

Teachers' Perception and Experiences in Using Assessment Software in EFL Classrooms for Undergraduate Students at Dai Nam University

Thuy Anh Thi Tran¹, Kieu Trang Thi Nguyen², Phuong Thao Thi Nguyen^{3*}

^{1,2,3}Faculty of Foundation English, Dai Nam University, 1 Xom Street, Phu Luong Ward, Ha Dong District, Hanoi, Vietnam.

*Corresponding Author: Phuong Thao Thi Nguyen

ABSTRACT: This study investigates EFL teachers' perceptions and experiences of using assessment software among undergraduate students at Dai Nam University. Although digital assessment tools have become increasingly integrated into language teaching, research focusing on university-level English as a Foreign Language (EFL) contexts remains limited. This study addresses this gap by exploring how teachers perceive the usefulness and challenges of e-assessment tools, how their experiences vary across classes, 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 university lecturers via Google Form. Participants, who had years of teaching experience, shared their perceptions, experiences, and suggestions regarding the use of assessment software. Data were analyzed using thematic analysis following Braun and Clarke's (2013) framework to identify key themes across participants' responses.

Findings reveal that lecturers hold generally 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 Form, Kahoot!, and Quizizz for quizzes, mini-tests, and formative assessments. However, they also faced notable challenges, including technical issues, unreliable internet connections, 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 higher education.

INTRODUCTION

For a long time, technology has performed an important role in every aspect of daily life. With the help of automation, a considerable amount of tasks which previously required human involvement are now handled effectively and accurately in a short period of time, including academic realm. Lecturers have a tendency to apply information communication technology to their preparation before class, activities in class, and especially their regular assessment. Every educator has different perceptions with 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 supporting instruction (Pellergrino et al., 2016).

However, the successful application of assessment software in classroom contexts depends not only on its technical capabilities but also greatly on teachers' experiences, perceptions and confidence in using these tools (Ertmer & Ottenbreit-Leftwich, 2010). Previous studies have highlighted that lecturers' attitudes toward technology, their assessment literacy, and several contextual factors such as training and support significantly impact the effectiveness of integration (Inan & Lowther, 2010). In fact, many lecturers currently encounter challenges, including lack of familiarity with the software and misalignment with instructional goals. This misalignment is further worsened by the dynamics of the higher education environment. Unlike lower educational levels, university students are expected to possess a higher degree of self-regulated learning capabilities. Consequently, their academic needs extend beyond traditional paper-and-pencil tests, which require more diverse and comprehensive assessment methods, such as oral presentations, project-based assignments, and speaking mock tests, in order to fully reflect their competencies. Furthermore, with the pressure of maintaining a high Grade Point Average (GPA) for scholarship opportunities and future career prospects, undergraduates have become increasingly sensitive to how they are evaluated. These evolving student characteristics place an even greater burden on university lecturers, who must not only master assessment software but also ensure that these

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digital tools can accommodate multifaceted evaluation formats while maintaining fairness and transparency to reduce student anxiety.

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 teachers' 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 teachers to learners (Conole & Warburton, 2005).

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 with 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 lecturers' decisions to integrate technology into assessment.

Teachers' 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 teachers 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 teacher preparation in Indonesian EFL classrooms. Teachers 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 teachers 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.

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Research Gap

While the integration of digital assessment tools has been extensively documented in general higher education, a prominent gap remains in literature concerning their specific application within private and practice-oriented universities. Prior research predominantly centers on public, research-focused institutions, failing to capture the unique institutional dynamics, pedagogical autonomy, and resource structures of private sectors in developing contexts like Vietnam. Furthermore, existing studies often investigate English-major programs, leaving the area of EFL (English as a Foreign Language) in non-English major programs significantly under-researched. Consequently, little is known about how assessment software is utilized to meet the pragmatic, vocational, and communicative needs of students in applied English teaching contexts. This lack of research highlights the need to explore lecturers' real experiences in these unique educational contexts.

This study aims to fill these gaps by examining EFL lecturers' perceptions of the usefulness and challenges of online assessment within a practice-oriented tertiary environment, specifically at Dai Nam University (DNU). Furthermore, it investigates how lecturers' experiences and instructional practices vary across different non-English major classes. The research also seeks to explore the alignment between lecturers' initial expectations of e-assessment and the actual outcomes observed in their classrooms. 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 non-English major undergraduate students at DNU?
- How do lecturers' teaching experiences of utilizing e-assessment vary among different non-English major EFL classes?
- How do lecturers' expectations of e-assessment in these university classrooms align with their actual practices and outcomes when integrating 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 teachers' perception and experiences with assessment software in university classrooms. A qualitative design is appropriate because it allows deep exploration of participants' perception, expectations and actual experiences in a specific context (Creswell & Poth, 2018).

Research Context & Participants

The study will be conducted at Dai Nam University (DNU), a private practice-oriented institution in Hanoi, Vietnam. This university has actively integrated various assessment software (e.g., Google Forms, Kahoot!, Quizizz) into its teaching and learning procedures to enhance pedagogical efficiency.

The study surveyed twelve EFL lecturers from the General English Department at DNU. All participants are currently responsible for teaching undergraduate students enrolled in English for General Purposes (EGP). These lecturers possess prior experience in utilizing e-assessment tools within their university-level classrooms. To ensure the quality of the data, the participants were selected through purposive sampling, guaranteeing that each lecturer could provide relevant and in-depth insights into the use of digital assessment tools in an applied English teaching context.

The participants represent a diverse range of teaching backgrounds, from early-career lecturers with under one year of experience to senior educators with more than four years in the field. They completed an online survey featuring open-ended questions, specifically designed to gather comprehensive information about their perceptions, professional experiences, and the unique challenges they encounter when using assessment software for non-English major undergraduate students.

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 tertiary-level EFL classrooms. It included questions regarding participants' teaching backgrounds, their views on the usefulness and challenges of e-assessment tools, and how their initial expectations aligned with their actual experiences.

The questionnaire specifically addressed the application of digital tools in assessing oral presentations and project-based assignments, which are essential components of the university curriculum. Additionally, the survey explored lecturers' concerns regarding

plagiarism and academic integrity when utilizing online assessment platforms. The open-ended format allowed participants to express their thoughts in depth and provide specific examples from their teaching practice at the university, offering richer qualitative data than could be obtained through closed-ended items. Using Google Forms ensured that the survey

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was easily accessible, user-friendly, and allowed lecturers to respond at a time convenient for them while maintaining anonymity. These instruments are 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 university-level EFL lecturer who matched the inclusion criteria but was not included in the final sample. Conducting a pilot study allowed for evaluation of the clarity, relevance, and comprehensiveness 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 university 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 at Dai Nam University (DNU) 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).

The questionnaires were sent to the target participants to complete within a specified 15-day timeframe, from July 3rd to July 18th. Participants were requested to independently complete the survey at their convenience during this period. Their responses were automatically collected and securely stored using Google Forms. The open-ended questions allowed the university lecturers to provide rich and descriptive responses about their perceptions, challenges, and experiences in using e-assessment software (Braun & Clarke, 2013). All 12 participating lecturers are currently teaching EFL within the institution, representing various years of professional teaching experience. After all participants submitted their surveys, responses were downloaded and transferred securely into an encrypted file for thematic analysis and interpretation.

Data Analysis

The data analysis process for this study followed the principles of thematic analysis as outlined by Braun and Clarke (2013). The aim was to identify patterns and themes within the responses that directly addressed the three research questions: (1) lecturers' perceptions of the usefulness and challenges of using assessment software for non-English major undergraduate students, (2) variations in lecturers' experiences of using e-assessment in different classes, and (3) the alignment between lecturers' 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 lecturers' perspectives. This step also allowed for the identification of preliminary patterns that could inform subsequent coding (Braun & Clarke, 2013).

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 text that captured an idea or concept relevant to the research questions was assigned a code.

For example, statements such as "utilizing assessment platforms helps organize online midterm and final exams smoothly" or "the software effectively integrates with our university LMS to track student progress" were coded as operational efficiency. Responses highlighting that "digital tools are highly useful for creating peer assessment activities and standardizing presentation grading rubrics" were coded as pedagogical benefits. Conversely, statements regarding negative aspects, such as "students finding ways for cheating in online tests" or "difficulties in monitoring academic integrity and plagiarism during unsupervised tasks," were coded as academic integrity 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 system. After the initial coding, related codes were grouped into broader themes that captured the essence of the data. For instance, codes related to grading convenience, LMS integration, and rubric-based assessment were assembled under the broader theme of perceived benefits, while codes related to internet issues, plagiarism concerns, and online cheating 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, 2013). Themes that overlapped or were too broad were refined or divided into subthemes. For example, the theme of challenges was divided into technical/internet infrastructure issues and pedagogical/academic integrity challenges to better reflect the university data. This process ensured that the themes were strongly constructed and provided clear answers to the research questions.

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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, 2013).

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 lecturers' perceptions, experiences, and expectations regarding the use of assessment software in tertiary-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 expressed generally positive perceptions of using assessment software in tertiary 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, and implement rubric-based assessment more systematically. Responses such as "monitoring student progress, providing immediate feedback, and deploying standardized presentation grading rubrics" and "diversifying learning and teaching experiences, improving teaching practices through digital tracking" reflected lecturers' belief that these tools add value beyond traditional paper-based assessments. Lecturers also identified several advantages of using e-assessment software, including increased student motivation and opportunities for data-driven evaluation. One lecturer noted that these tools "bring more consistency to rubric-based evaluation compared to traditional paper scoring" while another emphasized the ability to analyze performance data quickly across large university cohorts.

However, lecturers reported notable challenges as well. Beyond fundamental technical and infrastructure-related issues such as unreliable internet access, university educators raised serious concerns regarding academic integrity. Many respondents highlighted the prevalent risk of cheating in online tests and the difficulty of controlling plagiarism when tasks are handled outside the physical classroom. One respondent commented, "the software requires robust internet connectivity, and without live proctoring, it poses a severe risk of online cheating," while another pointed out the "limited ability of current basic platforms to detect sophisticated plagiarism during autonomous student tasks." These findings indicate that while e-assessment software is generally perceived as useful, there are significant academic and technical barriers to its effective implementation in a university setting.

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

Lecturers reported varied experiences in implementing e-assessment tools depending on the specific curriculum and course objectives. Instead of relying solely on minor tasks, most participants indicated that they integrated assessment software into major evaluation milestones, including midterm and final exams, as well as structured peer assessment activities. One lecturer shared, "I frequently utilize integrated software to set up formal midterm exams," while another explained that they leverage digital platforms to manage "peer assessment workflows where students can evaluate each other's presentations based on preset rubrics."

Student responses to assessment software also varied across different non-English major groups. Several lecturers observed high levels of engagement when rubrics were transparently shared online, with comments such as "undergraduate students are generally more focused when grading rubrics are explicitly clear on the platform." However, others noted mixed reactions, with some students showing initial resistance or heightened anxiety due to GPA pressures and technological friction. Technical issues and device limitations occasionally created barriers during high-stakes exams, prompting lecturers to develop backup plans, such as utilizing institutional LMS integration to secure test environments or reverting to paper-based alternatives when internet access was completely unreliable. These variations suggest that while lecturers broadly value e-assessment, their practical experiences differ based on the nature of the assessment (formative versus summative), student technological proficiency, and class sizes.

Alignment Between Lecturers' Expectations and Their Actual Experiences

Lecturers' expectations of e-assessment tools largely aligned with their actual experiences in terms of pedagogical advantages, such as streamlined data management and immediate feedback loops. Many expressed confidence in using these tools, with one lecturer stating, "I feel confident because the platform allows for direct LMS integration, which saves time when syncing grades for large classes."

However, lecturers also acknowledged a gap between their expectations and the platforms' current capabilities, particularly regarding advanced administrative control and security features. Educators expressed the need for significant improvements in

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platform design, specifically demanding advanced anti-cheating mechanisms, more reliable plagiarism plugins, and better rubric-based assessment customization options to fit diverse presentation formats.

Suggestions for improving e-assessment use included offering software options with stronger technical configurations, integrating assessment tools more consistently into the official university LMS, and establishing stricter institutional protocols to protect academic integrity. Overall, the findings indicate that lecturers perceive e-assessment software as a valuable asset for improving evaluation workflows in university-level EFL classrooms. Nevertheless, software vulnerabilities regarding plagiarism concerns and online cheating risks remain significant barriers. These findings highlight the urgent need for better institutional policies and robust platform enhancements to fully realize the potential of e-assessment within practice-oriented universities like Dai Nam University.

IMPLICATIONS & DIRECTIONS FOR FUTURE STUDY

Implications

One of the most critical implications of this study is the need for targeted institutional strategies to support lecturers in maximizing the pedagogical potential of assessment software. Instead of relying solely on baseline features, software deployment in higher education should focus on comprehensive evaluation methodologies, particularly in structuring high-stakes midterm and final exams for undergraduate, non-English major students. Additionally, higher education institutions like Dai Nam University (DNU) should prioritize providing reliable technical support and addressing ongoing infrastructure challenges, such as unstable internet connections, which lecturers identified as a major operational barrier. Implementing robust backup strategies (e.g., automated offline or hybrid logging features) and ensuring seamless LMS integration could minimize potential security risks and technical disruptions to institutional assessment procedures.

The study also highlights limitations in current e-assessment platforms, particularly their restricted capacity to securely evaluate productive skills and uphold academic integrity during unsupervised tasks. Institutional administrators and developers are expected to explore more rigorous configurations to counter academic integrity challenges, such as incorporating robust anti-cheating protocols and reliable plagiarism detection mechanisms. Furthermore, platforms need to incorporate more authentic assessment formats, such as structured peer assessment feedback systems for open-ended assignments and highly customizable presentation grading rubrics. Finally, interface design enhancements, such as options to hide real-time student rankings and anonymize peer evaluation responses may help reduce test-related anxiety among undergraduate learners, allowing them to feel more confident and less pressured during university-level evaluations.

Directions for future studies

This study was limited by its small sample size and its exclusive focus on a single faculty at Dai Nam University, which restricts the generalizability of the findings within the broader private university context. Future research is expected to expand the scope by including a larger and more diverse group of lecturers across multiple faculties and diverse institutional cultures, which would allow for a more comprehensive and holistic analysis of online assessment software integration in higher education.

Additionally, future studies could directly examine undergraduate student perspectives to better understand how e-assessment software, digital presentation rubrics, and online grading impact their specific learning experiences, motivation, and attitudes toward academic honesty. Longitudinal or mixed-methods designs including extensive surveys, qualitative interviews, and direct exam-room observations would provide significantly deeper insights into the systematic and sustainable integration of assessment software in tertiary EFL classrooms.

In conclusion, while assessment software holds significant potential to revolutionize tertiary-level EFL evaluations, its full implementation within practice-oriented universities requires a transition from individual self-learning to systematic institutional support. To achieve sustainable and equitable digital assessment practices, higher education administrators must bridge the gap between technological capabilities and instructional needs. This can be accomplished by investing in resilient infrastructure, establishing strict academic integrity protocols, providing comprehensive teacher training, and deploying advanced, secure assessment platforms tailored to the vocational and communicative demands of modern undergraduate learners.

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APPENDIX

Sample Analysis

Participant	Initial Codes	Themes	Data Excerpts
P1	- E-assessment diversifies university learning and teaching - Benefits in improving higher education practices and undergraduate student engagement - Technical issues and internet-dependence as disadvantages	Perceptions & Attitudes	"The main purposes are diversifying learning and teaching experiences, improving tertiary teaching practices" "Possible disadvantages: technical infrastructure issues, online test platform Internet-dependence"
	- Uses institutional assessment tools and LMS functions regularly - Integrates standardized rubrics into major presentation activities - Reports mixed student responses but most undergraduate learners are engaged	Actual Experiences	"I use these tools for designing peer assessment workflows during class and conducting rubric-based evaluations" "My undergraduate students responses to online presentation formats 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"

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<p>P2</p> <ul style="list-style-type: none"> - 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 	<p>Perceptions & Attitudes</p>	<p>"Formative assessment and interactive quizzes" "Limited assessment of higher-order skills, technical issues"</p>
<ul style="list-style-type: none"> - 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 	<p>Actual Experiences</p>	<p>"Some initial resistance or anxiety but increased engagement and motivation" "To address technical issues, I provided alternative offline tasks"</p>
<p>P3</p> <ul style="list-style-type: none"> - 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 	<p>Perceptions & Attitudes</p>	<p>"Monitoring student progress, providing immediate feedback, differentiating instruction" "Instant feedback for students, increased engagement and motivation"</p>
<ul style="list-style-type: none"> - Use Google Forms, Quizizz, Kahoot, and Wordwall mainly for mini-tests Report students No barriers faced Confident using software despite lack of formal training 	<p>Actual Experiences</p>	<p>"I often use quizzes for mini-tests" "Most of them are engaged in these assessment software"</p>
<ul style="list-style-type: none"> - More integration of assessment tools into lessons and homework 	<p>Suggestions</p>	<p>"I would love to see more built-in tools for assessing homework"</p>



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