## ABSTRACT

The objective of this research study was to document how the lecturers of the English department judged the competency of freshmen in speaking and writing components of English 6 (Advanced level) in the General English program of FPT University in Vietnam. Lecturers (n=10) who had taught the course were surveyed on their assessment of the students’ language knowledge and skills in both oral and written competency through a 5-point Likert questionnaire with two general parts. Results yielded that when respondents were categorized according to profile factors, there were no appreciable differences in their opinions on the freshmen's oral competency. With the exception of one profile feature - the subject taught, the hypothesis that there is no discernible difference in the respondents' evaluations of the freshmen's written competency was supported. According to the statistics gathered, the teacher-respondents rated that the freshmen have fair competency level in both oral and written. In sum, there needs to be much improvement towards learners’ competencies in oral and written English language learning. Instructional assistance on the proficiency level of freshmen in oral competency should remain essential. For teachers, they must place a high value on continued professional development and skill enhancement through learning investments like advanced degrees and training certifications. It is advised to improve the curriculum guide, which can be integrated with a more responsive and relevant paradigmatic framework of student-centered approaches, active teaching, and authentic assessments.

**Keywords:** teachers’ assessment, competency level of freshmen, oral competency, and written competency