

# In-class Test Vs. Take-home Essay: A Case Study of ESP Students' Self-efficacy in Assessed Writing

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## ABSTRACT

This study explores English for Specific Purposes (ESP) students' perceptions of in-class summary writing tests versus take-home summary writing assignments, particularly in light of the growing influence of artificial intelligence in the academic setting. Using selected items from the Situated Academic Writing Self-Efficacy Scale (SAWSES) grounded in Bandura's (1997) self-efficacy theory and the socially constructed model of writing proposed by Mitchell et al. (2018), the research examines how students evaluate the effectiveness of each format in preparing them to develop their summary writing skills. Data were collected through post-course questionnaires, including both Likert-scale and open-ended questions, administered to students from the Faculty of Medicine and the Faculty of Social Science at a comprehensive research university in Hong Kong. Preliminary findings indicate that students hold mixed perceptions about the two assessment formats; however, they acknowledge the unique benefits of each in enhancing their writing skills for future academic and professional endeavours. This research contributes to a more nuanced understanding of assessment effectiveness within ESP contexts and offers implications for ESP teachers to improve writing instruction and assessment strategies.

**Keywords:** academic writing; assessment; curriculum design; English for Specific Purposes; writing self-efficacy