

DU'ONG THU MAI & PHẠM THỊ THU HÀ. 2013, Building an assessment competence framework for ELT in-service teachers in Vietnam, *Asia TELF2013*, The Philippines.

Limited assessment competence by teachers has been a popular topic for discussion in English language teaching (ELT) in Asia in recent years. It is also a popular explanation for ineffective tertiary ELT programmes in many contexts. The teaching of English in Vietnam universities and colleges is not an exception. Recognizing this situation, educational policy makers are sharing a critical interest in the improvement of assessment competence to all educational stakeholders, and particularly to English teachers.

However, finding a solution for this issue is not easy, especially in the co-existence of multiple perspectives on educational and language assessment, such as the knowledge-based or competence-based assessment approach, the traditional and modern principles of a good language test, the varied assessment methods, the emergence of accepted Englishes, etc. This paper attempts to create a stance for pre-service and in-service ELT Vietnamese teachers in their assessment practices in such a contexts by presenting the construction of an assessment competence framework these teachers need for their profession. Specifically, a famed cognitive model by Singer (2006) has been employed to integrate key issues in educational assessment, language assessment, practical background of ELT in Vietnam, etc. into an assessment competence framework. Through the research process, which also involves local experts' consultance a framework with four main competence arranged in six cognitive levels has been constructed. The piloting of this framework in developing language assessment courses is being conducted. It is hoped that the product can be used effectively in ELT teacher training.