



UTPL

UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

ÁREA SOCIO HUMANISTA

**MAGÍSTER EN PEDAGOGÍA DE LOS IDIOMAS
NACIONALES Y EXTRANJEROS MENCIÓN
ENSEÑANZA EN INGLÉS**

TRABAJO DE TITULACIÓN

Evaluation of an english language program to identify the
elements of a curriculum a Case Study of a Public High
school in Ecuador

Autor (a): Bonilla Chonata, Fanny Elizabeth

Director (a): Benitez Correa, Carmen Delia

CENTRO UNIVERSITARIO PUYO

2020



Esta versión digital, ha sido acreditada bajo la licencia Creative Commons 4.0, CC BY-NY-SA: Reconocimiento-No comercial-Compartir igual; la cual permite copiar, distribuir y comunicar públicamente la obra, mientras se reconozca la autoría original, no se utilice con fines comerciales y se permiten obras derivadas, siempre que mantenga la misma licencia al ser divulgada. <http://creativecommons.org/licenses/by-nc-sa/4.0/deed.es>

2020

Aprobación de la directora del trabajo de titulación

Loja, 17 de agosto de 2020

Magíster

Gina Karina Camacho Minuche

Coordinadora de la Maestría en Pedagogía de los Idiomas Nacionales y Extranjeros

Ciudad. -

De mi consideración:

El presente trabajo de titulación denominado "Evaluation of an English Language Program to identify the elements of a curriculum". A Case Study of a Public High school in Ecuador" realizado por Fanny Elizabeth Bonilla Chonata, ha sido orientado y revisado durante su ejecución, por cuanto se aprueba la presentación del mismo. Así mismo, doy fe que dicho trabajo de titulación ha sido revisado por la herramienta antiplagio institucional.

Particular que comunico para los fines pertinentes.

Atentamente,

.....

Dra. Carmen Delia Benítez Correa Ph.D

C.I: 1102239165

Declaración de autoría y cesión de derechos

“Yo, Fanny Elizabeth Bonilla Chonata, declaro y acepto en forma expresa lo siguiente:

- Ser autor(a) del Trabajo de Titulación denominado: “Evaluation of an English Language Program to identify the elements of a curriculum. A Case Study of a Public High school in Ecuador”, específicamente de los contenidos comprendidos en el Trabajo de Titulación, por ejemplo. Introducción, Capítulo 1. Marco teórico sobre el currículo, Capítulo 2. Metodología, Capítulo 3. Resultados, análisis y discusión, Conclusiones y Recomendaciones, siendo Dra. Carmen Delia Benítez Correa directora del presente trabajo; y, en tal virtud, eximo expresamente a la Universidad Técnica Particular de Loja y a sus representantes legales de posibles reclamos o acciones judiciales o administrativas, en relación a la propiedad intelectual. Además, ratifico que las ideas, conceptos, procedimientos y resultados vertidos en el presente trabajo investigativo son de mi exclusiva responsabilidad.
- Que mi obra, producto de mis actividades académicas y de investigación, forma parte del patrimonio de la Universidad Técnica Particular de Loja, de conformidad con el artículo 20, (literal j), de la Ley Orgánica de Educación Superior; y, artículo 91 del Estatuto Orgánico de la UTPL, que establece: “Forman parte del patrimonio de la Universidad la propiedad intelectual de investigaciones, trabajos científicos o técnicos y tesis de grado que se realicen a través, o con el apoyo financiero, académico o institucional (operativo) de la Universidad”.
- Autorizo a la Universidad Técnica Particular de Loja para que pueda hacer uso de mi obra con fines netamente académicos, ya sea de forma impresa, digital y/o electrónica o por cualquier medio conocido o por conocerse, sirviendo el presente instrumento como la fe de mi completo consentimiento; y, para que sea ingresada al Sistema Nacional de Información de la Educación Superior del Ecuador para su difusión pública, en cumplimiento del artículo 144 de la Ley Orgánica de Educación Superior.

Firma:

Autor: Fanny Elizabeth Bonilla Chonata

C.I.: 1600395071

Dedication

I dedicate this work to my loving children Amy, Jennifer and Joseph López, they are my inspiration to go forward. A special feeling of gratitude to my children and husband for their encouragement and support without them this work could not be possible.

I also dedicate this work to my dear mother Emma, and my sisters Elvia and Silvia who have never left my side. A special thanks and love to all my family.

Acknowledgement

My deep gratitude to Universidad Técnica Particular de Loja for letting me be part of it and achieve my Master's degree. A special thanks to all my teachers who expertly guided me through the master's program and for sharing with me their wonderful knowledge.

A special thanks to Dra. Carmen Benitez for all the support and guidance in the development of this Trabajo de Titulación. My appreciation to my classmates for their friendship, encouragement, and all the collaborative work done through the Master's program.

Contents

Cover.....	i
Aprobación de la directora del trabajo de titulación	ii
Declaración de autoría y cesión de derechos	iii
Dedication	v
Acknowledgement.....	vi
Contents	vii
List of Figures.....	ix
List of Tables.....	x
Abstract	1
Resumen.....	2
Introduction	3
Chapter One.....	5
Literature Review	5
Language curriculum.....	5
Ecuadorian English Curriculum.....	11
Needs Analysis.....	13
Situational Analysis	16
Curriculum evaluation	19
Chapter Two.....	31
Method	31
Setting and participants.....	31
Instruments.....	31
Procedures	32
Chapter 3	33
Description, Analysis, and Interpretation of Results.....	33
Needs analysis	33
Situational analysis	40

Societal Factors	40
Institutional factors.....	41
Teachers Factors.....	42
Conditions that support an English teaching program	47
Institution.....	47
Staff.....	48
Program Management.....	51
Resources.....	52
Principles and tasks of assessment.....	54
Conclusions.....	65
Recommendations	66
References.....	67
Appendix	72
Apéndice A: Needs Analysis questionnaire	72
Apéndice B: Situational Analysis questionnaire	77
Apéndice C: Factors for effective teaching questionnaire	81
Apéndice D: Teachers' perceptions of the principals, types and tasks of assessment questionnaire.....	85

List of Figures

Figure 1 Integration of the five curricular threads with the 4Cs	13
Figure 2 In which situations do you consider that English is more useful?	34
Figure 3 How much time do you invest to practice English outside the classroom per week?	35
Figure 4 How useful the courses that students have taken previously have been?	36
Figure 5 What classroom activities are useful to learn English?	37
Figure 6 Level of difficulty of the English language learning aspects	38
Figure 7 Have you experienced English language learning virtually?	39
Figure 8 Situational Analysis	40
Figure 9 Situational Analysis	41
Figure 10 Situational Analysis	43
Figure 11 Situational Analysis	44
Figure 12 Situational Analysis	45
Figure 13 Situational Analysis	46
Figure 14 Types of assessments.....	59

List of Tables

Table 1 How long have you been teaching English as a FL?.....	43
Table 2 Physical facilities %.....	47
Table 3 Management and Administration	48
Table 4 Teaching Staff.....	48
Table 5 Support Staff.....	49
Table 6 Staff Development	50
Table 7 The institution	51
Table 8 The institution	53
Table 9 Practicality %	54
Table 10 Reliability %	55
Table 11 Validity %	56
Table 12 Authenticity %	57
Table 13 Washback %.....	58
Table 14 Tasks for assessing listening %	59
Table 15 Tasks for assessing reading %	61
Table 16 Tasks for assessing writing %	62
Table 17 Tasks for assessing speaking %.....	63

Abstract

This research on the Evaluation of an English Language Program to Identify the Elements of a Curriculum. A Case Study of a Public High school in Ecuador, has the aim to evaluate the effectiveness of an English language program based on teachers and students' perceptions. This study was conducted in a public high school located in Pastaza province. The participants were five students of first year of bachillerato and five EFL teachers. The mixed method approach was applied due to the nature of the investigation. The instruments used to collect data were four questionnaires: needs analysis questionnaire, environmental analysis questionnaire, conditions for effective teaching questionnaire, and the last was questionnaire was about the principles types and tasks of assessment used by teachers. The main findings were that students' needs are for communicative activities, moreover teachers' perceptions about the environmental factors were the lack of, needs analysis, teachers' training, and updated materials. The main conclusion was that the elements of the curriculum need to be carefully analyzed and improved in order to assure the quality and success of the English program.

Keywords: Curriculum, evaluation, English as a Foreign Language EFL

Resumen

Este estudio es sobre la evaluación de un programa del lenguaje inglés para identificar los elementos de un currículo, un caso de estudio de un colegio público en Ecuador. El objetivo de este estudio fue evaluar la efectividad de un programa del idioma inglés basado en las percepciones de maestros y estudiantes. El presente estudio fue conducido en la provincia de Pastaza. Los participantes fueron cinco estudiantes de primer año de bachillerato y cinco maestros de inglés. El método usado fue el enfoque mixto debido a la naturaleza de la investigación. Los instrumentos utilizados fueron cuatro cuestionarios acerca de, el análisis de las necesidades, la situación del medio ambiente, las condiciones para una enseñanza efectiva, y sobre los principios, tipos y actividades de evaluación, usados por los maestros. Los hallazgos fueron que los estudiantes necesitan realizar actividades comunicativas, además la falta de análisis de las necesidades de los estudiantes, como también la falta de, capacitación a los maestros y de material actualizado. En conclusión, los elementos del currículo necesitan ser cuidadosamente analizados y mejorados para asegurar la efectividad del programa.

Palabras Claves: Currículo, evaluación, inglés como un lenguaje extranjero

Introduction

Curriculum in the educational field embraces some issues like teaching curriculum, learning curriculum, testing curriculum, administrative curriculum and a hidden curriculum, furthermore students, educators, researchers, administrators, and evaluators are implied in this term (Su, 2012). Therefore, curriculum evaluation is of paramount importance for any national education system. It provides the basis for curriculum policy decisions, for feedback on continuous curriculum adjustments and processes of curriculum implementation (UNESCO, 1995).

In this context, in Ecuador there is a scarce of research done about the evaluation of English language curriculum in public high schools, this gap impedes to obtain information about students, teachers, institution, and the assessment process of the educational system. Therefore, this study intends to fill the gap in this field contributing with valuable information to a larger audience.

There is a body of literature about curriculum evaluation, needs analysis, situational analysis, conditions for effective teaching, and assessment.

Al-Darwish (2017) conducted a research study about the teachers' attitude toward a foreign language: Factors effecting the target language teaching process. The instruments used to collect data were questionnaires and individual interviews. He found that the sense of professionalism of the teachers depends upon their personal goals and attitudes, also the results showed the teachers' attitude reflected on their passion to learn more about this language and its culture. Mohammed and Nur (2018) investigated about needs analysis in English for academic purposes: the case of teaching assistants at the university of Khartoum; the authors used a quantitative approach and the instruments were questionnaire and a test. Their main findings were that teaching assistants needed English for their social life and academic purposes: to communicate with the outside world and to teach their students; another finding was the level of proficiency of the participants in the English language was below the average in all the skills and finally the skills regarded as most important were writing and speaking. Kurniawan and Radia (2017) conducted a research

study on the situational analysis of English language learning among Eastern Indonesian Students in Indonesia; the method used was qualitative approach, and the instruments used to collect data were observation, open ended questionnaire, and an unstructured interview; their findings were English education is still able to be improved and developed by using several strategies. In order to enhance learners' English competence, teachers need to innovate and discover rich teaching and learning methods and finally they just need to utilize and manifest their resources through meaningful and goal-oriented English education practices. Nurhayati, Handini, and Fikni (2020) investigated about the teachers' and students' perceptions about formal and informal assessment; the research design applied in their study was qualitative descriptive analysis, and the instruments used were questionnaires and interviews; they found that students prefer to get their scores through informal assessment rather than formal assessment, and the teacher mentioned that both types of assessments are useful tools that help teachers to understand students.

Regarding the methodology applied to conduct this study, it was the mixed method approach and the instruments used to gather data were four questionnaires in order to answer some questions focused on the elements of curriculum such as, the students' needs, the teachers' perceptions on the environmental factors that influence English language learning in a public high school (situational analysis), the conditions that support the English teaching program, and the principles, types of assessment and tasks used for evaluation. The content of the present study is organized in chapters, chapter one contains relevant literature about the related topic, chapter two describes the methodology used to conduct the present study, and chapter three presents the results obtained and the discussion and finally conclusions and recommendations are presented.

The audience that will be benefited from this study will be skate holders since it will provide with a theoretical base about the elements of curriculum in public EFL programs.

The limitation of the present study was the low number of participants; thus it is not possible to generalize to the entire population.

Chapter One

Literature Review

Language curriculum

The term curriculum refers to the educational field and embraces some issues like teaching curriculum, learning curriculum, testing curriculum, administrative curriculum and the hidden curriculum, furthermore students, educators, researchers, administrators, and evaluators are implied in this term (Su, 2012). Even though, In the past curriculum development was understood like a domain for specialists, administrators and investigators, however nowadays it can be developed by teachers after understand the framework of curriculum (Albilehi, Han, and Desmidt 2013). Nowadays curriculum is not done for teachers, instead it is done with them and through them (Carl, 1995 as cited in Albilehi, Han, and Desmidt 2013). Curriculum development determines the content and skills that students learn in schools, moreover what experiences the students will face in order to achieve satisfactory outcomes, and how learning and teaching can be planned, measured and evaluated (Richards, 2001).

There are some important concepts stated by researchers, about curriculum in order to understand its meaning (Pratt, 1994, Barrow and Milburn,1990 as cited by Su, 2012), mention that the word “curriculum” is derived from the Latin verb *currere*, this term later was related to educational curricula.

Curriculum can be described as follows: Curricula as a set of objectives, goals or objectives. Curricula as courses of study or content, content + goals. Curricula as plans, content + goals+ teaching methods, Curricula as documents, content + goals + methods + assessment, and finally curricula as experiences, content + goals + methods + assessment + extracurricular activities and learning environment + hidden curriculum + cultures; the linear alignment of the definitions helps grasp (Beauchamp, 1977 as cited by Su,2012).

Dundar and Merc (2017) described curriculum as an umbrella term which involves approach, method, technique, syllabus, activity, and exercise within itself; they also refer to

curriculum as a detailed manual for teaching and learning process. Su (2012) claims that the success of a curriculum is determined by how a curriculum is planned, since curriculum planning and instruction are interrelated each other, similarly planning and outcomes, in order to achieve effective results, the author suggests that the term curricula should be well defined first, before starting curriculum planning implementation and evaluations. In this regard, it is important to mention that there are several components in a curriculum those are: *objectives, attitudes, time, students and teachers, needs analysis, classroom activities, materials, study skills, language skills, vocabulary, grammar and assessment*; the teacher should be acquainted of each one of the components of curriculum before setting a program, these elements need special attention and consideration during and after the program (Zohrabi, 2008).

Objectives are fundamental aspects of any language program, commonly. the curriculum has its objectives established before the program starts, the objectives show clearly what are the skills or language elements that students will learn throughout the program. Goals or objectives are useful since they are the ends toward which we address our efforts (Zohrabi, 2008). Zohrabi (2008) mentions some benefits that objectives provide to teachers like save time and energy, in addition they help us to select the required materials for the program, enhance effectiveness of the teaching-learning processes, call the students' attention, increase students' motivation and persistence, they help students' to get involved in their own learning skills and strategies, and they help evaluate materials and monitor students' progress.

Another important component of curriculum are attitudes; they refer to the students' attitudes that help us to identify whether or not they intend to learn a foreign language. A pivotal characteristic of positive attitudes toward the language is the motivation. Teachers can help students to keep positive attitudes, for example teachers should help students to: lower anxiety, promote confidence, create a pleasant environment for the different type of students, familiarize with the culture, prepare the learners' for efficient skills, furthermore,

there are some students' attitudes towards, materials, course book, teachers and course (Zohrabi, 2008).

Regarding time, it refers to the amount of time that learners spend learning activities in the classroom, Holten (2001, cited by Zohrabi 2008) mention that a restricted amount of time could affect seriously the quality and efficiency of teaching-learning activities, since language is complex to be learned in a short time. Thus, teachers do not have enough time to obtain feedback form the students and to devote to revision (Hedge, 2002, Zohrabi, 2008). It is important that teachers manage time in an organized manner to cover all the activities and help to the students to develop effective strategies, in order to become autonomous.

Needs analysis is another important component of curriculum, since it is fundamental to know the learners' needs in order to plan the course and stablish the proper method and materials. needs analysis focus on, ascertain the students' goals and objectives, to research what the students need to do to learn, identify what the learners need to do in the target situation, check the availability and its place, and determine the learners' language level at the beginning of the course. Needs are subdivided into, necessities, lacks and wants. Necessities deal with linguistic elements which are required to use in the target setting; recognizing the necessities it is possible to identify the lacks, therefore needs analysis determine to the necessities and lacks as its main objectives; wants, refers to the learner's wishes. It is fundamental to get enough information about the course and the learners and covert "needs analysis outcomes into course content and procedures" (Lynch, 2001, p.394 cited by Zohrabi, 2008).

Concerning students and teachers, students are the most important stakeholders in a course, although they have not gotten enough attention in receiving well designed and developed materials and methods (Skehan, 1998 cited by Zohrabi, 2008). In the classrooms there are different types of learners, they are described by their traits as follows, cognitive, affective, and personality. Cognitive trait refers to, intelligence, learning strategies, and aptitude. While affective trait focuses on motivation, attitudes, and anxiety. The last is learner's trait is personality that deals with extroversion and introversion. Regarding to the

teacher is the person in charge to help students to achieve their objectives, taking into account their traits. Good teachers are concerned with the learner's needs and wants, provide input, find out the learner's level and weakness, give feedback, tailor materials and methods according to the students' level, improve real communicative practice (Zohrabi, 2008).

Another component is classroom activities, they must be effective in order to make the learning process more enjoyable, since students need to practice language in a meaningful way. There are some classroom activities that help to keep a balance between grammar accuracy and communicative fluency such as, drills, tasks, role plays, debate, projects etc. Teachers should use different activities and make groups, individual or pair work to meet the learners' tastes and level (Zohrabi, 2008).

Regarding to materials, whether they are good can facilitate the learning process, there are different types of classroom materials such as, course book, handouts, overhead projector, teaching aids, in-house materials, workbook, tape recorder, CDs, and tapes. Thus, the teacher should select the most appropriate materials based on course objectives and students' needs, culture and level. Course books materials are commonly used in the classrooms and they are handy means for learners and teachers, however Harmer (2002, cited by Zohrabi, 2008) suggests the use of both course books and homegrown materials.

The study skills component can equip the learners with essential techniques in University. Students can organize their time, improve their grades and feel more relaxed whether they acquire the study skills to become strategic learners (Payne & Whittaker, 2000, cited by Zohrabi, 2008). Study skills embrace a variety of activities such as scanning, skimming, identifying main vocabulary and guessing word meanings from context these activities are for reading skills, listening comprehension and note-taking, writing skills like paraphrasing, summarizing, and report writing, oral presentation and seminar participation, using the dictionary, using computers, using language laboratory, using the library, using a bibliography, and using self-access center. The main objective of providing students with study skills is that they become autonomous (Zohrabi, 2008).

Regarding to the vocabulary component Zohrabi (2008) mentioned that students need to master it, since it is pivotal to produce and receive language and perform primary activities. A high frequency of vocabulary is required for communication; on the other hand, vocabulary should be taught in context because English words are more than individuals. Selecting the vocabulary to teach it is not an easy issue, thus Richards (2007, cited by Zohrabi, 2008) mentioned some criteria to select the type of vocabulary to teach, wide range, high-frequency, teachability, availability, coverage, similarity, and defining power.

Another component of curriculum is grammar, and it is used to comprehend and produce accurate and correct sentences, thus students need to develop their grammatical competence. Teachers should contextualize grammar points, so the students can develop their discourse and sociolinguistic competence besides their linguistic competence (Hedge, 2002, cited by Zohrabi, 2008). Grammar knowledge is required by students due the concern about accuracy, in addition grammar points can be sequenced and selected from simple to complex.

The last component of curriculum is assessment, according to Zohrabi (2008) it is an important tool since teachers can obtain adequate information about their students' learning process, through different procedures. Assessment is quite related to testing. Rea-Dickins (2002, cited by Zohrabi, 2008) mention that testing and assessment are different since assessment is inclusive, it is continuous and is extended over a period of time. While testing only measures the students' achievement of course objectives and materials. Another point of view about assessment and testing by Bachman & Palmer (2000, cited by Zohrabi, 2008) is that assessment focus attention in on all aspects of learning and learners while testing is only performed at the end-of-semester exams and is commonly done using paper and-pencil. In this regard, there are some types of test such as, discrete-point, diagnostic, achievement, formative, summative, placement, proficiency and integrative. It is important to mention that formative assessment is concerned with pedagogical purposes, it tries to record the students' progress, identify the areas they need improvement and find the manner to help them. However, summative testing is concerned with determining the students'

achievement of the course objectives and materials and the emphasis is on the final result of learning. Therefore, formative and summative assessment should be used in simultaneously (Zohrabi, 2008).

On the other hand, Hoover (2011) describes five components of curriculum implementations, the first is content/skills (research-based curriculum), this component focuses in outcomes and skills aligned with the district curriculum and it is research based. Another component is evidence-based interventions which is related to teaching interventions and testing. instructional arrangements this component deals with work group, pair group or individual work to help learning of content and skills. Class/instructional management procedures are related to the management of learning and behavior in order to provide students with opportunities to learn. The last component progress evaluation is attained with learners' progress with regular assessment. Anderson and Rogan (2011), also refers to some components of curriculum such as: vision, operationalization of the vision, delivery, and evaluation.

Lier (2013) describes three foundational principles of curriculum which are, *awareness, autonomy, and authenticity*. Language awareness is related to the awareness of learning strategies, awareness of learning and teaching styles, social awareness of classroom structures, etc; which are important in language settings, since they are a fundamental aspect of language learning. The next principle is autonomy, teachers can guide or encourage students but they cannot force them for learning, instead students should be the ones that must desire and want to learn, due to the interest in the materials, or due to the natural human propensity to do so; the autonomous learners are responsible for their own learning. The last principle is authenticity, it refers to the materials used for learning, like, pictures, realia, menu, news, novels, poems etc; authentic materials are not created for the language learner, instead it is created for the world at large, one important characteristic of authenticity is that it is intrinsically motivated.

Ecuadorian English Curriculum

In Ecuador the language curriculum is intended for students of Educación General Básica (2nd to 10th) and Bachillerato General Unificado (1st to 3rd), it was designed based on the different cultural and linguistic background of students, bearing in mind that not all the students speak Spanish.

Fundamental educational goals are supported by the curriculum of innovation, justice and solidarity, by developing creative, thinking and social, skills in the context of language learning, thus, students can interact in local and international environments. The three main goals of EFL curriculum are, first to develop the students' understanding of the world, of other cultures and of their own, to develop the students' capacity to communicate ideas and information with the use of a foreign language. The next goal is to develop personal, social, and intellectual skills needed to achieve their potential in order to participate actively in an increasingly globalized world that operates in other languages. The last goal is to create love for the learning of languages starting from a young age, through interesting and positive learning experiences, in order to motivate students to continue learning the foreign language (Ministerio de Educación del Ecuador, 2016).

There are some core principles of language curriculum such as, the communicative language approach, this approach is aimed to develop the four communicative skills instead of the linguistic content, furthermore it focuses in the improvement of the communicative ability. Another principle refers to content and Language Integrated Learning (CLIL), it is related to critical thinking skills, which implement content, culture, communication, and cognition, in order to improve learners' development. The next principle is international standards, the curriculum is based on internationally recognized levels and processes of teaching and learning languages. Thinking skills, is considered as the fifth skills that focus in the development of the thinking, social and creative skills needed for lifelong learning and citizenship. The last principle is learner-centered approach, teaching methodology is applied according to the student's needs, in order to facilitate their learning and increase students' motivation. This approach focuses on how the content is delivered.

The curricular threads of language are presented in five sections, one for the Educación General Básica (EGB), and the other for Bachillerato General Unificado (BGU) these sections are, communication and cultural awareness, oral communication (listening and speaking), reading, writing, and language through the arts, and they are as follows.

The first thread is communication and cultural awareness which is related to intercultural awareness and identity; social competence and values. In today's globalized world intercultural awareness is involved in communication. Thus, this language curriculum provides students with knowledge, in order to be able to communicate and understand the different cultures around the world. On the other hand, social competence and values are defined as the ability to interact with other people in a given situation, in addition it is related to the learning and development of young children, learners are provided with opportunities into the classroom to improve their social skills. The second thread is oral communication, which is integrated by the two skills listening and speaking, they are recognized as essential skills for communication and must be taught in a meaningful way. The sub threads are listening skills, spoken production, and spoken interaction. Another thread is reading, it is defined as an autonomous interaction with written material, in order to communicate with the world. The fourth thread is writing this thread is developed gradually throughout the educational life, although writing and reading are taught separately, they must be interrelated in the classroom activities. The last thread is language through the arts embraces conversation, inquiry, making things, and artistic expression, intellectually, this thread is fundamental due it is able to engage students in a socially, emotionally, and physically manner (Ministerio de Educación del Ecuador, 2016).

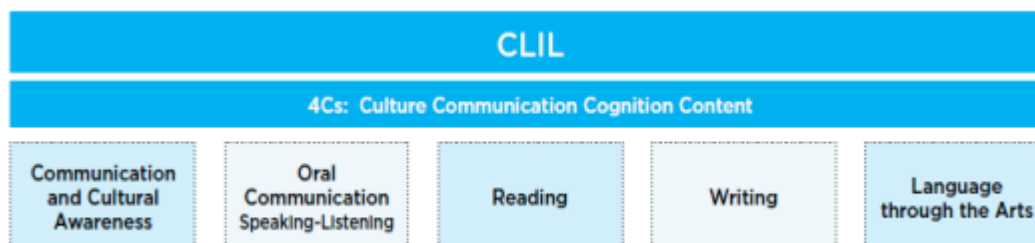
The Ecuadorian EFL curriculum embraces the development of creative and critical thinking skills, as well as attitudes such as ethical conduct, through the values of academic honesty and integrity. The skills are integrated within the five curricular threads, and encourage learners to act responsibly and to respect themselves as well as others while participating in the communication process. In doing so, the curriculum endorses the values of solidarity and justice. Values such as helping others and sharing are introduced

throughout the curriculum, and the teacher should also be sure to work on these values as needed, drawing upon the natural opportunities that tend to arise when children work together in a classroom (Ministerio de Educación del Ecuador, 2016).

Based on CLIL's 4Cs framework the threads for the EFL area are as follows.

Figure 1

Integration of the five curricular threads with the 4Cs



Note. Adapted from Ministerio de Educación del Ecuador, 2016, pp. 4

Needs Analysis

Lekatompessy (2010) claims that needs analysis is pivotal in the process of designing and carrying out any language program or course, moreover it is a fundamental component of systematic curriculum. He mentions some advantages when using needs analysis such as, it helps help teachers to know the students' learning needs and interest, thus teacher can plan according their needs in a meaningful way. Another advantage of needs analysis is to help teachers to identify local needs of students, which can lead teachers to make decisions on pedagogy and assessment. Needs analysis help teachers to realize the students' expectations. Needs analysis information helps to the design, implement, evaluate and revise a course. Needs analysis provide important information that helps develop syllabus and teaching materials for the course. And the last advantage is that Students get motivating with programs that cover their needs.

According to Brown (2016) needs analysis is defined as the systematic gathering and analysis of information required in order to define and validate a defensible curriculum. This definition embraces the next concepts. The first concept refers to the people who are interested in the curriculum. The second concept refers to curriculum that covers the

language learning and teaching requirements of the students and teachers, also that is engaged with the context of the institution, and it can be accepted by stakeholders. And the last concept is about the necessary information for a justifiable curriculum gathered from the stakeholders.

On the other hand, the term needs is not as clear as it might seem, due to it refers to desires, wants, lacks, demands, expectation, motivations, constraints, and requirements (Brindley 1984, cited by Richards 2001). Needs analysis focuses in the difference that exists between the present situations and the future desired one of the language teaching and learning (Berwick 1989, as cited by Mohammed and Nur, 2018). Similarly, Azarnoosh, Zeraatpishe, Faravani, and Kargozari, (2018, p. 12) state that “needs analysis determines the gaps between the current ability and the desired ability”; the rationale behind needs analysis is that each learner and learning situation is unique and has their own purposes for learning a particular language. In this regard, Brown (2016) refers to needs analyst to whoever is doing needs analysis, including analyzing, planning, gathering, interpreting and validating.

Richards (2001) presents some purposes of needs analysis in language teaching, an important purpose is to find out what language skills a learner needs in order to perform a particular role, such as sales manager, tour guide, or university student; other relevant purpose is to help determine if an existing course adequately addresses the needs of potential students; another purpose is to determine which students from a group are most in need of training in particular language skills; furthermore identify a change or direction that people in a reference group feel is important; to identify a gap between what students are able to do and what they need to be able to do. The last purpose of needs analysis is to collect information about a particular problem that learners are experiencing.

On the other hand, Richards (2001) mentions some users when conducting a needs analysis which are, teachers who will teach from the new curriculum; learners, who will be taught from the curriculum; writers, who are preparing new textbooks; and testing personnel, who are involved in developing end-of-school assessments staff of tertiary institutions, who

are interested in knowing what the expected level will be of students exiting the schools and what problems they face. When a needs analysis is developed some stakeholders are involved, depending on the interest of the program, the target population is the one whom the information will be collected, commonly the target population are learners, although depending on the needs analysis theme it could integrate other population like, policymakers, ministry of education officials, teachers, students, academics, employers, vocational training specialists, parents, influential individuals and pressure groups, academic specialists, community agencies.

When conducting a needs analysis, the information collected could be from different sources thus, triangular approach might be involved. Similarly, there are different procedures to collect data they are: questionnaires, self-ratings, interviews, meetings, observations, collecting learner language samples, task analysis, case studies, and analysis of available information. Questionnaires, are the most common procedure to collect data due it is easy to prepare and tabulate. It contains structured questions. However, it has some disadvantages due to its data is superficial and imprecise. Another procedure is self-ratings, which uses a scale to rate the learners' ability, however, the data collected with this procedure is too impressionistic and imprecise. Interviews, which can be developed face to face or by telephone, it is important to conduct a structured interview that provides consistency data. Meetings, helps to gather a large amount of data in a short time, However, this data could be impressionistic and subjective. The last procedure is observations, this is another procedure to collect data, although the target learners could not perform in a natural manner when they are under observation (Richards, (2001).

In order to design needs analysis, Richards (2001) suggests the following; analysis of a wide range of survey questionnaires, contact with others who had conducted similar surveys, interviews with teachers to determine goals, identification of participating departments, presentation of project proposal to participating departments and identification of liaison person in each department, development of a pilot student and staff questionnaire, review of the questionnaires by colleagues, piloting of the questionnaires, selection of staff

and student subjects, developing a schedule for collecting data, administration of questionnaires, follow-up interviews with selected participants, tabulation of responses, analysis of responses, and writing up of report and recommendations. All the previous suggestions are should be taken in account when designing a needs analysis.

After, when data are collected from different sources, the information should be summarized and then presented in ranked lists of different kinds (Richards, 2001).

Situational Analysis

Richards (2012. p. 91) points out that “situational analysis is an analysis of factors in the context of a planned or present curriculum project that is made”. Environmental analysis refers to the situation in which the course or program is performed (Richards 2017, cited by Macalister, 2019). It is an important part in the curriculum design, due to it helps to ensure that the course will be useful. Environment analysis (Tessmer, 1990 as cited by Macalsiter, 2019), embraces some factors which have a strong effect on decisions about aims of the program or course such as, what to include in the course and how to teach and evaluate it. The factors come from the learners, teachers, and the teaching and learning situation. These factors can influence in the environmental design, and they depend on “whether the course will be useful if the factor is not taken into account, and how large and pervasive the effect of the factor is on the course” (Macalister, 2020. p. 25).

Macalister (2019) stated that environmental analysis is a fundamental part in designing a curriculum, because it assures that the course will be usable. For instance, the training level of the teacher must be according to the requirements, thus teacher can perform adequately the activities, likewise the course materials, such as technology, coping facilities should be available to assure an effective learning instead of an unusable course. In addition, the curriculum designers, should select which factors are more important, and its importance depends on whether the course will still be useful if the factor is not taken into account, and how large and pervasive the effect of the factor is on the course. On the other hand, situational analysis and environmental analysis are the same, they can be used interchangeable.

Nation and Macalister, (2009) described environmental constraints of the learners, teachers and the situations, and they are described as follows, the environmental constraints of which concerns to learners refers to the importance of bearing in mind the age, abilities, the goals, interests, and content of the course. It is pivotal to keep the students motivated, and to know what are their expectations, also what is their proficiency level. It is also important to know their first language, how close is the first language would be easier to learn the second language.

The environmental constraint of which concerns to teachers and their characteristics or the role they play (they need, training, they are confident, committed, make materials, make courses, know/do assessment, good models). Teacher should be well trained to teach English as a foreign language, moreover confident, and also committed with the program. Teachers should know how to make their own materials, courses, in addition know how to go through it; it is also important to be able to assess students through observations also be able to create tests that are reliable and valid. Teachers should be a good model, it means that they should provide a good pronunciation, writing, etc.

The last constraint is environmental situation which involves, resources, stakeholders, freedom, need, meeting place, course intensity; time; tools and technology. Resources refers to the type of materials that the teacher have available such as blackboard, a big classroom, projector, a copier, textbook, etc. Regarding stakeholders, there are six groups of people interested in the development of the course and they are, students, teachers, administration, parents, business and community. Freedom refers to the freedom that students have when they are assigned an activity and can use some materials like technology to do that. Teachers also need to approach the place in order to know it, check the classroom and try to find out some useful stuff that may be there. The course intensity focuses in how intense is the course, how much the students have to perform to succeed it, or whether the course is not intense and students can relax. Time refers to the hours taken a day, the length of the course like a semester or year, the length of the lesson, and also the time

allowed to do assignments. About tools and technology it is important to choose the adequate ones, and use the technology because it is useful for the teaching and learning process .

Kaur (2018) mentioned that curricula face some problems due to the inadequacy of practical exposure, thus, situational analysis can be used to deeply understand the present situations and plan effectively, employing the analysis of the major factors, which are decisive for the failure or success of the curriculum package, such factors are as follows, students, teachers, environment, the resources, the infrastructure and the social climate and setting. Regarding to students' factors it is important to bear in mind that they have different characteristics, for instance, family history, language they speak, cultural background, religion, and ethnicity. Thus, there is a need to know about the difficulties that they face when learning the target language, furthermore, there is a need to bring them to the same level of readiness, acceptability of the new settings, thus after a good curricular experience they can be better achievers. Concerning the teacher factor, the role of the teacher is pivotal, since the teacher is in some extent the controller of it; teachers have an active involvement in the curriculum development process, teachers take curricular decisions at instructional level inside the classrooms; thus, it is of paramount importance teachers empowerment in order to solve problems of the society. Another factor is environment, it refers to the environment where the program is situated, it holds an important value for planning the curriculum, the greatest environmental influences on the students are the family and the peer group, the knowledge of students' background help to plan the curriculum in a suitable manner, including disciplines of local vocational skills like, sports, music, arts craft-based education. The infrastructure and resources factor is the basis for the success of education, the resources available such as, libraries, the laboratory set up, computerized facility, internet connectivity experimental school, academic staff college, the area of campus, the classrooms the staff rooms, the office chambers, the administration wing, examination hall, the auditorium, etc. the centers that fulfill the norm of the infrastructure and resources, have the potential to prepare world leaders. It is important an analysis of the

resources and infrastructure available in order to identify the barriers and find solutions to them.

A language teaching program is developed in an institution; different cultures are created in each institution. Institutions are settings where could be observed, decision making, role plays, people interact and patterns emerge for communication (Morris, 1994 as cited by Richards, 2001). Some institutions provide favorable conditions like, an open climate, where the teacher staff work collaboratively, which addressed to a change. While some institutions provide unfavorable environment, such as, teacher staff work in isolation, there is not a proper communication, thus it is not focused to change. In addition, the institutions which are a collection of departments, teachers, and groups, sometimes function in unison and others independently. For instance, some institutions use textbooks while others work with course guidelines. In fact, some institutions require high levels of professionalism, like professional commitment and quality that benefits all the aspects of the institution. Otherwise, in other institutions there is a heavy reliance from the side of part-time teachers or teachers with little experience and training, or they are not well paid (Richards, 2001).

In this regard, Kurniawan and Radia (2017) mentioned that in some cases teachers' management skills affects students' competence. Thus they suggested that teachers should give priority to the way in which they manage English language teaching.

Curriculum evaluation

The term evaluation refers to the process of making a value judgement, but in education this term refers to operations associated with curricula, interventions, programs, methods of teaching, and organizational factors. It is an important aspect of the educational system, since it gives the basis for curriculum policy decisions, for feedback and for the process of curriculum implementation. The essential concerns of curriculum evaluation are related to, the effectiveness and efficiency of translating government education policy into educational practice; also, the status of curriculum contents and practices in the contexts of

global, national and local concerns; and the achievement of the goals and aims of educational programs (UNESCO, 1995).

The aim of curriculum evaluation is to identify the impact of implemented curriculum on student achievement. Curriculum evaluation establishes, specific strengths and weaknesses of a curriculum and its implementation; critical information for strategic changes and policy decisions; inputs needed for improved learning and teaching; indicators for monitoring. In addition, curriculum evaluation can be internal or external; curriculum evaluation can be an internal activity and process conducted for their own purposes, by ministries of education, regional education authorities, institutional supervision and reporting systems, departments of education, schools and communities. Curriculum evaluation can be external or commissioned review processes. These can be developed frequently by special committees or task forces on the curriculum, or they could be research-based studies about the state and effectiveness of different aspects of the curriculum and its implementation. These processes examined could be, the effectiveness of curriculum content, existing pedagogies and instructional approaches, teacher training and textbooks and instructional materials (UNESCO, 1995). Another point of view of evaluation is given by Tyler, (1991 cited by Mappiasse & Bin Sihes, 2014) he refers to evaluation as a vital process for the curriculum growth, thus its main purpose is to determine the extent to which the curriculum had attained its set aim and objectives, moreover trough evaluation strengths and weaknesses are attained.

Al-Jardani (2012) claims that curriculum evaluation can be a small-scale task with the participation of some students if that is classroom based, or a large-scale with the participation of teachers, parents, officers, community members, and a number of schools. An action research study conducted in the classroom can also be part of the curriculum evaluation. Furthermore, internal or external evaluator evaluating curriculums in many schools, with a large number of teachers and learners, are also part of curriculum evaluation (Al-Jardani, 2012).

According to Weir and Roberts (1994 cited by Dundar & Merc, 2017) there is a great number of aspects that can be evaluated in a curriculum, like the needs of the curriculum as a whole or of the sources, learners, the system including curriculum, in-class implementation, the achievement and motivation, of the learners, the conditions under which learning-teaching situation is carried out, and the success of the school staff including teachers and principal. In order to conduct the valuation Nation and Macalister (2010, pp. 123-4 cited by Dundar & Merc, 2017) mentioned the following steps: Specify the audience of the evaluation and what they expect from this. Specify the field of which the findings will be used. Decide whether there is really a need for the evaluation. Find out the time span and sources necessary for conducting the evaluation. Specify the aspects to be evaluated in the program. Create connections to get the help of the people in the system. Specify the participants and data gathering tools. Decide on how to report the evaluation results. Check whether a follow up evaluation is appointed. Moreover, they mentioned some tools to gather information such as: interviews checklists and tests, self-reports, observations, and meetings.

Mappiasse and Bin Sihes (2014) mentioned in their study that there is adequate need of regular evaluation of the curriculum and educational system, in order to ensure dissemination and uniformity. Situational analysis can be employed to deeply understand the existing situations and plan accordingly. This can be done by employing the analysis of the major factors that are decisive for the success or failure of the curriculum package. The factors comprise of the students, the teachers, the environment, the resources, the infrastructure and the social climate and setting. In a way these factors also relate to the Quality parameters mentioned before. It means that if we deal with these factors the problem of quality can also be addressed adequately situational analysis can be employed to deeply understand the existing situations and plan accordingly. This can be done by employing the analysis of the major factors that are decisive for the success or failure of the curriculum package. The factors comprise of the students, the teachers, the environment, the resources, the infrastructure and the social climate and setting. In a way these factors

also relate to the Quality parameters mentioned before. It means that if we deal with these factors the problem of quality can also be addressed adequately. Situational analysis can be employed to deeply understand the existing situations and plan accordingly. This can be done by employing the analysis of the major factors that are decisive for the success or failure of the curriculum package. The factors comprise of the students, the teachers, the environment, the resources, the infrastructure and the social climate and setting. In a way these factors also relate to the Quality parameters mentioned before. It means that if we deal with these factors the problem of quality can also be addressed adequately. Situational analysis can be employed to deeply understand the existing situations and plan accordingly. This can be done by employing the analysis of the major factors that are decisive for the success or failure of the curriculum package. The factors comprise of the students, the teachers, the environment, the resources, the infrastructure and the social climate and setting. In a way these factors also relate to the Quality parameters mentioned before. It means that if we deal with these factors the problem of quality can also be addressed adequately. Situational analysis can be employed to deeply understand the existing situations and plan accordingly. This can be done by employing the analysis of the major factors that are decisive for the success or failure of the curriculum package. The factors comprise of the students, the teachers, the environment, the resources, the infrastructure and the social climate and setting. In a way these factors also relate to the Quality parameters mentioned before. It means that if we deal with these factors the problem of quality can also be addressed.

McCormick and James (2018), stated that evaluation and assessment are similar, but used in different way, evaluation is referred to curriculum while assessment is referred to learners. The aim of evaluation is to improve the quality of learning. They state their concern with the following: The intended curriculum as formally stated by the timetable, in syllabuses and schemes of work, in aims, or as it exists in the general but unstated intentions of teachers. The experience of learners when they are participating in learning activities. The curriculum that is not seen such as pupils' experience and learn through such activities as

lining up to enter school wearing school uniform, standing up when a teacher enters the timetable schedule with the times for break and lunch-times. And the outcome of learning referring to the information understood, perceptions, etc. This is focus in what should be taught and what happen in the classroom. According to McCormick and James (2018) curriculum evaluation is related to what occurs into the classrooms but also with the evaluation of school-wide curriculum issues.

According to Vogt et al, (2018) in the educational field assessment is referred to the collecting evidence and making judgements or forming opinions about students´ knowledge skills and abilities. Also, he mentions that teachers can keep formal or informal records of those judgements, and they should help the learner´ improvement, thus teachers must be effective when assessing.

It is common that teachers evaluate their students´ skills and abilities, this information is useful for the teacher to know if their students learnt the content successfully, however, it is known that there are two main purposes for evaluation, the first is to improve the learning through checking their ongoing progress, in that way the teacher can realize whether the material, activities, explanations need to be changed or improved; this purpose is called formative assessment. The second purpose is to judge whether the students mastered the content or failed, the results are showed in scores or grades and they are used to show the parents and to the school management; this purpose is called summative assessment (Vogt et al, 2018).

Formative assessment is a new method that helps to provide accurate, timely, and actionable information, which is fundamental for teachers and students, in order to improve learning. (Heritage, 2010; Heritage, Kim, Vendlinski, & Herman, 2009 as cited by Orth, Song, and Sparks, 2019). Moya and Tobar (2017) said that formative assessment is an essential tool in the daily life of instruction, but it requires both teachers and students to work in a collaborative manner. Moreover, teachers should provide feedback to their students immediately to help them to progress, and the students they should learn to recognize mistakes and correct them, with the guidance and feedback of the teacher. Thus, for

learners and teachers formative assessment is important, learners get more active and generate their knowledge, while teacher reflect the society needs of capable professionals, who find effective solutions, therefore it is important to do a valuable and effective feedback also an individualized one, to increase the students' motivation and a successful learning (Moya and Tobar, 2017).

Moya and Tobar (2017) suggested teachers to re-evaluate their teaching and assessment procedures, to realize the truth needs of the students, and apply formative assessment practices into a writing course, so it can improve the students' writing abilities, likewise incorporating formative assessment strategies into a writing course can help students develop different aspects of their writing advocating an eclectic approach to writing pedagogy, in contrast the process genre approach can create an instructional context for teachers to better facilitate the incorporation of formative assessment into writing classes.

Regarding to summative assessment is used to monitor and measure learners' achievements. It measures the students' abilities, and it is used for accountability purposes like, students' expectations, parents' demands, or institutional requirements (Nicol & Macfarlane-Dick, 2004 as cited by Naghdipour, 2016).

Formal assessment influences the learners' attitudes towards language learning. They suggest the use of implicit and explicit strategies to prepare formal assessments. In addition, they focus in the teachers' role as facilitator to improve the use of language learning strategies (Khan and Khan, 2018). While informal assessment involves students, using all types of speaking activities conducted in classes to provide feedback on students' learning and development, it refers to provide feedback effectively (Akdemir & Ilhan, 2019).

Gallavan (2010) suggests that teachers should use the appropriate assessment practice when checking students' learning (as cited by Ortega and Minchala, 2017).

There are some previous studies about curriculum evaluation, needs analysis, situational analysis, factors for effective teaching, principles of language testing and assessment, formal and informal assessment, formative and summative assessment, and types of tasks to assess language skills.

In this regard, Dündar and Merç (2017) conducted a research about a critical overview of research on curriculum development and evaluation in ELT, and they attempt to answer the following questions; what are the general characteristics of the studies on curriculum development and evaluation in ESL/EFL context? what is the general pattern of the findings of the studies on curriculum development and evaluation in ESL/EFL context?. The research design that this study adapted was document analysis which involves the analysis of written documents presenting information on the phenomena to be investigated. The procedure to collect data was first, specification of the data, then defining selection criteria, later searching for studies, specifying the final set of data, coding the studies, calculating descriptive statistics, tabulating and reporting the findings, and finally interpreting the findings and making conclusions. For the analysis of data, quantitative data were coded and qualitative data were analyzed through content analysis. Their main findings were crowded classrooms, lack of needs analysis and lack of in-service training for teachers; the findings about teacher were that they were not proficient enough specially to use English; they also found that the content of materials were overloaded and not prepared in line with the interest and level of the students.

Another study in this context, was conducted by Mohammed and Nur (2018) their main aim was to investigate the English language needs of teaching assistants at the University of Khartoum, Sudan. Thus they formulated the following questions, why do the teaching assistants (TAs) at the U of K need the English language? what are the most important macro skills/areas in the English language as believed by the TAs? what are the most important academic sub-skills for the TAs? what is the U of K TAs' current proficiency level of the English language?. Quantitative approach was used. The instruments to collect data were a questionnaire and a test. The participants were 58 teaching assistants. Their findings were that TAs, needed English for social life, communication with the outside world, academic purposes and for teach their students, their most important macro-skills were writing and speaking, and finally the results revealed that the level of the TAs, was below average in all the skills, and that they were weak in grammar.

Kurniawan and Radia (2017) investigated about the situational analysis of English language learning among Eastern Indonesian Students, in Indonesia, the participants were 33 university students. The researchers formulated the following questions, what is the real situation of English language education experienced by Eastern Indonesian students? and how could it (the situation) be become the foundation of undertaking this research. The method used was qualitative approach. The instruments used to collect data were, observation, open ended questionnaire, and an unstructured interview, later triangulation was conducted to get objective data prior to the analysis process. Their findings were English education is still able to be improved and developed by using several strategies. In order to enhance learners' English competence, teachers need to innovate and discover rich teaching and learning methods. Teachers are required to learn and explore more recent approaches and methods; and finally they just need to utilize and manifest their resources through meaningful and goal-oriented English education practices.

Al-Darwish, S. (2017) conducted a research study in which the main purpose was to find out the teachers' attitude toward reaching effective teaching process as well as the key factors which influenced their attitude for selecting this profession. He established the followings questions, what determines the teachers' attitude to reach effective teaching process? what are the key factors which influence the English language teachers' attitude for selecting this profession?. The participants were 42 males and 117 female English language teachers, a total of 159 English teachers. They were all teaching English as a foreign language and were randomly selected. The instruments used to collect data were a questionnaire and individual interviews. His findings were that the sense of professionalism of the teachers depends upon their personal goals and attitudes, the career prospects available to language teachers in their community and their own working conditions. In addition, results showed the teachers' attitude reflected on their passion to learn more about this language and its culture.

Hudaya (2017) investigated about the teachers' assessment literacy in terms of teachers' preparation level in assessing students' performance, teachers' practices in

applying principles of language assessment in their classroom, and the usefulness of the questionnaire developed for them. The participants were 43 in-service teachers. The instrument used was a questionnaire, based on 1-4 Likert scale and open ended questions. The quantitative and qualitative data were analyzed and their results were that Most of the teachers feel prepared in assessing their students and it was supported by their practices in applying the principles of language assessment in evaluating an existing test or designing a new test. The teachers' practices indicated that most teachers were literate in evaluating and designing a test since most of them applied the principles.

Xiao & Carless (2013) conducted a research study aimed to analyze students' perceptions of their experiences of English language assessment in the Chinese high school context. They formulated the following question: How do selected students at a high school in Hubei perceive their experience of English language assessment?. The sample of the study was twenty-nine students of second year of a three-year senior high school program, they were 15 males, 14 females, and all aged 16 or 17, from three classes. The researchers used the draw-a-picture technique and related interviews as the data collection methods. They coded the data gathered; they did content analysis and then counted the frequencies of the pictures to identify the main trends in the drawings. Based on their findings they found that students' negative perceptions of assessment exceeded positive ones by a margin of 21 to 14, negatives students' emotions arises from preparing for and taking tests, moreover the pressure of teachers about testing increase students nervousness and anxiety amongst some students. The students show positive attitudes towards assessment, in relation to satisfaction from achievement and praise or encouragement from teacher and peers. In addition, formative potential was identified through three strategies: teacher feedback, peer feedback, and student follow-up actions.

Kirkgoz, Babanoglu, & Ağçam (2017) conducted a research study in order to investigate perceptions of EFL teachers on assessment, assessment types, assessment of linguistic skills and the question types used in written tests in Turkish state primary schools. The study was based on the following questions: what are the perceptions of EFL teachers

on language testing and assessment in primary education in Turkey?; what assessment types are used by EFL teachers in language testing and assessment in primary education in Turkey?; what are the perceptions of EFL teachers on core language skills in language testing and assessment in primary education in Turkey?; what types of questions are used by EFL teachers in language testing and assessment in primary education in Turkey?. The sample was 56 EFL teachers; most of the teachers were female with 12 years of experience. The instrument used for data collection was a questionnaire including multiple choice items, three-point Likert-type items and open ended statements were developed by the researchers. The process to collect data was that some teachers were asked to fill out the related form in a scheduled date and time, while other teachers were emailed the form and asked to send it back after completion. The data was analyzed quantitatively and qualitatively. For quantitative data analysis frequency calculation was used, and for open-ended questions, content analysis was employed. The researchers responded the questions based in their findings. The first questions was about the perceptions of EFL teachers on language testing and assessment in primary education in Turkey?, and the teachers responded positively (90%) while no one remained neutral about it, moreover the majority of students show their interest in homework assignments as well as their in-class performance into consideration in their EFL assessment. The results of the second question were intended to explore the assessment types used by teachers, and they were: pen-and-paper exams, performance tasks and in-class observation are the most frequently assessment. The third question their perceptions on core language skills in language testing and assessment in primary education in Turkey were speaking, vocabulary and grammar were considered the most important, then reading and writing and the last one was listening. The last question about the types of questions used by EFL teachers in language testing and assessment in primary education in Turkey were fill-in and questions then Matching, True/False and Yes/ No Questions and the least used was exams.

Nurhayati, Handini, and Fikni, Z. (2020) investigated about teachers' and students' perception about formal and informal assessment. The subject of this study was an English

teacher and 30 student class. The instruments to gather data were questionnaire for students and an interview guide for the teacher. Descriptive analysis was used to analyze the data. The results were that formal assessment provides teachers with information about what they have mastered or not, but students generally show a lot anxiety when taking them, therefore students could not demonstrate mastery. Students preferred informal assessment that formal assessment. Moreover, informal assessment takes longer to complete, and cannot be used to measure mastery for specific learning objectives, instead it can be used as indicators of more specific needs of each student.

Mahshanian, Shoghi, and Bahrami (2019) conducted a research study on investigating the differential effects of formative and summative assessment on EFL learners' end-of-term achievement, the participants were 133 EFL learners and 8 experienced instructors. The instruments used were, instructional materials, testing material, procedures, formative group, summative group, interaction group and control group. They tried to answer the following questions, does the use of formative assessment as the only evaluation method contribute to the improvement of learners' end- of- term achievement? does the use of summative assessment as the only evaluation method contribute to the improvement of learners' end- of- term achievement? does the interaction of both formative and summative assessments contribute to the improvement of learners' end of-term achievement? The results revealed that using a single assessment method does not guarantee the success in ultimate achievement. The use of formative and summative assessment individually does not assure the learners' achievement. Therefore, the use of both assessments, is more profitable and helpful, they complement each other.

Tsagari (2013) aimed to out to explore EFL students' perceptions towards LTA practices in the context of higher education (HE). Thus she formulated the following questions: What are the types of assessment used to evaluate EFL students' language skills in HE?; how do students perceive the purposes and practices of these assessments?; The participants of the study were 141 students aged 20 to 30 years old, of second and third year of their studies. The instrument to collect data was a survey questionnaire,

containing both Likert scale (five-point) and open-ended questions, furthermore it was comprised of four parts: a) students' profile, b) students' perceptions of the importance of language skills/areas, c) students' views of the purposes, methods and techniques used for the assessment of these skills/areas, and d) students' satisfaction with the assessment used. Triangulation was employed during data collection; the tests were administered in the institution, and then analyzed in terms of the frequency of types of language skills/areas tested and types of tasks used. Based in the researcher's findings, the types of assessment used in the tertiary institution as mentioned by students were the written tests prevail over other assessment methods used while projects and assignments are occasionally used to assess students' language and finally alternative forms of assessment such as diaries, self-assessment and portfolios are rarely used. On the other hand, about the purposes of assessment, "students believe that language assessment in their context is mostly used for measurement and administrative purposes such as deciding on grades as well as for learning or teaching purposes" (Tzagari, 2013).

Chapter Two

Method

Setting and participants

This study was conducted in a public high school of Pastaza province, located in a neighborhood of Puyo city. The number of students that attend this center is around one thousand. This high school is for boys and girls. The students, attending this institution, comes from a low and medium socioeconomic status.

The participants in this study were five students and five English teachers, the five students were from the first year of bachillerato from a high school in Puyo city, three males and two females, their ages were between 15 and 16 years old, the students are from the surroundings of Puyo city, and they are from a low socioeconomic status, their proficiency level of English is low. Regarding to the teachers, four of them have their bachelor's degree of English as a Foreign Language, while one teacher has a Master' degree. All the teachers are from Puyo city and work in the same institution, four teachers are female and one is male.

The sample was selected purposively, according to the judgment of the author.

Instruments

The instruments used to collect data were four questionnaires, one for students' perceptions and three for teachers' perceptions. The first instrument was needs analysis questionnaire that was addressed to students in order to know their needs, lack and wants about the English language program, and it contained 12 questions between closed ended questions, open ended questions, and four point Likert scale. The next instrument was situational analysis questionnaire; it was addressed to teachers in order to know the teachers' perceptions on the environmental factors that influence English language learning such as: situational factors, institutional factors, teacher's factors and learners' factors; this questionnaire contained 19 questions between open ended questions and closed ended questions. The third instrument was factors for effective teaching questionnaire, the aim of this instrument is to know the teachers' perceptions about some factors for an effective

teaching like: institution, staff, program management and resources. This questionnaire contained a checklist with five point Likert scale. And the last instrument was teachers' perceptions of the principals, types and tasks of assessment questionnaire, in order to know the teachers' opinion about the application of the principles of language assessment and the design of assessment tools to assess EFL learners; this instrument contains five point Likert scale questions, open ended questions and closed questions.

The method used in this study was mixed method approach, since the data gathered through the questionnaires were quantitative and qualitative.

Procedures

Students and teachers were asked to answer the questionnaires via e mail, and they were guided how to fill them, and they had to send it back. The information of the questionnaires was quantitatively and qualitatively analyzed. The quantitative data was tabulated and analyzed by its frequency, moreover the excel computer program was used to tabulate the information. Qualitative data was summarized and analyzed. After the analysis was possible to answer the questions stated in this research study, with the students' and teachers' perceptions.

Chapter three

Description, Analysis, and Interpretation of Results

In this section the author presents the results obtained through the questionnaires, which were tabulated, described, analyzed and interpreted, in order to answer the research questions. The results are presented as follows, first needs analysis, then situational analysis, later conditions that support an English teaching program, and finally the principles, types of assessment and tasks used for evaluation in a public high school.

Needs analysis

What are student's needs?

Needs analysis is a vital element of the curriculum, since it allows to know the students' needs, wants and lacks.

After tabulating and analyzing the information it was found that the students who participated in this study had a low proficiency level of English according to the CFER, since two of them expressed that they pose an A1 level of English, while two students have an A2 level of English, however one student mentioned that he poses a B1 level of English. The students' English knowledge has been acquired during their school life; they have not attended to other courses. Students needs are to improve their proficiency level of English; thus, it is suggested teachers use useful strategies, materials, activities and method, in addition the curriculum should be carefully analyzed.

Figure 2

In which situations do you consider that English is more useful?

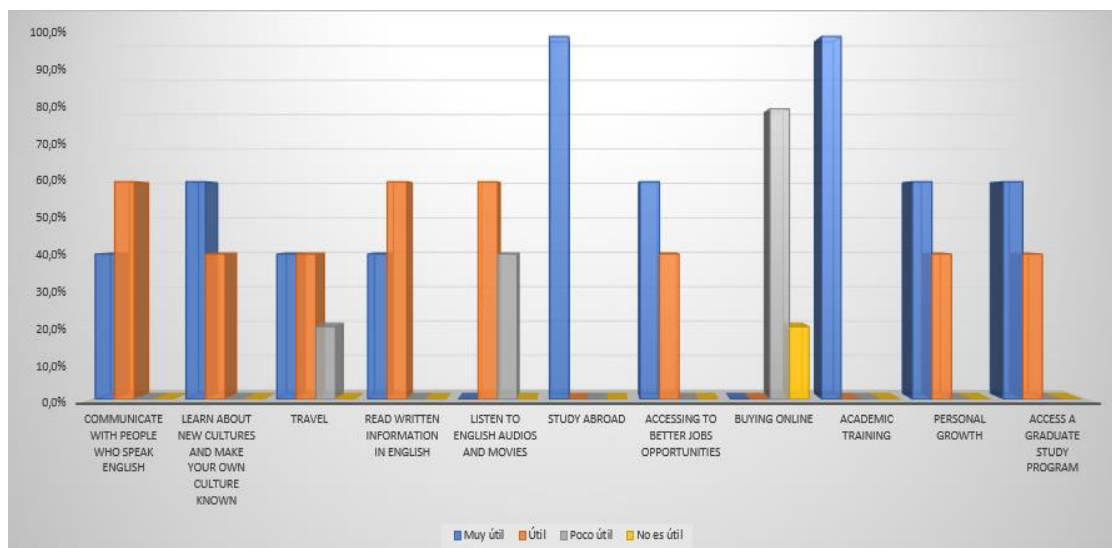


Figure 2 depicts the situations in which English language is more useful for the students, 100 percent of students consider that English language is very useful to study abroad and for academic training, furthermore 60 percent of students consider that English is useful to know about new cultures and make their own culture known, to access to better job opportunities, for personal growth and to access a graduate study program, in contrast 20 percent of students said that English was not useful for buying online. English nowadays is very important to communicate, due it is the official language used around the world people need to be aware of its importance, English is used in many situations but mainly in the case of the students they prefer the language to apply in their future jobs, personal growth and for academic purposes. Mohammed and Nur (2018) mentioned the benefits and the importance of English language in their professional, academic and personal life.

Figure 3

How much time do you invest to practice English outside the classroom per week?

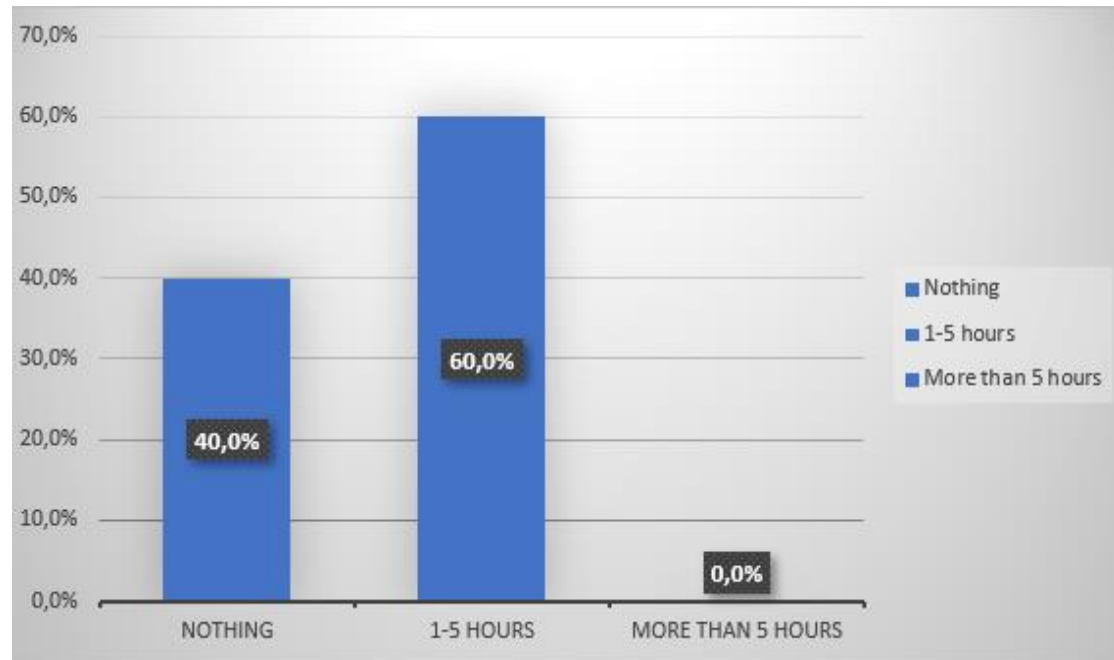


Figure 3 concerns to the time that the students spent to practice English outside the classroom, 40 percent of students mentioned that they do not spend any time in practicing English, while 60 percent of students spent between one and five hours to practice outside the classroom. As it can be seen, the results show that a high percentage of students are conscious of the importance to practice English outside the classroom in order to improve their language skills, and reinforce what they have learned in class, the length of time that students spent a week is important since it helps them to achieve academic goals in the English language program.

Figure 4

How useful the courses that students have taken previously have been?

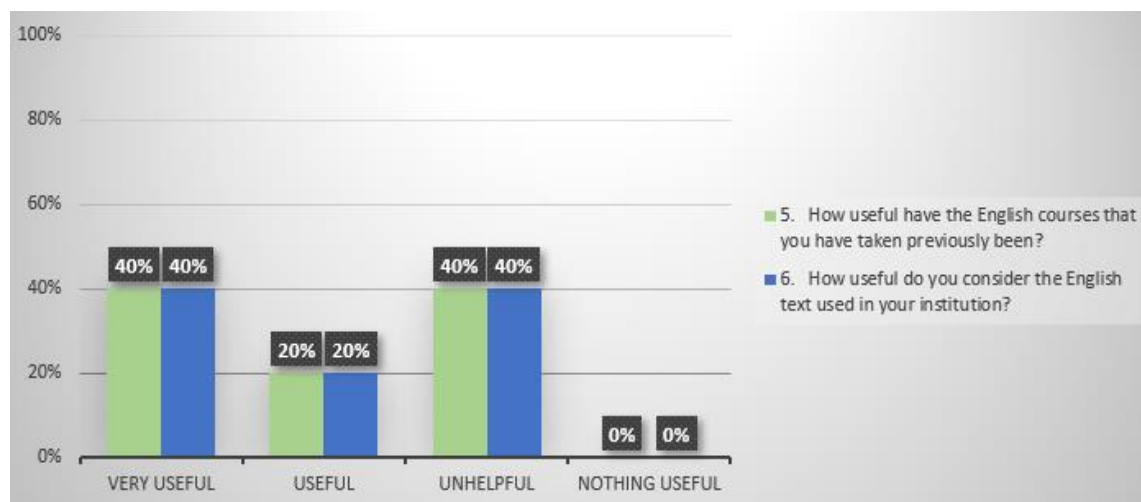


Figure 4 shows how useful the courses that students have taken previously have been, as it was mentioned before, students' level of English has been acquired during their school life. However, only 40 percent of students considered that it was very useful, while just 20 percent mentioned it was useful, and 40 percent said that it was unhelpful. As a consequence, the proficiency level of the students is low, thus the curriculum should be analyzed and improved considering real students' needs.

Regarding to the importance of the text, Figure 4, shows that 40 percent of students found it was very useful, since the text guides them to learn more, and because the teacher's lessons are mostly based in the text, and there are useful grammatical activities that help them put into practice what they have learned, 20 percent mentioned that the text was useful due to it contains the responses to the questions of the activities and it is a resource to support the teaching of English. However, 40 percent of students mentioned that the text was unhelpful, since it was not according to the real situation of students, and it focused more in reading and writing rather than in practicing English to be able to speak, besides, teachers rely only on them and do not prepare any other material to use in classes as a resource for their teaching. In this context, it is important to mention that course books are handy and adequate for teachers and students; however, teachers should not depend only on them (Zohrabi, 2008). Harmer (2002, cited by Zohrabi, 2008) suggests the use of both

homegrown materials and course books. The Text books teachers are using should be checked and analyzed by experts and adjust them to the student's needs in our country.

Figure 5

What classroom activities are useful to learn English?

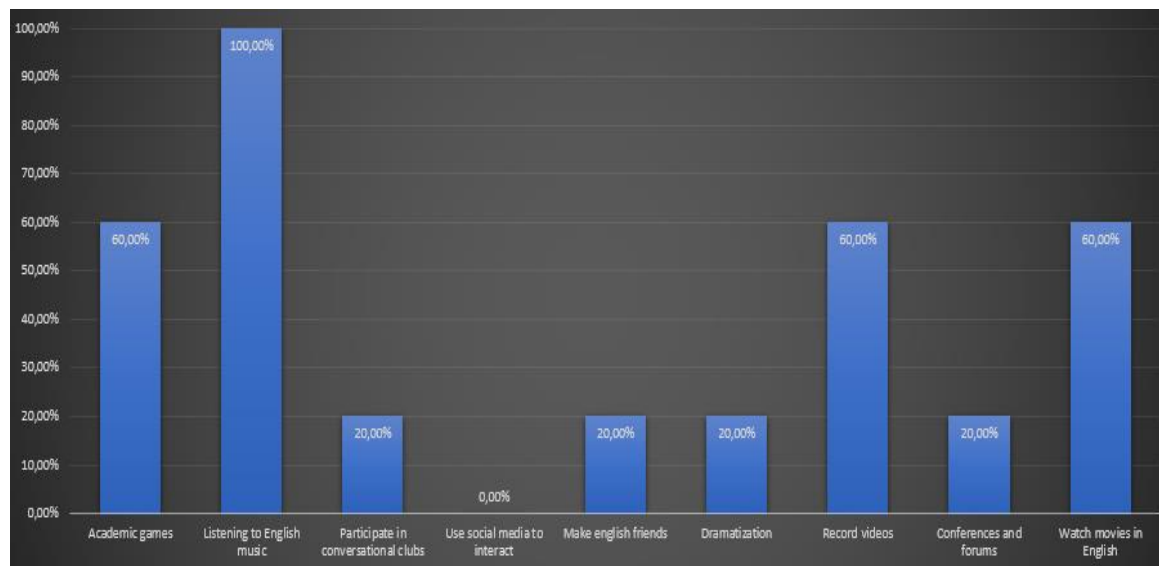


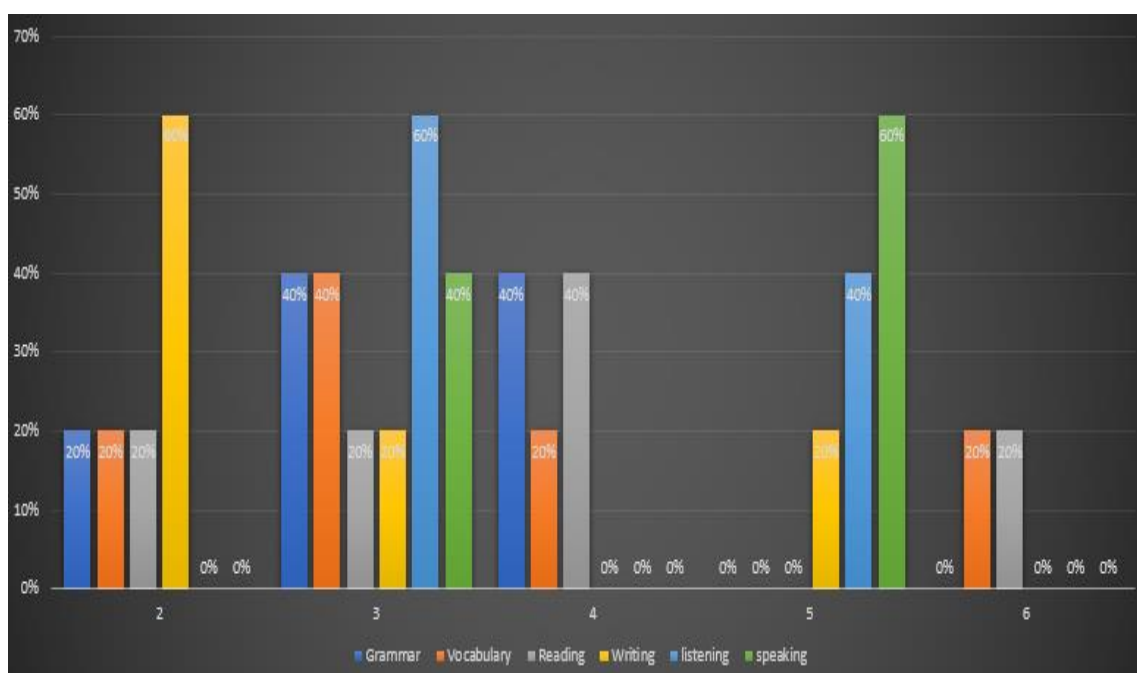
Figure 5 depicts the activities that students considered help them to learn English, the results show that 100 percent of students consider that listen to music was a helpful activity to learn English. While 60 percent considered helpful activities such as, academic games, record video and watch movies in English. Student mentioned that Music has rhythm so it makes easier to remember the words, also it helps to pronounce the words correctly. In addition, they claimed that games were a joyful way to learn English, and that it helps to memorize the words. Students think that it is interesting to watch the movies, and they can understand associating images. Another important activity considered by students was recording videos due to it helps them to memorize words and enhance pronunciation. On the other hand, students mentioned some activities that they did not like such as, grammar activities, speak in public, reading, and watch movies.

In regards to the use of songs it is important to mention that The use of songs to teach English increase learners' motivation and is useful to practice the four skills such as reading, writing, speaking and listening (Chen & Chen, 2009), maybe this is the reason why students like to work with them. Language games increase motivation, and provide a

significantly language practice, the students get engaged and the class is joyful (Andrade, 2009). Furthermore, the use of videos to teach English is a good resource since it develops effectively the language skills such as listening, speaking, vocabulary acquisition, and writing. Students needs are for classroom activities that engage and motivate them such as listening to music, watch videos, academic games, and record videos. The activities mentioned are undoubtedly useful in the process of teaching and learning English language thus teachers should use them more frequently.

Figure 6

Level of difficulty of the English language learning aspects (From 1 Easiest to 6 Most Difficult)



Regarding to the level of difficulty, of some aspects of English language learning, students mentioned that they have more difficulty with listening and speaking. In this sense it is important to mention that speaking is a difficult skill to learn, therefore, teachers should recognize the factors that affect speaking such as, inhibition that occur when they are worried about making mistakes, shy and fearful of criticism; another factor refers to nothing to say, and it occurs when students do not have a motive to express themselves; the last factor is the uneven participation. Thus, teachers should consider these factors in order to motivate them to speak with confidence (Ur, 1996, cited by Al Hosni, S. 2014). On the other hand, listening activities such as pre-listening, while-listening, and post-listening should be

used to improve the listening skills, with the help of the activities mentioned previously the ones which students prefer like, music, and watch videos (Barnes, 1984, cited by Gilakjani & Ahmadi, 2011). Students needs are for useful strategies, activities, materials and techniques that help them to enhance the listening and speaking skills.

Figure 7

Have you experienced English language learning virtually?

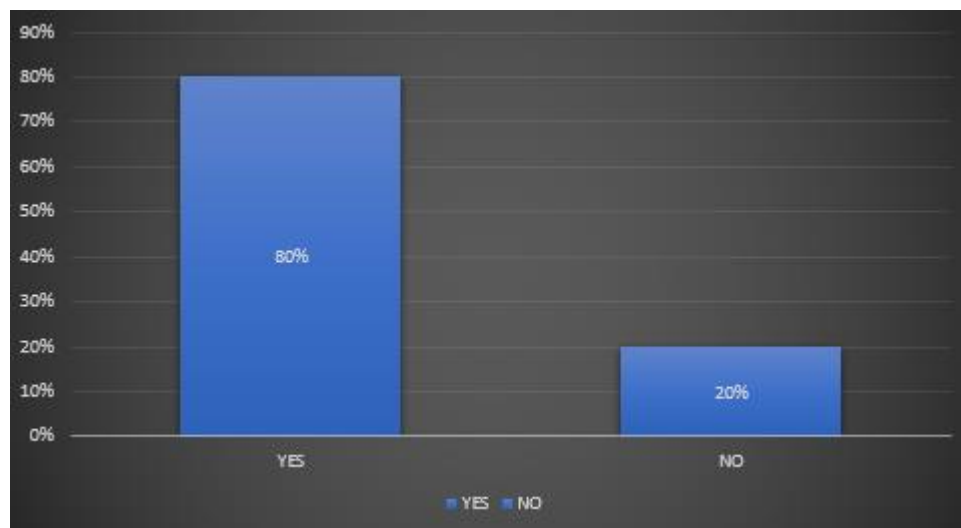


Figure 7 shows that 80 percent of students have experienced the learning of English virtually, and 80 percent of the students showed positive attitude towards it, according to the results this is due to the students understand better the classes, because there is not noisy of the other students, also through this means it is possible to record the class and watch again and again if something is not understood by students. In addition, thanks to technology and virtual learning it is possible to continue learning. Many studies have claimed that learners enjoy learning English language with the use of technology and they prefer using technology much more than traditional methods and materials (Golonka, et al, 2012).

As a reflection of this section it is important to mention that the results obtained through the needs analysis questionnaires shows that students' need, to improve their proficiency English level, to develop communicative activities, and to perform engaging activities such as listening to music, watching movies, record videos and academic games, thus the curriculum should be planned taking into account all these aspects.

Situational analysis

What are teachers' perception on the environmental factors that influence English language learning in a public high school?

Situational factors are an essential part in the curriculum, since it provides useful information about environmental factors that influence English language learning such as, social factors, institutional factors, teacher factors and learner factors.

Societal Factors

Figure 8

Situational Analysis

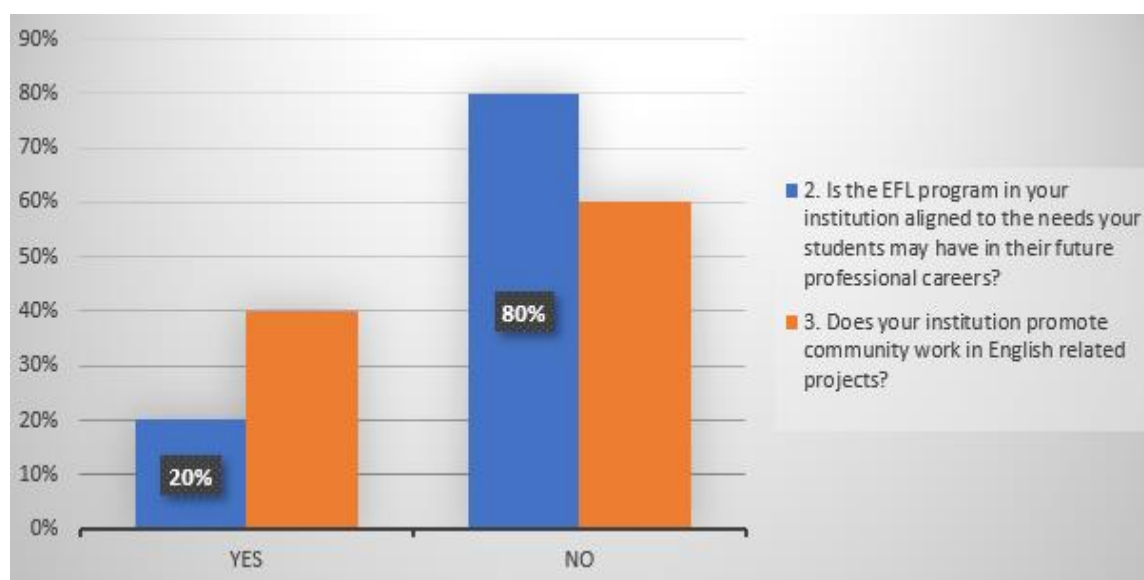


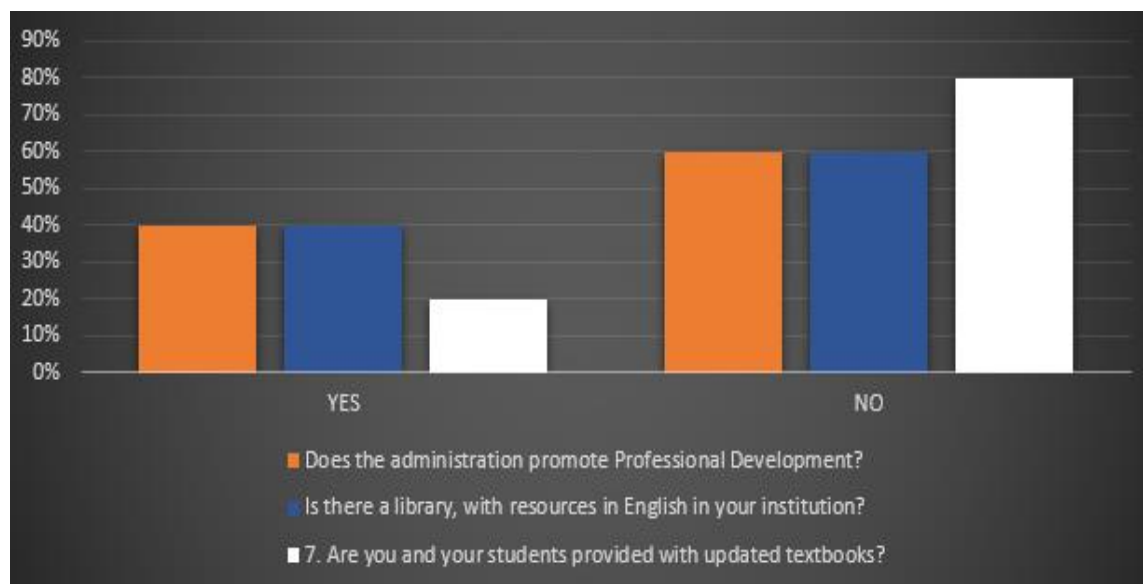
Figure 8 depicts teachers' opinions about whether the EFL program is aligned to the needs that students may have in the future, 80 percent of teachers mentioned that it is not aligned to the students' needs, while 20 percent said that it is aligned to the students' needs. In addition, it shows the community work in English related programs, 60 percent of teachers said that the institution does not promote it, while 40 percent of teachers mentioned that the institution promotes community work in English related projects. Societal factors influence the English language learning, since the course should be aligned with the students' needs in order to meet the students' expectations and needs. Moreover, the lack of community work does not help to communicative activities, thus community work should be promoted to

let students to interact in English language environment, to increase the students' motivation and confidence to speak in the target language.

Institutional factors

Figure 9

Situational Analysis



Regarding to some institutional factors 60 percent of teachers said that the administration promotes professional development, but 40 percent of teachers claim that the institution does not promote professional development; the administration should promote professional development because it is fundamental for an effective teaching and learning.

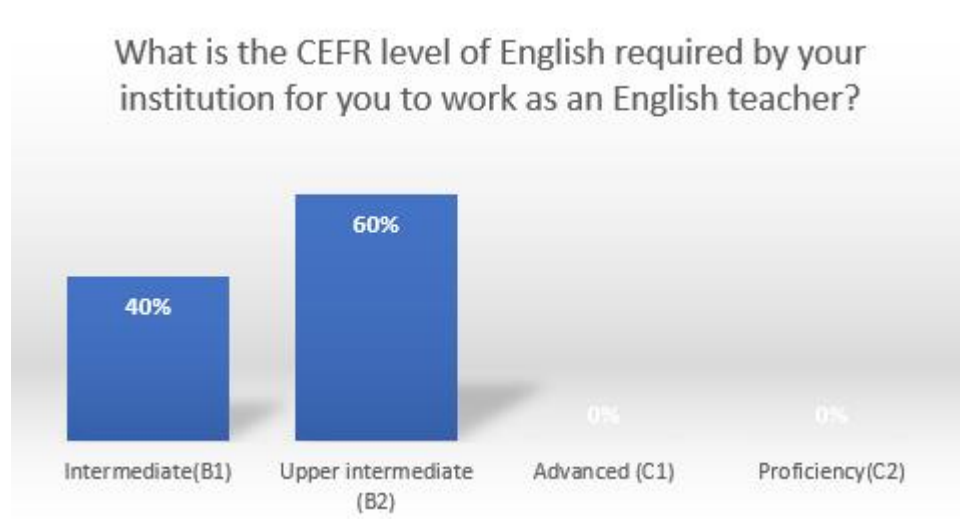
On the other hand, 60 percent of teachers said that there is not a library with English resources, while 40 percent mentioned that there is a library with English resources. This is a real problem for students who are learning English, educational institutions should have a library with English resources, thus the students have a reading exposure which help to the language acquisition, mainly in the form of vocabulary, and grammatical improvement (Krashen, 1985, cited by Lai, 1993). About 80 percent of teachers said that the students are not provided with updated textbooks while 20 percent said yes. The English textbook was developed in 2015, educational authorities should review the content and adjust them to the needs of students, since the students mentioned that the text was unhelpful, because it was

not according to the real situation, and it focused more on reading and writing rather than practicing English to be able to speak.

Summarizing the results, it can be said that teachers' perceptions about the institutional factors are that the institution does not provide the students with updated material, internet connection, library with resources in English, and some teachers mentioned that the administration does not promote professional training, which affect seriously the English language learning process.

Teachers Factors

Regarding to the online work implemented because of the emergency, teachers described it as a negative factor that affected the teaching expected standards, because most of the students are from a low economical background level, they live in rural areas where there is not access to internet connection, and on the other hand they do not have a laptop, for instance, one teacher said that from two hundred students that she teaches just 26 had internet connection. However, the small amount of students that had access to internet connection have previously showed positive attitudes towards the online learning experience since students understand better the contents taught through them, because there is not noisy of the other students, thus the explanation was clear, and also it was possible to record the class and watch again and again if something is not understood, moreover they said that thanks the technology and the virtual learning it is possible to continue learning and do not stop. In order to provide a successful virtual learning, the government should first focus in the tools required by students to perform it, like internet connection and a computer or laptop, otherwise virtual learning could be a failure.

Figure 10*Situational Analysis*

In this regard 60 percent of teachers mentioned that the CEFR level of English required by the institution is B2. The B2 proficiency level is required by the Ministerio de Educación in public education, but since the availability of English teachers is reduced, the Ministerio de Educación has to hire the available staff. On the other hand, 80 percent of teachers are required to update their English certification each two years.

Table 1*How long have you been teaching English as a FL?*

YEARS	%
1 to 5 years	00
6 to 10 years	40
11 to 15 years	40
16 to 20 years	00
21 to 25 years	20
More than 26 years	00

Table 1 depicts the amount of time that teachers have been teaching English as a foreign language, and 40 percent of teachers mentioned that they have been teaching between six and ten years, similarly 40 percent of teachers mentioned that they have been teaching between 11 and 15 years, while 20 percent of teachers have been teaching between 21 and 25 years. Even though, most of the teachers have been teaching for a long time, they are not sure to be qualified to be part of a curriculum design. As mentioned

before, in the past curriculum development was understood as a domain only for specialists, administrators and investigators, however nowadays it can be developed by teachers once they have understood the framework of curriculum (Albilehi, Han, & Desmidt 2013). In this regard, curriculum is not done for teachers, instead it is done with them and through them (Carl, 1995 as cited in Albilehi, Han, & Desmidt 2013) but in order for a teacher to be able to do it, they need to be qualified.

The methodology used by teachers to teach English is Communicative approach, according to the Ministerio de Educacion. Communicative approach emphasizes in communicative competence, students are more involved in classroom activities based in cooperative rather than individualistic approach, the teacher is the facilitator instead of the model of correct speech (Richards, 2006, cited by Ministerio de education, 2016).

The teacher's perceptions about the teachers' factors are that most of the teachers have a B2 proficiency level, in addition the teachers have more than six years of experience teaching English as a FL. Moreover, the method that teachers use is the communicative approach.

Learners factors

Figure 11

Situational Analysis

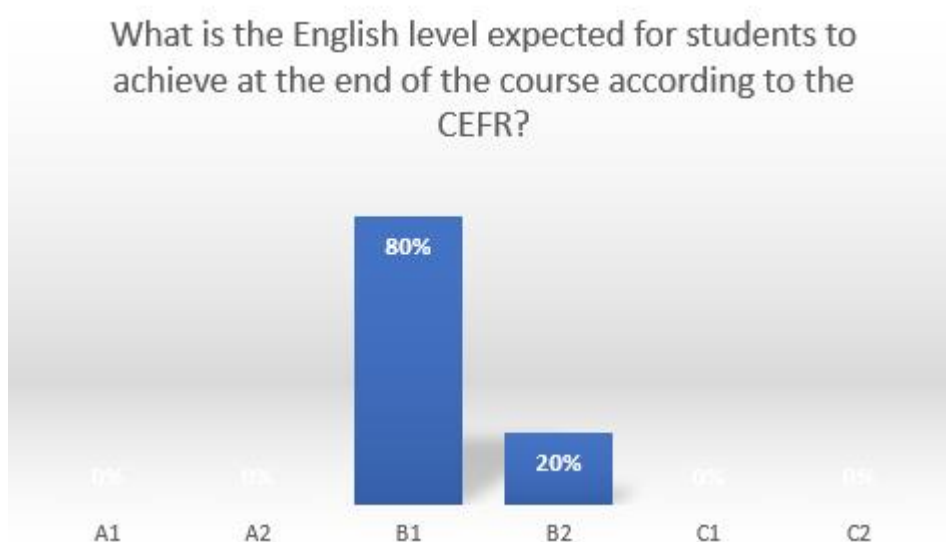
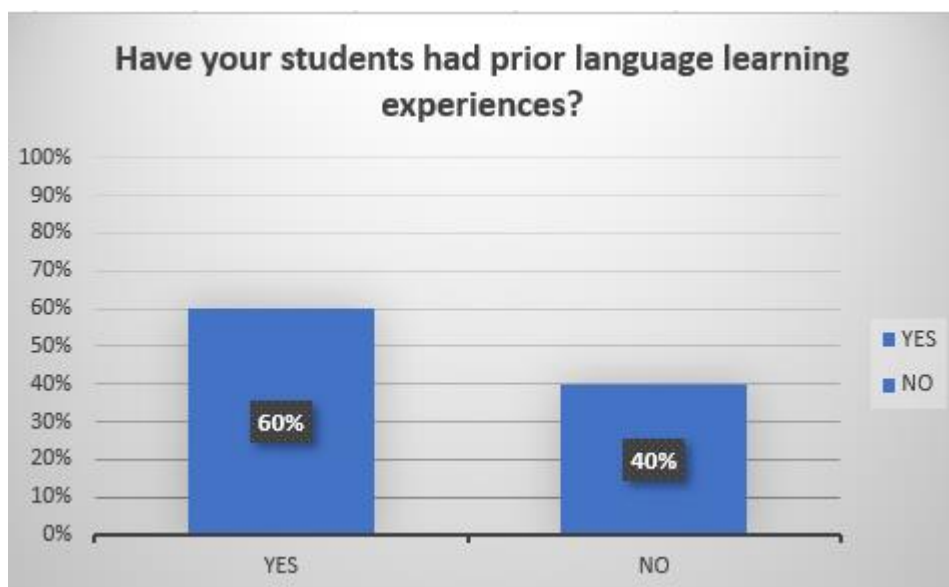


Figure 11 shows that 80 percent of teachers mentioned that the English level expected for students to achieve at the end of the course according to the CEFR is B1, however 20 percent of teachers mentioned that the level expected was B2 proficient level. In this regards the Ministerio de Educación (2016) stated that the level expected for students to achieve when finish the course was B1.

Teachers describe some activities that students enjoy more when learning English, such as, listening to music, role plays, watch movies, games, tongue twister, reading stories, using flash cards, listening to music, and watching videos. Students have previously mentioned some of these activities like listen to music, games, watch movies as the ones that they enjoy more. Thus, teachers should use the activities that students enjoy the most to improve the students' skills. These activities are effective to improve cooperative work, promote speaking, joyful, interactions creativity, undoubtedly teachers are aware of the importance of keeping the students motivated and engaged in a suitable environment with effective activities that improve their learning.

Figure 12

Situational Analysis

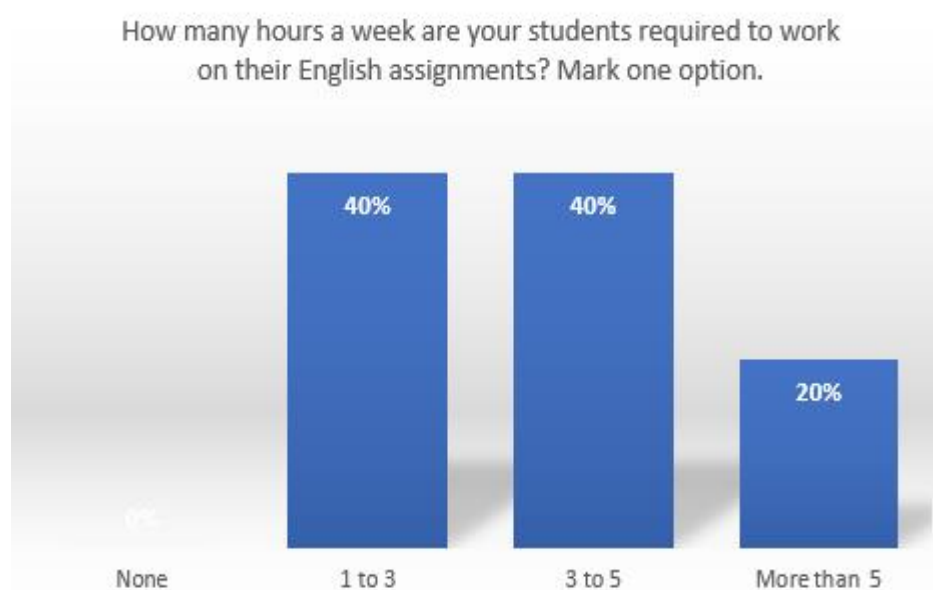


Concerning to the prior language learning experience of students, 60 percent of teachers mentioned that their students have had prior experiences, while 40 percent mentioned that students have not had prior language experiences. In addition, teachers

affirm that students' prior knowledge is due to the knowledge acquired during their school life, this also is what the students mentioned previously.

Figure 13

Situational Analysis



Regarding to the time that students are required to work on their English assignments, 40 percent mentioned that students are required to invest between one to three hours per week, while 40 percent of teachers said that students are required to work between three to five hours per week, and 20 percent said that students were asked to work more than five hours per week. The amount of assignment should be checked in order to led students to organize their time in the best way, to fulfill all the required activities, instead of feeling overwhelming and frustrated.

Finally, the authors' opinion about this question, teachers' perceptions on the environmental factors that influence English language learning in a public high school? Is that societal factors lack of needs analysis to meet the students' needs, and plan the course effectively; while institutional factors do not provide students and teachers with updated materials, library with resources in English, internet connection and a laptop. The teacher factors show that teachers have experience in teaching English as a FL for many years, and they use the communicative approach however the application of this method needs to be

revised since the students mentioned the lack of communicative activities. The last factor is the learners which refers mainly to the classroom activities that students enjoy more.

Conditions that support an English teaching program

What are the conditions that support the English teaching program?

There are some important factors for effective teaching process, they are, institution, staff, program management, and resources.

Institution

Table 2

Physical facilities %

	Never	Seldom	Sometimes	Often	Always
Premises are clean and safe	0%	20%	40%	0%	40%
Classrooms and offices are not overcrowded.	20%	0%	0%	80%	0%
Ventilation, heating, and cooling are adequate.	0%	0%	40%	20%	40%
Lighting is adequate	0%	0%	0%	60%	40%
Precautions in case of fire are adequate.	0%	0%	0%	80%	20%

Note: Teachers' perceptions about physical facilities of the institution.

Table 2 shows the results obtained from teachers about the physical facilities of the school, 40 percent of teachers claim that premises are sometimes clean and safe, 40 percent of teachers affirm that the premises are always clean and safe, but 20 percent of teachers mention that premises are seldom clean and safe. Most of the teachers claim that the classrooms and offices are not often overcrowded. Ventilation, heating and cooling are often adequate. Finally, the equipment in case of fire are often adequate. The institution provides adequate physical facilities to assure the best conditions for learning however more attention should be done in keeping the premises always clean and safe, to assure a comfortable environment for students and teachers, thus authorities should find solution to this issue, since each educational activity requires of an adequate space for it to take place. Thus, educational planners should request for appropriate spaces (Vickery, 1980, cited by Beynon, 1997 p, 27).

Table 3*Management and Administration*

	Never	Seldom	Sometimes	Often	Always
Keeps a well-trained administration staff.	0%	0%	40%	20%	40%
Offers a collaborative environment	0%	0%	40%	20%	40%
Provides opportunities for teachers' development, adequate salary and benefits too.	0%	20%	60%	0%	20%
Holds frequent work meetings.	0%	0%	40%	20%	40%
Considers the teachers' opinions with the aim to improve the educational quality.	0%	20%	0%	40%	40%

Note: Teachers' perceptions about the management and administration of the institution.

Concerning to management and administration, 40 percent of teachers said that the institution always keeps a well- trained administration staff, while 20 percent said that the institution often keeps a well-trained administration staff, and 40 percent agree that the institution sometimes keeps a well-trained administration staff. In addition, the institution often offers a collaborative environment, 60 percent of teachers said that the institution sometimes provides opportunities for teachers' development, adequate salary and benefits too. Similarly, the institution often holds frequent meetings. However, 40 percent always considers the teachers' opinions with the aim to improve the educational quality. In order to assure a proper environment, the administration of the institution should consider the importance of emotions for teacher development, teaching, and teacher research (Cowie, 2011).

Staff**Table 4***Teaching Staff*

	Never	Seldom	Sometimes	Often	Always
Requires teachers to have a minimum B2 level of English language proficiency.	0%	20%	20%	20%	40%

	Never	Seldom	Sometimes	Often	Always
Requires teachers to have a bachelor's degree in English Language Teaching, Bilingual Education, Applied Linguistics or other related areas.	0%	0%	20%	20%	60%
Allows teachers to adapt their personal teaching philosophies to the established ones	0%	20%	40%	20%	20%

Note: Teachers' perceptions about the teaching staff.

Table 4 focuses on the staff, 40 percent of teachers mention that teachers are required to have a minimum B2 level of English language proficiency while 20 percent mentioned that they were rarely required to have a B2 level. 60 percent of teachers agreed that they were always required to have a bachelors' degree in English Language Teaching, Bilingual Education, Applied linguistics and other related areas. 40 percent of teachers said that they were sometimes allowed to adapt their personal teaching philosophies to the established ones. The results show that not always teachers are required with a B2 proficiency level, bachelor' degree in the related area or they are allowed to adapt their personal teaching philosophies to the established ones. Proficiency of the target language is the basis of the occupational of foreign language teachers (Murdoch, 1994, cited by Köksal & Ulum,2019). Moreover, the students' achievements in FL learning requires proficient teachers with advanced foreign language skills (Richards, 2015, cited by Köksal & Ulum,2019). Therefore, teaching staff should be qualified, and have a high proficiency level to guarantee language teaching and learning.

Table 5
Support Staff

	Never	Seldom	Sometimes	Often	Always
Ensures healthy work environments.	0%	0%	20%	20%	60%
Provides teachers with appropriate and fair work conditions according to the legal regulations.	0%	0%	0%	20%	80%

Chooses instructional resources (books, textbooks, platforms, etc.) that are aligned with the context where you teach.	0%	0%	60%	0%	40%
Supports teachers' adaptations to the instructional resources chosen by the institution.	0%	0%	20%	60%	20%

Note: Teachers' perceptions about the support staff.

Table 5 shows that 80 percent of teachers mentioned that support staff always provide teachers with appropriate and fair work conditions according to the legal regulations, while 60 percent of teachers mentioned that the support staff always ensures healthy work environments, and 60 percent of teachers said that support staff often supports teachers' adaptations to the instructional resources chosen by the institution, 60 percent of teachers said that support staff sometimes chooses instructional resources (books, textbooks, platforms, etc.) that are aligned with the context where you teach. The results show that the support staff is aware of all the requirements of the teachers.

Table 6

Staff Development

	Never	Seldom	Sometimes	Often	Always
Promotes teachers' training courses on a regular basis.	20%	20%	20%	20%	20%
Sets a budget to invest it on teachers' professional development.	40%	40%	0%	0%	20%
Promotes class observations as a way of improving teaching practices.	20%	40%	0%	0%	40%
Provides valuable feedback after class observations or teachers' work monitoring.	20%	20%	20%	0%	40%

Note: teachers' perceptions about the staff development.

Concerning to the staff development, 20 percent of teachers mentioned that sometimes the institution promotes teachers' training courses on a regular basis. But 40 percent of teachers said that the institution seldom sets a budget to invest it on teacher'

professional development, similarly, 40 percent of teachers reported that the institution seldom promotes class observations as a way of improving teaching practices. And 20 percent of teachers mentioned that the institution never provides valuable feedback after class observations or teachers' work monitoring. These results show the teachers' need for professional training, in order to improve their communicative skills. Thus, it is necessary that the institution invests in teachers' development since it has the potential to reshape the teachers' linguistic and pedagogical competences, their attitudes with regard to the language they teach, moreover their self-image in relation to language teaching (Abad, 2013).

Enhancing the professional development of EFL teachers refers to the desire of teachers to use appropriate and efficacious strategies in teaching language, and the tenacity and persistence doing that (Overbaugh & Lu, 2008, cited by Karimi, 2011).

Program Management

Table 7

The institution

	Never	Seldom	Sometimes	Often	Always
Designs and executes curricula based on learners needs and the results of the assessment.	0%	0%	60%	20%	20%
Keeps records of all the program, its goals and objectives, learner outcomes, teaching materials, methodology, assessment criteria, and evaluation procedures.	0%	20%	0%	40%	40%
Assesses and informs regularly the student progress with instruments developed and based on ELT principles with an accurate approximation to the culture.	0%	20%	20%	20%	40%
Recognizes and keeps in mind, for developing curricula, the class size, course length and course intensity are factors that the training provider cannot control.	0%	20%	60%	0%	20%
Evaluates the curriculum and courses for answering to the changing student needs, new trends in ELT and the changing global context.	0%	60%	0%	20%	20%
Encourage the active participation of teachers and students in the evaluation which leads to program re-design, with the development of new	40%	40%	0%	0%	20%

approaches, new components, and/or new courses.

Is evaluated and get effective feedback by experienced professionals in different fields such as linguistic and ELT management.	40%	40%	0%	0%	20%
---	-----	-----	----	----	-----

Note: Teachers' perceptions about the program management.

Regarding to the program management, 60 percent of teachers said that the institution sometimes designs and executes curricula based on the learners needs and the results of the assessment. While 40 percent mentioned that the institution often keeps records of all the program, its goals and objectives, learner outcomes, teaching materials, methodology, assessment criteria, and evaluation procedures. On the other hand, 40 percent of teachers said that the institution always assesses and informs regularly the student progress with instrument developed and based on ELT principles with an accurate approximation to the culture, these instruments are related to the stated goals and objectives of the training program. However, 60 percent of teachers mentioned that the institution sometimes recognizes and keeps in mind, for developing curricula, the class size, course length, and course intensity are factors that the training provider cannot control. 60 percent of teachers said that the institution seldom evaluates the curriculum and courses for answering to the changing student needs, new trends in ELT and the changing global context. Similarly, 40 percent of teachers mentioned that the institution seldom encourages the active participation of teachers and students in the evaluation which leads to program re-design with the development of new approaches, new components, and/or new courses. In addition, 40 percent of teachers said that the institution seldom is evaluated and get effective feedback by experienced professionals in different fields such as linguistic and ELT management. The results obtained show that the program management of the institution does not support the English teaching program. According to Macalister (2020) the curriculum of the institution should be designed taking in account the students' needs, the environment factors and the teaching condition to provide an effective learning.

Resources

Table 8*The institution*

	Never	Seldom	Sometimes	Often	Always
Supplies all teachers with up-to-date instructional materials or resources such as print materials, video tape recorders, audio tape recorders, and a range of realia.	20%	80%	0%	0%	0%
Provides computerized language teaching and self-access resources.	20%	60%	20%	0%	0%
Makes a free-access library available for teachers as well as students.	40%	20%	20%	20%	0%
Makes sure active participation of people involved in decision-making, in this way procedures such as, select expiration, evaluation, purchase and maintenance of equipment and materials are documented.	20%	40%	0%	40%	0%

Note: Teachers' perceptions about the resources of the institution.

This

Table 8 shows the resources of the institution, in this regard, 80 percent of teachers said that the institution seldom supplies all teachers with up-to-date instructional materials or resources such as print materials, video tape recorders, audio tape recorders, and a range of realia; similarly the institution seldom provides computerized language teaching and self-access resources; moreover 40 percent of teachers mentioned that the institution never makes a free-access library available for teachers as well as students. However, 40 percent of teachers mentioned that the institution makes sure active participation of people involved in decision-making, in this way procedures such as, select expiration, evaluation, purchase and maintenance of equipment and materials are documented. The institution lacks of updated materials, free access library, and computerized language teaching. Authorities should provide teachers and students with the required resources to promote a better learning process, especially technology since it is an important contribution for teaching English language, because it promotes communicative approaches, instructors with little or

no experience, and experienced teachers will find useful to use the technology (Warschauer, Shetzer, & Meloni, 2001).

Regarding the question previously stated about the conditions that support the English teaching program of a public high school, the results obtained show that the institution support the program with adequate physical facilities, however the management and administration, teaching staff, development staff, program management, and resources, are conditions that need to be seriously analyzed and improved to support the English teaching program.

Principles and tasks of assessment

What are the principles, types of assessment and tasks used for evaluation?

The results shown below are from teachers' perceptions about the principles of assessment, types of assessments and tasks used for assessing EFL learners. The principles of assessment considered are practicality, reliability, validity, authenticity, and washback. The types of assessment are summative and formative. And, the tasks are focused in the four skills such as, reading, writing, speaking, listening.

Table 9

Practicality %

	Strongly agree	Agree	Undecided	Disagree	Strongly Disagree
Administrative issues are all carefully considered before the test.	40	40	20		
Students complete the test reasonably within the set time frame.	40		60		
All the printed materials are accounted for.	40		40	20	
All the equipment is pre-tested.	40	20		40	
The cost of the test or assessments procedures is within budgetary limits.	20	40		40	
The scoring system is feasible in your time frame.	60		20	20	

Note: Teachers' perceptions about the principle of practicality.

Regarding practicality, 40 percent of teachers agree that the administrative issues are all carefully considered before the test. However, 60 percent of teachers are undecided

about the set time frame that the students have to complete the test reasonably. Also 40 percent are undecided that all the printed materials are accounted for. According to the all the equipment is pre-tested, 40 percent agree and 40 percent disagree. 40 percent of teachers agree and 40 percent of teachers disagree about the cost of the test or assessments procedures is within budgetary limits. But 60 percent strongly agree that the scoring system is feasible in your time frame, while 20 percent disagree. Consequently, teacher's perceptions about practicality is that it is not totally considered for the assessment process, Practicality refers to time constrains, costs, and administrative details, of teachers and students, before or after the test (Brown, 2004, cited by Hudaya, 2017). The test is worthless if it takes too much time to do it and no one can do it (Harmer, 2007, cited by Hudaya, 2017). Teachers should assure that the time frame is enough for students to finish the evaluation, and the printed materials should be accounted for. It is necessary that teachers make sure that all the equipment are in good conditions before to take the test in order to obtain effective results. Another important point is to analyze the cost of the test, it needs to be ideal and not exceed the cost stated. Teachers should select a score system that let them to score in an appropriate time frame. It is necessary that teachers check the principles of assessment, in order to use them effectively to assess the students.

Table 10

Reliability %

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

Tasks are unambiguous for students.	20	40	40
-------------------------------------	----	----	----

Note: Teachers' perceptions about the principle of reliability.

Table 10 shows the results obtained from reliability, 40 percent of teachers strongly agree and 20 percent strongly disagree that the students have a cleanly photocopied test sheet. Similarly, 40 percent strongly agree and 20 percent strongly disagree that the sound amplification is clearly audible to everyone in the room. Furthermore, 40 percent strongly agree and 20 percent strongly disagree that lighting, temperature, noise, and other classroom conditions are equal and optimal for all students. However, 40 percent are undecided that uniform rubrics are established for scoring and evaluation. Finally, 40 percent of teachers agree that tasks are unambiguous and 40 percent disagree that tasks are unambiguous for students. Consequently, there is a lack of reliability principle in the assessment, this could produce a failure in the tests' results. These results show that teachers are not aware of the importance of reliability. Therefore, teachers should consider all the aspects of reliability when assessing the students to assure real results. A reliable test is dependable and consistent (Brown, 2001 & 2004, cited by Hudaya, 2017).

Table 11

Validity %

	Strongly agree	Agree	Undecided	Disagree	Strongly Disagree
Unit objectives are clearly identified.	60	20	20		
The test includes tasks that have been performed as part of the course procedures.	60	20	20		
The test includes tasks that represent all or most of the objectives for the unit	60	40			
The test can be seen as a learning experience.	20	80			

Note: Teachers' perceptions about the principle of validity.

Table 11 depicts the results of validity, most of the teachers strongly agree that the unit objectives are clearly identified. In the same way, 60 percent strongly agree that the test includes tasks that have been performed as part of the course procedures and that the test

includes tasks that represent all or most of the objectives for the unit. But 80 percent agree that the test can be seen as a learning experience. The results obtained show that teachers are aware of the importance to apply the principle of validity when assessing students, thus students can feel more confident and real results can be obtained. The test is valid when it measures what it is supposed to measure, the test can be seen as representative of the subject area covered, in this way the test can claim content validity (Brown, 2001, Harmer, 2007b, & Johnson, 2001, cited by Hudaya 2017)

Table 12

Authenticity %

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

Note: Teachers' perceptions about the principle of authenticity.

Table 12 shows the results of authenticity, 60 percent of teachers strongly agree that the test includes language that is as natural as possible, while 40 percent agree that the test includes tasks that are as contextualized as possible rather than isolated. Also, 80 percent agree that tasks represent, or closely approximate, real-world tasks. This shows that... Teachers recognize the importance of authenticity in assessment, natural language help students to understand better. Bachman and Palmer (1996, p.23, cited by Hudaya, 2017) defined authenticity as the degree of correspondence of the characteristics of a given language test task to the features of a target language task, for example the task of the test should be related to "real world" task.

Table 13*Washback %*

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

Note: Teachers' perceptions about the principle of washback.

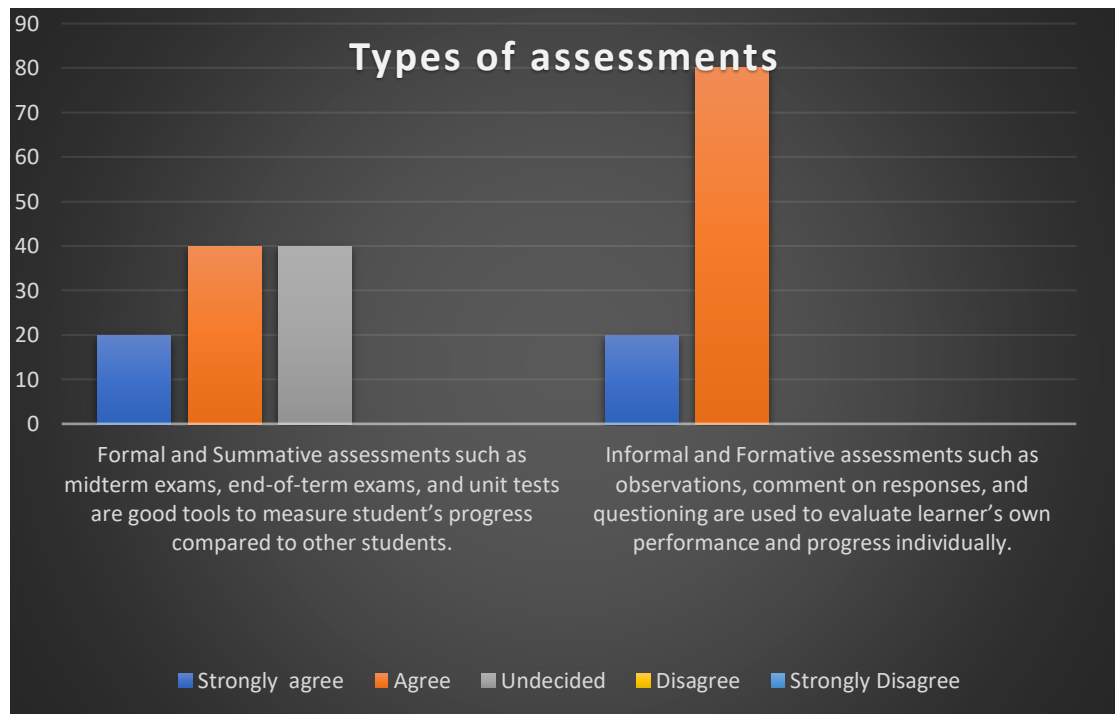
Regarding washback 40 percent of teachers agree that the test helps students provide feedback that is relevant to the objectives of the unit being tested. Moreover, 60 percent agree that in the written feedback to each student, you include comments that contribute to their formative development. And 80 percent agree that after returning the test, the teacher offers advice on what students should focus on in the future, and also after returning the test, the teacher offers students the opportunity to discuss the results. Teachers are conscious about the importance of washback providing a meaningful feedback after the assessment.

The results obtained show that most of the teachers already know and practice some principles of assessment such as validity, authenticity, and washback. However, most of the teachers are not aware of practicality and reliability principles of assessment, Brown (2004, cited by Hudaya, 2017) mentioned that the five principles of practicality, reliability, validity, authenticity, and washback are essential for evaluating an existing assessment procedure

and for teachers designing one. Thus, teachers should take into all the principles of assessment when assessing students or designing a test.

Figure 14

Types of assessments



Concerning to the types of assessment 40 percent agree and 40 percent disagree that formal and summative assessment such as midterm exams, end-of-term exams, and unit tests are good tools to measure student's progress compared to other students. However, 80 percent of teachers agree that informal and formative assessment such as observations, comment on responses, and questioning are used to evaluate learner's own performance and progress individually. Regarding this, it is important to mention that the use of both types of assessments, is more profitable and helpful, they complement each other (Mahshanian, Shoghi, and Bahrami, 2019). Thus teachers should use both types of assessment to assure effective results.

Table 14
Tasks for assessing listening %

	Strongly agree	Agree	Undecided	Disagree	Strongly Disagree
Multiple-choice tasks help learners improve listening comprehension.	40	40	20		
Open-ended responses to a question challenge learner to pay more attention to the listening passage.		80	20		
Listening cloze tasks help learners to better understand the listening passage.		80	20		
Information transfer tasks help learners to better process information to a visual representation such as identifying an element in a picture, completing a form, or showing routes in a map.	40	60			
Sentence repetition tasks encourage learners to comprehend the listening text.		60	40		
Dictation helps learners memorize words and improve vocabulary knowledge and spelling.	20	60	20		

Note: Teachers' perceptions about the tasks for assessing listening.

Table 14 depicts the tasks that students prefer, as it is seen, 40 percent of teachers agree that multiple-choice tasks help learners improve listening comprehension. Similarly, 80 percent of teachers agree that open-ended responses to questions challenge learners to pay more attention to the listening passage; and also listening cloze tasks help learners to better understand the listening passage. While 60 percent of teachers agree that 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; in the same way they agree that sentence repetition tasks encourage learners to comprehend the listening text, and that dictation helps learners memorize words and improve vocabulary knowledge and spelling. Teachers agree that most of the listening tasks are useful to evaluate listening. This table shows that teachers have knowledge about them and they use the tasks to assess the listening skill.

Table 15*Tasks for assessing reading %*

	Strongly agree	Agree	Undecided	Disagree	Strongly Disagree
Multiple-choice tasks help learners to improve reading comprehension.	60	20		20	
Matching tasks help learners to understand specific information in the reading passage.	60	40			
Editing tasks help learners develop reading and comprehension strategies.	20	60	20		
Written responses help learners improve reading and writing skills.	20	80			
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	20	20		
Gap-filling tasks encourage learners to increase vocabulary use and improve reading and writing skills.	40	40		20	
Information Transfer help learners to better read charts, maps, graphs, and diagrams.	40	40	20		
Scanning and Skimming help learners improve reading skills.	40	60			

Note: Teachers' perceptions about the tasks for assessing reading.

Regarding reading tasks, 60 percent of teachers agree and 20 percent disagree on the idea that multiple-choice tasks help learners to improve reading comprehension, while 60 percent strongly agree that matching tasks help learners to understand specific information in the reading passage. 60 percent agree that editing tasks help learners develop reading and comprehension strategies. 80 percent agree that written responses help learners improve reading and writing skills, while 60 percent strongly agree that 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. 40 percent agree and 20

percent disagree that gap-filling tasks encourage learners to increase vocabulary use and improve reading and writing skills. 40 percent agree that information transfer help learners to better read charts, maps, graphs, and diagrams; and finally, 60 percent agree that scanning and skimming help learners improve reading skills. Teachers' opinions about reading tasks said that most of them are used and useful to evaluate the reading skill however little attention need to be done in gap-filling tasks. These results show that teachers are aware of the importance of the tasks to assess the reading skill.

Table 16

Tasks for assessing writing %

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

Note: Teachers' perceptions about the tasks for assessing writing.

The results of the writing tasks are as follows; 40 percent of teachers agree that grammatical transformation tasks encourage learners to actively participate in writing activities. 60 percent agree that vocabulary assessment tasks encourage learners to understand new words and use them in context to improve writing skills. Also, 40 percent agree that ordering tasks help learners improve problem solving and writing skills. And 40 percent agree that paragraph construction tasks motivate learners to actively participate in authentic writing activities. Teachers' perceptions about the writing tasks are positive. These results show that EFL teachers are aware of the importance of the writing tasks and use them to assess their students.

Table 17*Tasks for assessing speaking %*

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

Note: Teachers' perceptions about the tasks for assessing speaking.

Table 17 depicts the speaking tasks used by teachers, 40 percent of teachers agree and 20 percent disagree that read-aloud tasks help learners to reduce anxiety to speak. While 60 percent agree that picture-cued tasks encourage learners to participate in speaking activities. And 60 percent strongly agree that giving instructions and directions help learners to be more creative at the moment of participating in speaking activities. But 40 percent disagree that paraphrasing helps learners to improve their listening, writing and speaking skills. 60 percent agree that interviews motivate learners to improve oral communication skills. Moreover 60 percent strongly agree that role plays help learners to be creative and encourage their participation in the classroom. 60 percent agree that discussions and conversations help learners to develop reasoning skills and increase understanding. And the last 60 percent strongly agree but 20 percent disagree that games provide a relaxing environment to participate in speaking activities. The results show that most of the teachers use some tasks to assess speaking such as giving instructions, role plays, and interviews.

Regarding to the question previously stated about the principles, types of assessment and tasks used for evaluation most of the teachers use the following principles validity, authenticity, and washback, but they do not use these principles, practicality, and reliability. Regarding to the types of assessment teacher said that they use formative assessment. About the tasks, teachers are aware of their importance and use them to assess the four skills.

Conclusions

Regarding students' needs it is concluded that they need to improve their proficiency level of English as well as they need to practice English to cover their needs through communicative activities rather than reading and writing activities. The teachers' perceptions about the environmental factors that influence the English program is that the high school lacks of needs analysis to meet the students' needs. The institution does not provide students and teachers with updated materials, library with resources in English, internet connection and a laptop. The researched school is provided with adequate physical facilities, however, management and administration, teaching staff, development staff, program management, and resources, are conditions that need to be seriously analyzed and improved to support the English teaching program. Teachers think that the institution does not set a budget for teachers' professional development, which shows the teachers' need for professional training, in order to improve their communicative skills.

EFL teachers use some principles of language assessment to assess their students or design a test, and they are, validity authenticity and washback, however practicality and reliability principles of assessment have not received enough attention.

Recommendations

The content and the objectives of the course should be according with the student's needs, and teachers should use some engaging activities such as listening to music, watching movies, record videos and academic games, in order to improve their communicative skills. The environmental factors that influence the program should be improved, needs' analysis should be implemented, in order to know the students' needs. The institution should provide to teachers and students with updated materials, library with resources in English, internet connection and a laptop, in order to improve the effectiveness of the English language program. The conditions that support the English program such as, management and administration, teaching staff, development staff, program management, and resources, should be carefully analyzed and improved in order to assure a successful program. The institution should invest in teachers' development since it has the potential to improve teachers' linguistic and pedagogical competences. Teachers should be aware of the importance of all the principles of assessment because they are essential for evaluating an existing assessment procedure and for designing tests.

References

- Abad, J. V. (2013). Pedagogical factors that influence EFL teaching: Some considerations for teachers' professional development. *Profile Issues in Teachers' Professional Development Scielo*. 15(1). <https://cutt.ly/9fDHa6K>
- Anderson, T. R., & Rogan, J. M. (2011). Bridging the educational research-teaching practice gap: Curriculum development, Part 1: Components of the curriculum and influences on the process of curriculum design. *Biochemistry and molecular biology education*, 39(1), 68-76. DOI: 1002/bmb.20470
- Andrade, M. S. (2009). Language Games: Innovative Activities for Teaching English. *TESOL classroom practice series*.
- Akdemir, A. S., & Ilhan, B. (2019). EFL instructors' majors and their speaking activity choices for informal oral assessment. *Anadolu Journal of Educational Sciences International*. 9(1). 1-26. DOI: 10.18039/ajesi.520805
- Al-Darwish, S. (2017). Teachers' attitude toward a foreign language: Factors effecting the target language teaching process. *International Journal of English Language Teaching*, 5(6). 1-10. www.eajournals.org
- Albilehi, R., Han, J. Y., & Desmidt, H. (2013). Curriculum development 101: Lessons learned from a curriculum-design project. *CATESOL Journal*. 24(1). 187-197. <https://files.eric.ed.gov/fulltext/EJ1111877.pdf>
- Al Hosni, S. (2014). Speaking difficulties encountered by young EFL learners. *International Journal on Studies in English Language and Literature (IJSELL)*. 2(6). 22-30. www.arcjournals.org
- Azarnoosh, M., Zeraatpishe, M., Faravani, A., & Kargozari H. R. (2018). *Issues in course book evaluation*. Leiden Boston
- Beynon, J. (1997). Physical facilities for education: What planners need to know. Paris. *United Nations Educational, Scientific and cultural organization UNESCO*.
- Brown. J., D. (2016). *Introducing Needs Analysis and English for Specific Purposes*. Routledge

- Chen, Y-C. & Chen P-C. (2009). The effect of English popular songs on learning motivation and learning performance. *WHAMPOA - An Interdisciplinary Journal*, 56. 13-28, doi=10.1.1.466.725&rep=rep1&type=pdf
- Cowie, N. (2011). Emotions that experienced English as a foreign language (EFL) teachers feel about their students, their colleagues and their work. *Teaching and Teacher Education*, 27(1), 235–242. doi:10.1016/j.tate.2010.08.006
- Dündar, E., & Merç. A. (2017). A critical review of research on curriculum development and evaluation in ELT. *European journal of Foreign language teaching*, 2(1), 136-168. doi: 10.5281/zenodo.437574.
- Galora Moya, N., & Salazar Tobar, M. (2017). Formative evaluation and formative feedback: An effective practice to promote student learning in higher education. *Revista Publicando*. 4(12 (1), 321-333.
- Gilakjani, A. P., & Ahmadi, M. R. (2011). A Study of factors affecting EFL learners' English listening comprehension and the strategies for improvement. *Journal of Language Teaching and Research*, 2(5), 977-988. doi:10.4304/jltr.2.5.977-988
- Golonka, E. M., Bowles, A. R., Frank, V. M., Richardson, D. L., & Freynik, S. (2012). Technologies for foreign language learning: a review of technology types and their effectiveness. *Computer Assisted Language Learning*, 27(1), 70–105. doi:10.1080/09588221.2012.700315
- Grumilah, A. & Aji, I., N. (2016). Informal assessment for language skills: The learners' perspective. *The Fourth International Conference on Education and Language*. <http://artikel.ubl.ac.id/index.php/icel/article/view/505/1108>
- Hoover, J. J. (2011). *Response to intervention: Curricular implications and interventions*. Pearson.
- Hudaya, D., W. (2017). Teachers' assessment literacy in applying principles of language assessment. *Proceedings education and language international conference*. 1(1). 247-260. <https://cutt.ly/rfDHvgw>

- Karimi, M. N. (2011). The effects of professional development initiatives on EFL teachers' degree of self-efficacy. *Australian Journal of Teacher Education*. 36 (6). 50-62. <http://dx.doi.org/10.14221/ajte.2011v36n6.6>
- Kaur, N. (2018). Application of Situational Analysis in Curriculum Development Process as a strategy of ensuring Quality at Higher Education level. <https://cutt.ly/jfDHRpV>
- Khan, M. R., & Khan, M. A. (2018). Analyzing the Impact of Formal Assessments on EFL Learner's Use of Language Learning Strategies. *Revisiting the Assessment of Second Language Abilities: From Theory to Practice, Second Language Learning and Teaching*. Springer International Publishing AG. 489–503. DOI: 10.1007/978-3-319-62884-4_24
- Kirkgoz, Y., Babanoglu, M. P. & Ağçam, R. (2017). Turkish EFL teachers' perceptions and of practices of foreign language assessment in primary education. *Journal of Education and e-Learning Research*, 4(4), 163-170. DOI: 10.20448/journal.509.2017.44.163.170
- Köksal, D., & Ulum, Ö. G. (2019). Pre-service EFL teachers' conceptions of language proficiency: entry and exit level qualifications. *Journal of Language and Linguistic Studies*. 15(2), 484-495. <https://cutt.ly/yfDHlxR>
- Kurniawan, M. and Radia, E. H. (2017). A situational analysis of English language learning among Eastern Indonesian students. Atlantis Press. <https://cutt.ly/yfDHDFH>
- Lai, F.-K. (1993). The effect of a summer reading course on reading and writing skills. *System*. 21(1), 87–100. doi:10.1016/0346-251x(93)90009-6
- Lekatompessy, F. M. (2010). Needs Analysis in Curriculum Development. *UPI PASCA*.
- Ministerio de Educación del Ecuador (2016). Introduction English as a foreign language. Presentación currículo Inglés Quito. <https://cutt.ly/AfDHK7F>
- Macalister, J. & Nation, I., S., P. (2019). *Language curriculum design*. New York.
- Mappiasse, S. S., & Sihes, A. J. B. (2014). Evaluation of English as a Foreign Language and Its Curriculum in Indonesia: A review. *Canadian Center of Science and Education*, 7(10), 113-122. doi:10.5539/elt.v7n10p113
- Mahshanian, A., Shoghi, R., & Bahrami. M. (2019). Investigating the Differential Effects of

- Formative and Summative Assessment on EFL Learners' End-of-term Achievement. *Journal of Language Teaching and Research*. 10(5). 1055-1066. <http://dx.doi.org/10.17507/jltr.1005.19>
- McCormick, R., & James, M. (2018). *Curriculum evaluation in schools*. Routledge.
- Mohammed, A. S., & Nur, H. S. M. (2018). Needs analysis in English for academic purposes: The case of teaching assistants at the University of Khartoum. *Scientific Electronic library online*, 25(2), 49-68. <https://doi.org/10.19183/how.25.2.409>.
- Naghdi-pour, B. (2016). Incorporating formative assessment in Iranian EFL writing: A case study. *The Curriculum Journal*. 28(2). 283-299. DOI: 10.1080/09585176.2016.1206479
- Nation, I., S., P. & Macalister, J. (2009). *Language curriculum design*. New York.
- Nurhayati, Handini, B. S., & Fikni, Z. (2020). Analysis of teachers' and students' perceptions on formal and informal assessment. *Journal on Language and Literature*, 6(2), 143-150. <https://cutt.ly/QfDH9Ev>
- Ortega, D. P., & Minchala, O. E. (2017). Assessing students in an authentic and ongoing manner in the English classroom. *Theory and Practice in Language Studies*. 7(3). 59-165. <http://dx.doi.org/10.17507/tpls.0703.01>
- Orth, D., G., Song, Y., & Sparks, R., J. (2019). *Designing Accessible Formative Assessment Tasks to Measure Argumentation Skills for English Learners*. Wiley online Library. doi:10.1002/ets2.12251
- Özüdoğru, F. (2018). Analysis of curriculum evaluation studies conducted in foreign language education: 2005-2016. *Journal of Language and Linguistic Studies*, 14(2), 113-134. <https://cutt.ly/efDHMvU>
- Pieters, J., Voogt, J., & Roblin, P. N. (2019). *Collaborative curriculum design for sustainable innovation and teacher learning*. Switzerland. Springer Nature.
- Richards, J., C. (2001). *Curriculum Development in Language Teaching*. Cambridge University Press. <https://cutt.ly/5fDH1Ov>

- Salim Saif Al-Jardani, K. (2012). English Language Curriculum Evaluation in Oman. *International Journal of English Linguistics*, 2(5), 40-44. Doi:10.5539/ijel.v2n5p40
- Su, S. W. (2012). The various concepts of curriculum and the factors involved in Curricula-making. *Journal of language teaching & research*, 3(1), 153-158. DOI: 10.4304/jltr.3.1.153-158
- Tsagari, D. (2013). EFL students' perceptions assessment in higher education. *Research Gate*, 117-143. <https://www.researchgate.net/publication/294428330>
- UNESCO-IBE. (1995). Training Tools for Curriculum Development. A Resource Pack. <https://cutt.ly/lfdHV9X>
- Vogt, D., T., K., et al. (2018). Handbook of assessment for language teachers. European Commission.
- Warschauer, M., Shetzer, H., & Meloni, C. (2001). Internet for English teaching. *The Electronic Journal of English as a Second Language*. 5(1). <https://www.tesl-ej.org/wordpress/issues/volume5/ej17/ej17r17/>
- Xiao, Y., & Carless, D. R. (2013). Illustrating students' perceptions of English language assessment: Voices from China. *RELC Journal*. 0(0). 1-22. DOI: 10.1177/0033688213500595
- Yip, F. W. M., & Kwan, A. C. M. (2006). Online vocabulary games as a tool for teaching and learning English vocabulary. *Educational Media International*, 43(3), 233–249. Doi:10.1080/09523980600641445
- Zarifi, A. & Taghavi, A. (2016). The Impact of Cooperative Learning on Grammar Learning among Iranian Intermediate EFL Learners. *Theory and Practice in Language Studies*. 6(7). 1429-1436. <http://dx.doi.org/10.17507/tpls.0607.14>
- Zohrabi, M. (2008). Researching into curriculum components. *Pan-Pacific Association of Applied Linguistics*. 12(2), 49-69. <https://files.eric.ed.gov/fulltext/EJ921018.pdf>

Appendix

Apéndice A: Needs Analysis questionnaire

UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

Apreciado estudiante,

El objetivo de este cuestionario es obtener información en relación a algunos factores sobre el proceso e implementación de la enseñanza del inglés como lengua extranjera. Esta información será utilizada con propósitos académicos y de investigación. Por favor contestar de manera sincera y objetiva para garantizar los resultados.

Datos informativos: Por favor completa los siguientes datos.

Nombre de la institución:		
Tipo de institución:	Pública ()	Privada ()
	Escuela ()	Colegio ()
Ciudad:		

1. ¿En qué situaciones consideras que el Inglés tiene mayor utilidad?

N.	Situaciones	Muy útil	Útil	Poco útil	No es útil
1.	Comunicarse con personas que hablen inglés				
2.	Aprender sobre nuevas culturas y dar a conocer la propia				
3.	Viajar				
4.	Leer información escrita en inglés				
5.	Escuchar audios y películas en inglés				
6.	Estudiar en el extranjero				
7.	Para acceder a mejores oportunidades laborales				
8.	Compra de artículos por internet				
9.	Para formación académica				
10.	Para crecimiento personal				
11.	Acceder a un programa de estudios de posgrado				

2. ¿Qué nivel de inglés posees?

N.	Nivel	
12.	Básico (A1) <ul style="list-style-type: none"> Principiante, todavía no eres capaz de usar el idioma en ninguna situación práctica o de trabajo. 	
13	Elemental (A2) <ul style="list-style-type: none"> Posees nociones muy básicas del idioma. Usas el idioma sólo en situaciones de extrema necesidad pero tu vocabulario ya cuenta con variedad de palabras. 	
14.	Intermedio (B1) <ul style="list-style-type: none"> Puedes contribuir en situaciones o reuniones de rutina. Entiendes y redactas escritos aún con errores gramaticales y de ortografía. 	
15.	Intermedio Alto (B2) <ul style="list-style-type: none"> Escuchas y entiendes sin problemas contactos cara a cara. Entiendes y redactas escritos más formales como cartas, correos o informes aún con pequeños errores gramaticales o de estilo. 	

3. ¿Debido a cuáles de las siguientes razones consideras que posees el nivel de inglés seleccionado?

N.	Razones	
16.	Tomé clases en la escuela.	
17.	Tomé clases en el colegio.	
18.	Estudié con un tutor privado	
19.	Realicé un curso de intercambio en un país de habla inglesa.	
20	Tomé cursos de inglés.	
21.	Viví en un país de habla inglesa.	
22.	Soy nativo hablante de inglés	

4. ¿Cuánto tiempo a la semana inviertes para practicar inglés fuera del aula de clase?

N.	Número de horas	

23.	Nada	
24.	1-5 horas	
25.	Más de 5 horas	

5. **¿Qué tan útiles han sido el curso o los cursos de inglés que has tomado anteriormente?**

26.	Muy útil	
27.	Útil	
28.	Poco útil	
29.	Nada útil	

6. **¿Cuán útil consideras el texto de inglés que se usa en tu institución?**

30.	Muy útil	
31.	Útil	
32.	Poco útil	
33.	Nada útil	

¿Por qué?

7. **Marca con una X las actividades en clase que consideras son de ayuda para aprender inglés. Después, selecciona las 3 actividades que han sido más útiles para ti y explica porque.**

N.	Actividades	
34.	Juegos académicos entretenidos	
35.	Escuchar música en inglés	
36.	Asistir a clubes de conversación	

37.	Utilizar redes sociales para intercambiar información	
38.	Hacer amigos de países angloparlantes	
39.	Dramatizaciones	
40.	Grabar videos	
41.	Conferencias y foros	
42.	Ver películas y series en inglés	

Actividades más útiles y por qué:

43. _____

44. _____

45. _____

8. Menciona al menos 2 actividades que no te gustan o te desmotivan en las clases de inglés.

#	ACTIVIDADES	¿PORQUÉ NO TE GUSTAN / DESMOTIVAN?
46.		
47.		

9. Indica el nivel de dificultad en los siguientes aspectos del aprendizaje del idioma inglés. Siendo 1 muy fácil y 6 muy difícil.

- A. GRAMÁTICA _____
- B. VOCABULARIO _____
- C. LECTURA (READING) _____
- D. ESCRITURA (WRITING) _____
- E. ESCUCHAR (LISTENING) _____

F. HABLAR (SPEAKING) _____

10. ¿Por qué consideras que es importante aprender inglés?

N.	Razones	
50.	Es un idioma universal que permite comunicarte a nivel mundial.	
51.	Amplía tus oportunidades para desarrollarte intelectual y profesionalmente.	
52.	Podrás conocer nuevos contenidos y nueva información en temas de tu interés.	

11. Has experimentado el aprendizaje de inglés como Lengua Extranjera de manera virtual? Sí _____ No _____

12. Cómo son tus expectativas hacia la educación virtual de inglés como lengua extranjera mayormente?

Positivas _____ Negativas _____

Por qué?

¡Muchas gracias por tu colaboración!

Apéndice B: Situational Analysis questionnaire

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 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

- Is it mandatory for your students to learn English in your institution?
Yes _____ No _____
- Is the EFL program in your institution aligned to the needs your students may have in their future professional careers?

Yes _____ No _____
- Does your institution promote community work in English related projects?
Yes _____ No _____

B. Institutional factors

- Does the administration promote Professional Development?
Yes _____ No _____
- Is there a library, with resources in English in your institution?
Yes _____ No _____

6. Are you provided with a laptop and internet connection to work?

Yes _____ No _____

7. Are you and your students provided with updated textbooks?

Yes _____ No _____

8. Is teamwork a usual way of working in your staff meetings?

Yes _____ No _____

C. Teacher factors

9. Does the online work implemented because of the emergency affect your teaching expected standards? In which way?

Positively _____

Negatively _____

10. Which is the biggest challenge you have experienced by teaching online?

11. What is the CEFR level of English required by your institution for you to work as an English teacher?

Intermediate(B1)	
Upper intermediate (B2)	
Advanced (C1)	
Proficiency(C2)	

12. How often are you required to update your English certification?

Every year _____

Every 2 years _____

From 3 to 5 years _____

Up to 10 years _____

Other _____ Explain: _____

13. How long have you been teaching English as a foreign language?

1 to 5 years ____

6 to 10 years ____

11 to 15 years ____

16 to 20 years ____

21 to 25 years ____

More than 26 years ____

14. What teaching methodology/approach is mostly used in your institution?

15. Do you consider yourself qualified to be part of a Curriculum Design Project?

Yes ____

Not sure ____

No ____

Why?

D. Learner factors

16. What is the English level expected for students to achieve at the end of the course according to the CEFR?

A1	
A2	
B1	
B2	
C1	
C2	

17. List three activities that your students enjoy the most during English classes.

A. _____

B. _____

C. _____

18. Have your students had prior language learning experiences?

Yes _____

No _____

Explain:

19. How many hours a week are your students required to work on their English assignments? Mark one option.

None _____

1 - 3 _____

3 - 5 _____

More than 5 _____

Thanks for your collaboration

Apéndice C: Factors for effective teaching questionnaire

UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

FACTORS FOR EFFECTIVE TEACHING

Informative data: Please fill in the information below (check list)

Name of the institution:			
Type of institution:	Public ()	Private ()	
	School()	High-school ()	University ()
Location:			

	Never	Seldom	Sometimes	Often	Always
1. Institution					
Physical facilities					
Premises are clean and safe					
Classrooms and offices are not overcrowded.					
Ventilation, heating, and cooling are adequate.					
Lighting is adequate					
Precautions in case of fire are adequate.					
Management and Administration					
Keeps a well-trained administration staff.					
Offers a collaborative environment					
Provides opportunities for teachers' development, adequate salary and benefits too.					
Holds frequent work meetings.					
Considers the teachers' opinions with the aim to improve the educational quality.					
2. Staff					

Teaching Staff					
The institution:					
Requires teachers to have a minimum B2 level of English language proficiency.					
Requires teachers to have a bachelor's degree in English Language Teaching, Bilingual Education, Applied Linguistics or other related areas.					
Allows teachers to adapt their personal teaching philosophies to the established ones					
Support Staff					
Ensures healthy work environments.					
Provides teachers with appropriate and fair work conditions according to the legal regulations.					
Chooses instructional resources (books, textbooks, platforms, etc.) that are aligned with the context where you teach.					
Supports teachers' adaptations to the instructional resources chosen by the institution.					
Staff Development					
The institution:					
Promotes teachers' training courses on a regular basis.					
Sets a budget to invest it on teachers' professional development.					
Promotes class observations as a way of improving teaching practices.					
Provides valuable feedback after class observations or teachers' work monitoring.					

3. Program Management CURRICULUM					
The institution:					
Designs and executes curricula based on learners needs and the results of the assessment.					
Keeps records of all the program, its goals and objectives, learner outcomes, teaching materials, methodology, assessment criteria, and evaluation procedures.					
Assesses and informs regularly the student progress with instruments developed and based on ELT principles with an accurate approximation to the culture. These instruments are related to the stated goals and objectives of the training program.					
Recognizes and keeps in mind, for developing curricula, the class size, course length and course intensity are factors that the training provider cannot control.					
Evaluates the curriculum and courses for answering to the changing student needs, new trends in ELT and the changing global context.					
Encourage the active participation of teachers and students in the evaluation which leads to program re-design, with the development of new approaches, new components, and/or new courses.					
Is evaluated and get effective feedback by experienced professionals in different fields such as linguistic and ELT management.					

4. Resources					
The institution:					
Supplies all teachers with up-to-date instructional materials or resources such as print materials, video tape recorders, audio tape recorders, and a range of realia.					
Provides computerized language teaching and self-access resources.					
Makes a free-access library available for teachers as well as students.					
Makes sure active participation of people involved in decision-making, in this way procedures such as, select expiration, evaluation, purchase and maintenance of equipment and materials are documented.					

Student's Signature

Apéndice D: Teachers' perceptions of the principals, types and tasks of assessment questionnaire.

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
Practicality						
1.	Administrative issues are all carefully considered before the test.					
2.	Students complete the test reasonably within the set time frame.					
3.	All the printed materials are accounted for.					
4.	All the equipment is pre-tested.					
5.	The cost of the test or assessments procedures is within budgetary limits.					
6.	The scoring system is feasible in your time frame.					
Reliability						
7.	Students have a cleanly photocopied test sheet.					
8.	Sound amplification is clearly audible to everyone in the room.					

9.	Lighting, temperature, noise, and other classroom conditions are equal and optimal for all students.					
10	Uniform rubrics are established for scoring and evaluation.					
11	Tasks are unambiguous for students.					
Validity						
12	Unit objectives are clearly identified.					
13	The test includes tasks that have been performed as part of the course procedures.					
14	The test includes tasks that represent all or most of the objectives for the unit					
15	The test can be seen as a learning experience.					
Authenticity						
16	The test includes language that is as natural as possible.					
17	The test includes tasks that are as contextualized as possible rather than isolated.					
18	Tasks represent, or closely approximate, real-world tasks.					
Washback						
19	The test helps you provide feedback that is relevant to the objectives of the unit being tested.					
20	In your written feedback to each student, you include comments that contribute to their formative development.					
21	After returning the test, you offer advice on what students should focus on in the future.					

22	After returning the test, you offer students the opportunity to discuss the results.					
----	--	--	--	--	--	--

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

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

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

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

B. Types of assessments and tasks used for assessing EFL learners.

	Types of assessments and tasks	Strongly agree	Agree	Undecided	Disagree	Strongly Disagree
27.	Formal and Summative assessments such as midterm exams, end-of-term exams, and unit tests are good tools to measure student's progress compared to other students.					
28.	Informal and Formative assessments such as observations, comment on responses, and questioning are used to evaluate learner's own performance and progress individually.					
Tasks for assessing listening						
29.	Multiple-choice tasks help learners improve listening comprehension.					
30.	Open-ended responses to a question challenge 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.					
Tasks for assessing speaking						
35.	Read-aloud tasks help learners to reduce anxiety to speak.					
36.	Picture-cued tasks encourage learners to participate in speaking activities.					
37.	Giving instructions and directions help learners to be more creative at the moment of participating in speaking activities.					
38.	Paraphrasing helps learners to improve their listening, writing and speaking skills.					
39.	Interviews motivate learners to improve oral communication skills.					
40.	Role plays help learners to be creative and encourage their participation in the classroom.					
41.	Discussions and conversations help learners to develop reasoning skills and increase understanding.					
42.	Games provide a relaxing environment to participate in speaking activities.					
Tasks for assessing reading						
43.	Multiple-choice tasks help learners to improve reading comprehension.					

44.	Matching tasks help learners to understand specific information in the reading passage.					
45.	Editing tasks help learners develop reading and comprehension strategies.					
46.	Written responses help learners improve reading and writing skills.					
47.	Picture-cued tasks that ask to read a sentence or passage and choose one of the pictures that is being described help learners to better understand the reading passage.					
48.	Gap-filling tasks encourage learners to increase vocabulary use and improve reading and writing skills.					
49.	Information Transfer help learners to better read charts, maps, graphs, and diagrams.					
50.	Scanning and Skimming help learners improve reading skills.					
Tasks for assessing writing						
51.	Grammatical transformation tasks encourage learners to actively participate in writing activities.					
52.	Vocabulary assessment tasks encourage learners to understand new words and use them in context to improve writing skills.					
53.	Ordering tasks help learners improve problem solving and writing skills.					
54.	Paragraph construction tasks motivate learners to actively participate in authentic writing activities.					

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

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

Thank you for your collaboration!