UNIVERSIDAD DE EL SALVADOR
FACULTAD MULTIDISCIPLINARIA DE OCCIDENTE
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UNDERGRADUATE WORK

AN ANALYSIS OF THE LESSON PLAN CONTENTS AND WRITTEN TEST DESIGN
THAT AFFECTED INTENSIVE ADVANCED ENGLISH I STUDENTS' OUTCOMES OF
THE MAJOR LICENCIATURA EN IDIOMA INGLES OPCION ENSEÑANZA AT THE
UNIVERSITY OF EL SALVADOR, WESTERN MULTIDISCIPLINARY CAMPUS,
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ABSTRACT

This investigation aims to identify if the written test design affected Intensive Advanced English I students' outcomes; that is why, researchers decided to make a documentary analysis called "An Analysis Of The Lesson Plan Contents And Written Test Design That Affected Intensive Advanced English I Students' Outcomes Of The Major Licenciatura En Idioma Ingles Opcion Enseñanza At The University Of El Salvador, Western Multidisciplinary Campus, Semester II, 2018"

In addition, investigators found that the majority of students dealt with what the written test contained and what they studied along the semester according to the lesson plan contents. The research team realized that some vocabulary that was evaluated in the written test did not appeared in the lesson plans, so it was a clear disadvantage for students when developing the exam.

That is why, researchers considered worth to carry out this investigation because it is important that the mismatch between the lesson plan contents and the written test design does not occur for teachers obtain the expected students' outcomes. Investigators considered fundamental that people involved in this investigation do a better job when creating lesson plans and written tests and be aware of this phenomenon to avoid that students' outcomes be affected at the end of the course.

INTRODUCCTION

The research decided to carried out the project "An Analysis of the Lesson Plan Contents and Written Test Design that Affected Intensive Advanced English I Students' Outcomes of the Major Licenciatura en Idioma Inglés Opción Enseñanza at the University of El Salvador, Western Multidisciplinary Campus, Semester II, 2018".

The researchers gave a detailed study in which they presented relevant information about the relationship that the lesson plan contents and the written test's design had in Intensive Advanced English I students' outcomes in the University of El Salvador, Western Multidisciplinary Campus, Semester II-2018.

This qualitative research study was divided in to five chapters. Chapter I described the problem based on a previous diagnostic test addressed to teachers and students. It contained the research objectives, justification and scope of the work.

Besides, chapter II contained all the theory that supports the investigation in which the researchers made a deeper analysis related with the topic.

Chapter III established the paradigm and the type of study that was carried out during the research project as well as the population that was taken into account in the investigation. Also, it contained the way researchers approached the field of study, and the Operationalization of Variables. Then, the researchers also included a diagnostic study which defined how the previous problems affected Intensive Advanced English I students.

The researchers used data collection instruments to gather the necessary information; these instruments were validated by experts in the field of study, and the tools were administered to the students to get their results.

Then, in chapter IV, the researchers tabulated, analyzed, and interpreted the data after having gotten the results.

Finally, chapter V included conclusions and recommendations to the teachers and students to increase their enhancement and understanding of the aforementioned problem.

CHAPTER I: STATEMENT OF THE PROBLEM

1.1. Description of the Problem

A lesson plan is a detailed guide for teaching any target content; it is a step by step guide that outlines the teacher's objectives for what the students will accomplish in the class. A lesson plan is a framework and a road map, which each teacher will create using an individual style (20 March, 2019) Junior, A. Definition of a Lesson Plan. Retrieved from https://www.academia.edu/3690161/DEFINITION_OF_A_LESSON_PLAN). For this reason, a well-designed lesson plan is an important tool that a teacher utilizes at the moment of performing a class. This guide defines the success of a class because it helps both the teacher to reach the objectives and the students to learn a specific topic effectively.

In addition, the design of a lesson plan influenced the student's outcomes since "student learning outcomes [SLOs] were rapidly taking center stage as the principal gauge of higher education's effectiveness" (Ruhland & Brewer, 2001, p. 142). Regarding this, at a specific time, teachers needed to evaluate what they have taught in every class taking into account all the contents of the lesson. The most common type of evaluation that reflected the students' knowledge acquisition was the written test. That is why, a written assessment is an activity in which the student selects or composes a response to a prompt (Assessment Type (PDF FILE) Retrieved from: http://www.rand.org>MR836.ch3.pdf).

Moreover, evaluation plays an enormous role because it helps teachers and students to improve teaching and learning. Evaluation is a continuous, holistic, flexible, and systematic process that helps in forming the values of judgment, educational status, or achievement of student. (20 March, 2019) M. Disha. That is why, it was important to carry out an evaluation process in a certain period of time since the teachers realized the real progress of every student. This helped teachers to know about their students' outcomes, and this inquiry provided an idea of what teachers had to better in their classes' performance in order that the students acquired plenty of knowledge to get the best outcomes at the end.

The research team asked some Advanced II students who passed Advanced I in semester II 2018 through a questionnaire (APPENDIX L) if they consider that the written test was closely related with the topics developed in class. Based on the collected data, the majority of the students assured that the written test was not related with the topics because there were some structures studied in class that were not considered in the exam. Moreover, a significant group of students stated that some structures were included in the test, but some idioms were not on it. Also, the researchers asked if the students consider all the sections of the written exam were essential to evaluate the contents, and some of the students expressed that WH-questions were not necessary as well as the vocabulary section.

At the same time, the research team asked through a questionnaire (APPENDIX L-2) the teachers in charge of the subject if they have ever skipped a content that was established in the lesson plan which must be included in the written exam and they sustained that they sometimes have skipped a content of the lesson because in some cases, there were some activities that were not suitable for the topic. On the other hand, other teachers pointed out that they had never skipped any content because students were affected by that, but sometimes some activities from the book were not well developed as any students did not have the book or did not take it to classes.

As a result, the Advanced English II students who passed Advanced English I in semester II 2018 expressed that sometimes there is not relationship between the lesson plan and the written exam since they learned structures that were not included in class, but they were on the test. Teachers stated that in some cases, they decided to skip some parts of the lesson plan as they were non-essential for the development of their classes or just because their students did not have the material to learn (appendixes, books, handouts, guides, and so on)

1.2. Research Question

How did the lesson plan contents and written test design affect Intensive Advanced English I students' outcomes of the Major Licenciatura en Idioma Inglés, Opción Enseñanza at the University of El Salvador, Western Multidisciplinary Campus, Semester II, 2018?

How has the written test design been adapted to evaluate the lesson plan contents to Intensive Advanced English I students of the Major Licenciatura en Idioma Inglés Opción Enseñanza at the University of El Salvador, Western Multidisciplinary Campus, Semester II, 2018?

1.3. Research Objectives

1.3.1. General Objective

To analyze the relationship between the lesson plan contents and written test design that affected Intensive Advanced English I students' outcomes of the Major Licenciatura en Idioma Inglés Opción Enseñanza at the University of El Salvador, Western Multidisciplinary Campus, Semester II, 2018

1.3.2. Specific Objectives

a) To examine if the written test has been adapted to evaluate the lesson plan contents to Intensive Advanced English I students of the Major Licenciatura en Idioma Inglés Opción Enseñanza at the University of El Salvador, Western Multidisciplinary Campus, Semester II, 2018

b) To identify if the written test design affected Intensive Advanced English I students' outcomes of the Major Licenciatura en Idioma Inglés Opción Enseñanza at the University of El Salvador, Western Multidisciplinary Campus, Semester II, 2018

1.4. Hypothesis

The relationship between the lesson plan contents and written test design affected Intensive Advanced English I students' outcomes of the Major Licenciatura en Idioma Inglés Opción Enseñanza at the University of El Salvador, Western Multidisciplinary Campus, Semester II, 2018.

1.5. Justification of the Research

In the learning process of English as a Second Language (ESL), the English teacher is responsible to guide the students throughout the acquirement of the language. The teacher, a proficient professional idealistically seen, must have a well-designed lesson plan in order to assure that students receive the information as clearly as possible. But, what is lesson planning?

According to (Borich, 2007), "Planning is the systematic process of deciding what and how students should learn. Planning is mostly the responsibility of teachers". It means that a lesson plan is the result of a process in which the teacher decides over the organization of the contents and the way in which the topics will be developed in class. The analysis of the relationship between the lesson plan content and the written test design that affected students' outcomes helped Intensive Advanced English teachers to be aware of this phenomenon and to try to find a way to solve it or minimize it.

Assessment is vital to get documental evidence of students' learning process; it also "encourages teachers and curriculum planners to first 'think like an assessor' before designing specific units and lessons, and thus to consider up front how they will determine if students have attained the desired understandings."(Wiggins and McTighe, 2005, pg. 18) Therefore, it was imperative to make emphasis in the importance of the enormous gap that existed between the lesson plan content and written test design; so that, the teachers in charge of not only designing but also creating the written test, and revising the lesson plans made sure that the written test was suitable to measure students' knowledge accurately. In other words, that students' knowledge could be easily gotten through students' outcomes.

The purpose of this research project was to analyze how the contents established in the lesson plans and how the written test design affected Advanced English I Students' outcomes in the major Licenciatura en Idioma Inglés, Opción Enseñanza of the University of El Salvador, Western Multidisciplinary Campus Semester II-2018. This research study brought to the Foreign Language Department at the Western Multidisciplinary Campus of the University of El Salvador new and reliable data about the topic of interest. The researchers gathered this information by the Intensive Advanced English II teachers in charge of the creation of the lesson plans and the design of the written test, and the coordinator in charge of revising them. Also,

this data was gotten through books, e-books, online articles, trustful websites, PDF files, and some others, so that this investigation got a scientific base.

The collected data by the researchers benefited the Foreign Language Department teachers to discover the gaps that the design of a lesson plan had in students' outcomes and how those affectations increased year by year the failing rate. Also, the investigation sought to benefit students since this project could be taken into consideration as a proof that the English Department evaluation system was not working well, providing future researchers the opportunity to suggest a redesign of the lesson plan contents and written test design in the major.

1.6. Scope of the Research

In the major Licenciatura en Idioma Inglés Opción Enseñanza at the University of El Salvador, Western Multidisciplinary Campus the evaluation system consists on assessing the four macro skills: **Listening** that is the ability to accurately receive and interpret messages in the communication process, **Speaking** which is done through the vocalization of human communication, **Reading comprehension** that involves decoding symbols with the intention of deriving meaning from the text and **Writing** which is the process of using symbols to communicate thoughts and ideas in a readable form Lustañas, B. (30 April, 2019). Macro skills and communicative competence. Retrieved from https://es.slideshare.net/ mynampyeonbaekhyun/macro-skills-and-communicative competence). All of them are important skills to master a second language, but in this research study, the research team decided to focus their attention in the writing skills which were assessed trough out the written test that idealistically talking should be closely related with the contents. Therefore, the main objective of this research study was to analyze if the relationship between the lesson plan and the written test design affected students' outcomes in IAE I during semester II-2018.

Writing is perhaps the most complex of the communication skills and takes the most time to master Sharma, R. (30 April, 2019). Four Macro Skills of Communication. Retrieved from   https://www.theclassroom.com/four-macro-skills-communication-8313176.html).   For this reason, this research study was carried out at the Western Multidisciplinary Campus of the

University of El Salvador with the help of Intensive Advanced English II students who have gotten through Advanced English I during semester II 2018, and the teachers in charge of the subject.

CHAPTER II: STATE OF ART

To talk about any topic related with education is indispensable to first define the term "teaching" "In much modern usage, the words 'teaching' and 'teacher' are wrapped up with schooling and schools. One way of approaching the question 'What is teaching?' is to look at what those called 'teachers' do – and then to draw out key qualities or activities that set them apart from others. The problem is that all sorts of things are bundled together in job descriptions or roles that may have little to do with what we can sensibly call teaching." Smith, M. K. (2018). 'What is teaching?' in the encyclopedia of informal education. Retrieved from http://infed.org/mobi/what-is-teaching/. (March 24, 2019).

That is to say that the term "teaching" has been defined in a very superficial form in which there are different roles that are given to the population in a classroom: teachers and students-a giver and a receiver of knowledge-, but teaching goes beyond that. In teacher education programs – and in continuing professional development – a lot of time is devoted to the 'what' of teaching – what areas teachers should cover, what resources do they need and so on. The 'how' of teaching also gets a great deal of space – how to structure a lesson, manage classes, assess for learning and so on. Smith, M. K. (2018). 'What is teaching?' in the encyclopedia of informal education. Retrieved from http://infed.org/mobi/what-is-teaching/. (March 24, 2019).

As presented above, teaching implies many activities such as developing a lesson, to choose what and how to deliver a specific lesson; after that, it is necessary to assess students to get a documental evidence of the learning process and to check if it is needed to reinforce what has been taught.

To make sense of all this it is worth turning to what philosophers of education say. Interestingly, the question, 'What is teaching?' hasn't been a hotbed of activity in recent years in the UK and USA. However, as Paul Hirst (1975) concluded, 'being clear about what teaching is matters vitally because how teachers understand teaching very much affects what they actually do in the classroom'. Smith, M. K. (2018). 'What is teaching?' in the encyclopedia of informal education. Retrieved from (http://infed.org/mobi/what-is-teaching/. (March 24, 2019).

1.1. What is Assessment?

In the learning process, it is necessary to assess periodically the knowledge that is being transmitting to the students, but what is assessment? Assessment is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences; the process culminates when assessment results are used to improve subsequent learning. (Learner-Centered Assessment on College Campuses: shifting the focus from teaching to learning by Huba and Freed 2000).

1.2. Teaching English as a Second Language

What it is more, teaching English as a second language is something very different; it demands plenty of effort for students while it means a challenge for teachers. Teaching English to speakers of other languages is both difficult and worthwhile since many internationally minded people are deciding to teach English as a Second Language. For teaching English as a second language, teachers should keep in mind the following simple guidelines.

- Facial expressions, hand gestures, and other non-verbal indications are an immense way to overwhelm the language barrier.
- Teachers of a second language have to repeat everything at least three times. They should also differ the wording of their explanation.
- The first duty as teachers of English as a second language is to correct student language mistakes.
- Learning English as a second language is not an effortless thing expressively. Students will feel uncomfortable about their lack of English capability and will thus be unenthusiastic to use the language. The duty of the teacher of English as a second language is to form a secure and helpful atmosphere, one in which the student will be relaxed experimenting with the language. Essays, (November 2018). Teaching a second language. Retrieved from https://www.ukessays.com/essays/education/ teaching-second-language.php?vref=1.

All in all, teaching a second language implies more than just teaching another subject such science or math (this is not to say that English is more important, but it requires a special attention) the guidelines presented above are necessary to be a proficient English Teacher, but it is necessary to point out the role of the teacher in error correction since it is necessary to set the right atmosphere inside the classroom to get an effective knowledge acquisition.

1.3. Distinction between Evaluation and Assessment

Assessment and evaluation are words enough related to be used in defining each other. However, there are differences in educational assessments and evaluation processes. When assessing students, instructors gather, summarize, and interpret data to determine which strategies to implement to further enhance the learning experience. They assess students' readiness to learn, preferred learning styles, past experiences with content and barriers to learning. Assessment sources may be both subjective (self-assessment checklist) and objective (pretest). Assessment may be structured (interview) or informal (questions during lecture).

Through assessment, the instructor understands the cognitive, psychomotor and affective learning needs of the student in order to determine the next educational steps. When evaluating students, instructors gather, summarize, and interpret data to determine the student's mastery of content and the effectiveness of the teaching strategies. They evaluate students' understanding of new concepts, ability to perform certain skills and the evolution of values. As a formal process, evaluation occurs at preset time intervals throughout the course and curriculum. Evaluation criteria is set and agreed upon by all instructors before implementing educational activities. Students must know in advance when to expect evaluation and what criteria will be evaluated.

In the other hand, through evaluation the instructor determines the effectiveness of the educational activities. The process of evaluation provides the instructor with valuable information to guide feedback to the student. The difference between assessment and evaluation lies within the intent of use. Choose assessment when you wish to determine educational strategies. Use evaluation when you want to understand your students' performance so you can shape knowledge, belief and behavior. Rea, Jean B. (April, 30 2019). You Say Ee-ther and I Say

Eyether: Clarifying Assessment and Evaluation. Retrieved from https://www.unl.edu/gradstudies/connections/assessment-vs-evaluation

1.4. What is Content?

The term **content** refers to the body of knowledge and information that teachers teach and that students are expected to learn in a given subject or content area**,** such as English language. Content generally refers to the facts, concepts, theories, and principles that are taught and learned in specific academic courses, rather than to related skills such as reading, writing, or researching. THE GLOSSARY OF EDUCATION FOR JOURNALISTS, PARENTS AND COMMUNITY MEMBERS (2016). Retrieved from: https://www.edglossary.org/content-knowledge/

What can be considered 'content'?

There are many things that can be considered 'content'; what is important is that what is being taught or discussed through the language not be language instruction related. Aspects of the curriculum, discussions about current events and world cultures or even general topics of interest are all valid 'content' options.

Imagine you are teaching the past tense to your students. Brainstorm and write down 10 'content' subjects that are related to your target language that you could use to practice this grammar concept (i.e. Teaching about a historical event). Best of Bilash Improving Second Language Education (2011). Retrieved from: https:// sites.educ.ualberta.ca/ staff/ olenka.bilash/Best%20of%20Bilash/content.html

1.5. What is Content Area in a Lesson Plan?

Content Area is based on the subject being taught, but is not specific to the subject being taught. For example, if I am a math teacher, I may do a lesson proportions. So the content area is proportional logic. I may choose to use the science of levers to apply the proportions, and now physical science is a content area. If I further require written explanations, then language arts is the content area also.

What takes precedent is what is being assessed. As a math teacher, I want to see proper writing but poor writing does not take precedence over the math. Alternatively, a language arts teacher may look at explanation ability and not the ability to apply the skill to other areas.

Rarely do these skills exist in a vacuum; having one usually translates into another. It is the teachers' job to assess properly, and not let fancy writing make inconsistent math seem correct. Sibille H. Teaching languages (1979). Retrieved from: https:// www.quora.com/What-is-content-area-in-a-lesson-plan

1.6. What is Being Assessed?

Assessment is a way of supporting learning. It helps teachers, learners, parents and others to understand the depth and breadth of learning undertaken so that progress and next steps can be discussed and planned.

Each curriculum area is broken down into a set of experiences and outcomes (often referred to as Es and Os):

- The Experience describes the learning.
- The Outcome represents what the learning will achieve. This is often explained, from the pupil's perspective as an 'I can....', 'I am able to....'

Teachers assess what students know, understand and are able to do within the experiences and outcomes. Teachers assess each learner's progress and achievements.

- Time to time (periodically)

From time to time, teachers assess students' progress and achievements in order to be able to plan ahead and to record and report on progress. This helps to ensure that their progress is on track and that any necessary action is taken to support their learning.

1.6.1 Fundamental Components of Assessment

Four fundamental elements of learner-centered assessment:

- Formulating Statements of Intended Learning Outcomes - statements describing intentions about what students should know, understand, and be able to do with their knowledge when they graduate.
- Developing or Selecting Assessment Measures - designing or selecting data gathering measures to assess whether or not our intended learning outcomes have been achieved. Includes

  ✓ Direct assessments - projects, products, papers/theses, exhibitions, performances, case studies, clinical evaluations, portfolios, interviews, and oral exams - which ask students to demonstrate what they know or can do with their knowledge.
  ✓ Indirect assessments - self-report measures such as surveys - in which respondents share their perceptions about what graduates know or can do with their knowledge.

- Discussing and Using Assessment Results to Improve Teaching and Learning - using the results to improve individual student performance. (Learner-Centered Assessment on College Campuses: shifting the focus from teaching to learning by Huba and Freed 2000)

- Outcomes based learning: To make the outcome-based system work, the following four points are necessary. First, what the student is to learn must be clearly identified. Second, the student's progress is based on demonstrated achievement. Third, multiple instructional and assessment strategies need to be available to meet the needs of each student. And finally, adequate time and assistance need to be provided so that each student can reach the maximum potential. (Towers, 1996).

1.4.2. The Assessment Cycle

There are four fundamental stages into an assessment cycle: Plan-Do-Check-Act.

- **Plan – What do teachers want students to learn?**

This stage includes the first fundamental component of assessment: Formulating Statements of Intended Learning Outcomes

- **Do – How do teachers teach effectively?**

This stage includes the second and third fundamental components: Developing or Selecting Assessment Measures & Creating Experiences Leading to Outcomes.

- **Check – Are students' outcomes being met?**

This stage involves evaluation of assessment data (part of the fourth component).

- **Act – How do students use what they have learned?**

This stage involves reinforcing successful practices and making revisions to enhance student learning (part of the fourth component). The assessment is a tool that helps teacher to get information about their students' competences and determine learning areas with deficiencies. Also, assessment helps students to diagnose and reconsider if the strategies that they use to study are the most suitable to deal and to succeed in the coming evaluations.

On the other hand, the importance that assessment has in the teaching process provides the teacher with a diagnostic feedback to know the students' knowledge base, performance base, and students' needs to be cover during the development of the semester. Moreover, the assessment helps educators to set standards related to the students' comprehension and management of the lesson plan contents; that is to say, assessment assists professionals in the teaching field to establish which learning areas demonstrate understanding, knowledge and mastery of the topics taught in class. Furthermore, assessment permits teachers to analyze and choose the most effective and suitable teaching methods or approaches for students get the information successfully.

1.6.2. Types of Assessment

Since the assessment is a systematic process that tries to cover both students' and teachers' needs, it is classified in six types: **diagnostic, formative, summative, norm-referenced, and criterion-referenced and Interim/Benchmark assessment.**

- **Diagnostic Assessment:** this kind of assessment is mostly used at the beginning and/or the ending of a unit of study, or whenever information about the prior learning of a student is useful. Various types of diagnostic assessments (tests, journals, performance-based assessment, etc.) may be used to collect that information.

- **Formative Assessment:** this is similar to diagnostic assessment but differs in that it provides ongoing feedback to the teacher about the effectiveness of instruction. It provides practice in applying, demonstrating, and extending knowledge, skills, and attitudes.

- **Summative assessment:** it occurs most often at the end of a unit of study. The primary purposes are to determine the knowledge, skills, and attitudes that have developed over a period of time, to summarize student progress.

- **Norm-Referenced Assessment:** it compares students´ performance against other students (a national group or other "norm")

- **Criterion-Referenced Assessment:** it measures students' performance against a goal, specific objective or standard.

- **Interim/Benchmark Assessment:** it evaluates student performance at the periodic intervals, frequently at the end of a grading period.

(30 April, 2019) Tki te kete ipurangi. What is assessment for learning? Retrieved from http://assessment.tki.org.nz/Assessment-for-learning/Underlying-principles-of-assessment-for-learning/What-is-assessment-for-learning

According to the forward information, assessment is an essential part of teaching since teachers can measure how much students have learned during classes; that is why, the manner how to teach a class is also very important in the way students acquire knowledge, and it is important that teachers create a guide for developing a successful class including all the

materials and necessities that will help them to improve students learning. For this reason, a lesson plan is the head for developing a class, but what is a lesson planning?

1.7. Lesson Planning

Lesson planning is the most important part of the teaching learning process. This is because the teacher, through designing instructional activities, has the chance of analyzing and considering the students' educational needs, so that teachers can be able to choose the activities that better satisfy students' academic needs, and that assure students' learning of the language.

In words of Panasuk & Todd (2005), "Lesson planning is a systematic development of instructional requirements, arrangements, conditions, and materials and activities, as well as testing and evaluation of teaching and learning. It involves teachers' purposeful efforts in analyzing the learning needs and developing a coherent system of activities that facilitates the evolution of students' cognitive structures" Here, Panasuk & Todd explain that the lesson planning has to follow a series of steps as any other systematic process.

Unfortunately, lesson planning is not that easy for teachers. According to Oser and Baeriswyl (2001), "In planning, teachers are expected to create both the visible structure of a lesson (concrete activities of students) and the deep structure of learning (the cognitive operations of students)". It means that the teacher, in addition to create a tangible lesson plan with class activities, must create "hidden" activities to connect with students, and make them get interested in the topic to be taught.

"The process of lesson planning is a complex activity that demand the planning teachers (1) to design lessons for activating learning by taking into account both learners prior knowledge and learners motivation; (2) to anticipate the kind of mental activities to take place when students learn the planned lesson, (3) to plan different kinds and levels of supporting individual students in their learning, and (4) to plan how to assess the outcomes of implemented instructional plans" (Oser & Baeriswyl, 2001). The authors mean that the lesson planning is a demanding and complex activity since the teacher has to take into consideration several aspects before planning an in class activity.

|According to Preparing a Lesson Plan (March 05, 2009). Teacher Certification. Retrieved from http://www.teachercertification.org/a/preparing-lesson-plans.html before moving to the lesson itself, teachers must identify the audience, by asking themselves the following questions:

- Who is the student?
- What knowledge do they already have?
- Why should they learn this lesson?
- What does the teacher want the students to learn during this lesson?
- What can the students do themselves to learn it?

Teachers need to keep these questions and the answers in their minds as they move through the lesson plan. That is why, to teach a class is not only to share knowledge, but also to know the necessities and capacities of the students. In this way, teachers need a guide to develop a class in order that students can accomplish the objectives, and the teacher can choose the correct activities to get a proficiency class.

1.7.1. Lesson Planning Types

Teachers can choose a variety of lesson plan formats to fit individual teaching styles. Zeiger, S. (2018) "Types of Lesson Plans" Retrieved from https://classroom.synonym.com/types-lesson-plans-8145257.html. (March 05, 2019) said that Lesson plans are an essential component of a successful teaching experience. These plans help ensure that all standards and materials are covered, providing a teacher and students with structure for each class day. Many schools require that teachers submit lesson plans in a specific format on a daily, weekly or monthly basis. For teachers who do not have a required format, a variety of formats are available to meet individual needs.

1.7.2. Task-based Learning

In recent years a debate has developed over which approaches to structuring and planning and implementing lessons are more effective. This presents an overview of a task-based learning approach (TBL) and highlights its advantages.

Task -based learning offers an alternative for language teachers. In a task-based lesson the teacher doesn't pre-determine what language will be studied, the lesson is based around the completion of a central task and the language studied is determined by what happens as the students complete it. The lesson follows certain stages:

Pre-task

The teacher introduces the topic and gives the students clear instructions on what they will have to do at the task stage and might help the students to recall some language that may be useful for the task. The pre-task stage can also often include playing a record of people doing the task. This gives the students a clear model of what will be expected of them. The students can take notes and spend time preparing for the task.

Task

Students complete a task in pairs or groups using the language resources that they have as the teacher monitors and offers encouragement.

Planning

Students prepare a short oral or written report to tell the class what happened during their task. They then practice what they are going to say in their groups. Meanwhile the teacher is available for the students to ask for advice to clear up any language questions they may have.

Report

Students then report back to the class orally or read the written report and the teacher chooses the order of when students will present their reports and may give the students some quick feedback on the content. At this stage the teacher may also play a record of others doing the same task for the students to compare.

Analysis

The teacher then highlights relevant parts from the text of the record for the students to analyze. They may ask students to notice interesting features within this text. The teacher can also highlight the language that the students used during the report phase for analysis.

Practice

Finally, the teacher selects language areas to practice based upon the needs of the students and what emerged from the task and report phases. The students then do practice activities to increase their confidence and make a note of useful language.

Task-based learning has some clear advantages

- In all three stages students must use all their language resources rather than just practicing one pre-selected item.
- A natural context is developed from the students' experiences with the language that is personalized and relevant to them.
- The students will have a much more varied exposure to language with TBL. They will be exposed to a whole range of lexical phrases, collocations and patterns as well as language forms.
- The language explored arises from the students' needs. This need dictates what will be covered in the lesson rather than a decision made by the teacher or the course book.
- It is a strong communicative approach where students spend a lot of time communicating. Frost, R. (April 30, 2019) British Council. Turkey. Retrieved from https://www.teachingenglish.org.uk/article/a-task-based-approach.

1.7.3. Content-based Instruction

In recent years, content-based instruction has become increasingly popular as a means of developing linguistic ability. It has strong connections to project work, task-based learning

and a holistic approach to language instruction and has become particularly popular within the state school secondary (11 - 16 years old) education sector.

What is content based instruction? The focus of a CBI lesson is on the topic or subject matter. During the lesson, students are focused on learning about something. This could be anything that interests them from a serious science subject to their favorite pop star or even a topical news story or film. They learn about this subject using the language they are trying to learn, rather than their native language, as a tool for developing knowledge and so they develop their linguistic ability in the target language. This is thought to be a more natural way of developing language ability and one that corresponds more to the way we originally learn our first language.

What does a content-based instruction lesson look like? There are many ways to approach creating a CBI lesson. This is one possible way:

Preparation

- Choose a subject of interest to students.
- Find three or four suitable sources that deal with different aspects of the subject. These could be websites, reference books, audio or video of lectures or even real people.

During the Lesson

- Divide the class into small groups and assign each group a small research task and a source of information to use to help them fulfill the task.
- Then once they have done their research, they form new groups with students that used other information sources and share and compare their information.
- There should then be some product as the end of this sharing of information which could take the form of a group report or presentation of some kind.

What are the advantages of content-based instruction?

- Students can also develop a much wider knowledge of the world through CBI which can feed back into improving and supporting their general educational needs.

- CBI is very popular among EAP (English for Academic Purposes) teachers as it helps students to develop valuable study skills such as note taking, summarizing and extracting key information from texts.
- Taking information from different sources, re-evaluating and restructuring that information can help students to develop very valuable thinking skills that can then be transferred to other subjects.
- The inclusion of a group work element within the framework given above can also help students to develop their collaborative skills, which can have great social value.

What are the potential problems?

- Because CBI is not explicitly focused on language learning, some students may feel confused or may even feel that they are not improving their language skills. It deals with this by including some form of language focused follow-up exercises to help draw attention to linguistic features within the materials and consolidate any difficult vocabulary or grammar points.
- Particularly in monolingual classes, the overuse of the students' native language during parts of the lesson can be a problem. Because the lesson is not explicitly focused on language practice, students find it much easier and quicker to use their mother tongue.
- It can be hard to find information sources and texts that lower levels can understand. Also, the sharing of information in the target language may cause great difficulties. A possible way around this at lower levels is either to use texts in the students' native language and then get them to use the target language for the sharing of information and end product, or to have texts in the target language, but allow the students to present the end product in their native language. These options should reduce challenge level.
- Some students may copy directly from the source texts they use to get their information. Teachers should avoid this by designing tasks that demand students evaluate the information in some way, to draw conclusions or actually to put it to some practical use. Having information sources that have conflicting information can also be helpful as students have to decide which information they agree with or most believe.

Peachey, N. (April 30, 2019). teacher, trainer and materials writer, The British Council. Retrieved from https://www.teachingenglish.org.uk/article/content-based-instruction

1.7.4. Presentation, Practice and Production

The PPP Teaching Framework is a model to describe the typical stages of language teaching lesson. The PPP Teaching framework consists of four main stages: Warm-up, Presentation, Practice and Production. This framework for teaching language classes is often criticized because:

- It forces students to use certain grammar structures and vocabulary.
- Since it forces students to use a target structure and vocabulary, this reduces the learner opportunities to use the language in spontaneous ways.

Stages of the PPP Framework:

Warm-up

It's an activity at the start of the class to warm up the learners. They tend to be short, dynamic activities. It is recommended that the warm- up is related to the topic studied during that class. The most important thing about a dynamic warm-up is that you continue with dynamic activities during the presentation, practice and production stage.

Presentation

In the presentation stage, teacher introduces:

- Vocabulary
- Grammar

You can introduce the vocabulary and grammar in two different ways.

- Deductively: This involves the learners being given a general rule, which is then applied to specific language examples.
- Inductively: This approach starts with examples and asks learners to find rules.

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Important things to take into account:

- Choose the vocabulary and grammar structures necessary for your students to succeed.
- Do not introduce vocabulary and grammar that will not be used during the lesson.
- Try not to introduce lots of words. Keep new words to a maximum of 20 per lesson.
- Get students involved in the presentation of the vocabulary and grammar so you can reduce teacher talking time and encourage learner-centered instruction

Practice

The practice stage aims to provide opportunities for learners to use the target structure and vocabulary used during class. This stage is also controlled practiced since the tasks prepared by the teacher have controlled results. Teacher should try to use the vocabulary and structures during the presentation stage for obvious reasons:

- What is the point of introducing vocabulary and grammar you are not going to use?
- How can you expect students to succeed if you use different vocabulary and grammar to the one you taught in the presentation stage?

Production

These meaningful activities give students the opportunity to practice the language more freely.

It is impossible to be wrong if:

- Your activities encourage peer to peer interaction.
- Students are taught grammar inductively.
- Your lesson is made up of task that maxim student talking time.
- Students stand up and talk to others.
- There are games and activities that are fun and meaningful.
- Your scaffolding is good because students can do what you want them to do.

(April 30, 2019), ppp-method-presentation-practice-production. Retrieved from https://englishpost.org/ppp-method-presentation-practice-production/

1.8. Lesson Plan Checklist

As teachers move through the stages of the lesson plan, a checklist will keep them focused on the goals of each lesson and ensure that nothing is overlooked:

At the start of the lesson the teacher should:

- Bridge the previous lesson (or a current event) to the lesson to capture the student's interest
- Establish the learning outcomes
- Explain student expectations and prior learning

Also, in the center of the lesson the teacher must:

- Actively involve students in the learning process
- Use various media to explain lesson concepts
- Keep the lesson flowing from one concept to the next
- Keep the lesson content meaningful
- Give opportunities for the students to give feedback and practice the new concept
- Review the material covered and build the lesson on top of it

At the end of the lesson the teacher could:

- Assess the material that the students have now learned
- Summarize the lesson and content covered
- Establish a connection between the lesson and the real world, or the following lesson.

Since these steps are creative for an affective class, the research team considers that teachers should follow them. In this way, the class will go well, and the teacher and students will accomplish the outcomes and the goals. Also, teachers must check everything in the lesson plan to be sure that the lesson plan is well-designed.

1.9. Lesson Plan Outline

Moreover, based on the article: (February 27, 2019). Types of Lesson Plan. Retrieved from https://hsp.org/types-of-lesson-plans

Standard Lesson Plan, a lesson plan has four specific parts. These can be repeated throughout the lesson, but it is important to follow the outline:

- Warm-Up: Use a warm up to get the brain thinking in the right direction. The warm-up should include the target grammar/function for the lesson.
- Presentation: The presentation focus on the learning objectives for the lesson. This is the teacher guided section of the lesson.
- Controlled Practice: It allows for close observation that the learning objectives are understood.
- Free Practice: It allows students to "take control" of their own language learning. These activities should encourage students to explore language with activities such as: class debates, creating role-plays and acting them out for others.

1.10. Variations on the Lesson Plan Format Theme

In other words, all those parts of the lesson plan need to be taken into account by the teachers since they are important in the creation of an effective lesson plan. Each part has a purpose in the class and, it helps to keep the class interesting, it is important that teachers remember that each lesson plan can have variations that can be applied to the different segments of the lesson plan.

Also, according to Beare K. (2018). Lesson Plan Format. Retrieved from https://www.thoughtco.com/lesson-plan-format-1210494 (March 15, 2019), Feedback allows students to check their understanding of the lesson's topic and can be done quickly at the end of the class by asking students questions about the target structures. Another approach is to have students discussing the target structures in small groups, once again giving students the chance to improve their understanding on their own. It is important to use a lesson plan format to facilitate students' English learning by their own. The more opportunity for student-centered

learning, the more students acquire language skills for themselves. In regard of this, the four macro skills are very important when English students are learning; teachers need to check lesson plans as many times as possible in order to reach the objectives at the end of the course and to engage the different ways students acquire and show their skills.

In words of Bertrand, J. (March 15, 2019). Lesson plans. Retrieved from https://www.teachingenglish.org.uk/article/lesson-plans, there are some points to consider when writing a lesson plan. For this reason, each teacher is responsible for creating a good lesson plan, but they have to be aware of every activity between the topics and the skills of the students.

- What is the main topic of the lesson? If the activities in the lesson have a logical link then the learners will be able to follow the teacher and the lesson, more easily.
- How much the teacher should review what students have already done?
- What are the objectives of the lesson? It's vital to always think about 'why' students are doing an activity, game or song. Everything on the plan should be educational. If a teacher doesn't know what an activity is teaching the learners, then take it off your plan.
- What vocabulary the teachers want to teach them? If they prepare beforehand exactly what words they are going to concentrate on, and how they are going to present them, they will be better equipped to explain them clearly to the students.
- How can the teacher explain the activities? The teacher should prepare, at least mentally, how you she or he is going to explain each activity. Explanations should be short, clear and visual, and they do not have to forget to demonstrate and check their understanding.
- What order should a teacher teach the activities in? As a very general rule the teacher can start with an introduction to the lesson, introducing the new language. Finally, teachers need to review what students have done and get feedback from the students about what they did.

Also, a Check-list has to include:

- Materials
- Objectives
- Procedures

- Estimated time for each activity

- Explanation

- Board work

- Page numbers (if working from a text book)

- Extra activities

- Follow-on activities

- Lesson evaluation – what you would do differently next time or what went well

1.11. Types of Writing Performance

Imitative

To produce written language, the learner must attain skills in the fundamental, basic tasks of writing letters, words, punctuations and very brief sentences. This category includes ability to spell correctly and to perceive phoneme-grapheme correspondences in the English spelling system. It is a level at which learners are trying to master the mechanics of writing. At this stage, form is primary if not exclusive focus, while context and meaning are of secondary concern.

Intensive (Controlled)

Beyond the fundamentals of imitative writing are skills in producing appropriate vocabulry withing a context, collocations and idioms and correct grammatical features up to the length of a sentence. Meaning and context are of some importance in determining corrrectness and appropriateness but in assessment tasks are more concernd with a focus on form, and are rather strictly controlled by the test design.

Responsive

Here, assessment tasks require learners to perform at a limited discourse level, connecting sentences into a paragraph and creating a logically connected sequence of two or three paragraphs. Tasks respond to pedagogical directives, lists of criteria, outliness and other guidelines. Genres of writing include brief narrative and descriptions, shorts reports, lab reports, summaries, brief responses to reading and interpretations of charts or graphs. Under specified conditions, the writer begins to exercise some freedom of choice among alternative forms of expression of ideas. The writer has mastered the fundamentals of sentences-level grammar and is more focused on the discourse conventions that will achieve the objectives of the written text. Form focused attention is mostly at the discourse level, with a strong emphasis on context and meaning.

Extensive

Extensive writing implies successful management of all the processes and strategies of writing for all purposes, up to the length of an essay, a term paper, a major research project report, or even a thesis. Writers focus on achieving a purpose, organizing and developing ideas logically, using detalis to support or illustrate ideas, demonstrating syntactic and lexical variety, and in many cases, engaging in the process of multiple draft to achieve a final product. Focus on grammatical form is limited to occasional editing, or proofreading of a draft.

Hidayani_ N. RUMAH MALAKAH. Assessment writing. (201h9). Retrieved from: http://langitjinggadipelupukmatarumahmakalah.blogspot.com/2014/10/assessment-writing_3.html

1.12. Written Test

According to (March 19, 2019). Instructional Job Aid Developing Written Tests. Retrieved from http://www.northernc.on.ca/leid/docs/ja_developtests.pdf, developing written tests are mostly for evaluating knowledge-based learning outcomes. However, they may also test skills or attitudes. They are part of the overall evaluation plan for students. For this reason, written tests are fundamental and important parts of the learning process in English students

since they test not only the abilities and skills but also the acquired knowledge. The way in which teachers prepare the classes is the key to get good results at the end.

Moreover, to make an evaluation plan is a big deal to expect students to complete the written tests. As teachers plan the evaluation, they should use the following checklist:

- List the learning outcomes to be tested
- Determine the most suitable type of test for the skill, knowledge, or attitude to be tested
- Decide at which points during the course written tests will be conducted
- Decide how many percentage points each evaluation will be worth, for a total of 100%

As you design and use your written tests, refer to the desired learning outcomes for the course. (You may wish to refresh your understanding of learning outcomes by using our job aid Writing Learning Outcomes.) Teacher should ask the following questions:

Before:

- Are my learning outcomes clear and measurable?
- Is my evaluation plan complete and suitable for the learning outcomes?

After:

- Do my tests match my desired learning outcomes?

On the other hand, teachers should test the test and check the scoring. They need to make sure that the scoring will give accurate information about the students' abilities. For this reason, teacher must ask themselves the following:

- Did I double-check that each question is clear and unambiguous?
- Have I checked that there is only one possible correct answer?
- Did I define any partially correct answers and how they will be scored?
- Does each question test at the desired level of knowledge, skill, or attitude?

1.13. Types of Items

Test questions may be open-ended, requiring answers in the form of an essay or short statements in the students' own words. These reveal the students' learning but also test their ability to express their thoughts in written English. They are also very time-consuming to mark. Test questions that reduce marking time may be short answer, true/false, multiple-choice or matching. The type of question to use depends on what types of information you wish to test.

This job aid discusses several types of test questions and when to use them. It includes a discussion of using graphics in test questions. Whatever type of test teachers decide to use, they must ensure that it fits within your overall evaluation plan. You must also ensure that it measures the desired learning outcomes for your course. You can greatly improve your test by evaluating its effectiveness.

There are different types of Items:

1.13.1. Short-answer:

Use short-answer questions when you wish to:

- test recall rather than recognition of information.
- reduce the chances of guessing answer.
- check computational skills.
- check knowledge of sequence for procedures.

Below are some forms of short-answer questions.

Good for: Application, synthesis, analysis, and evaluation levels

Advantages: Easy to construct, Good for "who," what," where," "when" content, minimizes guessing, encourages more intensive study-student must know the answer vs. recognizing the answer.

Disadvantages: May overemphasize memorization of facts, take care - questions may have more than one correct answer, Scoring is laborious.

Tips for Writing Good Short Answer Items

When using with definitions: supply term, not the definition-for a better judge of student knowledge. For numbers, indicate the degree of precision/units expected. Use direct questions, not an incomplete statement. If you do use incomplete statements, do not use more than 2 blanks within an item. Arrange blanks to make scoring easy. Try to phrase question so there is only one answer possible.

1.13.2. Long-answer Questions:

Long-answer questions can take several forms including essay questions, case studies, or scenarios that require the student to apply, analyze, synthesize, or evaluate related products, processes, information, ideas, or procedures. There are two types of long-answer questions:

- **Extended response**—used when there is no limit on scope, time, or length, and no reference to any resource.
- **Restricted response**—used when you wish to limit the time, length, number of examples, or anything else about the answer.

When to use them
Long-answer questions are useful when you wish to test:

- writing ability
- organization of thought and ideas
- synthesis of ideas into something new
- analysis and evaluation
- ability to recall
- ability to explain

Constructing long-answer questions
Use the following checklist when constructing long-answer test questions:

- Give clear instructions on how to answer the question
- Use words that the student can understand
- Test only essential abilities
- Clarify any limits on the required answer (e.g., number of pages, word count)
- Identify the assigned grade value of the question
- Construct my scoring method before giving the test
- Ensure that students understand how their answers will be scored

1.13.3. Multiple-choice:

In a multiple-choice question, the student is presented with several alternatives from which to choose the most correct response to a given question or statement. Basic multiple-choice questions are the most commonly used test items. They are easy to score and can be scored more objectively than short- or long-answer questions.

When to use them

Use multiple-choice questions when you wish to:

- measure many learning outcomes during a single test session
- present a list of similar choices for the student to differentiate between
- reduce the guess factor in simple alternative choice decisions (e.g., true/false)

Limitations

- They test whether students recognize information rather than what they can supply.
- They rarely measure problem-solving skills accurately.
- They cannot test organization and presentation of ideas.
- They are difficult to construct so that the choices are believable.

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When to use them

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- Measure many learning outcomes during a single test session
- Present a list of similar choices for the student to differentiate between
- Reduce the guess factor in simple alternative choice decisions (e.g., true/false)

These types of questions have several limitations:

- They test whether students recognize information rather than what they can supply.
- They rarely measure problem-solving skills accurately.
- They cannot test organization and presentation of ideas.
- They are difficult to construct so that the choices are believable.

1.13.4. Matching Questions:

A matching question can be used to consolidate a number of multiple-choice questions into a single question, when there are a limited number of alternatives shared among the questions.

Good for:
- Knowledge level
- Some comprehension level, if appropriately constructed

Types:
- Terms with definitions
- Phrases with other phrases
- Causes with effects
- Parts with larger units
- Problems with solutions

Advantages:

• Maximum coverage at knowledge level in a minimum amount of space/preptime

• Valuable in content areas that have a lot of facts

Disadvantages:

• Time consuming for students

• Not good for higher levels of learning

• Give good directions on basis for matching.

• Put all items on a single page.

• Put response in some logical order (chronological, alphabetical, etc.)

• Responses should be short

1.13.5. True/false (alternative choice):

The choices offered in these types of questions may be True/False, Yes/No, Fact/Opinion, High/Low, Agree/Disagree, and so on. There must be only one correct response to the question.

Use true/false questions to test a student's ability to:

• Recognize a correct statement of fact or opinion

• Identify relationships (including cause)

• Identify attitudes, values, and beliefs

• Identify a new situation where known principles apply

These types of questions are useful when a large amount of course material must be quickly tested. Their advantages are that relatively little reading is required to take the test and they are easy to score. Their disadvantage is that they may reveal when a student knows something is incorrect, but this does not mean that the student knows what the right answer is.

Writing true/false questions

Use the checklist below to guide you in writing good true/false questions.

When writing true/false test questions, I need to:

- Use statements that are absolutely true or false

- Use language appropriate to the job situation

- Ensure that statements are simple and easy to read

- Ensure that each statement tests only one idea

- Avoid negatives unless they are very important

- Check that statements are specific and direct, not implied

- Ensure that parts of each statement are either all true or all false

- Name the authority when opinions or values are tested

- Avoid direct quotes from the textbook

- Use approximately the same number of true and false statements

- Try to make the lengths of statements about equal

1.13.6. Essays

Items such as short answer or essay typically require a test taker to write a response to fulfill the requirements of the item. In administrative terms, essay items take less time to construct. As an assessment tool, essay items can test complex learning objectives as well as processes used to answer the question. The items can also provide a more realistic and generalizable task for test. Finally, these items make it difficult for test takers to guess the correct answers and require test takers to demonstrate their writing skills as well as correct spelling and grammar.

The difficulties with essay items are primarily administrative: for example, test takers require adequate time to be able to compose their answers. When these questions are answered, the answers themselves are usually poorly written because test takers may not have time to organize and proofread their answers. In turn, it takes more time to score or grade these items. When these items are being scored or graded, the grading process itself becomes subjective as non-test related information may influence the process. Thus, considerable effort is required to minimize the subjectivity of the grading process. Finally, as an assessment tool, essay questions may potentially be unreliable in assessing the entire content of a subject matter.

1.13.7. Fill in the Blanks:

A fill-in-the-blank item provides a test taker with identifying characteristics and requires the test taker to recall the correct term. There are two types of fill-in-the-blank tests. The easier version provides a word bank of possible words that will fill in the blanks. For some exams all words in the word bank are used exactly once. If a teacher wanted to create a test of medium difficulty, they would provide a test with a word bank, but some words may be used more than once and others not at all. The hardest variety of such a test is a fill-in-the-blank test in which no word bank is provided at all. This generally requires a higher level of understanding and memory than a multiple choice test. Because of this, fill-in-the-blank tests (with no word bank) are often feared by students.

At last, the written tests need to be well-designed for the student's learning since it is really important that they manage every structure. There are a lot of ways to create a written test, and teachers should avoid the repetition of the structures and parts of the exams that can be repeated year by year. It is very important that teachers take into consideration all the steps to guarantee a good test design since this will determine the student's outcomes.

1.13.8. Sentence Patterns (Building-up Sentences)

What is a sentence pattern?

A sentence pattern is an arrangement of words. This arrangement needs to be in a grammatically correct instruction. It means the placement of verbs and nouns should be correct to form a meaningful sentence.

Sentence structure is the way a sentence is arranged, grammatically. The sentence *structure* of your writing includes where the noun and verb fall within an individual sentence.

Why are sentence patterns important?

When you are writing an assignment, the pattern and structure of a sentence will be the most important thing to consider. In order to make your sentence meaningful and effective, it is important to learn how to make correct sentences using different patterns.

Sentence patterns are made up of phrases and clauses. A phrase is a group of connected words, but it is not a complete sentence because it is missing a subject and/or a verb. Phrases are just one component that makes up a complete sentence.

A clause contains a subject (actor) and a verb (action). There are two types of clauses:

An independent clause is a complete thought. It can stand alone as a complete sentence.

A dependent clause (a.k.a. subordinate clause) cannot stand alone as a complete sentence (even though it may contain a subject and a verb). It begins with a subordinating conjunction (because, when, while, after… and many more). Sentence patterns. What They Are and How to Use Theme (2019). https://www.aresearchguide.com/sentence-patterns.html

The head of the Foreign Language Department in the University of El Salvador, Western Multidisciplinary Campus expressed that teachers included this type of items in the written test for students create sentences according to the grammar, structure and vocabulary studied in class. This type of items were based on the usage of only one central idea in each item, important words were emphasized, usage of a clear statement or question, and the question cannot be answered without referring to the pattern.

1.14. Principles to Write a Good Test

1. Validity

The quality of being based on truth or reason, or of being able to be accepted the fact of having legal force, or being legally acceptable. Cambridge dictionary (2019). Retrieved from: https://dictionary.cambridge.org/es/diccionario/ingles/validity

2. Face Validity

Face validity, as the name suggests, is a measure of how representative a research project is 'at face value,' and whether it appears to be a good project. It is built upon the principle of reading through the plans and assessing the viability of the research, with little objective measurement. Whilst face validity, sometime referred to as representation validity, is a weak measure of validity, its importance cannot be underestimated. Shuttleworth M. explorable (2008-2019). retrieved from: https://explorable.com/face-validity

3. Content-Related Validity Evidence

Validation of test scores involves collecting evidence and developing an argument that supports a particular use (i.e., an inference or decision) of the test scores. For a validity argument to be correct, it must be supported by evidence and be logical and coherent. The SAGE Encyclopedia of Educational Research, Measurement, and Evaluation. Bruce B. Frey (2018) https://methods.sagepub.com/reference/the-sage-encyclopedia-of-educational-research-measurement-and-evaluation/i6066.xml

4. Criterion-Related Evidence

A means to measure the validity or effectiveness of a given evaluation method by comparing the scores in one test to those of another. The degree of accuracy of a test increases the closer its scores correlate to the scores of another assessment criteria of a related attribute. Edupedia (2018). Retrieved from: https://www.theedadvocate.org/ edupedia/content/what-is-criterion-related-evidence/

5. Construct-Related Validity Evidence

Construct-related validity evidence demonstrates whether a test measures its intended construct, where a construct can be defined as a conceptual abstraction used to understand the unobservable latent variable that is responsible for scores on a given measure. The SAGE Encyclopedia of Educational Research, Measurement, and Evaluation. Bruce B. Frey (2018). Retrieved from: https://methods.sagepub.com/reference/the-sage-encyclopedia-of-educational-research-measurement-and-evaluation/i5930.xml

6. Reliability

Reliability is the degree of consistency of a measure. A test will be reliable when it gives the same repeated result under the same conditions. In everyday language, we use the word reliable to mean that something is dependable and that it will give behave predictably every time. Wilson L. & Shuttleworth M. (2008-2019). Retrieved from: https://explorable.com/ definition-of-reliability

1.15. Students' Outcomes

Finally, the term student outcomes typically refers to either (1) the desired **learning objectives or standards** that schools and teachers want students to achieve, or (2) the educational, and life effects that result from students being educated. In the first case, student outcomes are the intended goals of a course, program, or **learning experience**; in the second case, student outcomes are the actual results that students either achieve or fail to achieve during their education or later on in life. (30 April, 2019). The glossary of Education Reform. Students´ outcomes. Retrieved from   https://www.edglossary.org/ student-outcomes/. In other words, student outcomes are divided into the ideal outcomes that are planned to be achieved at the beginning of a course, and the ones teachers are going to obtain at the end of a course. The term student outcomes may be used as:

Positive and negative outcomes: Student outcomes are considered either explicitly or implicitly to be positive or negative by educators. If students are learning what they are expected to learn, or graduation rates in a school are rising, these results would generally be viewed as "positive student outcomes." Conversely, low or declining test scores and high dropout rates would be "negative student outcomes". (30 April, 2019) The glossary of Education Reform. Students´ outcomes. Retrieved from   https://www.edglossary.org/ student-outcomes/. In this case, researchers consider that the way in which a class or a content is taught influences the type of outcomes they get. Teachers must evaluate in a written exam what they teach properly in the classroom; they do not have to evaluate a topic that was taught briefly in a couple of minutes.

Educational outcomes: The results achieved by schools may also be considered "student outcomes" by educators and others, including results such as standardized-test scores.

In this sense, the term may be synonymous with student achievement. (30 April, 2019), The glossary of Education Reform. *Students´ outcomes.* Retrieved from. https://www.edglossary.org/student-outcomes/. Taking into account the above, educational outcomes are linked with positive and negative results since no matter the type of results that teachers get at the end of a course; those results are going to be either positive or negative turning them as the students' outcomes of the teachers' work in the classroom.

Student Learning Outcomes (SLOs) are measurable and verifiable knowledge, skills, abilities, and/or attitudes that students have at the completion of a course, program or service. (30 April, 2019). Mendocino College. *Student learning outcomes.* Retrieved from https://www.mendocino.edu/academics/student-learning-outcomes. Since outcomes are measurable, teachers can obtain positive or negative students' outcomes. Besides, teachers must evaluate what influences in the obtaining of negative outcomes; they have to be aware of the aspects that are failing in the students learning process such as teaching strategies, or being assure that the lesson plan contents match with the written tests design.

To conclude, (30 April, 2019). The British Council. Retrieved from https://www.teachingenglish.org.uk/article/outcomes established that "Outcomes are what learners should be able to do or have done at the end of the class or course. Outcomes are similar to aims but are more focused on end results and often describe what actually happened rather than what the teacher intends to happen".

For the research team, this means that students' outcomes break all the teachers' expectations since there is a big difference between what the teacher wants to achieve in the students learning and what the teacher really achieves. Both positive and negative outcomes are going to depend on a big manner, in the way in which the teacher works with the students. The students' learning is related with the teachers' knowledge, but mostly with the way in which the teachers transmit that knowledge to their students.

1.16. Mismatch between Lesson Plan and Written Test

When designing assessments, it is important to make sure that any exam matches the learning outcomes of the course. Assessments should be based on material teachers have

covered in the course, and students should perceive the material as relevant and fair. As summarized in the Stanford Testing Handbook: Testing not only lets teachers and their students know how much they have learned, it also provides a chance for more learning to take place, by reinforcing course material or by requiring students to use or think about what they have learned in a new way.

Tests should be designed with primary course objectives in mind and should cover material from all components of a course (sections, lectures, textbooks, etc.) The format and frequency of the testing will directly influence what and how much students learn. (30 April, 2019). Evaluating Your Assessment Instruments. Retrieved from http://www.ipfw.edu/celt/insite/teaching_assessment.shtml and Schwartz, M. (30 April, 2019). Research Associate, for the Learning & Teaching Office. Retrieve from http://www.ryerson.ca/lt/taga/index.html.

Lack of the attention to the specification table of content which contains the behavioral domain of the task cause to the lack of content validity of the test and lack of the attention to the theory of which items or tasks of the test originated cause to the attention to the theory of which items or tasks of the test originated cause to the lack of construct validity. BOOK, Alipour, Shahram (2013/05/05)-The mismatch between the Testing method and Teaching Method: A Case of Iranian Guidance School. Retrieved from https://www.researchgate.net/publication/303315832_The_mismatch_between_the_Testing_method_and_Teaching_Method_A_Case_of_Iranian_Guidance_School.

Moreover, if evaluation is not planned along with instruction, the time required for assessment activities will most likely not be available. According to Gensee and Upshur (1996), in order to plan and make instruction that is appropriate for individual students or groups of students, it is necessary to understand the factors that influence student performance in class. This means going beyond the assessment of achievement. Chastain (1988) believes that teachers need to evaluate constantly their teaching on the basis of student reaction, interest, motivation, preparation, participation, perseverance, and achievement.

Evaluation of achievement is the feedback that makes improvement possible. By means of evaluation, strengths and weaknesses are identified. Evaluation, in this sense, is another

aspect of learning, one that enables learners to grasp what they missed previously and the teacher to comprehend what can be done in subsequent lessons to improve learning. Jabbarifar, T. (30 April, 2019). The Importance of Classroom Assessment and Evaluation in Educational System. Retrieved from https://my.laureate.net/Faculty/docs/Faculty%20 Documents/INTI%20Conferences/Parallel%20Sessions%204/4C/4C-03-P142%20(Iran).pdf

To conclude, researchers agree that teachers must develop a well- design lesson plan since that plan is the base of successful learning with successful achievements at the end of a course or content. At the same time, the teachers' lesson plan contents have to be related with the type of evaluation which is going to measure the students' knowledge, in this case with the written test. Teachers have to take enough time to teach the established contents in every lesson plan because in that way, English Teachers can assure that those contents or topics can be assessed with no complication at the end of a course. So that, students' outcomes will match with the objectives established at the beginning of the lesson plan and the written test, having in that way an effective teaching-learning process.

CHAPTER III: METHODOLOGICAL DESIGN

3.1. Paradigm and Design

Because of the nature of this study which is an analysis of the lesson plan contents and the written test design, this investigation was conducted under the qualitative paradigm. The researchers described the relationship between the lesson plan contents and the written test design that affected students' outcomes. This analysis determined if the lesson plan contents and the written test design played an important role in the gotten students' outcomes in semester II-2018.

The design of this research was retrospective, and it was addressed to Intensive Advanced English II students of the major Licenciatura en Idioma Inglés Opción Enseñanza at the University of El Salvador, Western Multidisciplinary Campus, Semester I, 2019 because these students have already passed Intensive Advanced English I in semester II, 2018. That is why, IAE II students were the most suitable people to collect data since they were the last students whose outcomes were affected by the mismatch between the lesson plan contents and the written test design.

3.2. Sampling Procedure

This investigation was aimed in the Intensive Advanced English I groups at University of El Salvador, Western Multidisciplinary Campus. The research team used a purposive sampling procedure. From a total of 71 students, only 31 English students from the three groups were taken into account in this research because this students passed Intensive Advanced English I in semester II-2018. Then, from those 31 just 12 were selected according to the criterion sampling researchers used. The investigators chose those students since they expressed in the interviews they faced more difficulties in regard to their outcomes. Thus, using this selected population; investigators assured the reliability of the research, taking into account every single participant's result.

3.3. Preliminary Phase

In order to conduct and evaluate this research, it was important to know how the researchers observed the phenomenon as well as how they approached the population to conduct the diagnostic study. This phase explains how the researchers approached the population to collect the data that was important to guide this research. Once the population was determined by the researchers, it was important to establish how the diagnosis was conducted into the research and the purpose of it. Besides, this phase describes the problem that consisted on the relationship between the lesson plan content and the written test design that affected IAE I students in semester II, 2018.

3.3.1. Approaching the Field of Study

The target population to carry out this qualitative research study were Intensive Advanced English II Students at the Western Multidisciplinary Campus of the University of El Salvador in Semester I-2019 who passed Intensive Advanced English I in semester II-2018. The issue "An Analysis of the Lesson Plan Contents and Written Test Design that Affected Intensive Advanced English I Students' Outcomes of the Major Licenciatura en Idioma Ingles Opcion Enseñanza at the University of El Salvador, Western Multidisciplinary Campus, semester II, 2018" was chosen since researchers realized that the repetition of exams was a very common activity among English students of the major Licenciatura en Idioma Ingles Opción Enseñanza.

The researchers noticed that during the evaluation process students were always given a second chance to better their grade; this would sound like a normal activity if it was done one or two times during the semester, but it tended to be every single time in every single activity. This factor got the researchers attention since this meant double effort and waste of time (since such activities are scheduled previously) from both students and teachers. Hence, the investigators decided to go deeper in such situation to be able to determine if the relationship between the lesson plan contents and the written test design affected students' outcomes.

In order to approach the target population, it was essential to get the permission of the coordinator of the basic area in the oral and written form to obtain the lesson plans and final written test of semester II, 2018 to make a documentary analysis of the written test and the

lesson plans they used during that semester. Then, researchers asked for permission to the teachers in charge of the Intensive Advanced English II subject during semester I, 2019 to address in-depth interviews to them and their students. It was necessary for researchers to get rapport from students; this was done through previous formal presentation with the target units of study to ask for their collaboration to get engaged into this project.

3.3.2. Diagnostic Study

The research team conducted the diagnosis throughout a questionnaire (APPENDIXES L, L-2) to a sample of Intensive Advanced English II students and Intensive Advanced English teachers in the major of Licenciatura en Idioma Ingles Opcion Enseñanza in the Western Multidisciplinary Campus of University of El Salvador in semester I, 2019. Through this group´s answers, researchers obtained reliable information about the relationship between the lesson plan contents and the written test design that were addressed to Intensive Advanced English I in semester II, 2018.

English II students answered questions like "Do you consider that the written test was closely related with the topics developed in class?" and "Do you consider the test design was appropriate to evaluate the contents developed in class?" Also, teachers in charge of English II subject answered the same questions and some others like "Have you ever skipped a content that was establish in the lesson plan and must be included in the written test?" And "Which strategies have you used when you could not cover a topic that would be included in the written test?" It is important to emphasize that researchers conducted the diagnosis perfectly since both the students and the teachers were willing to be interviewed.

3.3.3. Definition of the Problem

To define the problem, the researchers addressed Intensive Advanced English II students who passed Intensive Advanced English I in semester II, 2018 and the Intensive Advanced English teachers who taught Intensive Advanced English I in semester II, 2018, diagnostic questionnaires to know students' perception about written tests design in semester II 2018. The results of the questionnaires not only permitted the researchers to corroborate the existence of the mismatch between the lesson plan contents and written test design that affected the Intensive

Advanced English I students' outcomes of the last year, but also will let the researchers know the student's perception about the evaluations addressed to these students last year. In addition, the results of the diagnostic study were helpful to understand the phenomenon better and from different perspectives.

3.4. Planning Phase

Once the problem was stated and justified, the researchers started to design the strategies to be used in the execution of the investigation, so the gathered information was able to provide investigators with the necessary data to describe how the lesson plan contents and written test design affected Advanced English I students' outcomes in the major Licenciatura en Idioma Inglés, Opción Enseñanza at the University of El Salvador, Western Multidisciplinary Campus.

The first step to follow was gathering information. For this, the researchers consulted experts in the teaching field in order to collect useful information about the topic of interest. Moreover, the research team made use of a variety of sources such as books, scientific magazines, articles related to teaching, reliable websites, journals on education, among others to obtain reliable information to be used for building a well-designed State of Art.

The investigators started designing the tools to be used to obtain the information that was tabulated in the analysis and interpretation of data. For this, the researchers took advantage of several research tools to be addressed to former Advanced English I teachers and students of the Major Licenciatura en Idioma Inglés, Opción Enseñanza. Those tools provided the research team background information related to the involved parts' opinions and perceptions concerning to the topic.

Finally, the investigators got all the documentation needed to make a deeper analysis in the problem; researchers asked the Coordinator of the Basic Area to provide the lesson plans and the final written test administer in semester II-2018 in order to be analyzed with the tools previously designed. The data gotten from the analysis served to assure the reliability of this project.

3.4.1. Literature Review

To build the state of art, the researchers utilized a variety of sources which contains all the information about the topic of interest. Such sources were divided into two types: primary information sources and secondary information sources. Primary information sources are referred to original publication of scientist's new data, results and theories. Examples of primary information sources are archives and manuscript material, audio recordings, video recordings, journals, scientific diaries, speeches, published books, government publications, so forth.

On the other hand, secondary information sources are referred to the ones that were created using a primary information source as base; that is to say, secondary information sources are somebody´s or a group's interpretation regarding to a topic or theory. Examples of secondary information sources are textbooks, magazine articles that paraphrase a primary information source, book reviews, commentaries, encyclopedias, and so on.

The use of primary and secondary information sources provided the investigators a strong background knowledge regarding to the topic and the terminology to be used during the development of the project. The research team looked for all the information available in order to build the state of art. The different theories provided support to the triangulation of the data, and finally drew sounded conclusions and recommendations as well.

After having found the information, the investigators proceeded to read and analyze all the material in order to select the more suitable data to support the investigation. The selected information was organized and cited making use of the APA system to create a reference page.

3.4.2. Operationalization of Variables

Since the hypothesis "The relationship between the lesson plan contents and written test design affected Intensive Advanced English I students' outcomes of the Major Licenciatura en Idioma Inglés Opción Enseñanza at the University of El Salvador, Western Multidisciplinary Campus, Semester II, 2018" two variables were set up by the researchers (one dependent and one independent) to carry out the investigation; they mentioned: a) dependent variable: The relationship between the lesson plan contents and written test design b)independent variable:

Advanced English I students' outcomes. Once the variables were established, the researchers operationalized them with its corresponding indicators which were considered to create the instruments.

3.4.3. Data Collection Instruments

As mentioned previously, each indicator was taken into account to formulate the questions and items to be included in the instruments in order to collect the data to test the hypothesis. The researchers used two instruments during the classes:

a)   In-depth Interview: An In-depth Interview about "An Analysis of the Lesson Plan Content and Written Test Design that Affected Intensive Advanced English I Students' Outcomes of the Major Licenciatura en Idioma Inglés Opción Enseñanza at the University of El Salvador, Western Multidisciplinary Campus, Semester II, 2018" was carried out (See appendix A). This instrument consisted of a cluster of questions in which students had to answer freely in order to collect and analyze certain and trustful results about the relation between lesson plans and written tests.

b)   In-depth Interview: An In-depth Interview about "An Analysis of the Lesson Plan Content and Written Test Design that Affected Intensive Advanced English I Students' Outcomes of the Major Licenciatura en Idioma Inglés Opción Enseñanza at the University of El Salvador, Western Multidisciplinary Campus, Semester II, 2018 (See appendix B) was developed. This instrument consists of a cluster of questions in which teachers had to answer freely in order to collect and analyze certain and trustful results about the relation between lesson plans and written tests.

c)   Checklist: An observation checklist to make a documentary analysis of the lesson plan contents (See appendix C). It consisted on criteria with the categories: Observed, Non-Observed, and Non-Applicable. Students were evaluated in order to determine the causes of the students´ outcomes in the written exams.

d)   Checklist: An observation checklist to make a documentary analysis of the written test design (See appendix D). It consisted on criteria with the categories: Observed, Non-

Observed, and Non-Applicable. Teachers were evaluated in order to analyze the causes of the student's outcomes.

3.4.4. Validation of Data Collection Instruments

The instruments were approved by the use of a validation sheet which was attached to each of the instruments. The validation sheets were filled up by two experts in the investigation field. After the validation of the tools has been completed, the researchers looked for the exact time to administer the instruments to the students.

3.4.5. Validity and Reliability

The data was obtained by taking into account two important aspects: validity and reliability. In this research study, the researchers assured validity from the head of the English Department and the coordinator of the department as follow: 1) The researchers checked the operationalization of the variables: 2) The investigators assured suitable questions; 3) The research team made sure to take into account all the recommendations obtained during the validation process and wrote the final draft of the tools based on the suggestion gotten during the validation process; and 4) The researchers assured predicting validity by checking the operationalization and made sure that each instrument was designed in such a manner that predicted results when administering them over time or at the same time by different researchers.

3.4.6. Ethical Aspects

The researchers took into consideration the basic Ethical Aspects during all the research process, as the following:

• Confidentiality: the results of the questionnaires were just part of the research.

• Anonymity: the students did not give their personal information.

• Voluntary participation and non-discrimination: the students were not forced to participate in the research.

• Avoiding plagiarism: the researchers did not present a data provided by any other source.

• Honesty and objectivity: the researchers provided the data collected by the instrument presented, and they did not change any result.

3.5. Execution Phase

The execution phase contained a detailed description in how the researchers obtained the data. In this part of the process, the research team made use of different tools such as in-depth interviews and checklists to obtain the most relevant information about the researched phenomenon. These tools were addressed to the teachers and students of the three groups of the Intensive Advanced English II subject.

First of all, in the first week of June 2019, the research team asked two experts of the Foreign Language Department to validate the instruments. In the second week of June 2019, the researchers administered the validated instruments to the Intensive Advanced English II group one to collect data. Then, in the third week of June 2019, the investigators addressed the instruments to the group two, and finally, in the fourth week of June 2019, the research team administered the instruments to the group three.

3.5.1. Data Collection Procedures

To gather data through the intervention process, researchers used different tools. Each of the researchers had a specific role to keep track of everything that happened with the in-depth interviews addressed to the Intensive Advanced English II teachers and students. Then, the research team had a meeting to reflect in how they obtained the data so that the researchers made sure that they gathered the most suitable data. Besides, it included a description in how the data was analyzed and interpreted.

3.5.2. Data Processing

To process the data obtained from the different tools, the research team used the Microsoft Excel to create tables and Microsoft Office to create matrices. These programs helped the researchers to cluster all the obtained information and then analyze and interpret the data.

3.5.3. Data Analysis and Interpretation

Once the instruments were administered, the researchers used a statistic method to process the information in order to relate it with the appropriate variables to transform the data into reliable results. The researchers checked the in-depth interviews and checklists, classified the information, and finally presented the results in tables. In the interest of analyzing the data, the researchers grouped the data by means of the specific objectives, which was used as titles. Then, in order to discuss the data, the investigators compared it with the State of Art, their knowledge about the phenomenon and what people said about the phenomenon.

After having analyzed and interpreted the data, the researchers were able to draw conclusions and recommendations to the phenomenon which is "An Analysis of the Lesson Plan Contents and Written Test Design that affected Intensive Advanced English I Students' Outcomes of the Mayor Licenciatura en Idioma Ingles Opcion Enseñanza at the University of El Salvador, Western Multidisciplinary Campus, Semester II 2018".

3.6. Operationalization of Variables

General Objective	Specific Objective	Hypothesis	Units Of Observation	Variables	Indicators	Instruments	Time
To analyze the relationship between the lesson plan contents and written test design that affected Intensive Advanced English I students' outcomes of the Major Licenciatura en Idioma Inglés Opción Enseñanza at the University of El Salvador, Western Multidisciplinary Campus, Semester II, 2018	To examine if the written test has been adapted to evaluate the lesson plan contents to Intensive Advanced English I students' outcomes of the Major Licenciatura en Idioma Inglés Opción Enseñanza at the University of El Salvador, Western Multidisciplinary Campus, Semester II, 2018 To identify if the written test design affected Intensive Advanced	The relationship between the lesson plan contents and written test design affected Intensive Advanced English I students' outcomes of the Major Licenciatura en Idioma Inglés Opción Enseñanza at the University of El Salvador, Western Multidisciplinary Campus, Semester II, 2018.	Intensive Advanced English II students Intensive Advanced English II teachers	Dependent variable: The relationship between the lesson plan contents and written test design	Lesson plans Written test	Checklist to evaluate the lesson plan contents Checklist to evaluate the written test design In-depth interview addressed to the students	50 min 50 min

English I students' outcomes of the Major Licenciatura en Idioma Inglés Opción Enseñanza at the University of El Salvador, Western Multidisciplinary Campus, Semester II, 2018					In-depth interview addressed to the teachers	50 min
					Colector de Calificaciones Ciclo II-2018. Administración Académica,	50 min
				Independent variable: Intensive Advanced English I students' outcomes	Facultad Multidisciplinaria de Occidente, Universidad de El Salvador	
						50 min

					Intensive Advanced English I students' grades		

3.7. Timeline

Activity	Responsible	Month							
		November 2018	March 2019	April 2019	May 2019	June 2019	July 2019	August 2019	September 2019
Research Team formation	Research Team	🟩							
Selection of the problem to investigate	Research Team		🟩						
Approaching the Field of Study	Research Team			🟩					
Definition of the Problem	Research Team			🟩					
Planning Phase	Research Team			🟩					
Operationalization of Variables	Research Team			🟩					
Elaboration of the Thesis Protocol	Research Team			🟩	🟩				
Revision of the Thesis Protocol	Advisor			🟩	🟩				
Incorporation of the	Research Team				🟩				

Task	Responsible								
Suggestion by the Thesis Advisor					■				
Elaboration of the Data Collection Instrument	Research Team					■			
Validation of the Data Collection Instrument	Research Team					■			
Execution Phase	Research Team					■			
Data Processing	Research Team						■		
Data Interpretation and Analysis	Research Team						■		
Writing the Final Report	Research Team							■	
Oral Presentation									■

- Completed ■

3.8. Budget

In the execution of the study, researchers incurred some expenses that facilitated the recompilation of data since the researchers used materials that helped them to collect the proper information from the participants and data. The researchers provided a chart presenting the supplies needed, and it contained the type of supplies, the name of the item, the number of items and the total.

SUPPLIES			
Name	Cost per item	Number of item	Total
Pens	$0.35	5	$1.75
Pencils	$0.30	8	$2.40
Printer ink	$8.00 (black ink)	4	$32.00
Folders	$0.25	4	$1.00
Fasteners	$0.25	4	$1.00
Paper	$8.00 / pkg	1pkg	$32.00
		Total	$70.15

The researchers also provided a chart with the budget of the services needed to carry out the research. This chart contained the service, the cost and the total.

SERVICES		
Service	Cost	Total
Photocopies	$0.10 x 1000	$100.00
Internet	$250.00	$200.00
Printed paper	$100.00	$100.00
Food	$500.00	$500.00
Transportation	$500.00	$500.00
Electricity	$100.00	$100.00
Human resources	$500.00	$500.00
		TOTAL: $2,000

CHAPTER IV: DATA ANALYSIS AND INTERPRETATION

4.1. Data Interview Analysis

In this chapter, the researchers presented a clear and detailed analysis and interpretation of the information obtained during the investigation. The data was gathered through the use of different techniques and the administration of a set of tools: in-depth interviews and checklists, then, the results were organized in tables and matrices. Thus, it was assured that the findings would be reliable.

The interviews carried out by the research team in Intensive Advanced English II, morning groups presented fundamental information about the general objective which was to analyze the relationship between the lesson plan contents and written test design that affected Intensive Advanced English I students' outcomes of The Major Licenciatura En Idioma Inglés Opción Enseñanza at The University of El Salvador, Western Multidisciplinary Campus, semester II, 2018.

During these interviews the researchers first realized that the lesson plans the teachers use at the Foreign Language Department is the PPP Framework (Presentation, Practice and Production) since these types of lessons allow the teachers to introduce the contents in the class and then, the students are able to develop these contents using controlled and semi-controlled practices. Finally, students are given time to practice the contents in their own way through free activities. (The PPP Teaching Framework is a model to describe the typical stages of language teaching lesson. The PPP Teaching framework consists of four main stages: Warm-up, Presentation, Practice and Production http://englishpost.org/ppp-method-presentation-practice-production/ . The last evaluation of the course is the written test. This exam was aimed to evaluate the contents taught along the semester applying the written skills in order to measure the students' knowledge throughout their outcomes.

The investigators were able to realize that, even though teachers gave some written practices like quizzes, those were not enough to be ready to succeed in the final test since the quizzes were not developed in the same way or at the same time in the all the groups. Besides, the practices were not enough, students also struggled with the amount of time they were

provided to complete the different tasks in the final test since they considered the test is overloaded; that is why the majority of students expressed in the interviews they could be evaluated twice during the cycle since there were too many contents to be evaluated at the end of the semester.

In the other hand, the English teachers in charge of the subject expressed that one of the main causes that the relationship between lesson plan contents and written test design affected students' outcomes is that teachers took for granted that students already know certain topics, vocabulary, or structure; therefore, they did not go deeper into those contents leaving doubts in their students.

In addition, teachers exposed that not all of them taught the contents to the groups in the same way or some topics were not covered at all. When this happens, they assigned homework so that students could have an idea about the content, and what affected students at the end of the semester is that the same exam was administer to all the groups ignoring that the contents were not taught by the teachers in the same way. For that reason, teachers were the ones in charge of creating a well-designed lesson plan and teaching what it includes since it is their duty.

To summarize, researchers found out that there was a variety of factors that affected students' outcomes besides the lesson plan contents that were included in the written test; it also referred to how these contents were developed by the teacher, how they were evaluated, and the amount of time they were provided to solve the final exam.

4.2. In-depth Interview addressed to Intensive Advanced English II students

The following matrices present the gathered data from the interviews addressed to Intensive Advanced English II students, teachers and the Coordinator of the Basic Area. Each question was organized in each matrix to assure a deep and accurate analysis.

1. Do you consider the written test was related with the contents developed in class in semester II-2018?		
Student 1	Student 2	Student 3
I think that the half of the exam was related to the topics, but for example some areas as the building ups, for me, were too difficult and weren't related with the topics that we were studied. For example, the idioms were totally different from the ones that we studied in the semester along the whole semester… (lines 1-4, appendix G)	Yeah it was related, but I guess that I was a little bit hard and I guess that the teacher could give us more explanation for example mmm not too much or exercises too much easier… (lines 3-5, appendix G-2)	…Sometimes because all the time I consider that, I mean sometimes students don't finish because there are a lot of information about all the structures in just in one exam… (lines 5-7, appendix G-3)
Student 4	Student 5	Student 6
No, it wasn't because most of the topics or let say the words, or to be more specific the idioms were not the same that we were studying during the semester; okay they told us to study those idioms well in my case I did it but when I see the written test there were idioms that I didn't know	Yes, I think it was related but it was really difficult because I think we didn't have enough practice and the contents were like the exam was really charged, difficult to the level of learning that	…The written test contained a lot of idioms I mean it contained at least one in the structures and also, it contained all the topics that we saw. And personally, I felt that part because there were too much idioms and must of them had to be memorized because we used them during the

what they meant, so it was kind of confused… (lines 3-6, appendix G-4)	we have. (lines 3-5, appendix G-5)	semester. (lines 4-7, appendix G-6)
Student 7	Student 8	Student 9
Mm I think yes, but in some areas of the test there are some topics that we did not study during classes, and it was so difficult for us to understand mostly vocabulary. (lines 3-4, appendix G-7)	…The questions were very specific that we did not know the meaning of the idiom or the meaning of some words so we were not able to answer. (lines 3-5, appendix G-8)	I think it was related, I think that the problem sometimes is that teachers did not do a review before the written test, and sometimes it really difficult to study, and there were some questions that were not related I do not if it is because of the teachers or the lesson plan, but there were some topics that we did not study in class. (lines 3-6, appendix G-9)
Student 10	Student 11	Student 12
Yes, it was related the thing is that all the contents are too overloaded with information, and at the end they put all the information just in one test, sometimes there is too much	Well…I consider that the written test was related with the contents developed in class right, but in the exam I remember that it was very difficult because like some	For me just half of the exam because the first part was a… I don't remember the name but, the teachers gave me a page and until I read it eh… and then, like two minutes

information that some words can be split out and we forget something, maybe this thing appears in the exam, it will be better if we have two exams in the semester, one in the very beginning and one at the end. (lines 3-7, appendix G-10)	things of the exam were kind of different because I remember that the open questions were like very difficult as the vocabulary was like tricky (lines 3-6, appendix G-11)	later they took it, the page and I had to answer but, that is another thing right! Because I think that it didn't have any practice on that (lines 3-6, appendix G-12)

Source: In-depth Interviews' results from the Intensive Advanced English II students, semester I, 2019

Based on the answers given by the Intensive Advanced English II students, just the student 4 said that it was not related referring to the idioms part. This person manifested that the idioms students studied during the semester were not the same to the ones in the exam. That is why, he did not know what those idioms meant. Meanwhile, just two students said that the half of the exam was related to the contents. One of them expressed that the building ups were really difficult and were not related to contents students studied in class, and this student also said that the idioms in the exam were not the same to the ones the class studied along the semester.

On the other hand, the majority of the students stated that the final written exam was related to the contents developed in class; however, they manifested a lot of "buts". The main fact these students pointed out was that the exam was overloaded. Student 3 expressed that there was too much information about the structures in just one exam; that is why, some students did not finish it. Some others said that the exam contained a lot of vocabulary turning the test very difficult. Student 9 said that some of the questions were not related to the topics studied in class; nevertheless, he did not know if it was because of the teachers or the lesson plan.

Also, Alipour, Shahram (05 May, 2013) expressed that lack of the attention to the specification table of content which contains the behavioral domain of the task cause the lack of content validity of the test, and lack of the attention to the theory of which items or tasks of the test are originated cause the lack of construct validity. That is why, students' outcomes were

affected for the reasons presented above, so it was necessary to know the student's perception as well to obtain better results. Investigators agreed that it was important that teachers made sure that the written exam matched with what they had taught and with the learning outcomes of the course for students could accomplish the stated objectives.

2. Besides the final written exam, was there another type of written test the teacher used to evaluate the topics studied in class?		
Student 1	Student 2	Student 3
I remember that there were some kind of quizzes that teachers ehh… used in order that we could in order to in order that students could study the topics we studied in class and I remember there were also some practices we made during the semester for us to practice… (lines 8-11, appendix G) … It is usually that some weeks yeah some days before the final exam or the first exam we do practices and well I think those are examples. (lines 12-14, appendix G)	…We just have two quizzes, and one was for building ups and the other one were only open questions that weren't related with the topics they were just open questions. We just have those evaluations then just the dictation test that it was totally different. (lines 10-13, appendix G-2)	Yes, for example, some quizzes that the teacher the teacher gave us, yes. (line 11, appendix G-3)

Student 4	Student 5	Student 6
Mm yeah, there were some quizzes; we did many quizzes in order to maybe one per week so that was very helpful in order to refresh the information that we were studying. (lines 10-12, appendix G-4)	I think that just the quizzes; the written test and the quizzes. (lines 8, appendix G-5)	Well, the last semester yes. I have been I have been doing many quizzes related with the contents but I think they developed in the way that they do it in class, but at the end because I think that the final test is not just one person who develop the test so they mix many things that maybe we don't develop in class. (lines 10-13, appendix G-6)
Student 7	Student 8	Student 9
Ahh, well, only they gave us a similar practice. (line 7, appendix G-7)	I think that just a dictation. (line 8, appendix G-8)	Maybe the pop quizzes, but only that. (line 9, appendix G-9)
Student 10	Student 11	Student 12
Just with quizzes, those were the only ones. (line 10, appendix G-10)	Dictation test, it was difficult because for some of us it was something new. It was complicated because we	I mean, we had dictation test, and it was a mess. It was not well done everybody got bad grades on there. I don't think

	were taking composition I; so we didn't know much about writing or punctuation, things like those so it was kind of complicated (lines 23-25, appendix G-11)	that that exam is useful at all or at least they should do it in a different way, and we didn't have other written exam…we didn't have another one. E-Do you consider you should have more practice? - yes, more practice, maybe divide the written test into two not just one test at the end of the semester but two because maybe there are some topics that are not evaluated because there is a lot that we see… I mean, you cannot put that in just one test. (lines 10-16, appendix G-12)

Source: In-depth Interviews' results from the Intensive Advanced English II students, semester I, 2019

As presented above, students did quizzes along the semester besides the final written exam. The students agreed on that, but not all of them did the same amount of quizzes since they were enrolled in different groups with different teachers. A student pointed out that he did one quiz per week in order to refresh the information while other manifested that he developed just two quizzes during the semester.

Besides that, two students mentioned they did a dictation test besides the final written exam. In student's 11 point of view, the dictation was something new and complicated as well, and the student 12 expressed that the dictation was a mess because it was not well done and everybody got a bad grade. This student thought the dictation test is not useful or at least teachers could do it in a different way due to his experience.

It was important to give the students practices according to what they were studying, taking into consideration quality and time to develop them properly. Student 2 expressed that one quiz was about open questions but it was not related to any topic that were just open questions. Researchers considered that teachers must be sure if their students had understood the contents so the students could face and developed the written exam in the best way.

3. Which was the most difficult section in the written test: -Open questions, -Vocabulary section, -Building-up section, -WH-questions, -Writing a paragraph? Why?		
Student 1	Student 2	Student 3
…The complicated part is that they sometimes give us a lot of unknown vocabulary maybe we study that vocabulary in classes I don't know or maybe it appears in the book, but the problem is that sometimes I think it is kind of unnecessary vocabulary for us, and about talking about the first part that is about open question I don't really like them I think it is a waste of time because we have to other things to develop in the exam, so for me maybe that is the most difficult part. Researcher: open	For sure the building ups because the idioms were really difficult and I think that that one because maybe if we didn't know the idioms or the meaning of the idioms we couldn't do the whole sentence, so for me was almost impossible to do it, but ehh only that. (lines 17-20, appendix G-2)	Ehh there's a part that you have to write these are the building ups… you know it is the hardest part because you have to know the specific meaning of a word or the exactly function of some patterns and something like that so I guess it is the most difficult ones because you don't know the meaning of a specific word that is written in the test you won't find a way to write the sentence so that can be a challenge. (lines 15-19, appendix G-3)

questions? -Yeah! (lines 20-26, appendix G)		
Student 4	Student 5	Student 6
I guess that open questions because I guess it has advantages and disadvantages because we can express our thoughts but I think maybe many times we don't get the main point of the question. (lines 16-18, appendix G-4)	For me, the most difficult was vocabulary section. It is because sometimes we don't know the meaning of some words, or for example we study that but then we forget it. (lines 12-14, appendix G-5)	Building ups, for me the building ups because we have to create the things maybe you think about one thing but then you see that in the pattern there is another thing that you should include and it does not match with the thing that you previously wrote. So it is very confusing. (lines 17-20, appendix G-6)
Student 7	Student 8	Student 9
I think that WH question was another difficult part because the text was about a scientific investigation so sometimes there appears some terms that you don't know that's why I had	Sometimes it is difficult. They included some idioms, but they included the ones that are most difficult. And sometimes they give just one example per idiom and sometimes we do not	We had a reading test I mean I think that it was out of context because that is meant to be a written test not a reading and comprehension test, so I think that those

problems to create my questions. (lines 15-17, appendix G-7) .	understand the meaning (lines 18-20, appendix G8)	skills have to be separated (lines 13-15, appendix G-9)
Student 10	Student 11	Student 12
The open questions because we had vocabulary that we hadn't understood completely right! So, it was very difficult to understand the meaning and for that reason you know I had spent a lot of time trying to understand (lines 17-20, appendix G-10)	The open questions because we need to read a paragraph, then you need to create questions and then you need to answer them, but for me it is kind of hard cause sometimes you don't have the…for example, they ask you for dates, but you don't have any date, so, how are you going to write a question related with date if you dint have them, so it´s kind of stupid (lines 29- 33, appendix G-11)	I consider that vocabulary section was the most difficult because it is a little bit hard to remember all the words that we studied during the semester and there were a lot of idioms as well as trying to remember the knowledge something it struggle me. (lines 20- 22, appendix G-12)

Source: In-depth Interviews' results from the Intensive Advanced English II students, semester I, 2019

According to the students' answers, there was a variety of difficulties from the students' parts. In here, none of the options got the majority of the students' answers, so researchers could notice that the whole written exam was complicated for the students. Some of the students agreed that the building up section was the most difficult one due to the idioms it implied. Sometimes, students did not know the meaning of an idiom or the function of a pattern, so it was a problem because at the end the sentence did not match at all. Also, the unknown

vocabulary became a headache for the students since they could not answer anything without the meaning of a certain word.

Furthermore, the WH question part was another complicated one for the students. Student 11 manifested that it was a difficult part because they had to read a text; then, they found a way to create questions, and finally answered those questions. Additionally, in student's 9 point of view, the reading part was out of context since the exam meant to be a written test not a reading comprehension test, so those skills should be separated for him.

Finally, the head of the Foreign Language Department of the University of El Salvador, Western Multidisciplinary Campus expressed that teachers include building-up section in the written test for students create sentences according to the grammar, structure and vocabulary studied in class. Since this is a new type of item teachers implemented in the exam, they did not think about the possible limitations it could have. Researchers consider that it was important teachers gave the students more activities according to what it would be evaluated in the written exam. Also, teachers must be sure if their students had understood the contents, so the students could face and developed the written exam in the best way.

4. Do you consider that the time provide to answer all the sections in the written test is enough?		
Student 1	Student 2	Student 3
I think that it is not enough because for example, in the building up section, we need more time to think about the things we are going to write; we need to we need time to think about how can we add or include the idioms and all	I guess no. In my opinion, because I couldn't finish the exam because of the time. The parts for example in the open questions you need to think because there are the questions and then you are going to answer, also the	If we don't take into account the building up section, the time is enough, but I wish I could have more time; at least 15 more minutes or 30 minutes why? Because sometimes your mind gets blocked when you see the

the tenses that they are asking for and also we have the open questions we need to think before start writing, and for me wasn't enough. (lines 29-33, appendix G)	building ups you have to follow the structures that they are giving, so it's really difficult because sometimes you have to think about how to place the sentence the parts of the sentence in order. And also, for the open the WH questions you have to read the paragraph, and then take out all the questions, the information for making the questions. (lines 23-29, appendix G-2)	patterns and that is a time consuming in the test... (lines 22-25, appendix G-3)
Student 4	Student 5	Student 6
Maybe no because sometimes it is really difficult to manage the time when you are answering each question. I think that maybe for me it was not enough because I didn't finish the exam so I got a low grade. (lines 21-23, appendix G-4)	Well I think that that is not enough two hours is not enough to fill all the spaces because in the writing part we have to think… (lines 17-18, appendix G-5)	No, because if you see we have to think so, we need more time to do it to develop the exam because amm we are thinking and we are writing at the same time so it is difficult for us, two hours is not enough for us. (lines 23-25, appendix G-6)
Student 7	Student 8	Student 9

No, it is not enough, we could not finish the written exam because we usually take more time in writing everything, and in that moment we left incomplete the half of some parts (lines 20- 22, appendix G-7)	No, because I had to run at the time of writing (line 23, appendix G-8)	No, we needed more time; we didn't have time to review to check if we committed a mistake. (lines 20-21, appendix G-9)
Student 10	Student 11	Student 12
I consider we should have a little bit more time in order to solve the test. Usually this exam takes a lot of time to be solved. It has happed to me that you are missing a lot of things to answer, and the teacher are telling you that you don't have more time to continue I think that if we could have more time it would be better. (lines 26- 29, appendix G-10)	I think that in some parts of the test, for example; we need more time, for example the building ups that is about related… we need more time in the reading part… we need to analyze in those parts, we need a lot of time to analyze to create, so, I think we should have more time. (lines 38-42, appendix G-11)	No, I think it is not enough, at least we need fifteen minutes more. (line 25, appendix G-25)

Source: In-depth Interviews' results from the Intensive Advanced English II students, semester I, 2019

As it is shown above, the majority of the Intensive Advanced English II students stated that the time provided to answer all the sections of the written exam was not enough. The students agreed that they had to think and analyze what they were going to write, so they would like to have more time in the exam. Besides, student 3 expressed that if it were not taken into account the building up section the time would be enough for him; however, he would like to have more time because his mind got blocked when seeing the patterns.

Other students said that sometimes they run at the time of writing because they felt the time was not enough, even when the time finished, they did not have more time to check if they committed mistakes. Student 11 considered some parts of the exam needed extra time to be answered; for example, in the reading part, they needed more time to analyze and create.

The research team got almost the same points of view; the students would like to have more time to solve the written test; between 15 to 30 minutes more. Students indicated that they had to analyze and wrote and that was time consuming. It was important that students completed the whole exam, but it was not meaningful if they just wrote something in a rush just to fill the blanks; that is why, they wished to have more time in the test. To illustrate the above, adequate time and assistance need to be provided so that each student can reach the maximum potential (Towers, 1996).

5. Do you consider that all the sections in the written test are necessary to evaluate students' knowledge?		
Student 1	Student 2	Student 3
…Mmm I think that maybe not because well maybe all of them are important but they could be if the exam was better design… (lines 36-36, appendix G)	I think that the last exam we have a part of the reading but we don't have much time to do it in a good way so I think that maybe they can improve or maybe give us many	As I said, the questions about personal opinion I think that they are not necessary because they amm take a lot of time… (lines 29-30, appendix G-3)

…they could be evaluated in different exams and we will have more time to be evaluated in those areas. (lines 38-39, appendix G)	practice about the vocabulary section, and also the building ups because I think that is the most complicated in the exam. (lines 32-35, appendix G-2)	
Student 4	Student 5	Student 6
…I think they should another written test to have different sections to practice it is better they include two written tests, one in the middle of the semester and the other at the end containing different structures. (lines 26-29, appendix G-4) .	Well, I think that the vocabulary section is not necessary because sometimes there are a lot vocabulary and we do not know what study, and we forget the things because we are not machines so of course that is not so good… (lines 22-24, appendix G-5)	…The only thing must be free is the WH section because we are not able to have the same questions teachers want in the exam. (lines 28-29, appendix G-6)
Student 7	Student 8	Student 9
One part, the one that I was telling you the one that we are given a page, and you have to read it and then	I would put away the building up… I would leave it like practice; if I were the teacher I would focus on that but not	No all of them, if I could take one part of the exam it would be building ups! (line 24, appendix G-9)

teachers take the page… (lines 26-27, appendix G-7) … The thing is that in the page you have to answer… you have four choices and all the choices have sense for me. It is kind of hard to choose just one because all of them have sense, for me it doesn't measure your knowledge. (pages 28-31, appendix G-7)	to evaluate that part in the written exam. (lines 26-28, appendix G-8)	
Student 10	Student 11	Student 12
Probably some changes are needed to evaluate because in some sections we are like repeating just for something to write, with writing open questions, we have to opportunity to answer open questions so it is not necessary to write another paragraph. (lines 32-35, appendix G-10)	I don't think that building ups are helpful because if we know the structure we are going to notice the structure in paragraph…wherever they are. They are not necessary. (lines 45-46, appendix G-11)	Well, as a student I wouldn't like to have building up, and I think they should or they could find a different way, but at the end that's the way it has been done for many years , (lines 28-30, appendix G-12)

Source: In-depth Interviews' results from the Intensive Advanced English II students, semester I, 2019

Based on the answers above, the students were in agreement that not all the sections the written test contained were necessary. For example, students 1 thought maybe those sections were important but not necessary, or they could be evaluated in different exams so the students would have more time to do it. In student's 4 opinion, teachers should include another written test, one at the middle and the other one at the end of the semester with different structures.

Student 6 expressed that the section that could be free was the WH question since students were not able to write the same things teachers want in the exam. On the other hand, student 7 said that in the reading section teachers gave a page, students had to read it and then teachers took the page. Students had to answer in the page; they had four choices and all the choices had sense for him. It was kind of hard because all of them had sense; this student considered it did not measure the knowledge.

Three of the students manifested that building ups were not necessary while student 10 said that probably some changes were needed to evaluate. With open questions students had the opportunity to write, so it was not necessary to write another paragraph, one student affirmed. According to (March 19, 2019), Instructional Job Aid Developing Written Tests, when creating a written test, teachers must ask themselves the following questions: Is my evaluation plan complete and suitable for the learning outcomes? And do my tests match my desired learning outcomes? In this way, teachers will create an appropriate written test in which students will actually achieve the stated objectives.

4.3. In-depth Interview addressed to Intensive Advanced English II teachers

1. Do you consider the written test was related with the contents developed in class in semester II-2018?		
Teacher 1	Teacher 2	Teacher 3
Teacher: Yes and no because sometimes we cannot cover book activities, and sometimes	Teacher: Mmm I consider that the difficulties included in the exam were very related to the topics we had been	Teacher: Mmmm…yeah, I do consider that they were taking into considerations because whenever we develop the

other teachers include book activities in the written test and I think we should take into account some students don't have the book. So for me I think personally talking I think some structures or some vocabulary that was included in the written test was not taught in class. (lines 3-7, appendix H)	studying especially because we take amm all the items or questions from the book and from the appendixes that the students have and also there is a validator to takes the time to check that every single section that is including in the exam has been taken from the lesson plan or from the appendixes or from the book that students have (lines 3-8, appendix H-2)	parts for the written test we actually studied every single topic right we see the parts that are like more significant for students and taking that into consideration we structure the test so every single component that we used in the test has been already taking into consideration or has been already taught in a class. (lines 3-8, appendix H-3)

Source: In-depth Interviews' results from the Intensive Advanced English II teachers, semester I, 2019

Written tests are fundamental and important parts of the learning process in English students since they test not only the abilities and skills but also the acquired knowledge. (March 19, 2019). Instructional Job Aid Developing Written Tests. In the learning process is necessary as well as important to evaluate students periodically to have a better idea of students' improvement of their knowledge.

When teachers were asked about the inclusion of the entire topics studied in class, they assured that the topics were included in the last written test. They said that every single topic included in the exam was carefully selected, even though there were not all the topics, teachers included the ones they consider are the most "significant" for students.

One teacher stated that sometimes they included book activities in the written test, but there were some students that for any reason did not have the book. This means that in the written test appeared some structures and vocabulary that students did not study in class; this was a disadvantage at the moment of developing the written test.

2. What did you do when you could not cover a content that was going to be included in the written test?		
Teacher	Teacher 2	Teacher 3
Teacher: What I did was that I brought practices written practices so they could have at least an idea of what the written test we will play, and also I tried to cover at least the bases of the structure every structure that was going to be included in the written test. (lines 10-13, appendix H)	Teacher: Well, probably in some cases we did not have time to cover all the things if it is a writing assignment of if it is like a matching activity or vocabulary from the book, what I usually do is that I assign that part as a homework assignment, and then I check it in the next class (lines 16-19, appendix H-2)	Teacher: That is a good question because somehow what we do to take advantage of time since we only have well…each teacher has five our peer they, sometimes we leave homework assignments right, they can complete task at home we and then they ask for that we can actually check the exercise in class so that they can get some feedback for that. (lines 11-15, appendix H-3)

Source: In-depth Interviews' results from the Intensive Advanced English II teachers, semester I, 2019

Considering what teachers stated, when they could not cover a topic, they looked for the most suitable solutions to give students the topic that was supposed to develop into the classroom. Some teachers assigned homework to have students at least practice the bases of the structure that the final written exam was going to include.

Also, a teacher pointed out that when she could not cover a topic she assigned homework if the activity was about matching, writing or a vocabulary activity. Another teacher expressed that time was a disadvantage inside the classroom since there were two teachers that were given five hour a week per each, so, homework assignments was the best option at the stage.

Researchers agreed that in the classroom, skipping topics was a very common activity because of a variety of factors from each teacher. Therefore, teachers tried at least to give a brief help to students through homework, but were these homework assignments enough for students to understand the topic as they would do it in a classroom? Was the feedback that some teachers gave helpful to clarify students' doubts? Definitely, teachers must improve the way they provide feedback to clarify students' doubts.

3. Since students were demanded to write a paragraph in the last section of the exam, which type of difficulties did you notice students presented in that part? Was there another section where students presented notorious difficulties?		
Teacher 1	Teacher 2	Teacher 3
Teacher: The main problem they had is that they misspelled words and also I think they have many problems with the patterns because I think they have problems when it comes to organize their ideas, and also when it comes the vocabulary so they don't know sometimes they don't know what those words mean or how the words can fit together to form a pattern. (lines 17-22, appendix H)	Teacher: Well, I consider that difficulties that students have, well the most common difficulties students have in the written test when they are requiring to write a paragraph even in the open questions is the punctuation and the verbs, sometimes they have a subject agreement and sometimes shift in tense for example they are talking in present and then, they move to the past, and I can say the most common mistakes are subject verb agreement, shift in tense and punctuation. (lines 25-30, appendix H-2)	Teacher: Something that is like the main struggle for them is to actually put into practice all the structures that we have studied and put them into practice. The other part in which they struggle as well is the building ups right because in the free writing, they have more freedom to actually write, but in the building up section, they have a lot of boundaries right so they are not capable of a… like creating more ideas as they wish, but as we would like them to create. So, that's why they struggle a little bit more in the building ups- E: And do

		you consider that they have more problems with the vocabulary or with certain structure? T: with certain vocabulary (lines 22-23, 26-32, appendix H-3)

Source: In-depth Interviews' results from the Intensive Advanced English II teachers, semester I, 2019

When it came to express the ideas trough writing, there was a variety of tasks to assess this skill such as short-answer, long-answer questions, extended response, restricted response or essays. All teachers agreed that students did have problems while writing paragraph, extended responses and all the tasks that deal with expressing ideas through writing. A teacher stated that the main problems that students face were related with misspelling of words, organization of ideas and vocabulary.

At the moment of writing patterns, for example, and students did not know the meaning of a word the frustration came and students were not able to state a logical idea using certain words. Therefore, the results were not the expected ones for both teachers and students. Another teacher said that students struggled also with punctuation, verbs, subject verb agreement and shift in tense. Even though these were some topics much related with composition, they were also evaluated in the written test of Advance English so there was mandatory to practice and pay careful attention to this area in this subject since students had difficulties while dealing with these things related with composition.

A teacher expressed that students also had problems while building sentences when they were given certain pattern and vocabulary since teachers set boundaries so students did not have freedom to express their own ideas as they would like to. According to (March 19, 2019). Instructional Job Aid Developing Written Tests, to write a paragraph make difficult for test takers to guess the correct answers and require test takers to demonstrate their writing skills as well as correct spelling and grammar. This means that students needed extra time to develop the paragraph section in the exam due to the complexity of it.

4. Do you consider that the time provide to answer all the sections in the written test is enough?		
Teacher 1	Teacher 2	Teacher 3
Teacher: Mmm no, I don't think so because I think that some students are slower than others, and they don't have the same abilities, and even though they have the same capacities, they don't have the same abilities. For example, when they write, there're some people that have certain handwriting and makes harder for them to write, or to write long paragraphs, or long sentences, so obvious it's going to take more time for them to finish. So I think it should be longer right the time should be longer and the test should be well-structured. (lines 25-31, appendix H)	Teacher: I consider it is enough since most students do not remember probably the structures or the vocabulary; they are trying to thinking and remember, so time is not enough. (lines 39-41, appendix H-2)	Teacher: I guess that timeframe is fair for students to actually complete the test, but time management is a key over there because they know that there are some parts more complicated that other ones, so based on structure they don't follow a specific timeframe for each section, so they star from the most difficult, let´s say, so when they get to the easy part they are running out of time (lines 42-46, appendix H-3)

Source: In-depth Interviews' results from the Intensive Advanced English II teachers, semester I, 2019

Some of the teachers agreed that the time was enough to complete the test, that this timeframe was a thing that students should manage wisely, but there were students that decide

to complete first the easiest parts, and when they went with the most difficult part for them, they found themselves running out of time, therefore, they were not able to complete the test and as a consequence they got a low grade.

A teacher expressed that the time provided to solve the test must be set taking into consideration the different abilities that students had because there were some students that were more likely to develop other type of activities relating with performance. Gagne's (1977) stated eleven categories of learning outcome; some of them are: intellectual skill, motor skill, verbal information, overall attitudes and use of cognitive strategies. Taking this into consideration, clearly some students will be more outstanding than others in the written test. One may say that these students can try to balance their final score with other evaluations in which they are better, but what happens when the written test is the last opportunity to pass the whole semester?

The research team agreed that timeframe was a disadvantage that all students had; even if dealing with the time provided to solve the exam was a student's duty; also, it was teachers' responsibility for the development of the students since the learning process requires of both of them.

5. Do you consider that all the sections in the written test are necessary to evaluate students' knowledge?		
Teacher 1	Teacher 2	Teacher 3
Teacher: Mmm well I think that the parts that we included in the test last year were okay, but I think that we should focused also on vocabulary because sometimes students know how to pronounce a word, but they don't know how to write it or how to spelled it,	Teacher: Well, I consider that some parts should be adapted; for example, if we are working with the communicative competence, we should ask to our students to communicate, so there are some parts for example error correction and multiple choice that most of the time	Teacher: They should be capable of writing essays, they should be capable of… to complete ideas and to differentiate different ahhh… let's say structure, grammatical structures…so, I guess it´s very implemented at this point.

right. So I think it will be better also to include more vocabulary, and also more critical thinking questions; for example, "what do you think about this environmental problem?" so that students can express themselves and also show their critical thinking. (lines 34-40, appendix H)	are related with error correction that does not have much to do with that, so they are asking students to look for grammar knowledge specific very specific grammar knowledge, and if we are trying to prepare students to be able to communicate, then for me that should not be included in the exam because it is like too traditional and memorizing all the grammar rules (lines 44-51, appendix H-2)	(lines 57-60, appendix H-3)

Source: In-depth Interviews' results from the Intensive Advanced English II teachers, semester I, 2019

All teachers were in agreement that the sections in the exam were necessary, but some needed to be adapted to assure students success in this evaluation. The main problem eradicated in that teachers assumed that students already managed a specific structure, vocabulary or topic they were required to use while it should be better to practice more the structures that would be evaluated forgetting of assumptions and evaluate base on the reality of students' knowledge.

A teacher mentioned that if it was going to be evaluated vocabulary, so, in the classroom it must be practice about vocabulary because students knew how to pronounce the word, but they did not know how to use it in context or how to spell it correctly; also she said that it was imperative to stimulate students' critical thinking since in the written test they were asked to give their opinion about different topics. To sum up, the difficulties that students faced during

the written test were basically cause of the variety of sections and the amount of unknown vocabulary that students had to include in a short period of time.

6. How do you consider that the relationship between the lesson plan contents and written test design affected students' outcomes?		
Teacher 1	Teacher 2	Teacher 3
Teacher: Sometimes, that happen this semester, I had some problems because the lesson plans were not well-design, and I had to modify them so students can understand the content. So I think it's very important to see how the lesson plans are design for creating the written test. (lines 43-46, appendix H)	Teacher: I think that we should have like a checklist to take an exam and comparing with the structures of the lesson plan. Well, sometimes we do not include the WH questions in the exams and the lesson plans, but we bring extra practice for them. (lines 58-61, appendix H-2)	Teacher: It´s pretty simple, you know that there are some contents that maybe we think that students manage already; so, we don't go deeper into those topics, so we take for guaranteed that they already know about it, for example, there are some topic that they studied in advance one …reported speech so at these point they already studied that last semester, and these is kind of a review so we think that students know about it so we don't go deeper and that can create some problems for student because maybe they have some background information about reported speech but when the exam comes… they are not able to differentiate

		about direct speech or indirect speech or that indirect speech is like reported speech… so they get confuse so that´s why I GUESS that one main problem that they have is that maybe the lesson plan is well structure, but we don't take enough time to explain a topic or we don't take into consideration students´ doubts when they actually need to get answers. So, we take for guaranteed that they already know and that cause more problems. (lines 63-76, appendix H-3)

Source: In-depth Interviews' results from the Intensive Advanced English II teachers, semester I, 2019

According to the previous results, a teacher stated that sometimes she had to adapt a lesson because the activities were not suitable to be developed, then, if a lesson plan was not well design how was it possible to take a well-designed written test out of it? She asked herself.

Another teacher suggested an implementation of a checklist to assure a well-design written test, since some topics that were included in the written test were not included in the lesson plan, but they were given as practices inside the classes. It was true that students were the responsible ones to practice as much as they could outside the classroom, but sometimes they did not do it. Also, she said that teachers were the responsible ones to elaborate evaluation tools that measure students' knowledge.

Something very important that a teacher mentioned was that since students were already in an advanced level they were supposed to manage the majority of vocabulary and structures

so, in a class, some teachers did not go deeper into certain topics leaving the same doubts to the students. The research team accorded that the big teachers' mistake here was that sometimes they forgot about students' needs and they were in the comfort zone since a not well-designed lesson plan caused students' low performance.

4.4. In-depth Interview addressed to the Coordinator of the Basic Area

1. **Taking into account the written gotten results from Intensive Advanced English II students in semester II 2018, as teacher, have you suggested to implement new activities in the lesson plan? If not, do not you consider is it necessary to know those results to better the contents in the lesson plan and the written test design?**
Coordinator:
Each time we are about to begging cycle a semester, the teachers gather together and they analyze the syllabus, they are the ones that change the syllabus at that moment. I give them a suggestion with that suggestion they gather, they work together, and they can change contents, and they can change evaluations, and they can change percentage. (lines 6-10, appendix I)

Source: In-depth Interview' results from the Coordinator of the Basic Area

Based on the answers given by the coordinator of the English Language Department, the researchers found that teachers were the ones in charge of the topics that were included in each lesson plan since they could change contents, evaluations and percentage of the exams. But according to the opinion of some Advanced English I teachers, the lesson plans were not well-designed, and that some parts of the lesson plans should be adapted. Besides, one Advanced English I teacher expressed that there was a validator to take time to check every single section that was included in the written exam from the lesson plan or from the appendixes.

Teaching implies many activities such as developing a lesson, to choose what and how to deliver a specific lesson; after that, it is necessary to assess students to get a documental evidence of the learning process and to check if it is needed to reinforce what has been taught. Smith, M. K. (2018). In words of researchers, teachers had the power of changing activities in the lesson plan and evaluations, but they had to be related with the objectives they wanted to reach at the end of each class and course. Writing and creating a lesson plan was not just

including activities and topics that teachers believed were easier for them, or using activities that they felt more comfortable with. However, it was teachers' duty thinking about the necessities and deficiencies that students had at the moment of performing and learning new topics.

2. **In which way do you do a deep revision of the lesson plans that teachers provide you?**
Coordinator:
Have you heard of libertad de catedra? ok! That is libertad de catedra, the teacher is the responsible one to write a lesson plan, right! But some teachers here at the department and I know them by name, they do not write their lesson plans they make somebody else do it! They are the responsible ones nobody else; I am responsible of giving them suggestions for contents and evaluations, right, I am responsible that they get together and they consider the same topics but that is their job. (lines 13-18, appendix I)

Source: In-depth Interview' results from the Coordinator of the Basic Area

Also, the coordinator of the English language Department stated that there was a right called "Libertad de Cátedra" in which according to the article 6 of "Ley Orgánica de la Universidad de El Salvador, the teacher was responsible to write the lesson plans, but the coordinator pointed out that some teachers at the department did not write their lessons plans, and made somebody else did it. Even though the coordinator put into words that she was responsible of giving suggestion to teachers for contents and evaluations, the duty of preparing a well-design lesson plan was for the teachers.

The researchers concluded that lesson plans were the main part of a successful class; that is why; teachers played an important role in the process of teaching. Teachers were the ones in charge of creating a lesson plan that helped and motivated students to increase their learning. If the lesson plans were poor in contents, structures and activities, the students were affected in

the way they received and processed that information, and those gaps were reflected in their results at the end of each evaluation and activity.

3. **Do you consider that teachers do an efficient job when creating the lesson plans?**
Coordinator:
No, they don't, they don't do an effort they don't care. And it's their job, it's their job! They may tell the ones that are in servicio social do it, do it for me! And they are the ones that are responsible. Sometimes they do the same with evaluations. (lines 21-23, appendix I)

Source: In-depth Interview' results from the Coordinator of the Basic Area

Moreover, the coordinator of the department remarked that teachers did not do an efficient job when creating the lesson plans because they did not do an effort, and they did not care about it; and even, some of them tell the ones that were in servicio social did it not only with the creation of the lesson plans but also evaluations. Also, one teacher pointed out that sometimes they did not go deeper into some topics of the lesson plans because they took for granted that students already knew those contents, and that is why, they did not take some topics into consideration in the lesson plans, and that caused problems at the time of the written test since they did not cover some topics of the lesson plans In classes, but they included everything in the written exam.

The process of lesson planning is a complex activity that demands the planning teachers (1) to design lessons for activating learning by taking into account both learners prior knowledge and learners motivation; (2) to anticipate the kind of mental activities to take place when students learn the planned lesson, (3) to plan different kinds and levels of supporting individual students in their learning, and (4) to plan how to assess the outcomes of implemented instructional plans. (Oser & Baeriswyl, 2001). The researchers concluded that the lesson planning was a demanding and complex activity since the teacher had to take into consideration

several aspects before planning an in class activity. That is why, teachers must create their lesson plans according to the abilities and objectives students wanted to reach.

4. **At the time you revise the lesson plan; do the teachers better the activities when you suggest them?**
Coordinator:
No, I do not revise the lesson plan that is libertad the catedra. It is their duty… E: So…in here you just give suggestions and that's it? -Oh! I am responsible of making sure that every of basic… every single group of Basic English Intermediate English, advanced English are developing the same topics, that´s my duty. (lines 26-30, appendix I)

Source: In-depth Interview' results from the Coordinator of the Basic Area

Also, in words of the coordinator, she did not revise the lesson plans because she affirmed this is "Libertad de Cátedra" and it was teacher's duty; her only duty was to make sure that every single group of the Basic Area were developing the same topics. For this reason, she suggested changes, but she did not revise if they improved or included the activities in the lesson plans. On the other hand, teacher assumed that there were many gaps in lesson plan contents and the written test. For example, included more critical thinking activities, to better the communicative competence, activities in which they could express themselves and so on.

The research team considered that teachers needed to keep these aspects in mind as they moved through the lesson plan since teach a class was not only to share knowledge, but also to knew the necessities and capacities of the students. For this reason, teachers needed a guide to choose the correct activities to get a proficiency class in order that students could accomplish the objectives.

5. **Do you consider that all the sections in the written test are necessary to evaluate students' knowledge?**

Coordinator
Well…you should investigate what should be evaluated in a written test because we give grammar points, we evaluate grammar, we give vocabulary we evaluate vocabulary…for me   and according to the investigations I have seen. It is necessary to evaluate…I mean, all the parts, are necessary; however, they can be substituted with others, but those are the teachers' duties that is why they gather-so, it is the duty of the teachers modifying the test…- but not on a teacher but on teachers, as a group, not in one person. (lines 33-39, appendix I)

Source: In-depth Interview' results from the Coordinator of the Basic Area

Furthermore, the coordinator agreed that all the sections in the written test were necessary to evaluate students; however, it was the duty of the teachers as a group not in just one person to modify or to include parts in lesson plans or in the written. The problem was that teachers changed activities and topics individually, and at the time of the written test, students did not know what to do because some of them did not study the topics in classes.

Researchers pointed out that each teacher had the responsibility of working in the activities and implementations of each lesson plan; but also, they needed to work as a team since there were many IAE groups, therefore students needed to have the same topics, activities, explanations, and contents that were going to come in the written test.

6. How do you consider that the relationship between the lesson plan contents and written test design affected students' outcomes?
Coordinator

> I don't think so; what I consider that students do not study enough that. What I consider, that there may be something in the way teacher… the teachers developed the task so that is one topic that should be studied. (lines 42-44, appendix I)

Source: In-depth Interview' results from the Coordinator of the Basic Area

The coordinator declared that the reasons why the relationship between the lesson plan contents and written test design affected the students' outcomes were the way teachers developed their task or the students did not study enough. On the other hand, according to the opinion of students and teachers, there were many factors like time management, not well-lesson plan designs, problems to organize ideas at the moment of the exam, vocabulary, types of students, overloaded information, and so on.

Researchers accorded that there were many factors that influenced the relationship between lesson plan contents and written test design that affected Intensive Advanced English I students' outcomes in semester II, 2018, as the ones mentioned before. It is teachers' duty to give students means to help them to get meaningful results in the written test. Since teachers had to cope with time, vocabulary, explanation, and so on, it was important to implement innovated and updated activities in each lesson plan that helped students to better their writing skill and capacities.

4.5. Analysis of Lesson Plans

The following tables present the gathered data from the documentary analysis between the teacher checklist format and the seven lessons the Coordinator of the Basic Area provided. This lesson plan checklist fulfilled the characteristics of the PPP Framework; however, investigators made the necessary changes so that the checklist worked according to what the IAE teachers included in the lesson plans.

Researchers used one checklist per lesson plan, and the results of the seven lesson plans were divided into the seven sections the lesson plan contained. These sections were organized as following:

	Overall Plan			**TOTAL OF LESSONS**
	Excellent	**Good**	**Poor**	
1. Is written in a clear and understandable manner.	4	2	1	7
2. All the elements in the plan are practical to be carried out	5	2	0	7
3. Is appropriated to the level of the students for which it was prepared.	5	2	0	7
4. Includes the use of supportive or illustrative audio or visual aids.	4	2	1	7

Source: Overall plan section results from the Intensive Advanced English I lesson plans, 2019

The overall plan of all the lesson plans reflected that teachers' job in this section could be considered excellent as a general view since all the elements in the plan were practical to be carried out; also, the lessons were appropriated to the level of students for which it was prepared. However, researchers found that some lessons were written in a poor and not understandable manner, and they did not include enough supportive aids. That is why in some cases, teachers had to do a double work adapting the lesson plan to deliver an efficient class.

In words of Panasuk & Todd (2005) "Lesson planning is a systematic development of instructional requirements, arrangements, conditions, materials and activities, as well as testing and evaluation of teaching and learning". According to the above, the investigators agreed that the lesson planning was a demanding and complex activity since the teacher had to take into consideration several aspects before planning an in-class activity. So, those aspects were showed in the overall plan.

	Preliminary Material			TOTAL OF LESSONS
	Excellent	**Good**	**Poor**	
5. Includes a clear title for the lesson that accurately reflects the lesson content.	4	1	2	7
6. Includes resources and identification of prerequisite assignments designed	2	1	4	7

to prepare students for class.				
7. Includes a complete list of all supplies and materials needed for the lesson.	3	3	1	7

Source: Preliminary material section results from the Intensive Advanced English I lesson plans, 2019

Talking about the preliminary material, the majority of the lesson plans included a clear title that reflected the contents of each lesson; on the other hand, approximately the half of the lessons included the needed supplies and materials. However, the majority of the lessons did not include resources and identification of prerequisite assignments to prepare students for class. In other words, the lesson plans reflected what they contained in each part because of the titles, but they did not contain the necessary tools or indicators that helped teachers at the moment of performing a class.

According to Oser and Baeriswyl (2001), in planning, teachers are expected to create both the visible structure of a lesson (concrete activities of students) and the deep structure of learning. This means that teachers not only had to include in a lesson all the structures students were going to learn, but also, teachers had to explain the way in which the students were going to use those structures, and what they used during the learning process.

	Objectives			TOTAL OF LESSONS
	Excellent	**Good**	**Poor**	
	7	0	0	7

8. Are stated in terms of student performance.				
9. Are clear, concise and easily understood.	5	1	1	7
10. Are designed to support identified student "outcomes" for the entire course as stated in the course |||outline.	6	1	0	7

Source: Objectives section results from the Intensive Advanced English I lesson plans, 2019

These results show that almost all the Intensive Advanced English I lesson plans' objectives were stated in terms of students' performance and that the objectives were clear, concise \|and easily understood. Researchers considered that the objectives' section was the best one elaborated in every lesson because teachers took into consideration to design the objectives to reach students' outcomes along the course.

According to the article Preparing a Lesson Plan (March 05, 2009); teaching a class is not only to share knowledge, but also to know the necessities and capacities of the students. In regard to this, it was important that teachers had a guide to develop a class, so that students could accomplish the objectives that teachers had set at the beginning.

	Lesson Introduction	TOTAL OF LESSONS

	Excellent	Good	Poor	
11. Provides students with a logical orientation to the content of the presentation	5	2	0	7
12. Sets the atmosphere to begin the class actively	4	3	0	7

Source: Lesson introduction section results from the Intensive Advanced English I lesson plans, 2019

The lesson introduction section' results reflect that the majority of the lesson plan provided students logical orientation to the content of the presentation; it means that the introductory part of the lesson guided the students about what they were going to learn in class. Even though, not all the lesson plans set the atmosphere to begin a class actively, so it was important to improve this aspect because the way in which a class started helped greatly in students' motivation and participation.

According to the Task-Based Learning, in the pre-task stage, "teachers have to introduce the topics and give the students clear instructions and what they will have to do at the task stage" Frost, R. (April 30, 2019). Regarding the above, researchers agreed that once the teachers had correctly explained any content, students could perfectly know how to do their job during their performances in class.

	Lesson Presentation	TOTAL OF LESSONS

	Excellent	Good	Poor	
13. Uses methods appropriately to the lesson objectives.	4	3	0	7
14. Provides students with opportunities to become actively engaged in the learning process.	1	4	2	7
15. Meets student needs, interests and objectives.	3	4	0	7

Source: Lesson presentation section results from the Intensive Advanced English I lesson plans, 2019

The presentation sections of the Intensive Advanced English I lesson plans show that they were written in a good or acceptable way. Teachers used appropriately methods to the lesson objectives that met students' needs and interests. On the other hand, the lesson presentations did not provide the enough students' opportunities to become actively engaged in the learning process. According to this, it was necessary that students get more opportunities along this process, so that students could be better involved during the contents' developments.

Panasuk & Todd (2005) explain that the lesson planning has to follow a series of steps as any other systematic process. As stated above, creating a lesson plan was not an easy task for teachers; however, teachers must be careful during the planning taking into account all the important details since the success of any class depended on the lesson plan teacher performed.

	Content			TOTAL OF LESSONS
	Excellent	**Good**	**Poor**	
16. Is sufficient and appropriate to the level of the students and the level of the course	5	2	0	7
17. Includes information necessary for the achievement of the stated objectives.	4	3	0	7

Source: Content section results from the Intensive Advanced English I lesson plans, 2019

Talking about the lesson plan contents, researcher found that, even tough, the lesson plans contained the necessary information for the achievement of the stated objectives, and it was appropriate to the level of the students; it was necessary to work in the activities that helped the teachers to develop a class and on the way teachers developed this activities inside the classroom since explaining a topic did not only depended on the way it was presented in a paper but also the way this was putting into practice in front of the pupils.

Bertrand, J. (March 15, 2019) explains that "The activities in the lesson must have a logical link then the learners will be able to follow the teacher and the lesson, more easily". Regarding to it, to actively involve students in the learning process teachers must use various media to explain lesson concepts, keep the lesson flowing from one concept to the next one, keep the lesson content meaningful, give appropriate feedback to the students, and review the covered material to build the lesson on top of it.

	Closure			TOTAL OF LESSONS
	Excellent	**Good**	**Poor**	
18. Allows students to draw conclusions consistent with the objectives of the lesson.	1	4	2	7
19. Allows students to actively participate in summarizing what they have learned.	2	2	3	7

Source: Closure section results from the Intensive Advanced English I lesson plans, 2019

According to Beare K. (2018), feedback allows students to check their understanding of the lesson's topic and can be done quickly at the end of the class by asking students questions about the target structures. Another approach is to have students discussing the target structures in small groups, once again giving students the chance to improve their understanding on their own. As stated above, to wrap-up a lesson plan was as important as the introduction, it must be creative so that it can catch students attention and involve them actively to practice what they know about the topic been studied; it was helpful to assess the material that the students have learned, summarize the lesson and content.

In the IAE I lesson plan, the majority of the activities that were included were good and poor, but not good enough to help students summarize and draw conclusions consistently with the lesson objectives. It means, that English teachers must look for better sources to get activities

that allows English students to put into practice what they know, having an effective learning process.

	Assessment			TOTAL OF LESSONS
	Excellent	**Good**	**Poor**	
20. Assessment aligned with the stated objectives and the type of performance appropriate to desired student outcomes for the lesson.	0	3	4	7
21. Assessment aligned with the stated objectives and the type of performance appropriate to desired student outcomes for the course.	0	4	3	7

Source: Assessment section results from the Intensive Advanced English I lesson plans, 2019

In the foreign language department of the Western Multidisciplinary Campus of the University of El Salvador, teachers just assigned a little homework instead of including a quiz or three quizzes per lesson to really test if students achieved the stated objectives, and the type of performance appropriate to the desired student outcomes for the course. Researchers agreed that the contents included in the final written test were found in the seven different lesson plans; however, some idioms that appeared in the written test were not found in any lesson plan researchers revised.

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Assessment refers to the way of supporting learning. It helps teachers, learners, parents and others to understand the depth and breadth of learning undertaken so that progress and next steps can be discussed and planned. (30 April, 2019) Tki te kete ipurangi. What is assessment for learning? Retrieved from http://assessment.tki.org.nz/Assessment-for-learning/Underlying-principles-of-assessment-for-learning/What-is-assessment-for-learning. Regarding the above, the research team considered that when there was no tool to assess at least one time per two weeks; the learning became just a matter of giving students information without knowing if they were actually internalizing each content, structure or vocabulary.

4.6. Written Test

The following tables present the gathered data from the documentary analysis between the Checklist for Constructing Better Tests format and the last written test the Coordinator of the Basic Area provided. This written test checklist format contained some of the items of the written test; however, investigators made the necessary changes so that the checklist worked according to what the IAE teachers included in the final written test.

Researchers used one checklist for the written test, and the results of it were divided into the five sections the written test contained. These sections were organized as following:

	General		
	Excellent	**Good**	**Poor**
Present a clearly formulated task in each test item	X		
	X		

State each item in simple and clear language.			
Construct items so one item does not aid in answering another.	X		
Avoid separate items that depend upon answers to previous items, to reduce the chance of perpetuating an initial mistake over the course of succeeding items or tasks		X	
Write clear and complete instructions for all sections of the test	X		
Total	4	1	0

Source: General part results of the written test, 2019

The general part of the final written test shows that almost all this section was presented in an excellent way. Even though teachers had to avoid including separate items that depended upon answers to previous items because sometimes students struggled when they did not know a specific answer and the following question depended on the previous answer in which they had troubles.

Teachers need to make sure that the scoring will give accurate information about the students' abilities. According to (March 19, 2019). Instructional Job Aid Developing Written Tests. Retrieved from http://www.northernc.on.ca/leid/docs/ja_developtests.pdf teachers must double-check that each question is clear and unambiguous, that there is only one possible correct answer, that defines any partially correct answers and how they will be scored, and that each question tests the desired level of knowledge and skill. That is why, teachers must be careful when implementing different types of questions in the written test to avoid students struggle at the moment of developing it.

	True-False Items		
	Excellent	**Good**	**Poor**
Statements can be unequivocally judged true or false.			X
Statements brief and use simple language.		X	
Usage of negative statements is sparingly. There are not double negatives.	X		
	X		

Avoid specific determiners (e.g., *always, sometimes, may*).			
Total	2	1	1
Lesson 5: past simple, narrating past events and experiences Lesson 6: expressing their thoughts using present perfect tense and simple past			

Source: True-false part results of the written test, 2019

When researchers did the documentary analysis between the lesson plan contents and written test design, they found all the contents presented in the true-false section of the test, in lessons five and six. The true-false items in the final written test design demonstrate that the half of the section was excellent. Also, these items were not designed for being unequivocally judge true or false and the statements should be brief and use simple language since students affirmed that some structures or some vocabulary that was included in the written test was not taught in class, and it was so difficult to understand because the statements had a complex language, and students were confused at the time to answer.

According to (March 19, 2019). Instructional Job Aid Developing Written Tests. Retrieved from http://www.northernc.on.ca/leid/docs/ja_developtests.pdf, true/false questions are useful when a large amount of course material must be quickly tested. Their advantages are that relatively little reading is required to take the test and they are easy to score. Their disadvantage is that they may reveal when a student knows something is incorrect, but this does not mean that the student knows what the right answer is. Research team agreed that if teachers were going to use this type of questions in the written test, they had to use them in a short reading one hundred percent related with the topics studied in class.

	Multiple-Choice Items		
	Excellent	**Good**	**Poor**
Present a single clearly formulated problem in the stem of the item.	X		
The intended answer should be correct or clearly best. Distracters are plausible and attractive to the uninformed.		X	
Alternatives grammatically consistent with the stem, parallel in form and free from clues to the correct answer.		X	
Avoiding the alternative "all of the above." Usage of "none of the above" only when appropriate.	X		

The relative length of the correct answer, to eliminate length as a clue.	X		
Total	3	2	0
Lesson 1: relationship between the reading and the students' own analysis			

When investigators did the documentary analysis between the lesson plan contents and written test design, they found the content of the multiple-choice section of the exam in lesson one. The multiple-choice items indicate that this part of the written exam was almost showed in an excellent way. In the other hand, the intended answers should be correct and clearly best, and also, the alternatives should be consistent with the stem since students revealed that sometimes teachers wrote and named the items in different ways in which students tended to get confused.

According to (March 19, 2019). Instructional Job Aid Developing Written Tests. Retrieved from http://www.northernc.on.ca/leid/docs/ja_developtests.pdf, in a multiple-choice question, the students are presented with several alternatives in which they have to choose the most correct response to a given question or statement. Basic multiple-choice questions are the most commonly used since they measure many learning outcomes during a single test session, present a list of similar choices for the student to differentiate between, and reduce the guess factor in simple alternative choice decisions. For this reason, it was necessary when including multiple-choice questions, teachers differentiated the alternatives they imply to avoid students' confusion in the test.

	Long-answer		
	Excellent	**Good**	**Poor**
Clear instructions on how to answer the question.	X		
Usage of words that the student can understand.	X		
Testing of only essential abilities (writing ability, organization of thought and ideas, synthesis of ideas, analysis, ability to explain)			X
Clarify any limits on the required answer (e.g. word count, and punctuation)	X		
Total	3	0	1
Idioms included in the written, but not found in the lessons: "*Stop acting as if life is a rehearsal*", "*kindred soul*" Lesson 1: Financial issues, idiom: to make ends meet Lesson 4: A lump in your throat			

Source: Long-answer part results of the written test, 2019

When the research team did the documentary analysis between the lesson plan contents and written test design, they found contents and idioms of the long-answer section of the exam in lesson one and four, thus two of the idioms in the exam were not found. The long-answer part of the final written exam revealed that almost that section in this exam was presented in an excellent manner. However, teachers should be aware of testing only essential abilities such as writing, organization of thought and ideas, synthesis of ideas, analysis and ability to explain. One of the Advanced English I teacher in semester II, 2018 expressed that some students were slower than others, and they did not have the same abilities, even though they had the same capacities, and also, they should implement more critical thinking questions, so that students could express themselves and also showed their critical thinking.

According to (March 19, 2019). Instructional Job Aid Developing Written Tests. Retrieved from http://www.northernc.on.ca/leid/docs/ja_developtests.pdf, long-answers items use words that the student can understand, test only essential abilities, clarify any limits on the required answer (e.g., number of pages, word count), and ensure that students understand how their answers will be scored. Regarding to this, researchers were in agreement that teachers had to prepare students using appropriate questions and structures according to students' level. So, when the long-answers section came in the written test, students could develop this part in an accurate way.

	Writing Wh-questions		
	Excellent	**Good**	**Poor**
Provide reasonable time limits for thinking and writing.			X
	X		

Normal language is used			
The question needs to be inferred rather textually taken			X
Total	1	0	2
Lesson 4: simple present Lesson 6: talk about traveling experiences			

Source: WH-question part results of the written test, 2019

When researchers did the documentary analysis between the lesson plan contents and written test design, they found contents and idioms of the wh-questions section of the exam in lesson four and six. The wh-questions section in the final written test evidenced that this part in the exam was poor. Even tough, normal language is used, teachers should provide reasonable time limits for thinking and writing; and also, the question needed to be inferred rather textually taken since students and teachers expressed that time was not enough for developing those parts, and a teacher considered that some parts should be adapted; for example, working with the communicative competence. So, that part most of the time was related with creation and teachers were asking students to look for very specific grammar knowledge, but that teacher affirmed that this part should not be included in the exam because it is too traditional and difficult to memorize all the grammar.

According to (March 19, 2019). Instructional Job Aid Developing Written Tests. Retrieved from http://www.northernc.on.ca/leid/docs/ja_developtests.pdf, wh-questions are good for application, synthesis, analysis, and evaluation levels. Besides, they are good for

"who," what," where," "when" content. This type of questions overemphasizes memorization of facts, take care - questions may have more than one correct answer. The researcher team thought that because of the complexity of that part, it was necessary that teachers provided the students with enough time to build these sentences appropriately and concisely.

	Building-up Sentences		
	Excellent	**Good**	**Poor**
Usage of only one central idea in each item.		X	
Important words are emphasized.	X		
Usage of a clear statement or question.	X		
The question cannot be answered without referring to the pattern.	X		
Total	3	1	0
Contents and idioms included in the written, but not found in the lessons *Condition in the present, perfect present tense, noun clause, "trigger", "bizarre", "to put up with",*			

"stomach bug", "while" introducing a time clause, "to be at a loose end", "reticent",
"bashful", "close-knit"

Lesson 2: true in the present, a wish about the present

Lesson 3: tag question

Lesson 4: idiom: to be at a loose end

Lesson 5: simple past, used to, past continuous

Source: Building-up part results of the written test, 2019

When investigators did the documentary analysis between the lesson plan contents and written test design, they found contents and idioms of the building-up section of the exam in lessons two, three, four, and five, thus some contents and idioms included in the test were not found. The Building-Up section in the final written test exam was almost excellent talking about the construction of the question because important words were emphasized and the questions could not be answered without referring to the pattern.

A teacher expressed that students had a lot of boundaries, so they were not capable of creating more ideas as they wish, but as teachers would like them to create. So, students struggled a little bit more in the building up section because they did not know how to cope with certain vocabulary. Another teacher said that students misspelled words and also, they had problems with the patterns when it came to organize their ideas. For this reason, it was essential that teachers avoid the usage of idioms in that part since students could not cope with it perfectly.

In words of the head of the Foreign Language Department of the University of El Salvador, Western Multidisciplinary Campus, teachers included this type of item in the written test for students to create sentences according to the grammar, structure and vocabulary studied in class. Investigators agreed that teachers did not had a base on which they could support the

implementation of the building up section in the written test since teachers just included it as a new way of creating sentences.

4.7. Final Written Test Results

The results of the final written test administered to Intensive Advanced English I students, semester II-2018 of the Major Licenciatura en Idioma Ingles, Opcion Enseñanza are presented as follow:

STUDENT	FINAL WRITTEN TEST GRADES
1	6.10
2	0.00
3	5.30
4	7.04
5	3.80
6	4.70
7	4.40
8	7.70
9	3.00
10	6.00
11	7.00
12	7.04
13	7.80
14	7.50
15	5.80
16	6.70
17	6.80
18	8.00
19	6.80
20	5.40
21	7.00

22	4.60
23	6.50
24	0.00
25	7.40
26	5.70
27	8.70
28	6.50
29	4.80
30	8.40
31	6.80
32	7.40
33	6.00
34	4.80
35	8.21
36	6.30
37	2.50
38	4.30
39	6.25
40	4.83
41	4.80
42	6.12
43	3.90
44	4.25
45	0.00
46	4.83
47	3.70
48	4.80
49	4.41
50	3.74
51	5.33

52	5.10
53	4.50
54	5.00
55	4.00
56	4.10
57	0.00
58	0.00
59	4.20
60	3.90
61	5.41
62	5.20
63	4.50
64	4.20
65	3.10
66	4.20
67	5.20
68	5.00
69	3.90
70	6.54
71	4.00
72	0.00
73	5.52
74	6.08
75	6.48
76	4.22
77	4.37
78	4.05
79	7.45
80	6.05
81	4.06

82	3.63
83	0.00
84	8.13
85	4.83
86	4.95
87	3.92
88	6.09
89	8.65
90	0.00
91	5.61
92	6.60
93	4.45
94	6.13
95	5.36
96	3.68
97	7.07
98	5.75
99	5.26
100	5.52
101	4.57
102	0.00
103	0.00
104	4.98
105	4.25
106	0.00
107	1.74
108	4.97
109	3.54
110	4.33
111	3.76

112	7.00
113	5.29
114	4.54
115	3.87
116	5.83
117	3.70
118	4.39
119	0.00
120	8.50
121	0.00
122	0.00
123	4.42
124	3.98
125	4.82
126	3.33
127	3.08
128	3.13
129	4.83
130	6.42
131	5.17
132	3.12
133	4.48

Source: Colector de Calificaciones ciclo II-2018. Administración Académica, Facultad Multidisciplinaria de Occidente, Universidad de El Salvador

4.7.1 Summary of the Final Written Test Results

Taking into consideration the Intensive Advanced English I final written test grades presented above, researchers presented a summary of the students who passed and failed the written test as following:

	Number of students
-Students who passed the final written test	47
-Students who did not pass the final written test	86
Total	133

Source: Colector de Calificaciones ciclo II-2018. Administración Académica, Facultad Multidisciplinaria de Occidente, Universidad de El Salvador. (2018)

These Intensive Advanced English I final written test results reveal that more than the half of students failed the written test turning this as a startling phenomenon. This means that it was necessary to do a better job when creating the lesson plans because this helped to develop an effective class getting the ideal students' outcomes. The purpose of evaluating students not only consists on measuring their knowledge but also giving them the appropriate feedback to be prepared at the moment of facing the written test.

Student Learning Outcomes (SLOs) are measurable and verifiable knowledge, skills, abilities, and/or attitudes that students have at the completion of a course, program or service (30 April, 2019). Mendocino College. *Student learning outcomes.* Retrieved from https://www.mendocino.edu/academics/student-learning-outcomes. Since outcomes were measurable, teachers could obtain either positive or negative students' outcomes. Besides, teachers must evaluate what influences in the obtaining of negative outcomes; they have to be aware of the aspects that were failing in the students learning process such as teaching strategies, or being sure that the lesson plan contents be related with the written test design.

4.8. General Discussion of Data

To sum up this chapter, in words of Schwartz, M. (30 April, 2019) designing a written test should be based on material teachers have covered in the course (sections, lectures, textbooks, and so on.), and students should perceive the material as relevant and fair. Also, Alipour, Shahram (05 May, 2013) expressed that tests should be designed with primary course objectives in mind. Lack of the attention to the specification table of content which contains the behavioral domain of the task cause the lack of content validity of the test, and lack of the attention to the theory of which items or tasks of the test are originated cause the lack of construct validity. For this reason, investigators agreed that it is important that teachers make sure that the written exam matches with what they have taught and with the learning outcomes of the course for students can accomplish the stated objectives.

In addition, Jabbarifar, T. (30 April, 2019) explains that evaluation of achievement is the feedback that makes improvement possible. By means of evaluation, strengths and weaknesses are identified. Evaluation, in this sense, is another aspect of learning, one that enables learners to grasp what they missed previously and the teacher to comprehend what can be done in subsequent lessons to improve learning. That is why, evaluation not only consists on measuring students' knowledge through an exam; but also, on implementing proper strategies in class for students clearly understand each content, and they be ready to develop the written test.

Investigators found throughout the in-depth interviews that some parts of the written test were not appropriate to evaluate students' knowledge. One of the parts in which students struggled was the building up section because they had to include idioms and use different patterns in a sentence. Another part was the wh-question section because students had to take time to create questions based on a reading. For some students, to include a reading in a written test was not logical since the written test must measure the writing skill not the reading one. An important point that a teacher mentioned in the interview was that the time provided to solve the written test was not enough because students had different abilities; for example, some students were slower than others.

Throughout the checklists results, it was found that some of the Intensive Advanced English I lesson plan sections did not work properly. The lesson presentation part of some

lessons provided few opportunities for students be actively engaged in the learning process while some closure parts did not provide enough chances in allowing students to participate in summarizing what they have learned to draw conclusions at the end of a class. On the other hand, talking about the lesson plan contents, investigators discovered that the majority of idioms teachers used in the final written exam did not appear in any lesson they used in classes. Probably, the idioms that researchers did not found in the lesson plans were taken from another source or studied just in one IAE group leaving at a disadvantage the rest of the students; that is why, researchers stated that not all the contents in the written test were in the lesson plans. Researchers concluded that all the findings presented above hindered the creation of a well-designed lesson plan and written test since the correct development of a lesson plan is the base to obtain good results. The lesson plan contents must be related with the written test design teachers will administer, so that the mismatch between these two tools cannot affect the students' outcomes at the end.

CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

Teaching English as a second language demands plenty of effort for students while it means a challenge for teachers. Teaching English is more than just being in front of the students and giving a class; it requires preparing a well-design lesson plan and written test, choosing the best activities that help the students internalizing their skills, reinforcing the contents and structures in which students have low performance, and so on.

It is important that English teachers be conscious of the responsibility they have in the students' learning process because the success of a class depends, in a great way, on teachers' job inside and outside the classroom. That is why, teachers must take the enough time to do an efficient job when creating and developing a lesson plan, so that students can get the expected results in the written test.

Based on the findings from the in-depth interviews addressed to the Intensive Advanced English II students, teachers, and the lesson plan and written test checklists, researchers presented the following conclusions and recommendations:

5.1. Conclusions

5.1.1. In the English advanced groups, students received certain type of practices such quizzes, but these were not enough to make them felt ready for the final written test. According to the interviews, some students had just one quiz per week to practice the topics while others said they had two quizzes in the semester. This means, that students did not have the same opportunities to succeed in the final written test that was a standardized test.

5.1.2. Moreover, after analyzing the information from the different instruments (checklists and interviews) it is concluded that lesson plans were not well-designed since it had many gaps in the building of the topics, structures and the activities teachers used in each class. Even though, there is a coordinator to suggest activities that should be included in the lesson plans, it is teachers' duty to assure each lesson plan is well-designed. According to the coordinator of the Basic Area of the Language

Department, teachers did not do a good job. This means that teachers were not making an effort while writing their lessons plans affecting not only teachers' classes but also students' performance at the end of the course.

5.1.3. Researchers concluded that at the moment of creating the written test, one of the main problems was that teachers took into consideration the contents and vocabulary that they assumed were more important for students. Therefore, English teachers selected the contents and vocabulary to be evaluated based on assumptions while Smith, M. K. (2018) said that in the learning process it is necessary to assess students to get a documental evidence of the learning process and to check if it is needed to reinforce *what has been taught* not only what a person or a group of people believe is the most important for somebody else.

5.1.4. Even though the relationship between the lesson plan contents and the written test design was not the unique or most important factor that affected students' outcomes, it was important to take special attention to the improvement of the activities of the lesson plan as well as the written test design to help students get better outcomes at the end of the course since what was evident was that students struggled at the moment of taking the final written test.

5.1.5. Students got confused and frustrated when the information of the whole semester was summarized in just one test. According to the analysis of some interviews, Intensive Advanced English students presented deficiency in the gotten results in the final written test since students had problems when learning too many structures and vocabulary in class.

5.1.6. Some findings from the interviews revealed that Intensive Advanced English students considered the building-up section, WH- questions, and vocabulary such as idioms section as the most difficult ones because they had to analyze what they were going

to write. The majority of students expressed that they struggled a lot in those parts of the exam, considering that the time allotted to the written test was not enough.

5.1.7. One of the reasons why the relationship between the lesson plan contents and written test design affected students' outcomes in semester II, 2018 was that teachers did not go deeper into some contents. There were some topics that teachers thought students managed already, so, teachers took for granted that students already knew them.

5.1.8. Based on the findings in the lesson plan checklist, the investigators concluded that not all the lesson plans were properly done. Some lessons were better designed than others; it meant that some teachers worked better than others when creating a lesson plan. Some lessons contain excellent supportive or illustrative audio or visual aids while others not.

5.1.9. Investigators concluded that all the contents and structures included in the written test were found in the seven lessons provided by the Coordinator of the Basic Area. Besides, not all the idioms included in the exam were found in the lesson plans; only three out of twelve idioms appeared.

5.2. Recommendations

5.2.1. The research team recommends that all the Intensive Advanced English groups should have the same amount of written practices during the semester. If teachers are going to administer quizzes as practices, there should be the same number of quizzes in all the groups to assure students' success. Through this, there will not be disadvantages among the students, and the teachers will provide them better feedback.

5.2.2. Teachers should improve the sections of the written test in which the students get the lowest results (Idioms and building-ups). This is necessary when the majority of students agree that there are parts in the exam that have always been the hardest due to its complexity.

5.2.3. The researchers suggest to the teachers looking back on the contents they have taught in previous classes. This action will help a lot the students because teachers will be reinforcing students' learning process. At the same time, teachers could clarify students' doubts avoiding them in the written test.

5.2.4. Based on the findings from the interviews addressed to the Intensive Advanced English students, the research team suggests that teachers should include two written tests to evaluate students' knowledge during the semester (one exam at the middle and one at the end). In this way, students could better their grades, and also they could understand much better the contents. Students will be able to use the structures and apply vocabulary with any problem because the exams will contain just few topics.

5.2.5. According to the findings from interviews and checklists, lesson plans must be analyzed and updated since some activities are not appropriated to develop the topics in class. That is why, lesson plans are not well-designed, and students usually get confused when applying the topics in context and in the written exam.

5.2.6. Teachers should create a checklist in which the lesson plans design fulfilled the necessities of the students according to the topics and structures that will be studied in classes.

5.2.7. The head of the Language Department of the University of El Salvador Western Multidisciplinary Campus should meet with the Advanced English I teachers and Coordinator of the Basic Area to solve problems and to improve the way teachers are doing their jobs in the creation and implementation of the lesson plans since teachers sometimes do not include, or do not cover topics or activities in their classes, and students get lost at the time of the written exam.

5.2.8. According to the analysis of the gotten data, the written test needs some improvements about the structures since some parts such the reading section is out of context taking into account that the skill being tested is mainly the written skill not the reading one.

5.2.9. The research team suggests the creation of a team to check and validate both the lesson plans and written test to guarantee better results.

5.2.10. During the in-depth interviews and checklists, researchers found deficient lesson plans design in certain way, overloaded written test with not enough time to solve it successfully, and teachers' assumptions about the students' knowledge. For this reason, researchers suggest that it is important that the lesson plan contents and written test design be closely related to guarantee students' well development.

Based on the gotten results in this research project, a good relationship between the lesson plan contents and written test design is always reflected on students' outcomes. When a written test is closely related with all the contents studied in class, students do not struggle when developing it. On the other hand, when a written test is overloaded, contains topics in which teachers have not gone deeper in class and vocabulary from other sources besides the lesson plans, students get frustrated tempting to get low results in the exam. As a recommendation for

further research, the Language Department should look for strategies to help Intensive Advanced English teachers to deliver a lesson plan, so that students' outcomes cannot be affected.

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APPENDICES

APPPENDIX A

UNIVERSITY OF EL SALVADOR

WESTERN MULTIDISCIPLINARY CAMPUS

DEPARTMENT OF FOREIGN LANGUAGES

In-depth Interview addressed to Intensive Advanced English II students

The researchers will administer an in-depth interview to students who passed Intensive Advanced English I during semester II 2018

Objective: To gather information about the topic "An Analysis of the Lesson Plan Contents and Written Test Design that Affected Intensive Advanced English I Students' Outcomes of the Major Licenciatura En Idioma Ingles Opcion Enseñanza at the University of El Salvador, Western Multidisciplinary Campus, Semester II-2018

Indication: Answer each question according to their experience

1. Do you consider the written test was related to the contents developed in class in semester II-2018?   Yes/No   Why?

2. Besides the final written exam, was there another type of written test teachers used to evaluate the topics studied in class?

3. Which was the most difficult section in the written test?

   -Open questions

   -Vocabulary section

   -Building-up section

   -WH-questions

   -Writing a paragraph

4. Do you consider that the time provided to answer all the sections in the written test is enough?   Yes/No   Why?

5. Do you consider that all the sections in the written test are necessary to evaluate students' knowledge?   Yes/No   Why?

APPENDIX B

UNIVERSITY OF EL SALVADOR

WESTERN MULTIDISCIPLINARY CAMPUS

DEPARTMENT OF FOREIGN LANGUAGES

In-depth Interview addressed to Intensive Advanced English II teachers

Objective: To gather information about the topic "An Analysis of the Lesson Plan Contents and Written Test Design that Affected Intensive Advanced English I Students' Outcomes of the Major Licenciatura en Idioma Ingles Opcion Enseñanza at the University of El Salvador, Western Multidisciplinary Campus, Semester II-2018

1. Do you consider the written test was related with the contents developed in class in semester II-2018?   Yes/No   Why?

2. What did you do when you could not cover a content that was going to be included in the written test?

3. Since students were demanded to write a paragraph in the last section of the exam, which type of difficulties did you notice students presented in that part? Was there another section in which students presented notorious difficulties?

4. Do you consider that the time provided to answer all the sections in the written test is

    enough?   Yes/No   Why?

5. Do you consider that all the sections in the written test are necessary to evaluate

    students' knowledge?   Yes/No   Why?

6. How do you consider that the relationship between the lesson plan contents and written

    test design affected students' outcomes?

APPENDIX C

UNIVERSITY OF EL SALVADOR

WESTERN MULTIDISCIPLINARY CAMPUS

DEPARTMENT OF FOREIGN LANGUAGES

In-depth Interview addressed to the Coordinator of the Basic Area

Objective: To gather information about the topic "An Analysis of the Lesson Plan Contents and Written Test Design that Affected Intensive Advanced English I Students' Outcomes of the Major Licenciatura En Idioma Ingles Opcion Enseñanza at the University of El Salvador, Western Multidisciplinary Campus, Semester II-2018

1. Taking into account the written test final results from Intensive Advanced English II students in semester II 2018, as teachers, have you suggested to implement new activities in the lesson plan?

2. In which way do you do a deep revision of the lesson plans that teachers provided you?

3. Do you consider that teachers do an efficient job when creating the lesson plans?

4. At the time you revise the lesson plan, do the teachers better the activities when you suggest them?

5. Do you consider that all the sections in the written test are necessary to evaluate students' knowledge?

6. How do you consider that the relationship between the lesson plan contents and written test design affected students' outcomes?

APPENDIX D

ADAPTED CHECKLIST FOR LESSON PLANS

Teacher Checklist for Lesson Plans	Level		
✓ **Overall Plan**	Excellent	Good	Poor
1. Is written in a clear and understandable manner.			
2. All the elements in the plan are practical to be carried out			
3. Is appropriated to the level of the students for which it was prepared.			
4. Includes the use of supportive or illustrative audio or visual aids.			
✓ **Preliminary Material**			

5. Includes a clear title for the lesson that accurately reflects the lesson content.			
6. Includes resources and identification of prerequisite assignments designed to prepare students for class.			
7. Includes a complete list of all supplies and materials needed for the lesson.			
✓ **Objectives**			
8. Are stated in terms of student performance.			
9. Are clear, concise and easily understood.			
10. Are designed to support identified student "outcomes" for the entire course as stated in the course outline.			
✓ **Lesson Introduction**			
11. Provides students with a logical orientation to the content of the presentation.			

12. Sets the atmosphere to begin the class actively			
✓ **Lesson Presentation**			
13. Uses methods appropriately to the lesson objectives.			
14. Provides students with opportunities to become actively engaged in the learning process.			
15. Meets student needs, interests and objectives.			
✓ **Content**			
16. Is sufficient and appropriate to the level of the students and the level of the course.			
17. Includes information necessary for the achievement of the stated objectives.			
✓ **Closure**			
18. Allows students to draw conclusions consistent with the objectives of the lesson.			

19. Allows students to actively participate in summarizing what they have learned.			
✓ **Assessment**			
20. Assessment aligned with the stated objectives and the type of performance appropriate to desired student outcomes for the lesson.			
22. Assessment aligned with the stated objectives and the type of performance appropriate to desired student outcomes for the course.			

ORIGINAL CHECKLIST FOR LESSON PLANS

Teacher Checklist for Lesson Plans	Level of Performance				
Overall Plan	Excellent	Good	Poor	None	N/A
1. Is written in a clear and understandable manner?					
2. Is practical (can be carried out in an actual school situation)?					
3. Is geared to the level of the students for which it was prepared?					
4. Includes the use of supportive or illustrative audio or visual aids?					
Preliminary Material					
5. Includes a clear title for the lesson that accurately reflects the lesson content?					
6. Includes resources and identification of prerequisite assignments designed to prepare students for class?					
7. Includes a complete list of all supplies and materials needed for the lesson?					
Objectives					
8. Are stated in terms of student behavior?					
9. Are clear, concise and easily understood?					
10. Are designed to support identified student					

"outcomes" for the entire course as stated in the course outline?					
Lesson Introduction					
11. Provides students with a logical orientation to the content of the presentation?					
12. Serves to involve students as active participants in the presentation to follow?					
Lesson Presentation					
13. Uses methods, techniques and learning experiences appropriate to the lesson objectives?					
14. Provides students with opportunities to become actively engaged in the learning process?					
15. Meets student needs, interests and abilities?					
Content					
16. Is sufficient and appropriate to the level of the students and the level of the course?					
17. Includes information necessary for the achievement of the stated objectives?					
Closure					
18. Allows for "loose ends" to be pulled together?					
19. Allows students to draw conclusions consistent					

with the objectives of the lesson?					
20. Allows students to actively participate in summarizing what they have learned?					
Assessment					
21. Assessment aligned with the stated objectives and the type of performance appropriate to desired student outcomes for the <u>lesson</u>?					
22. Assessment aligned with the stated objectives and the type of performance appropriate to desired student outcomes for the <u>course</u>?					

APPENDIX E

ADAPTED CHECKLIST FOR A WRITTEN TEST

Checklist for a written test	Level		
✓ **General**	Excellent	Good	Poor
Present a clearly formulated task in each test item			
State each item in simple and clear language.			
Construct items so one item does not aid in answering another.			
Avoid separate items that depend upon answers to previous items, to reduce the chance of perpetuating an initial mistake over the course of succeeding items or tasks			
Write clear and complete instructions for all sections of the test			
✓ **True-False Items**			
Statements can be unequivocally judged true or false.			
Statements brief and use simple language.			
Usage of negative statements is sparingly. There are not double negatives.			
Avoid specific determiners (e.g., *always, sometimes, may*).			
CONTENTS: PAST EVENTS			

Observations:			
✓ **Multiple-Choice Items**			
Present a single clearly formulated problem in the stem of the item.			
The intended answer should be correct or clearly best. Distracters are plausible and attractive to the uninformed.			
Alternatives grammatically consistent with the stem, parallel in form and free from clues to the correct answer.			
Avoiding the alternative "all of the above." Usage of "none of the above" only when appropriate.			
The relative length of the correct answer, to eliminate length as a clue.			
CONTENT: RELATIONSHIP BETWEEN THE READING AND THE STUDENTS' OWN ANALYSIS			
Observations:			
✓ **Long-answer**			
Clear instructions on how to answer the question.			
Usage of words that the student can understand.			

Testing of only essential abilities (writing ability, organization of thought and ideas, synthesis of ideas, analysis, ability to explain)			
Clarify any limits on the required answer (e.g. word count, and punctuation)			
CONTENTS: FINANCIAL ISSUES, IDIOMS: STOP ACTING AS IF LIFE IS A REHEARSAL, A LUMP IN YOUR THROAT, TO MAKE ENDS MEET, KINDRED SOUL.			
Observations:			
✓ **Writing Wh-questions**			
Provide reasonable time limits for thinking and writing.			
Normal language is used.			
The question needs to be inferred rather textually taken			
TIPS TO AVOID GETTING LOST WHEN TRAVELING- SIMPLE PRESENT			
Observations:			
✓ **Building-up Sentences**			
Usage of only one central idea in each item.			
Important words are emphasized.			
Usage of a clear statement or question.			

The question cannot be answered without referring to the pattern.			
CONTENTS: CONDITION IN THE PRESENT- SIMPLE PAST- PERFECT PRESENT TENSE- PRESENT PERFECT-TAG QUESTION - NOUN CLAUSE- USED TO- TRUE IN THE PRESENT- PAST CONTINUOUS – TRIGGER- A WISH ABOUT THE PRESENT- BIZARRE - TO PUT UP WITH - "STOMACH BUG", - "WHILE" INTRODUCING A TIME CLAUSE -"TO BE AT A LOOSE END"- "RETICENT- "BASHFUL" - "CLOSE-KNIT"			
Observations:			

ORIGINAL CHECKLIST FOR A WRITTEN TEST

Planning the Test

_____ Integrate test construction with other course planning activities.

_____ Mix types of items (multiple choice, true/false, essay) on a written

exam or mix types of exams (a performance component with a

written component).

_____ Test early in the term and consider discounting the first test if results are

poor.

_____ Test frequently to help students avoid getting behind, and to give you

multiple sources of information to use in computing the final course

grade.

_____ Test various topics in proportion to the emphasis you have given them in

class.

_____ Clearly communicate your expectations to students.

_____ Determine how you will assign points before administering the test.

Constructing the Test

_____ Present a clearly formulated task in each test item.

_____ State each item in simple, clear language, free of nonfunctional

material, extraneous clues, and race, ethnic, or sex bias.

_____ Construct items so one item doesn't aid in answering another.

_____ Avoid separate items that depend upon answers to previous items, to

reduce the chance of perpetuating an initial mistake over the course of

succeeding items or tasks.

_____ Use a little humor or place less difficult items or tasks at the

beginning of an exam to help reduce test anxiety.

_____ Write clear and complete instructions for all sections of the test.

_____ Proofread written exams carefully and check collation to be sure no pages

are missing.

Administering the Test

_____ Allow ample time for test completion.

_____ Anticipate in advance special needs of learning disabled students and

decide whether to allow the use of dictionaries, extra time, separate

testing sites or other special condition

_____Bring more copies of the exam than you think you will need.

_____ Minimize interruptions during the exam by telling students you

will write on the board any instructions or corrections that need to

be made after the exam has begun.

True-False Items

_____ Write statements so they can be unequivocally judged true or false.

_____ Make statements brief and use simple language.

_____ Use negative statements sparingly. Eliminate double negatives.

_____ Avoid specific determiners (e.g., *always, sometimes, may*).

_____ Present a single clearly formulated problem in the stem of the item.

_____ State the stem in positive form, wherever possible. If you do use

negative wording, emphasize it by underlining or using caps.

_____ The intended answer should be correct or clearly best. Make

distracters plausible and attractive to the uninformed.

_____ Make alternatives grammatically consistent with the stem, parallel in form

and free from clues to the correct answer.

_____ Avoid the alternative "all of the above." Use "none of the above" only

when appropriate.

_____ Vary the relative length of the correct answer, to eliminate length as a clue.

_____ Balance the proportion of correct answers (e.g., A, B, C, D) and

avoid patterning when sequencing answers (e.g., A, B, A, B).

Matching Items

_____ Each matching item should contain only homogeneous material.

_____ Keep the list of items short with brief responses on the right.

_____ Make the list of responses longer or shorter than the list of premises to provide an uneven match.

_____ In the directions, clearly state the basis for matching and indicate whether responses can be used more than once.

Short-Answer Items

_____ State the item so a single, brief answer is possible.

_____ State the item as a direct question whenever possible.

Essay Questions

_____ Restrict each question to the measurement of complex learning outcomes.

_____ The thought processes involved in answering essay questions should have been demon- started and practiced prior to the testing situation.

Performance Testing

_____ Clearly specify the performance outcomes to be measured.

_____ The instructions should clearly describe the test situation.

_____ Design observation forms well, and ensures that they are appropriate

for the performance being evaluated.

APPENDIX F

FINAL INTENSIVE ADVANCED ENGLISH I WRITTEN TEST' GRADES

UNIVERSIDAD DE EL SALVADOR
Facultad Multidisciplinaria de Occidente
COLECTOR DE CALIFICACIONES CICLO II-2018

Fecha 20/06/2019

Asignatura: IAI134-Inglés Avanzado Intensivo I | Grupo: 1 | Unidad Académica: Departamento de Idiomas | No Estudiantes: 34 | Pag: 1/2

Docente: | Jefe Unidad Académica: -

No	Carrera	Matr	Carnet	Apellidos y Nombres	1	2	3	4	5	6	7	8	9	10	Nota Promedio	Nota Suficiencia	Nota Final
1								25.00									
2								6.10									
3								0.00									
4								5.30									
5								7.04									
6								3.80									
7								4.70									
8								4.40									
9								7.70									
10								3.00									
11								6.00									
12								7.00									
13								7.04									
14								7.80									
15								7.50									
16								5.80									
17								6.70									
18								6.80									
19								8.00									
								6.80									

UNIVERSIDAD DE EL SALVADOR
Facultad Multidisciplinaria de Occidente
COLECTOR DE CALIFICACIONES CICLO II-2018

Fecha 20/06/2019

gnatura: IAI134-Inglés Avanzado Intensivo I   **Grupo:** 1   **Unidad Académica:** Departamento de Idiomas   **No Estudiantes:** 34   **Pag:** 2/2

:ente:

Jefe Unidad Académica: -

Carrera	Matr	Carnet	Nombre	1	2	3	4	5	6	7	8	9	10	Nota Promedio	Nota Suficiencia	Nota Final
							25.00									
							5.70									
							8.70									
							6.50									
							4.80									
							8.40									
							6.80									
							7.40									
							6.00									
							4.80									

No	Carrera	Matr	Carnet	Apellidos Y Nombres	1	2	3	4	5	6	7	8	9	10	Nota Promedio	Nota Suficiencia	Nota Final
20								5.40									
21								7.00									
22								4.60									
23								6.50									
24								0.00									
25								7.40									

UNIVERSIDAD DE EL SALVADOR
Facultad Multidisciplinaria de Occidente
COLECTOR DE CALIFICACIONES CICLO II-2018

Fecha 20/06/2019

Asignatura: IAI134-Inglés Avanzado Intensivo I   **Grupo:** 2   **Unidad Académica:** Departamento de Idiomas   **No Estudiantes:** 37   **Pag:** 1/2

Docente: **Jefe Unidad Académica:** -

No	Carrera	Matr	Carnet	Apellidos y Nombres	1	2	3	4	5	6	7	8	9	10	Nota Promedio	Nota Suficiencia	Nota Final
1							25.00										
2								6.30									
3								2.50									
4								4.30									
5								6.25									
6								4.83									
7								4.80									
8								6.12									
9								3.90									
10								4.25									
11								0.00									
12								4.83									
13								3.70									
14								4.80									
15								4.41									
16								3.74									
17								5.33									
18								5.10									
19								4.50									
20								5.00									
21								4.00									

Nota: fila 1 columna 3 = 8.21

No	Carrera	Matr	Carnet	Apellidos y Nombres	1	2	3	4	5	6	7	8	9	10	Nota Promedio	Nota Suficiencia	Nota Final
22								4.13									
23								0.00									
24								0.00									
25								4.20									

UNIVERSIDAD DE EL SALVADOR
Facultad Multidisciplinaria de Occidente
COLECTOR DE CALIFICACIONES CICLO II-2018

Asignatura: IAI134-Inglés Avanzado Intensivo I | **Grupo:** 2 | **Unidad Académica:** Departamento de Idiomas | **No Estudiantes:** 37 | **Pag:** 2/2

Docente: | | Jefe Unidad Académica: -

No	Carrera	Matr	Carnet	Nombre	1	2	3	4	5	6	7	8	9	10	Nota Promedio	Nota Suficiencia	Nota Final
26							25.00										
27																	
28								5.41									
29								3.90									
30								5.20									
31								4.50									
32								4.20									
33								3.10									
34								4.20									
35								5.20									
36								5.00									
37								3.90									
								6.54									
								4.00									

UNIVERSIDAD DE EL SALVADOR
Facultad Multidisciplinaria de Occidente
COLECTOR DE CALIFICACIONES CICLO II-2018

Asignatura: IAI134-Inglés Avanzado Intensivo I	Grupo: 3	Unidad Académica: Departamento de Idiomas	No Estudiantes: 35
Docente:		Jefe Unidad Académica: -	

No	Carrera	Matr	Carnet	Apellidos y Nombres	1	2	3	4	5	6	7	8	9	10	Nota Promedio	Nota Suficiencia	Nota Final
1							25.00	0.00									
2								5.52									
3								6.08									
4								6.48									
5								4.22									
6								4.37									
7								4.05									
8								7.45									
9								6.05									
10								4.06									
11								3.63									
12								0.00									
13								8.13									
14								4.83									
15								4.95									
16								3.92									
17								6.09									
18								8.65									
19								0.00									
20								5.61									

UNIVERSIDAD DE EL SALVADOR
Facultad Multidisciplinaria de Occidente
COLECTOR DE CALIFICACIONES CICLO II-2018

Asignatura: IAI134-Inglés Avanzado Intensivo I   **Grupo:** 3   **Unidad Académica:** Departamento de Idiomas   **No Estudiantes:** 35

Docente: Jefe Unidad Académica: -

No	Carrera	Matr	Carnet	Nombre	1	2	3	4	5	6	7	8	9	10	Nota Promedio	Nota Suficiencia	Nota Final
26								25.00									
27								7.07									
28								5.75									
29								5.26									
30								5.52									
31								4.57									
32								0.00									
33								0.00									
34								4.98									
35								4.25									
								0.00									

No	Carrera Matr	Carnet	Apellidos y Nombres	1	2	3	4	5	6	7	8	9	10	Nota Promedio	Nota Suficiencia	Nota Final
21							6.60									
22							4.45									
23							6.13									
24							5.36									
25							3.68									

UNIVERSIDAD DE EL SALVADOR
Facultad Multidisciplinaria de Occidente
COLECTOR DE CALIFICACIONES CICLO II-2018

Asignatura: IAI134-Inglés Avanzado Intensivo I **Grupo:** 5 **Unidad Académica:** Departamento de Idiomas

Docente: **Jefe Unidad Académica:** -

No	Carrera	Matr	Carnet	Apellidos y Nombres	1	2	3	4	5	6	7	8	9	10	Nota Promedio	Nota Suficiencia	Nota Final
1										25.00							
2										1.74							
3										4.97							
4										3.54							
5										4.33							
6										3.76							
7										7.00							
8										5.29							
9										4.54							
10										3.87							
11										5.83							
12										3.70							
13										4.39							
14										0.00							
15										8.50							
16										0.00							
17										0.00							
18										4.42							
19										3.98							
20										4.82							
21										3.33							
										3.08							

No	Carrera	Matr	Carnet	Apellidos y Nombres	1	2	3	4	5	6	7	8	9	10	Nota Promedio	Nota Suficiencia	Nota Final
22										3.13							
23										4.83							
24										6.42							
25										5.17							

UNIVERSIDAD DE EL SALVADOR
Facultad Multidisciplinaria de Occidente
COLECTOR DE CALIFICACIONES CICLO II-2018

Asignatura: IAI134-Inglés Avanzado Intensivo I   Grupo: 5   Unidad Académica: Departamento de Idiomas   No Estudiantes: 27   Pag: 2/2

Docente: Jefe Unidad Académica: -

No	Carrera	Matr	Carnet	Nombre	1	2	3	4	5	6	7	8	9	10	Nota Promedio	Nota Suficiencia	Nota Final
26										25.00							
										3.12							
27										4.48							

APPENDIX G

In-depth Interview addressed to Intensive Advanced English II students

Interviewer: Do you consider the written test was related with the contents developed in class in semester II-2018?   Yes/No   Why?

1. I think that the half of the exam was related to the topics, but for example some
2. areas as the building ups, for me, were too difficult and weren't related with the
3. topics that we were studied. For example, the idioms were totally different from the
4. ones that we studied in the semester along the whole semester, so I think that the
5. other let's say options or the other evaluations were related.
6. **-Interviewer: Besides the final written exam, was there another type of written**
7. **test the teacher used to evaluate the topics studied in class?**
8. -I remember that there were some kind of quizzes that teachers ehh used in order
9. that we could in order to in order that students could study the topics we studied i
10. class and I remember there were also some practices we made during the semester
11. for us to practice the topics and the yeah the topics and the structures we learned
12. during the semester. Interviewer: Some examples? -Well, it is usually that some
13. weeks yeah some days before the final exam or the first exam we do practices and
14. well I think those are examples.
15. **-Interviewer: Which was the most difficult section in the written test: -Open**
16. **questions, -Vocabulary section, -Building-up section, -WH-questions, -Writing**
17. **a paragraph? Why?**

18. I remember the part of creating WH questions it's always been an easy task for m

19. and also the building ups are kind of easy for me because I like grammar, but the

20. complicated part of building ups are the… the complicated part is that they

21. sometimes give us a lot of unknown vocabulary maybe we study that vocabulary in

22. classes I don't know or maybe it appears in the book, but the problem is that

23. sometimes I think it is kind of unnecessary vocabulary for us, and about talking

24. about the first part that is about open question I don't really like them I think it is a

25. waste of time because we have to other things to develop in the exam, so for me

26. maybe that is the most difficult part. Researcher: Open questions? -Yeah!

27. Interviewer: Do you consider that the time provided to answer all the sections

28. in the written test is enough?   Yes/No   Why?

29. I think that it is not enough because for example, in the building up section, we need

30. more time to think about the things we are going to write; we need to we need time

31. to think about how can we add or include the idioms and all the tenses that they are

32. asking for and also we have the open questions we need to think before start

33. writing, and for me wasn't enough.

34. Interviewer: Do you consider that all the sections in the written test are

35. necessary to evaluate students' knowledge?   Yes/No   Why?

36. Mmm I think that maybe not because well maybe all of them are important but they

37. could be if the exam was better design well not all the parts would be evaluated in

38. the same exam maybe they could be evaluated in different exams and we will have

39. more time to be evaluated in those areas.

APPENDIX G-2

1. **Interviewer: Do you consider the written test was related with the contents**

2. **developed in class in semester II-2018?   Yes/No   Why?**

3. Yeah it was related, but I guess that I was a little bit hard and I guess that the

4. teacher could give us more explanation for example mmm not too much or

5. exercises too much easier but at least a little a little hard to solve or something like

6. that I guess because in the exam I was a little difficult to understand some words to

7. find their function.

8. **Interviewer: Besides the final written exam, was there another type of**

9. **written test the teacher used to evaluate the topics studied in class?**

10. Mmm only the quizzes, but we just have two quizzes, and one was for building ups

11. and the other one were only open questions that weren't related with the topics they

12. were just open questions. We just have those evaluations then just the dictation test

13. that it was totally different

14. **Interviewer: Which was the most difficult section in the written test: -Open**

15. **questions, -Vocabulary section, -Building-up section, -WH-questions, -Writing**

16. **a paragraph? Why?**

17. For sure the building ups because the idioms were really difficult and I think that

18. that one because maybe if we didn't know the idioms or the meaning of the idioms

19. we couldn't do the whole sentence, so for me was almost impossible to do it, but

20. ehh only that

21. **Interviewer: Do you consider that the time provided to answer all the sections**

22. **in the written test is enough?   Yes/No   Why?**

23. I guess no. In my opinion, because I couldn't finish the exam because of the time.

24. The parts for example in the open questions you need to think because there are the

25. questions and then you are going to answer, also the building ups you have to

26. follow the structures that they are giving, so it's really difficult because sometimes

27. you have to think about how to place the sentence the parts of the sentence in order.

28. And also, for the open the WH questions you have to read the paragraph, and then

29. take out all the questions, the information for making the questions.

30. Interviewer: Do you consider that all the sections in the written test are

31. necessary to evaluate students' knowledge?   Yes/No   Why?

32. I think that the last exam we have a part of the reading but we don't have much time

33. to do it in a good way so I think that maybe they can improve or maybe give us

34. many practice about the vocabulary section, and also the building ups because I

35. think that is the most complicated in the exam.

APPENDIX G-3

1. **Interviewer: Do you consider the written test was related with the contents**

2. **developed in class in semester II-2018?   Yes/No   Why?**

3. I would say that yes because all the things that we studied in class were in the

4. written test but sometimes there were like vocabulary and all the structures that we

5. studied, but sometimes because all the time I consider that, I mean sometimes

6. students don't finish because there are a lot of information about all the structures in

7. just in one exam, so that's why I think that, but everything related in the, I mean

8. everything was in the exam.

9. **Interviewer: Besides the final written exam, was there another type of written**

10. **test the teacher used to evaluate the topics studied in class?**

11. Yes, for example, some quizzes that the teacher the teacher gave us, yes.

12. Interviewer: Which was the most difficult section in the written test: -Open

13. questions, -Vocabulary section, -Building-up section, -WH-questions, -Writing

14. a paragraph? Why?

15. Ehh there's a part that you have to write these are the building ups… you know it is

16. the hardest part because you have to know the specific meaning of a word or the

17. exactly function of some patterns and something like that so I guess it is the most

18. difficult ones because you don't know the meaning of a specific word that is written

19. in the test you won't find a way to write the sentence so that can be a challenge.

20. Interviewer: Do you consider that the time provided to answer all the sections

21. in the written test is enough?   Yes/No   Why?

22. If we don't take into account the building up section, the time is enough, but I

23. wish I could have more time; at least 15 more minutes or 30 minutes why? Because

24. sometimes your mind gets blocked when you see the patterns, and that is a time

25. consuming in the test. But if don't take that into consideration, the time is enough,

26. but I would like to have more time.

27. Interviewer: Do you consider that all the sections in the written test are

28. necessary to evaluate students' knowledge?   Yes/No   Why?

29. As I said, the questions about personal opinion I think that they are not necessary

30. because they amm take a lot of time, and the ammm they are not working, ammm

31. write a paragraph also is not necessary well I think because it is part of composition,

32. so it is evaluating in the other subject

APPENDIX G-4

1. **Interviewer: Do you consider the written test was related with the contents**

2. **developed in class in semester II-2018?   Yes/No   Why?**

3. No, it wasn't because most of the topics or let say the words, or to be more specific

4. the idioms were not the same that we were studying during the semester; okay they

5. told us to study those idioms well in my case I did it but when I see the written test

6. there were idioms that I didn't know what they meant, so it was kind of confused

7. but I tried to do my best.

8. **Interviewer: Besides the final written exam, was there another type of written**

9. **test the teacher used to evaluate the topics studied in class?**

10. Mm yeah, there were some quizzes; we did many quizzes in order to maybe one per

11. week so that was very helpful in order to refresh the information that we were

12. studying.

13. **Interviewer: Which was the most difficult section in the written test: -Open**

14. **questions, -Vocabulary section, -Building-up section, -WH-questions, -Writing**

15. **a paragraph? Why?**

16. I guess that open questions because I guess it has advantages and disadvantages

17. because we can express our thoughts but I think maybe many times we don't get the

18. main point of the question.

19. **Interviewer: Do you consider that the time provided to answer all the sections**

20. **in the written test is enough?   Yes/No   Why?**

21. Maybe no because sometimes it is really difficult to manage the time when you are

22. answering each question. I think that maybe for me it was not enough because I

23. didn't finish the exam so I got a low grade.

24. Interviewer: Do you consider that all the sections in the written test are

25. necessary to evaluate students' knowledge?   Yes/No   Why?

26. they are necessary to have a complete view of our level of English is, I think they

27. should include more sections or another written test to have different sections to

28. practice it is better they include two written tests, one in the middle of the semester

29. and the other at the end containing different structures.

APPENDIX G-5

1. **Interviewer: Do you consider the written test was related with the contents**

2. **developed in class in semester II-2018?   Yes/No   Why?**

3. Yes, I think it was related but it was really difficult because I think we didn't have

4. enough practice and the contents were like the exam was really charged, difficult to

5. the level of learning that we have

6. **Interviewer: Besides the final written exam, was there another type of written**

7. **test the teacher used to evaluate the topics studied in class?**

8. I think that just the quizzes; the written test and the quizzes.

9. **Interviewer: Which was the most difficult section in the written test: -Open**

10. **questions, -Vocabulary section, -Building-up section, -WH-questions, -Writing**

11. **a paragraph? Why?**

12. For me, the most difficult was vocabulary section. It is because sometimes we don't

13. know the meaning of some words, or for example we study that but then we forget

14. it.

15. **Interviewer: Do you consider that the time provided to answer all the sections**

16. **in the written test is enough?   Yes/No   Why?**

17. Well I think that that is not enough two hours is not enough to fill all the spaces

18. because in the writing part we have to think, so I think we need more time to do the

19. writing test.

20. **Interviewer: Do you consider that all the sections in the written test are**

21. **necessary to evaluate students' knowledge?   Yes/No   Why?**

22. Well, I think that the vocabulary section is not necessary because sometimes there

23. are a lot vocabulary and we do not know what study, and we forget the things

24. because we are not machines so of course that is not so good.

APPENDIX G-6

1. **Interviewer: Do you consider the written test was related with the contents**

2. **developed in class in semester II-2018?   Yes/No   Why?**

3. Well, I think it was related because we saw many idioms during the semester, and

4. the written test contained a lot of idioms I mean it contained at least one in the

5. structures and also, it contained all the topics that we saw. And personally, I felt that

6. part because there were too much idioms and must of them had to be memorized

7. because we used them during the semester.

8. **Interviewer: Besides the final written exam, was there another type of written**

9. **test the teacher used to evaluate the topics studied in class?**

10. Well, the last semester yes. I have been I have been doing many quizzes related

11. with the contents but I think they developed in the way that they do it in class, but at

12. the end because I think that the final test is not just one person who develop the test

13. so they mix many things that maybe we don't develop in class.

14. **Interviewer: Which was the most difficult section in the written test: -Open**

15. **questions, -Vocabulary section, -Building-up section, -WH-questions, -Writing**

16. **a paragraph? Why?**

17. Building ups, for me the building ups because we have to create the things maybe

18. you think about one thing but then you see that in the pattern there is another thing

19. that you should include and it does not match with the thing that you previously

20. wrote. So it is very confusing.

21. **Interviewer: Do you consider that the time provided to answer all the sections**

22. **in the written test is enough?   Yes/No   Why?**

23. No, because if you see we have to think so, we need more time to do it to develop

24. the exam because amm we are thinking and we are writing at the same time so it is

25. difficult for us, two hours is not enough for us.

26. **Interviewer: Do you consider that all the sections in the written test are**

27. **necessary to evaluate students' knowledge?   Yes/No   Why?**

28. I guess yes, everything is important. The only thing must be free is the WH section

29. because we are not able to have the same questions teachers want in the exam.

APPENDIX G-7

1. **Interviewer: Do you consider the written test was related with the contents**

2. **developed in class in semester II-2018?   Yes/No   Why?**

3. Mm I think yes, but in some areas of the test there are some topics that we did not

4. study during classes, and it was so difficult for us to understand mostly vocabulary.

5. **Interviewer: Besides the final written exam, was there another type of written**

6. **test the teacher used to evaluate the topics studied in class?**

7. ahh, well, only they gave us a similar practice, but probably they design one with

8. the same format like a practice.

9. **Interviewer: Which was the most difficult section in the written test: -Open**

10. **questions, -Vocabulary section, -Building-up section, -WH-questions, -Writing**

11. **a paragraph? Why?**

12. In my case, the hardest part was the building ups because you know if you don't

13. know the meaning of a specific word they are asking for, you can't create the

14. sentence, but I could overcome that situation, and it was difficult but I could do it.

15. Besides, I think that WH question was another difficult part because the text was

16. about a scientific investigation so sometimes there appears some terms that you

17. don't know that's why I had problems to create my questions.

18. **Interviewer: Do you consider that the time provided to answer all the sections**

19. **in the written test is enough?   Yes/No   Why?**

20. No, it is not enough, we could not finish the written exam because we usually take

21. more time in writing everything, and in that moment we left incomplete the half of

22. some parts, I was like a writing machine doing as much as I could, and the easiest I

23. could find.

24. **Interviewer: Do you consider that all the sections in the written test are**

25. **necessary to evaluate students' knowledge?   Yes/No   Why?**

26. **One part, the one that I was telling you the one that we are given a page, and you**

27. **have to read it and then teachers take the page, I don't remember the name… E: It is**

28. like kind of a reading…S: Yes. The thing is that in the page you have to answer…

29. **you have four choices and all the choices have sense for me. It is kind of hard to**

30. **choose just one because all of them have sense, for me it doesn't measure your**

31. **knowledge.**

APPENDIX G-8

1. **Interviewer: Do you consider the written test was related with the contents**

2. **developed in class in semester II-2018?   Yes/No   Why?**

3. I think they were related, and there were vocabulary related to the structures, but the

4. questions were very specific that we did not know the meaning of the idiom or the

5. meaning of some words so we were not able to answer.

6. **Interviewer: Besides the final written exam, was there another type of written**

7. **test the teacher used to evaluate the topics studied in class?**

8. I think that just a dictation.

9. **Interviewer: Which was the most difficult section in the written test: -Open**

10. **questions, -Vocabulary section, -Building-up section, -WH-questions, -Writing**

11. **a paragraph? Why?**

12. weeell, in my case because I do not like to write I think that the writing paragraph

13. because well because in my case I do not like to write so much, but some others say

14. that the vocabulary section is the most difficult one but I think that ehh if the teacher

15. helps us to understand the meaning of the word sin context we can develop our

16. skills because many students do not have that skill because the teachers do not

17. teaches, but all of us, well many of us felt in that exam because of that we cannot

18. ehh give the meaning in context, sometimes it is difficult. They included some

19. idioms, but they included the ones that are most difficult. And sometimes they give

20. just one example per idiom and sometimes we do not understand the meaning.

21. **Interviewer: Do you consider that the time provided to answer all the sections**

22. **in the written test is enough?   Yes/No   Why?**

23. No, because I had to run at the time of writing.

24. Interviewer: Do you consider that all the sections in the written test are

25. necessary to evaluate students' knowledge?   Yes/No   Why?

26. Even the ones that I hate, I think are necessary; I would put away the building up…

27. I would leave it like practice; if I were the teacher I would focus on that but not to

28. evaluate that part in the written exam.

APPENDIX G-9

1. Interviewer: Do you consider the written test was related with the contents

2. developed in class in semester II-2018?   Yes/No   Why?

3. I think it was related, I think that the problem sometimes is that teachers did not do

4. a review before the written test, and sometimes it really difficult to study, and there

5. were some questions that were not related I do not if it is because of the teachers or

6. the lesson plan, but there were some topics that we did not study in class.

7. Interviewer: Besides the final written exam, was there another type of written

8. test the teacher used to evaluate the topics studied in class?

9. Maybe the pop quizzes, but only that.

10. Interviewer: Which was the most difficult section in the written test: -Open

11. questions, -Vocabulary section, -Building-up section, -WH-questions, -Writing

12. a paragraph? Why?

13. Last year, we did not have writing a paragraph, we had a reading test I mean I think

14. that it was out of context because that is meant to be a written test not a reading and

15. comprehension test, so I think that those skills have to be separated, and sometimes

16. the WH question section because we think in other questions different of the other

17. questions with other wh-word.

18. Interviewer: Do you consider that the time provided to answer all the sections

19. in the written test is enough?   Yes/No   Why?

20. No, we needed more time; we didn't have time to review to check if we committed

21. a mistake.

22. Interviewer: Do you consider that all the sections in the written test are

23. necessary to evaluate students' knowledge?   Yes/No   Why?

24. No all of them, if I could take one part of the exam it would be building ups!

APPENDIX G-10

1.   Interviewer: Do you consider the written test was related with the contents

2.   developed in class in semester II-2018?   Yes/No   Why?

3.   Yes, it was related the thing is that all the contents are too overloaded with

4.   information, and at the end they put all the information just in one test, sometimes

5.   there is too much information that some words can be split out and we forget

6.   something, maybe this thing appears in the exam, it will be better if we have two

7.   exams in the semester, one in the very beginning and one at the end.

8.   Interviewer: Besides the final written exam, was there another type of written

9.   test the teacher used to evaluate the topics studied in class?

10. Just with quizzes, those were the only ones. E: Do you think that that was enough to

11. make sure that you were ready for the final test? S: ammm…I think that I was

12. ready.

13. Interviewer: Which was the most difficult section in the written test: -Open

14. questions, -Vocabulary section, -Building-up section, -WH-questions, -Writing

15. a paragraph? Why?

16. yeah, as I already told you right, for me the most difficult parts were the open

17. questions and the building up section rihtg1 the open questions because we had

18. vocabulary that we hadn't understood completely right! So, it was very difficult to

19. understand the meaning and for that reason you know I had spent a lot of time

20. trying to understand, and until I understood tha; I started to write my answers and

21. the building up section was the same because every building up has a lot of like a

22. lot of things that we had to join right! So, the thing that we had in every building up

23. just we have words that were tricky to understand.

24. Interviewer: Do you consider that the time provided to answer all the sections

25. in the written test is enough?   Yes/No   Why?

26. I consider we should have a little bit more time in order to solve the test. Usually

27. this exam takes a lot of time to be solved. It has happed to me that you are missing a

28. lot of things to answer, and the teacher are telling you that you don't have more

29. time to continue I think that if we could have more time it would be better.

30. Interviewer: Do you consider that all the sections in the written test are

31. necessary to evaluate students' knowledge?   Yes/No   Why?

32. Yes… but probably some changes are needed to evaluate because in some sections

33. we are like repeating just for something to write, with writing open questions, we

34. have to opportunity to answer open questions so it is not necessary to write another

35. paragraph.

APPENDIX G-11

1. Interviewer: Do you consider the written test was related with the contents

2. **developed in class in semester II-2018?   Yes/No   Why?**

3. Well…I consider that the written test was related with the contents developed in

4. class right, but in the exam I remember that it was very difficult because like some

5. things of the exam were kind of different because I remember that the open

6. questions were like very difficult as the vocabulary was like tricky (I don't know if

7. that word exist) (: yes, it exist) yes, so…so. The words were like, were very difficult

8. to understand in the meaning so… I spend a lot of time trying to understand the

9. questions and answer and until I understood I started to answer right, so, it was

10. difficult for me. I remember that the building up also were very difficult because in

11. the building up we had a lot of vocabulary that maybe we studied…that maybe we

12. have studied in the classes but because we didn't like pay too much attention to

13. those words at the moment to answer the building up; it was very difficult to

14. complete it, to complete them right! So, I think that those parts were the most

15. difficult of the exam because I also remember that we had like a part where we had

16. to work with WH-questions and I remember that it was very difficult, but the others

17. were difficult maybe because not that thing that we hadn't studied yes in fact we

18. studied, but we as students didn't pay too much attention to that because in the

19. moment that we see them we saw them we thought it was not essential for us. So,

20. you consider that it is maybe…let´s say it in this way your fault or students' fault

21. **Interviewer: Besides the final written exam, was there another type of written**

22. **test the teacher used to evaluate the topics studied in class?**

23. Dictation test, it was difficult because for some of us it was something new. It was

24. complicated because we were taking composition I; so we didn't know much about

25. writing or punctuation, things like those so it was kind of complicated

26. Interviewer: Which was the most difficult section in the written test: -Open

27. questions, -Vocabulary section, -Building-up section, -WH-questions, -Writing

28. a paragraph? Why?

29. For me the most difficult part is the open questions because we need to read a

30. paragraph, then you need to create questions and then you need to answer them, but

31. for me it is kind of hard cause sometimes you don't have the…for example, they ask

32. you for dates, but you don't have any date, so, how are you going to write a

33. question related with date if you dint have them, so it´s kind of stupid…ha ha!

34. That's the only thing for me. (Ok!) Or they ask you for a place and there´s no place

35. in the paragraph.

36. Interviewer: Do you consider that the time provided to answer all the sections

37. in the written test is enough?   Yes/No   Why?

38. No, I don't think so, well, I know it is a lot of time that we have, but I think that in

39. some parts of the test, for example; we need more time, for example the building

40. ups that is about related… we need more time in the reading part… we need to

41. analyze in those parts, we need a lot of time to analyze to create, so, I think we

42. should have more time.

43. **Interviewer: Do you consider that all the sections in the written test are**

44. **necessary to evaluate students' knowledge?   Yes/No   Why?**

45. I don't think building ups are helpful cause if we know the structure we are

46. going to notice the structure wherever they are. They are not necessary

APPENDIX G-12

1. **Interviewer: Do you consider the written test was related with the contents**

2. **developed in class in semester II-2018?   Yes/No   Why?**

3. for me just half of the exam because the first part was a… I don't remember the

4. name but, the teachers gave me a page and until I read it eh… and then, like two

5. minutes later they took it, the page and I had to answer but, that is another thing

6. right! Because I think that it didn't have any practice on that but the second part it

7. was related to the things we were studied.

8. **Interviewer: Besides the final written exam, was there another type of written**

9. **test the teacher used to evaluate the topics studied in class?**

10. I mean, we had dictation test, and it was a mess. It was not well done everybody

11. got bad grades on there. I don't think that that exam is useful at all or at least they

12. should do it in a different way, and we didn't have other written exam…we didn't

13. have another one. E- Do you consider you should have more practice?- yes, more

14. practice, maybe divide the written test into two not just one test at the end of the

15. semester but two because maybe there are some topic that are not evaluated because

16. there is a lot that we see… I mean, you cannot put that in just one test.

17. **Interviewer: Which was the most difficult section in the written test: -Open**

18. **questions, -Vocabulary section, -Building-up section, -WH-questions, -Writing**

19. **a paragraph? Why?**

20. I consider that vocabulary section was the most difficult because it is a little bit hard

21. to remember all the words that we studied during the semester and there were a lot

22. of idioms as well as trying to remember the knowledge something it struggle me.

23. **Interviewer: Do you consider that the time provided to answer all the sections**

24. **in the written test is enough?   Yes/No   Why?**

25. No, I think it is not enough, at least we need fifteen minutes more.

26. Interviewer: Do you consider that all the sections in the written test are

27. necessary to evaluate students' knowledge?   Yes/No   Why?

28. well, as a student I wouldn't like to have building up, and I think they should or

29. they could find a different way, but at the end that's the way it has been done for

30. many years , and if others students have done well, I think it is more a personal

31. issue I have with building up.

APPENDIX H

In-depth Interview addressed to Intensive Advanced English II teachers

1. 1-Do you consider the written test was related with the contents developed in

2. class in semester II-2018?

3. Teacher: Yes, and no because sometimes we cannot cover book activities, and

4. sometimes other teachers include book activities in the written test and I think we

5. should take into account some students don't have the book. So for me I think

6. personally talking I think some structures or some vocabulary that was included in

7. the written test was not taught in class.

8. **What did you do when you could not cover a content that was going to be**

9. **included in the written test?**

10. Teacher: What I did was that I brought practices written practices so they could

11. have at least an idea of what the written test we will play, and also I tried to cover at

12. least the bases of the structure every structure that was going to be included in the

13. written test.

14. **Since students were demanded to write a paragraph in the last section of the**

15. **exam, which type of difficulties did you notice students presented in that part?**

16. **Was there another section where students presented notorious difficulties?**

17. Teacher:-I think they didn't I mean they have problems with the paragraph, and the

18. main problem they had is that they misspelled words and also I think they have

19. many problems with the patterns because I think they have problems when it comes

20. to organize their ideas, and also when it comes the vocabulary so they don't know

21. sometimes they don't know what those words mean or how the words can fit

22. together to form a pattern.

23. Do you consider that the time provide to answer all the sections in the written

24. test is enough?

25. Teacher: Mmm no, I don't think so because I think that some students are slower

26. than others, and they don't have the same abilities, and even though they have the

27. same capacities, they don't have the same abilities. For example, when they write,

28. there're some people that have certain handwriting and makes harder for them to

29. write, or to write long paragraphs, or long sentences, so obvious it's going to take

30. more time for them to finish. So I think it should be longer right the time should be

31. longer and the test should be more well-structured.

32. Do you consider that all the sections in the written test are necessary to

33. evaluate students' knowledge?

34. Teacher: -Mmm well I think that the parts that we included in the test last year were

35. okay, but I think that we should focused also on vocabulary because sometimes

36. students know how to pronounce a word, but they don't know how to write it or

37. how to spelled it, right. So I think it will be better also to include more vocabulary,

38. and also more critical thinking questions; for example, "what do you think about

39. this environmental problem?" so that students can express themselves and also

40. show their critical thinking.

41. How do you consider that the relationship between the lesson plan contents

42. and written test design affected students' outcomes?

43. Teacher: -Sometimes, that happen this semester, I had some problems because the

44. lesson plans were not well-design, and I had to modify them so students can

45. understand the content. So I think it's very important to see how the lesson plans are

46. design for creating the written test.

APPENDIX H-2

1. **Do you consider the written test was related with the contents developed in**

2. **class in semester II-2018?**

3. Teacher: Amm I consider that the difficulties included in the exam were very

4. related to the topics we had been studying especially because we take amm all the

5. items or questions from the book and from the appendixes that the students have

6. and also there is a validator to takes the time to check that every single section that

7. is including in the exam has been taken from the lesson plan or from the appendixes

8. or from the book that students have, so especially the open questions and the

9. paragraph that students have to write are related to the topics and contain the

10. grammar structures or require that students use the grammar structures we have

11. been studying, and in the building up students are asked to use vocabulary and

12. grammar structures, and we write from which lesson plan each vocabulary item or

13. each structure might be taken in to account.

14. **What did you do when you could not cover a content that was going to be**

15. **included in the written test?**

16. Teacher: Well, probably in some cases we did not have time to cover all the things

17. if it is a writing assignment of if it is like a matching activity or vocabulary from the

18. book, what I usually do is that I assign that part as a homework assignment, and

19. then I check it in the next class, I do that most of the time when they are writing

20. tasks, and I ask them to bring them in a separate sheet of paper for me to check it

21. out the assignment at home.

22. Since students were demanded to write a paragraph in the last section of the

23. exam, which type of difficulties did you notice students presented in that part?

24. Was there another section where students presented notorious difficulties?

25. Teacher: Well, I consider that difficulties that students have, well the most common

26. difficulties students have in the written test when they are requiring to write a

27. paragraph even in the open questions is the punctuation and the verbs, sometimes

28. they have a subject agreement and sometimes shift in tense for example they are

29. talking in present and then, they move to the past, and I can say the most common

30. mistakes are subject verb agreement, shift in tense and punctuation.

31. Do you consider that the time provide to answer all the sections in the written

32. test is enough?

33. Teacher: Well, first of all, we assume that every single student has been studying

34. like every single day like one hour a day, to check all the things, so we expect that

35. students are ready to use all the structures, and to use all the vocabulary that we

36. have been studying, so if that were true the time will be enough, but what happens

37. is that some students do not remember the things, so they take too much time trying

38. to remember; in that case, time is not enough because we think that students have

39. twenty minutes for each part, so I consider it is enough, but as I said since most

40. students do not remember probably the structures or the vocabulary, they are trying

41. to thinking and remember, so time is not enough.

42. Do you consider that all the sections in the written test are necessary to

43. evaluate students' knowledge?

44. Teacher: Well, I consider that some parts should be adapted; for example, if we are

45. working with the communicative competence, we should ask to our students to

46. communicate, so there are some parts for example error correction and multiple

47. choice that most of the time are related with error correction that does not have

48. much to do with that, so they are asking students to look for grammar knowledge

49. specific very specific grammar knowledge, and if we are trying to prepare students

50. to be able to communicate, then for me that should not be included in the exam

51. because it is like too traditional and memorizing all the grammar rules, for me the

52. open questions and the writing paragraph those were very meaningful parts because

53. we can see the production of the students, even the building up is very meaningful

54. because students are able to produce , but for example to choose the correct answer

55. or correct the sentences are not meaningful.

56. How do you consider that the relationship between the lesson plan contents

57. and written test design affected students' outcomes?

58. Teacher: -Sometimes, that happen this semester, I had some problems because the

59. lesson plans were not well-design, and I had to modify them so students can

60. understand the content. So I think it's very important to see how the lesson plans are

61. design for creating the written test.

APPENDIX H-3

1. **Do you consider the written test was related with the contents developed in**

2. **class in semester II-2018?   Yes/No   Why?**

3. Teacher: mmm…yeah, I do consider that they were taking into considerations

4. because whenever we develop the parts for the written test we actually studied

5. every single topic right we see the parts that are like more significant for students

6. and taking that into consideration we structure the test so every single component

7. that we used in the test has been already taking into consideration or has been

8. already taught in a class.

9. **What did you do when you could not cover a content that was going to be**

10. **included in the written test?**

11. Teacher: That is a good question because somehow what we do to take advantage of

12. time since we only have well…each teacher has five our peer they, sometimes we

13. leave homework assignments right, they can complete task at home we and then

14. they ask for that we can actually check the exercise in class so that they can get

15. some feedback for that.

16. **Since students were demanded to write a paragraph in the last section of the**

17. **exam, which type of difficulties did you notice students presented in that part?**

18. **Was there another section where students presented notorious difficulties?**

19. Teacher:- Well, talking about the free writing section, that part I think is not that

20. complicated for them because they have some time to think about the topic and they

21. time to create an outline, so they can write coherent aspects or coherent information

22. about that topic. Something that is like the main struggle for them is to actually put

23. into practice all the structures that we have studied and put them into practice that

24. specific let's say item so I guess that they struggle at the most over they because

25. maybe they have an idea, but they do not have a concrete idea on how to actually

26. write that information….mmm the other part in which they struggle as well is the

27. building ups right because in the free writing they have more freedom to actually

28. write, but in the building up section, they have a lot of boundaries right so they are

29. not capable of a… like creating more ideas as they wish, but as we would like them

30. to create. So, that's why they struggle a little bit more in the building ups -E: And

31. do you consider that they have more problems with the vocabulary or with certain

32. structure? T: with certain vocabulary, the main reason why they have problems with

33. that type of vocabulary is not practicing enough and that´s why I always tell my

34. students "during the class you will be able to speak not more than 5 minutes

35. because of the limited time that we have so that means that you should continue

36. practicing outside" so if we practice with a phrasal or we practice with a phrase or

37. idiom during the class. So, I have to include it in different scenarios outside you

38. can practice to a little bit more, and you can have more examples, when the time

39. comes you will be able to create more, right.

40. **Do you consider that the time provided to answer all the sections in the written**

41. **test is enough?**

42. Teacher:- I guess that timeframe is fair for students to actually complete the test, but

43. time management is a key over there because they know that there are some parts

44. more complicated that other ones, so based on structure they don't follow an

45. specific timeframe for each section, so they star from the most difficult, let´s say, so

46. when they get to the easy part they are running out of time, they are not able to

47. complete the task or the exercise. So, I think the time is enough it is fair form them

48. but they don't manage their time wisely.

49. **Do you consider that all the sections in the written test are necessary to**

50. **evaluate students' knowledge?   Yes/No   Why?**

51. Teacher:- If we are talking about advanced English II, I guess in this level the test

52. has been structured taking into consideration the type of exercise that are carried out

53. in classes, so it is well structure, and I guess that is why students get better results at

54. this point, we actually section it, or we don't take into consideration parts of other

55. level such creating wh-questions out of a paragraph. We don't take that into

56. consideration because they should know how to create wh-questions, so, that is why

57. we are more focus on actually writing. They should be capable of writing essays,

58. they should be capable of… to complete ideas and to differentiate different ahhh…

59. let's say structure, grammatical structures…so, I guess it´s very implemented at this

60. point.

61. How do you consider that relationship between the lesson plan contents and

62. written test design affected students' outcomes?

63. Teacher:- It´s pretty simple, you know that there are some contents that maybe we

64. think that students manage already; so, we don't go deeper into those topics, so we

65. take for guaranteed that they already know about it, for example, there are some

66. topic that they studied in advance one …reported speech so at these point they

67. already studied that last semester, and these is kind of a review so we think that

68. students know about it so we don't go deeper and that can create some problems for

69. student because maybe they have some background information about reported

70. speech but when the exam comes… they are not able to differentiate about direct

71. speech or indirect speech or that indirect speech is like reported speech… so they

72. get confuse so that´s why I guess that one main problem that they have is that

73. maybe the lesson plan is well structure, but we don't take enough time to explain a

74. topic or we don't take into consideration students´ doubts when they actually need

75. to get answers. So, we take for guaranteed that they already know and that cause

76. more problems.

APPENDIX I

In-depth Interview addressed to the Coordinator of the Basic Area

1. **Taking into account the written gotten results from Intensive Advanced**

2. **English II students in semester II 2018, as teachers, have you suggested to**

3. **implement new activities in the lesson plan? If not, do not you consider is it**

4. **necessary to know those results to better the contents in the lesson plan and the**

5. **written test design?**

6. Each time we are about to begging cycle a semester, the teachers gather together

7. and they analyze the syllabus, they are the ones that change the syllabus at that

8. moment. I give them a suggestion with that suggestion they gather, they work

9. together, and they can change contents, and they can change evaluations, and they

10. can change percentage.

11. **In which way do you do a deep revision of the lesson plans that teachers**

12. **provide you?**

13. Have you heard of libertad de catedra ok! That´s libertad de catedra, the teacher is

14. the responsible one to write a lesson plan, right! But some teachers here at the

15. department and I know them by name, they don't write their lesson plans they make

16. somebody else do it! They are the responsible ones nobody else; I am responsible of

17. giving them suggestions for contents and evaluations, right, I am responsible that

18. they get together and they consider the same topics but that is their job.

19. Do you consider that teachers do an efficient job when creating the lesson

20. plans?

21. No, they don't, they don't do an effort they don't care. And it's their job, it's their

22. job! They may tell the ones that are in servicio social do it, do it for me! And they

23. are the ones that are responsible. Sometimes they do the same with evaluations.

24. At the time you revise the lesson plan, do the teachers better the activities when

25. you suggest them?

26. No, I do not revise the lesson plan that is libertad de catedra. It´s their duty… E:

27. So…in here you just give suggestions and that's it? -Oh! I am responsible of

28. making sure that every of basic every single group of Basic English Intermediate

29. English, advanced English are developing the same topics, that´s my duty and that

30. they are…what else?....evaluated in the same way.

31. Do you consider that all the sections in the written test are necessary to

32. evaluate students' knowledge?

33. Well…you should investigate what should be evaluated in a written test because we

34. give grammar points, we evaluate grammar, we give vocabulary we evaluate

35. vocabulary…for me   and according to the investigations I have seen. It is necessary

36. to evaluate…I mean, all the parts, are necessary; however, they can be substituted

37. with others, but those are the teachers duties that's why they gather-so, it is the duty

38. of the teachers modifying the test…- but not on a teacher but on teachers, as a

39. group, not in one person.

40. How do you consider that the relationship between the lesson plan contents

41. and written test design affected students' outcomes?

42. I don't think so; what I consider that students do not study enough that. What I

43. consider, that there may be something in the way teacher… the teachers developed

44. the task so that is one topic that should be studied.

APPENDIX J

LESSON PLANS AND WRITTEN TEST VALIDATION SHEETS

UNIVERSITY OF EL SALVADOR

WESTERN MULTIDISCIPLINARY CAMPUS

ENGLISH LANGUAGE DEPARTMENT

UNDERGRADUATE WORK:

An Analysis of the Lesson Plan Contents and Written Test Design that Affected Intensive Advanced English I Students' Outcomes of the Major Licenciatura en Idioma Ingles Opcion Enseñanza at The University of El Salvador, Western Multidisciplinary Campus, Semester II, 2018

General Objective

To analyze the relationship between the lesson plan contents and written test design that affected Intensive Advanced English I students' outcomes of the Major Licenciatura en Idioma Inglés Opción Enseñanza at the University of El Salvador, Western Multidisciplinary Campus, Semester II, 2018

Specific Objectives

To examine if the written test has been adapted to evaluate the lesson plan contents to Intensive Advanced English I students' outcomes of the Major Licenciatura en Idioma Inglés Opción Enseñanza at the University of El Salvador, Western Multidisciplinary Campus, Semester II, 2018

To identify if the written test design affected Intensive Advanced English I students' outcomes of the Major Licenciatura en Idioma Inglés Opción Enseñanza at the University of El Salvador, Western Multidisciplinary Campus, Semester II, 2018

Variables

Dependent variable: The relationship between the lesson plan contents and written test design

Independent variable: Advanced English I students' outcomes. Once the variables were established, the researchers operationalized them with its corresponding indicators which will be considered to create the instruments

VALIDATION SHEET

Date: _____

Name of validator: _____

Direction: check the appropriate box based on your rating.

Scale: **5**-Excellent   **4-**Very Good   **3-** Good   **2-** Needs Improvement   **1**- Poor

ITEM	5	4	3	2	1
1. Clarity of directions and items The directions and items are clear and understandable.					
2. Vocabulary level The vocabulary is suitable for participants.					
3. Language use The items are grammatically correct.					

4. Suitability of items The items fit with the variables					
5. Accuracy of items Each item measures one behavior.					
6. Scale/Rating The scales used or the response options provided for each item is appropriate.					
7. Attainment of purpose The instrument helps to fulfill the research objectives.					

Comments/Suggestions:

_____

_____

_____

_____

_____

APPENDIX K

PERMISSION LETTERS

Universidad de El Salvador

Facultad Multidisciplinaria de Occidente

Departamento de Idiomas

Santa Ana, 6 de Junio de 2019

Lic. Herbert Rivas

Jefe de Administración Académica

Presente

      Las alumnas egresadas Evelyn Martínez con carnet MV12074, Zuleyma Rosales con carnet RJ13009, Kelly Henríquez con carnet HL14013 amablemente le solicitamos nos proporcione los resultados finales de los grupos de Inglés Avanzado Intensivo I semestre II 2018 de la carrera Licenciatura en Idioma Inglés Opción Enseñanza para recopilar datos para nuestro Trabajo de Grado denominado: An Analysis of the Lesson Plan Contents and Written Test Design that Affected Intensive Advanced English I Students' Outcomes of the Major Licenciatura en Idioma Inglés Opción Enseñanza at the University of El Salvador, Western Multidisciplinary Campus, Semester II, 2018. Para lo cual necesitamos su valiosa colaboración. No omitimos manifestarle que dichos datos serán de uso totalmente confidencial y ético; es decir, omitiremos nombres de los alumnos.

Atentamente,

Licda. Sonia Elizabeth Díaz de Marroquín
Asesora de tesis

Evelyn Martínez   Zuleyma Rosales   Kelly Henríquez

Universidad de El Salvador

Facultad Multidisciplinaria de Occidente

Departamento de Idiomas

Santa Ana, 6 de Junio de 2019

VoBo. Roxana de Trigueros

Coordinadora del Área Básica del Departamento de Idiomas

Presente

Nosotros Evelyn Martínez con carnet MV12074, Zuleyma Rosales con carnet RJ13009, Kelly Henríquez con carnet HL14013 amablemente le solicitamos nos proporcione el plan de clases de Inglés Avanzado Intensivo I semestre II-2018   para recopilar datos para nuestro Trabajo de Grado denominado: An Analysis of the Lesson Plan Contents and Written Test Design that Affected Intensive Advanced English I Students' Outcomes of the Major Licenciatura en Idioma Inglés Opción Enseñanza at the University of El Salvador, Western Multidisciplinary Campus, Semester II, 2018. Para lo cual necesitamos su valiosa colaboración.

Atentamente,

Licda. Sonia Elizabeth Díaz de Marroquín
Asesora de tesis

Evelyn Martínez   Zuleyma Rosales   Kelly Henríquez

Universidad de El Salvador

Facultad Multidisciplinaria de Occidente

Departamento de Idiomas

Santa Ana, 6 de Junio de 2019

Licda. Nanci Salas

Encargado de la materia de Inglés Avanzado Intensivo II, Grupo 2

Presente

Nosotros Evelyn Martínez con carnet MV12074, Zuleyma Rosales con carnet RJ13009, Kelly Henríquez con carnet HL14013 amablemente le solicitamos una entrevista a usted y a sus estudiantes para recopilar datos para nuestro Trabajo de Grado denominado: An Analysis of the Lesson Plan Contents and Written Test Design that Affected Intensive Advanced English I Students' Outcomes of the Major Licenciatura en Idioma Inglés Opción Enseñanza at the University of El Salvador, Western Multidisciplinary Campus, Semester II, 2018. Para lo cual necesitamos su valiosa colaboración. Los instrumentos se llevaran a cabo el día jueves 13 de junio de 2019 durante una hora clase aproximadamente.

Atentamente,

Licda. Sonia Elizabeth Díaz de Marroquín
Asesora de tesis

Evelyn Martínez   Zuleyma Rosales   Kelly Henríquez

Universidad de El Salvador

Facultad Multidisciplinaria de Occidente

Departamento de Idiomas

Santa Ana, 6 de Junio de 2019

Lic. Rodrigo Samayoa

Encargado de la materia de Inglés Avanzado Intensivo II, Grupo 3

Presente

Nosotros Evelyn Martínez con carnet MV12074, Zuleyma Rosales con carnet RJ13009, Kelly Henríquez con carnet HL14013 amablemente le solicitamos una entrevista a usted y a sus estudiantes para recopilar datos para nuestro Trabajo de Grado denominado: An Analysis of the Lesson Plan Contents and Written Test Design that Affected Intensive Advanced English I Students' Outcomes of the Major Licenciatura en Idioma Inglés Opción Enseñanza at the University of El Salvador, Western Multidisciplinary Campus, Semester II, 2018. Para lo cual necesitamos su valiosa colaboración. Los instrumentos se llevaran a cabo el día jueves 13 de junio de 2019 durante una hora clase aproximadamente.

Atentamente,

Licda. Sonia Elizabeth Díaz de Marroquín

Asesora de tesis

Evelyn Martínez   Zuleyma Rosales   Kelly Henríquez

Universidad de El Salvador

Facultad Multidisciplinaria de Occidente

Departamento de Idiomas

Santa Ana, 6 de Junio de 2019

Licda. Liseth Villalobos

Encargado de la materia de Inglés Avanzado Intensivo II, Grupo 1

Presente

Nosotros Evelyn Martínez con carnet MV12074, Zuleyma Rosales con carnet RJ13009, Kelly Henríquez con carnet HL14013 amablemente le solicitamos una entrevista a usted y a sus estudiantes para recopilar datos para nuestro Trabajo de Grado denominado: An Analysis of the Lesson Plan Contents and Written Test Design that Affected Intensive Advanced English I Students' Outcomes of the Major Licenciatura en Idioma Inglés Opción Enseñanza at the University of El Salvador, Western Multidisciplinary Campus, Semester II, 2018. Para lo cual necesitamos su valiosa colaboración. Los instrumentos se llevaran a cabo el día viernes 14 de junio de 2019 durante una hora clase aproximadamente.

Atentamente,

Licda. Sonia Elizabeth Díaz de Marroquín

Asesora de tesis

Evelyn Martínez   Zuleyma Rosales   Kelly Henríquez

APPENDIX L

UNIVERSITY OF EL SALVADOR

WESTERN MULTIDISCIPLINARY CAMPUS

DEPARTMENT OF FOREIGN LANGUAGES
Questionnaire addressed to IAE I students

Objective: To gather some information about the relationship between the lesson plan contents and written test design that were addressed to Intensive Advanced English students in semester II-2018

Indication: Mark with an "X" the best choice for you and justify your answer.

1- Do you consider that the written test was closely related with the topics developed in class?

Yes _____   No_____

Why?_____

_____

_____

2- Did you notice if the teacher have ever skipped a content that was established in the lesson plan and must be included in the written test?

Yes_____   No_____

How was it?

_____

_____

_____

3- Do you consider the test design was appropriate to evaluate the contents developed in class?

Yes_____   No_____

Why?_____

_____

_____

4- Do you consider that all the sections of the written exam (open questions, building-up section, vocabulary, Wh-questions, etc) were essential to evaluate the contents?

Yes_____   No_____

Why?_____

_____

_____

5- Do you consider that the written exam was aimed for students repeat it?

Yes_____   No_____

Why?_____

_____

_____

6-Do you consider that the exam format should be improved?

Yes_____   No_____

Why?_____

_____

_____

APPENDIX M

**UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
ENGLISH LANGUAGE DEPARTMENT
SEMINAR I, 2018**

Questionnaire addressed to IAE I teachers

Objective: To gather some information about the relationship between the lesson plan contents and written test design that were addressed to Intensive Advanced English students in semester II-2018

Indication: Mark with an "X" the best choice for you and justify your answer.

1- Do you consider that the written test was close related with the topics developed in class?

Yes_____   No_____

2- Do you think that the lesson plans you presented were appropriately checked to be developed in class? Yes_____   No_____

3- Have you ever skipped a content that was establish in the lesson plan and must be included in the written test?

Yes_____   No____

Why?_____
_____
_____

4- Which strategies have you used when you could not cover a topic that would be included in the written test?

_____
_____
_____
_____