

Testing the Performance of Vietnamese Expats Learning Vietnamese Language on Digital Platforms

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Abstract: The article presents the construction principles, processes, and methods for building a system of exercises to assess the performance of Vietnamese expat students learning Vietnamese on a digital platform. The principles include ensuring consistency between objectives, methods, and forms of assessment; maintaining a balance among the four language skills of listening, speaking, reading, and writing; and focusing on the content of phonetics, vocabulary, and grammar, tailored to each skill level (Bailey, 1998). The language used in assessment tests should be in line with real-life language and local culture, and there should be high interactivity between the digital item bank system and learners. The process of building a system of assessment exercises on a digital platform involves several stages, which include program analysis, assessment framework design, item bank creation, integration of the item bank into the digital platform, and testing, evaluating, and refining the system. The process of creating digital format exercises follows five steps: setting assessment goals, choosing the assignment format and assessment content, determining difficulty levels and score scales, drafting the exercises, and finally, reviewing, editing, testing, and making necessary adjustments to the drafts.

Keywords: Assessment, performance of using Vietnamese, Vietnamese expats, item bank, digital platform.

Subject classification: Linguistics.

1. Introduction

Language and foreign language education in Vietnam are undergoing a significant digital transformation. This transformation is evident in the digitalization of electronic learning materials, the establishment of digital libraries, the implementation of e-learning lecture systems and online training courses, and the creation of a digital item bank, which contains questions designed for testing to meet modern testing and assessment requirements. Furthermore, all teaching methods and classroom management structures are

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being adjusted to cater to different learners (Ministry of Education and Training, 2016). The advent of digital platforms, including applications, software, industrial equipment technology, websites, and more, has brought about revolutionary learning experiences for students. These platforms enable students not only to access textbooks and reference materials, but also to interact directly with digital resources.

Assessing student performance with the support of digital assessment tools has gradually become commonplace for students and teachers. The undeniable advantages of digital platforms in assessing student capabilities include time and cost savings, ensuring transparency, objectivity, flexibility in assessment timing, and diversification of standard assessment formats. In the pursuit of an improved assessment system, an item bank for Vietnamese expats learning Vietnamese on a digital platform should be developed to make it an effective and widely used assessment tool. Attention should be given to the creation of this item bank to promote the comprehensive development of teaching the Vietnamese language.

Assessing the use of the Vietnamese language is a critical step that aids managers, teachers, and students in verifying the results of their goals, content, and teaching methods (Ministry of Education and Training, 2015). Although the Ministry of Education and Training of Vietnam has already issued the Vietnamese Language Program for Vietnamese Expats in accordance with Circular No.28/2018/TT-BGDĐT, there are not many evaluation systems based on the program's contents and required levels to build an item bank for assessing learner performance. In a context where assessing the ability to use the Vietnamese language among Vietnamese expats still presents numerous challenges, building an item bank on a digital platform can assist in self-assessing their proficiency in the language and making necessary adjustments. Establishing goals and a learning plan is exceedingly important. This article explores the primary guiding principles, proposes processes, and suggests methods for constructing a system of exercises to assess issues related to learning the Vietnamese language abroad.

2. Literature review

2.1. Vietnamese Language Program for Vietnamese Expats issued by the Ministry of Education and Training of Vietnam and item banks

2.1.1. Objectives and teaching contents

The Vietnamese Language Program for Vietnamese Expats, as outlined in Circular No.28/2018/TT-BGDĐT, aims to “establish a common foundation for creating, developing, and updating teaching materials, as well as for organizing the teaching, testing, and evaluation of Vietnamese language proficiency among Vietnamese people living abroad. This effort “contributes to the preservation, development, and promotion of the Vietnamese language and cultural identity of Vietnamese expatriates, while also nurturing

their connection to the homeland” (Ministry of Education and Training, 2018). The program is structured into three tiers with six levels, ranging from low to high proficiency, and each level consists of 220 hours of instruction, totaling 1,320 hours. The program emphasizes the development of four language skills, with a special focus on speaking and listening skills.

The specific goals for each of the six levels of education are clearly defined in the framework for developing proficiency in using the Vietnamese language. For instance, upon completing Level 1, learners should be capable of “understanding and using basic language structures, employing essential vocabulary for specific communication needs, introducing themselves and others, including information about their place of residence, family, and friends. Learners should be able to engage in simple conversational contexts and situations” (Ministry of Education and Training, 2018). In Level 2, learners are expected to “comprehend commonly used sentences and language structures related to fundamental communication requirements such as family information (including their own), shopping, asking for directions, and employment. They should be able to exchange information on straightforward, familiar topics, provide simple self-descriptions, describe their surroundings, and address essential needs.” At Level 3, learners should be able to “grasp the main ideas in standard, clear paragraphs or speeches on familiar topics related to work, school, or entertainment. They should be able to handle most linguistic situations, write uncomplicated paragraphs on familiar or interesting subjects, describe experiences, events, desires, and briefly present reasons, explanations, opinions, and plans, among other abilities” (Ministry of Education and Training, 2018).

The proficiency levels to be attained at each educational tier are based on language criteria, encompassing general criteria, phonetic criteria, vocabulary criteria, and grammatical criteria (Nguyễn Chí Hòa & Vũ Đức Nghiệu, 2015). Additionally, communication skill requirements in listening, speaking, reading, and writing encompass both general and specific skills. As for content, the program covers materials, phonemic knowledge, vocabulary, and grammar, with stipulations for teaching and skill development including teaching orientations for each skill, skill-specific achievement expectations, and methods for skill development. It’s evident that the defined skill achievement requirements form a crucial foundation for building an item bank.

2.1.2. Item bank for assessing the ability to use Vietnamese language of Vietnamese expats on a digital platform

An item bank is a term used to describe a collection of assessment exercises/questions (Benjamin, Wright, Susan, Bell, 1984). The primary goals of the item bank are as follows:

- 1) To help confirm learning outcomes and classify students.
- 2) To assess learning, providing information for teachers and learners to enhance learning outcomes, and employing assessment as a tool for learning, meaning using assessment results to identify appropriate methods for improving learning in the next stage.

The item bank assesses the performance of Vietnamese students learning the Vietnamese language based on well-defined criteria. Competency assessment doesn't solely encompass knowledge and language skills; it also evaluates the knowledge and skills relevant to real-life contexts. In line with modern trends in assessing language proficiency in general, the item bank is not just meant to explain learning outcomes, but also to facilitate students' learning (Hughes, 1989).

A good item bank typically consists of meticulously calibrated exercises, which means that parameters such as difficulty, discrimination, and reliability are carefully determined. The item bank should encompass all related learning content, with each part being assessed through a series of tasks ranging from simple to complex. Determining the difficulty of exercises is a critical task as it contributes to outlining the students' developmental path, thereby helping teachers and learners identify suitable learning strategies. Low-calibrated exercises represent easy tasks, while high-calibrated exercises denote difficult tasks in the program. According to the Item Response Theory (IRT), the difficulty of a question holds different weights that aid in estimating a student's ability. The difficulty level of the exercise and the student's ability are referenced on a logit scale, with units expressed as log-odds units, signifying the ratio between the probability of successfully answering a question and the probability of failure. The higher the logit value, the greater the question's difficulty level and the higher the test taker's ability (Rasch, 1980).

A well-designed item bank offers students the opportunity to select suitable exercises that match their developmental level. It also enables teachers to design and customize tests in alignment with their educational objectives while maintaining consistency with common core elements. Teachers utilize the item bank to assess students' ability to learn Vietnamese, collecting essential data to provide timely feedback on students' progress and reviewing the effectiveness of their teaching methods. Professional Vietnamese teachers with strong information technology qualifications or higher can create their own item bank and opt to use available digital platforms for sharing. Schools and educational organizations can collaborate to build item banks and create digital resources for teaching and learning the Vietnamese language.

2.2. Principles for building an item bank to assess Vietnamese language performance of Vietnamese expats on a digital platform

Building a system of exercises to assess the performance of Vietnamese expats learning the Vietnamese language on a digital platform should adhere to specific principles.

Firstly, it is essential to closely adhere to the required levels and teaching content outlined in the Vietnamese Language Program for Vietnamese Expats, as per Circular No.28/2018/TT-BGDĐT issued by the Ministry of Education and Training of Vietnam. For each level of education, based on the Vietnamese language program, the individual responsible for inputting data into the item bank must establish an overall assessment goal framework and assessment

goals for each skill and objective. Evaluating each exercise in the right direction and aligning them appropriately with goals and programs should be a priority.

Secondly, it is crucial to ensure consistency between objectives, methods, and forms of testing and evaluation. This principle emphasizes the need for compatibility and close alignment between these three elements. Assessment goals represent the knowledge (phonetics, vocabulary, grammar) and skills (listening, speaking, reading, and writing) that learners need to attain after the learning process. Assessment serves to evaluate learners' abilities. In the case of using this item bank, the selected written test method includes essay tests and objective multiple-choice tests. The form of assessment is expressed through the types of questions and exercises used in the assessment process, such as multiple-choice, fill-in-the-blank, pairing, essay writing, and presentation, among others. Criteria and assessment formats need to be clear, objective, transparent, and compatible.

Thirdly, the digital item bank must ensure a balance among the four skills of listening, speaking, reading, writing, and the contents of phonetics, vocabulary, and grammar according to each skill level. Comprehensive evaluation of the knowledge and skills is required to provide a complete and accurate picture of the learner's ability to use the Vietnamese language. The item bank should be diverse, rich, and well-differentiated. To fully assess students' abilities, the exercise system must be diverse and rich, covering the specific aspects of competency components, ensuring no bias or omission of any aspect. The exercises should be diverse in many ways: diversity in the openness of the task, individual freedom in answering options (high, medium, low); diversity in the format of exercises (multiple choice, essay, fill in the blanks, pairing, arranging, etc.); various levels of difficulty (easy, medium, difficult); diversity in cognitive levels according to Bloom's scale (recognize, understand, apply, highly apply). The exercises should also be differentiated to accommodate each student's individual conditions, needs, and abilities.

Fourthly, it is crucial to ensure that the language used in the assessment is consistent with real-life language and local culture. This principle underscores the importance of selecting and using language materials that are appropriate for the Vietnamese cultural context. These materials should represent what learners often encounter in their everyday lives, real-life communication, and in the modern working environment. Language and culture are closely intertwined, so evaluating the ability to use the Vietnamese language should consider local cultural factors, such as lifestyle, customs, values, etc., of Vietnamese people. This helps Vietnamese students abroad better understand Vietnamese culture, enhance their ability to communicate, and integrate with the Vietnamese community. Additionally, the assessment of Vietnamese language proficiency should include various formats, such as text, audio, images, videos, etc. The variety of language formats helps students approach the language from different angles, while practicing and developing more comprehensive listening, speaking, reading, and writing skills.

Fifthly, it is vital to ensure high interaction between students and the digital item bank. The item bank should allow students to interact with learning materials, digital resources, classmates, teachers, and the community of native Vietnamese learners. This interaction provides students with more opportunities to practice and apply learning content effectively. Monitoring and evaluating student abilities through highly interactive exercises will help teachers gain a clearer view of students' abilities.

An item bank designed according to these principles should be integrated into a digital platform that incorporates new technologies such as artificial intelligence, machine learning, data analysis, etc., to collect data, improve performance, effectively assess and enhance the learning experience. After each test, the digital item bank can generate a detailed report on assessment results, aiding teachers in making informed decisions during the teaching process and guiding capacity development for students. The system should also allow users to customize the content, difficulty, time, and method of completing exercises accordingly. Furthermore, the privacy of each student’s learning process and assessment results should be kept confidential.

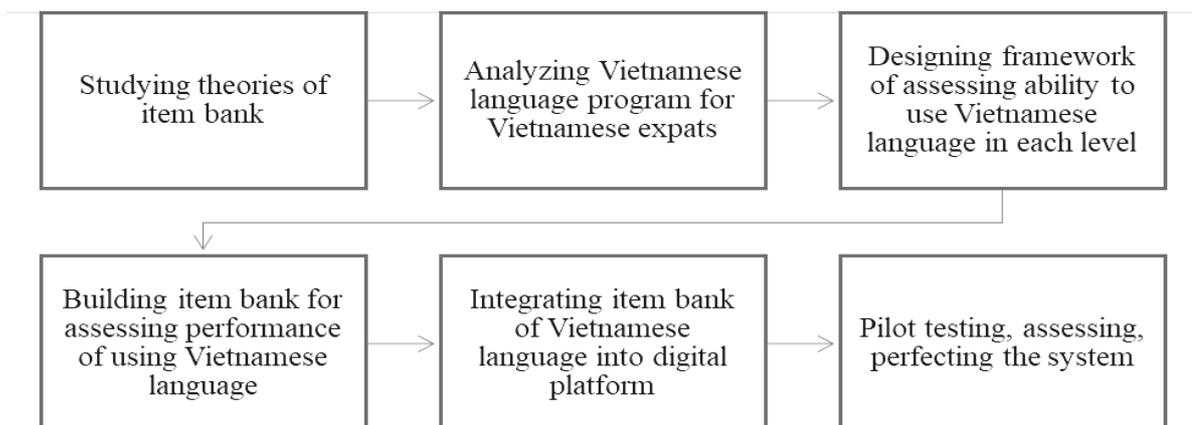
2.3. Building an item bank to assess the ability to use Vietnamese language of Vietnamese expats on a digital platform

The process of constructing an item bank to assess the proficiency of Vietnamese expats in using the Vietnamese language on a digital platform is examined at two levels: the overall design of the exercise system on the platform (general level) and the creation of digital format exercises (specific level).

2.3.1. Overall design level of item bank on a digital platform

The proposed process of designing an overall system of exercises to assess the ability to use Vietnamese language of Vietnamese expats includes six steps, which is illustrated in the diagram below:

Diagram 1: Overall Design Process for Item Banks on Digital Platform



Step 1: Studying the basic theories of the item bank

Before embarking on the construction of an item bank, it is essential to study the fundamental theories related to item banks, such as exercise response theory, and to understand how to size exercises, which involves calculating difficulty, discrimination, validity, reliability, and more. Additionally, it's important to learn how to balance assignments provided at different times and the methods for selecting test samples.

Step 2: Analyzing the Vietnamese program for Vietnamese expats to establish the evaluation target system

Analyzing the Vietnamese language program for Vietnamese expats across six educational levels serves as the initial step in developing a system of competency assessment exercises. In this phase, the researcher must extract the components related to the ability to use the Vietnamese language, the tasks that students are required to perform, and the behavioral indicators of proficiency. Based on this information, an evaluation system that aligns closely with and encompasses the entire program is identified.

Concerning the Vietnamese language program for Vietnamese expats, at each level, the item bank developer should analyze the manifestations of the ability to use the Vietnamese language according to the levels to be attained: (i) language, encompassing general criteria, phonetic criteria, vocabulary criteria, and grammatical criteria; (ii) communication skills, including listening, speaking, reading, and writing, which comprise requirements for both general and specific skills. The specific contents in the program consist of (i) topic-based language materials, themes, and knowledge related to phonetics, vocabulary, and grammar; (ii) teaching content and skills development, including teaching orientation, required achievements, and methods for skill development. These elements serve as the foundation for developers to select appropriate exercise formats while adhering to the set assessment goals.

Based on this foundation, the item bank developer proceeds to define specific behavioral indicators for students. The following is an illustrative example of how to determine some behavioral indicators for assessing listening skills at level 1 according to the program.

Table 1: Method for Identifying Specific Behavioral Manifestations and Guiding the Format of Listening Skills Assessment Exercises According to the Vietnamese Program

Level Required	Forms of Assessment Exercises Determined
a. General skills	- Exercises for assessing listening, pronunciation, and spelling skills:
- Understand information and respond with a specific request after hearing a clear and slow utterance;	+ Listening exercises: Record simple phrases, sentences, and statements using phrases you have learned or that have appeared in learned conversations;
- Understand simple phrases and sentences concerning essential personal and family details,	+ Listening and fill-in exercises: Fill in the blanks with common and frequently encountered words and phrases, especially those found in questioning statements. For example:

shopping information, local geography, and employment when the speaker enunciates clearly and speaks at a slow pace.	Which country? Or: What time is it? Or: By what means of transport?
b. Specific skills:	+ Listening exercise: Rewrite the content of a short text, such as a conversation between two people, a paragraph, a story, or an event, etc.
- Listen to conversations;	-Exercises for assessing listening and comprehension skills:
- Listen and identify the topic of discussion, spoken slowly and clearly;	+ Listening exercises to identify descriptions and comparisons based on similarities and differences between objects, in order to determine the object to look for based on the differences heard. For example: selecting an object, a painting, or a portrait of a specific character, etc;
- Listen to presentations and conversations;	+Listening exercises involving marking or answering true or false questions about simple information regarding someone's name, age, ethnicity, nationality, occupation, education, hobbies, aspirations, personal relationships (family, etc.);
- Partially understand the main content of short and simple speeches;	+ Listening exercises for identifying information in short texts containing instructions and information related to daily activities and life.
- Listen to announcements and instructions:	
+ Grasp the main points in short, simple messages;	
+ Understand simple instructions.	

Source: Chen, X. 2016.

Step 3: Designing a framework to evaluate the ability to use Vietnamese at each level of education

The competency assessment framework is structured to include component skills and knowledge, factors, behaviors, and quality indicators. It outlines a development path from low to high within an educational level and between levels. At each level, the assessment framework structure comprises four skills: listening, speaking, reading, and writing; language knowledge (phonetics, vocabulary, grammar) with specific criteria and levels to achieve according to the program. The student capacity assessment framework also needs to depict the assessment plan according to the roadmap, including regular assessments (by lesson, by week, by module, etc.) and periodic assessments (at the end of each level).

Knowledge and skills are integrated and trained through relevant topics and communication themes. Levels 1 and 2 encompass two groups of topics: one group belonging to the personal sphere and another to the social sphere. Levels 3 and 4 encompass three groups of topics: those in the personal sphere, those in the social sphere, and those in the scope of work and profession. Levels 5 and 6 include four groups of topics: personal topics, social topics, work and career topics, and educational and academic topics.

Each topic is further divided into focal points. For instance, the focal points at Level 1 include: 17. Public places; 18. Means of transport; 19. City; 20. Restaurants; 21. School;

22. Going to the doctor's; 23. Staying at a hotel; 24. At the airline ticket office; 25. At the post office; 26. Weather; 27. Congratulations and greetings; 28. At the souvenir shop; 29. At the bank; 30. At the clothing store; 31. At the cinema; 32. Describing people. The focal points at Level 2 are the same as Level 1.

The topics and focal points in the Vietnamese language program for Vietnamese expats are constructed in a concentric and developmental manner. Each focal point includes exercises to assess listening, speaking, reading, writing skills, and language knowledge. Language materials should be suitable for the respective topic.

Step 4: Building an item bank to assess student performance

In accordance with the established assessment framework, it is essential to develop an item bank that aligns with the designated topics, focal points, and the associated skills and knowledge for each education level. Every exercise within this bank represents an integral component of the entire curriculum. Achieving each competency's behavioral expression necessitates a specific quantity of exercises within the item bank to fulfill the assessment objectives. The exercise system in the bank must fulfill both quality and quantity criteria.

In terms of quality, each exercise must closely align with the behavioral expressions of competency as outlined in the Vietnamese program for Vietnamese individuals residing abroad. When it comes to quantity, the exercises should be extensive and diverse in terms of content, format, quantity, difficulty level, and cognitive complexity. A diverse item bank can enhance students' opportunities to evaluate their progress in the learning process, generate enthusiasm, and mitigate monotony during listening practice.

Step 5: Integrate item bank into a digital platform

The item bank should be viewed as the input, and the chosen digital platform serves as the output. Digital platforms can encompass mobile applications, websites, or computer software that are compatible with various devices, such as computers, phones, and tablets. From the perspective of Vietnamese students abroad, the digital platform's interface should be user-friendly, lively, and reflect Vietnamese cultural influences.

To assess the quality of a digital resource, especially the bank of digital evaluation exercises, one can refer to the criteria outlined by Smith and Ragan in 2004 (cited in Chen, 2016). These criteria include:

1. Quality Content: The content should offer opportunities to enhance learners' foreign language skills, building upon their existing knowledge.
2. Pedagogical Coherence: The skills provided by the application should align with the learning objectives.
3. Feedback and Self-correction: Learners should receive informative feedback for self-assessment.
4. Motivation: Digital resources should include elements that engage and motivate learners while promoting self-directed learning.
5. Usability: The app should feature clearly marked menus and icons for easy navigation.
6. Customization: Learners should have the option to tailor settings, such as size and font, to meet their individual needs.

7. Sharing: The app should enable users to share their learning progress, issues, and concerns. Progress summaries can also be exported to teachers and students, and progress is saved within the app.

By offering different levels of achievement (poor, average, fair, good), users can self-assess the quality of the digital item bank. Today, digital platforms suitable for competency assessment often integrate features that provide recommendations based on assessment results, suggesting exercises tailored to each student’s level and improvement needs. This is a significant advantage for digital platforms that incorporate artificial intelligence.

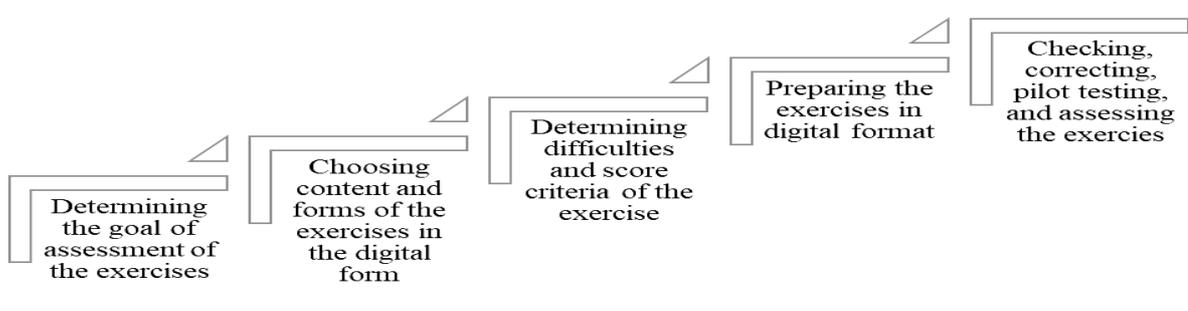
Step 6: Pilot test, evaluate, and perfect the system

The digital assessment item bank should undergo testing with a specific number of students, guided by teachers or assessment organizations. It’s essential to gather user feedback for evaluating and enhancing system performance. Additionally, teachers require support and training to effectively utilize digital item banks and leverage their features during the assessment process.

2.3.2. Designing exercises in the digital format

Not all types of Vietnamese language proficiency assessment exercises can be seamlessly integrated into digital platforms. To adapt exercises for digital platforms, it’s necessary to engage in the “digital transformation” (Zheng, 2014) during the design of each specific exercise. The proposed process for designing digital format exercises comprises five steps, as illustrated below:

Diagram 2: Process of Designing Exercises in Digital Format



Step 1: Define the assessment goal of the exercise

The assessment goal of a specific exercise represents a learner’s behavioral manifestation. Evaluation goals should adhere to the SMART principle (Specific, Measurable, Attainable, Relevant, and Time-bound). The program sets the required knowledge and skills levels for each educational stage. Each exercise must align with the objectives of a certain level of study. For example, at Level 1 in writing skills, specific objectives include:

General skills: Learners can write short, simple phrases and sentences about themselves, others, their residence, and work.

Specific skills: Writing essays, crafting simple phrases and sentences about themselves, others, their residence, and work interactively, writing business correspondence, taking notes, sending text messages, filling out forms, and processing text. Spelling accuracy encompasses correctly writing short, common words and frequently used phrases, such as signs' names or basic instructions, as well as addresses, nationalities, and other personal information.

Step 2: Select the suitable format and exercise content for digital adaptation

Digital platforms that provide prompt feedback often prioritize exercises with low to medium complexity, such as multiple-choice, matching, fill-in-the-blank, and drag-and-drop exercises. Conversely, the essay format, despite assessing higher-order thinking operations like creativity, problem-solving, and criticism, poses a "challenge" (Chen, 2016) for the digital system in providing quick and accurate responses. When deciding on the exercise content and format, the editor must make a thoughtful and reasonable choice.

Step 3: Determine the exercise's difficulty level and scoring scale

Exercise difficulty indicates the level of challenge it presents to students while assessing their listening, speaking, reading, and writing skills. Exercise difficulty can be categorized into three levels: easy, medium, and difficult. Easy-level Vietnamese language exercises are typically used for evaluating speaking, writing, reproduction, memory, and simple information repetition, often accompanied by significant hints. For instance, at Level 1, for evaluating speaking skills, learners might be asked to read aloud, repeat sentences, and pronounce words. Intermediate-level exercises are generally used to assess all four skills and comprehension of knowledge. Difficult-level exercises are typically utilized to assess language creation skills (writing, speaking), for example, at Level 1, assessing writing skills by having learners write simple sentences about themselves, their surroundings, and their work. To ease the pressure on students during self-assessment on a digital platform, assessment results can be converted into achievement reward icons. However, after each exercise, students should still receive feedback regarding whether they "passed" or "did not achieve" the learning task's effectiveness, enabling them to assess their level of success (Cohen, 1994).

Step 4: Prepare exercises in a digital format

Exercises in digital format should be created based on the goals, content, cognitive level, and difficulty determined from the previous steps. The exercise format, including instructions and answer options, must be presented concisely, clearly, comprehensibly, and attractively.

Step 5: Review, edit, test and evaluate the designed exercises

This step is crucial to reassess the accuracy, feasibility, and difficulty of the exercises. It involves testing the exercises with a representative sample of students. The results obtained from the exercises (questions) are analyzed and assessed to determine which exercises meet the inclusion criteria, and any exercises that require editing or elimination due to not meeting the prerequisites. If necessary, the assignment editor should adjust the content, format, or difficulty to ensure the assessment is genuinely achievable.

2.4. Integrating digital format and Vietnamese language exercise content

The integration of digital format and Vietnamese exercise content poses a perennial challenge for exercise system designers. It raises questions such as: How can exercises be adapted to the digital format within the application platform or software without altering the essence of language teaching for comprehension and production? How can we strike a balance between the “openness” required to assess an individual’s language proficiency in various real-life contexts and the “closedness” (Griffin, 2014) of the digital exercise format that provides rapid responses? Each digital format type comes with its own set of advantages and drawbacks. We dissect this issue separately due to its paramount importance.

Based on students’ interactions on digital platforms, competency assessment exercises can be categorized into six fundamental groups commonly found on digital platforms, which include: written exercises (essays), multiple-choice exercises (selecting one correct answer and multiple correct answers), word-filling exercises (completing sentences), paired exercises (matching), drag-and-drop exercises, and arrangement exercises. To select the appropriate digital format for the assessment content, the editor must consider various factors, including the “openness” level of each exercise type (high, medium, low), the complexity of cognitive skills required for students, and the specific skill and knowledge demands. This is illustrated in the table below:

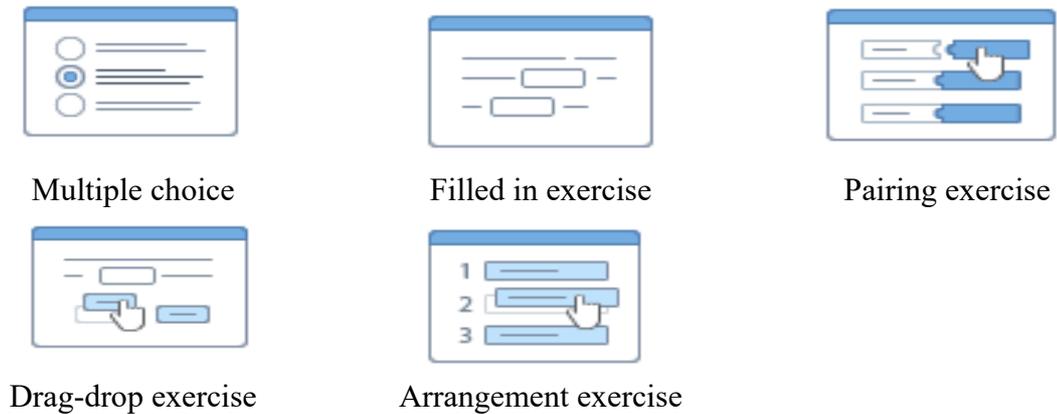
Table 2: Digital Workout Format

No.	Digital Workout Format	Recommended Use
1	Writing exercise (essay)	<p>Characteristics of the exercise type: A high degree of “openness”.</p> <p>Appropriate scope of assessment: writing and speaking skills (sentences, paragraphs, articles) or reading comprehension skills at a high level of thinking (writing sentences, writing short paragraphs demonstrating reading comprehension results).</p> <p>Exercise format: writing sentences and paragraphs. For example, as a child studying abroad, write a letter to your parents discussing your life, studies, and plans for the future.</p> <p>When evaluating students at Levels 1 and 2, who are just starting to practice sentence construction, teachers can use essay exercises to have students fill in the blanks in sentences and paragraphs. These words should be chosen by students from their vocabulary and applied appropriately to the given context.</p>
2	Multiple choice exercises	<p>Characteristics of exercise type: The most common capacity assessment exercises in the digital exercise system have an “openness” level ranging from low to medium.</p> <p>Appropriate assessment scope: Listening skills, reading, writing, and</p>

- language knowledge.
 Exercise formats include: True/false exercises, exercises to choose the correct answer, and exercises to choose multiple correct answers.
 This type of exercise is used to evaluate both receptive and productive skills, assessing Vietnamese knowledge through the recognition, selection, and effective use of words and sentences in context.
- 3 Word filling exercise (fill in the blanks)
 Exercise type characteristics: Low to medium “openness”.
 Appropriate scope of assessment: Writing skills or language knowledge.
 Exercise format: Fill in the bar marks; fill in the blanks with suitable words in sentences, paragraphs, essays, etc. Students must be able to read, understand, and analyze the given context; have knowledge of phonetics, grammar, vocabulary; from there, infer appropriate linguistic elements to fill in the blanks in sentences, paragraphs, and articles.
- 4 Pairing exercises
 Characteristics of exercise type: Low to medium “openness”.
 Appropriate scope of assessment: Reading comprehension skills (connecting two details, two phrases to understand the text more completely; connecting information in the text with corresponding illustrations, etc.) or writing skills or vocabulary knowledge.
 Exercise format: Combine words with words, phrases with phrases to create sentences and complete information. In reading comprehension activities, students demonstrate their ability to connect information, ideas, content, and images. In writing activities, students demonstrate their ability to grasp and apply grammar and semantic rules to create sentences, expand sentences, and connect sentences.
- 5 Drag-drop exercise
 Characteristics of the exercise type: Average “openness”.
 Appropriate scope of assessment: Writing skills, language knowledge.
 Exercise format: Drag words into the appropriate position in the sentence to complete the sentence, classify words into groups based on relationships in meaning or structure, classify words into groups of words, etc.
 With this exercise, students drag and drop pre-provided objects into appropriate positions in the sentence. Based on the performance results, students’ logical thinking and ability to classify information can be assessed.
- 6 Arrangement exercises
 Characteristics of exercise type: Average “openness”.
 Appropriate assessment scope: Writing skills, reading comprehension skills.
 Exercise format: Arrange words to create sentences, arrange sentences to form paragraphs, arrange paragraphs to create text; Arrange readable information in a certain order.
 Organizing exercises are particularly beneficial in developing students’ abilities to organize, arrange, and combine information and ideas when receiving and creating documents.

Below are illustrations of some types of Vietnamese exercises in digital format.

Diagram 3: Some Types of Exercises in Digital Format



In general, each exercise format has its own advantages when assessing knowledge and skills in using the Vietnamese language at each level. However, exercises can all be used in flexible combinations to meet the needs of fully and multidimensionally assessing student performance (Rasch, 1980).

3. Conclusion

This article presents the principles, processes, and methods for constructing a system of exercises to assess the capacity of foreign students learning Vietnamese on a digital platform. The principles for constructing exercises are determined to include: closely aligning with the level to be achieved and the content as per the Vietnamese Language Program for Vietnamese Expats, following Circular No.28/2018/TT-BGDĐT issued by the Ministry of Education and Training of Vietnam; ensuring consistency between objectives, methods, and forms of testing and evaluation; maintaining a balance among the four skills of listening, speaking, reading, and writing, as well as the content of phonetics, vocabulary, and grammar for each skill level; ensuring that the language used in assessment tests is consistent with real-life language and local culture; and ensuring high interactivity between the digital item bank system and learners. At an overall level, the process of constructing a system of assessment exercises on a digital platform includes program analysis; designing an assessment framework; building a bank of exercises; integrating the item bank into the digital platform; and testing, evaluating, and refining the system. The process of constructing a digital format exercise follows five steps: identifying assessment goals; selecting format and content; determining difficulty and score scale; drafting exercises; and checking, editing, testing, and evaluating. The article also provides some suggestions on how to integrate digital formats to suit the content of Vietnamese exercises.

In the current context of significant digital transformation, applying digital assessment solutions in the field of language education has become necessary. By following the principles and procedures presented, building a system of exercises to assess student capacity based on the Vietnamese Language Program for Vietnamese Expats can contribute to creating a lively learning environment, helping students approach language actively, interact, and develop the ability to use Vietnamese according to each individual's unique characteristics and style. For teachers, improving digital pedagogical capacity, including building digital assessment tools appropriate to educational goals, content, and learners, is an important skill that needs to be trained and enhanced.

The issue mentioned in the article is topical and requires continued implementation through in-depth and thorough research, aiming toward a diverse learning environment in which students can develop the necessary skills to adapt and integrate into life and work in today's digital world.

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