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Lecturers' Perceptions and Experiences in Using Assessment Software in a Higher Education Context

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ABSTRACT: This study investigates EFL lecturers' perceptions and experiences in using assessment software in undergraduate classrooms at a practice-oriented private university in Hanoi, Vietnam. Although tools for digital assessment have become increasingly integrated into language teaching, there is limited research on undergraduate English as a Foreign Language (EFL) contexts. Hence, this study addresses this gap by exploring how lecturers perceive the usefulness and challenges of e-assessment tools, how their experiences vary across courses, and how their expectations align with actual classroom practices.

A qualitative design was adopted, and data were collected through an online questionnaire with open-ended questions administered to twelve EFL lecturers via Google Forms. Participants, with years of teaching experience, shared their perceptions, experiences, and suggestions with regard to the use of assessment software. Thematic analysis following Braun and Clarke's (2006) framework was used to identify key themes across participants' responses from the data.

Findings from the research reveal that lecturers generally hold positive attitudes toward e-assessment software, emphasizing its ability to provoke student engagement, support differentiated instruction, and provide immediate feedback. Lecturers most frequently used platforms such as Google Forms, Kahoot!, and Quizizz for quizzes, mini-tests, and formative assessments, and some also used them for progress tests and midterm mock tests. However, they also faced notable challenges, including technical issues, unreliable internet connections, concerns about cheating in online tests, and the limited ability of current tools to assess productive skills such as speaking and writing. Another significant barrier was the lack of structured professional training, as most lecturers relied on self-learning to develop competency in using the tools. The study highlights the need for professional training, enhanced technical and institutional support, and improvements in software functions to address the challenges. Future research is expected to approach larger samples and include student perspectives to gain a better understanding of e-assessment practices in EFL higher education.

INTRODUCTION

For a long time, technology has played an important role in every aspect of daily life. With the help of automation, a considerable number of tasks that previously required human involvement are now handled effectively and accurately in a short period of time, including in the academic realm. Lecturers have a tendency to apply information and communication technology to their preparation before class, activities in class, and especially their regular assessment. Every educator has different perceptions of the application of assessment software in their modern teaching path, which leads to the fact that their experiences are diverse and not the same. Despite the differences, assessment software has still emerged as a promising tool for enhancing the efficiency, accuracy, and pedagogical value of testing and assessment. Such software enables lecturers to design, administer, and analyze tests more effectively, which provides immediate feedback and supports instruction (Pellegrino et al., 2016). However, the successful application of assessment software in classroom contexts depends not only on its technical capabilities but also greatly on lecturers' experiences, perceptions, and confidence in using these tools (Ertmer & Ottenbreit-Leftwich, 2010). Previous studies have highlighted that educators' attitudes toward technology, their assessment literacy, and several contextual factors such as training and support significantly impact the effectiveness of integration (Inan & Lowther, 2010).

This study investigates EFL lecturers' perceptions and experiences of using assessment software in undergraduate classrooms at Dai Nam University, a practice-oriented private university in Hanoi, Vietnam. Although digital assessment tools have become increasingly integrated into language teaching, research focusing on non-English major programs in higher education remains limited. This study addresses this gap by exploring how lecturers perceive the usefulness and challenges of e-assessment tools, how their experiences vary across different courses, and how their expectations align with actual classroom practices. A qualitative

design was adopted, and data were collected through an online open-ended questionnaire administered to twelve EFL lecturers. In the higher education context, these tools extend beyond formative mini-tests; platforms are frequently integrated into Learning Management Systems (LMS) for high-stakes exams, peer assessments, and rubric-based grading. However, lecturers face significant challenges regarding technical limitations, the evaluation of productive skills, and most notably, academic integrity (e.g., online cheating and plagiarism) (Farrell, 2020).

LITERATURE REVIEW

Introduction

Assessment is a crucial component of effective teaching and learning, especially in English as a Foreign Language (EFL) classrooms, where the system can support students' language proficiency development and lecturers' instructional feedback. With the growth of technology in general, assessment practices have undergone significant changes in the integration of digital tools, especially e-assessment software. Online assessment, defined as the use of digital technologies for creating and analyzing assessment tasks (Appiah & Tonder, 2018), has become increasingly prevalent due to its efficiency, interactivity, and potential for instant feedback from instructors to learners (Conole & Warburton, 2005). In the higher education context, particularly at practice-oriented universities, these challenges are increasingly complex due to the distinct characteristics of the learners. Undergraduate students generally demonstrate a higher capacity for self-regulated learning and face consistent academic pressures, such as maintaining their Grade Point Average (GPA). Consequently, their assessment needs are significantly more diverse, extending beyond traditional testing to include presentations, project-based evaluations, and productive skills assessments such as academic writing.

Theoretical Frameworks

Much of the current research into assessment software integration is grounded in the Technology Acceptance Model (TAM) and the Theory of Planned Behavior (TPB). According to Davis (1989), the TAM identifies perceived usefulness (PU) and perceived ease of use (PEOU) as central to users' intention to adopt technology. Tang, Nguyen, and Tran (2022) applied this model to examine Vietnamese teachers' acceptance of the use of e-assessment tools and found that computer self-efficacy significantly influenced both PEOU and behavioral intention to use such tools. The model supported the idea that while PU and PEOU positively affected intention, the frequency of use had no considerable effect, suggesting that familiarity solely does not guarantee integration into pedagogical practices.

TPB also offers insights into behavioral intentions. Chien, Wu, and Wu (2018) adapted TPB to examine high school teachers' beliefs about technology-based assessments (TBAs). Their findings indicated that attitude played a significant role in predicting intention to use TBAs, while subjective norms and perceived behavioral control were of less influence. These results underscore the importance of personal beliefs over external pressures in shaping educators' decisions to integrate technology into assessment.

Lecturers' Perceptions and Challenges with Assessment Software

Numerous studies have reported positive attitudes among EFL teachers toward e-assessment tools due to features like real-time feedback, multimedia integration, and efficiency in grading. For example, Darwis et al. (2024) conducted a training-based intervention using Kahoot! among Indonesian EFL teachers. Despite their initial lack of technological competence, participants demonstrated increased confidence and willingness to adopt e-assessment tools after structured training, especially when multimedia features were involved. However, they also highlighted the increased preparation time and limited question types as constraints.

Similarly, Hichour (2022) investigated Algerian university EFL teachers' experiences with Moodle-based e-assessment during the COVID-19 pandemic. The study revealed overall positive attitudes but highlighted significant challenges such as lack of training, poor internet connectivity, and inconsistent student engagement. Notably, many educators defaulted to summative testing, indicating a gap in understanding and implementing formative assessment through digital tools.

Impact of E-assessment on Teaching and Learning

Fitriyah and Jannah (2021) studied both the positive and negative effects of online assessment on students' learning behavior and lecturer preparation in Indonesian EFL classrooms. Instructors reported improved student autonomy and awareness, yet also faced reduced interaction and increased test anxiety. This dual impact illustrates the nuanced role of e-assessment: while it can enhance engagement and feedback mechanisms, it also introduces new pedagogical and emotional challenges.

Alharbi, Alhebshi, and Meccawy (2021) similarly found in Saudi Arabia that Google Forms was perceived as useful for formative assessment, especially during remote teaching. However, both instructors and students expressed concerns about academic dishonesty and limited question formats. This highlights a critical issue in digital assessment environments: ensuring integrity while maintaining accessibility and ease of use.

Contextual Factors in Integration

Research also points to the role of institutional support, training, and policy in the successful adoption of e-assessment tools. Appiah and Tonder (2018) emphasized that effective e-assessment requires credible, authentic, and transparent task design supported by adequate infrastructure. Their review stressed that challenges such as technical limitations, resistance to change, and lack of

pedagogical training hinder full-scale implementation.

Kundu and Bej (2021) further elaborated on student-side perspectives in the Indian context, where students' acceptance of e-assessment depended largely on perceived ease of use and available IT support. Their findings suggest that even with positive perceptions, the digital divide and infrastructural shortcomings remain significant barriers to equitable assessment practices.

Research Gap

Across diverse educational settings, the literature reveals a consistent trend: educators generally perceive e-assessment tools positively, particularly when they are user-friendly, enhance learning outcomes, and align with pedagogical goals. Despite the fact that the integration of assessment software into EFL classrooms has gained significant attention among users, research on this topic remains limited in several areas. Current studies have primarily focused on examining educators' attitudes in general education or general higher education contexts (e.g., Tang et al., 2022; Chien et al., 2018), with less emphasis on the specific settings of undergraduate EFL classrooms. Additionally, most existing research has concentrated on educators' general attitudes, such as perceived usefulness, without exploring the actual challenges they face when integrating assessment software (Tang et al., 2022). As a result, limited research has examined how assessment software is utilized in practice-oriented Vietnamese private universities. Furthermore, there is a scarcity of literature addressing e-assessment practices in EFL courses for non-English major programs. This study aims to fill these gaps by examining EFL lecturers' perceptions of the usefulness and challenges of online assessment in such environments. Also, the research aims to explore what lecturers expect and what outcomes occur in actual classes when applying e-assessment. Specifically, the research is conducted to find answers to the following questions:

- *What are EFL lecturers' perceptions of the usefulness and challenges of using assessment software for university students?*
- *How do lecturers' teaching experiences of using e-assessment vary across courses?*
- *How do lecturers' expectations of e-assessment in classrooms align with their actual experiences using these technologies?*

METHODOLOGY & RESEARCH DESIGN

Research Approach

This study adopts a qualitative research design using a case study approach to gain an in-depth understanding of EFL lecturers' perceptions and experiences with assessment software in university classrooms. A qualitative design is appropriate because it allows deep exploration of participants' perceptions, expectations, and actual experiences in a specific context (Creswell & Poth, 2018).

Research Context & Participants

This study was conducted at Dai Nam University (DNU), a practice-oriented private university located in Hanoi, Vietnam. Specifically, the research focuses on EFL classrooms designed for undergraduate students enrolled in non-English major programs. In this higher education setting, the English curriculum encompasses English for General Purposes (EGP), Academic English, and English for Specific Purposes (ESP). These diverse courses require comprehensive and multifaceted assessment methods to effectively evaluate students' language proficiency, encourage self-regulated learning, and meet the strict academic standards of the university.

The participants in this study were twelve EFL lecturers currently teaching undergraduate courses at DNU. These instructors possess varying years of teaching experience in higher education and have actively integrated e-assessment software into their instructional and evaluative modules. They were selected using purposeful sampling to ensure they could provide rich, relevant insights into the practical applications, pedagogical benefits, and ongoing challenges of using digital assessment tools. The participants shared their perceptions and classroom experiences - particularly regarding academic integrity and the evaluation of higher-order skills - through an online questionnaire with open-ended questions administered via Google Forms.

Research Instruments

Online questionnaire

Data for this study were collected through an online survey consisting entirely of open-ended questions, administered via Google Forms. The survey was designed to gather detailed insights into lecturers' perceptions, expectations, and experiences of using e-assessment software in undergraduate EFL classrooms. It included questions about participants' teaching backgrounds, their views on the usefulness and challenges of e-assessment tools, how their initial expectations aligned with their actual experiences, and any further suggestions for improvement. To specifically address the rigorous demands of the higher education context, the questionnaire was expanded to include items on diverse university-level evaluation formats, namely assessing presentations, project-based assessments, and academic writing. Furthermore, it incorporated targeted questions probing lecturers' plagiarism concerns and the challenges of maintaining academic integrity in digital environments. The open-ended format allowed participants to express their thoughts in depth and provide concrete examples from their teaching practice, offering richer qualitative data than could be obtained through closed-ended items. Using Google Forms ensured that the survey was easily accessible and user-friendly, allowing participants to respond at a time convenient for them while also maintaining anonymity. These instruments were adopted to seek comprehensive answers to the stated research questions.

Data Collection & Procedures

Pilot study

Prior to the main study, a pilot study was conducted with one EFL lecturer who matched the inclusion criteria but was not included in the final sample. Conducting a pilot study allowed for the evaluation of the clarity, relevance, and comprehensibility of the open-ended survey questions, as well as testing the functionality and usability of the Google Forms platform (Creswell & Creswell, 2018). Feedback from the pilot participant resulted in minor modifications to the wording and phrasing of some survey items, enhancing their clarity and ensuring participants would understand precisely what was asked of them (Dörnyei, 2007). Additionally, the pilot confirmed that the estimated time required to complete the survey was reasonable, and the online format operated smoothly across various devices.

Main study

For the main study, the finalized online survey was distributed via email to twelve EFL lecturers who met the selection criteria. All participants received a detailed information sheet outlining the purpose of the research, confidentiality assurances, and their right to withdraw from the study at any time before submission of their responses (Babbie, 2020). Participants were requested to independently complete the survey at their convenience within a specified one-week timeframe. Their responses were automatically collected and securely stored using Google Forms. The open-ended questions allowed lecturers to provide rich and descriptive responses about their perceptions, challenges, and experiences in using e-assessment software (Braun & Clarke, 2013). After all participants submitted their surveys, responses were downloaded and transferred securely into an encrypted file for thematic analysis and interpretation. The questionnaires were sent to the target participants to complete within 15 days, from July 3rd to July 18th. There were 12 lecturers participating in the survey. All of them have been teaching EFL at DNU, with varying years of experience.

Data Analysis

The data analysis process for this study followed the principles of thematic analysis as outlined by Braun and Clarke (2006). The aim was to identify patterns and themes within the responses that directly addressed the three research questions: (1) teachers' perceptions of the usefulness and challenges of using assessment software for university students, (2) variations in teachers' experiences of using e-assessment across different courses, and (3) the alignment between teachers' expectations and their actual experiences.

Once the online survey responses were collected via Google Forms, the data were exported into a secure Microsoft Word and Excel format for initial review. Each participant's responses were assigned a code (T1 - T12) to ensure anonymity and to facilitate easy tracking during the analysis process (Creswell & Creswell, 2018). The responses were examined thoroughly so that the content was familiarized, offering a better understanding of the teachers' perspectives. This step also allowed for the identification of preliminary patterns that could inform subsequent coding (Braun & Clarke, 2006).

The data were then systematically coded using an inductive approach, which means that codes were generated directly from the content of the responses rather than being based on predetermined categories (Dörnyei, 2007). Each part of the text that captured an idea or concept relevant to the research questions was assigned a code. For example, statements such as "assessment software can offer instant feedback for students" were coded as efficiency, while responses such as "technical issues may happen sometimes" were coded as possible challenges. Codes were applied consistently across the entire dataset using a manual coding process, which was supported by Microsoft Excel to keep track of the data.

After the initial coding, related codes were grouped into broader themes that captured the essence of the data. For instance, codes related to efficiency, grading convenience, and instant feedback were assembled under the broader theme of perceived benefits, while codes related to technical difficulties, lack of student engagement, and risk of data loss formed the theme of challenges. These themes were aligned with the three dimensions guiding the study: perceptions, classroom experiences, and expectations versus actual experiences.

The preliminary themes were reviewed against the coded data and the entire dataset to ensure internal coherence and external distinctiveness (Braun & Clarke, 2006). Themes that overlapped or were too broad were refined or divided into subthemes. For example, the theme challenges were divided into technical issues and pedagogical challenges to better reflect the data. This process ensured that the themes were strongly constructed and provided clear answers to the research questions.

Each theme was then clearly defined and named to capture its scope and focus. Descriptions were written for each theme to explain what it represented and how it related to the study's aims. Subthemes were also identified where appropriate, allowing for a more profound understanding of the data (Braun & Clarke, 2006).

Finally, the themes and subthemes were synthesized and organized into a narrative that directly addressed the three research questions. Representative quotations from participants' responses were selected to illustrate each theme and to provide authenticity to the findings (Eldh et al., 2020). The analysis provided a comprehensive understanding of EFL teachers' perceptions, experiences, and expectations regarding the use of assessment software in university-level classrooms. The thematic analysis approach was particularly suitable for this study as it allowed for flexibility and depth in interpreting the open-ended survey data (Lahmar, 2022).

RESEARCH FINDINGS & DISCUSSION

Lecturers' Perceptions of the Usefulness and Challenges of Using Assessment Software

Lecturers' Perceptions of the Usefulness and Challenges of Using Assessment Software. Lecturers expressed generally positive perceptions of using assessment software in undergraduate EFL classrooms, highlighting its potential to enhance student engagement, monitoring, and instructional flexibility. Most participants agreed that the main purposes of using assessment software were to monitor student progress, provide immediate feedback, differentiate instruction, and make the learning process more interactive. Responses such as "monitoring student progress, providing immediate feedback, differentiating instruction" and "diversifying learning and teaching experiences, improving teaching practices" reflected lecturers' belief that these tools add value beyond traditional paper-based assessments. However, lecturers reported notable challenges as well. Alongside technical and infrastructure-related issues such as unreliable internet access, some participants raised concerns regarding academic integrity. The possibility that students may use technology to cheat in online tests was identified as a pedagogical challenge. Furthermore, they pointed out the limited ability of current platforms to effectively execute rubric-based assessments for complex productive skills like speaking and writing. One respondent commented on the "difficulty of ensuring authenticity in digital submissions," while another pointed out the "limited assessment of higher-order skills and reduced human interaction." These findings indicate that while e-assessment software is generally perceived as useful, there are significant barriers to its effective implementation in higher education.

Variations in Lecturers' Experiences of Using E-assessment Across Courses

Lecturers reported varied experiences in implementing e-assessment tools depending on the course context and evaluation objectives. While participants indicated that they still utilized platforms such as Google Forms, Kahoot, and Quizizz for formative assessments and gamified quizzes, they also used them for a broader range of purposes in higher education, such as progress tests, 15-minute tests, and midterm mock tests. Additionally, previous research suggests that digital tools and e-rubrics can facilitate peer assessment, which has been shown to increase transparency and foster self-regulation among university students (Panadero & Jonsson, 2013).

Student responses to assessment software also varied. Several lecturers observed high levels of engagement, with comments such as "students are generally more engaged compared to traditional methods." However, others noted mixed reactions, particularly when students had to adjust to new assessment formats. Technical issues and device limitations occasionally created barriers, prompting lecturers to develop backup plans when internet access was unreliable. These variations suggest that while lecturers broadly value e-assessment, their experiences differ based on evaluation formats, technological access, and course demands.

Alignment Between Lecturers' Expectations and Actual Experiences

Lecturers' expectations of e-assessment tools largely aligned with their actual experiences in terms of the advantages (e.g., improved engagement, streamlined grading, and instant feedback). Many expressed confidence in using these tools, with one lecturer stating, "I feel confident because I have had many opportunities to practice and see positive impacts on both instruction and student learning." However, lecturers also acknowledged a gap between their expectations and the platforms' capabilities, particularly regarding advanced academic features and institutional support. Most respondents reported a lack of formal training on how to use assessment software effectively and make use of its advanced features, relying instead on self-learning. This lack of structured professional development may have limited their ability to fully exploit the software's potential. Additionally, lecturers expressed the urgent need for improvements in platform design, including more sophisticated plagiarism detection tools, secure environments to prevent cheating during online tests, and customizable rubric features for assessing productive skills. Suggestions for improving e-assessment use included offering more comprehensive training sessions, integrating assessment tools more consistently into both in-class and self-regulated learning activities, and enhancing the software with more diverse and secure assessment functions. Overall, the findings indicate that lecturers perceive e-assessment software as a valuable tool for improving engagement and feedback in undergraduate EFL programs. Nevertheless, challenges such as maintaining academic integrity, limited platform functionalities for rubric-based grading, and the absence of formal training remain significant barriers. These findings highlight the need for better institutional support, targeted faculty training, and platform enhancements to fully realize the potential of e-assessment in higher education contexts.

IMPLICATIONS & DIRECTIONS FOR FUTURE STUDY

Implications

One of the most critical implications of this study is the need for comprehensive professional training to support lecturers in effectively using assessment software. Most participants reported a lack of formal training, relying primarily on self-learning to apply these tools to their teaching. Such training is necessary and should focus not only on the technical aspects of using platforms like Google Forms, Quizizz, and Kahoot but also on pedagogical strategies for maximizing their effectiveness, particularly in assessing students in higher education contexts. Additionally, DNU should consider providing reliable technical support and addressing infrastructure challenges such as unstable internet connections, which lecturers identified as a major barrier. Backup

strategies (e.g., offline or hybrid options) and ensuring adequate device availability could minimize potential issues to assessment procedures. The study highlights limitations in current e-assessment platforms, particularly their restricted capacity to evaluate productive skills and their reliance on auto-gradable question types. Developers of assessment software are expected to explore ways to incorporate more authentic assessment formats, such as peer feedback systems for open-ended responses. Furthermore, design features such as options to hide student rankings and anonymize responses may help reduce test-related anxiety among learners so that they can feel more confident while taking any type of assessment.

Directions for future studies

This study was limited by its small sample size. Future research is expected to expand the scope by including a larger and more diverse group of lecturers across different regions, which will allow for a more comprehensive analysis of online assessment software in various contexts.

Additionally, future studies could examine student perspectives to better understand how assessment software impacts their learning experiences, motivation, and attitudes. Mixed-methods designs including surveys, interviews, and classroom observations would provide deeper insights into the integration of assessment software in EFL classrooms.

CONCLUSION

This study explored EFL lecturers' perceptions and experiences of using assessment software in undergraduate non-English major classrooms at a practice-oriented private university in Hanoi. Overall, the findings show that lecturers hold positive views of e-assessment tools. They value the tools for fostering student engagement, supporting differentiated instruction, streamlining grading, and providing immediate feedback. Their experiences varied across courses and assessment purposes: Google Forms, Kahoot!, and Quizizz were mainly used for quizzes, mini-tests, and formative assessment, while some lecturers also used them for progress tests and midterm mock tests.

However, the study also reveals gaps between lecturers' expectations and their actual experiences. Although expectations about engagement and feedback were largely met, lecturers faced challenges, including unstable internet connections, technical failures, concerns about cheating in online tests, and the limited capacity of current platforms to assess productive skills such as speaking and writing. In addition, most lecturers reported having no formal training and relied on self-learning to master these tools.

These findings suggest that the effectiveness of e-assessment depends not only on the technology itself but also on institutional support, professional development, and software design. Targeted training, reliable infrastructure with backup plans, and more secure and flexible platform features are needed to realize the full potential of e-assessment in EFL higher education. Given the small sample of twelve lecturers from a single institution and the reliance on open-ended questionnaires, the findings should be interpreted with caution. Future research should involve larger and more diverse samples, include student perspectives, and adopt mixed-methods designs combining surveys, interviews, and classroom observations.

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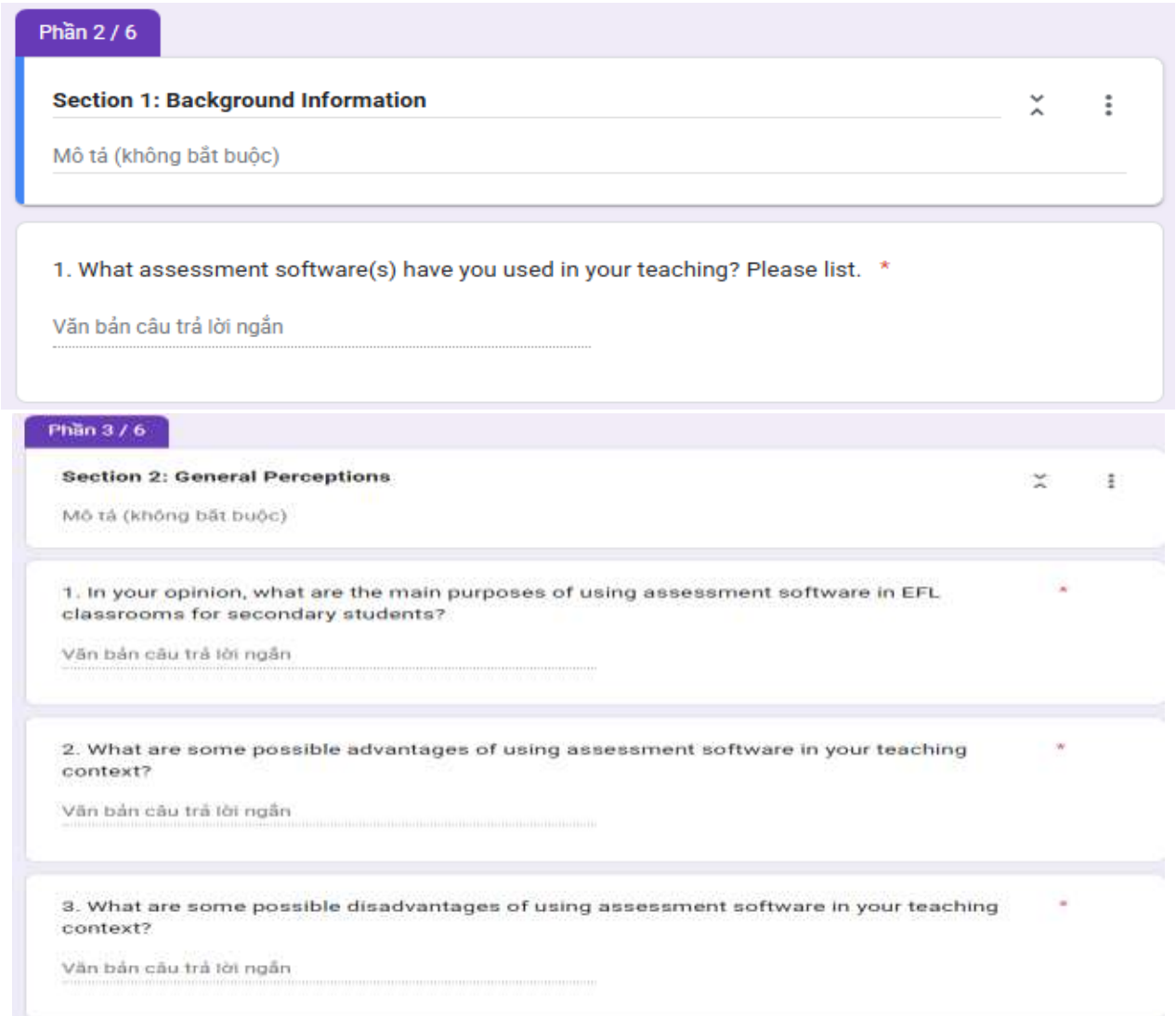
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APPENDIX

1. Research Instruments

a. Questionnaire



Phần 4 / 6

Section 3: Experiences in Practice

Mô tả (không bắt buộc)

1. How you usually integrate assessment software into your lessons? *(e.g., for placement tests, quizzes, feedback, etc.)* *

Văn bản câu trả lời ngắn

2. How do your students respond to assessment software? *(Please provide examples if possible.)* *

Văn bản câu trả lời ngắn

3. Have you faced any difficulties or barriers when implementing assessment software? If yes, how did you overcome these challenges? *

Văn bản câu trả lời ngắn

Phần 5 / 6

Section 4: Training and Support

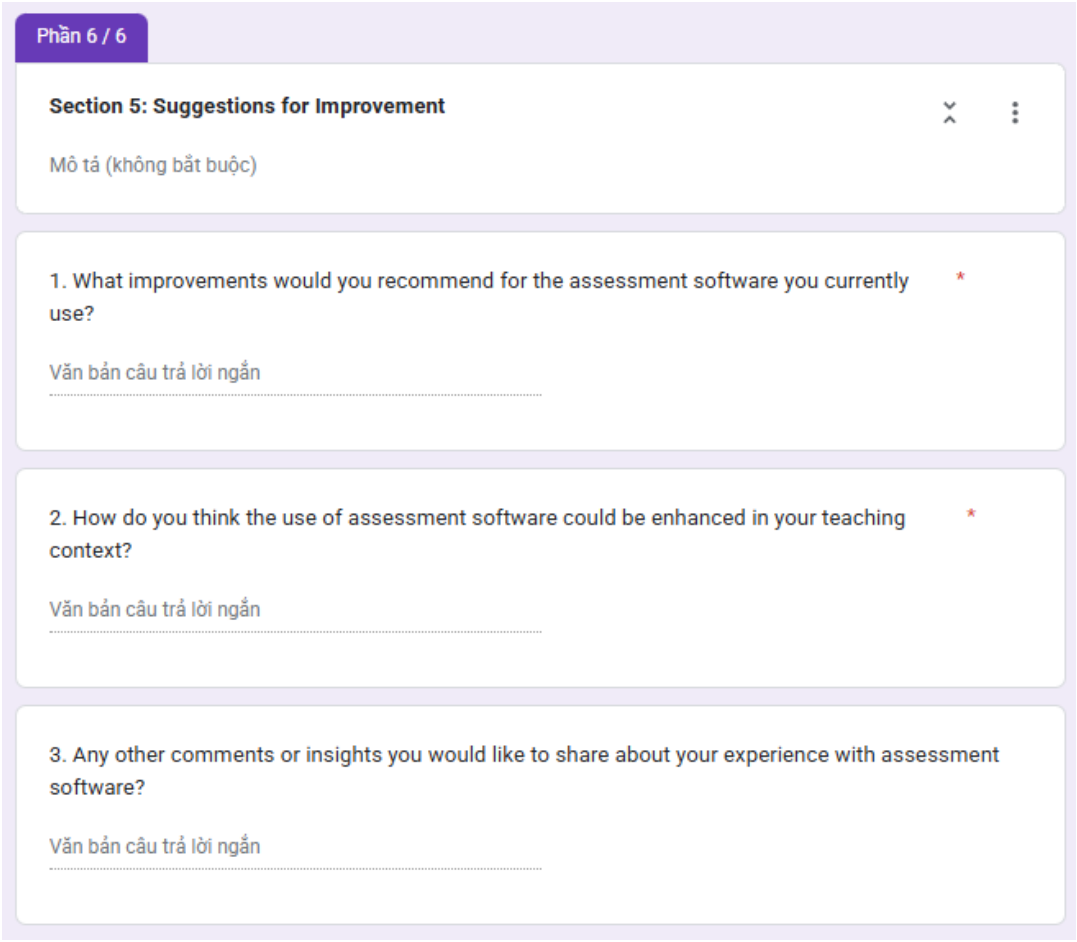
Mô tả (không bắt buộc)

1. Have you received any formal training on how to use assessment software? *

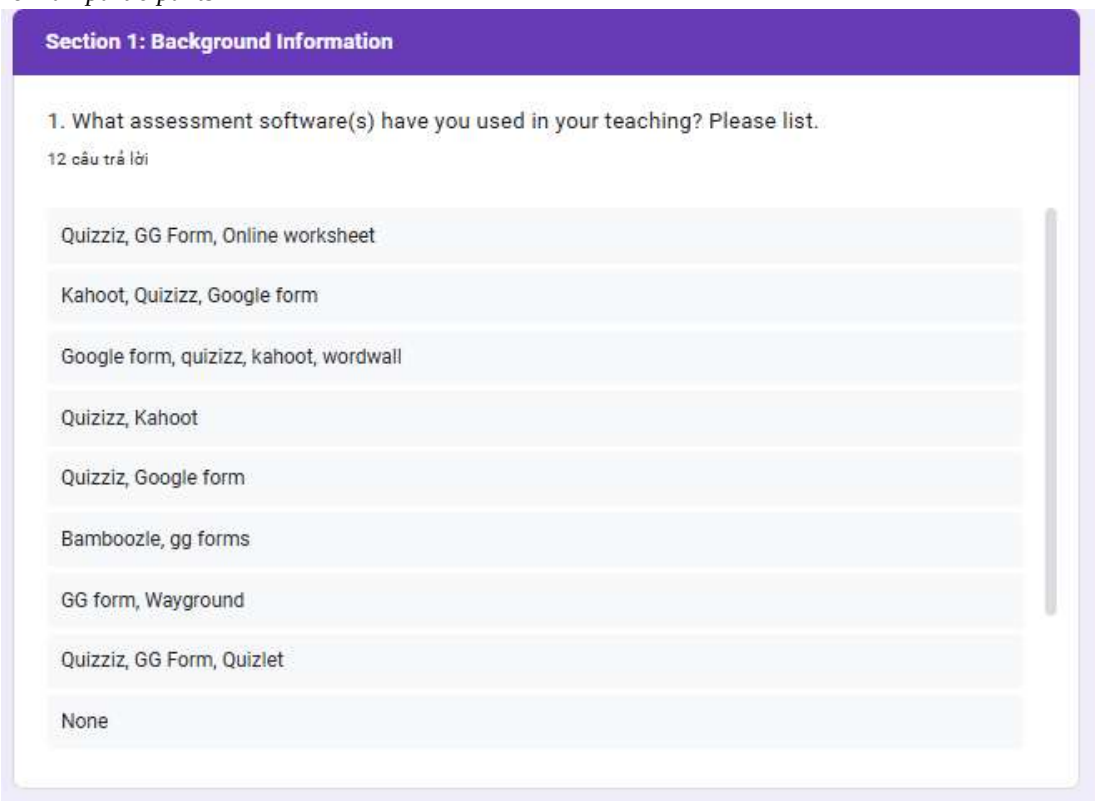
Văn bản câu trả lời ngắn

2. Do you feel confident using assessment software? Why or why not? *

Văn bản câu trả lời ngắn



b. Responses from all participants



Section 2: General Perceptions

1. In your opinion, what are the main purposes of using assessment software in EFL classrooms for secondary students?

12 câu trả lời

tracking student progress over time, identifying individual strengths and weaknesses, and providing immediate, data-driven feedback

Để mang lại sự tương tác giữa các học sinh và giáo viên

Monitoring Student Progress, Providing Immediate Feedback, Differentiating Instruction

I think it assesses the ability to use English of students.

Đánh giá độ thông hiểu & mức độ nắm kiến thức của học sinh

Check Ss' memory

Saving time & cost

quick assessment, constantly check Ss' knowledge

2 main purposes: saving time for teacher in the marking process and diversifying assessment methods

2. What are some possible advantages of using assessment software in your teaching context?

12 câu trả lời

saves time by automating grading and result analysis. gives students instant feedback, which is especially useful in preparing for standardized tests like IELTS. 3. interactive and engaging formats, which are more appealing to tech-savvy teenagers.

Mang lại sự hứng thú hơn so với các dạng kiểm tra truyền thống trên giấy

Instant Feedback for Students, Increased Engagement and Motivation

It can be more engaging compared to traditional paper tests. Further more, it saves time for teachers as they do not have to edit format. Also it helps reduce paper use and therefore, protects the environment.

Giáo viên tận dụng được các chức năng như báo cáo điểm số của học sinh, báo cáo tổng quan kết quả lớp học, giúp tiết kiệm thời gian hơn; giúp tạo các hoạt động đánh giá đa dạng và tạo sự hào hứng hơn

Fast and flexible

Saving time & cost, easy & fast grading

3. What are some possible disadvantages of using assessment software in your teaching context?

12 câu trả lời

- Students with limited digital literacy may struggle to use the platform effectively.Technical issues (e.g., poor internet, system errors) can interrupt assessments and cause frustration.
- Các phần mềm cần mạng để kết nối vì vậy có nguy cơ mất kết nối
- Limited Assessment of Productive Skills, Reduced Human Interaction
- Students may use technology to cheat
- Lỗi kĩ thuật trên lớp do thường cần Internet, nguy cơ mất dữ liệu nếu web có lỗi
- Unvaried questions
- Internet connection may be unstable, data loss
- incorrect marking sometimes (like recognizing capital letters),
- Easier to cheat: could be hard to proceed in classes in rural areas owing to the lack of technological

Section 3: Experiences in Practice

1. How you usually integrate assessment software into your lessons? *(e.g., for placement tests, quizzes, feedback, etc.)*

12 câu trả lời

- integrate it for weekly vocabulary and grammar quizzes, midterm mock tests, and end-of-unit reviewsI also use it for writing and speaking feedback, where students upload their responses, and I provide written or audio comments via the platform.
- Phần lớn là dành cho quiz
- I often use quizzes for mini test
- Quizzes and after-class feedback
- mini test trong buổi học
- Play at the beginning or at the end of the lesson
- quizzes, feedback for students
- for progress tests or 15-minute tests

2. How do your students respond to assessment software? *(Please provide examples if possible.)*

12 câu trả lời

- Most of my students respond positively to assessment software because it gives them quick results and shows their improvement visually
- Học sinh khá hứng thú với các phần mềm
- Most of them are engaged in these assessment software.
- They enjoy it better than traditional testing, especially when I use Quizizz with colorful templates
- không có
- Interested in games
- They feel excited and more willing to study
- mostly cooperative, exciting
- They are all familiar with it and having no problems to using this means of assessment since these are very

3. Have you faced any difficulties or barriers when implementing assessment software? If yes, how did you overcome these challenges?

12 câu trả lời

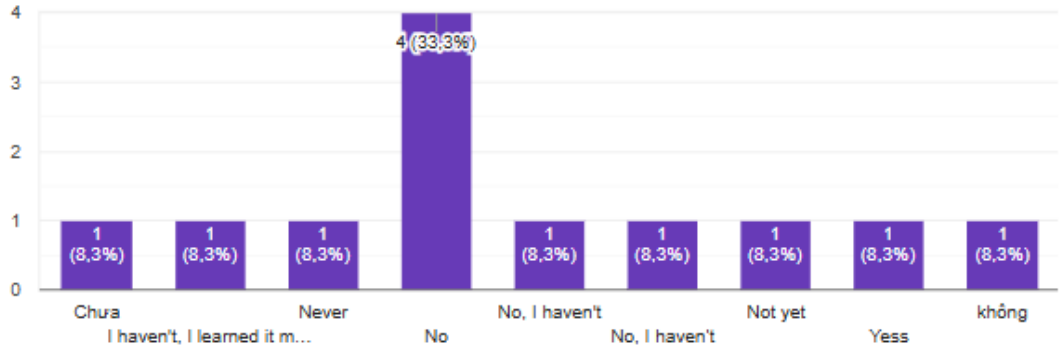
- The most common issue is internet instability or students using outdated devices, which sometimes interrupts their test-taking process. To overcome this, I always prepare a paper-based backup and allow make-up attempts when needed.
- Với trường hợp không có kết nối mạng, giáo viên chuẩn bị phương án back up bằng giấy
- No
- It took me a while at first to get used to these new assessment methods. However, I overcame them by watching lots of tutorials on Youtube and asking other teachers for their experience.
- không có khó khăn gì
- Yes, the question types are not diverse, I have to apply different websites
- Data loss & internet connection was unstable during the test
- dont have any training on using these assessment methods. I had to spend lots of time trying and doing

Section 4: Training and Support

1. Have you received any formal training on how to use assessment software?

Sao chép biểu đồ

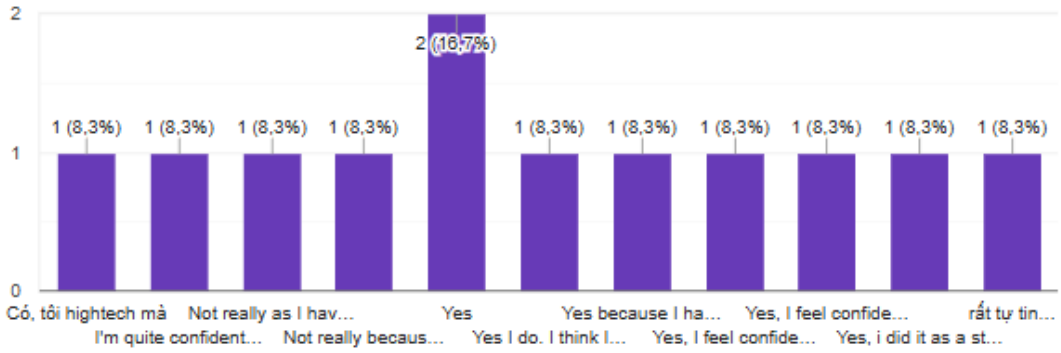
12 câu trả lời



2. Do you feel confident using assessment software? Why or why not?

Sao chép biểu đồ

12 câu trả lời

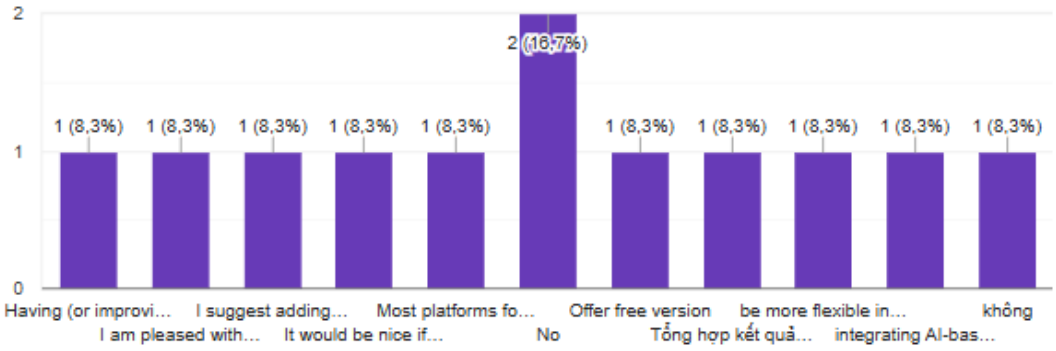


Section 5: Suggestions for Improvement

1. What improvements would you recommend for the assessment software you currently use?

Sao chép biểu đồ

12 câu trả lời



2. How do you think the use of assessment software could be enhanced in your teaching context?

12 câu trả lời

providing more flexible test scheduling and adaptive testing features.

Tổng hợp kết quả và xuất file khoa học (câu này đồng nghĩa với câu trên rồi em ơi)

To enhance the use of assessment software in my teaching context, I believe we should focus on both teacher training and strategic integration:

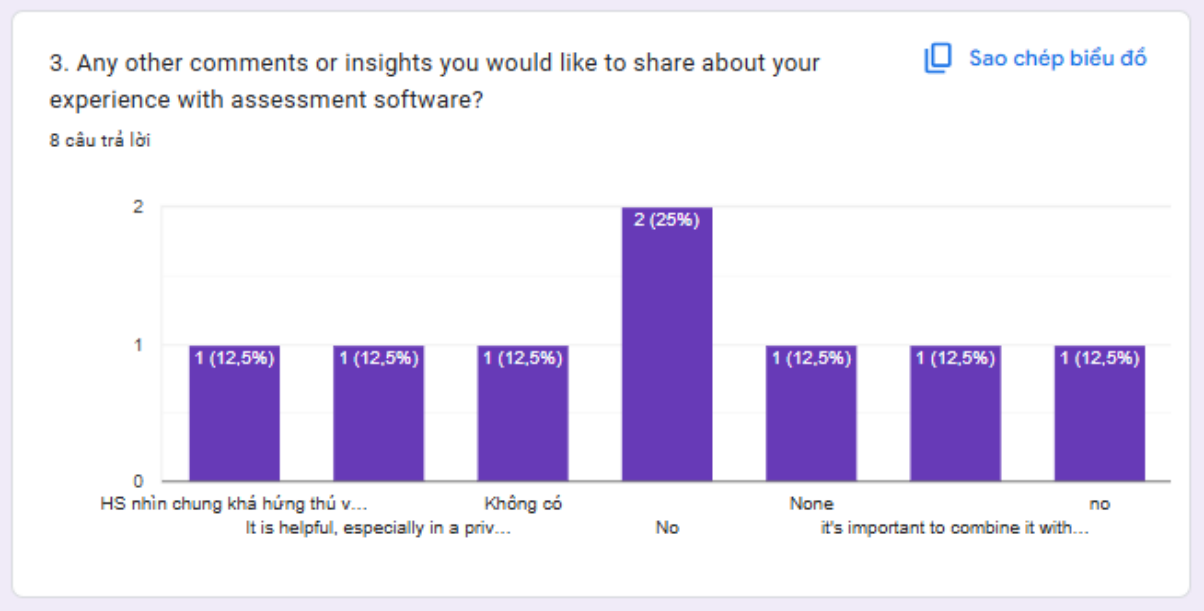
Most softwares are only available in English. Therefore, it would be nice if they can be widely used in Vietnamese also.

không

Use more frequently to increase students' engagement

more training

Add automated explanations for incorrect answers, Program the software to provide specific feedback,



c. Response from 1 participant

Section 1: Background Information

1. What assessment software(s) have you used in your teaching? Please list. *

Quizziz, GG Form, Online worksheet

Section 2: General Perceptions

1. In your opinion, what are the main purposes of using assessment software in EFL classrooms for secondary students? *

tracking student progress over time, identifying individual strengths and weaknesses, and providing immediate, data-driven feedback

2. What are some possible advantages of using assessment software in your teaching context? *

saves time by automating grading and result analysis. gives students instant feedback, which is especially useful in preparing for standardized tests like IELTS. 3. interactive and engaging formats, which are more appealing to tech-savvy teenagers.

3. What are some possible disadvantages of using assessment software in your teaching context? *

Students with limited digital literacy may struggle to use the platform effectively.Technical issues (e.g., poor internet, system errors) can interrupt assessments and cause frustration.

Section 3: Experiences in Practice

1. How you usually integrate assessment software into your lessons? *(e.g., for placement tests, quizzes, feedback, etc.)* *

integrate it for weekly vocabulary and grammar quizzes, midterm mock tests, and end-of-unit reviewsI also use it for writing and speaking feedback, where students upload their responses, and I provide written or audio comments via the platform.

2. How do your students respond to assessment software? *(Please provide examples if possible.)* *

Most of my students respond positively to assessment software because it gives them quick results and shows their improvement visually

3. Have you faced any difficulties or barriers when implementing assessment software? If yes, how did you overcome these challenges? *

The most common issue is internet instability or students using outdated devices, which sometimes interrupts their test-taking process. To overcome this, I always prepare a paper-based backup and allow make-up attempts when needed.

Section 4: Training and Support

1. Have you received any formal training on how to use assessment software? *

Yess

2. Do you feel confident using assessment software? Why or why not? *

Yes

Section 5: Suggestions for Improvement

1. What improvements would you recommend for the assessment software you currently use? *

integrating AI-based feedback for writing and speaking could make the platform more supportive of students' independent learning.

2. How do you think the use of assessment software could be enhanced in your teaching context? *

providing more flexible test scheduling and adaptive testing features.

3. Any other comments or insights you would like to share about your experience with assessment software?

it's important to combine it with human feedback, especially for subjective skills like writing and speaking.

2. Sample Analysis

Participant	Initial Codes	Themes	Data Excerpts
P1	- E-assessment diversifies learning and teaching - Benefits in improving teaching practices and student engagement - Technical issues and internet-dependence as disadvantages	**Perceptions & Attitudes**	"The main purposes are diversifying learning and teaching experiences, improving teaching practices" "Possible disadvantages: technical issues, Internet-dependence"
	- Uses Kahoot, Quizizz, Quizlet regularly - Quizzes into class activities - Reports students - No barriers faced - Confident using tools due to self-learning and practice	**Actual Experiences**	"I use these tools for designing practice activities during class and conducting regular quizzes" "My students' responses are mixed but most are engaged"
	-Adding anonymity options and hiding scores to reduce student pressure - Integrating tools more consistently across classes and homework	**Suggestions**	"I suggest adding options to hide scores and rankings to reduce pressure on students, as well as allowing anonymous responses"
P2	- E-assessment as a valuable tool for formative assessment and interactive quizzes - Advantages: feedback, progress tracking, and motivation -Disadvantages: limited assessment of higher-order skills and technical issues	**Perceptions & Attitudes**	"Formative assessment and interactive quizzes" "Limited assessment of higher-order skills, technical issues"
	- Use Kahoot & Quizizz for formative assessment during lessons and homework - Report mixed student reactions (initial anxiety, increased engagement later) - Overcome technical barriers with offline backup plans - Learn tools independently, feels confident using them	**Actual Experiences**	"Some initial resistance or anxiety but increased engagement and motivation" "To address technical issues, I provided alternative offline tasks"

	- More structured lecturer training - Suggests deeper understanding of software features for better assessments	**Suggestions**	"Providing more comprehensive training sessions for lecturers would deepen their understanding"
P3	- E-assessment is useful for monitoring student progress, providing feedback, and differentiating instruction - Advantages: student motivation and engagement - Limitations in assessing productive skills and reduced human interaction	**Perceptions & Attitudes**	"Monitoring student progress, providing immediate feedback, differentiating instruction" "Instant feedback for students, increased engagement and motivation"
	- Use Google Forms, Quizizz, Kahoot, and Wordwall mainly for mini-tests - Report students - No barriers faced - Confident using software despite lack of formal training	**Actual Experiences**	"I often use quizzes for mini-tests" "Most of them are engaged in these assessment software"
	- Suggest adding features to assess speaking skills & more lecturer training - More integration of assessment tools into lessons and homework	**Suggestions**	"I would love to see more built-in tools for assessing speaking" "We should focus on both lecturer training and strategic integration"

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