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Evaluation of an English Language Program to identify the
Elements of the Curriculum. A Case Study of a Public High
School in Ecuador.

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Dedication

I dedicate my thesis in the first instance to God for being my refuge, my protector, my strength, my everything. To my parents for being my pillars and sources of wisdom from the moment I was born. To my sisters for reminding me of the passion and love for life through my adorable nieces and a nephew; therefore, to them for showing me the perfection and love of God for us. To my brother, brothers-in-law, family, and friends who have been part of my personal and academic training in a direct and indirect way. Finally, I dedicate this work to my unconditional life partner, Nasr, for reminding me of the true value of humanity in the human being, but above all for the love full of purity and nobility that he shows me day by day.

Liliana del Cisne Ordóñez Ávila

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Liliana del Cisne Ordóñez Ávila

Contents

Carátula.....	i
Aprobación del director del trabajo de titulación	ii
Declaración de autoría y cesión de derechos	iii
Dedication	v
Acknowledgement.....	vi
Contents.....	vii
List of tables.....	ix
Abstract.....	1
Resumen.....	2
Introduction	3
Chapter one	6
Literature review	6
Language Curriculum	6
<i>Components of curriculum</i>	<i>6</i>
Ecuadorian English Curriculum	8
<i>English Curriculum structure and organization.....</i>	<i>8</i>
Needs Analysis	15
<i>How to conduct needs analysis</i>	<i>15</i>
<i>Aspects to consider when conducting needs analysis.....</i>	<i>16</i>
Situational Analysis	16
<i>Societal factors.....</i>	<i>17</i>
<i>Institutional factors</i>	<i>17</i>
<i>Teacher factors</i>	<i>18</i>
<i>Learner factors</i>	<i>18</i>
<i>How to conduct situational analysis?.....</i>	<i>18</i>
Curriculum evaluation.....	19
<i>Curriculum evaluation focus.....</i>	<i>21</i>
<i>Types of assessment for curriculum and students' progress.....</i>	<i>22</i>
<i>Principles of language testing and assessment.....</i>	<i>24</i>
<i>Evaluation instruments.....</i>	<i>25</i>
Previous studies, limitations, and future research	27
Chapter two.....	30
Methodology.....	30
Research design procedures, techniques, and instruments	30
Chapter three	32
Results and discussion	32
Description, analysis, and interpretation of results	32
<i>Needs analysis.....</i>	<i>32</i>

<i>Situational analysis</i>	36
<i>Conditions that support an English teaching program</i>	42
<i>Principles, types of assessment and tasks used for evaluation</i>	49
Conclusions.....	59
Recommendations.....	61
References.....	63
Appendix	69
Appendix A: Needs analysis survey	69
Appendix B: Situational analysis survey	71
Appendix C: Conditions that support an English teaching program checklist	74
Appendix D: Principles, types of assessment and tasks used for evaluation	77
<i>Application of the principles of language assessment</i>	77
<i>Types of assessments and tasks used for assessing EFL learners</i>	80

List of tables

Table 1. Learner's wants	32
Table 2. Learner's needs	34
Table 3. Learner's lacks.....	35
Table 4. The level of influence of the societal factors in the English language learning.....	36
Table 5. Institutional satisfaction factors when teaching the English language	37
Table 6. The level of influence of the teacher factors in the English language learning	38
Table 7. The level of influence of the learner factors in the English language learning	39
Table 8. Learners preferences when learning English.....	40
Table 9. Learners English components needed to improve	41
Table 10. Learners motivation to learn English as a foreign language	42
Table 11. Institutional management and administration regarding the institution infrastructure	42
Table 12. Institutional management and administration regarding the resources' availability	43
Table 13. Institutional management and administration regarding the teachers training and work	44
Table 14. Institutional management and administration regarding the curriculum management and classes creation	45
Table 15. Quality	46
Table 16. Teacher staff	47
Table 17. Support Staff	48
Table 18. Practicality principal of language assessment	49
Table 19. Reliability principal of language assessment	50
Table 20. Validity principal of language assessment	51
Table 21. Authenticity principal of language assessment	51
Table 22. Washback principal of language assessment	52
Table 23. Types of assessments and tasks	53

Table 24. Tasks for assessing listening	54
Table 25. Tasks for assessing speaking	55
Table 26. Tasks for assessing reading	56
Table 27. Tasks for assessing writing	57

Abstract

The evaluation of an educational curriculum on a permanent basis has an impact on the effectiveness of educational processes since these assessments guide the decision-making regarding the course of the curriculum assessed. That is why the importance of this research study, which aims to evaluate an English language program to identify the elements of the curriculum, seems not temporary but permanent. To achieve the objective, it was necessary to establish four research questions: what are students' needs?, what are the teachers' perceptions of the environmental factors that influence English language learning in a public high school?, what are the conditions that support the English teaching program? and, what are the principles, types of assessments, and tasks used for evaluation? The mixed research design was employed with the application of surveys and checklists as instruments. The participants were five teachers and ten learners who are members of a language program. The results revealed that the learners' wants, needs, and lacks are being considered by teachers and that the institution supports the teachers' practices; however, material issues and teachers' rewards are lacking.

Keywords: needs analysis, situational analysis, principles of assessment.

Resumen

La evaluación de un currículo educativo incide en la efectividad de los procesos educativos ya que orientan la toma de decisiones del curso evaluado exaltando la importancia de esta investigación, cuyo objetivo es evaluar un programa de idioma inglés para identificar los elementos del plan de estudios. Para lograr el objetivo planteado se establecieron cuatro preguntas de investigación: ¿Cuáles son las necesidades de los estudiantes? ¿Cuáles son las percepciones de los maestros sobre los factores ambientales que influyen en el aprendizaje del idioma inglés? ¿Cuáles son las condiciones que respaldan el programa de enseñanza de inglés? y, ¿Cuáles son los principios, tipos de evaluaciones y tareas empleadas para la evaluación? Se ejecutó el diseño de investigación mixto con la aplicación de encuestas y listas de verificación como instrumentos a los participantes, quienes fueron cinco profesores y diez alumnos. Los resultados revelaron que los profesores consideran los deseos, necesidades, y carencias de los alumnos, y que la institución brinda apoyo a las practicas docentes; sin embargo, sobresalen inconvenientes con los materiales educativos y el sistema de recompensas al mérito profesional.

Palabras clave: análisis de necesidades, análisis situacional, principios de evaluación.

Introduction

The reasons that gave rise to the present research study are directly linked to the importance of the educational curriculum since it is a system of knowledge and experience developed systematically which purpose is not only to provide guidelines to the teacher in the course to follow and to facilitate student learning but also to supervise the development of the student's' academic competencies in a pertinent and permanent way. In this regard, the assessment processes become essential since assessment is an ongoing process that relies on the accurate opinion that teachers provide after a student's participation. Osuji (2015) mentioned in his study that assessment is the process by which the result is used to make decisions in regard to the students' academic performance, weaknesses, and strengths; which means that through the assessment results, teachers can take decisions regarding the course development and methods used to teach. Undoubtedly, this research study will be of vital importance for the institution where the research was carried out because, with the results obtained, the institution will be able to highlight its strengths with processes which results are favorable; but the institution will also have the opportunity to detect, review, and improve the processes that are identified as weaknesses for the well-being of the members of the educational community.

To carry out this research study named "Evaluation of an English Language Program to identify the Elements of the Curriculum. A Case Study of a Public High School in Ecuador", it was needed to set a general objective and four research questions which guided the researcher not only to choose the method but also to build up the instruments needed to answer the research questions. The general objective is to evaluate the effectiveness of an English language program based on teachers' and students' perceptions, and the research questions are: what are students' needs?, what are the teachers' perceptions of the environmental factors that influence English language learning in a public high school?, what are the conditions that support the English teaching program? and, what are the principles, types of assessments, and tasks used for evaluation? To provide answers to those questions, it was necessary to apply the mixed-research method since it is suitable to not

only verify the evidence-based practice of the participants but also to know the depth of the participants' views and practices in regard to the phenomenon. In this respect, four instruments were created which contain open-ended and closed-ended questions, with the following names and purposes that focus on answering the research questions: 1) Needs analysis: to verify the learners' wants, needs, and lacks. 2) Situational analysis: to know the teachers' perceptions of the environmental factors that influence language learning. 3) Conditions that support an English teaching program: to identify the strong and weak conditions, and 4) Principles, types of assessment, and tasks used for evaluation: to verify the accomplishment of the principles and identify the tasks which are being used for evaluation. The relevance of this research work is palpable in the educational field since it focuses on analyzing how the English language program is being conducted to improve its quality based on the findings and having it as a reference for future research.

Some previous research studies like the ones conducted by Kiliç et al. (2016) and Kumar (2014) have searched about the influence of social studies, and teachers' attitudes on pedagogy. Some other research papers like the one conducted by Kenna and Benedict (2015), contribute with information about how the curricular adjustment shapes with the teachers' attitudes on pedagogy, which means the examination of how the English language teachers adapt the curricula to integrate history-based topics. Bickford (2017) research study contributed with data on the extent of degree that curriculum construction has on the assessments' effectiveness. The analysis of all these studies was important since they were carried out using a similar socio-cultural framework and cognitive constructivism that this research study uses.

This research work intends to verify evidence-based practice, so the mixed research design was applied to know the depth of the participants' views and practices. This research design provides researchers a laborious approach to answer research questions since it combines elements from both approaches, the quantitative and the qualitative. It means that this research design allows the researcher to gather qualitative data to assess the personal experiences of the participants while also gathering data from survey instruments

measuring the quality of care providing validation for each other and also create a solid foundation for drawing conclusions about the intervention.

The organization of the chapters in this study are designed for readers to connect and highlight the relevance of the topic since it begins with chapter one of the literature review in which the most relevant information has been organized according to the variables. The first section of chapter one starts with the curriculum phenomenon definition and importance; then, the Ecuadorian curriculum structure and organization is detailed since this research study was developed in a public school; the definition, importance, and steps to build a needs analysis that follows the list; then, the situational analysis and its elements are detailed; finally, the principles and tasks used for assessing learners are closing the chapter. The second chapter presents information about the methodology applied in the research study. Finally, the third chapter displays the analysis and discussion of the data collected ending with five conclusions and five recommendations based on the findings.

Currently, the institution is impacting society positively by offering quality and integral education; however, this impact could be duplicated and perceived with greater relevance if these processes were addressed for their timely improvement. The educational community in general would be benefited since the results can guide the institution to improve its quality by addressing its weaknesses timely. In addition to this, researchers, authorities, teachers, facilitators, and readers in general could also be the beneficiaries of this study since it could be used as reference, not only to improve their English programs but also to conduct future research on the phenomenon.

The main limitation to carry out this research study was the access to the participants due to the Covid-19 virus pandemic. The mobilization restrictions did not allow the researcher to have access to the participants physically; therefore, it was needed to contact them through the web services. It is important to mention that the first steps of this research project took place in a moment where the population was starting to update and modify their lifestyles since everything was received through the Web and neither the population nor the web services were prepared for that demand.

Chapter one

Literature review

Language Curriculum

The curriculum is one of the main concerns within the educational field since it is a set of carefully structured plans and guidelines to explain the purpose of the chosen methods and materials to guide the teaching-learning process. Therefore, the curriculum should be a system of knowledge and experience, systematically developed which purpose is not only to provide guidelines to the teacher on the course to follow so that the student learns what is needed to be learnt, but also to supervise in a pertinent and permanent way the development of the student's academic competences (Su, 2012). To support this, Prihantoro (2015) clearly states that the curriculum must contain essential information of the course like the goals, purposes, contents, methods and teaching materials to guide teachers to the reaching goals. Adding to this, he also states that the purpose of any educational curriculum is to address in an accurate way the needs and demands of an educational society.

Current researchers have highlighted the importance of implementing the curriculum and instruction of the 21st century in educational institutions as a means of student preparation to face the challenges of the current time (Rotherham & Willingham, 2009, cited in Alismail & McGuire, 2015). Ferdig (2015) contribute to this regard by stating that "Education content, curriculum and assessment for learning must be student-centered, relevant, authentic, constructive, and interdisciplinary. Students should develop innovation, creativity, and 21st century skills through deep learning". This is why it is necessary to supply permanent training for not only planners and leaders to build any curriculum, but also to teachers so that they can integrate the skills of the 21st century in an interactive way in their educational lessons by the time they follow the curriculum guidelines.

Components of curriculum

A curricular framework can be considered not only as a technical tool that provides parameters for the development of other curricular documents but also as a social document

that defines and expresses the priorities in terms of directions to take, to ensure the success of an educational program (UNESCO-IBE, 2013). In this sense, it is essential to know the components of any curriculum; however, there are several famous researchers who have contributed with their studies in this phenomenon like Dobakhti and Zohrabi (2017) who recognize the “materials, testing, needs analysis, teaching activities, and so forth” as components of the curriculum, and Zohrabi (2016) identifies seven curriculum components: “objectives, attitudes, needs analysis, time, classroom activities, materials, and assessment”. Even when not only their opinions seem to be different but also the opinions of other famous researchers, there are components which are necessary to include in a curriculum like the objectives, needs analysis, situational analysis, length of the course, scope of contents, materials, time for each unit, time for each lesson, and the requirements for its implementation which can address teachers’ beliefs, training, and expertise. The UNESCO-IBE (2013) offers a general and complete view on this phenomenon since the elements which have been mentioned by several researchers are compiled on a single structure making easier the understanding of the components and their specific location in the curriculum structure.

The UNESCO-IBE (2013) contribution compiles eight sections: The introduction section which accurately describes the economic and social context in which the teaching-learning process takes place, the educational policy statements section which displays the policies that the Government establishes regarding the development of literacy programs like the standards and the learning outcomes for each level as well as the guidelines to be considered for the economic development, the structure of the education system section which details the school system in which the curriculum framework will be developed including the years of schooling and the number of weeks including the teaching hours, the structure of curriculum content section which describes the organization of content and the extent to which not only educational institutions but also students have to participate in the decisions made, the standards of resources required for implementation section which displays the materials the learners will need as well as the teachers’ training qualifications

and weekly load, the teaching methodology section which shows the methods that have been chosen for the implementation of the framework, and the assessing student achievement section which describes to what extent students have achieved the objectives and take these analyzes to suggest evaluation modes.

Ecuadorian English Curriculum

English Curriculum structure and organization

The Ministry of Education has made a great effort to improve the educational public system regarding the English language learning by setting an EFL curriculum in which English lessons are mandatory from basic general education, grades 1-10, until the highest level in the high schools. Learning English can be seen as an employment opportunity worldwide, this is why the Ministry has supplied textbooks, which address the Curriculum, to provide equal learning opportunities including the most needed population from rural areas (British Council, 2015). The new curriculum that Ecuador has implemented attempts to describe in a more specific way the learning outcomes that the graduated students need to achieve while developing intellectual, personal, and social skills needed to succeed in all the subject areas including the English learning subject. Furthermore, this new curriculum pretends to overcome the social conditions and barriers by focusing on the innovation, the justice, and the solidarity educational goals which can enhance a better learner preparation to engage in local and international XXI-century-communities (Ministerio de Educacion del Ecuador, 2016).

Population to whom it is intended and its relation to the CEFR. The current EFL curriculum spans from elementary to high school, that is, the curriculum was designed to provide guidelines in Educación General Básica (EGB) from 2nd to 10th, until Bachillerato General Unificado (BGU), from 1st to 3rd levels, whose mother tongue is not English. The current EFL curriculum not only recognizes that not all students have Spanish as their main language (L1) but it also considers that Ecuador is multicultural and therefore, there is a high level of bilingualism in the communities, which is the main reason for the curriculum to offer the student the opportunity to learn English recognizing authentic and culturally relevant

practices to facilitate the educational inclusion of students regardless of their L1. In this sense, this curriculum promotes and supports the effective communication of the individual around the current world but always considering its immediate and representative cultural context.

Regarding the relation between the CEFR and the population, the English language proficiency levels planned are based on the CEFR standards. In this regard, the ministry of education of Ecuador has distributed those standards along the educational levels to achieve the expected skills from students.

Main goals. The MinEduc recognizes that the main objective of the current English curriculum design is based on the communicative approach, and according to Richards (2001), this approach looks for the improvement of the students' communicative language skills. However, the official document points out three main goals which are: 1) Develop the student's understanding of the world focused on understanding their own culture as well as other cultures. 2) To develop the personal, social, and intellectual skills needed to achieve their potential to participate productively in an increasingly globalized world that operates in English. 3) To create a love of learning languages starting at a young age, by means of engaging and positive learning experiences, in order to foster students' motivation to continue learning English throughout EGB and BGU, as well as work and beyond (Ministerio de Educacion del Ecuador, 2016).

Core principles. The development of the learners' communicative language skills is based on the following principles:

The Communicative Language Approach. This approach is based on interaction and communication rather than knowledge to memorize. In addition to this, it seeks to improve the four communication skills since the focus of the Ministry of Education is to train competent students in the use of a second language, but not to train linguistic experts in a second language. In this context, language competence is defined as the ability to communicate effectively. It is essential to point out that the language systems like grammar,

lexis and others will be present but the focus falls on the formative aspects that motivate and give meaning to the interaction (Ministerio de Educacion del Ecuador, 2016).

Content and Language Integrated Learning (CLIL). This model encourages the students' development by the integration of the cognitive with the cultural aspects, making it compatible with the Ministry of Education's approach as it develops the cognitive and social skills necessary to be successful in other learning subjects. CLIL integrates and connects critical thinking skills to the 4Cs framework which are content, culture, communication, and cognition. The 4Cs framework provides a real world-context around which the learning process becomes more ambitious since it can be considered as part of any learners' cognitive development and intercultural understanding (Coyle, 2015). Adding to this, Paredes et al., (2018) state that the CLIL component, compared with the natural approach, supports the 4Cs framework since it is a holistic model that develops the communication, cognition, and integration of cultural differences. In turn, this 4Cs framework is conceived in all the five curricular threads of the EFL curriculum, which are Communication and Cultural Awareness, Oral Communication (includes speaking and listening), Reading, Writing, and Language through the Arts (Ministerio de Educacion del Ecuador, 2016).

International standards. Coombe (2018) states that the standards are descriptions of the content-mastery. The curriculum has taken as reference the "can do" statements of some recognized international standards like the Common European Framework for Linguistic Reference (CEFR) to provide guidance and evaluate the English educational procedures. This guidance and evaluation integrate the five curricular threads, which are Communication and Cultural Awareness, Oral Communication (includes speaking and listening), Reading, Writing, and Language through the Arts. It is essential to point out that the Common European Framework of Reference (CEFR) objectives are considered as "Domains" and it is focused on the communicative use of language through the development of abilities and the progressively study of different English fields (Cadena et al., 2018).

Thinking skills. The English learning should contribute to the development of the students' thinking, social and creative skills necessary to develop effectively in the current

world. The four skills must be combined to provoke meaningful interaction leading to the development of communication skills. Currently, it is considered that the inclusion of the fifth skill aims to form and challenge the meaning between L1s and L2s (Ministerio de Educacion del Ecuador, 2016).

Learner-centered approach. The teaching-learning processes should focus on the academic development of the student in such a way that their weaknesses are strengthened by taking on new challenges aiming to increase the level of the student commitment to learning through motivation. It is for this reason that the objectives are not established neither by the institution nor by the teacher; on the contrary, they are established by the Ministry of Education to standardize them throughout the country. The key features of this learner-centered curriculum are as follows: 1) Teachers focus their teaching procedures on what and how students learn rather than teachers' personalized approach to teach. 2) Teachers recognized that learners have their own learning ways and speed, which requires personalized teaching. 3) Teachers look for appropriate ways to involve students in an emotional, psychological, and intellectual way. This is because learning is the key to successful learning. 4) Learners learn effectively when the teaching-learning process is active and dynamic instead of passive and routine. 5) Teachers are committed to imparting knowledge with a constructivist approach to building knowledge. 6) Teachers apply formative assessment more frequently than summative assessment. This, to shape and support learning. 7) The teaching-learning process emphasizes the integration of the subjects rather than studying them independently. 8) The teaching-learning process motivates the autonomy and independence of the student towards knowledge through activities that promote the development of skills that support lifelong learning. It is worth mentioning at this point that all of these are key points on the curriculum development and, the last one, is a key goal of the curriculum (Ministerio de Educacion del Ecuador, 2016).

Curricular Threads. There are five Curricular Threads forming part of the Ecuadorian curriculum, and each one of them has sub-threads that are based on the 4Cs of the CLIL component. These threads have been considered for both, "Educación General

Básica" (EGB) and for "Bachillerato General Unificado" (BGU); these are: Communication and Cultural Awareness, Oral Communication (involves listening and speaking), Reading, Writing, and Language through the arts.

Communication and cultural awareness. The first thread is communication and cultural awareness, which is made up of two sub-threads that are intercultural awareness and identity, and social competence. Through this thread, students carry out activities that allow them to become aware of both, their own cultural context as well as those existing around the world. This understanding is acquired in a cooperative way through role-plays, group work, among other activities that promote the communication skills necessary to understand a world that goes beyond the four walls of the classroom (Ministerio de Educacion del Ecuador, 2016).

Oral Communication. The second thread is the Oral Communication. This thread, which involves the listening and speaking skills, is built with the listening, spoken production, and spoken interaction sub-threads. The EFL curriculum recognizes that communicative competence is based on the close relationship between speaking to write and vice versa. Therefore, the EFL curriculum highlights the importance of considering listening and speaking skills as one and then intertwining them with reading and writing skills. The first sub-thread focuses on students applying L1 listening strategies to L2 comprehension. The EFL curriculum introduces listening strategies to improve listening comprehension. Listening to the essence, listening to the details, inferring, and predicting are some of the strategies proposed to strengthen meaningful learning. The use of ICT can be beneficial since it offers a variety of contexts that simulate the reality in which the student must operate. The second sub-thread focuses on the principle of fluidity over precision, which means meaning over form. Its main focus is to motivate the student to increase its confidence levels in the language to reduce the affective filter, which leads to motivation to continue learning and produce L2. Studies have shown that young children tend to imitate to acquire knowledge in a more common way than any other age group, that is why the EFL curriculum seeks active oral production from early ages through the implementation of songs, rhymes, tongue

twisters, and videos. There is a correlation between levels of exposure to language and production skills, the more exposure, the better the cognitive and social skills. Finally, the third sub-thread involves activities that develop group work to improve confidence and motivation, problem-solving, participation to accept and correct mistakes, and linguistic stimulation to promote creativity and expression (Ministerio de Educacion del Ecuador, 2016).

Reading. Regarding the Reading, the Literacy-rich Environment, Reading Comprehension, Use of Resources and Study Skills, and Cross-Cultural Contents are its sub-threads. The main goal is to develop the autonomy between the text and the learner in order to allow the learner to interact autonomously with written texts in a variety of tasks such as extract information, learn about the world around them, and others. The first sub-thread supports the idea that the acquisition of written and spoken language can improve in literacy-rich environments, by the time that provides access to a particular culture for social practice through the use of ICT. In this sense, reading is not only about mastering the graphic symbols, but it is also about the knowledge on how to produce a self-expression and a better understanding of the world through written texts. The second sub-thread is directly related to the improvement of the learners' critical thinking. The application of the reading techniques to self-regulate the reading is one of the most important aspects to access the meaning without translating it. Adding to this, reading can not only improve the study skills by identifying, selecting, collecting, organizing, and analyzing information, but it also promotes the understanding of the world differences through the use of ICT resources. The last sub-thread deals with the connection of other subjects from the curricula of EGB and BGU onto the English language used to create interest, increase motivation, and establish authentic context for communicating with the foreign language (Ministerio de Educacion del Ecuador, 2016).

Writing. Talking about the Writing, the sub-threads are the Initial Literacy and the Text Production. The former sub-thread deals with everyday written activities such as writing a birthday card, reading a street sign, reading an email, among others. ICT

resources are useful to engage the literacy skills with the learners' contexts. It is important to mention that it is not only about the use of words, but it is about the construction of meaning through the accurate use of words. The latter sub-thread is about the expression of ideas in a written way. The EFL curriculum not only highlights this skill as a means of communication but it also looks for supporting this written production based on Bloom's taxonomy to get higher domains (Ministerio de Educacion del Ecuador, 2016).

Language through the arts. This thread is composed of Literary Texts in Context, Creative Writing, and Creative Thinking Skills sub-threads. The learning of a language can be assessed by the production and/or expression of the language in several different forms which can be interpreted as pieces of art. The first sub-thread engages the learning through the written expression. Stories are useful since learners have the opportunity to develop their creativity. The second sub-thread emphasizes on the learners' responses to literary texts. Consequently, creative writing tasks should not only address the learners' interests, but also must be relevant to their daily lives pushing them to analyze themselves intrinsically as a source of inspiration, creating ways of expression to build reading and writing skills to foster self-esteem and enhance communication skills. The third sub-thread refers to the application of arts in education to improve the learners' self-confidence and self-awareness, as well as the metacognitive skills. It is generally based on problem-solving, generating and extending ideas, making mistakes and learning from them, imagining and looking for innovative outcomes, and brainstorming and not judging ideas (Ministerio de Educacion del Ecuador, 2016).

Values. The current EFL curriculum focuses on the development of creative and critical abilities as well as the attitudes which conduct to the ethical value. All of this based on the honesty and academic integrity learned throughout the learning process to enhance the innovation, justice, and solidarity educational goals for a better learner preparation to engage in local and international XXI-century-communities (Ministerio de Educacion del Ecuador, 2016).

Needs Analysis

This process is done to evaluate the learners communicative needs as well as the different techniques to address these needs (Otilia and Brancusi, 2015). To support this, Alqunayeer and Zamir (2016) define the situational analysis as the “process of designing and carrying out any language course whether for English for Specific Purposes (ESP) or General English course (GE)”. The purpose of this process is to gather information regarding the learners’ needs to learn. In this sense, the importance of this analysis is crucial in a curriculum since the information obtained from this process is useful to design a course and modify it in the process to address the students’ academic advance.

How to conduct needs analysis

The way to conduct a needs analysis is to consider the data collected to address the students’ needs by considering their wants, needs, and lacks as it is explained below.

The wants refer to what students believe. It is useful to learn to enhance their academic development. There must be a strict relationship between both the analysts' and students' opinions. In case of inconsistencies, analysts will require to collect data from the students, which can be obtained through a questionnaire. This questionnaire takes time to be elaborated since the data collected from its application can be useful not only at the beginning of the creation of a project but also it can be used throughout the course to make modifications based on the data collected. Furthermore, these results could be used for repeating the course with a new generation of students. It is also stated that the needs analysis are investigative studies, therefore, it is necessary that all its elements answer the research questions set in order to subsequently choose the method to work with the data collection. It is also important to point out that the needs will always be in constant change and many times, they are not clear, which is why a good analysis must use a wide range of tools in order to collect the widest variety of needs (Macalister and Nation, 2019).

About the needs, it is said that they are determined considering the demands of the objective set in the different proposed tasks. Those demands may vary between the time and resources to carry out the tasks. In addition to this, the type of language that will be

used to accomplish the task needs to be carefully chosen in order to allow the students to use it combining some specific vocabulary. This is one of the most suitable ways to gather data about what the student needs to learn. Another important way to collect this kind of data can be by considering the amount of time that students employ when completing a task. Finally, to consider the results obtained from previous courses and participants may be another effective way to collect useful data to address the students' needs (Macalister and Nation, 2019).

In regard to the lacks, it is one of the most important parts of any needs analysis. Macalister and Nation (2019) ensure that the needs analysis determines in the first instance, the academic level that the student has, for this it will be necessary for the teacher to consider some activities done by the individuals. These activities can be evaluated with the sole purpose of obtaining data on their level, always considering that the conditions in which the activities were carried out will be decisive in their quality. In addition to this, test results such as TOEFL and IELTS are of relevant importance, especially since the results are perceived separately in terms of skills.

Aspects to consider when conducting needs analysis

According to the RMC Research Corporation (2008), it is essential to consider the following aspects when conducting a needs analysis: a) Components, b) Focus, c) Assessment of needs, d) Information gathering, e) Planning teams, f) Use of results, g) Gathering existing data, h) Gathering new data, and i) Data analysis. An appropriate method to know if a needs analysis will succeed is to consider all the aspects detailed before. However, according to Brown and Green (2016), if after this process there is still doubts about the addressing of any student needs, then it is suitable to reflect if the solutions applied were effective, and carry out more modifications if necessary.

Situational Analysis

This analysis is essential to build a curriculum since it measures how useable the course will be (Macalister and Nation, 2019). The purpose is not only to determine and avoid the possible obstacles, which can diminished the useable of the course, like the

teachers level training, materials expenses, and access to facilities, but also to make evident which factors are relevant and needed to use in the curriculum (Macalister and Nation, 2019). Macalister and Nation (2019), also state that the importance of a factor will depend on whether the course will continue to be effective with or without the presence of it, and the level of influence of the factor's effect on the development of the course. The importance of this type of analysis is to address all the possible factors to create an environment which can enhance the success of a course by turning it into a practical, realistic, and suitable course perceived as favorable to improve the society conditions for its development (Macalister and Nation, 2019).

Societal factors

These factors refer to certain groups with a cultural denomination which can directly influence the educative traditions and experiences as well as the educational expectative. This groups can be the policy makers in government, educational and other government officials, employers, business community, politicians, tertiary education specialists, educational organization, parents, citizens, students, among others. The curriculum development is usually developed and supported by government because of this the content should be aligned with the political views of the government. The school-based curriculum is different since it contains the school views independently from the government views.

Institutional factors

Richards (2001) suggests using some questions to measure the extend of degree this type of factor influences the curriculum. The questions must be related to the institutional leadership, the textbooks' role, teachers' and administrators' communication, and the institution leadership. Another important aspect to consider is that some institutions support the textbook as the only resource to conduct the teachers' teaching process while others focus their professional practices on a built curriculum which contains guidelines pre-established by the government and some others which are stated to fulfill the course purposes. Institutions must create and implement a curriculum in which leaders and

professionals of any branch of the educational field could follow it to address the learners' needs.

Teacher factors

Educators are essential in the curriculum development. Richards (2001) suggests formulating questions related to the teachers' proficiency, teachers' resources, and teachers benefit to gather data on their practices real effect. Kwangsawad (2017) states that teachers are the most important feature in quality education since their professional practices can not only increase learners' motivation but also enhance the learners learning outcomes, which is essential when following the curricular guidelines.

Learner factors

Richards (2001) defines the learners as the key participants of the curriculum; therefore, it is essential to gather information from them as much as it is possible. Questions can be related to the learners' background, motivation, learning style, and use of learning resources. Learners factors are one of the biggest educational aspects since it must address and provide the best learning environment for learners.

How to conduct situational analysis?

In short words, the steps needed to conduct a situational analysis are similar to the ones done in the needs' analysis. Furthermore, this process is based on discovering the learners' needs based on the lacks, wants, necessities, and/or another framework (Macalister and Nation, 2019) since the data collected, generally, refers to any element of the situational analysis. It is important to mention that a situational analysis can be affected by project factors regarding the constraints of time, resources and personnel. Richards (2001) formulates some questions to address the elements of this analysis. These questions are about the influence and commitment of the institution to succeed, the administrative support, the role of textbooks, and some others helpful to diagnose the real influence of the data collected in the current course.

Curriculum evaluation

According to Darling-Hammond et al. (2020), the curriculum evaluation emphasizes individual learning and academic competition while minimizing students' knowledge comparison among institutions providing a balance to the cognitive progress of the student in personal and social terms respectively. This can be clearly noticed since the curriculum evaluation refers to the ongoing process which is useful to collect, analyze, synthesize, and interpret what learners know and can do taken as a reference to the goals set. The curriculum evaluation has become strongly important for curriculum planners and educators since 1960 because through the data collected of this process, it is simpler to determine whether or not the curriculum adopted is producing the intended results by addressing the objectives set which means that an ongoing assessment can result in powerful and positive effects on the achievement of the objectives, this is why the curriculum evaluation must become the main concern in the educational programs (National Research Council, 2001). Therefore, its process is similar to the one carried out in the "needs analysis". The National Research Council (2004) states that the process to evaluate the progress of a curriculum is hard since it must accomplish the varied perspectives of each student; however, there are three questions which can facilitate the process: 1) Is it expected to challenge learners by raising the bar but without decreasing the attention level to the participants? 2) Is it expected to decrease the attention to participants but without increasing the bar? 3) Or is it expected to have evidence on both challenges by seeking progress for all students? This is one of the briefs, simple, and superficial processes suggested, nevertheless the process is long and must be performed meticulously. After analyzing several research papers and the structure of a curriculum, the procedure to evaluate its framework in a more extensive way should be carried out recognizing specific purposes for assessing student learning, developing a comprehensive assessment plan, selecting and developing assessment tools and scoring procedures, identifying procedures for collecting assessment data, identifying procedures for analyzing and interpreting information and drawing conclusions based on the data, identifying procedures for establishing at least three levels of performance, identifying

procedures for using assessment information to determine long-range and annual improvement goals, identifying procedures for using assessment information in making decisions focused on improving teaching and learning, providing support to staff in using data to make instructional decisions, defining procedures for regular and clear communication about assessment; defining data reporting procedures, verifying that the assessment tools are fair and consistent for all students, verifying that the assessment tools measure the curriculum, identifying procedures for deciding when multiple assessment measures are necessary for making good decisions and drawing appropriate conclusions about student learning, identifying roles and responsibilities of key groups, involving the community members in curriculum evaluation, and ensuring the participation of eligible students receiving special education services in district-wide assessments.

In regard to the issues, Weir and Roberts (1994, cited in Richards, 2001) mention that the problems in the evaluation of the curriculum can be varied, among these are: The need for an adequate level of commitment to participate in the evaluation, the need to a level of interest focused on the improvement and valuation of a product or its components, the need for a commitment to a deep understanding not only of the processes of educational change but also of the results of that change, the need to systematically implement the documentation throughout the course, from the beginning to the end of the study program. In turn, these problems increase the following issues in the evaluation process:

The audience for evaluation: The level of commitment and participation creates different levels of evaluation by the participants (Richards, 2001).

Holistic curriculum conception (planning, implementation, evaluation): To address this issue, an analysis must be made of the process of improving a study plan as well as the implementation of new strategies in the study plan. In addition to this, it should refer to teacher training, micro-curricular planning, and staff curricular changes (Paykoç et al., 2004).

Continuous professional development of curriculum experts: This issue addresses topics such as self-improvement in the curriculum and instruction, the incorporation of the curriculum into the classroom through the teachers' training, professional and continuous

development, partnerships between university and high school, and teacher motivation for professional development (Paykoç et al., 2004).

Relating Curriculum Theory to Research and Practice: This issue considers the difficulties which come from setting the standards approach, integration and coordination of parents, students, teachers, and political powers, improvement of the research base of the educational context, training of human personnel as researchers and practitioners, and the research approach based on the curricular development. (Paykoç et al., 2004).

Consideration of Foundations/bases: This issue covers difficulties that come from the regional characteristics and problems in the school curriculum, from the cultural characteristics that reflect the curriculum, from the lack of activities that promote the development of critical thinking of students, methods of balancing local and global needs, and from the planning and implementing student skills and interests (Paykoç et al., 2004).

Issues related to newly emerging areas: This issue highlights the difficulties stemming from the lack of knowledge of the curriculum, their individual differences, and the hidden curriculum; mismanagement of disciplines and contexts, and lack of connection between students' experiences with the curriculum (Paykoç et al., 2004).

Curriculum evaluation focus

The curriculum must focus on collecting information about the different aspects of a language program to comprehend how the program works and the success of making decisions like additional training and the extend of degree that learns are learning. The evaluation of the curriculum must be focused on the institution, teachers, students, and environment. Talking about the institution, it must consider the administrative support and resources used. Regarding the teachers focus, it addresses their teaching procedures. Taking about the students' focus, it is based on the program and their perceptions about it. Finally, the environmental focus, looks for information about the extent of degree that the student feels comfortable in the environment to produce their learning (Richards, 2001).

Types of assessment for curriculum and students' progress

All types of assessment are necessary throughout the teaching-learning process since the main objectives are to help learners to meet the course purposes and to provide a meaningful learning experience (Kulasegaram and Rangachari, 2018). However, each of them must be applied at the exact precise moment and following the pre-established guidelines to ensure that the assessment which is being provided to each student, is the most appropriate one to motivate the student to continue improving its performance in the academic field. It is worth mentioning that the Ecuadorian EFL curriculum promotes and emphasizes more on the use of informal assessment to shape and support learning. This information is stipulated in the core principles, specifically as a feature of the student-centered approach, as well as in the general vision of the communicative approach.

Formal assessment. It is considered to be part of formal educational processes. This type of assessment typically involves a standardized test with a specific right or wrong answer based on the students' pre-reviewed learning criteria with the use of rubrics to get a numerical data to measure the learners' academic advance. Generally, written tests are used with a standard-base performance assessment (Coombe, 2018).

Informal assessment. It is "embedded in classroom tasks designed to elicit performance without recording results and making fixed judgments about a student's competence" (Brown, 2004) In more simple words, it could be established that informal evaluations are the notes, comments, and/or observations that the teacher makes in an unplanned way to the performance of students in a normal class context, which suggests that the level of relaxation is noticeable compared to formal evaluations (Boraie, 2018). Informal assessment has been recall along the history with some terms such as: alternative assessment, classroom assessment, and authentic assessment; however, in recent years it has been known as alternative assessment, authentic assessment, or informal assessment (Grumilah and Nur, 2016).

Formative assessment. To determine which educational processes are working and which ones need to be improved, formative assessment is necessary. This is why the

common phrase “formative assessment for the more correct formative purpose of assessment or formative use of assessment evidence.” (Dolin et al., 2018). Formative assessment focuses on continuous development and program improvement. Gultom (2016) suggests some questions to formulate in order to conduct a formative assessment, these questions are: Has enough time been spent on particular objectives?, Have the placement tests placed students at the right level in the program?, How well is the textbook being received?, Is the methodology teachers are using appropriate?, Are teachers or students having difficulties with any aspect of the course?, are students enjoying the program? If not, what can be done to improve their motivation? Are students getting sufficient practice work? Should the workload be increased or decreased? and Is the pacing of the material adequate?

Summative assessment. The most common types of assessments are formative and summative. The informal assessment models the learners’ learning while the formal assessment measures the students’ learning advance, which results are useful for the summative assessment. Summative assessment includes formal tests, generally applied at the end of a lesson or course to verify how the learners' competencies have advanced. According to Kulasegaram and Rangachari (2018), the importance of summative assessment over formative assessment goes back to the purpose of the results. While the results of the formative evaluation help the student to obtain better results in the summative evaluation, the results of the summative evaluation allow the student to become aware of the aspects that must be improved to achieve meaningful learning for life. However, Kulasegaram and Rangachari (2018) ensure that even today some summative evaluations do not show accurately the purposes, which means that they were not designed for the purpose of integrating the learning and the preparation of future learning. Due to the above, it is compulsory for teachers to be permanently trained in the formulation of exams to simulate real world contexts which can allow the precise and concise evaluation of the skills developed by students.

Principles of language testing and assessment

The principals of language testing and assessment play a fundamental role in the effectiveness of the assessment process. Teachers worldwide must consider these principals since all together enhance the reliability of the results which can be consider in guiding teachers in the decision making regarding the methods used to teach. In this respect, recognized authors have studied and defined each principle of language testing and assessment highlighting the importance of each one of them within the educational practices to enhance the learners' learning. The first principle is practicality which refers to the capacity that teachers or the institution have to administer tests within the time, infrastructure, participants, resources, scores, and government policies limitations. The second principle is reliability which is about the degree to which an assessment measures what it needs to measure constantly. The more reliable the results are, the more useful will be the results to take decisions regarding on how the course will be to improve its quality (John, 2015). Reliability also covers students-related reliability, rater reliability, test administration reliability, and test material reliability (Gultom, 2016). Validity, which is the third principle, is the most important characteristic in developing, interpreting, and using language tests. Investigating validity of language tests, therefore, is a necessary and long-lasting process (Li, 2019). Adding to this, Gultom (2016) refers to the content validity and the empirical validity stating that the former refers to the ability to measure learners' competences in a test, while the latter refers to extent of degree that the scores gotten are related to the individual independently. Moreover, Coombe (2018) describes the concurrent validity as the relation of the results with the students advance. The fourth principle is the authenticity which refers to the extent a test can reflect real-world situations. Complete authenticity is impossible to reach; however, the simulation of situations can enhance this principle through the selection of accurate items. Finally, washback is the fifth principle which refers to the effects, either positive or negative, that a test can have on students' or teachers' actions (Coombe, 2018). Adding to this, the term backwash has been used to refer to the way a test affects teaching materials and classroom management (Hughes, 1989

cited in Taylor, 2005). An example of washback could be the effect an exam has on the curriculum.

Evaluation instruments

There is a fairly wide range of techniques and activities for designing lessons. Based on the studies by Macalister and Nation (2019), four main categories can be considered, which contain a logical sequence of activities that have been structured based on learning objectives and principles.

The first category is about the experience activities. These activities are done to involve the greatest amount of knowledge in the development of an activity. There are various possible methods to carry out this activity. a) Planners or teachers meticulously choose the subject and language to use in the planned tasks to make sure that the student is already familiar with the content. Simplified reading texts are examples of this type of activities. b) The knowledge needed to accomplish any activity comes from previous lessons, that is, all those activities whose final result plays a decisive role in achieving the objectives of the task. Speaking activities done almost at the end of a lesson, or listening activities done at the beginning of each lesson are suitable examples. c) The teacher initiates and directs the activity through a recall of experiences that allow the teacher to simplify fluency activities that would have been difficult to address. The description of experiences as well as the responses of the students followed by the participation of others are effective in this type of activities.

The second category implies the shared activities in which for its accomplishment, it is required a work team since they could not be achieved if students work independently. Nation (1989 cited in Macalister and Nation, 2019) describes four main types: a) Each member of a team has the same ways of accessing the content of the task. b) Each member of a team has a key piece of information to complete the assigned task. c) Only one or certain team members have complete information to carry out the activity. d) All members of the teamwork on completing the task, but each of them has a different activity to complete. The objective of this type of activity is to overcome possible inconveniences that

may arise, through the construction of the activity, establishing mechanisms of supervision and reward.

The third category involves the guided activities which invoke the partial participation of the student to complete the proposed activity. Macalister and Nation (2019) suggests activities such as "completion activities, substitution activities, matching activities, repetition activities, and ordering activities" which require monitoring and partial help from the teacher or from the planner of studies for the completion of the task. In this type of activity, it is distinguished those that are focused on language, but not on meaning. The main objective of these activities is to prepare students for meaning-centered experiences outside of the classroom. The formats for developing these activities are as follows: a) The presentation of the content can be focused on the meaning, however, it must provide a look at the real objective of the class lesson and in turn suggest elements for learning and practice. b) The activities developed by the students are useful to connect the contents of the following lesson. c) Debates and role-plays are activities developed by the student focused on the meaning considered as the model.

Finally, the last category comprises not only the experiences but also the guided and shared activities that have already been reviewed. The final objective of the three previous categories falls on this fourth category which includes independent activities where students work without assistance or preparation of the teacher by taking advantage of their abilities to self-regulate their learning processes.

The four categories are essential to apply throughout the development of a course because each of them has a purpose, a goal, and a method of learning. In turn, each type of activity addresses principles, which must be carefully reviewed to verify that they are based on research and theory.

Adding to this, the assessment of those activities needs to be accurately chosen since it is necessary to assess each skill in a particular way. Some famous researchers have contributed with some guidelines to this respect: Field (2003) states that "A good listening assessment should try to copy the real-life use of the language as closely as

possible". Macalister and Nation (2019) emphasize the importance of allowing the students to be exposed to large quantities of listening. Turner (1998) refers to the speaking and states that brains follow various processes to find the words, to put them together and to produce meaning in real-world contexts (Turner, 1998). However, nowadays, teachers have shown that the lack of mastering speaking assessment like oral portfolios make evident the need for more instruction on its implementation (Thuy and Nga, 2018). Macalister and Nation (2019) mention that within the speaking ability, it is really important to develop fluency which can be reached through the reading comprehension and the accurate use of vocabulary. This makes relevant the need for teachers to assess the different skills to model the learners' learning. Reading is another controversial skill since it is said that "good reading tests will consist of an efficient and suitable combination of texts and tasks" to provide useful information about test-taker's reading ability by choosing the appropriate tasks and scoring efficiently (Nation, 2008). Ajideh and Nourdad (2012), found out that the effect of dynamic reading assessment on EFL readers have state with them along their academic studies. Finally, if to measure the writing skill is the aim, tasks need to ask the learner to write something and not just anything (Scull, 2018).

Previous studies, limitations, and future research

Some previous research studies like the ones conducted by Kiliñç, E., Kiliñç, S., Kaya, Başer, Türküresin, and Kesten et al. (2016) and Kumar (2014) have searched about the influence of social studies, and teachers' attitudes on pedagogy. Some other research papers like the one conducted by Kenna and Benedict (2015), contribute with information about how the curricular adjustment shapes with the teachers' attitudes on pedagogy, which means the examination on how the English language teachers adapt the curricula to integrate history-based topics. Bickford (2017) research study contributed with data on the extent of degree that curriculum construction has on the assessments' effectiveness. The analysis of all these studies were important since they were carried out using a similar socio-cultural framework and cognitive constructivism that this research study uses.

Regarding the limitations, Kenna and Benedict (2015) recognize that the sample, larger or smaller, might have produced different results on this study; and they also point out that the anonymous data, sometimes, do not provide accurate information since participants are not aware of the importance of the phenomenon. Adding to this, Guzman-orth, Song, and Sparks (2019) states that to prove the extent of principles in assessment, it is needed to have evidence from learners, so it is advisable to apply a pilot test with some specific designed tasks to measure the real application of assessment principles by teachers before to collect information through the surveys.

Talking about future research, Bickford (2017) suggests conducting more studies on the effects of the awareness and understanding of the school leaders on the curriculum implementation. Furthermore, he also recommends conducting further research papers considering the indicators to measure the success that the curriculum construction has on the assessment effectiveness. Adding to this, Wrigley (1981) also proposes carrying out studies which results contribute to researchers, planners, and / or teachers' knowledge regarding the expenses to carry out the curricula planned.

Considering Kenna and Benedict (2015) and Wrigley (1981) regarding the importance of the awareness and understanding of participants, the present research paper is focused on not only to research about the extent of knowledge and participation of leaders, teachers, students and parents inside the curriculum development but also to get real data on their practices and perception about the phenomenon. Furthermore, the author of this research paper is as aware as Kenna and Benedict (2015) were about the number of participants and how the data collected can modify the results obtained. In this regard, the author of this paper has the same constraints that have researchers worldwide when conducting a research paper; however, it is important to mention that the participants, who were selected to contribute with this research were carefully chosen and supervised by not only the author but also the advisors who guide this paper. Finally, even when this present research study has tried to cover some of the recommendations done by famous researchers, the author strongly believes that it is necessary to continue the research on this

phenomenon, specially taken the recommendations from Bickford (2017) about the use of indicators to measure the effectiveness of implementing curriculum modifications based on learners' needs, the claims from Wrigley (1981) regarding the process to calculate expenses while carrying out the curriculum planned, and the suggestion done by Guzman-orth, Song, and Sparks (2019) about the need to conduct researches related to the assessment principles by applying pilot tests and collecting real evidence from learners to verify the teachers' assessment principles application.

Chapter two

Methodology

Research design procedures, techniques, and instruments

Due to the Covid-19 virus, authorities, who were guiding the present research study, allowed the researcher to work with a reduced sample since the mobilization restrictions did not allow the researcher to have access to the participants physically. In a total of five English language teachers, whose contexts are varied, were asked to participate; and, ten English language learners, seven males and three females, whose ages are around 15 and 16 years old, took part of this research study. It is important to mention that all of them have studied in the same urban educational institution; however, they have different English language learning backgrounds. Additionally, it is essential to point out that in order to carry out this research study, all the participants were carefully chosen to gather useful data since their diverse backgrounds are commonly found in the participants of an English language program.

Analyzing the data needed to fulfil the main objective of this research study, which was to evaluate the effectiveness of an English language program based on teachers' and students' perceptions, it was evident that quantitative and qualitative designs were needed. Therefore, the mixed research design was applied since it combines elements from both approaches to verify the evidence-based practice and to know the depth of the participants' views and practices. Considering this, the researcher established four research questions, which were: what are the students' needs?, what are the teachers' perceptions of the environmental factors that influence English language learning in a public high school?, what are the conditions that support the English teaching program?, and what are the principles, types of assessment, and tasks used for evaluation?

The main tools used to collect information were surveys, which contain open and close questions, and a checklist, which presents the information in an organized way making it easier for participants to read. The arrangement of the instruments and the data gathered is presented in the chronological order in which the research questions were set; first the

needs analysis survey, employed to identify the learners' needs considering their wants, needs, and lacks. The second instrument applied was the situational analysis survey applied to know the teachers' perceptions on the environmental factors that influence the language learning. This instrument was presented in fragments considering the institutional, teacher, and learner factors. After that, the third instrument employed was the checklist, which was built to detect the conditions that support an English teaching program. It was also divided in sections like the managing and administration, the quality, the teacher staff, and the support staff elements. The fourth instrument based on the principles, types of assessment and tasks was helpful to collect reliable information about the application of the practicality, reliability, washback, and validity as well as the tasks used to measure the learners' academic advance in terms of their language skills development.

Chapter three

Results and discussion

Description, analysis, and interpretation of results

In this section, the results of the applied surveys are presented with the corresponding analysis for each question highlighting the most relevant data and including scientific data either to provide support or to contrast the information collected. The arrangement of the instruments and the data gathered is presented in the chronological order in which the research questions were set; first the needs analysis employed to identify the learners' wants, needs, and lacks; then, the situational analysis applied to know the teachers' perceptions on the institutional, teacher, and learner factors that influence the language learning. After that, the checklist is displayed which was built to rate the managing and administration, the quality, the teacher staff, and the support staff elements. Finally, the fourth survey shown was useful to collect information about the application of the practicality, reliability, validity, authenticity, and washback principles and to detect the types of assessment and tasks which are being used for evaluation considering the listening, speaking, reading, and writing skills.

Needs analysis

Table 1

Learners' wants

Situations / activities	Very Useful	Useful	Somewhat Useful	Not Useful
To learn about new cultures and make their own known	100%	0%	0%	0%
To travel	80%	20%	0%	0%
To study abroad	80%	20%	0%	0%
To buy items online	60%	40%	0%	0%
Listen to English audios and movies	60%	20%	20%	0%
Discussions and conversations help me to develop reasoning skills and increase understanding.	100%	0%	0%	0%
Games provide a relaxing environment to participate in speaking activities.	60%	40%	0%	0%
Role plays help me to be creative and encourage my participation in the classroom.	100%	0%	0%	0%

Gap-filling tasks encourage me to increase vocabulary use and improve reading and writing skills.	100%	0%	0%	0%
Vocabulary assessment tasks encourage me to understand new words and use them in context to improve writing skills.	80%	20%	0%	0%
Role plays help me to develop my speaking skills and perform better in front of the classroom.	100%	0%	0%	0%

Note: Learners express their opinions regarding why they want to learn the English language and what they want to have inside the English lessons to learn the language.

Table 1 collects the answers provided by learners which reflects their wants regarding the English language learning. Regarding their purposes to learn English, 100% of learners mentioned they want to learn English to know more about new cultures and make their own known, 80% wants to learn English to travel and study abroad; while 60% wants to learn English to buy items online. When asking about the in-class activities which learners find useful to learn English, 60% of the participants find that listening to English audios and movies is very useful. Lems (2018) states that to learn a song in English involves the learning of specific sounds, the use of new patterns and the domain of the syntax in general which implies the involvement of the listening, speaking, and writing. In regard to the speaking activities, 100% of the participants not only find discussions and conversations very useful in developing reasoning skills and increasing understanding, but also they found role playing to be very useful because it allows learners to be creative and encourages participation in the classroom. Turner (1998) assures that many processes occur in the brain to produce the speaking skill and these processes deal with understanding the meaning and putting words together to express meaning in response; therefore, they require a permanent practice through dialogues, role-plays, drills, among others. In regard to gamification in class, 60% of participants agree that games provide a relaxing environment to participate in speaking activities is very useful. Sevy-biloon (2017) conducted a study in this respect and he declares that games help to increase the learners' ability to speak, read, write, and listen while increasing their motivation to want and appreciate the English language learning. On the other hand, gap-filling tasks encourage 100% of participants to

increase vocabulary use and improve reading and writing skills for the learners; and, 80% of participants find vocabulary assessment tasks very useful because it encourages learners to understand new words and use them in context to improve writing skills. In this respect, Scull (2018) states that the assessment must be aligned with the production of the students. Therefore, it can be affirmed that the learners' viewpoints have scientific support making this study even more relevant.

Table 2

Learners' needs

Situations / activities	Very Useful	Useful	Some what Useful	Not Useful
Communicate with people who speak English	60%	40%	0%	0%
Attending conferences and forums	100%	0%	0%	0%
The effectiveness of makeup classes the learners have taken	60%	20%	20%	0%
It is a universal language that allows you to communicate worldwide.	100%	0%	0%	0%
To access better job opportunities	100%	0%	0%	0%
It expands your opportunities to develop your skills intellectually and professionally.	100%	0%	0%	0%

Note: Learners express their opinions regarding why they need to learn the English language.

Table 2 reflects the students' opinions about the activities which they considered are needed to learn English, and the reasons why the English language learning is needed to be learned socially. According to Alrashidi and Phan (2015), English has become extremely important since it is not only the most common medium of communication but also it has played major roles in international relations, diplomacy, higher studies and so on.

Concerning the activities which learners consider needed to learn English, 100% of the interviewed teachers mentioned that attending conferences and forums is very useful to support their English learning since they consider it is a Universal language that allows people not only to communicate worldwide but it also provides access to better job opportunities developing the learners skills in both intellectually and professionally aspects. 60% of learners found it very useful to communicate with people who speak English, and to take makeup classes to support the students' learning. At this point, it is essential to advise

teachers to take advantage of the learners' awareness by implementing in their classes not only native hours in which learners would have the chance to interact with native speakers, but also to plan conferences and forums to have learners be more exposed to the language.

In addition to this, Abdulsalam (2017) highlights the role of English in modern education by promoting English language learning to address the educational standards, communication needs and cultural exchange across the world. In this sense, it is essential for teachers to address pertinently the learners' needs in a straight way in order to strengthen learners' skills by providing them what they consider it is needed.

Table 3

Learners' lacks

Facts to reinforce	Very Useful	Useful	Some what Useful	Not Useful
Academic training	60%	40%	0%	0%
Personal growth	80%	20%	0%	0%
The use of Government English book only	40%	40%	0%	20%

Note: Learners express their opinions regarding the facts/deficiencies in the learning of the English language and that they require attention and support to improve the quality of learning.

Table 3 synthetizes the learners' lacks regarding the English language learning. To build up this section, it was needed to ask learners about their English proficiency levels and the activities they think are lacking to reinforce. Considering the information gathered in the open-ended questions, the learners' English proficiency levels belong to what it is known as Basic User, which includes the A1 and A2 CEFR levels, respectively. 40% said they are in A1 level, while the 60% mentioned they are in A2. The Ministry of Education has set the Basic User category for their ages, meaning that they are in the level they must be. However, even when the learners' English proficiency levels are in concordance with what the Curriculum has set for their ages based on the CEFR, learners believe it is very useful to reinforce the lacks they are perceiving in classes. 60% think academic training is a lack which reinforcement would be very beneficial, 80% consider it is needed to overcome the lack of emphasis on the personal growth, and 40% consider very useful the implementation of other sources to support their learning apart from the book. In this respect, Karimi and

Nikbakht (2019) stated that teachers with high level of efficacy confront challenges and search for appropriate materials and strategies to enhance learner success. It is needed a further study to know why teachers are using only the English book to give class, this is why in the third instrument, specifically in the section about the institution factors, an analysis of the institution resources is presented to clarify the resources the institution has, and the access teachers have to those resources.

Situational analysis

Societal factors.

Table 4

The level of influence of the societal factors in the English language learning

Factors	Very influent	Moderately influent	Slightly influent	Not influent
The level of the community commitment to support the English learning	0%	0%	80%	20%
The level of importance parents show towards EFL classes	0%	80%	20%	0%
The level of importance the English proficiency has in learners' life	80%	20%	0%	0%

Note: Teachers' opinions about the societal factors which they consider have influenced the English language program.

Regarding table 4, which looks for identifying the societal factors which influence English language learning, participants were asked to mark how important the English learning is for the community, parents, and teachers. When asking about the level of the community commitment to support the English learning; 80% of the interviewed participants said it is slightly influent, while 20% think it is not influent. Regarding the level of importance parents show towards the EFL classes; 80% said it is moderately influent while 20% said it is slightly influent. Finally, when asking teachers about the level of importance the English proficiency has in their learners' life, 80% of the interviewed participants said it is very influent while the 20% think it is moderately influent. Considering the statistical data collected, it is important to highlight that participants do not think the community can influence the English language learning. In this respect, it is essential to remind the society

that the success of an individual is the success of the community; and this success can be enhanced through the English language learning since the English language is the most common spoken language worldwide in the fields of business, education, politics, among others (Alrashidi and Phan, 2015). Adding to this, Kurniawan and Hoesein (2017) highlight the importance of the English language since they state that the English language has been widely spread around the world becoming the first formal language for international communication.

Institutional factors.

Table 5

Institutional satisfaction factors when teaching the English language

Factors	Totally satisfied	Quite satisfied	Only partially satisfied	Not satisfied at all
Support offered by authorities and/or coordinators	0%	0%	80%	20%
Infrastructure, equipment, and didactic resources rating	0%	60%	40%	0%
Balance of hours for teaching and planning	0%	0%	40%	60%

Note: Teachers' opinions about the societal factors which they consider have influenced the English language program.

Table 5 reflects the level of the participants' satisfaction regarding the institutional factors. When asked about the level of satisfaction concerning the authorities and/or coordinators support; 80% of the interviewed participants are only partially satisfied, while 20% are not satisfied at all. This is alarming since it is written in the national education statutes, meaning that it is mandatory, that the institution must provide recurrent training to teachers. Considering the data, it seems authorities and coordinators are not complying with their work obligations. It is essential to point out that according to Sowell (2018), the principals must express support to their teachers by acknowledging the teachers are professionals and by praising their work, so authorities need to provide the required conditions to teachers for their better performance.

Regarding the infrastructure, equipment, and didactic resources rating; 60% of the participants feel quite satisfied, while 40% feel only partially satisfied. At this point, it is important to say that this institution is part of the previous government project called “Unidad del Milenio”. This project was done with the objective to provide education to all the population considering the diversity of Ecuador. Other outstanding characteristics of this project have to do with the quality of the infrastructures, the availability of Internet connection and the diversification of learning spaces, such as computer rooms for physics, chemistry and English laboratories, as well as the access to libraries, gyms, dining rooms, sports courts, which have all the furniture and material necessary for the development of the educational task. Finally, when asking about the level of teachers’ satisfaction on the balance of hours they have for teaching and planning; 40% said they feel only partially satisfied, while 60% mentioned they are not satisfied at all. Authorities should talk to their staff in order to get an agreement regarding the balance of the working hours, always under the working contract.

Teacher factors.

Table 6

The level of influence of the teacher factors in the English language learning

Factors	Very influent	Moderately influent	Slightly influent	Not influent
Teachers’ academic degree	0%	80%	0%	20%
Teachers’ English language proficiency according to the CEFR	80%	0%	20%	0%
Teachers’ knowledge regarding the current curriculum	80%	0%	0%	20%
Teachers’ views about the current curriculum	0%	0%	80%	20%
Teachers’ self-training	100%	0%	0%	0%
Features which describe teachers believes	0%	0%	60%	40%
Teaching Methods teachers commonly use	100%	0%	0%	0%

Note: Teachers’ opinions on the factors that influence the English Language learning program concerning their profiles and professional practices.

Table 6 reflects the level of influence of the teacher factors in the English language learning. When asking participants if teachers’ academic degree influence the English

language learning; 80% said it influences the process moderately, while 20% mentioned it does not influence the learning at all. Regarding the teachers' English language proficiency according to the CEFR, 80% stated that it influences notably, but 20% said it is slightly influent. About the influence of teachers' knowledge on the current curriculum; 80% consider it is very influential, while 20% think it is not influential at all. Regarding the teachers' views about the current curriculum, 80% of the interviewed participants believe it is slightly influent, while 20% consider it does not influence the learning at all. When asking participants about the influence of the teachers' self-training, 100% of them believe it is very influential in the English learning, as well as the teaching methods teachers commonly use. Finally, the features which describe the teachers' beliefs are seem by 60% as slightly influent, and 40% of the participants do not consider these features influence the learning process at all. Considering the data collected in the open-ended questions and considering the Ministerial agreements and requirements, it is stated that the institution counts with professional and trained teachers. It is important to mention that according to Sowell (2018), the principals must express support to their teachers by acknowledging the teachers are professionals and by praising their work, which means that the effort that teachers are doing to train themselves must be praised double since it comes from them and not from the institutional authorities who are in charge of this training.

Learner factors.

Table 7

The level of influence of the learner factors in the English language learning

Factors	Very influent	Moderately influent	Slightly influent	Not influent
Teachers' perspectives towards the learners' English proficiency reached	0%	80%	20%	0%
Learners' preferences when learning English	100%	0%	0%	0%
Learners English components needed to improve	100%	0%	0%	0%
Learners' motivation to learn English as a foreign language	100%	0%	0%	0%

Note: Teachers' opinions regarding the learner factors which they consider have influenced the English language program.

Table 7 presents data about the level of influence of the learner factors in the English language learning. When asking learning about the influence of the teachers' perspectives towards the learners' English proficiency reached; 80% mentioned that this influence is moderately perceived, however 20% think it is slightly influent. 100% of the interviewed participants agreed that the following factors are very influent in the English learning like the learners' preferences when learning English, the learners English components needed to improve, and the learners' motivation to learn English as a foreign language. At this point, it is essential to cite some famous authors whose contributions have enriched the science in this phenomenon, for instance, according to Gonzalez (2016), lesson plans show that teachers feel it is their responsibility to enhance the learners mastering the domain set in the objectives, so that, it is essential to consider learners preferences when learning English, the learners English components needed to improve, and the learners' motivation to learn English as a foreign language.

Table 8

Learners preferences when learning English

Factors	Participants	%
Watching videos/movies	0	0%
Working in groups and class discussion	1	20%
Role-play activities	0	0%
Listening to teacher's lecture	0	0%
Working in pairs activities	0	0%
Playing games	4	80%

Note: Teachers' opinions regarding the learners' preferences when learning English.

Table 8 collects information regarding the learners' preferences when learning English. 80% of participants prefer to learn English by playing games, while 20% of participants prefer working in groups and have class discussions to learn English. It is important to highlight that in tables 1 and 2 from the Needs Analysis survey, learners mentioned they consider games have been useful to learn English. Adding to this, Sevy-biloon (2017) states that games help to increase the learners' ability to speak, read, write, and listen while increasing their motivation to want and appreciate the English language learning. Considering the scientific data, and the information about the students' and

teachers' opinions, it is stated that teachers are working hard to facilitate the English language learning in an innovative way like the use of games.

Table 9

Learners English components needed to improve

English components	Learners' needs
Listening	17%
Speaking	25%
Reading	8%
Writing	17%
Vocabulary	8%
Grammar	8%
Pronunciation	17%
Overall skills	0%

Note: Teachers' opinions regarding the learners' components needed to be improved.

Table 9 shows the English components which learners needed to improve according to teachers' viewpoints. When asking teachers about the components their learners need to improve, 25% of the interviewed teachers said learners need to improve their speaking skills. The Listening, Writing, and pronunciation language components were chosen by 17% of the interviewed participants for each component, respectively. Finally, the Reading, Vocabulary and Grammar components were chosen by 8% of the interviewed participants. Some famous researchers have contributed with some guidelines to this respect: Field (2003) states that "A good listening assessment should try to copy the real-life use of the language as closely as possible". Turner (1998) refers to the speaking ability and states that brains follow various processes to find the words, to put them together and to produce meaning in real-world contexts; in this sense, a good speaking assessment must consider those processes. Reading is another controversial skill since it is said that good reading tests consist of a well-organized and suitable combination of texts and tasks to provide useful information about a test-taker's reading ability by choosing the appropriate tasks and scoring efficiently (Nation, 2008). Adding to this, Ajideh and Nourdad (2012) found out that the effect of dynamic reading assessment on EFL readers has stayed with learners along their

academic studies. Finally, if to measure the writing skill is the aim, tasks need to ask the learner to write something and not just anything (Scull, 2018).

Table 10

Learners motivation to learn English as a foreign language

Factors	Participants	%
Parents´ encouragement	0	0%
To pursue a career	2	40%
To travel	0	0%
To live in another country	0	0%
To interact with people from different cultures	0	0%
To get better job opportunities	3	60%

Note: Teachers´ opinions regarding what the learners´ motivation to learn English is.

Table 10 presents the teachers´ views about their learners´ motivation to learn English as a foreign language. 60% of the participants´ motivation to learn English as a foreign language is to have better job opportunities and 40% of participants are motivated to pursue a career. As it was stated in tables number 1 and 2 in the needs analysis, learning English opens a variety of opportunities to succeed in life worldwide, since according to Alrashidi and Phan (2015) the English language is the most common spoken language worldwide in the fields of business, education, politics, among others. To conclude, teachers and students have similar motivations regarding the English language field, and this motivation is well-directed since it has scientific data support.

Conditions that support an English teaching program

Management and administration.

Table 11

Institutional management and administration regarding the institution infrastructure

	25%	50%	75%	100%
Physical facilities	0%	0%	80%	20%
Premises are clean and safe.	0%	40%	60%	0%
Ventilation, heating, cooling, and lighting are adequate.	0%	80%	20%	0%

Note: Teachers´ rating the infrastructure of the institution. This rating was made in terms of how satisfied they are with the infrastructure of the institution, as it is essential to harmonize the environment and predispose the student in a positive way in the educational process.

In table 11, the items reflect the participants' perceptions regarding the institution infrastructure. 80% of the participants believe the institution physical facilities are developed in a 75%, 60% consider the premises are clean and safe in a 75%, and 80% of the participants believe that ventilation, heating, cooling and lighting are kind of adequate since they rate its adequacy in 50%. Considering the data collected, it could be stated that the infrastructure of the institution is rated 75% out of 100%. Nevertheless, it is essential for the wellness of the community that authorities improve the ventilation, heating, cooling, and lighting of the rooms in the institution to contribute to the learners' academic development since it was rated with the lowest satisfaction-scale. The environmental factors play a fundamental role in student behavior towards the educational processes since without a proper ventilation, the lack of oxygen may cause the lack of attention in the student. In the research study carried out by Bakó-Biró et al. (2007), it was demonstrated that the intervention of fresh air supply has a beneficial effect in the students' learning process increasing the learners cognitive rate from 0.3-05 to 13- 16 per person.

Table 12

Institutional management and administration regarding the resources' availability

	25%	50%	75%	100%
Institutional resources are equally accessible to all the staff.	0%	60%	40%	0%
Administrators evaluate along with teachers' textbooks before their approval.	100%	0%	0%	0%
The institution provides teachers with resources to create additional materials	100%	0%	0%	0%

Note: Teachers rate the resources available at the institution. This rating was made in terms of how accessible the institution's existing resources are.

In table 12, the items try to collect information about the participants' perceptions on the institution management and administration regarding resources availability. 60% consider the institutional resources are accessible to all the staff in 50%, meaning that not all the participants have access to the resources. Talking about the selection and evaluation of texts the institution designates to be worked, 100% of the participants mentioned that they do not participate neither in the selection of materials nor in the evaluation of them, this is

why they rated the process in 25%. The institution works under the ministry requirements, verified in the situational analysis, which provides the textbooks to be worked. This information was supported in the needs' analysis instrument in which learners mentioned that teachers only use the teachers' book provided by the government to perform their professional practices. Salehi and Zamanian (2012) point out that the course books are intended for average learners; however, it is always needed to use extra materials to challenge learners to go further.

Table 13

Institutional management and administration regarding the teachers training and work

	25%	50%	75%	100%
A trained and experienced team oversees the direction of the English area.	0%	0%	0%	100%
The institution takes account of input from teachers, support staff and students when making decisions	40%	40%	20%	0%
A written contract is provided in which roles, responsibilities, and remuneration are detailed.	0%	60%	40%	0%
The institution recognizes the effort, commitment, and performance with a reward system.	100%	0%	0%	0%
The institution employs teachers who have an English teaching undergraduate degree and B2 qualifications in language teaching.	0%	20%	80%	0%
The institution supports professional external and internal development training.	40%	60%	0%	0%
The institution provides financial support to English teachers for training in seminars, courses, focused on my growth as a teacher.	100%	0%	0%	0%
The institution allows teachers and learners to participate actively in a regular evaluation of the curriculum and courses in response to the students changing needs, new trends in ELT and the changing global context.	0%	0%	40%	60%

Note: Teachers rate the accomplishment of the different processes which are about the management and administration of the teachers' training and work.

In table 13, the items detailed present information about the institution management and administration regarding teachers training and work. 100% of the participants consider that the English area is in charge of a trained and experienced team, which means that the English area has professional people to offer support in case teachers require it. Regarding if the institution takes account of input from teachers, support staff and students when

making decisions, 40% of the participants rated this process in 25% and in 50% respectively. This aspect is causing controversy since participants seem not to agree. Authorities may consider carrying on and appreciate equally the educational community participation. Talking about the written contract the teachers sign to begin working on the institution, all of them agreed that the written contract only contains the remuneration and the official specification under which the contract is elaborated. This is why 60% of the participants rated this process in 50%, and 75%. When asking about if the institution recognizes the teachers' effort, commitment and performance, and if the institution provides financial support to train teachers, 100% of the participants rated these process in 25% of accomplishment since they mentioned that the institution does not account with a reward system and does not invest financially in teachers' training. However, they said that the institution supports their internal training by giving institutional academic speeches and seminars, this is why they rated the professional internal and external support in 50%, since it is only internal, not external. On the other hand, 80% of the participants rated in 75% the process that the institution follows to employ teachers since they have the power to decide about the 50% of the contracts while the other 50% of the personnel is employed by the Ministry of Education. Finally, 60% of the participants believe that the institution allows teachers and learners to participate in 100% actively in a regular evaluation of the curriculum and courses in response to the students changing needs, new trends in ELT and the changing global context, while a 40% rated the process in 75%. The findings of the study carried out by Hervie and Winful (2018) revealed that poor performance of teachers was due to lack of frequent in-service training, lack of teaching and learning materials, lack of incentives and motivation, and improper supervision.

Table 14

Institutional management and administration regarding the curriculum management and classes creation

	25%	50%	75%	100%
The institution considers the number of participants, the course length, and the course intensity in its English program.	100%	0%	0%	0%

Leaders and managers consider the professional specialization of the teacher to assign workload.	0%	0%	0%	100%
The institution considers teachers' time for planning, scoring and providing feedback.	0%	80%	20%	0%
The institution designs and implements curricula based on the needs and situational analysis results.	0%	80%	20%	0%
The institution provides information about methodology, the materials, and the assessment process to address the students' learning needs in the language course.	0%	100%	0%	0%

Note: Teachers rate the level of commitment of the institution with respect to complying with the different statutes that are stipulated in the current Curriculum.

In table 14, the items collect information regarding the institution management and administration about the curriculum management and classes creation. 100% of the participants do not think that the institution considers the number of participants, the course length, and the course intensity in the English program. Participants rated this process in 25% since classes are overcrowded in reduced spaces. In spite of this, 100% of teachers believe that leaders and managers consider the professional specialization of the teacher to assign workload in a 100%, since all of them are teaching English classes only. 80% of the participants rated in 50% the accomplishment of the processes which are if the institution considers teachers' time for planning, scoring and providing feedback, and if the institution designs and implements curricula based on the needs and situational analysis results. Finally, 100% of the participants rated in 50% the process followed by the institution to provide information about methodology, the materials, and the assessment process to address the students' learning needs in the language course. Having in mind that students perceived teachers' efforts and passion on teaching, teachers and authorities need to consider this in order to not only improve the processes with low rates but also to make a good use of the teaching strategies (Lin et al., 2017).

Quality.

Table 15

Quality

	25%	50%	75%	100%
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The institution provides opportunities to develop projects such as classroom materials, videos and other teaching resources.	0%	0%	0%	100%
The institution encourages small-scale classroom research related on their teaching.	0%	0%	0%	100%
The institution assures the students have a textbook/workbook.	0%	0%	0%	100%
The institution provides with technological resources to use in your classes (computer, projector, internet, audio player, speakers)	0%	20%	80%	0%

Note: Teachers rate the institution quality in regard to the support it provides to the teachers' performance inside the class.

In table 15, the items reflect the quality of the education the institution offers to the community. 100% of the participants said that following processes are accomplished in 100% which are: the institution provides opportunities to develop projects such as classroom materials, videos and other teaching resources; the institution encourages small-scale classroom research related on their teaching; the institution assures the students have a textbook/workbook; however, 80% of the participants mentioned that the institution provides in 75% the technological resources to use in classes (computer, projector, internet, audio player, speakers). It is understood that the use of technological resources may depend on the groups of students who can access to them. According to Salehi and Zamanian (2012), teachers can not only identify the students' abilities but also can make strategic decisions based on their professional experience, this is why it is essential to have teachers participate in the decision making regarding the class organization and distribution to improve the quality of the educational service.

Teacher staff.

Table 16

Teacher staff

	25%	50%	75%	100%
Peer observation is a regular practice for critical reflection and discussions about teaching approaches.	0%	0%	0%	100%
Teachers, and support staff are clearly informed about the English program, including goals, objectives, proficiency levels and learning outcomes to address the students' learning needs.	0%	0%	0%	100%

Teachers employ authentic material in their lessons such as magazines, realia, newspapers, podcasts among others.	0%	0%	0%	100%
Teachers adapt content from books according to learners' interests, educational context and goals.	0%	0%	0%	100%

Note: Teachers rate the processes that the institution supervises and promotes to support the teaching practices.

In table 16, the items specify the teacher's conditions which could influence the regular teaching processes. Fortunately, 100% of the interviewed people rated the items detailed in 100% of accomplishment. Participants mention that the professional team who manages the English area works hard to make teachers accomplish the different processes which are part of the curriculum requirements. All the members actively participate to achieve the staff objectives. According to the last audit performed the last year by the Ministry of Education, the teachers' duties accomplishment was rated with the highest score which confirms their performance has been carried out successfully. To support this data, Ahmed et al. (2018) proved that peer observation is one of the most suitable strategies that teachers can use to support each other since the feedback given is exchanged by teachers in a non-threatening environment.

Support staff.

Table 17

Support Staff

	25%	50%	75%	100%
Provides support staff for helping teachers in the teaching learning process.	80%	20%	0%	0%
The support staff of the institution provides a quality service to the educational community from their different roles.	0%	100%	0%	0%

Note: Teachers rate the processes that the institution carries out to support the teaching practices.

In table 17, the items presented look for gather information about the support staff roles. 80% of the interviewed teachers mention that this staff helps teachers in the teaching learning process in 25% and a 20% mention they help in a 50%. It is important to highlight that 100% of the participants consider that this staff provides a quality service to the educational community from their different roles in 100%. Ahmed et al. (2018) suggest the

use of journals, portfolios, peer-observation, and team-teaching to guarantee this efficient service.

Principles, types of assessment and tasks used for evaluation

Principles of language assessment.

Table 18

Practicality principal of language assessment

Practicality Principle	Strongly agree	Undecided	Disagree	Strongly disagree
Administrative issues are all carefully considered before the test.	40%	40%	20%	0%
Students complete the test reasonably within the set time frame.	60%	40%	0%	0%
All the printed materials are accounted for.	20%	60%	0%	20%
All the equipment is pre-tested.	40%	40%	20%	0%
The cost of the test or assessments procedures is within budgetary limits.	20%	60%	20%	0%
The scoring system is feasible in your time frame.	20%	60%	20%	0%
The test includes tasks that are as contextualized as possible rather than isolated.	20%	60%	0%	20%
Tasks represent, or closely approximate, real-world tasks.	20%	80%	0%	0%

Note: Teachers express their opinions concerning their professional practices in regard to the practicality principle when assessing the learners' academic advancement.

Table 18 presents the data collected regarding the practicality principle. Practicality refers to the usability of a test (Gultom, 2016). Teachers consider that the different items detailed, which are part of the Practicality principal, are important in their language assessment application. This can be stated since the majority of the interviewed teachers marked options between strongly agree and agree, which is relevant for this research study since practicality is one of the principles which refers to the capacity that teachers or the institution have to administer tests within the time, infrastructure, participants, resources, scores, and government policies limitations (Coombe, 2018). Regarding the alarming answers, one teacher, representing the 20%, marked the undecided section in the administration carefully, the tests before application, the pre-tested equipment, the cost of

the test or assessment procedures, and the feasible scoring system in a time frame. These statistics represent that, for the most part, teachers' value and are utilizing practicality in their assessments.

Table 19

Reliability principal of language assessment

Reliability Principle	Strongly agree	Undecided	Disagree	Strongly Disagree
Students have a cleanly photocopied test sheet.	40%	40%	0%	20%
Sound amplification is clearly audible to everyone in the room.	20%	40%	20%	20%
Lighting, temperature, noise, and other classroom conditions are equal and optimal for all students.	20%	20%	40%	20%
Uniform rubrics are established for scoring and evaluation.	60%	0%	40%	0%
Tasks are unambiguous for students.	0%	80%	0%	20%

Note: Teachers express their opinions concerning their professional practices regarding the reliability principle when assessing learners' academic advance.

Table 19 displays the data collected regarding the reliability principle. Reliability is the degree of the extent to which a test measures constantly what it is needed to measure. Reliability covers students-related reliability, rater reliability, test administration reliability, and test material reliability (Gultom, 2016). The teachers that were interviewed seemed to have agreed that reliability is an important principle; however, their answers were varied. Considering the items which call the attention, it is evident that 20% of the interviewed teachers disagreed with students having a cleanly photocopied test sheet, sound amplification being clearly audible to everyone in the room, optimal environmental factors for students, and the ambiguity of tasks. On the other hand, the sections where teachers assented the most, were; 80% of the interviewed agreed that unambiguous tasks are beneficial to the students, 60% said uniform rubrics are established to grade and evaluate. The rest of the items were answered alternately, representing 40% in their majority. These statistical values represent that teachers understand the need for reliability in assessment but could use room for improvement in regard to understanding this principle.

Table 20*Validity principal of language assessment*

Validity Principle	Strongly agree	Undecided	Disagree	Strongly Disagree
Unit objectives are clearly identified.	100%	0%	0%	0%
The test includes tasks that have been performed as part of the course procedures.	80%	20%	0%	0%
The test includes tasks that represent all or most of the objectives for the unit	20%	60%	20%	0%
The test can be seen as a learning experience.	20%	60%	20%	0%

Note: Teachers express their opinions concerning their professional practices about the validity principle when assessing the learners' academic advancement.

Table 20 shows the results gathered regarding the validity principle. Validity is “the most important quality” in developing, interpreting, and using language tests (Bachman, 1990: p. 289, cited in Li, 2019). Validity portrays the ability of the test to measure what must be measured or what must be tested. All teachers interviewed strongly agreed that clearly identified unit objectives are important when it comes to validity. 80% also strongly agreed and 20% were undecided on whether tests should represent the objectives for the unit and if the test can be seen as a learning experience. From these statistics, the teachers seem to have agreed with Bachman's statements that value validity of the assessment.

Table 21*Authenticity principal of language assessment*

Authenticity Principle	Strongly agree	Undecided	Disagree	Strongly Disagree
The test includes language that is as natural as possible.	40%	60%	0%	0%
The test includes tasks that are as contextualized as possible rather than isolated.	20%	60%	0%	20%
Tasks represent, or closely approximate, real-world tasks.	20%	80%	0%	0%

Note: Teachers express their opinions concerning their professional practices in regard to the authenticity principle when assessing the learners' academic advancement.

Table 21 presents the results collected regarding the authenticity principle. Authenticity is the test feature that shows to what extent a test reflects real-world situations

(Coombe, 2018). Complete authenticity is impossible to reach, however, the items formulated in this section were looking for the degree to which teachers establish the correspondence of the characteristics of a given language test task to the features of a target language task. The majority of the teachers interviewed agreed that authenticity is another important principle for assessment. However, 20% of the teachers interviewed disagreed with tests including tasks that are contextualized as possible rather than isolated, which is distressing, even when it is only a reduced percentage of participants, since this item is relevant in the attempt to reach a real-world situation that Coombe and the rest of teachers try to address.

Table 22

Washback principal of language assessment

Washback Principle	Strongly agree	Undecided	Disagree	Strongly Disagree
The test helps you provide feedback that is relevant to the objectives of the unit being tested.	60%	40%	0%	0%
In your written feedback to each student, you include comments that contribute to their formative development.	80%	20%	0%	0%
After returning the test, you offer advice on what students should focus on in the future.	60%	40%	0%	0%
After returning the test, you offer students the opportunity to discuss the results.	80%	20%	0%	0%

Note: Teachers express their opinions concerning their professional practices about the washback principle when assessing the learners' academic advancement.

Table 22 displays the data gathered about the washback principle. The teachers strongly agreed that feedback from testing is related to the unit being tested. Moreover, teachers also agreed, in 70% average, that comments included by them contribute to the students' formative development. Furthermore, they agreed that after the tests are returned advice should be given to help the students and offer the students the opportunity to discuss their results. According to Taylor (2005), washback is essential during the teaching-learning process since test and tests results are significant on the career life options of individual test takers. In this sense, the interviewed teachers appear to agree with this principle and find

importance in washback and feedback which is convenient since learners require timely feedback in order to correct mistakes and therefore improve their skills. This is the first step to turn the teaching-process into a meaningful one where the learning stays on the individual to be applied in the future in different life contexts.

The open-ended questions were useful to realize teachers' opinions and training regarding assessment. 80% of the teachers agreed on the fact they have been trained in language assessment; however, they mentioned that this training has come from different roots like self-preparation, college-learning, and during the teaching-process. 100% of the teachers also believe that assessment constitutes an essential component of any educational process. Their expertise in assessment has helped them to improve the evaluation system and not only to focus on their testing objectives by looking for new strategies and techniques to develop as well as to be clear in the nuances of the different types of assessment, but also to assure their students' learning advance through correct and directed assessment and feedback processes allowing learners to know what to do, challenge their performance, and understand the topics in a better way; all of this is proven when learners get better scores.

Types of assessment and tasks for assessing EFL learners.

Table 23

Types of assessments and tasks

Types of assessments and tasks	Strongly Agree	Agree	Disagree	Strongly Disagree
Midterm exams, end-of-term exams, and unit tests help you reflect on your progress.	60%	40%	0%	0%
Teacher's comments on your responses, and questioning help you increase your performance and knowledge.	60%	40%	0%	0%

Note: Teachers express their opinions concerning their professional practices regarding the types of assessments and tasks they apply to evaluate the learners' academic advancement.

Table 23 presents the results gathered regarding the types of assessments and tasks as an introduction to the topics. The teachers interviewed agreed that formal and summative assessments are important tools in assessing students' progress in relation to the other

students. 40% of the teachers strongly agreed with this idea. This shows the importance of rigorous assessment tools such as exams and assignments. 60% of the teachers strongly agreed on providing students with informal formative assessments to allow the students to evaluate their individual performance and progress. This highlights the importance of assessment processes which, based on Tosuncuoglu (2018) statements, distinguish the effects of any classroom-based issues between the teacher and the student.

Table 24

Tasks for assessing listening

Tasks	Strongly Agree	Agree	Disagree	Strongly Disagree
Formal and Summative assessments such as midterm exams, end-of-term exams, and unit tests are good tools to measure student's progress compared to other students.	40%	60%	0%	0%
Informal and Formative assessments such as observations, comment on responses, and questioning are used to evaluate learner's own performance and progress individually.	80%	20%	0%	0%
Multiple-choice tasks help learners improve listening comprehension.	40%	20%	0%	0%
Open-ended responses to a question challenge learner to pay more attention to the listening passage.	20%	60%	0%	0%
Listening cloze tasks help learners to better understand the listening passage.	0%	100%	0%	0%
Information transfer tasks help learners to better process information to a visual representation such as identifying an element in a picture, completing a form, or showing routes in a map.	40%	60%	0%	0%
Sentence repetition tasks encourage learners to comprehend the listening text.	0%	60%	0%	0%
Dictation helps learners memorize words and improve vocabulary knowledge and spelling.	20%	60%	0%	0%

Note: Teachers express their opinions about their professional practices with respect to the tasks they routinely use to assess students' academic progress with a specific focus on listening skills.

Table 24 shows the results collected when asking for the tasks used to assess the listening skill. All the teachers interviewed agreed that close listening tasks help learners better understand. 80% of the participants strongly agree that informal and formative assessments such as observations, comment on responses, and questioning are used to evaluate learner's own performance and progress individually. 20% of the teachers are

undecided when it relates to open ended responses to allow learners to pay more attention to passages being read and dictation helping students memorize and improve vocabulary and spelling. 40 % of teachers are undecided when asked about sentence repetition encouraging students to comprehend the listening text. Statistics show that teachers are applying this principle by setting questions which try to reflect real-world situations by the time the questions relate to each other. These statistics agree with Field (2003) statements who stated that a good listening assessment should duplicate the real-life as closely as possible.

Table 25

Tasks for assessing speaking

Tasks	Strongly Agree	Agree	Disagree	Strongly Disagree
Read-aloud tasks help learners to reduce anxiety to speak.	0%	40%	60%	0%
Picture-cued tasks encourage learners to participate in speaking activities.	20%	80%	0%	0%
Giving instructions and directions help learners to be more creative at the moment of participating in speaking activities.	20%	80%	0%	0%
Paraphrasing helps learners to improve their listening, writing and speaking skills.	80%	20%	0%	0%
Interviews motivate learners to improve oral communication skills.	80%	20%	0%	0%
Role plays help learners to be creative and encourage their participation in the classroom.	80%	20%	0%	0%
Discussions and conversations help learners to develop reasoning skills and increase understanding.	80%	20%	0%	0%
Games provide a relaxing environment to participate in speaking activities.	80%	20%	0%	0%

Note: Teachers express their opinions about their professional practices with respect to the tasks they routinely use to assess students' academic progress with a specific focus on speaking ability.

Table 25 illustrate the results gathered when asking for the tasks used to assess the speaking skill. According to Turner (1998), our brain follows a long process to choose words and to put them together to produce meaning in different real-world contexts, and a good speaking assessment should try to replicate these contexts. 60% of the teachers are undecided when asked about to read aloud tasks and their effects on reducing speakers. 80% of the teachers interviewed strongly agreed with the notion of paraphrasing helping

students improve listening, writing, and speaking skills. 80% of teachers also strongly agreed on interviews motivating students to improve oral communication skills, role playing helping learners to be creative and encouraging participation in the classroom, and discussions and conversations helping students develop reasoning skills and increase language understanding. The answers make evident that there is a small population of teachers who need training in the assessment field. Thuy and Nga (2018) found that the possible reason for this ignorance is the lack of training in oral assessment; however, considering these statistics, the training required is minimal.

Table 26

Tasks for assessing reading

Tasks	Strongly Agree	Agree	Disagree	Strongly Disagree
Multiple-choice tasks help learners to improve reading comprehension.	20%	80%	0%	0%
Matching tasks help learners to understand specific information in the reading passage.	20%	80%	0%	0%
Editing tasks help learners develop reading and comprehension strategies.	20%	80%	0%	0%
Written responses help learners improve reading and writing skills.	60%	40%	0%	0%
Picture-cued tasks that ask to read a sentence or passage and choose one of the pictures that is being described help learners to better understand the reading passage.	60%	40%	0%	0%
Gap-filling tasks encourage learners to increase vocabulary use and improve reading and writing skills.	40%	60%	0%	0%
Information Transfer help learners to better read charts, maps, graphs, and diagrams.	40%	60%	0%	0%
Scanning and Skimming help learners improve reading skills.	80%	20%	0%	0%

Note: Teachers express their opinions about their professional practices with respect to the tasks they routinely use to assess students' academic progress with a specific focus on reading ability.

Table 26 presents the data collected when asking for the tasks used to assess the reading skill. Ajideh and Nourdad (2012) found out that dynamic reading assessment did not fade away over time. To make a good reading assessment, tests need to combine texts and tasks in a suitable way to get useful information about the test-takers (Nation, 2008). 80% of teachers strongly agreed with the use of skimming and scanning to help students improve

reading skills. 60% of teachers agreed when asked about written responses helping students improve reading and writing skill, and using picture cued tasks that asked students to read a passage and choose a picture that is being described helped students to better understand the passage. Statistics show that teachers are aware of making efficient reading assessments. Ajideh and Nourdad (2012) and Nation (2008) studies seem to be considered in their practices.

Table 27

Tasks for assessing writing

Tasks	Strongly Agree	Agree	Disagree	Strongly Disagree
Grammatical transformation tasks encourage learners to actively participate in writing activities.	0%	80%	20%	0%
Vocabulary assessment tasks encourage learners to understand new words and use them in context to improve writing skills.	40%	40%	0%	0%
Ordering tasks help learners improve problem solving and writing skills.	20%	60%	20%	0%
Paragraph construction tasks motivate learners to actively participate in authentic writing activities.	60%	20%	0%	0%

Note: Teachers express their opinions about their professional practices with respect to the tasks they routinely use to assess students' academic progress with a specific focus on writing ability.

Table 27 displays the results collected when asking for the tasks used to assess the writing skill. If to measure the writing skill is the aim, tasks need to ask the learner to write something and not just anything and the tasks need to be set based on the work they produce (Scull, 2018). 20% of teachers disagreed when asked about grammatical transformation tasks encouraging the students to actively participate in writing activities and ordering tasks to help learners improve problem solving and writing skills. 60% of teachers strongly agreed that paragraph construction tasks motivated students to actively participate in authentic writing activities. 20% of the teachers were undecided when asked about vocabulary assessment tasks encouraging students to understand new words and use them in context to improve writing skills. Considering statistics, and Scull's theory, the majority of the teachers seem to manage the writing skill assessment when preparing questions to assess this skill.

The open-ended questions were useful to be aware of the training that teachers have had along their career preparation and considering their expertise in the phenomenon. Teachers mentioned that they have received training on how to design tasks for assessing EFL learners since it is important to bear in mind what students have to learn and the way to design activities to assess their learning. Unfortunately, one of the teachers claimed that the training received has not been appropriate enough to apply to all the contexts since students have different backgrounds; and one of them said she has not been trained at all. Regarding the activities they suggest to assess learners abilities, they mentioned a variety of options which can be summarized in reflective activities to develop their critical skills; input activities with beginner levels, expose-language learning with advanced levels, and some others at any level but just addressing the topic like games, songs, picture-descriptions, interviews, etc. All of them with an appropriate feedback to promote the washback.

Conclusions

Learners want to learn the English language to develop themselves academically and professionally in a broader social framework where learning and job opportunities are innumerable; therefore, they need more dynamic classes which offer learners the simulation of a real English world by the implementation of music, videos, games, conversations and conferences with native English speakers to overcome their lacks in the development of their skills using extra resources and integrated-skills tasks.

Participants consider that the level of importance the English proficiency has in learners' life, the teachers' academic degrees and their proficiency according to the CEFR, the teachers' knowledge regarding the current curriculum, the learners' preferences when learning English, the teachers' perspectives towards the learners' English proficiency reached, the learners English components needed to improve, and the learners' motivation to learn English as a foreign language are the main environmental factors which influence the English language learning process.

Participants seem satisfied with the equipment, didactic resources; and the learners' English proficiency reached. On the other hand, they do not feel supported by the authorities and coordinators of the institution neither when the class distribution is made nor when the balance of the hours for teaching and planning is considered, which overwhelms the teachers' labor activities.

The institution counts with a trained and experienced team who oversees the direction of the English area, promotes the peer observation as a regular practice for critical reflection and discussions about teaching approaches, and informs about the English program including goals, objectives, proficiency levels and learning outcomes to address the students' learning needs. In addition to this, the institution provides opportunities to develop in class projects and small-scale research by providing technological resources. Nevertheless, teachers expertise is not being considered when making decisions about the materials needed to reach the learning outcomes.

Teachers deal better with practicality, authenticity, validity, and washback as it is shown in the results; however, the varied answers in the reliability principle suggests that it needs to be addressed directly for better results. Regarding the types of assessment and tasks used for evaluation, teachers strongly agreed that the application of the different types of assessments has helped them to better assess the English skills highlighting the informal assessments to model their individual performance and progress permanently.

Recommendations

It is advisable for teachers to implement additional resources like flashcards, audiobooks, workbooks, worksheets, websites, online exercises, technological tools, among others to support their professional practices since some learners consider additional materials are missing to improve the teaching-learning process. These materials must provide learners with activities to simulate real-world situations to develop the skills necessary for achieving an efficient language proficiency.

It is necessary that the authorities, coordinators, and people who supervise the different processes offer opportunities and support teacher training in a fair way, as well as allow access to the resources that the institution has in an adequate way since participants are not perceiving a homogenous in the development of the processes. Adding to this, authorities must consider the implementation of a reward system to praise the teachers' work in regards to their effort, commitment, and performance providing them honor certificates and investing financial resources to support their English training since it was palpable the lack of this recognition.

It is essential for the wellness of the community that authorities re-evaluate all the processes which have had low rating encouraging the active participation of teachers in the class distribution and focusing on the timely improvement of the ventilation, heating, cooling, and lighting of the rooms in the institution to contribute to the learners' academic development since environmental factors play a fundamental role in the student behavior towards the educational processes.

It is worthwhile for authorities, coordinators, and facilitators to involving teachers when evaluating the material to be used to reach the learning goals and therefore the learning outcomes proposed by the Ministry of Education since their expertise play a fundamental role in the teaching-learning process.

It is crucial to provide training to teachers in the use of tools to provide learners with the most realistic experience possible since a small percentage of teachers seem not to be aware of the importance of the phenomenon to improve a better learning experience. In

addition, the principle of reliability, which was the lowest rated, could be better perceived if it were directly addressed by providing clear photocopies, audible sound amplification, and ensuring optimal classroom conditions.

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Appendix

Appendix A: Needs analysis survey



TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

Dear student,

The aim of this brief questionnaire is to obtain information concerning *your opinion about the curriculum implemented in this institution*. The following information will be only used for academic and research purposes. Please answer the following questions as honestly as possible.

Informative data: Please fill in the information below

Name of the institution:		
Type of institution:	Public ()	Private ()
City:		

Situations / activities	Very Useful	Useful	Somewhat Useful	Not Useful
Learners' wants				
To learn about new cultures and make their own known				
To travel				
To study abroad				
To buy items online				
Listen to English audios and movies				
Discussions and conversations help me to develop reasoning skills and increase understanding.				
Games provide a relaxing environment to participate in speaking activities.				
Role plays help me to be creative and encourage my participation in the classroom.				

Gap-filling tasks encourage me to increase vocabulary use and improve reading and writing skills.				
Vocabulary assessment tasks encourage me to understand new words and use them in context to improve writing skills.				
Role plays help me to develop my speaking skills and perform better in front of the classroom .				
Learners' needs				
Communicate with people who speak English				
Attending conferences and forums				
The effectiveness of makeup classes the learners have taken				
It is a universal language that allows you to communicate worldwide.				
To access better job opportunities				
It expands your opportunities to develop your skills intellectually and professionally.				
Learners' lacks				
Academic training				
Personal growth				
The use of Government English book only				

Thank you for your collaboration!

Appendix B: Situational analysis survey



TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

Dear teacher,

The aim of this brief questionnaire is to obtain information concerning *your opinion about the curriculum implemented in this institution*. The following information will be only used for academic and research purposes. Please answer the following questions as honestly as possible.

Informative data: Please fill in the information below

Name of the institution:		
Type of institution:	Public ()	Private ()
City:		

a. Societal factors

Factors	Very influente	Moderately influente	Slightly influente	Not influente
1. The level of the community commitment to support the English learning				
2. The level of importance parents show towards EFL classes				
3. The level of importance the English proficiency has in learners' life				

b. Institutional factors

Factors	Totally satisfied	Quite satisfied	Only partially satisfied	Not satisfied at all
5. Support offered by authorities and/or coordinators				
6. Infrastructure, equipment, and didactic resources rating				
7. Balance of hours for teaching and planning				

c. Teacher factors

Factors	Very influential	Moderately influential	Slightly influential	Not influential
8. Teachers' academic degree				
9. Teachers' English language proficiency according to the CEFR				
10. Teachers' knowledge regarding the current curriculum				
11. Teachers' views about the current curriculum				
12. Teachers' self-training				
13. Features which describe teachers believes				
14. Teaching Methods teachers commonly use				

d. Learner factors

Factors	Very influential	Moderately influential	Slightly influential	Not influential
15. Teachers' perspectives towards the learners' English proficiency reached				
16. Learners' preferences when learning English				
17. Learners English components needed to improve				
18. Learners' motivation to learn English as a foreign language				

19. Do your students prefer to learn English by ___?

- a. ___ Watching videos/movies
- b. ___ Working in groups and class discussion
- c. ___ Role-play activities
- d. ___ Listening to teacher's lecture
- e. ___ Working in pairs activities
- f. ___ Playing games

20. What of the following English components do your students need to improve?

Select up to two options.

- a. ___ Listening
- b. ___ Speaking
- c. ___ Reading
- d. ___ Writing
- e. ___ Vocabulary
- f. ___ Grammar
- g. ___ Pronunciation
- h. ___ Overall skills

21. What is the motivation that your students have for learning English as a foreign language?

- a. ___ Parents' encouragement
- b. ___ To pursue a career
- c. ___ To travel
- d. ___ To live in another country
- e. ___ To interact with people from different cultures
- f. ___ To get better job opportunities

Thank you for your collaboration!

Appendix C: Conditions that support an English teaching program checklist



TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

CONDITIONS THAT SUPPORT AN ENGLISH TEACHING PROGRAM

Dear teacher,

The aim of this questionnaire is to obtain information about the aspects of effective teaching. Choose the percentage according to your opinion. Thanks in advance for your honest responses which will serve as significative data for academic-research purposes.

Informative data: Please fill in the information below

Name of the institution:			
Type of institution:	Public ()	Private ()	
City:			

	25%	50%	75%	100%
1. Management and Administration				
Management and Administration regarding the institution infrastructure				
Physical facilities				
Premises are clean and safe.				
Ventilation, heating, cooling, and lighting are adequate.				
Management and Administration regarding the resources' availability				
Institutional resources are equally accessible to all the staff.				
Administrators evaluate along with teachers' textbooks before their approval.				
The institution provides teachers with resources to create additional materials				

Management and Administration regarding the teachers' training and work				
A trained and experienced team oversees the direction of the English area.				
The institution takes account of input from teachers, support staff and students when making decisions				
A written contract is provided in which roles, responsibilities, and remuneration are detailed.				
The institution recognizes the effort, commitment, and performance with a reward system.				
The institution employs teachers who have an English teaching undergraduate degree and B2 qualifications in language teaching.				
The institution supports professional external and internal development training.				
The institution provides financial support to English teachers for training in seminars, courses, focused on my growth as a teacher.				
The institution allows teachers and learners to participate actively in a regular evaluation of the curriculum and courses in response to the students changing needs, new trends in ELT and the changing global context.				
Management and Administration regarding the curriculum management and classes creation				
The institution considers the number of participants, the course length, and the course intensity in its English program.				
Leaders and managers consider the professional specialization of the teacher to assign workload.				
The institution considers teachers' time for planning, scoring and providing feedback.				
The institution designs and implements curricula based on the needs and situational analysis results.				
The institution provides information about methodology, the materials, and the assessment process to address the students' learning needs in the language course.				

2. Quality				
The institution provides opportunities to develop projects such as classroom materials, videos and other teaching resources.				
The institution encourages small-scale classroom research related on their teaching.				
The institution assures the students have a textbook/workbook.				
The institution provides with technological resources to use in your classes (computer, projector, internet, audio player, speakers)				
3. Teacher staff				
Peer observation is a regular practice for critical reflection and discussions about teaching approaches.				
Teachers, and support staff are clearly informed about the English program, including goals, objectives, proficiency levels and learning outcomes to address the students' learning needs.				
Teachers employ authentic material in their lessons such as magazines, realia, newspapers, podcasts among others.				
Teachers adapt content from books according to learners' interests, educational context and goals.				
4. Support staff				
Provides support staff for helping teachers in the teaching learning process.				
The support staff of the institution provides a quality service to the educational community from their different roles.				

 Participants' signature

Appendix D: Principles, types of assessment and tasks used for evaluation



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

Dear teacher,

The aim of this questionnaire is to obtain information concerning your opinion about the application of the principles of language assessment and the design of assessment tools to assess EFL learners. The following information will only be used for academic purposes.

Informative data: Please fill in the information below.

Name of the institution:		
Type of institution:	Public ()	Private ()
City:		

Application of the principles of language assessment

N.	Principles	Strongly agree	Agree	Undecided	Disagree	Strongly Disagree
Practicality						
1.	Administrative issues are all carefully considered before the test.					
2.	Students complete the test reasonably within the set time frame.					
3.	All the printed materials are accounted for.					
4.	All the equipment is pre-tested.					

5.	The cost of the test or assessments procedures is within budgetary limits.					
6.	The scoring system is feasible in your time frame.					
Reliability						
7.	Students have a cleanly photocopied test sheet.					
8.	Sound amplification is clearly audible to everyone in the room.					
9.	Lighting, temperature, noise, and other classroom conditions are equal and optimal for all students.					
10.	Uniform rubrics are established for scoring and evaluation.					
11.	Tasks are unambiguous for students.					
Validity						
12.	Unit objectives are clearly identified.					
13.	The test includes tasks that have been performed as part of the course procedures.					
14.	The test includes tasks that represent all or most of the objectives for the unit					
15.	The test can be seen as a learning experience.					
Authenticity						
16.	The test includes language that is as natural as possible.					

17.	The test includes tasks that are as contextualized as possible rather than isolated.					
18.	Tasks represent, or closely approximate, real-world tasks.					
Washback						
19.	The test helps you provide feedback that is relevant to the objectives of the unit being tested.					
20.	In your written feedback to each student, you include comments that contribute to their formative development.					
21.	After returning the test, you offer advice on what students should focus on in the future.					
22.	After returning the test, you offer students the opportunity to discuss the results.					

23. Have you received appropriate training in language assessment? Explain your answer.

24. In which way does the application of these principles help you improve your teaching practice?

25. In which way does the application of these principles help you improve students' learning?

26. Which of the principles of language assessment is the most important to you? Why?

Types of assessments and tasks used for assessing EFL learners

N.	Types of assessments and tasks	Strongly agree	Agree	Undecided	Disagree	Strongly Disagree
27.	Formal and Summative assessments such as midterm exams, end-of-term exams, and unit tests are good tools to measure student's progress compared to other students.					
28.	Informal and Formative assessments such as observations, comment on responses, and questioning are used to evaluate learner's own performance and progress individually.					
Tasks for assessing listening						
29.	Multiple-choice tasks help learners improve listening comprehension.					
30.	Open-ended responses to a question challenge learner to pay more attention to the listening passage.					
31.	Listening cloze tasks help learners to better understand the listening passage.					
32.	Information transfer tasks help learners to better process information to a visual representation such as identifying an element in a picture, completing a form, or showing routes in a map.					

33.	Sentence repetition tasks encourage learners to comprehend the listening text.					
34.	Dictation helps learners memorize words and improve vocabulary knowledge and spelling.					
Tasks for assessing speaking						
35.	Read-aloud tasks help learners to reduce anxiety to speak.					
36.	Picture-cued tasks encourage learners to participate in speaking activities.					
37.	Giving instructions and directions help learners to be more creative at the moment of participating in speaking activities.					
38.	Paraphrasing helps learners to improve their listening, writing and speaking skills.					
39.	Interviews motivate learners to improve oral communication skills.					
40.	Role plays help learners to be creative and encourage their participation in the classroom.					
41.	Discussions and conversations help learners to develop reasoning skills and increase understanding.					
42.	Games provide a relaxing environment to participate in speaking activities.					

Tasks for assessing reading						
43.	Multiple-choice tasks help learners to improve reading comprehension.					
44.	Matching tasks help learners to understand specific information in the reading passage.					
45.	Editing tasks help learners develop reading and comprehension strategies.					
46.	Written responses help learners improve reading and writing skills.					
47.	Picture-cued tasks that ask to read a sentence or passage and choose one of the pictures that is being described help learners to better understand the reading passage.					
48.	Gap-filling tasks encourage learners to increase vocabulary use and improve reading and writing skills.					
49.	Information Transfer help learners to better read charts, maps, graphs, and diagrams.					
50.	Scanning and Skimming help learners improve reading skills.					
Tasks for assessing writing						
51.	Grammatical transformation tasks encourage learners to actively participate in writing activities.					

52.	Vocabulary assessment tasks encourage learners to understand new words and use them in context to improve writing skills.					
53.	Ordering tasks help learners improve problem solving and writing skills.					
54.	Paragraph construction tasks motivate learners to actively participate in authentic writing activities.					

55. Have you received appropriate training on how to design tasks for assessing EFL learners? Explain your answer.

56. Which tasks do you think are more useful to improve students' learning?

Thank you for your collaboration!