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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 this research mainly to God for being the inspirer and giving me the wisdom, strength, and health to continue this process of obtaining one of the most desired longings in my life.

Likewise, I dedicate it with all my love and affection to my beloved husband, Ramiro Timbi Pesantez, for his unconditional support, understanding, and motivation for improvement in my personal and professional life. Thank you for that effort, sacrifice, and words of encouragement in difficult times and, above all, believing in me.

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## **Abstract**

This research is a case study that evaluated the effectiveness of an English language program based on the perceptions of teachers and students of a public institution in Ecuador. Therefore, the mixed research method was used, getting data through the application of five instruments: needs analysis, situational analysis, teaching conditions, principles, types of assessments, and tasks used for evaluation to identify the strengths and weaknesses of elements of the curriculum. The major findings were that teachers-students' needs and society requirements must be considered to develop a curriculum. For example, students need the language for communicational purposes; however, opportunities and time are not provided effectively. Additionally, English Language teaching needs improvement, that is, the use of technology and methodologies. Similarly, administrative support is needed in terms of training and providing resources for the teaching and learning process. Furthermore, in general terms, institutional support, preparation of staff, and program management need a plus to get excellence in education. Finally, teachers and students are familiarized with assessment types and tasks; nevertheless, some variation of activities would be appropriate for the evaluation of the skills.

*Keywords:* Curriculum, needs analysis, situational analysis, assessment, and teaching conditions

## Resumen

Esta investigación es un estudio de caso que evaluó la efectividad de un programa de idioma inglés basado en las percepciones de docentes y estudiantes de una institución pública en Ecuador. Por lo tanto, se utilizó el método de investigación mixto, obteniendo datos mediante la aplicación de cinco instrumentos: análisis de necesidades, análisis situacional, condiciones de enseñanza, principios, tipos de evaluaciones y tareas utilizadas para la evaluación para identificar las fortalezas y debilidades de elementos del currículo. Los principales hallazgos fueron que las necesidades de los profesores-estudiantes y los requisitos de la sociedad deben tenerse en cuenta para desarrollar un plan de estudios. Por ejemplo, los estudiantes necesitan el idioma con fines comunicativos; sin embargo, las oportunidades y el tiempo no se brindan de manera efectiva. Además, la enseñanza del idioma inglés necesita mejorar, es decir, el uso de tecnología y metodologías. Asimismo, se necesita apoyo administrativo en términos de formación y dotación de recursos para el proceso de enseñanza y aprendizaje. Además, en términos generales, el apoyo institucional, la preparación del personal y la gestión del programa necesitan un plus para lograr la excelencia en la educación. Finalmente, los profesores y estudiantes están familiarizados con los tipos y tareas de evaluación; sin embargo, alguna variación de actividades sería apropiada para la evaluación de las habilidades.

*Palabras clave:* Currículo, análisis de necesidades, análisis situacional, evaluación y condiciones de enseñanza.

## Introduction

Nowadays, learning English as a second language has become one of the main goals of schools worldwide due to its importance in communication. That is why the design and implementation of a curriculum or language programs are being carried out. Nevertheless, curriculums are sometimes not evaluated to see if their results are the desired ones or their design was suitable for a specific school.

The development of a curriculum for language teaching usually focuses on the list of contents that will be taught and evaluated. However, it comprehends a more detailed process considering students' needs, the development of aims or objectives to address those needs, the course plan, methodology, resources, and evaluation processes. (Richards, 2001).

As a result, it is necessary to think about why a curriculum is developed or its purpose. The Ecuadorian curriculum is being implemented in different public schools around the country. Its goal is to provide learners the ability to communicate in English as world citizens which base has the Common European Framework of Reference. Conversely, the main concern is if this curriculum is being adapted to the reality of each school and the goals, objectives, suggested methodology and evaluation set up in the Ecuadorian curriculum are contextualized for that specific place.

Some research has been done by some experts emphasizing aspects like needs analysis, situational analysis, factors for effective teaching, and the use of rubrics for the assessment process. Bedoya et al. (2015) carried out a study to investigate teachers' needs from an English Language program at a public university by applying surveys, interviews, and focus groups. It was identified the necessity for teachers to know the institutional language policy before being contracted. There is a desire to learn the language and communicate in academic and non-academic settings. Lack of time and ineffective learning strategies are causes that stop the learning process. Another research carried out by Rehman and Farooq (2020) who studied the Social and Political Dynamics of Higher

Education in Pakistan through a situational analysis. The primary purpose was to identify how education impacts socially and politically, confirming that history influences massively on students, encouraging them to think as a society in any circumstance. Another study was carried out to investigate the factors that influence effective teaching of chemistry in the secondary schools in Buffalo City Metropolitan Municipality, Eastern Cape Province of South Africa, which was implemented by Ejidike and Oyelana (2015). Data was collected through questionnaires obtaining results like the management of the schools, government, and students' needs to be improved, enabling teachers to do something to make the teaching and learning process more beneficial and stimulating. Moreover, Yu and Li (2014) developed a study to examine the effectiveness of group-based self-assessment of exam review concerning comprehension improvement. This study could identify that the group-based formative assessment method demonstrates an improvement in the test scores. Finally, Reynders et al. (2020) implemented a study about the use of rubrics to assess critical thinking and information processing in undergraduate STEM courses. This study was applied and reported that rubrics supported the assessment of students' written work, clarifies the instructor's expectations for how they should assess students, and provides students useful feedback to students.

For that reason, it is crucial to identify and evaluate the effectiveness of an English language program based on the perceptions of teachers and students of a public institution carrying out a needs and situational analysis as well as the teaching conditions, tasks, and types of evaluation they experience in the learning process. The present work reports the results of those analyses obtained from the instruments used to get data that refer to these elements of the curriculum through the participation of Ecuadorian English teachers and students. Consequently, this work is developed in three chapters organized in the following way: Chapter 1 includes the literature review that collects relevant information and previous studies about this topic; Chapter 2 includes the methodology that describes how this study is carried out; and finally, chapter 3 that presents the results of this study.

Through the applications of a needs analysis, the reasons why learners want to learn the language and how the learning process can be carried out, including goals, objectives, content, methodological and assessment aspects will be revealed. Needs analysis is essential in the learning process because students need to be involved in this process since teachers must know students' goals, language attitudes, and expectations from the course or program designed to be successful in creating the curriculum. Similarly, the application of a situation analysis is also necessary to develop a good curriculum. The primary goal of Education today is to have an instruction of quality. The main purpose of developing a situational analysis was to identify how society influences or supports curriculum development in this public institution. Furthermore, there is a necessity of quality in teaching in the learning process, which focuses on the idea of examining the effectiveness of teachers and also the factors involved to create adequate conditions of the place that teaching takes place. Additionally, the assessment process also plays an essential role in the educational field since it analyzes students' progress and teachers' effective teaching. Experts assert that "assessment is an ongoing process which lies in a much wider domain. Every time a student answers a question, comments, or tries to pronounce a new word, phrase, or concept, the teacher unconsciously assesses the student's performance." (Vavla & Gokaj, 2013). That is the importance of considering this aspect for the evaluation of curriculum because teachers and students must consider all the principles for this process, such as practicality, reliability, validity, authenticity, and washback, and analyze the effectiveness of different tasks assess English Language Skills.

The present study will contribute to professionals in Education, especially English Language teachers since this study shares the results of a study carried out in a public institution and the importance of elements to be considered in the development of a course plan or curriculum in order to get better results and set up achievable goals based on contextualized realities.

The study of needs and situational analysis, teaching conditions, principles, types of assessments, and tasks used for evaluation will provide teachers with the basis for

developing an effective curriculum and providing different ideas to consider and implement in the learning process for accurate teaching results.

Finally, for future research, aspects such as methodology, strategies, and activities used in the teaching-learning process could be analyzed in greater depth, since they play a fundamental role in implementing the curriculum.

## Chapter one

### Literature Review

#### Language Curriculum

The development of an English Language curriculum started with the idea of a syllabus design that focused its attention on the contents being taught and assessed at a particular time. For instance, a syllabus for an English program might be distributed by the kinds of skills, functions, topics, and some issues to consider during the teaching process. The development of Curriculum comprehends a more detailed process considering students' needs, the development of aims or objectives to address those needs, the course plan, methodology, resources, and evaluation processes (Richards, 2001). The term curriculum has been expanded in Education. There is a great variety of definitions that are adapted to different contexts. However, most of them are connected or have a relation among them. "Curriculum refers to the lessons and academic content taught in a school or in a specific course or program" Curriculum is also known as the courses offered by a school referring to the content, skills, goals, objectives, activities, projects resources and assessment indicators suggested for a course or program (Great Schools Partnership, 2014).

Additionally, "A curriculum can be seen as a plan, or a sort of blueprint for systematically implementing educational activities." This means that curriculum integrates content with instructional systems that leads to the inclusion of methods (Su, 2012). Moreover, it is necessary to think about why a curriculum is developed or what the purpose is. Su (2012) states that the curriculum has been seen as a way to set up goals and objectives to be achieved. So, this is a document planning the desired students' outcomes. In this way, the focus of a curriculum is directly aimed at obtaining desired results as well as the orientation for teachers and administrative work to achieve the stated objectives.

Additionally, it is perceptible that when the curriculum incorporates a variety of potential educational and instructional practices, educators are much familiarized with this term as well as how to use it. A significant number of professionals of education spend much

time analyzing and discussing all elements of the document, so expertise is present time later, allowing them to know very well its organization, structure, and usage of it. The importance of being familiar with a curriculum is essential in the teaching and learning process. (Su, 2012)

### **Curriculum components**

The components of a curriculum are; objectives, attitudes, time, students and teachers, needs analysis, classroom activities, materials, study skills, language skills, vocabulary, grammar, and assessment. (Zohrabi, 2008).

Objectives are essential in a course or a program which are determined at the beginning of a program. Objectives explain the elements and skills to be acquired during a program. "Objectives or goals are the ends towards which we try to direct our efforts." (Zohrabi, p. 49, 2008).

Zohrabi (2008) emphasizes that "Attitudes determine whether or not they intend to learn a foreign or second language." It mainly directs to create a positive attitude towards the language. It means that students must be motivated in all aspects to acquire the language. "If students feel hostile towards the language, materials, and the teachers, they will hardly achieve any success" (Harmer, 2002). Positive attitudes and pleasant atmosphere are critical in the learning process; otherwise, students' affective filter will be affected.

Time is an important aspect to consider in the process of acquiring the language. The amount of time has a remarkable effect on the learners' learning rate. A short time devoted to the acquisition of the language could decrease the efficiency and quality of the learning process (Zohrabi, 2008). Moreover, "Few weeks of instruction could hardly impact the learners' language proficiency." (Brinton and Holten, 2001 as cited Zohrabi, 2008, p.51)

Another essential point that Richards (2007) states is that "A sound educational program should be based on an analysis of learner needs" (p. 51). In fact, it is crucial to consider what students need as the first step in a program because it determines what the students' necessities are in order to learn the new language. As Zohrabi (2008) states, we

can analyze the availability of the resources, equipment, materials and facilities, place, and level of students in this way.

Furthermore, according to Zohrabi (2008), "Students are certainly the main stakeholders in the course of study" (p. 54). Besides, students play an essential role in the learning process, so it is necessary to consider different aspects concerning their background, cognitive, affective, and personality traits. Furthermore, practical activities contribute positively to students' learning process. Students learn to do that abstract knowledge. So, it is crucial to provide students with activities in meaningful and reliable contexts.

To facilitate the learning process, it is necessary to use suitable materials. Richards (2007) claims that "A book may be ideal in one situation" (p. 256). Teachers must use a variety of materials in the learning process. These materials must offer students authentic spaces to acquire the language in an effective way. The materials usually used are the coursebook, handouts, overhead projector, teaching aids, in-house materials, workbook, tape recorder, CDs, and so on.

Study skills train the students with the necessary techniques to use in the future in different circumstances. (Zohrabi, 2008). In fact, Hyland (2006) highlighted the idea that learners needed more than linguistic competence and language descriptions to achieve their goals.

Language skills, grammar, and assessment are essential components of a curriculum to consider and implement strategies for the correct development of it. All four language skills must be included in the curriculum. EFL learners have to acquire and master common vocabulary and different grammar competencies used to perform necessary activities and to produce the language accurately (Zohrabi, 2008).

The last component that Mercer (2001) considers vital is Assessment, a resource to obtain information about the students' progress. It has to be continuously done to ensure that the program is doing the educational process properly. Similarly, Hoover (2011) emphasizes that "regular assessment of learners' progress toward curricular

benchmarks/objectives may occur through universal screening or ongoing progress monitoring" (p. 13). Therefore, evaluation is essential in the learning process to know the strengths and weaknesses during and after the teaching-learning process of a specific program.

The Ecuadorian Curriculum is organized by levels according to the CEFR: Pre-Basic Users, PRE A1; Basic Users, A1 and A2; and Independent Users, B1. Each of the sublevels has curricular objectives that need to be achieved by the end of the level and the learning outcomes in the EFL area.

The EFL Curriculum 2016 considers some essential elements such as Soft CLIL, CEFR, Culture, The Arts, 4 Skills, CLT, Thinking Skills, and Learner-Centered. (Ministerio de Educación del Ecuador, 2016). Additionally, the curriculum provides performance Criteria for each thread, and performance objectives are listed as well. Seventy percent of skills are mandatory, while thirty are desirable. The curriculum works with codification that refers to level, thread, and category (objectives, indicators, evaluation criteria, among others).

The National Curriculum establishes evaluation criteria and indicators, and each thread has numerous evaluation criteria. These are based on CEFR. They have some methodological orientations that guide teachers to evaluate effectively. These indicators must fit the general objectives and performance indicators. Moreover, evaluation criteria and indicators contribute to students' exit level (Ministerio de Educación del Ecuador, 2016). The English Language curriculum was designed for students in Educación General Básica (2nd to 10th) and Bachillerato General Unificado (first to third), whose mother tongue is not English. For the development of the curriculum, some aspects were taken into consideration; students' background considering that because of the diversity of languages spoken in Ecuador, Spanish is not the first language for all students. This is because of the different degrees of bilingualism across communities. The other aspect considered is students' needs in keeping in mind the linguistically and culturally diverse population. Consequently, "this curriculum presents a foundation and an outline for learning English while acknowledging authentic, culturally relevant production and practices in order to

facilitate educational inclusion of learners regardless of their L1" (Ministerio de Educación del Ecuador, 2016, p. 2)

The curriculum encourages the development of three specific values: justice, innovation, and solidarity, as well as the development of thinking, social, and creative skills in language learning. Among the skills that Ecuadorian learners will need to engage successfully in local and international communities in the 21st century, we found the global engagement, social and thinking skills, and the foundation for lifelong learning. Global engagement focuses on understanding the world, stating opinions and beliefs of their own and other nations. Meanwhile, social and thinking skills encompass the development of intellectual skills to contribute effectively to the society and the entire world. Finally, the foundation for lifelong learning motivates learners to be engaged in the language to experience new practices and growth opportunities throughout students' lives.

The Ecuadorian National Curriculum (2016) focuses on the communicative language approach. Its purpose is to emphasize the development of the four communicative skills rather than linguistic content learning. This is because the goal of foreign language learning is not to turn learners into experts in linguistics but citizens who are competent in the use of a second language for oral and written communication.

Additionally, this curriculum is based on a language-driven CLIL approach, where content from other areas is meaningfully covered in the foreign language. That is because the Ministry of Education wants to develop cognitive and social skills in students to reinforce topics of other areas.

The National curriculum encompasses three primary goals (Ministerio de Educación, 2016, p.6).

1. To develop learners' understanding of the world - of other cultures and their own - and communicate their understanding and views to others through English.
2. Develop the personal, social, and intellectual skills needed to achieve their potential to participate productively in an increasingly globalized world that operates in English.

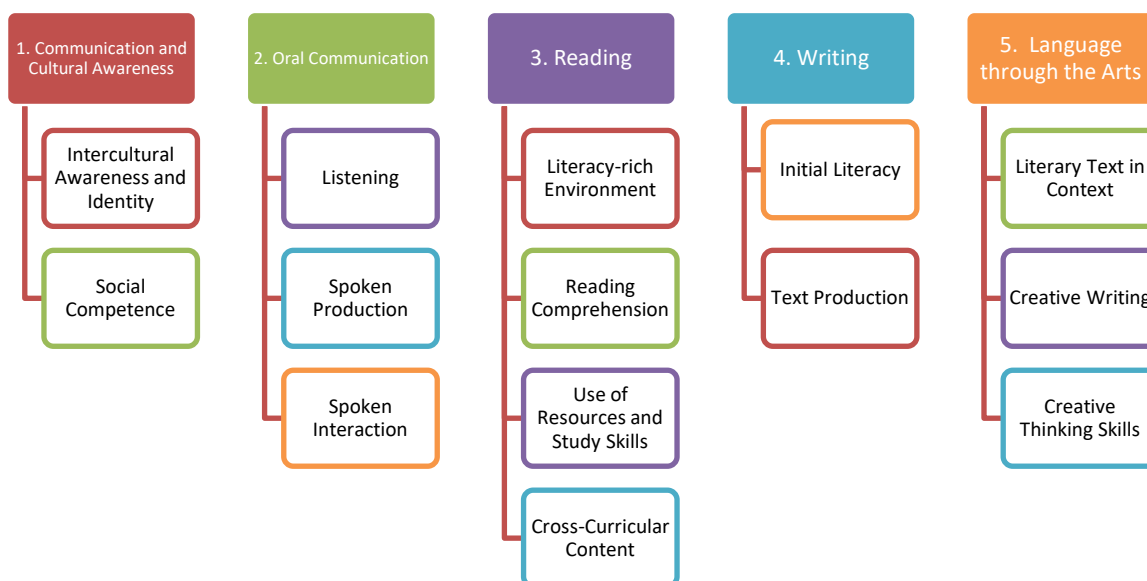
3. To create a love of learning languages starting at a young age, utilizing engaging and positive learning experiences to foster students' motivation to continue learning English throughout EGB and BGU, as well as work and beyond.

Moreover, the core principles in the curriculum can be summarized as (Ministerio de Educación, 2016, p.3)

1. The communicative language approach: language is best learned to interact and communicate, rather than as a body of knowledge to be memorized.
2. Content and Language Integrated Learning (CLIL): a model used to integrate the learning of language with cultural and cognitive aspects of learning such that language acquisition serves as a driver for learners' development.
3. International standards: the curriculum is based on internationally recognized levels and processes of teaching and learning languages.
4. Thinking skills: learning English should support developing the thinking, social and creative skills needed for lifelong learning and citizenship.
5. Learner-centered approach: teaching methodologies should reflect and respond to learners' strengths and challenges, and facilitate the process of learning by supporting learners' motivation for and engagement with learning.

Likewise, goals are achieved through five Curricular Threads: Communication and Cultural Awareness, Oral Communication, Reading, Writing, and Language through the arts. Each thread has sub threads as the graphic shows.

Figure 1  
EFL' s Curricular Threads



Note: Reprinted from "Ministerio de Educación" by Herrera, M., 2016.

The EFL curriculum considers CLIL as a means to access and learn the English Language in an authentic and meaningful context. Thus the focus will be on language and language use rather than knowledge of content.

### Values

The exit profile of the Ecuadorian High School Graduate and Ideal Citizen encompasses three values; Justice, Innovation, and Solidarity. (Ministerio de Educación, 2016)

Justice involves essential attitudes of society to build an equal, democratic, and inclusive civilization. Moreover, this value is shown through actions that make a person ethical, generous, truthful, integral, and coherent with actions and beliefs. Furthermore, a person must act responsibly with others and himself in different aspects of life, especially respecting human rights. Finally, justice comprehends the acceptance of our strengths and weaknesses that as human being we have. All these attitudes help to be better citizens of a society and achieve our personal goals.

Innovation implies the development of creativity in human beings by creating new initiatives, being open-minded, and thinking for the future. These skills allow people to be ready to face different problems or risks in a more demanding society. Additionally, being innovative also motivate people to be a leader, efficient, and ethical decision-maker. Furthermore, curiosity is also developed, focusing its attention locally or internationally. In fact, different areas of knowledge and cooperative work are reflected in and developed to manage different problems that may be faced. Moreover, students show skillful at communicating their ideas in their native and foreign languages. Finally, an organization in action and independence is developed in students to be critical thinkers and intellectual persons in their learning process and life.

Solidarity encompasses the ability to work with different types of people, accepting different ideas, emphatic, and considerate. Additionally, students can develop their identity respecting their culture, background, and ethnicity. Solidarity looks for a peaceful world respecting their own and others' identities. Moreover, positivism, flexibility, and friendship influence harmony physically and mentally. Finally, this value demands teamwork for the contribution of new ideas or opinions in a respectful manner.

### **Needs analysis**

Needs analysis is one of the principal aspects to consider before planning a course or program. "Needs analysis is seen as a device for gathering information about learners and about their needs in language teaching" (Khansir, 2014, p. 2). In that regard, Flowerdew (2013) claims that needs analysis identifies the "what" and the "how" of a course which goal is to develop a practical course, select appropriate materials, identify the best methodology, and decide how this process will be evaluated. In other words, a needs analysis is the examination of a specific reality.

The main goal of applying a needs analysis is to analyze why learners want to learn the language and how the process will be carried out. It includes the methodology to be used to acquire the language. (Khansir, 2014). It is also useful to collect data to develop a language profile in which learners are part of decisions concerning the goals and content of

a language course. (Richards, 2011). Needs analysis is essential in the learning process because students need to be involved in this process since teachers must know students' goals, language attitudes, and expectations from the course or program designed to be successful in creating the curriculum. Richards (2001) states that needs are often described in terms of language needs, which are the language skills needed to survive in a dominant English society. Furthermore, experts claim that if we do not apply a needs analysis to know better our students before starting a course, it may be too challenging to develop an accurate curriculum (Kaur, 2007)

Different studies have been conducted to develop a Needs analysis that explains how to conduct it. Needs analysis can be carried out using different instruments such as surveys, interviews, or focus groups (Bedoya, Valencia, and Montoya, 2015). Self-ratings, meetings, and observations, collecting learner language samples, task analysis, and case studies are also ways to develop a needs analysis. (Richards, 2001). After collecting data, it must be analyzed to triangulate it in both qualitative and quantitative components. Finally, the results have to be presented. (Bedoya, et al., 2015). Bedoya et al. (2015) carried out a study applying a needs analysis to university students. Some aspects they consider when conducting a needs analysis were the teaching practice, the methodology and the context, professors interests, professors shortcomings, programs' strengths, and weaknesses, suggestions for the program, demands and language policies implications, interest and pedagogical recommendations, difficulties and administrative considerations, and others. Furthermore, it is significant to consider "the purpose of needs analysis, the nature of needs, whom it is intended for, who the target population is, who collects information, what procedures can be used, and how the information collected can be used." (Richards, 2001, p. 54)

### **Situational Analysis**

The primary goal of Education today is to have instruction on quality. That is why the importance of developing an effective curriculum is an essential goal of institutions, and higher education is committed to this process. Consequently, curriculum development

involves different dimensions such as students, teachers, environment, resources, infrastructure, and the social climate and setting. Thus, the analysis of all these aspects is referred to as Situational Analysis (Kaur, 2018).

Situation Analysis is also known as environment analysis (Tessmer, 1990 as cited Nation & Macalister, 2010). This author defines situational analysis as the responses that answer the following questions, what will be covered in the course, what methodology will be used, and how it will be assessed. These responses are crucial and provide a positive effect on making decisions to achieve the goals. Richards (2011) states that "Situation analysis is an analysis of factors in the context of a planned or present curriculum project that is made" (p. 91). This analysis usually considers political, social, economic, or institutional aspects that complement the needs analysis.

Indeed, the primary purpose of developing a situational analysis is to examine some factors that "include knowledge about the environment in terms of mountains, rivers, flora, and fauna including places where the program or curriculum is going to be implemented, the social or power structure of that society, the traditions, norms, needs, and aspirations of the community and the language of instruction.". Environmental analysis is sometimes considered a dimension of needs analysis and is also considered an aspect of evaluation. With all these considerations, curriculum development demands a deep understanding of learners' life. (Mkandwire, 2010)

Furthermore, language programs take place in a great variety of contexts or situations. Accordingly, the analysis of these contexts is necessary and essential to developing a language curriculum since this is the basis for making the right decisions to create a plan or program. For example, Guest (2008) argues that "it is more fruitful (if decidedly more complex) to consider extracurricular activities as settings for development that primarily influence youth by virtue of the social context in which participation takes place" (p.51) Therefore, it is crucial to look at variations across schools in identifying positive, negative, and neutral characteristics in different social contexts that might affect the learning process. It is vital to get as much information about the context to identify different

factors. That is why Maxwell (2010) asserts that "schools are embedded in society," emphasizing that schooling requires an examination of the societal context, a view or understanding of the society from a specific school. In this way, it is identified the perspective of teachers who need to know more about their school context to develop the appropriate course or plan.

### ***Societal factors***

Societal factors refer to the demands of society. This group includes parents, community, authorities, organizations, companies, and private school proprietaries. For instance, cultural and ideological differences within a society can also influence curriculum implementation (Chaudhary, 2015). Similarly, it was identified that society plays an essential role in education because it is necessary to know what society needs and how it contributes. In this case, Li (2008) emphasizes that higher education has to provide a curriculum focused on the dynamic needs of the labor market and equip students with employability skills. That is because the labor market is the main activity of that society and depends on it.

### ***Institutional factors***

Institutional factors refer to the contexts or environments when the language program takes place. Universities, high schools, schools, or institutes are the most common contexts. Hence, Richards (2011) says that institutions are the ones who develop a "favorable or unfavorable" climate for the learning process and a supportive climate with effective leadership (p. 97).

### ***Teachers' Factors***

"Teachers are pivotal in the curriculum implementation process." Teachers also play an essential role in this process because they have to monitor the learning activities and allow students to work with activities that give them opportunities to work in autonomous ways and evaluate the learning process. Additionally, some aspects to consider are the language proficiency, teaching experience, skill and expertise, training and qualifications, morale and motivation, teaching style, beliefs, and principles (Richards, 2011, p.97).

### ***Learners' factors***

Considering students' conditions is essential in the learning process because the language will be transmitted to them. Learners' experiences, needs, and diversity influence massively when selecting and implementing the curriculum. (Chaudhary, 2015). Likewise, Richards (2001) states that "Learners are the key participants in curriculum projects" because they provide the most relevant information to design, plan and evaluate them. Also, the author states that every student lives a different reality, and teachers need to know students' backgrounds, needs, and willingness to look implement an effective curriculum.

Nation and Macalister (2010) present a method to discover learners' needs, which implies an analysis of three aspects: necessities, lacks, and wants. These authors describe necessities as the skills and knowledge that learners must acquire during a language program, lacks as the deficiencies and weaknesses found in the assessment process of students, and finally the wants, which are the needs and expectations to be achieved by the end of a course. All this information must be triangulated to set up a strong foundation to formulate goals and construct a syllabus. When conducting a situation analysis, a course planner must select the best methodology to apply during the application, considering inductive and deductive methods.

The phases of a situational analysis consist of the steps: pre-assessment, assessment, and post-assessment. (Witkin and Altschuld, 1995 as cited Cronjé 2001)

#### Pre-assessment phase

It explores the current information—an in-depth analysis of the social context areas that provide data or an introduction for the next phases.

#### Assessment

In this phase, data, context, scope, and limitations of the situation analysis are determined. All this information is analyzed and synthesized. Priority needs are considered for future actions.

#### Post-assessment

Post-assessment is a phase of the application. All the priorities obtained in the previous stage and solutions are considered for the creations of the plan. In this phase, situational

analysis is evaluated, and then the results are communicated to obtain a written action plan and reports of it.

### **Curriculum evaluation**

Schools prepare individuals for the future, so deficient educational goals, materials, and instruction methods must stop developments in the social-cultural and scientific field (Bharvad, 2010). Therefore, Curriculum evaluation is a compilation of evidence that founds the basis to make decisions about the feasibility, effectiveness, and educational value of a curriculum. During the first evaluation of a curriculum, data about projects or activities being carried out at that time was provided. (Gilbert, 1984)

Numerous people think that the primary way to evaluate a curriculum is through individual achievement assessment. The disadvantage of doing this is that results might be late to do something else both for scholars and for schools. "The self-evaluation by school staff will need to be rigorous and not simply an exercise in public relations. The staff will need to provide evidence on the basis of which others can judge the whole ethos of a school." (Mathews, 2018)

McCormick & James (2018) refers to the idea that "evaluation is an element of professional development." It means that materials, methodologies, and techniques need to be improved. Bharvad (2010) states that curriculum evaluation analyzes the quality or value of some aspects of the whole of a curriculum. The focus or objects of curriculum evaluation could include Curriculum design, Learning environment, Instruction Process, Resources, and Materials used in the instructional process.

Furthermore, Richards (2010) emphasizes that evaluations must focus in other aspects such as Curriculum design, to proof the quality of program planning and organization; Syllabus and program content, to check how acceptable it was; Classroom processes: to have an idea how extent the program will be implemented; materials of instruction, to know the materials used in class and they help the learning process; teachers: to know their perceptions about the program; teacher training: to assess if they have received proper training; students, to know their perceptions and what they learned in the

program; monitoring of pupil progress, to check their progress through the use of formative evaluations; the institution, to know how practical is the administrative support including resources and communication; learning environment: to understand about the degree of a responsive educational environment; staff development, to have an idea about the effectiveness of opportunities given to the staff; and decision making: to offer visions about how well school staff, principals, teachers, and others decisions have helped.

### **Types of assessment for curriculum and students' progress.**

Alshehri (2018) assessment provides formative feedback and helps learners be aware of their weaknesses and strengths. In fact, Richards (2011) states that evaluation has different purposes referring to us formative, illuminative, and summative evaluation.

#### ***Formative evaluation.***

Formative evaluation is carried out during the program's development to identify what is working and what not and the difficulties that need to be overcome. It is also known as formative evaluation. The main goal of this evaluation is to check the ongoing progress and improvement of the program.

#### ***Illuminative evaluation.***

This type of evaluation wants to discover how different aspects of the program are working or being implemented. It focuses its attention on the processes of teaching and learning process without the intention of change.

#### ***Summative evaluation.***

Summative evaluation is the most common evaluation; teachers, students, and administrators are much familiarized with it. The evaluation's primary goal is to conclude the efficiency of a program and its acceptance.

To complement this topic, Alshehri (2018) describes two types of evaluation more, formal and informal assessment.

#### ***Formative assessment***

It can be categorized as informal or formal (Yorke, 2003 and Irons, 2008). Continuous observation of student's progress through daily interactions, questions, and

note-taking are considered informal formative assessments. On the other hand, formal formative assessment usually includes printed tests that are taken in a specific place, time, and purpose. So, formal and informal assessment varies in the purpose of it.

### **Principles of language testing and assessment**

Coombe et al. (2009), and Douglas (2014) exposed eight principles of language testing that well-structured tests.

#### ***Validity***

It measures what is supposed to be measured. Two types of validity exist content and construct validity. Content validity evaluates the content and outcomes, while construct validity refers to the appropriateness of the theory, methodology, and the type of test. Brown and Abeywickrama (2010) express agreement, stating that a valid test "measures exactly what it proposes to measure" (p.30), which means that it does not evaluate irrelevant information, but relies on empirical evidence or performance of students.

#### ***Reliability***

It refers to the constancy of the marks by giving similar grades if the test is conducted again. Factors like test, administration, and affective usually impacts on reliability. Test factors concern aspects like formats, content, and duration of the test. Determining factors include classroom environments such as temperature, lighting, seating, and noise. Additionally, it refers to the difficulty of the test. Finally, affective factors refer to teachers' reactions to the students' requests. Whereas, Brown and Abeywickrama (2010) state that "reliability means that the assessment is consistent and dependable" (p. 19), emphasizing that a student can achieve the same score at a different time no matter when the student is evaluated or who scores it.

#### ***Practicality***

It examines the classroom test needs encouraging to be "teacher-friendly" Also, this principle incorporates aspects like the cost of the test development and maintenance, time for the test development and its length, and resources. Similarly, Brown and Abeywickrama (2010) refer practicality to the evaluation of costs, time needed and usefulness of the

assessment stating that a test meets the characteristics of being practical if it is within the fixed cost, it can be developed within the time stipulated, offers clear instructions, and uses materials available in the context. The score worths according to the type of activities and time demanded the activities.

### ***Washback.***

It implies the effect of testing on teaching and learning. It can be positive or negative. Positive washback is provided through good teaching practice allowing students to see their progress. Additionally, Brown and Abeywickrama (2010) state that washback "refers to the effects the tests have on instruction in terms of how students prepare for the test " (p. 38) So, washback offers benefits for both teachers and students.

### ***Authenticity***

It is observable when real-life activities are used for testing. Furthermore, Bachman and Palmer (as cited in Brown, 2004) assert that authentic tests should have characteristics like natural language, contextualized activities, meaningful and exciting tasks, well organized, and based on real-world examples.

### ***Transparency***

It refers to the clear and precise information used during the test, so students feel engaged in the test without difficulty.

### ***Security***

It is related to validity and reliability. It means that there is a complete and practical work made by the teacher. Activities are focused on learning are designed.

### ***Cultural constraints.***

It can be considered as an issue when collaborative test-taking is implemented because it can be a threat to test security individually, and finally,

### ***Usefulness.***

It refers to the user that the test was established.

### **Evaluation instruments.**

Different instruments or tools have been implemented to evaluate the curriculum.

Richards (2001) proposes the following procedures to evaluate students' progress.

Tests: there is a variety of tests to measure students' progress in the learning process.

Among them, we have institutionally prepared tests, international tests (TOEFL, IELTS, or a Cambridge proficiency, among others.), textbook tests, and student records. These types of tests are usually carried out at the end of the program.

Interviews: these are conducted to teachers and students to get data that provide their perceptions of the course. Structured interviews provide more valuable evidence than unstructured interviews.

Questionnaires: This instrument's purpose is to stimulate teachers, and students' provide comments about different subjects. They are easy to administer and encompasses a significant number of people.

Teachers' written evaluation: These type of evaluations are designed for teachers in order to provide some feedback about different aspects of the course. The data collected might be partial since it is considered only teachers' viewpoint.

Diaries and journals: This is a way to keep a permanent record of experiences and appreciation of a course. In these diaries, teachers register all the experiences during the course, such as difficulties they faced, issues, some critical events, and the distribution of time of the course.

Teachers' records: This information is written and divided by courses. It includes reports of lessons taught, material covered, attendance, students' grades, and time allocation.

Student logs: Students keep a record of the activities carried out during the course. It includes the time devoted to different assignments, homework, and extra activities.

Case study: Case studies provide documented information about the course, including the process of how the lesson plans were developed and the progress of the students throughout the course.

Student evaluations: These evaluations are applied to students in order to receive some feedback about the course. It can be orally or written. The information provided encompasses topics like the teachers' approach, resources used during the course, and the course's significance.

Audio- or video-recording: real-time lessons are recorded to provide actual samples of the teaching practice and lesson formats.

Observations: Other teachers or supervisor does this process. They witness classes and provides neutral information about the class. The instruments used in observations are checklists or rating scales.

### **Previous studies**

Some experts implemented some studies related to this topic, which are briefly described below.

Chohan, Bushra, and Mussaret (2020) carried out the study "Teachers' Perspectives and Challenges in Assessment of Revised Teachers' Training Programs." This study's goal was to research the assessment practices and their influences on instruction, specifically in pre-service teacher education classrooms. The research was carried in two stages. The first stage included activities like the development of interview protocol, procurement of formal approvals from all the concerned university officials, and the second stage involved process like the development of instruments (interviews) applied to a sample of educators in selected institutions. This study's main results showed that higher education wants quality teaching practices focusing on globalized educational standardization, encouraging effective assessment practices, and the appropriate teaching practice.

Bedoya et al. (2015) also carried out a study. The main goal of this study was to investigate professors' needs from an English as a foreign language program in a public university. This research analyzed demands, interests, and lacks based on the methodology of needs analysis. Data was collected through a survey, focus groups, and individual interviews. Results showed that professors need to meet the institutional language policy for contractual and academic reasons.

Additionally, data revealed their desire to learn English to communicate in both academic and non-academic settings. Moreover, the lack of time and ineffective learning strategies were aspects that stop the learning process. Finally, the program's strengths and weaknesses were presented to analyze it for further research and to improve or reconstruct the curriculum.

Another research carried out by Rehman and Farooq (2020) who studied the Social and Political Dynamics of Higher Education in Pakistan through a situational analysis. This study intended to analyze the formal academic training and learning system in higher education in Pakistan. Higher education impacts students in the social and political aspects. Through this study, it was evidenced by the importance of history. Additionally, higher education encourages students to think and question in social circumstances. Through this study, it was found that the government should make higher education accessible to all the country's people.

Ejidike and Oyelana (2015) implemented a study to investigate the factors that influence effective teaching of chemistry in the secondary schools in Buffalo City Metropolitan Municipality, Eastern Cape Province of South Africa. Students and teachers participated in providing their responses, which were carefully examined. The instrument used to collect data was a structured questionnaire. After collecting data, it was analyzed using a chi-square statistical tool. The result showed no significant relationship between students' and teachers' responses to some of the factors considered. However, some suggestions were offered on how the management of the schools, government, and students involved could be improved on the factors highlighted to make the teaching and learning of chemistry more useful and exciting.

Hung and Huang (2019) studied about Standardized proficiency tests in a campus-wide English curriculum: a washback study. A total of 694 students from engineering-, business-, and foreign language-related disciplines at a national university in Taiwan were surveyed, and the results revealed washback effects on such aspects as personal image, learning motivation, emotion, and future job opportunities were especially noticeable.

Additionally, the relationship between washback and proficiency level was found to be statistically significant. However, male and female students did not differ statistically in washback, nor was there a statistically significant difference in washback among different majors. With detailed information and consideration of different aspects of washback, stakeholders, including instructors, school administrators, and language policy makers, can make informed decisions when formulating language-related policies.

Moreover, Khoja (2017) fulfilled a study called "A survey of formal and informal assessment procedures used by speech-language pathologists in Saudi Arabia" in order to explore the types of formal and informal assessment procedures employed in speech-language pathologists' (SLPs) practices and whether they participated in translating or developing any existing assessment tools for language, articulation, fluency, dysarthria and aphasia disorders. So, an online questionnaire survey was conducted to 122 SLPs. The results showed that respondents used both formal and informal procedures to assess their clients. However, there was a significant lack of Arabic-developed assessment tools in Saudi dialect.

Yu and Li (2014) developed a study to examine the effectiveness of group-based self-assessment of exam review concerning improvement in comprehension. Furthermore, students provide their perception of this method. A group of students worked on the revision of an exam through group-based formative assessment activity, while the other students studied the exam without the group-based formative assessment activity. After that, all students retook the exam, and the results showed that students who were exposed to the group-based formative assessment method demonstrated an improvement of over 10% in their test scores, whereas scores for students in the control group (class two) improved by only 2.4%. To sum up, students exposed to the group-based formative assessment method performed meaningfully better than the control class.

Finally, Reynders et al. (2020) implemented a study about the use of rubrics to assess critical thinking and information processing in undergraduate STEM courses. To carry out his study, the researcher received the Institutional Review Board's approval to

collect data from individuals. The purpose of this study was to answer the research questions that were: Does the rubric adequately measure relevant aspects of the skill? How well can the rubrics provide feedback to instructors and students? Can multiple raters use the rubrics to give consistent scores? This study's development included the application of rubrics to assess two skills in STEM undergraduate students' written work. The rubrics were implemented in multiple STEM disciplines, class sizes, course levels, and institution types to ensure they were practical for everyday classroom use. Instructors reported via surveys that the rubrics supported assessment of students' written work in multiple STEM learning environments. Graduate teaching assistants also indicated that they could effectively use the rubrics to assess student work and clarify the instructor's expectations for how they should assess students. Students reported that they understood the rubrics' content and could use the feedback provided by the rubric to change their future performance.

## **Chapter Two**

### **Methodology**

#### **Setting and Participants**

The present study was carried out in a small town called Paute. It is located in the province of Azuay. This study focused on public schools' teachers and students who belong to the second year of the Baccalaureate level, ranging from 16 to 17 years old. These professionals and students belong to the same High school in this town. Teachers and students participated in this research by giving their opinions and perceptions about the reality of their teaching-learning process.

#### **Procedures**

For this study, the researcher used a mixed method. Qualitative and Quantitative research was conducted in the study of teachers' and students' perceptions. This data has been collected through the application of questionnaires and a checklist to know their reactions to students' needs, teachers' situational analysis, principles of language assessment, types of assessments, and tasks for assessing EFL learners and the teaching conditions they experience. Through the use of open-ended questions, teachers and students expressed their opinions and explained in detail some aspects of their reality. In contrast, in the multiple-choice questions, quantitative data was collected to know statistically results about the different variables. This method was chosen in order to get accurate information to write reliable results of this study.

For the application of the need analysis questionnaires, five students were contacted using online resources because of the sanitary emergency our country faces now. All students belong to the same class. Through this questionnaire, students could express the situations they consider English more useful, their possible proficiency level, and the reasons students acquired the selected English level, the time invested in the learning process. Additionally, students expressed the effectiveness of English courses or classes previously taken, the textbooks used to teach English classes, the activities considered helpful to learn English, and the importance of learning English for their lives. Additionally,

some questions asked about the real situation students were living at that time because of the sanitary emergency COVID 19, considering some aspects of methodology and resources.

Similarly, three teachers answered the situational analysis questionnaire and the teaching conditions checklist. They were asked to complete the instruments via email and WhatsApp tool. In this instrument, societal, institutional, teachers, and learner factors were analyzed. After getting the results, they were tabulated and presented in tables. Additionally, some qualitative data was shown in a narrative form. These results guided the investigator to determine teachers' real perceptions of the context that affects the EFL classrooms' curriculum.

Regarding the instrument principles of language assessment, five teachers were asked to fill in the checklist. This instrument's purpose was to identify what teachers know about the principles and how much they applied them. The five principles are practicality, reliability, validity, authenticity, and washback. Likewise, types of assessments and task for assessing EFL learners checklist was applied to 5 teachers in order to identify if they are familiarized with the formal and informal and formative and summative assessment as well as the different tasks or activities used to assess listening, reading, writing, and speaking skills.

Finally, the Teaching conditions checklist was applied to three teachers to identify the effectiveness and support of the teaching Staff, Program Management, and Resources used to work in that institution.

## Chapter three

### Results and discussion

#### Description, analysis, and interpretation of results

This section describes the results from the EFL curriculum in a public institution considering obtained through the different instruments described, analyzed, and interpreted.

The analysis includes the following elements of the curriculum.

#### Needs Analysis

In the EFL curriculum context, needs analysis is essential in the learning process because students need to be involved in this process since teachers must know students' goals, language attitudes, and expectations from the course or program designed to be successful in creating the curriculum.

Richards (2001) states that needs are often described in terms of language needs, which are the language skills needed to survive in a dominant English society. Furthermore, experts claim that if we do not apply a needs analysis to know better our students before starting a course, it may be too challenging to develop an accurate curriculum (Kaur, 2007).

The present analysis will identify the primary needs students have.

**Tabla 1**

*Situations where students consider English more useful*

Situations	Very Useful %	Useful %	Somewhat Useful %	Not Useful %
Communicate with people who speak English	60%	40%	0%	0%
Learn about new cultures and make your own known	80 %	20%	0%	0%
Travel	40%	60%	0%	0%
Read written information in English	20%	40%	40%	0%
Listen to English audios and movies	60%	40%	0%	0%
Study abroad	100%	0%	0%	0%

To access better job opportunities	40%	60%	0%	0%
Buying items online	0%	60%	0%	40%
For academic training	60%	0%	40%	0%
For personal growth	60%	40%	0%	0%

*Note:* This table presents public students' perceptions about the importance of English in different situations.

Concerning situations where students consider English more useful, the results in table 1 clearly evidence that the majority of students believed that English is more useful to learn about new cultures and make their own and study abroad. Additionally, it is essential nowadays, mainly because 60% and 40% considered English very useful and useful for communicating with foreign people, listening to English audios and movies, and personal growth. Furthermore, 40% are considered very useful and 60% useful for traveling purposes and to better job opportunities. However, only 20% considered English useful, 40% useful, and 40 somewhat useful to read written information in English. That is, nowadays, thanks to technology, students can find different tools to do this process. For Academic training, only 60% of students believed English is very useful and 40% somewhat useful. Lastly, buying items online was not a problem if students did not speak English because 60% thought they need English, but 40% said it is not useful at all. Experts say that "Knowing the language can help us to express our opinions, hopes, and even our dreams" (Tavil, 2009) So, English becomes necessary at any time.

**Tabla 2**

*English proficiency level*

A1	0%
A2	0%
B1	33.3%
B2	66.6%
C1	0%
C2	0%

Identifying the proficiency level is not an easy process; people usually need to take a test to have an accurate result; however, this time, students expressed their perception and self-analysis of what they can do to express a tentative language level. The vast majority (80%) of students expressed that they have an elemental A2 level. According to the official CEFR guidelines, someone at A2 level “can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment); can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters and can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need” (First, 2020). However, only 20% of them claimed that they possess a B1 proficiency level.

**Table 3**

*Reasons students consider the selected English level*

Reasons	
I took classes at school	20%
I took classes in high school	60%
I studied with a private tutor	0%
I took an exchange course in an English speaking country	0%
I took English courses	20%
I lived in an English speaking country	0%
I am a native English speaker	0%

Nowadays, people have many opportunities to learn English either in formal or informal situations. Table 2 shows that 60% of students considered that they have the selected proficiency level because of the classes they have taken during their lives, and 20% have also taken some courses to improve their skills. The main concern in this question was that students were unwilling to improve their English skills on their own, for example, taking extra classes or looking for native speakers to practice with them.

**Tabla 4***Time per week investing in the learning English*

Number of hours	
Less than 5 hours	100%
From 5 to 9 hours	0%
10 and up	0%

Since there was not much effort to look for opportunities to improve their English Language skills, neither students demanded too much time investing in learning the language. Concerning the time invested in learning English, the results of table 3 indicate that the total number of students claimed that they spend less than 5 hours per week to practice it. Consequently, it is necessary to enhance students to spend more time autonomously practicing English.

**Tabla 5***Effectiveness of English courses or classes previously taken*

Criteria	Percentage
Very useful	40%
Useful	40%
Somewhat useful	0%
Not useful	20%

In regards to the classes students have taken, they believed the class's efficiency was highly considered because 40% accepted they were beneficial and 40% useful. These classes have been helpful and practical for them because they have more knowledge and can express themselves better when they are in classes. Also, students learned more things than they did not know to communicate with people who speak English. Additionally, these

classes helped students to improve their skills. For example, now they can listen to English music and understand the lyrics a bit.

**Tabla 6**

*Textbooks used to teach English classes*

BOOK NAME	Very Useful	Useful	Somewhat useful	Not useful	¿Why?
Módulo de Ingles, Ministerio de Educación	60%	40%	0%	0%	The text guides us to learn better It helps us, also the teacher uses other resources The book is easy to understand

Concerning the resources used in the English classes, since this is a public institution, students worked with the Ministry of Education's material. So, they worked with Modules that were designed by units. The appreciation of this material was highly acceptable, 60% of students thought it was advantageous and 40% useful. This module included different types of activities related to their needs and also provided accurate and authentic activities to practice the language.

**Tabla 7**

*Activities considered helpful to learn English*

Activities	%
Entertaining academic games	100
Listen to English music	100

Attend conversation clubs	0
Use social networks to exchange information	100
Make friends from English-speaking countries	0
Dramatizations/Role Plays	60
Recording Videos	80
Conferences and forums	60
Attend book clubs	60

Students usually prefer dynamic activities because they need to be involved in the activities. In this case, the most attractive activities carried out in classes that students considered very helpful were entertaining educational games, listening to English music, using social networks to exchange information, and recording videos. Additionally, 60 percent of students also believed that dramatizations/roleplays, conferences, forums, and attending book clubs are also helpful for their learning process. Nevertheless, any student considered attending conversation clubs and making friends from English-speaking countries improve their skills. The last result might be because students did not have the opportunity to be involved in any of these situations.

Complementary, it was necessary to analyze why students qualify these activities useful for them. So, listening to music was considered useful because they could identify some words and learn more expressions to use them in real-life situations. Also, using dynamic activities such as educational games, using social networks, and attending or being part of an open house helped students learn the language more efficiently and accurately. Finally, students stated that their teacher level and the methodology used in their English classes encouraged them to learn the language effectively.

**Tabla 8**

*Importance of learning English*

N.	Reasons	%
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1.	It is a universal language that allows you to communicate worldwide.	80
2.	It expands your opportunities to develop intellectually and professionally.	60
3.	You will be able to learn new content and information on topics of your interest.	40

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The importance of English can be identified by students analyzing the different contexts of their utility. In table 7, 80% of students expressed that English is essential because it is the universal language that allows them to communicate worldwide. About 60% believed that English expands their opportunities to develop intellectually and professionally, and 40% said that through the use of English, they could learn new content and information on different topics of their interest.

To finish this analysis, some questions about the real situation students were living in nowadays because of the sanitary emergency were asked. It was necessary to know their perception of online classes they are having due to COVID 19. Most students did not accept this methodology the most suitable because they felt the absence of face to face classes. There was not a direct connection between teachers and students. Also, they expressed that not all students had the same opportunities of access to technology.

Additionally, the high levels of pressure and stress caused by this situation and the excessive amount of homework concern students. However, students were taking advantage of this situation in a certain way because they were using activities of their preference to practice the language. Even though students were not so happy with these situations, they saw the positive aspects of it. All students believed that the technological tools they were using were the correct ones because they had access to continuing their studies and asked teachers some concerns or questions and developed technological skills.

### **Situational Analysis**

Situation Analysis, known as environmental analysis, is defined by Nation and Macaliste (2010) as the responses of what to include in the course, how to teach, and how to assess it. These responses are crucial and provide a positive effect on making decisions to achieve the goals. Richards states that "Situation analysis is an analysis of factors in the context of a planned or present curriculum project that is made" (p. 91). This analysis usually considers political, social, economic, or institutional aspects that complement the needs analysis (2011). The next situational analysis studies the different factors involved in the learning process; however, in this case, the analysis is focused on social, and so on.

### ***Societal Factors***

It is crucial to identify the importance of English in the community. All teachers agreed that this language is fundamental in our society, especially for communicational purposes. English is spoken in many countries around the world; then, it is a globalized language. That is the case of this town where many native speakers live in. So, students felt the need to communicate with them to make friends or to provide help to them.

**Table 9**

*Does English Language Teaching need to be improved?*

Strongly agree	100%
Agree	0%
Disagree	0%
Totally disagree	0%

About the question, if the English Language Teaching needs to be improved, it was identified that 100% of students strongly agreed that there is a need to advance in English language teaching in this high school. Additionally, teachers have changed their methodology and resources to improve students' learning process and achieve their goals. That is because most teachers of this institution have in mind that a teacher is continually learning and updated.

In the aspect of technology, 100% of teachers believed that they frequently use this tool to support students' learning. Technology supports the learning process in different

ways. For example, "multimedia technology offers a sense of reality and functions very well, which greatly cultivates students' interest and motivation in the study and their involvement in class activities" (Shyamlee & Phil, 2012, p. 151) Furthermore, technology can provide activities for discussions, subject discussion, and debates that offer students more opportunities for communication among students and between teachers and students. So "multimedia technology teaching has uniquely inspired students' positive thinking and communication skills in social practice" (Shyamlee & Phil, 2012, p. 151) However, parents' support was an issue in this institution because of the support of parents to students was not much adequate. Parents were not involved in the learning process of students, and neither motivated them to improve their performance.

**Tabla 10**

*How the teaching- learning process has changed in recent years*

Yes	100%
No	0%
<b>Reasons</b>	
Methodology	66.6%
Technology	33.3%

Additionally, in table 8 about how the teaching-learning process has changed in recent years, it was seen that all teachers believed that the teaching-learning process has changed in recent years, specifically, in the aspects of methodology and the use of technology as a resource of Education. Concerning methodology, teaching practice nowadays is focused on student-centered methods, so students are the protagonist of the learning process compared to the past that the methodology used was mainly focused on the teacher's work.

### ***Institutional Factors***

The institutional factor also plays an important role in the teaching-learning process because it evaluates the support evidenced by administrative work through teachers and students. Results about institutional factors are shown below.

**Tabla 11**

*Administrative support in the school for teachers work.*

Excellent	33.3 %
Very good	0%
Good	66.6%
Poor	0%

According to the administrative support for teachers' work, it was evidenced that 33.3% of teachers value this support as excellent, and 66.6% think that it is good. Teachers needed to be supported by their authorities in the aspects of providing opportunities to improve their work like resources, permissions for activities, motivation, and others. "A positive administrative attitude and active administrative support for collaborative instruction will encourage staff members to work together to build a better environment for teaching and learning." (Lehr, p. 106, 1999)

**Tabla 12**

*Technological resources to teach your classes*

Strongly agree	0%
Somewhat agree	0%
Agree	100%
Disagree	0%
Strongly disagree	0%

*Note: Adequate technological resources (for example, projectors, computers, music player, TV, etc.)*

Regarding the technological resources, table 10 shows that all teachers agreed that they consider the high school has adequate technological resources to use in their classes.

The resources are projectors, computers, and music players, TV, among others. Experts mentioned that the use of ICT in the classroom is essential for students to provide them the opportunity to work in the era of information (Bingimlas, 2009).

**Tabla 13**

*Rate for textbooks and instructional materials issued by the Ministry of Education*

Excellent	0%
Good	66.6%
Not so good	33.3%
Poor	0%

The results show that 66.6% of teachers valued this material as useful material, while 33.3% of them believed it is not so accurate about the textbooks and instructional materials issued by the Ministry of Education for public institutions.

Additionally, all teachers agreed that the National Curriculum had been adapted to the high school's context. This adaption has considered students' and teachers' backgrounds. Furthermore, it is known that nowadays all institutions are looking for quality in education. So, 100% of teachers claimed that their teaching practices are contributing to this excellence. The achievement of quality standards was their goal. That is why 66.6% of teachers are doing their best in their classes and using an appropriate methodology to accomplish all the planned goals.

### ***Teacher Factors***

The teacher's role is significant in the implementation of a curriculum since they are the engine that moves students through the learning process. Teachers' preparation is also necessary for accurate teaching practice. Additionally, aspects like the proficiency level, experience of the teacher, strengths, preparation, love for work and teaching style are essential to promote a teaching process of quality (Richards, 2001). Teachers' training is crucial for accurate teaching practice. This preparation involves many aspects, not only

acquiring the language but also being able to teach it. The following data has been collected.

**Tabla 14**

*Educational degree*

High School diploma	0%
Bachelors' degree	100%
Masters' degree	0%
Doctoral degree	0%

With this previous background, it is essential to mention that all teachers were very well prepared for this process because 100% of teachers have at least a bachelor's degree. However, it does not mean that teachers must stop there, but they must continue looking for opportunities to be more prepared in the teaching experience. It would be ideal that all these teachers would get the masters' degree in the future.

**Tabla 15**

*English proficiency level*

A1	0%
A2	0%
B1	33.3%
B2	66.6%
C1	0%
C2	0%

Additionally, the proficiency level of teachers is also essential to consider nowadays. The more prepared teachers are, the better results we can have. Table 13 surprisingly showed that 66.6% had the B2 proficiency level; however, 33.3% did not possess this requirement.

**Tabla 16***How long have you been teaching?*

a. 0-5 years	33.3%
b. 5-10 years	0%
c. 10-20 years	66.6%
d. 20 years and more	0%

Even though not all teachers have the B2 level, their experience was a strength to teach the language. In the table 14 which identified the experience as English teachers, 66.6% of teachers have been working between 10 to 20 years as teachers and 33.3% of them are starting their experience in this field which does not mean that their teaching practice is not effective.

**Tabla 17***How often teachers have teaching training opportunities at work*

a. Always	0%
b. Often	33.3%
c. Sometimes	66.6%
d. Never	0%

On the other hand, the teaching training opportunities implemented at their work have not been very accurate. Results of table 17 showed that only 33.3% of teachers claimed that they often receive these opportunities; nevertheless, 66.6% informed that they sometimes have this opportunity of training in order to improve their performance in different aspects such as their proficiency level, methodology, evaluation process, among others.

**Tabla 18***Teaching principles and methodology*

Different methodology	33.3%
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Communicative approach	33.3%
No answer	33.3%

Lastly, the teachers were very sure about their teaching principles and methodology. About 33.3% of them claimed that they use a different methodology. This methodology refers to the use of new strategies focused on the diversity of students and contexts. Similarly, 33.3% of teachers believed that they are focusing on the communicative approach, which is based on the curriculum implemented by the Ministry of Education in 2016.

### ***Learner Factors***

Considering students' conditions is essential in the learning process because the language will be transmitted to them. Learners' experiences, needs, and diversity influence massively when selecting and implementing the curriculum. (Chaudhary, 2015). Richards states that "Learners are the key participants in curriculum projects" because they provide the most relevant information to design, plan and evaluate them (2001). Every student lives a different reality, and teachers need to know students' backgrounds, needs, and willingness to look implement an effective curriculum.

**Tabla 19**

*English knowledge before joining classes*

a. Always	0
b. Sometimes	33.3
c. Never	66.6

Based on this theory, the analysis of students' factors has considered most of these aspects to identify their reality. First of all, it is important to identify students' backgrounds, so table 19 identified if teachers have had students who had some English knowledge before joining classes. Results showed that only 33.3% of teachers expressed that they sometimes have had students with previous knowledge of English before starting classes with them,

and 66.6% of them claimed that they never faced this type of student, so they have been working with beginners.

**Tabla 20**

*Multiple intelligences students are appreciated during class*

a. Totally agree	100
b. Agree	0
c. Disagree	0
d. Totally disagree	0
<b><u>Explain:</u></b> Every student learns in a different way	100

Diversity was present in all classes. In this case, 100% of teachers agreed that multiple intelligences students are valued in their classes. So, teachers use a great variety of strategies, activities, and skills to cover all students' needs because they think that every student learns differently.

**Tabla 21**

*Strategies that inspire interaction, participation and collaboration among students*

a. Always	100%
b. Often	0%
c. Sometimes	0%
d. Never	0%

Additionally, table 19 shows that the total number of teachers agreed that they always use strategies that promote interaction, participation, and collaboration among students. These activities allow teachers to see students' interaction and the cooperative learning showed by students during the activities.

**Tabla 22***Expectations that teachers have from students in each new academic year*

My students learn what I teach	33.3%
No answer	33.3%
Students can apply what they have learned	33.3%

Finally, it was essential to identify the different expectations teachers have from their students. Among the main hopes, it was found that about 33.3% of teachers want their students to learn effectively all the content taught and the same percentage desires that their students apply that knowledge in different situations of their lives.

### **Conditions that support an English Teaching Program**

Having an effective teaching process is the result of experiencing a pleasant environment and context during this practice. The importance of creating favorable teaching conditions involves the effectiveness of different aspects and the facilities provided for the teaching process, such as institutional support, preparation of staff, and effective program management.

**Tabla 23***Institutional factors*

<b>Conditions</b>	25%	50%	75%	100%
<b>Institution</b>				
<b>Physical facilities</b>				
Premises are clean and safe.	0	0	100	0
Classrooms and offices are not overcrowded.	0	0	100	0
Ventilation, heating, cooling and lighting are adequate.	0	33.3	66.6	0
Precautions in case of fire are adequate.	0	0	66.6	33.3
<b>Management and Administration</b>				

An appropriate, well- trained and experienced coordinator and team who oversee the English Department	0	0	33.3	66.6
Salaries and benefits are according to the teachers' credentials and experience	0	0	33	66.6
The institution polices are written in a handbook and well promoted in the institution	0	0	66.6	33.3

Institutional support refers to physical facilities, management, and administration conditions. It is noticeable that locations need to be improved because 100% of teachers mention that 75% of premises are clean and safe. That might be possible because nowadays, the responsibilities of institutional staff hired for this activity has other tasks to do, and it is not mandatory to clean classrooms, for example. However, the number of students per class was highly accepted by teachers since 100% of teachers revealed that 75% of classrooms and offices were not overcrowded. The average number of students per classroom varies from 30 to 40 students, and teachers feel comfortable with this number. Ventilation, heating, cooling, and lighting are not satisfactory in this high school since 66.6 of teachers claim that 75% of these tools work efficiently, while 33.3% of teachers say that 50% of these facilities are adequate. On the other hand, teachers believe that the institution provides adequate precaution facilities because 66.6% of teachers mention that 75% of these instruments are reliable, and 33% of professionals think that these facilities are correctly set up and available for all the institutions.

Concerning management and administration conditions, teachers felt most comfortable. That is because 66.6% of teachers claimed that the person designed as the Area Coordinator is a well-trained and experienced professional. Only 33.3% feel that this person is 75% prepared. Likewise, 66.6% of teachers said that their salaries and benefits compensate for their preparation as teachers as well as their labor and experience, while 33% of teachers thought it must be restructured.

The institution policies are usually written in the institutional document called PEI (Proyecto Educativo Institucional). This document is available for all the Institution community (authorities, teachers, students, and parents). In this high school, 33.3% agreed that policies are written in a handbook and well promoted in the institution, but 66.6% believed that 75% of these policies are recorded in this document.

**Tabla 24**

*Teaching Staff*

<b>Conditions</b>	25%	50%	75%	100%
<b>Teaching Staff</b>				
<b>The institution:</b>				
Has qualified teachers with a bachelor's degree, master's degree, doctorate and certifications B2, C1, C2.	0	0	33.3	66.6
Contracts are well stipulated, considering all teachers' rights and duties.	0	0	66.6	33.3
Provides a convenient schedule where teachers have time to develop their teaching plans, grading activities, and administrative processes	33.3	0	66	0
<b>Support Staff</b>				
Native speakers' clubs are part of the teaching program (meetings, fieldtrips, projects and academic activities)	100	0	0	0
Counts with native-speakers volunteers to assist learners with tasks.	66.6	33.3	0	0
<b>Staff Development</b>				
<b>The institution:</b>				
Provides training courses to improve teachers' classes	33.3	66.6	0	0
Coordinator is always willing to assist with the teachers' good performance in class	0	33.3	0	66.6

Provides the best technology tools and materials to guarantee the teaching-learning process	0	66.6	33.3	0
Seeks for teacher's welfare, providing spaces to relax (social meetings, holidays, school programs)	33.3	66.6	0	0

The institution counted with 29 professionals, and most of them were very well prepared and willing to do their best at work. Teachers from the English Language Program is not an exception. The majority of teachers claimed that the institution had qualified teachers with a bachelor's and master's degree and certification B2, C1, and C2, whereas 33.3% perceive that they need more preparation stating that they are 75% competent this type of work.

Moreover, public Institutions work under the supervision of districts of Education which are in charge of hiring the personal for schools. So, 66.6% of teachers believed that contracts are 75% well stipulated, considering all teachers' rights and duties, and the rest of professionals state that all this information is included and adequate. Surprisingly, in the aspect of schedules, teachers are not comfortable with them because 33.3% of teachers said that this schedule is not convenient for teachers because they do not have time to develop their teaching plans, grading activities, and administrative processes while the rest of teachers think that it is 75% suitable for them.

Furthermore, Ecuadorian Public Schools do not receive too much external support like foreign people or internship programs. That is the case of this high school that all teachers state they do not have any Native speakers' clubs as part of the teaching program (meetings, field trips, projects, and academic activities) and 66.6% of teachers also concluded that they did not count with native-speakers volunteers to assist learners with tasks. Only 33.3% of teachers claimed that sometimes they were provided with these facilities.

Referencing the staff development that the institution provides to the staff, most teachers thought that is not a strength of the high school. For example, 66.6% of teachers

stated that they sometimes received some training courses to improve teachers' classes, and 33.3% said that they did not receive any preparation. About the support from the coordinator to teachers was evidence that the coordinator mostly provided help, but 33.3% of teachers claimed that they do not receive any support.

Technological resources are useful tools for the learning process; however, results of program management shows that 66.6% of teachers believed that the institution did not provide the best technology tools and materials to guarantee the teaching-learning process. That is basically because the institution does not work with funds of the Ministry, so, authorities need to manage with the respective district or with external support in order to have access to better technological supplies because of the demands of nowadays society and a 33.3% of teachers are kind of happy with the tools they work. Additionally, teachers believed they do not have spaces to relax. Most of them stated that they are not provided with spaces for teacher's welfare. The institution must provide teachers a short time to interact with them with activities that are not related to work. In this way, teachers can stress out and be ready for new challenges in Education.

### **Tabla 25**

#### *Program Management*

CURRICULUM				
The institution:				
Plan includes International teaching standards, national curriculum and students' needs environmental analysis.	0%	33.3%	0%	66.6%
Plan wants to achieve goals, objectives and learning outcomes established in the national curriculum using modern and updated methodology and resources,	0%	0%	33.3%	66.6%
Utilizes informal assessment process e.g. projects, class presentations, debates, role-plays to evaluate students' progress	0%	0%	33.3%	66.6%

Is constantly evaluating the effectiveness of the teaching program	0%	33.3%	0%	66.6%
Makes some changes when the program is not producing the desired outcomes	0%	0%	33%	66.6%

The Ecuadorian English Language curriculum is a plan organized by levels according to the CEFR: Pre-Basic Users, PRE A1; Basic Users, A1 and A2; and Independent Users, B1. The majority of teachers believed that the institution plan incorporates International teaching standards, the national curriculum, and students' needs environmental analysis. This is a positive aspect because in this way teachers are preparing students for the real world. However, 33.3% of teachers thought that it included 50% of these aspects. The main issue is that teachers usually do not consider students' needs environmental analysis.

Additionally, 66.6 % of teachers claimed that the institution plan wants to achieve goals, objectives, and learning outcomes established in the national curriculum using a modern and updated methodology and resources. Meanwhile, 33.3% of them think that these goals are 50% planned to achieve.

Teachers are assessing all the time either using formative or summative evaluation. Most teachers are using informal assessment processes like projects, class presentations, debates, and role-plays to evaluate students' progress while a minor percentage uses this type of evaluation for about 75% of the time. Additionally, 66.6% of teachers were also continually evaluating the curriculum and looking for strengths and weaknesses trying to improve their teaching practices; however, 33.3% did not do that, so they keep going with the same curriculum the whole process without checking if it needs to be improved in a specific aspect.

## **Tabla 26**

### *Resources*

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The institution:

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Provides the textbook established by the government which is adapted and contextualized for effective teaching and learning.	0%	33.3%	66.6%	0%
Provides you with technological resources to use in your classes (computer, projector, internet, music player, speakers, etc.)	0%	33.3%	66.6%	0%
Provides teachers didactic materials to implement in the classroom.	66.6%	33.3%	0%	0%
Uses authentic materials such as newspapers, magazines, songs, brochures, menus, advertisements, tickets, forms, job applications, menus, voice mail messages, radio programs, and videos to complement the teaching process	0%	0%	66.6%	33.3%
Works with created materials such as flashcards, crosswords, word search, picture stories, role-play cards, and games.	0%	0%	33.3%	66.6%

Finally, resources also must be available in all institutions in order to facilitate the teaching process. In this case, according to the results of table 26, which is about resources, the institution does not provide the textbook established by the government teachers and students because 66.6% of teachers claimed that they received it while 33.3% mentioned that they sometimes are provided with this material. As a public high school teacher, I can confirm that the government has provided this material in the Ministry of Education Platform which is in a digital way and teacher can have access to it; however, students have not received them in a physical way which creates some difficulties in the teaching process. It has created some issues because teachers have noticed that students are not prepared to work digitally because of the lack of technological knowledge and the limitation of the technology. It is not available for all the students. Additionally, this material is not

contextualized to students' reality. As a result, we can notice that teachers are not provided 100% with technological resources to use in class.

Most teachers state that the institution also does not provide teachers didactic materials to implement in the classroom. Teachers have to work themselves creating these materials. Only 33.3% of teachers said that they received part of these materials. Fortunately, teachers are on the right path of trying to use more authentic materials in their classrooms. About 66.6% of teachers used 75% of authentic materials which are real, for example, newspapers, magazines, songs, brochures, menus, advertisements, tickets, forms, job applications, menus, voice mail messages, radio programs, and videos. These materials help teachers to complement the teaching process. Similarly, teachers also use created materials, which is not wrong because, through the use of them, teachers provide students interactive activities to practice the language. Among the create materials, we have the flashcards, crosswords, word search, picture stories, roleplay cards, and games.

### **Principles, types of assessment and task used for evaluation**

It was noticeable that teachers knew about types of assessments and tasks for evaluation in a general way because they have received some training during their preparation as professionals. Also, some of them felt necessary to have a deeper understanding of this topic to assess learners effectively. For instance, they attended courses, workshops, and training programs about "Art of Everyday Assessment of English Language Learners," "How to assess teaching/learning process," etc. However, even though they have received some training, they felt that sometimes it was difficult to apply all their knowledge to practice because of the diversity of students. For example, nowadays, we have many students with learning difficulties, which makes it difficult to assess them in the same way.

Additionally, teachers had some fantastic ideas about the tasks they use to improve students' learning. Among the main activities we had, multiple-choice tasks, gap filling, close, dictation, read aloud plus, picture-cued, matching, games, roleplays, and so on, and

to identify what teachers know about the principles, a checklist was applied whose results are shown in the next table.

### ***Principles of Language Assessment***

**Tabla 27**

*Practicality Principle of language assessment*

N.	Principles	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
	<b>Practicality</b>					
1	Administrative issues are all carefully considered before the test.	20%	60%	0%	20%	0%
2.	Students complete the test reasonably within the set time frame.	0%	100%	0%	0%	0%
3.	All the printed materials are accounted for.	40%	60%	0%	0%	0%
4.	All the equipment is pre-tested.	0%	60%	20%	20%	0%
5.	The cost of the test or assessments procedures is within budgetary limits.	40%	60%	0%	0%	0%
6.	The scoring system is feasible in your time frame.	40%	40%	0%	20%	0%

Regarding the principles of Language Assessment, most participants agreed that their assessments are practical. Regarding to administrative issues, 60% of students believed that tests are carefully analyzed before the application of it, 100% of participants considered that the length time assigned for the development of it is appropriate, and 60% of

them though that resources are available and verified if they are in good conditions. Finally, 60% of participants believed that costs of tests are reachable for all students and 40% of them agreed and 40% strongly agreed the score is appropriate in relation to the time demanded for it. To sum up participants assert that it is essential to overcome any problem before the test, assign appropriate time for the completion of the evaluation, equipment is pretested to guarantee practicality in the assessment process. In this way, teachers and students would not be distracted or demotivated during the assessment tasks or activities.

**Tabla 28**

*Reliability Principle of language assessment*

N. Principles	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
<b>Reliability</b>					
1. Students have a cleanly photocopied test sheet.	20%	80%	0%	0%	0%
2. Sound amplification is clearly audible to everyone in the room.	0%	80%	20%	0%	0%
3. Lighting, temperature, noise, and other classroom conditions are equal and optimal for all students.	0%	0%	0%	80%	20%
4. Uniform rubrics are established for scoring and evaluation.	20%	80%	0%	0%	0%
5. Tasks are unambiguous for students.	40%	20%	0%	40%	0%

According to the data collected, about 80% of teachers strongly agreed and agreed that their tests are reliable. Most teachers agreed that it is vital to have a well presented photocopied test sheet, appropriate sound amplification, and uniform rubrics. In this way,

teachers promote an excellent reputation as professionals. The better-prepared teachers are, the better impact they have on education. However, a hundred percent perceived that lighting, temperature, noise, and other classroom conditions are not equal and optimal for all students in English classrooms. Although these are aspects that teachers sometimes cannot control, it is advisable to manage or look for external support to provide students a better environment. Also, they disagreed that performing consistently well tasks can become unambiguous for students.

**Tabla 29**

*Validity Principle of language assessment*

N. Principle	Strongly Agree	Disagree	Undecided	Disagree	Strongly Disagree
<b>Validity</b>					
1 Unit objectives are clearly identified.	0%	100%	0%	0%	0%
2. The test includes tasks that have been performed as part of the course procedures.	20%	80%	0%	0%	0%
3. The test includes tasks that represent all or most of the objectives for the unit	0%	100%	0%	0%	0%
4. The test can be seen as a learning experience.	0%	80%	0%	20%	0%

The next principle is validity, which is “perceived when the assessment method is consistent with the material and curriculum being taught and if the results of the assessment are accurate” (Brown, 2002; Gür, 2013). A hundred percent of teachers agreed that they must have a clear idea of what they are teaching, so unit objectives must be identified, students must be familiar with the tasks used to evaluate which have to be aligned with the objectives. Eighty percent of teachers see assessment as a learning experience, which is a

good point because they focus on the real purpose of assessment.

**Tabla 30**

*Authenticity Principle of language assessment*

N. Principle	Strongly agree	Agree	Undecided	Disagree	Strongly Disagree
<b>Authenticity</b>					
1. The test includes language that is as natural as possible.	20%	60%	20%	0%	0%
2. The test includes tasks that are as contextualized as possible rather than isolated.	20%	80%	0%	0%	0%
3. Tasks represent, or closely approximate, real-world tasks.	20%	80%	0%	0%	0%

The next principle is Authenticity. Tosuncuoglu (2018) identifies this principle as performing an assignment in a real-life situation. Results showed that about 60% agreed, and 20% strongly agreed that they include as much natural language as possible. That is the use of basic vocabulary and expressions used in daily situations. Additionally, 80% agreed that the activities have to be contextualized using meaningful, relevant, real-life themes or tasks. In this way, students worked with topics familiar to them, which is a strategy to motivate students and enhance participation in class.

**Tabla 31**

*Washback Principle of language assessment*

N. Principle	Strongly agree	Agree	Undecided	Disagree	Strongly Disagree
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 Washback
 

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

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The last principle analyzed was washback, which also plays an important role during the assessment because teachers can provide a positive or negative washback. Through these principles, teachers can reflect on how tests influence both teaching and learning. Additionally, washback gives students feedback to evaluate how students are acquiring the language. "Washback provides conditions for peak performance by the student" (Brown & Abeywickrama, 2010). About 60% of participants agreed that tests provides feedback that reflect on the objectives planned for that unit. So, students are able to identify if those objectives were achieved or not. Additionally, 80% of participants agreed and 20 strongly agreed that they the feedback provided for students include comments that encourages learners to improve their performance on the activity. This is a motivation for students to do their best in future participations, allowing them to get better results after analyzing what aspects they have to improve. Finally, 60 % agreed that they provide students time and opportunities to discuss the results of their tests. However, 20% of them are undecided which indicates that these teachers only grade tests and return them to students without any reflection or clarification.

***Types of assessments and tasks for assessing EFL learners.***

**Tabla 32***Types of assessments and tasks*

N. Types of assessments and tasks	Strongly agree	Agree	Undecided	Disagree	Strongly Disagree
1. 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%	0%
2. Informal and Formative assessments such as observations, comment on responses, and questioning are used to evaluate learner's own performance and progress individually.	40%	60%	0%	0%	0%

Results about the types of assessment, the table showed that most of the teachers agreed on the idea that formal and summative assessments are useful tools to measure student's progress and that Informal and Formative assessments such as observations, comments on responses, and questioning are used to evaluate learner's performance and progress individually.

**Tabla 33***Tasks for assessing listening*

N. Types of assessments and tasks	Strongly agree	Agree	Undecided	Disagree	Strongly Disagree
Tasks for assessing listening					
1. Multiple-choice tasks help learners improve listening comprehension.	20%	60%	20%	0%	0%

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2.	Open-ended responses to a question challenge learners to pay more attention to the listening passage.	20%	60%	0%	20%	0%
3.	Listening cloze tasks help learners to better understand the listening passage.	20%	60%	20%	0%	0%
4.	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.	60%	20%	20%	0%	0%
5.	Sentence repetition tasks encourage learners to comprehend the listening text.	20%	20%	0%	60%	0%
6.	Dictation helps learners memorize words and improve vocabulary knowledge and spelling.	20%	80%	0%	0%	0%

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The next part of this analysis is about the different tasks teachers used to evaluate different skills. To evaluate listening skills, 80% of teachers agreed that dictation helps learners memorize words and improve their vocabulary knowledge and spelling. Additionally, 60% of teachers agreed that multiple-choice tasks, open-ended responses, listening cloze, information transfer tasks, and sentences repetition are beneficial to evaluate this skill because it allows the student to improve their comprehension in different ways as well as the acquisition of vocabulary through the use of these activities. However, it is evidenced that 60% of teachers disagreed with the idea that sentence repetitions tasks encourage learners to comprehend the listening texts. Teachers might perceive that repetition is not the best way to encourage learners to comprehend texts because students might face different situations in a different context, so when students face other realities, they may find some difficulties if they are not familiar with them.

**Tabla 34***Task for assessing speaking*

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

Similar results were seen in the speaking tasks. About 80% of teachers agreed that roleplays help learners be creative and encourage their participation in the classroom. That is because roleplays involve students in the learning process interactively and naturally.

Additionally, 60% of teachers realized that reading-aloud, picture-cues tasks, giving instruction and directions, paraphrasing, interviews, discussions, and games enhance the improvement of this skill in an effective way because they can reduce high affective filter, motivate the student to be involved in the task and participate actively most of the time. Finally, 60% of teachers strongly agreed that paraphrasing and interviews are very helpful for learners to improve their communicational skills.

**Tabla 35**

*Task for assessing reading*

N.	Types of assessments and tasks	Strongly agree	agree	Undecided	Disagree	Strongly Disagree
Tasks for assessing Reading						
1	Multiple-choice tasks help learners to improve reading comprehension.	20%	60%	20%	0%	0%
2.	Matching tasks help learners to understand specific information in the reading passage.	60%	20%	20%	0%	0%
3.	Editing tasks help learners develop reading and comprehension strategies.	20%	80%	0%	0%	0%
4.	Written responses help learners improve reading and writing skills.	60%	40%	0%	0%	0%
5.	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%	0%
6.	Gap-filling tasks encourage learners to increase vocabulary use and improve reading and writing skills.	20%	60%	20%	0%	0%

7.	Information Transfer help learners to better read charts, maps, graphs, and diagrams.	60%	20%	20%	0%	0%
8.	Scanning and Skimming help learners improve reading skills.	60%	40%	0%	0%	0%

Results about the tasks for assessing reading, it was expressed that 80% of teachers agreed that editing tasks help learners develop reading and comprehension strategies. That is because students need to review the material many times, so these types of activities unconsciously make learners practice reading skills. Additionally, 60% of teachers agreed and strongly agreed that multiple-choice, matching, writing responses, picture-cued, gap filling, information transfer, scanning, and skimming tasks provide learners opportunities to improve this skill. In the same way during the assessment process, students would have an advantage through these tasks because they help learners have a better understanding of texts, increase vocabulary, read charts, maps, graphs, and diagrams in an interactive way.

**Table 36**

*Tasks for assessing writing*

N.	Types of assessments and tasks	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
<b>Tasks for assessing writing</b>						
9.	Grammatical transformation tasks encourage learners to actively participate in writing activities.	20%	60%	20%	0%	0%
10.	Vocabulary assessment tasks encourage learners to understand new words and use them in context to improve writing skills.	20%	60%	20%	0%	0%
11.	Ordering tasks help learners improve problem solving and writing skills.	20%	80%	0%	0%	0%

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12. Paragraph construction tasks motivate learners	20%	60%	20%	0%	0%
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to actively participate in authentic writing activities.

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Finally, the results about writing assessment tasks revealed that 80% of teachers agreed that ordering tasks helped learners improve their problem-solving and writing skills. Ordering tasks allow students to analyze vocabulary, grammar, and content of sentences, making them understand the material genuinely to find a solution. Additionally, 60% of teachers agreed that activities such as grammatical transformation, vocabulary, and paragraph construction enriched students in improving this skill actively and authentically. Through the practice of these types of activities, students can be ready to carry out an evaluation process without too much difficulty.

## Conclusions

After the completion of this study, the results and conclusions are listed below.

A needs analysis is very important for teachers in order to know what and why students want to learn the language. Analyzing the results, it can be concluded that students are aware of the importance of English language, either globally and also in their community.

The need of learning English is related to students' personal life: as a personal growth, daily activities and for communicational purposes. Although students did not spend too much time studying it, they were willing to learn the language someday.

The situational analysis shows that environment is not the most appropriate but teachers are trying to improve it.

Parents support needs to be implemented in this institution in a more strict way in order to work cooperatively with the institution.

Teaching conditions are adequate, especially in the physical facilities, management, and administration; however, it needs to be improved in some aspects like the institutional support for staff development and the provision of different resources to facilitate the teaching process.

Regarding to the assessment process, teachers and students are aware of the different principles and assessment tasks. It is noticeable that students are familiar with these activities, and that can be the result of working with them.

It is evidenced that students as well as teachers share their perceptions about assessment expressing that both prefer to work in a dynamic and authentic way considering variety in the tasks and also to use appropriate task to assess students and to improve their language skills.

## Recommendations

Teachers must encourage learners to look for opportunities to practice English in order to improve their skills by themselves and not waiting only for classes to get a high proficiency level.

Consider students' needs for the development of a course plan or an English Language Program.

Class environment needs to be improved through the change of methodology, resources, and the contextualized implementation of the curriculum.

Provide teachers institutional support like training, provision of resources enabling teachers to do their best in the teaching process.

Involve parents more in the learning process through the use of activities that require their participation. In this way, parents can check students' performance and responsibility at school during the students' learning process.

I would recommend to motivate teachers to get their Master's degree and also get at least the B2 Proficiency Level of all English teachers.

The institution must provide teachers more opportunities for training. The recommended training topics are; methodology and Evaluation process.

Manage the possibility to have a support staff in the institution in order to experience this type of support and see the possible positive effects.

Provide teachers with better technology tools and materials to guarantee an effective teaching-learning process.

Seek for teacher's welfare, providing spaces to relax (social meetings, holidays, school programs)

Continue using different types of assessment and tasks to evaluate English Language Skills.

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## Appendix

### Appendix A: Needs Analysis



### UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

Dear student,

The objective of this questionnaire is to obtain information regarding some factors on the process and implementation of teaching English as a foreign language. This information will be used with academics and research. Please answer honestly and objectively to guarantee the results.

**Informational data:** Please complete the following information.

Name of the Institution:		
Type of the Institution:	Public ( )	Private ( )
	School ( )	High school ( )
City:		

#### 1. ¿ In which situations do you consider that English is more useful?

N.	Situations	Very Useful	Useful	Somewhat Useful	Not Useful
3.	Communicate with people who speak English				
4.	Learn about new cultures and make your own known				
5.	Travel				
6.	Read written information in English				
7.	Listen to English audios and movies				
8.	Study abroad				
9.	To access better job opportunities				
10.	Buying items online				
11.	For academic training				
12.	For personal growth				

#### 2. What English level do you have?

## 2. What level of English do you have?

N.	Level	
13.	Basic (A1) You communicate and exchange information easily	
14.	Elemental (A2) you process simple information and express yourself in familiar contexts	
15.	Intermediate (B1) You express yourself in a limited way and can have a basic conversation	
16.	Upper Intermediate (B2) You communicate and express yourself in different contexts.	

## 3. Due to which of the following reasons do you consider that you have the selected level of English?

N.	Reasons	
17.	I took classes at school	
18.	I took classes in high school	
19.	I studied with a private tutor	
20.	I took an exchange course in an English speaking country	
21.	I took English courses	
22.	I lived in an English speaking country	
23.	I am a native English speaker	

## 4. How much time per week do you invest in learning English?

N.	Number of hours	
24.	Less than 5 hours	
25.	From 5 to 9 hours	
26.	10 and up	

## 5. How effective have the English courses or classes you have taken previously been?

7.	Very useful	
8.	Useful	
9.	Somewhat useful	
0.	Not useful	

Why?

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6. What is the name of the text that your teacher uses to teach English classes?

N.	BOOK NAME	Ver y Us efu l	Us efu l	So me wh at use ful	Not use ful	¿Why?
31.						

7. What activities in class do you consider helpful to learn English?

N.	Activities	
	Entertaining academic games	
	Listen to English music	
1.	Attend conversation clubs	
2.	Use social networks to exchange information	
3.	Make friends from English-speaking countries	
4.	Dramatizations/Role Plays	
5.	Recording Videos	
6.	Conferences and forums	
7.	Attend book clubs	
8.	Chat with native speakers	

8. Which of the activities proposed in question 7 have been useful to learn English and why?

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**9. When you are in class, what activities discourages you from learning English?**

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**10. Why do you think it is important to learn English?**

N.	Reasons	
9.	It is a universal language that allows you to communicate worldwide.	
10.	It expands your opportunities to develop intellectually and professionally.	
11.	You will be able to learn new content and information on topics of your interest.	
12.	Being able to travel, work and live in any country in the world.	
13.	To learn the latest technological trends	

**11. What is your reaction to the virtual education that we are facing today due to the health emergency?**

Positive \_\_\_\_\_

Negative \_\_\_\_\_

Why?

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**12. Do you consider that the technological tools that teachers are using are adequate?**

Yes \_\_\_\_\_

No \_\_\_\_\_

Why?

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**Thank you very much for your cooperation!**

## Appendix B: Situational Analysis



### UNIVERSIDAD 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 institution:	
Type of institution:	Public ( )      Private (...) School (...) High school (...)
City:	

#### A. SOCIETAL FACTORS

1. How useful is English in the community where you live? Explain your answer.

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2. Do you think that there is a need of improvement in English language teaching in your School?

Strongly agree	
Agree	
Disagree	
Totally disagree	

**3. How frequently do you use technology to support different students' learning styles?**

All the time	
Partially	
Rarely	
Never	

**4. Do parents support their children English learning?**

Yes	
Not much	
No	

**5. Do you think that the teaching- learning process has changed in recent years?  
How?**

- Yes ( )  
No ( )

Explain: \_\_\_\_\_

### INSTITUTIONAL FACTORS

**6. Rate the administrative support in your school for teachers work.**

- Excellent  
 Very good  
 Good  
 Poor

**7. Do you think that your school has adequate technological resources (for example, projectors, computers, music player, TV, etc.) to teach your classes?**

- Strongly agree  
 Somewhat agree  
 Agree  
 Disagree  
 Strongly disagree

**8. How do you rate the textbooks and instructional materials issued by the Ministry of Education for the use of students in public institutions?**

- Excellent  
 Good  
 Not so good  
 Poor

**9. Has your institution adapted the curriculum to your students and teachers' context?**

- Yes, it has       No, it hasn't

Explain

your

answer:

**10. Do you think your teaching contribute to the achievement of quality standards and guarantee educational excellence as well as the good reputation of your institution?**

- Yes, I do.       No, I don't

How?

### TEACHER FACTORS

**11. What is your highest educational degree?**

- a. High School diploma      ( )  
b. Bachelors' degree      ( )  
c. Masters' degree      ( )  
d. Doctoral degree      ( )

**12. What is the English proficiency level that you process according to CEFR?**

- a. A1        
b. A2        
c. B1        
d. B2        
e. C1        
f. C2

**13. How long have you been teaching?**

a. 0-5 years	
b. 5-10 years	
c. 10-20 years	
d. 20 years and more	

**14. How often do you have teaching training opportunities at the place you work?**

a. Always	
b. Often	
c. Sometimes	
d. Never	

**15. In a few sentences write about your teaching principles and methodology.**


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**LEARNERS FACTORS****16. Do your students have some English knowledge before joining your class??**

a. Always	
b. Sometimes	
c. Never	

**17. Are multiple intelligences students appreciated during class?**

a. Totally agree	
b. Agree	
c. Disagree	
d. Totally disagree	

Explain: \_\_\_\_\_

**18. Do you use strategies to inspire interaction, participation and collaboration among students?**

a. Always	
b. Often	
c. Sometimes	
d. Never	

**19. In a few sentences write about the expectations you have from your students in each new academic year.**

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**Thanks for your collaboration.**

**Appendix C: Principles of the language assessment and the desing of assessment tools to assess EFL learners checklist.**



**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:		

**A. Application of the principles of language assessment.**

N.	Principles	Strongly agree	Agree	Undecided	Disagree	Strongly Disagree
<b>Practicality</b>						
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.					
<b>Reliability</b>						
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.					
<b>Validity</b>						
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.					
<b>Authenticity</b>						
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.					
<b>Washback</b>						
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?

**B. 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.					
<b>Tasks for assessing listening</b>						
29.	Multiple-choice tasks help learners improve listening comprehension.					
30.	Open-ended responses to a question challenge learners 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.					
<b>Tasks for assessing speaking</b>						
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.					
<b>Tasks for assessing reading</b>						
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.					
<b>Tasks for assessing writing</b>						
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!

## Appendix D: Aspects for effective teaching checklist



### UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja  
ASPECTS FOR EFFECTIVE TEACHING

**Informative data:** Please fill in the information below

<b>Name of the institution:</b>		
<b>Type of institution:</b>	Public ( )	Private ( )
	School( )	High-school ( )
<b>Location:</b>		

	25%	50%	75%	100%
<b>1. Institution</b>				
<b>Physical facilities</b>				
Premises are clean and safe.				
Classrooms and offices are not overcrowded.				
Ventilation, heating, cooling and lighting are adequate.				
Precautions in case of fire are adequate.				
<b>Management and Administration</b>				
An appropriate, well- trained and experienced coordinator and team who oversee the English Department				
Salaries and benefits are according to the teachers' credentials and experience				
The institution policies are written in a handbook and well promoted in the institution				
<b>2. Staff</b>				
<b>Teaching Staff</b>				
<b>The institution:</b>				

Has qualified teachers with a bachelor's degree, master's degree, doctorate and certifications B2, C1, C2.				
Contracts are well stipulated, considering all teachers' rights and duties.				
Provides a convenient schedule where teachers have time to develop their teaching plans, grading activities, and administrative processes				
<b>Support Staff</b>				
Native speakers' clubs are part of the teaching program (meetings, fieldtrips, projects and academic activities)				
Counts with native-speakers volunteers to assist learners with tasks.				
<b>Staff Development</b>				
<b>The institution:</b>				
Provides training courses to improve teachers' classes				
Coordinator is always willing to assist with the teachers' good performance in class				
Provides the best technology tools and materials to guarantee the teaching-learning process				
Seeks for teacher's welfare, providing spaces to relax (social meetings, holidays, school programs)				
<b>3. Program Management</b>				
<b>CURRICULUM</b>				
<b>The institution:</b>				
Plan includes International teaching standards, national curriculum and students' needs environmental analysis.				
Plan wants to achieve goals, objectives and learning outcomes established in the national curriculum using modern and updated methodology and resources,				
Utilizes informal assessment process e.g. projects, class presentations, debates, role-plays to evaluate students' progress				
Is constantly evaluating the effectiveness of the teaching program				
Makes some changes when the program is not producing the desired outcomes				

4. Resources				
<b>The institution:</b>				
Provides the textbook established by the government which is adapted and contextualized for effective teaching and learning.				
Provides you with technological resources to use in your classes (computer, projector, internet, music player, speakers, etc.)				
Provides teachers didactic materials to implement in the classroom.				
Uses authentic materials such as newspapers, magazines, songs, brochures, menus, advertisements, tickets, forms, job applications, menus, voice mail messages, radio programs, and videos to complement the teaching process				
Works with created materials such as flashcards, crosswords, word search, picture stories, role-play cards, and games.				

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Candidate's Signature