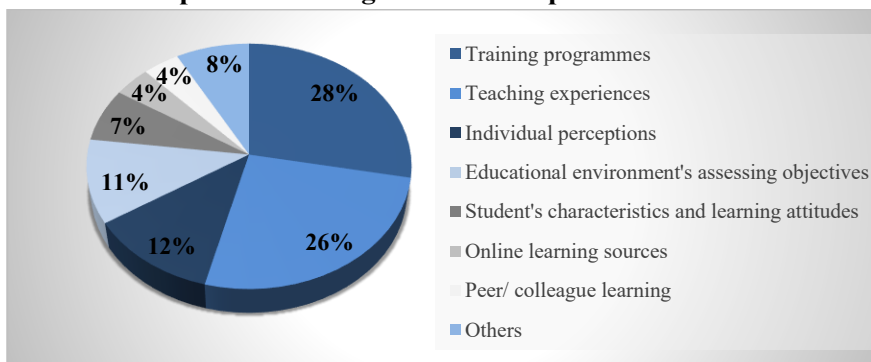
#### **4.1.2. Data results of interview**

##### **How teaching experience and training courses impact on pre-service English teachers' confidence levels**

Analysis of the interview data revealed various views about how prior teaching experience impacted participants' beliefs in assessment skills. Most participants with teaching experience reported higher confidence in assessing learners, noting that recognising students' learning styles, strengths, and weaknesses facilitated more effective instructional customisation. Conversely, those with minimal or no experience felt less confident in doing so. Lack of teaching experience made comprehensive and accurate assessment more challenging, particularly when dealing with varied student performance or external influences such as carelessness during examinations.

Regarding courses and programmes, about half of the participants questioned whether the training they had genuinely improved their assessment abilities and, by extension, their confidence in student evaluation. Many described these courses as mostly theoretical and doubted their practical application in real classroom settings. They pointed to insufficient guidance in their training and limited opportunities to apply what they had learned as key limitations.

##### **Reasons for differences in pre-service English teachers' perceived confidence in assessment**



**Figure 3. Factors affecting pre-service English teachers' confidence in assessment**

Thirteen factors were identified as influencing pre-service teachers' confidence, primarily led by training programmes (28%) and teaching experience background (26%). Other influential

elements included individual perceptions, institutional assessment objectives and peer or colleague learning. Many participants also noted that their confidence levels often varied according to the students they were assessing. Factors such as class size, student personality, learning attitudes, learning styles, and academic proficiency all appeared to play a role. Participants further emphasised the importance of receiving assistance from diverse sources and individuals while carrying out assessment tasks. However, pre-service teachers' knowledge and assessment-consciousness were still important points in increasing confidence degrees. In addition, learners' academic ability also influenced both teachers' assessment practices and their own sense of competence. Besides, one interviewed participant concluded opportunities to be exposed to a second language, teachers' feedback, and teaching mastery, contributed to fluctuation in pre-service English teachers' testing perceived confidence.

## 4.2. Discussions

The study revealed that Vietnamese pre-service English teachers generally demonstrated high confidence in their LAL. This result aligns with earlier studies indicating that such teachers tend to hold positive perceptions of their assessment knowledge and skills (Duong & Pham, 2023; Nguyen, 2016). Notably, the questionnaire was adapted to the Curriculum 2018 (MOET, 2018), which emphasises competency-based learning, and a balanced use of formative and summative assessment. High ratings in domains aligned with these priorities suggest that pre-service English teachers' assessment perceptions are beginning to reflect the orientation of the reform.

However, the results revealed an uneven pattern across LAL domains. Participants reported greater confidence in formative assessment than summative assessment. One possible explanation is the high-stakes nature of summative assessment, which may be demanding for pre-service teachers. This pressure, which echoes the findings of Razavipour and Rezagah (2018) regarding the institutional and professional barriers to effective assessment, shows that pre-service teachers may feel less confident because they lack practical experiences to meet high-stakes requirements. While teacher education increasingly prioritises formative assessment, lower confidence in summative domains may reflect a gap between theoretical training they receive and the complex, high-pressure realities of implementing summative tests in schools (Rea-Dickins, 2004).

While these findings are encouraging, confidence should not be equated with full readiness. According to Fulcher (2012), Kremmel and Harding (2020), pedagogical readiness involves the ability to design, implement, and adapt assessment practices in real classroom contexts rather than relying solely on self-perception. Although participants viewed both teaching experience and training as important influences, quantitative findings provided stronger support for the role of teaching experience, while differences related to training were not statistically significant. One interview participant shared: "Although I have some certain previous teaching experience, I am still apprehensive that my confidence in assessing students could diminish in a larger school because I rarely have the opportunity to work with diverse student groups". This highlights the complex interaction between knowledge gained through training and insights developed through practice, a pattern also noted in previous studies on teacher cognition and LAL (Borg, 2003; Yan et al., 2018). The findings point to the need for closer integration of theoretical coursework and guided classroom practice to strengthen both confidence and actual readiness in LAL.

The results concerning training courses also presented a mixed picture. Although no significant differences in confidence were found between participants with specialised and basic training, interviewees consistently identified training as an important influence. This discrepancy may suggest that greater extensive training encourages a more critical evaluation of one's own competence, resulting in lower self-reported confidence. Participants also described these courses as predominantly theoretical, with limited opportunities to apply assessment knowledge in authentic contexts. This supports McGee and Colby's (2014) argument that assessment training remains limited in its impact. Their accounts further point to a persistent gap between what is

taught about assessment and what teachers are expected to do in schools. Without sufficient opportunities to design, trial, and reflect in authentic settings, pre-service teachers may continue relying on intuition or prior schooling experiences when making assessment decisions.

## **5. Conclusion and Implications**

This study examined Vietnamese pre-service English teachers' confidence in language assessment literacy and the factors shaping it. The findings show that the new generation of teachers is becoming more confident and increasingly aware of learner-centred assessment principles. This reflects positive progress in current teacher education. Participants identified both formal training and prior teaching experience as influences on their assessment development, although the quantitative data more consistently supported the role of teaching experience. To further enhance the readiness and quality of future English teachers, particularly in the area of assessment, greater attention should be paid to developing their language assessment literacy. It would be beneficial to integrate theoretical knowledge with sustained, guided classroom practice.

These findings carry several practical implications for teacher-education programmes in Vietnam. Rather than treating assessment as a standalone component, key concepts should be embedded across modules and practicum activities so that trainees can revisit and apply them in context. Closer mentoring during practicum may further support this process through direct feedback on assessment design and implementation in real classrooms. This would give pre-service teachers more opportunities to apply Curriculum 2018 principles, receive timely feedback, and gradually develop assessment competence. Programmes may also consider incorporating periodic checks of both confidence and competence, enabling pre-service teachers to monitor their development while helping institutions identify areas requiring additional support. In this sense, the findings may serve as a preliminary reference point for reviewing and improving current teacher education programmes. Closer integration of coursework and supervised classroom practice may also help narrow the gap between policy expectations and classroom assessment practices among in-service teachers, as noted by Bui (2022). For pre-service teachers, the results highlight the importance of seeking feedback, reflecting on assessment experiences, and making use of early teaching opportunities to develop both formative and summative skills.

The research has certain limitations. First, the sample was relatively small and drawn mainly from teacher education institutions in Northern Vietnam, which may limit the generalisability of the findings. Second, data relied primarily on self-reported perceptions of LAL at a single point in time rather than on evidence of actual practices over an extended period. Future research could address these gaps through larger and more diverse samples, performance-based measures, and longitudinal designs. Comparative studies of assessment training or practicum models may also identify approaches that most effectively strengthen both confidence and assessment competence.

***Note for contributor:** Che Ngoc Khanh Linh, Dang Dieu Huyen, and Nguyen Hai Lam hold Bachelor's degrees in English Language Teacher Education from Hanoi National University of Education (HNUE), Vietnam. Cao Thi Hong Phuong is a lecturer at HNUE, Vietnam. All authors jointly reviewed and edited the manuscript. Specifically, author 1: methodology, discussion; author 2: software, data analysis; author 3: conceptualization, supervision; author 4: introduction, literature review.*

***Conflict of interest:** The authors declare no conflict of interest.*

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