

**UNIVERSIDAD DE EL SALVADOR  
FACULTAD MULTIDISCIPLINARIA DE OCCIDENTE  
FOREIGN LANGUAGE DEPARTMENT**



**UNDERGRADUATE WORK  
A PROPOSAL FOR THE REDESIGN OF INTENSIVE ADVANCED ENGLISH II  
WRITTEN TEST BASED ON EDUCATION 3.0 PARADIGM AT THE ENGLISH  
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## **ABSTRACT**

This research project represents a proposal for the redesign of Intensive Advanced English II written test based on the Education 3.0 paradigm at the English Language Department, Western Multidisciplinary Campus, University of El Salvador, 2019. The general objective was to analyze the Intensive Advanced English II written test based on the Education 3.0 paradigm. The specific objectives were to diagnose the elements that compose the Intensive Advanced English II written test, to analyze its elements, and to compare the elements of the Intensive Advanced English II written exam of the English Language Department of the Central, Paracentral and Eastern Multidisciplinary Campuses of the University of El Salvador, 2018 with the ones used in the Western Multidisciplinary Campus.

Besides, this research project describes the methodology that was used to carry out this holistic project. Researchers made use of the quantitative and qualitative paradigms to gather reliable data; also, a semi-structured interview and questionnaire addressed to teachers, and students of Intensive Advanced English II of the English Language Department Western Multidisciplinary Campus, University of El Salvador, 2019. After analyzing the data, researchers realized that the written test had followed the same format for more than fifteen years; for that reason, the redesign will be meaningful for enhancing the Intensive Advanced English II written test by looking for an alternative efficient method to modernize its structure, taking advantage of different technological resources. These findings helped researchers come out with conclusions and useful recommendations for teachers and future research about the subject of study.

## INTRODUCTION

This document compiles relevant information about the undergraduate work “A proposal for the redesign of Intensive Advanced English II written test based on education 3.0 paradigm at the English Language Department, Western Multidisciplinary Campus, University of El Salvador, 2019” The main purpose of this holistic project is to redesign the written test of Intensive Advanced English II based on Education 3.0 paradigm. Therefore, this thesis work is divided into VI chapters.

Chapter 1: Statement of the problem describes the importance of the redesign of the written test since researchers found out that the English Language Department still works with the traditional paradigm, and the written test has followed the same format for more than 15 years, and it is needed to move from the traditional paradigm or Education 3.0 to Education 3.0 paradigm in order to enhance the written test and adapted to the new generations of students. Also, it comprises the research questions, scope and limitations of the work, justification and the research objectives.

Chapter II: Referential framework presents previous studies which show how education has changed regarding new paradigms, and how this innovative paradigm is understood. Also, it includes the historical background of education moving from Education 1.0 paradigm to Education 3.0 paradigm. Moreover, this chapter presents what Education 3.0 paradigm seek out to develop on students regarding new ways of assessing as online test, group projects.

Chapter III: Methodological Designed describes all the steps that researchers follow to carry out this research as well as all the necessary techniques and tools that the researchers will use and administer during the study in order to obtain reliable data. . It also includes the operationalization of the variables and the methods to analyze the data gathered based on qualitative and quantitate data. Finally, it includes the ethical aspects that the researchers follow during the holistic project.

Chapter IV: Analysis and Interpretation of Data presents the analysis and interpretation from the semi-structured interviews addressed to teachers, and questionnaires addressed to

teachers and students of Intensive Advanced English II according to the general and specific objectives of the research.

Chapter V: Conclusions and Recommendations. In the conclusions, you will find the answers to the research project, and the recommendations of this holistic project that the Foreign Language Department, the Coordinator of the Communicative Competence Area, and future researchers should take into account based on the findings of this research.

Finally, Chapter VI: Project Proposal includes an ink-based written test proposal, an online test proposal, and a group project online proposal which consists in the creation of e-portfolio, as new ways of assessing students writing skills according to Education 3.0 paradigm.

## **CHAPTER I: STATEMENT OF THE PROBLEM**

Many challenges confront teachers of the 21<sup>st</sup> century. “One of them is the need to educate the learner to ensure they develop the knowledge and skills needed for global competency” (Jackson, 2004). Through the major of Licenciatura en Idioma Ingles, teachers focus on the development of the four macro skills of students to complete communication, and in order to evaluate these macro skills: Listening, Speaking, Reading, and Writing, students from Intensive Advanced English II must go under different tests such as oral evaluations, listening comprehension test, reading comprehension test, and written test.

This study aims to redesign the written test of Intensive Advanced English II with a proposal based on Education 3.0 paradigm at the English Language Department at the Western Multidisciplinary Campus of the University of El Salvador during semester 1-2019. This paradigm is based on the reform of the previous educational system such as Education 1.0 and Education 2.0 through the integration of new teaching strategies and technology into learning. Education should evolve according to the new generations. As stated in the Modelo Educativo y Politicas y Lineamientos Curriculase de la Universidad de El Salvador (2011-2015), “academic as administrative structures should be in constant change once every alternative year”. Thus, Education 3.0 paradigm has the intention to maximize learning outcomes for students through the implementation a new pedagogy.

### **1.1. DESCRIPTION OF THE PROBLEM**

Based on observations and dialogues with teachers carried out in the Intensive Advanced English II, the research team noticed that the written test plays an important role in order to evaluate the learning of students; however, the written test has had the same format for over 20 years. For this reason, the redesign of the Intensive Advanced English II written test based on the Education 3.0 was meaningful for enhancing the process of evaluation of students’ writing skills.

According to Modelo Educativo y Politicas y Lineamientos Curriculares de la Universidad de El Salvador (2011-2015), “Human being from the last decade lived in the

industrial era; and the ones from this era live in the technological one”, so Education needs to make a reform in order to make people from this new era develop the skills they need according to the 21<sup>st</sup> century necessities. Education 3.0 gives teachers the opportunity to be open minded about new methodology.

Based on the diagnose carried out during the second week of February 2019, the research team observed that the Intensive Advanced English II written test should be redesigned in order to improve the structure of the test, make students work and think more, and help teachers to notice how students learn. As Marroquin (2019) states: “The whole exam needs to be redesigned. The same format has been used for more than 20 years”. The actual written test structure has followed the same format for many years, so students are used to that and already know the different parts of it.

Also, Marroquin (2019) states that “sometimes, the exam does not meet the information previously taught in class”. Students are required to use different vocabulary and talk about different topics. However, sometimes, it is hard for them to solve the written test because they do not really know what they have to answer. According to Lopez (2019), “We (teachers) should come more about lesson planning. There are few activities for students to practice writing, and there are almost no activities like the parts of the written exam”. Some teachers from the English Language Department, Western Multidisciplinary Campus believe that the written test should relate to the topics and activities that teachers implement during classes.

Furthermore, Lopez (2019) said “Students do not feel motivated to write, and if they do not feel under pressure, they do not produce as they should”, so basically students need to be motivated by implementing new sections in the written test in order to make them write. Moreover, some students who already passed the subject of Intensive Advanced English II claimed that the exam “is too predictable”, and it was necessary to redesign the Intensive Advanced English II because “there are some parts that do not help to measure the knowledge of students”



The research team noticed that there are some assessing activities that can be changed, some that can be included, and some may stay in order to make the written test meaningful, stimulating, and innovative with the Education 3.0 paradigm because the actual format of the written test has followed a traditional paradigm based on Education 1.0 and 2.0. The written test was not stimulating and innovative because students are not asked to think critically and creatively; students did not have the real opportunity to express their ideas, or opinions.

According to theory of Education 1.0 and Education 2.0, assessing parts of the written test such as building up and open wh-questions are not oriented to develop students' 21<sup>st</sup> century skills. For example, building-up section gives students a pattern to follow, so students do not really think the words and grammar structure they use. Also, open wh-questions ask students for a specific answer where students do not think critically; they just answer what they have to. However, in education 3.0, those activities are not implemented; the education 3.0 fulfills the necessity for innovation in education, since students want to have an active role in the classrooms during the practices and the real written test.

The research team also observed that the educational paradigm has not been shifted for over 20 years; the implementation of education 3.0 will help to get better results in the learning process, to make students be more involved in the lessons, and to make teachers be more close to the necessities of students from the 21<sup>st</sup> century. As Casarini (1999) claimed that “to make strategies decisions based on the holistic analysis involves all the possible and necessary perspectives to make a change in the process of teaching-learning”.

In recent years, technology has become an element of vital importance within education. One of the main characteristics of the education 3.0 paradigm is the implementation of new teaching methodologies through the use of different technological resources with the purpose of improving the learning process of students. Starting from this point of view, the researchers believed it was convenient to relate the redesigning of the written test of students of Intensive Advanced English II and the improvement of it through the use of technological tools as dictated by the Education 3.0 paradigm.

Although in today's day education 1.0 is considered as antiquated and ineffective, many educators are still functioning through this model; in a teacher-oriented environment where teachers are focused on achievement test scores and memorized information. As a means of evaluating progress, the written tests can be improved if the different methods applied to technology are exploited according to the needs of today's students. It is not possible to consider advances in the educational paradigms if the evaluations continue in the same way for several years.

Therefore, after observing this problem, the following research questions have come up:

1. What elements compose Intensive Advanced English II written test?
2. Which elements of the Intensive Advanced English II written test meet the Education 3.0 paradigm standards at the English Language Department, Western Multidisciplinary Campus, University of El Salvador, 2019?
3. What elements should include Intensive Advanced English II written test according to Education 3.0 paradigm?

## **1.2. JUSTIFICATION**

Researchers noted that an important quantity of Intensive Advanced English II students of the English Language Department had failed or gotten poor results in their written evaluations during the last years. The head of the English Language Department and the coordinator of the communicative competence area are concerned about this problem; therefore, they advised the research group to look for a successful and efficient method to modernize the structure of the written tests taking advantage of different technological resources.

Through the investigation, researchers diagnosed the elements contained in the written exam while analyzing the possible changes focused on the Education 3.0 paradigm. With the diagnosis of its elements, the investigators determined if they are not effective or if they do not measure the knowledge of the students as they should.

Moreover, all the elements were carefully analyzed in order to propose and incorporate the changes that are necessary to improve students' evaluation method. With this paradigm, teachers and students are meant to take a step forward in education; one of the main characteristics of the Education 3.0 paradigm is the use and implementation of various activities and tasks carried out through different tools such as software programs, websites, and electronic devices focusing on interactive learning, with discussions, labs, quizzes and other activities where all students can be integrated in a simple way without the need of so many resources.

With the creation of a new design of Intensive Advanced English II written test, researchers seek to test its functionality based on the characteristics of education 3.0 paradigm while comparing its traditional elements with the elements aimed at the Education 3.0 paradigm. Researchers created meticulously a list of elements related to this paradigm that should be taken into account for the redesign of written tests on the English Language Department of the University of El Salvador, Western Multidisciplinary Campus.

Researchers considered an attempt to change the format of the written exam necessary, since the same format has been used for twenty years becoming a monotonous test and ineffective for teachers to really measure the level of knowledge of each of the students. Also, Marroquin (2019) stated that “time changes, so does the type of students. They need to be exposed to real challenges. Students cannot be evaluated with the same type of tool that was used with other generations”.

In a more accurate way, teachers should design the exams based on the content that the students really need to learn and master and not in simple memorized information. The written tests should be a way to evaluate the integral education of each one of the students according to their learning needs; therefore they should be constantly updated. In the same way, tasks that evaluate learning from different perspectives should be included in order to avoid the employment of overused activities.

On the other hand, it is important for educators to learn how to take advantage of the different technological tools to improve the current ways to evaluate students in written tests, involving students in a more attractive and effective teaching-learning process. If we take into account the great variety of resources related to technology, there are many ways to apply new evaluation techniques that favor both, educators and Intensive Advanced English II students of the English language department of the University of El Salvador Western Multidisciplinary Campus.

### **1.3. SCOPE AND LIMITATIONS OF THE WORK**

This study was carried out to analyze Intensive Advanced English II written test of Licenciatura en Idioma Inglés: Opción Enseñanza of the University of El Salvador Western Multidisciplinary Campus with a view to create a proposal for its redesign based on the Education 3.0 paradigm. The study of this problem was focused on the improvement of written tests only.

The limitations that the research team faced were towards the demand done at Unidad de Acceso a la Información Pública of University of El Salvador to obtain the elements necessary for the data collection process such as syllabus, lesson plans, and written exams of Intensive Advanced English II corresponding to semester I, 2018 since the English Language Departments of the Eastern Multidisciplinary Campus and the Central Campus of the University of El Salvador denied to share this information. For instance, not all the objectives of the investigation were fully accomplished due to this circumstance. All the corresponding process of demand and deny of information can be found in at the end of this document (Appendices 6, 7 and 8).

### **1.4. RESEARCH OBJECTIVES**

The present study was carried out based on the following objectives:

#### **1.4.1 GENERAL OBJECTIVE**

To analyze Intensive Advanced English II written test based on the Education 3.0 paradigm in the English Language Department, Western Multidisciplinary Campus, University of El Salvador, 2019.

#### **1.4.2 SPECIFIC OBJECTIVES**

a) To diagnose the elements that compose the Intensive Advanced English II written test at the English Language Department, Western Multidisciplinary Campus, University of El Salvador, 2019.

b) To analyze elements that compose the Intensive Advanced English II written test at the English Language Department, Western Multidisciplinary Campus, University of El Salvador, 2019

c) To compare the elements of the Intensive Advanced English II written exam of Licenciatura en Idioma Inglés Opción Enseñanza, English Language Department of the Eastern Multidisciplinary Campus, Central Campus and Paracentral Campus of the University of El Salvador, 2018 with the ones used in Western Multidisciplinary Campus

d) To redesign an Intensive Advanced English II written exam based on the Education 3.0 paradigm at the English Language Department, Western Multidisciplinary Campus, University of El Salvador, 2019

e) To describe the functionality of the redesign of Advanced English II written exam based on the Education 3.0 paradigm at the English Language Department, Western Multidisciplinary Campus, University of El Salvador, 2019.

## **CHAPTER II: REFERENTIAL FRAMEWORK**

This chapter discusses some of the factors to redesign Intensive Advanced English II based on Education 3.0 paradigm. As teachers explore innovative methods to teach and help students learn, they also look forward new ways of evaluating and assessing students' learning. Thus, this chapter comprised previous studies which demonstrate how education has evolve regarding new paradigms, how this innovative paradigm is understood.

### **2.1 INTENSIVE ADVANCED ENGLISH II**

Intensive Advanced English II is a subject taken by students from third year of Licenciatura en Idioma Inglés Opción Enseñanza at the University of El Salvador, Western Multidisciplinary Campus where students are taught once more to use all the vocabulary, spelling structures, and tenses, as a mean of improving their performances, writing, critical thinking, and usage of the language for communicative purposes.

As well, they seek to enhance their fluency and accuracy in order to express, interpret and negotiate meaning in context. They are exposed to different topics and different activities in every class because they must use the language smoothly, accurately, and fluently. Students of Intensive Advanced English II broad and deepen the four macro skills (Listening, speaking, reading and writing) they have learnt in the previous courses.

### **2.2 THE WRITTENT TEST**

As stated by Lasso Mendoza (2011), "The Written Test consists in writing a series of items to which the student responds in the same way". The written test gives students the opportunity to not only show their writing skill, but also demonstrate the learning they accomplished during the classes. Moreover, teacher can realize the topics, content, vocabulary, or structures that students have problems with. The written test is the perfect instrument to evaluate how students use the language because teachers have the opportunity to truly know the knowledge of every students talking to their writing technique.

Moreover, Lasso Mendoza (2011) entitles some features that Written English test must have “first, the written test Seeks to measure learning only in the limits in which they appear raised in the objectives and from the vision of the teacher who directs the teaching. Second, it is an instrument at the service of evaluation, because it provides information that serves the educator to sustain the actions, such as assigning grades, forming criteria to promote the student; improve teaching and reorient processes, so that the proposed objectives are achieved. And finally, it is an instrument that provides useful results to feedback aspects involved in the educational process”.

Besides, written test demonstrate the mistakes, faults, limitations that each student have, so teacher can give personal feedback and analyze the teaching- learning process. Through the written test, teachers can evaluate a variety of contents in order to evaluate their writing skill through the implementation of different types of assessing activities that is why written test practices are essential for students to get used to solve that kind of test. As stated by Clay, (2001): “Essay tests are valid measures of student achievement only if students know how to take them. Many college freshmen do not know how to take an essay exam, because they have not been required to learn this skill in high school.” Students will have the idea of how to answer each part if they have previously seen examples of that. Also, to have written test practices before the exams makes students realize doubts or mistakes they can have during the real test. Those practices should be relate to the content students have studied, so they help them also to recall information; the items evaluated in the written test must go under the parading of the objectives of the lessons.

### **2.3 EDUCATION 3.0**

According to Keats & Schmidt (2007), “Education 3.0 is characterized by rich, cross-institutional, cross-cultural educational opportunities within which the learners themselves play a key role as creators of knowledge artifacts that are shared, and where social networking and social benefits outside the immediate scope of activity play a strong role. The distinction between artifacts, people and process becomes blurred, as do distinctions of space and time. Institutional arrangements, including policies and strategies, change to meet the challenges of opportunities presented”. Education is in transition around the world, and the traditional way

of teaching is no longer useful to make students develop the skills they need to have in order to face the challenges of the 21<sup>st</sup> century.

As Popper (1972) stated: “Education 3.0 provides an alternative scenario in which an open higher education environment can bring the mechanisms of open peer review and critical rationality to teaching and learning, reduce cost through resource sharing, and increase collaboration across national and institutional borders”.

Education 3.0 is the emerging paradigm of learning of the 21<sup>st</sup> century. This type of education is developed from the reform of the educational system 2.0 and the opportunities given by the web 2.0 to provide students with new abilities through the introduction of a new pedagogy. The new paradigm (Education 3.0) requires a larger reform program; one that responds to the socio-economic reality and enhances learning opportunities by technologies of collaboration.

For example, The World Wide Web inventor, Berners-Lee, (1998) states that he uses the term Web 3.0 also known as “Semantic Web” to describe a network of linked data that can be processed by machines. In the last ten years, the internet has become an integral thread of the wall-hanging of most societies.

The Web influences many people’s way of thinking, doing and being. People constantly contribute and reinvent its development and content. For example, the internet of 2017 has become a portal into human perceptions, thinking, and behavior of every shade. Future citizens and users of Web 3.0 -and many today’s higher education students – have grown up in a world that has always had the internet. Students and educators alike are increasingly mobile device dependent.

## **2.4 HISTORICAL BACKGROUND**

Education has been always evolving as same as the world, and in the modern era where technology plays an important role in people’ everyday life, people want to integrate technology into everything, so Education is not an exception. As Donovan & Green (2014) stated that “computer-based technology plays a role in everyday activities, and it is safe to say that rarely will a day go by when you do not use some form of technology”.



It has been a long way until technology reached Education changing the process of teaching-learning. For example in the past century, Education was based on a dictated paradigm where students were taught what teachers wanted to listen. Education was a lineal process where students listen, read, memorize, and repeat what the teachers said. The 20<sup>th</sup> century was characterized by two types of education paradigms such as Education 1.0 and Education 2.0. However, in the present century, education has significantly changed. Education is no longer a lineal but an integrated process where teachers understand the necessity of working and implementing new assessment tools in the classroom leading us to Education 3.0 paradigm.

With this new paradigm, teachers realize that students need to have an active role in the teaching-learning process because students need to write and express their own knowledge; students should not just fill the blanks, choose within two options during written test, but students must develop 21<sup>st</sup> century skills and go beyond with their answers. They need to enhance their 4C's which are collaboration, communication, critical thinking, and creativity because they must have their own opinions, ideas, answers related to what is studied in the classroom, and what is happening in real life.

In the background of Education, Education 1.0 represents the traditional discipline where teachers have the main role in the classroom; they decided what students needed to learn, memorize, and respond by having a passive role in the learning process. Students just sat and listened to the teacher. In the written test, students just answer questions based on textbooks or information previously learned. Later, Education 2.0 included a new paradigm of teaching. Students had more participation during the classes, interaction with the teacher and other students. Students have the opportunity of having different evaluations with different tools such as projects, skype, and use networking in the class. Also, teachers assign blogs instead of written test which allow them to write more freely and not just answer given questions.

However, as the technology have risen, Education evolved too, so that, Education 2.0 became the guide to the arrival of Education 3.0 which is intended to create a innovated, creative, self- directed education regarding the technology of the 21<sup>st</sup> century.

Moreover, Jenkins, Purushotma, Robinson, Weigel, and Clinton (2007) claim that an important goal of media education should be to encourage young people to become more reflective about the ethical choices they make as participants and communicators and the impact they might have upon others. The previous studies related to education show how important Education 3.0 is in order to improve the teaching-learning process. As Buckingham (2006) states “for instance, has suggested that the analytical framework of media literacy might be successfully applied in schools as a tool for developing consciousness and reflective practices when using Internet.” However, Stevenson (1992) stated that to work with the 21<sup>st</sup> century paradigm (Education 3.0) is not as easy as it has been for other developed countries, such as The United States, The United Kingdom, China, Australia, etc.

#### **2.4.1 “STUDENTS ANSWER IN A DIFFERENT WAY”**

At Oak Grove High School in Mississippi, teacher use “electronic voting controls” to assess comprehension while teaching, and students use electronic controls too to answer questions during class and the teacher can see how many students answered each question correctly. This allows adjustments and interventions in real time. Students are far away from the traditional way of pencil and paper to answer as students from Intensive Advanced English II are used to answer. Electronic voting controls gives to teachers the opportunity to know how many students answer correctly, and to students know if they answer correctly.

Additionally, the Programme for International Students Assesment (2006) shows that 86% of pupils aged 15 frequently use a computer at home which means that they have the opportunity to learn not only at school but also at home by using technology for learning purposes. Education 3.0 is based not only on implementing technology in classrooms; it is also about integrating innovative forms of activities, homework, assessments etc. According to Campanella Bracken and Lombard, (2004), children can recall what they learn from a computer, especially if they are rewarded. A class based on Education 3.0 paradigm integrates

technology means that teachers can use computers to assign new tasks such as writing a blog, writing in Edmodo, create videos talking of a specific content seen in class, or just have video calls with their classmates in order to practice more.

Moreover, through the implementation of Education 3.0 paradigm, the written test can be composed of different assessing activities such as writing an essay or a blog. Students get bored of the same format of the written test; that is why, Education 3.0 allows teachers to assess writing skill through the usage of apps as Edmodo, blogs, or WordPress.

Besides, Foehr (2006) claims that 63% of US young people aged 12 to 18 do multitask either most or some of the time while they are using a computer, and that 64% do multiple things at the same time on the computer. Students can perfectly listen to music while they are writing or answering a task given as homework, and probably, students will acquire new vocabulary from the song, and that vocabulary can be used in their writing. Technology gives the chance to look for more information, watch videos, or read about topics that are part of the lessons seen in class.

#### **2.4.2 “NEW MILLENNIUM LEARNERS”**

The CERI project called “New Millennium Learners” examines the effects of digital technologies on school-age learners. The project examines the characteristics of learners and the impact of their sustained use of digital devices and services. Surprisingly little is known about the effects of technologies on cognitive skills, outside of areas related to visual-spatial skills and nonverbal forms of intelligence. The influence of technology use on reasoning capability and judgment has been shown to be relatively small, while there are many studies regarding the influence of technology use on abilities related to information processing, reflective and critical thinking, creativity and, in general, meta-cognitive skills.

However, no research review has documented a positive effect yet on the basis of empirical research. It may be that this shows the need for a “neuroscience of children and media” intended to research the impact of digital media on children’s brain development, a need that has only been expressed very recently” (Anderson, 2004).

### **2.4.3 MINDSPARK – INTELLIGENT TUTORING SYSTEM**

Educational Initiatives, India developed an intelligent tutoring system (ITS) called Mindspark in 2008 which is used for teaching Mathematics and Language to elementary school students. According to Corbett, AT, Anderson, and Patterson, (1990), an Intelligent Tutoring System (ITS) is a computer based tutoring program that provides personalized learning content to students based on factors like student performance and prior knowledge. Intelligent tutoring system (ITS) gives basically education personalized to each student to enhance their weakness in specific content. The research team noticed that students from Intensive Advanced English II do not have enough practice for the written test. In the classroom, all the students receive the same information; however, they do not have the same knowledge, so through the implementation of ITS students can enhance personally their weakness before the written test.

Brusilovsky and Millán (2007) stated that ITS has a sequence of learning content that is done in a manner to avoid cognitive mismatch such as cognitive overload for low performers and boredom for high performers to ensure that child is engaged and is performing at the optimum level. Csikszentmihalyi (1997) in Mindspark, states that the questions are ‘finely-graded’, meaning that there are a very large number of questions of gradually increasing levels of difficulty.

In a way, Mindspark adjusts to the needs of every individual student. Questions are specially designed to test understanding and to help students clear their misconceptions. When a student answers a question or combination of questions incorrectly, the intelligent system diagnoses the child’s misconceptions / weak areas. The child may be further provided with a simple or detailed explanation, or be redirected to questions that strengthen the basic understanding.

### **2.4.3 EDUCATION 1.0**

According to Keats and Schmidt (2007), “Education 1.0 is, like the first generation of the Web, a largely one-way process. Students go to universities to get education from

professors, who supply them with information in the form of a stand-up routine that may include the use of class notes, handouts, textbooks, videos, and in recent times the World Wide Web. Students are largely consumers of information resources that are delivered to them, and although they may engage in activities based around those resources; those activities are for the most part undertaken in isolation or in isolated local groups.”

Written test based on education 1.0 did not allow students to write freely; they answer questions based on textbooks or what teachers had already taught. Basically, students memorize information from books in order to write them down in their exams; students did not have the opportunity to think critically and creativity.

According to Gerstein (2013),“education 1.0 is a type of essentialist, behaviorist education based on the three Rs - receiving by listening to the teacher; responding by taking notes, studying text, and doing worksheets; and regurgitating by taking the same assessments as all other students in the cohort.” Education 1.0 was a traditional and one-way process of teaching. Students were taught to memorize, and repeat what the teacher said and what the textbooks said. Education regarding the 1.0 paradigm viewed the teacher as the major role as Pogue (2009) said that “This theory requires the student to passively accept information and knowledge as presented by the instructor”

Students just consumed the information that teacher provided; the teacher-to-students relationship was one way, and educators had a teaching routine where students did not have the opportunity to share, comment, and discuss information. Hiemstra and Sisco (1990) assumed that “It is based on the assumption that learners need to know only what the teacher teaches them.”

#### **2.4.4 EDUCATION 2.0**

According to Keats & Schmidt (2007), “Education 2.0 happens when the technologies of Web 2.0 are used to enhance traditional approaches to education. Education 2.0 involves the use of blogs, podcasts, social bookmarking and related participation technologies but the circumstances under which the technologies are used are still largely embedded within the

framework of Education 1.0. The process of education itself is not transformed significantly although the groundwork for broader transformation is being laid down.”

In education 2.0, educators are the source of information, but students have a more active role. Teachers are open about implementing new methodology and technology. A worthy example of Education 2.0 is the “flipped classroom”. Milman (2012) said that “The idea is that rather than taking up limited class time for an instructor to introduce a concept (often via lecture), the instructor can create a video lecture, screencast, or vodcast that teaches students the concept, freeing up valuable class time for more engaging (and often collaborative) activities typically facilitated by the instructor.”

Education 2.0 as Gerstein (2013) claimed is “an andragogical, more constructivist teaching orientation.” Also, Holmes and Abington-Cooper (2000) summarized the andragogical Education 2.0 model “a process that includes (a) establishing a climate conducive to learning, (b) creating a mechanism for mutual planning, (c) diagnosing the needs of learning, (d) formulating program objectives (content) that will satisfy these needs, (e) designing a pattern of learning experiences, (t) conducting these learning experiences with suitable techniques and materials, and (g) evaluating the learning outcomes and re-diagnosing learning needs.”

According to Palaigeorgiou and Grammatikopoulou (2016) Education 2.0 “provides students with the opportunity to create their own digital content and to play the role of the knowledge producer”. Students are not consumers, so through the usage of Facebook, twitter, Edmodo, etc., where students can enhance their writing skills, vocabulary and grammar, teachers can assess students to write as homework assignments. Also, Palaigeorgiou and Grammatikopoulou (2016) stated that “students are forced to coordinate their actions to achieve their goals; they use tools which are designed to support transparent cooperation and allow children with similar ideas to collaboratively build on each other’s work”.

## 2.4.5 FROM EDUCATION 1.0 TO EDUCATION 3.0

The evolution, development, and evolving from Education 1.0 towards Education 3.0 has influenced the perceptions of teaching and learning. According to Gerstein (2013), “The Internet of today has become a huge picture window and portal into human perceptions, thinking, and behavior. Logically, then, we would expect that schools would follow suit in matching what is happening via the Internet to assist children and youth to function, learn, work, and play in a healthy, interactive, and pro-social manner in their societies-at-large.” However, it has been a long way until education reached the Education 3.0 paradigm.

|                           | Education 1.0               | Education 2.0                     | Education 3.0                          |
|---------------------------|-----------------------------|-----------------------------------|--|
| “Technology” is...        | unheard of (or confiscated) | cautiously “adopted”              | ubiquitous                             |
| Teaching occurs...        | teacher to student          | teacher & student to student      | teacher & student to student & teacher |
| Teachers are...           | trained                     | professionally certified          | everyone                               |
| Schools are located...    | schoolhouse                 | building & online                 | anywhere, everywhere                   |
| Information comes from... | Standard texts              | “adopted” text & some open source | multiple sources                       |
| Outcome of learning...    | grades; graduation; trade   | grades; graduation; trade         | academic and social competencies       |
| Teachers role...          | sage                        | guide/source                      | orchestrator, curator, & collaborator  |
| Students role...          | largely passive             | emerging active; “ownership”      | active; w/ownership; responsibility    |

**Source:** “The genesis and emergence of Education 3.0 in higher education and its potential for Africa” by Keats and Schmidt (2007)

Moving from Education 1.0 to Education 3.0 has caused some changes in the perception of the teaching-learning process. Obviously, the role of teachers and students has changed through the time and with the arrival of new paradigms of teaching as Education 3.0. The chart above represents the main characteristic of each paradigm of Education through the years. How education went from traditional with standard texts, students passive role, and no technology to innovative paradigm with interaction in the classrooms, development of

competences. Moreover, the following chart shows how Education has evolved according to each paradigm:

| <b>Table 1: Educational generations in higher education</b> |  |  |  |
|---|--|--|--|
| <b>Characteristics</b>                                      | <b>Education 1.0</b>   | <b>Education 2.0</b>   | <b>Education 3.0</b>   |
| Primary role of professor                                   | Source of knowledge  | Guide and source of knowledge  | Orchestrator of collaborative knowledge creation   |
| Content arrangements  | Traditional copyright materials  | Copyright and free/open educational resources <i>for</i> students within discipline, sometimes across institutions   | Free/open educational resources created and reused <i>by</i> students across multiple institutions, disciplines, nations, supplemented by original materials created <i>for</i> them |
| Learning activities   | Traditional, essays, assignments, tests, some groupwork within classroom   | Traditional assignment approaches transferred to more open technologies; increasing collaboration in learning activities; still largely confined to institutional and classroom boundaries | Open, flexible learning activities that focus on creating room for student creativity; social networking outside traditional boundaries of discipline, institution, nation           |
| Institutional arrangements                                  | Campus-based with fixed boundaries between institutions; teaching, assessment, and accreditation provided by one institution | Increasing (also international) collaboration between universities; still one-to-one affiliation between students and universities   | Loose institutional affiliations and relations; entry of new institutions that provide higher education services; regional and institutional boundaries breakdown                    |
| Student behaviour   | Largely passive absorptive   | Passive to active, emerging sense of ownership of the education process  | Active, strong sense of ownership of own education, co-creation of resources and opportunities, active choice  |
| Technology  | E-learning enabled through an electronic learning management system and limited to participation within one institution      | E-learning collaborations involving other universities, largely within the confines of learning management systems but integrating other applications                                      | E-learning driven from the perspective of personal distributed learning environments; consisting of a portfolio of applications  |

**Source:** “The genesis and emergence of Education 3.0 in higher education and its potential for Africa” by Keats and Schmidt ( 2007)

The chart above reviews the main differences between the three generations of education. Whether the teacher has an important role in Education 1.0 by being the one who provided the information, in Education 3.0 is the student who has the most active role during the process. Furthermore, with education 1.0, the learning was more traditional with old-style activities such as listening to the teacher, test, taking notes, reading texts, textbooks and worksheets. Also, education was standardized, and students were seemed as receptacles of knowledge; basically, education 1.0 was a routine.

However, in education 2.0, students started to have a more active role; they read but also comment the texts, share with their classmates, and interact more with the content and teacher. Education 2.0 started with the teacher-to-student and – student-to-student relationships creating an interactive and collaborative learning environment. According to Keats and Schmidt (2007), “the process of education itself is not transformed significantly



although the groundwork for broader transformation is being laid down”. The traditional education changed a little bit with the arrival of education 2.0, so students used a variety of activities such as videos, blogs, and other networking in the classroom.

Finally, Education 3.0 is characterized by giving students the opportunity to build new skills, implementing technology into every lesson, and giving students a role as creators and active participants. Vygotsky (1962) said that “Social constructivism recognizes that culture plays a large role in cognitive processes and learning and student dialogue and discussion and collaborative learning processes are emphasized.” Technology has entered education with new ways not only to teach but to evaluate students. Nowadays, teachers can implement digitized learning content, adaptive online tests, videos of teachers and students. Basically, Education 3.0 is based on learning by doing since students have an active role that helps students to develop the 21<sup>st</sup> century skills such as critical thinking, problem-solving, and decision making skill. As Gerstein (2013) stated that “The role of the educator in this new environment transforms from being gatekeepers of knowledge to becoming model learners who can demonstrate self-directed learning.”

## **2.5. DIFFERENCES AMONG A TEST, AN EVALUATION AND AN ASSESSMENT**

In educational settings, assessment, evaluation, and testing are all used to measure the degree of mastery that students have achieved in relation to materials provided by teachers, and how well students are reaching the objectives set at the beginning of a term for a specific subject. Although people may believe that assessments simply hand over teachers with data on which they can set up a base for scoring or grading, assessments make students judge their learning process as well.

For instance, it is important to settle the differences each kind of activity has in the process of education. There are three different terms for referring to the process of understanding how much a person knows about a given topic and that each term has a different meaning, and they are: testing, evaluate, and assessment.

### **2.5.1 TESTING**

Simply put “a test refers to a tool, technique or a method that is intended to measure students’ knowledge or their ability to complete a particular task” (Rhalmi, 2018). In this sense, testing can be considered as a form of assessment. There are two important features that must be taken into account to guarantee the quality and usefulness of the test which are validity and reliability.

As HR- guide (2018) illustrates, that “reliability refers to how dependably or consistently a test measures a characteristic”. On the other hand, validity has also great relevance to design a test. According to HR- guide (2018) “Validity refers to what characteristic the test measures and how well the test measures that characteristic”. It is important for educators to know the difference between both elements; On the one hand, validity is meant to show how good and good a test is for a specific setting; while on the other hand, reliability shows how accurate a score on a test is.

### **2.5.2 EVALUATION**

The term comes from the French word ‘évaluer’, meaning “to find the value of”. In the educational context, the verb ‘to evaluate’ often collocates with terms such as: the effectiveness of an educational system, a program, a course, instruction, and a curriculum (Rhalmi, 2018). So, teachers use evaluation to find out how students’ grasp of contents is going, and to decide if the methodology used has to be changed in order to propitiate a better environment where learning can take place without complication.

According to Weiss (1972), “evaluation refers to the systematic gathering of information for the purpose of making decisions. It is not concerned with the assessment of the performance of an individual, but rather with forming an idea of the curriculum and making a judgment about it”. This suggests that teachers should base their scores on different criteria and evidence, taking into consideration the course standards for sure. Evaluation is therefore

greater and may perhaps contain an analysis of all the aspects that the curriculum expects students to have.

### **2.5.3 ASSESSMENT**

Whereas evaluation focuses on making judgments about a lesson, a curriculum, or an educational system, assessment pinpoints students' performance. In other words, teachers assess students but evaluate methods and systems. As noted by Great School Partnership (2015) the word assessment "refers to the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students", so teachers can frame and think of what they know and can do with the information obtained.

The verb 'assess' often collocates with skills, abilities, performance, aptitude, competence. According to Le Grange, L.L. and Reddy (1998), "Assessment occurs when judgments are made about a learner's performance, and entails gathering and organizing information about learners in order to make decisions and judgments about their learning". Teachers can assess students for diverse purposes, for example to evaluate educational needs, to diagnose students' academic preparation, to measure their development and to measure skill acquisition.

#### **2.5.3.1 TYPES OF ASSESSMENT**

According to the author Rhalmi (2018), Assessment can be divided into different types such as:

- **Formative assessment:** It is process-oriented and is also referred to as 'assessment for Learning'. It is an ongoing process to monitor learning, the aim of which is to provide feedback to improve teachers' instruction methods and improve students learning.

- Summative assessment: It is product-oriented and is often referred to as ‘Assessment of Learning’. It is used to measure student learning progress and achievement at the end of a specific instructional period.
- Alternative assessment: It is also referred to as authentic or performance assessment. It is an alternative to traditional assessment that relies only on standardized tests and exams. It requires students to do tasks such as presentations, case studies, portfolios, simulations, reports, etc. Instead of measuring what students know, alternative assessment focuses on what students can do with this knowledge.

All types of assessments key components of learning process as it helps students improve. Once students are able to see how they are doing in a specific subject, they are able to determine whether or not they understand what is taught in classes. Assessment can help motivate students as well; if students know they are doing poorly, they may begin to work harder to obtain better results in upcoming assessments.

### **2.5.3.2 THE REAL PURPOSE OF ASSESSMENTS IN EDUCATION**

Assessment serves as a single evaluation system, and as a form to compare performance across people. Still, with numerous types of assessments, it can sometimes be hard to keep the real purpose of assessing in view.

According to Lynch (2016), “the purpose of assessment is to gather relevant information about student performance or progress, or to determine student interests to make judgments about their learning process. After receiving this information, teachers can reflect on each student’s level of achievement, as well as on specific inclinations of the group, to customize their teaching plans”.

Therefore, constant assessment provides regular feedback about the learning and teaching process. Assessment can strengthen the efficiency of teaching and learning, and it also boosts the understanding of teaching as a constructive process that progresses over time with feedback from students.

The Advocate (2016) illustrates a list of reasons why student assessments are necessary:

- Throughout a lesson or unit, the teacher might want to check for understanding by using a formative assessment.
- Students who are experiencing difficulties in learning may benefit from the administration of a diagnostic test, which will be able to detect learning issues such as reading comprehension problems, an inability to remember written or spoken words, hearing or speech difficulties, and problems with hand–eye coordination.
- Students generally complete a summative assessment after completing the study of a topic. The teacher can determine their level of achievement and provide them with feedback on their strengths and weaknesses. For students who did not master the topic or skill, teachers can use data from the assessment to create a plan for remediation.
- Teachers may also want to use informal assessment techniques. Using self-assessment, students express what they think about their learning process and what they should work on. Using peer assessment, students get information from their classmates about what areas they should revise and what areas they are good at.

## **2.6 DEVELOPING WRITTEN TESTS**

According to Clay (2001), “Creating a test is one of the most challenging tasks confronting an instructor. Unfortunately, many of us have had little, if any, preparation in writing tests”. Teachers must now there are simple details that must be well done in order to make the written test appealing and effective and such details are space, size of letter, graphic representations, etc.

### **2.6.1 PRESENTATION OF WRITTEN TEST**

First, every test must have some generalities such as; the name of the institution, school, or university, name of the subject which will be evaluated in the test, name of the teacher, date, and objectives. Also, as Clay, (2001) said “Leave space for the students name if they write on the exam”. Since there are many students, to have the space for there to write

down their names is important in order to have a better controlled and organized way to graded, and return them to students.

Second, teachers must remember that students need space to work, so as Clay (2001) stated “leave the appropriate amount of space for each item... leave wide enough margins for your comments, points, etc.” written tests gives students the opportunity to answer and write a lot, so teachers must consider how much they want students to write to leave the needed space.

Moreover, written test should have a size letter which students can understand. According to Galt (2018), the size of letter should be “minimum font size of point 12 should be used”, so students can read clearly the test. Also, Galt (2018) said that teachers must “avoid underlining and use of italics. It is better to use bold to format documents”. Teachers should keep the format of the test simple by using type of letter such as: Calibri, Verdana, Times New Roman or Arial, and written test must be justified and left aligned.

### **2.6.2 TIME TO SOLVE WRITTEN TEST**

To determine how much time is necessary to complete an exam, it is necessary to take into consideration a time estimated based on the degree of difficulty of each of the items. For instance, an exam consisting of only 30 false and true questions will take a shorter time than an essay question test since it demands that students create and organize their ideas for what is required. On many occasions, is very common that some students complain that they have had a low grade because they could not complete test. For that, the Educational Testing Service (2003) recommends educators to “Take a look at each student’s strengths and weaknesses, based on his or her patterns of performance. This information can help you arrange for the next set of instructions to either remedy problems or build on strengths”. Knowing what the skills and abilities of the students are, it is possible to calculate a time limit to complete a test based on the difficulty or ease of the questions

### **2.6.3 DIRECTIONS IN WRITTEN TESTS**

When designing an exam, teachers usually seek to include various types of items to exploit as much of the student's skills as possible. As Clay (2001) declares “Well constructed tests motivate students and reinforce learning. Well-constructed tests enable teachers to assess

the students' mastery of course objectives. Tests also provide feedback on teaching, often showing what was or was not communicated clearly". Unfortunately, often the bad writing of the instructions in each one of the parts of the test can cause confusion in students and prevents them from giving their best performance.

Besides, Clay (2001) states: "the vocabulary used in the test should reflect the language that is used in classes". Also, he emphasizes that the language must be simple, clear, and free of nonfunctional material. It is really necessary to take enough time to write clear and concise instructions, and in the best of cases, write examples of how each section of the test should be completed; this will guarantee a better understanding on students; what may be clear to the author, may not be clear to students.

#### **2.6.4 VOCABULARY**

Vocabulary can be defined as the knowledge of words meanings that students might know in order to communicate and understand effectively. During the process of language learning, vocabulary knowledge is essential because as (Schmitt, 2010) states "a large vocabulary is needed for someone who wants to use language in a correct way." Vocabulary knowledge can frequently interfere while conveying or understanding ideas. As McCarthy (1990) declared "Without words to express a wider range of meanings, communication in an L2 just cannot happen in any meaningful way."

Also, Allen (1999) highlighted that "lexical problems frequently interfere with communication; communication breaks down when people do not use the right words". The level of vocabulary knowledge makes a huge difference while students are learning because sometimes, they can misunderstand what teachers are explaining. To acquire vocabulary is vital during the learning process because students must develop their ideas or arguments accurately and fluently. As Miller and Gildea (1987) said "Knowing a word by sight and sound and knowing its dictionary definition are not the same as knowing how to use the word correctly and understanding it when it is heard or seen in various contexts."

Word Knowledge can be divided into two forms: receptive and productive. As Hiebert and Kamil (2005) declared “Receptive vocabulary includes words that are recognized when they are heard or seen. Productive vocabulary includes words that are used when people speak or write. Receptive vocabulary is typically larger than productive vocabulary, and may include many words to which people assign some meaning, even if they don’t know their full definitions and connotations – or ever use them themselves as they speak and write.”

Acquiring vocabulary knowledge can be difficult for some students. Webb, S, Newton, and Chang (2013) declare that “the educator's way to deal with instructing, and the classroom exercises are essential factors that influence L2 vocabulary adapting, thus, it is critical to think about methods for upgrading instructor coordinated vocabulary adapting, for example, utilizing amusements in the classroom, and to examine convictions identified with such systems.” Teachers must look for different activities to make student get involved in the learning process. For example, Ashrafa, Ghanei, and Salamic (2014) pointed out that “Fun activities can help establishing the relationship between the words to other lexical items so that a vocabulary network is built up.”

The acquisition of vocabulary is a basic and fundamental element to master a new language. According to Hatch and Brown (1995), vocabulary is a set of words belonging to a particular language or a list of words used by individual speakers of a language. Vocabulary is a central aspect of English language teaching, since it is the means by which students are able to understand the teacher, and at the same time, to express their own ideas.

It is claimed by Wilkins (1972) “. . . while without grammar very little can be conveyed, without vocabulary nothing can be conveyed” so that it is possible that a student of a basic level can manage to communicate with some useful and basic words although violating grammatical rules. As Schmitt, (2010) argues, “Learners carry around dictionaries and not grammar books”. The vocabulary seen in class should be the same evaluated in the tests. That is why; teachers should really pay attention to what vocabulary are they asking students to use while answering written tests.



### **2.6.5 GRAMMAR STRUCTURES**

Learning a new language requires to master vocabulary, grammar structures, fluency, etc. for some students grammar structures are the ones who represent more trouble. Grammar can be defined as ““The rules by which words change their forms and are combined into sentences, or the study or use of these rules”. Longman, (2001) If students want to speak English efficiently and proficiently, grammar is necessary.

According to Scrivener (2003), “grammar is not just a dry list of facts and rules. It is in our heads and it is a living resource that gives us the ability to communicate our ideas and feelings and to understand what other people say or write to us.” Students must know grammatical rules and structures in order to communicate with others and understand others.

Moreover, there are different types of teaching grammar such as overt and covert. First, overt grammar is defined by Harmer (1995), “Covert grammar teaching is where grammatical acts are hidden from the students – even though they are learning the language”. This type of grammar is learnt subconsciously and can be implemented by using paragraphs, essays, and reading texts or in assessing activities such as filling the blanks. On the other hand, overt grammar is learnt consciously. As Harmer (1995) said that “With overt grammar teaching, the teacher makes students aware of grammar rules whilst with covert grammar teaching there is only a hope that students would absorb the grammar information and acquire it.”

### **2.7 DEVELOPING ONLINE WRITTEN TESTS**

Nowadays written tests can be created and developed online instead of the regular (Education 1.0) tests that are all on paper. This type of exams are called Computer-based Exams (CBE), and they can be taken either in an online way at home or in a computer laboratory at schools, institutes, colleges or universities. Since the 1990s, the explosive growth of the internet has begun to raise the possibility that testing online, on demand might replace the traditional ‘examination day’ model, although many technical and educational challenges remain. (Burkhardt & Pead, 2003)

CBEs can be developed either online or in already downloaded or saved file in a computer, this depends on the internet connection and resources that the place of the test has. At Computer-based Exams, students sit in front of a computer and the questions are presented on the monitor and they submit the answers through the use of keyboard or mouse. Each computer is connected to a server, which prepares the question set and delivers it to students on the computer.

There are some aspects that the British Columbia Institute of Technology (2010) recommends in Developing Written test to take into consideration for the online testing environment:

- Scoring

Online testing software will automatically score multiple-choice, true/false and matching questions. Teachers will still need to continue marking short- and long-answer questions. Online testing software also allows you to hand mark those questions scored automatically.

- Immediate feedback

Online testing software often provides the opportunity to give students immediate feedback based on their answers. Receiving relevant and immediate feedback can be motivating for students. Selecting this option is often beneficial in self-tests. Ensure that your feedback responses are related to the content of the question and are providing help to the student.

- Random question order

Online testing software often provides the opportunity to alter the order of the questions for each test-taker. If teachers decide to use this feature, it is important that the questions on your written test do not refer to or depend on previous questions. Ensure that each question can appear in any order.

- Test banks

Some online testing software allows teachers to create an exam that draws questions from a test bank. For example, teachers can create a test of 100 questions but the software pulls these 100 questions from a test bank of more than 100 questions. No two test-takers will get the same questions on the exam. When creating test banks, ensure that each question is of equal value and applies to the same learning outcome. Teachers must consider creating subgroups of questions based on learning outcomes within a test bank, so that the software will draw on a breadth of questions covering all the learning outcomes.

- Number of attempts

Most online testing software will ask teachers to set how many attempts students will be allowed to take a test. The decision will be based on the purpose of the written test. Commonly, we give students unlimited attempts to complete self-assessments and one or two attempts to complete a scored written test.

- Duration of the test

Teachers will need to determine how much time the student will have to complete the online written test. Teachers can also allow an unlimited duration. Once the test is launched, most online testing software counts down the time and will close the exam after the time period is over. After teachers create a written test, they will need to determine the time in which a student can reasonably be expected to complete it. A good time to determine this is when teachers are testing their tests.

- Sample quiz

It is a good practice to provide students with a sample quiz to try before they are to take the written test. A sample quiz gives them the opportunity to learn the testing software before they take the written test. A sample quiz also allows them to test the compatibility of their own computers with the testing software. Allow enough lead time for a sample quiz before the written test so that students will have time to resolve any technical difficulties.

## **2.8 DEVELOPING GROUP PROJECTS**

Group projects involve students working collaboratively on set tasks, in or out of the classroom. Group projects include any learning and teaching tasks or activities that require students to work in groups or any formal assessment tasks that require students to work in groups. Group projects can help students develop a host of skills that are increasingly important in the professional world (Caruso, H. M. and Woolley, A. W., 2008). In other words, if structured well, group projects can promote important intellectual and social skills and help to prepare students for a work world in which teamwork and collaboration are key aspects.

### **2.8.1 WORKING ON GROUP PROJECTS AT UNIVERSITY**

There are many occasions when teachers will ask students to work with other students on the course either at school or university: group projects involve students to work together to complete a piece of assessed work. There are some activities that group projects may involve such as:

- Researching and writing a report;
- Devising and writing up an experiment;
- Working to a design brief to design a new product or service.

Group projects often involve a substantial task that is undertaken over an extended period. Students might be required to manage their own work independently of the teaching staff and the outcomes of the group's work (a report, poster or presentation) may be assessed in a variety of different ways.

### **2.8.2 BENEFITS OF GROUP WORK**

According to Leicester (2009), properly structured, group projects can reinforce skills that are relevant to both group and individual work, such as:

- Increased productivity and performance: groups that work well together can achieve much more than individuals working on their own. A broader range of skills can be

applied to practical activities and sharing and discussing ideas can play a pivotal role in deepening your understanding of a particular subject area.

- **Skills development:** being part of a team will help students develop their interpersonal skills such as speaking and listening as well as team working skills such as leadership, and working with and motivating others. Some of these skills will be useful throughout their academic career and all are valued by employers.
- **Knowing more about themselves:** collaborating with others will help identify their own strengths and weaknesses (for example, someone may be a better leader than listener, or another one might be good at coming up with the 'big ideas' but not so good at putting them into action). Enhanced self-awareness will both help their approach to learning and will be invaluable when they come to write their CV or complete job application forms.

### **2.8.3 KEY FACTORS FOR SUCCESSFUL GROUP PROJECTS**

Factors that are conducive to creating effective teams that have a better chance of success in reaching their goals include:

- **Strong team leadership:** Teams need a strong leader. This does not mean someone who will take charge and make all decisions. On the contrary, a good team leader will bring out the best in the team members. They will know the individual strengths and weaknesses of the team and utilize that information to ensure the team composition has the best combination of skills to be successful. In fact, a strong leader empowers the team members to work through issues and make decisions but know when to step in to keep the moving forward.
- **Common goals and objectives:** It is common that when individuals first come together to form a team, each individual member has his/her own goals and objectives. The role of the team leader is to ensure that the team focuses around common goals and objectives. To follow a common goal helps to provide direction to the team and sets the stage for moving forward.

- Process for getting things done: A team must have a way of working together. There must be processes that the team members follow to make decisions, assign tasks, and manage conflicts that arise, and achieve their goals.
- Diversity among members: Diversity includes not just race, gender or cultural differences; but also, diversity in experiences; and skills. Diversity among team members is essential to ensure that the members have the skills and experience necessary to manage the tasks they are assigned and meet their goals
- Time to learn about each other: Take the time, before the project kicks into gear, to enable the project team members to spend some time together and get to know each other. This helps to build trust which is needed if a team is going to be effective.

## 2.9 ASSESSING TESTS

Although there are different kinds of tests educators can use, there are some questions proposed by Constructing Tests (2019) that they can ask themselves to measure their effectiveness and quality:

- Did I test for what I thought I was testing for?

If teachers wanted to know whether students could apply a concept to a new situation, but mostly asked questions determining whether they could label parts or define terms, then you tested for recall rather than application.

- Did I test what I taught?

For example, the questions may have tested the students' understanding of surface features or procedures, while you had been lecturing on causation or relation—not so much what the names of the bones of the foot are, but how they work together when we walk.

- Did I test for what I emphasized in class?

Make sure that you have asked most of the questions about the material you feel is the most important, especially if you have emphasized it in class. Avoid questions on obscure material that are weighted the same as questions on crucial material.

- Is the material I tested for really what I wanted students to learn?

For example, if the teacher wanted students to use analytical skills such as the ability to recognize patterns or draw inferences, but only used true-false questions requiring non-inferential recall, teachers might try writing more complex true-false or multiple-choice questions.

### **2.9.1 TYPES OF ASSESSING ACTIVITIES IN WRITTEN TESTS**

There are many types of evaluations; however, written test are the most common type in classrooms. As stated by Future, National Commission on Teaching & America (1996): “while assessment options are diverse, most classroom educators rely on text and curriculum-embedded questions and tests that are overwhelmingly classified as paper-and-pencil”. According to British Columbia Institute of Technology (2010), “written tests are mostly for evaluating knowledge-based learning outcomes”. So that, teachers must really know the type of written test and assessing activities they implement with their students. Some of the most common assessing activities in a written test are the following:

- Short test questions

As presented in Exam Questions: Types (n.d), “Short answer questions are typically composed of a brief statement that demands a written answer that varies in length from one or two words to a few sentences. They are most often used to test basic knowledge of key facts and terms”. However, this type assessing activities have good and bad outcomes. It is good because they are easily and swiftly to formulate. Also, they are let students think creatively since they have to sum up their ideas in order to make them short. Nevertheless, grading can be difficult since every student formulate a different answer.

British Columbia Institute of Technology presents a check list guide in order to construct good short-answer test questions.

***When writing short-answer test questions, I need to:***

1. Use a clear statement or question .....
2. Use language that is appropriate to the job situation .....
3. Avoid grammatical clues .....
4. Give directions that refer clearly to a graphic if one is used .....
5. Specify units and the required degree of precision for answers .....
6. Ensure that writing spaces are long enough for the correct answer .....

***When asking students to fill in blanks, I need to:***

7. Omit only important words for blanks .....
8. Place blanks toward the end of the statement .....
9. Ensure that each blank calls for a single idea .....
10. Ensure that blank lines are the same length .....

Source: "Developing Written Tests (2010) by British Columbia Institute of Technology

- Long or essay test questions

Long or essay answers contain as stated by British Columbia Institute of Technology (2010) "case studies or scenarios that require the student to apply, analyze, synthesize, or evaluate related products, processes, information, ideas, or procedures". This type of assessing activity provides students the opportunity to write an extensive answer. As indicated by Exam Questions: Types (n.d), "This openness allows students to demonstrate that they can integrate the course material in creative ways. As a result, essays are a favored approach to test higher levels of cognition including analysis, synthesis and evaluation.

However, the requirement that the students provide most of the structure increases the amount of work required to respond effectively". Obviously, long or essay answers will take more time not just to be replied by students, but also to formulated and grading by teachers. Teachers will have the limitation to ask just few questions in order to avoid a tedious exam for students.



This type of questions is useful to evaluate the writing ability of students, coherence, and creativity to write, analysis of students, ability to explain, and organize their thoughts. British Columbia Institute of Technology presents a check list guide in order to construct long or essay test questions.

***When constructing long-answer test questions, I need to:***

1. Give clear instructions on how to answer the question .....
2. Use words that the student can understand .....
3. Test only essential abilities .....
4. Clarify the limits on the required answer .....
5. Identify the assigned grade value of the question .....
6. Construct my scoring method before giving the test .....
7. Ensure that students understand how their answers will be scored .....

Source: “Developing Written Tests (2010) by British Columbia Institute of Technology

- Multiple Choice questions

They are “composed of one question (stem) with multiple possible answers (choices), including the correct answer and several incorrect answers (distractors)”. This type of questions are easy to score by teachers and answer by students. Basically, teachers implement multiple choice exams to measure the learning outcomes, recognition of information, and analysis of students.

As Clay (2001) states that “multiple choice items are considered to be among the most versatile of all item types. They can be used to test factual recall as well as levels of understanding and ability to apply learning”, these questions are effective, and versatile. Students write less, but teachers have to construct good test items to make these questions a real challenge to students. So that, British Columbia Institute of Technology presents a check list guide in order to construct multiple choice test questions:

|   |                          |
|---|--------------------------|
| <b>To write good stems, I check that:</b>   |                          |
| 1. The stem presents a clearly stated problem .....   | <input type="checkbox"/> |
| 2. Words are kept to a minimum .....  | <input type="checkbox"/> |
| 3. Normal language of the job is used .....   | <input type="checkbox"/> |
| 4. Stems are stated positively wherever possible .....  | <input type="checkbox"/> |
| 5. Important words are emphasized .....   | <input type="checkbox"/> |
| 6. Stem is grammatically consistent with the alternatives .....                                   | <input type="checkbox"/> |
| 7. Stem is parallel in form to the alternatives .....   | <input type="checkbox"/> |
| 8. Only officially recognized abbreviations are used .....  | <input type="checkbox"/> |
| <b>To write good alternatives, I check that:</b>  |                          |
| 1. Repetition in all the alternatives is avoided .....  | <input type="checkbox"/> |
| 2. Similar wording in stem and alternative is avoided .....                                       | <input type="checkbox"/> |
| 3. "All of the above" and "None of the above" are avoided .....                                   | <input type="checkbox"/> |
| 4. Alternatives are listed logically (e.g., in order of numerical size, rather than random) ..... | <input type="checkbox"/> |
| 5. Alternatives are all about the same length .....   | <input type="checkbox"/> |
| 6. Normal language of the job is used .....   | <input type="checkbox"/> |
| 7. Absolute words such as "never" and "always" are avoided .....                                  | <input type="checkbox"/> |
| <b>To include the answers, I check that:</b>  |                          |
| 1. Answer is the only correct one, or clearly the best .....                                      | <input type="checkbox"/> |
| 2. Answer is not obvious because of another question .....  | <input type="checkbox"/> |
| 3. Position of answer in the alternatives list varies unpredictably .....                         | <input type="checkbox"/> |
| <b>To write good distractors, I check that:</b>   |                          |
| 1. All distractors are believable .....   | <input type="checkbox"/> |
| 2. Distractors are similar in form or otherwise harmonious with the answer .....                  | <input type="checkbox"/> |

Source: "Developing Written Tests (2010) by British Columbia Institute of Technology

- True/False questions

True-false questions are as defined by Clay (2001), "are those in which a statement is presented and the student indicates in some manner whether the statement is true or false. In other words, there are only two possible responses for each item, and the student chooses between them. True-false questions are well suited for testing student recall or comprehension. Students can generally respond to many questions, covering a lot of content, in a fairly short amount of time". This type of questions let students answer quickly, and useful to evaluate students' ability to analyze and recognize correct answers, and students' understanding.

For teachers, true-false questions are easy to formulate and score. True-False questions are sometimes seemed as not meaningful assessing activities because they are not as complex as long questions. However, if teachers formulate effective questions, a variety of

content can be tested. British Columbia Institute of Technology presents a check list guide in order to construct true-false test questions:

- When writing true/false test questions, I need to:***
1. Use statements that are absolutely true or false .....
  2. Use language appropriate to the job situation .....
  3. Ensure that statements are simple and easy to read .....
  4. Ensure that each statement tests only one idea .....
  5. Avoid negatives unless they are very important .....
  6. Check that statements are specific and direct, not implied .....
  7. Ensure that parts of each statement are either all true or all false .....
  8. Name the authority when opinions or values are tested .....
  9. Avoid direct quotes from the textbook .....
  10. Use approximately the same number of true and false statements .....
  11. Try to make the lengths of statements about equal .....

Source: “Developing Written Tests (2010) by British Columbia Institute of Technology

- Matching questions

To Clay (2001), a matching test question consists on “two columns: one column of stems or problems to be answered, and another column of responses from which the answers are to be chosen. Traditionally, the column of stems is placed on the left and the column of responses is placed on the right”. This type of questions is useful to score the students’ knowledge, comprehension, recall of information. For teachers, matching test questions are quick to create. However, for students, they are more complex to answer since students need time to assimilate, read, and analyze each item. The University of Waterloo presents a checklist to create effective matching questions in the following chart:

| <i>Avoid</i>  | <i>Do use</i>  |
|---|--|
| <p><b>In the stem:</b></p> <ul style="list-style-type: none"> <li>• Long / complex sentences</li> <li>• Trivial statements</li> <li>• Negatives and double-negatives</li> <li>• Ambiguity or indefinite terms, absolute statements, and broad generalization</li> <li>• Extraneous material</li> <li>• Item characteristics that provide a clue to the answer misconceptions</li> </ul> <p><b>In the choices:</b></p> <ul style="list-style-type: none"> <li>• Statements too close to the correct answer</li> <li>• Completely implausible responses</li> <li>• 'All of the above,' 'none of the above'</li> <li>• Overlapping responses (e.g., if 'A' is true)</li> </ul> | <p><b>In the stem:</b></p> <ul style="list-style-type: none"> <li>• Your own words – not statements straight out of the textbook</li> <li>• Single, clearly formulated problems</li> </ul> <p><b>In the choices:</b></p> <ul style="list-style-type: none"> <li>• Plausible and homogeneous distractors</li> <li>• Statements based on common student misconceptions</li> <li>• True statements that do not answer the questions</li> <li>• Short options – and all same length</li> <li>• Correct options evenly distributed over A, B, C, etc.</li> <li>• Alternatives that are in logical or numerical then 'C' is also true) order</li> <li>• At least 3 alternatives</li> </ul> |

Source: "Exam Questions: Types, Characteristics, and Suggestions" by University of Waterloo.

- Building up items

Generally, written exams include exercises intended to merely assess students' mastery of grammar. An exercise frequently included in the Intensive Advanced English II written tests is the "building up section" where the main purpose is to summarize all the contents studied in class in the same exercise since several contents can be evaluated. These exercises consist of a series of patterns (including verb tenses, adjectives, adverbs, nouns, irregular verbs or specific words) to create coherent and well-structured sentences from these specifications.

For example, if students have been studying the uses of the simple past tense and past progressive, both topics can be evaluated in a single exercise to verify that the students have a complete understanding of both verbal tenses. For instance (iSLCollective, 2018) illustrates an exercise for students to create a sentence with the patterns: Question + Was/Were + subject +

base verb + ing + complement + conjunction + coinciding action in PS; a very good answer from students to this exercise could be: “Was he working yesterday when I called?”

As a result, educators can verify through these exercises the use of cognitive skills of students and the level of proficiency on specific topics; at the same time, evaluate their creativity to produce the written language and exploit their level of vocabulary. For this reason, this section is frequently used in written exams, especially when grammar is one of the main elements to assess.

## 2.10 TRADITIONAL ASSESMENT VS AUTHENTIC ASSESMENT

To better compare traditional vs. alternative assessments, here is a table that comprises the characteristics of both kinds of assessments:

| <b>TRADITIONAL ASSESMENT</b>  | <b>AUTHENTIC ASSESMENT</b>  |
|---|---|
| <ul style="list-style-type: none"> <li>• <u>Purpose</u>: to evaluate if the students have learned the content; to determine whether or not the students are successful in acquiring knowledge; to ascribe a grade for them; to rank and compare them against standards or other learners</li> </ul> | <ul style="list-style-type: none"> <li>• <u>Purpose</u>: to measure students’ proficiency by asking them to perform real life-tasks; to provide students many avenues to learn and demonstrate best what they have learned; to guide instruction; to provide feedback and help students manage their own learning; to also evaluate students’ competency</li> </ul> |
| <ul style="list-style-type: none"> <li>• Provides teachers a snapshot of what the students know</li> </ul>  | <ul style="list-style-type: none"> <li>• Provides teachers a more complete picture of what the students know and what they can do with what they know</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Measures students’ knowledge of the content</li> </ul>   | <ul style="list-style-type: none"> <li>• Measures students’ ability to apply knowledge of the content in real life situations; ability to use/apply what they</li> </ul>  |

|   |   |
|---|---|
|   | have learned in meaningful ways   |
| <ul style="list-style-type: none"> <li>• Requires students to demonstrate knowledge by selecting a response/giving correct answers; usually tests students' proficiency through paper and pencil tests</li> <li>• Students are asked to choose an answer from a set of questions (True or False; multiple choice) to test knowledge of what has been taught.</li> </ul> | <ul style="list-style-type: none"> <li>• Requires students to demonstrate proficiency by performing relevant tasks showing application of what has been learned</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Provides indirect evidence of learning</li> </ul>  | <ul style="list-style-type: none"> <li>• Provides direct evidence of learning/competency; direct demonstration of knowledge and skills by performing relevant tasks</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Requires students to practice cognitive ability to recall/recognize/reconstruct body of knowledge that has been taught</li> </ul>  | <ul style="list-style-type: none"> <li>• Provides opportunities for students to construct meaning/new knowledge out of what has been taught</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Tests and strengthens the students' ability to recall/recognize and comprehend content, but does not reveal the students' true progress of what they can do with the knowledge they acquired. Only the students' lower level of thinking skills, (knowledge and comprehension), are tapped.</li> </ul>                         | <ul style="list-style-type: none"> <li>• Tests and strengthens the students' ability to reason and analyze, synthesize, and apply knowledge acquired; Students' higher level of cognitive skills (from knowledge and comprehension to analysis, synthesis, application, and evaluation) are tapped in multiple ways.</li> </ul> |
| <ul style="list-style-type: none"> <li>• Hides the test</li> </ul>  | <ul style="list-style-type: none"> <li>• Teaches the test</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Teachers serve as evaluators and students as the evaluatees: teacher-structured</li> </ul>   | <ul style="list-style-type: none"> <li>• Involves and engages the students in the teaching, learning and assessment</li> </ul>  |

|  |  |
|--|--|
|  | process: student structured  |
| <ul style="list-style-type: none"> <li>• Assessment is separated from teaching and learning. Test usually comes after instruction to evaluate if the students have successfully learned the content.</li> </ul>              | <ul style="list-style-type: none"> <li>• Assessment is integrated with instruction. Assessment activities happen all throughout instruction to help students improve their learning and help teachers improve their teaching.</li> </ul>                 |
| <ul style="list-style-type: none"> <li>• Provides limited ways for students to demonstrate what they have learned</li> </ul>   | <ul style="list-style-type: none"> <li>• Provides multiple avenues for students to demonstrate best what they have learned</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Rigid and fixed</li> </ul>  | <ul style="list-style-type: none"> <li>• Flexible and provides multiple acceptable ways of constructing products or performance as evidence of learning</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Standardized; valid and reliable</li> </ul>   | <ul style="list-style-type: none"> <li>• Needs well defined criteria/rubrics and standards to achieve reliability and validity</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Curriculum drives assessment.</li> </ul>  | <ul style="list-style-type: none"> <li>• Assessment drives curriculum and instruction.</li> </ul>  |
| <p>Examples:</p> <ul style="list-style-type: none"> <li>• True or False; multiple choice tests</li> <li>• standardized tests</li> <li>• achievement tests</li> <li>• intelligence tests</li> <li>• aptitude tests</li> </ul> | <p>Examples:</p> <ul style="list-style-type: none"> <li>• demonstrations</li> <li>• hands-on experiments</li> <li>• computer simulations</li> <li>• portfolios</li> <li>• projects</li> <li>• multi-media presentations</li> <li>• role plays</li> </ul> |

|  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>• recitals</li> <li>• stage plays</li> <li>• exhibits</li> </ul> |
|--|---|

Note: Reprinted from “Traditional vs. Authentic Assessment”, by Daizeabdao., (2017). Retrieved from <https://abdao.wordpress.com/2015/07/18/traditional-vs-authentic-assessment/>

From the table presented above, it can be concluded that Traditional Assessment apply methods of testing, usually standardized that makes use of multiple-choice, true or false or matching type test items while Authentic Assessment apply methods in which students are asked to perform real-world tasks that show meaningful application of what they have learned. Education 3.0 intends to boost the usage of more Authentic Assessment and minimize traditional assessment since students’ needs are not the same as the ones of students from 15 years ago; evolution needs to take place in this educational setting.

## 2.11 EDUCATION 3.0 SKILLS

In the traditional education, the most important skills to master were the three Rs - receiving by listening to the teacher; responding by taking notes, studying text, and doing worksheets; and regurgitating by taking the same assessments. However, in the modern word, they are not enough. Today’s students want and need to develop new skills called the 4 C’s: collaboration, communication, creativity, and critical thinking. Also, Obama (2009) said “I’m calling on our nation’s governors and state education chiefs to develop standards and assessments that don’t simply measure whether students can fill in a bubble on a test, but whether they possess 21st century skills like problem-solving and critical thinking and entrepreneurship and creativity.” Basic knowledge is no longer sufficient, so students must master information to live and work in the 21<sup>st</sup> century.

Moreover, Duncan (2001) said “I want to develop a system of evaluation that draws on meaningful observations and input from [teachers’] peers, as well as a sophisticated assessment that measures individual student growth, creativity, and critical thinking.” If



students need to develop the 4 C's, students need to have different assessing activities which must be according to Education 3.0. Lessons, topics, and assessment must be reformed because students have different necessities from the past. How can students develop the 4C's with traditional education? According to the American Management Association (2010), "the "Four Cs" will become even more significant to organizations in the future". Students need to be better prepared for the new era jobs and to achieve that teachers must integrate the new paradigm of education called Education 3.0.

### **2.11.1 COLLABORATION**

Furthermore, Surowiecki (2005) says the importance of collaboration by remarking that "... a large group of diverse individuals will come up with better and more robust forecasts and make more intelligent decisions than even the most skilled 'decision maker.'" Multiple individual brings multiple ideas and perspectives. When students collaborate, they share ideas; they get better results, better solutions, and a more creative work. Through academic contents and assessing activities, teachers can help students develop this skill.

### **2.11.2 COMMUNICATION**

As Seefeldt, (2004) established that "social skills and communication skills go hand in hand". Children who look at the child they are talking with, who understand turn taking when communicating, and who know how to solve verbal conflicts, are those who make and keep friends easily. The Communicative skill is really important when learning English since students are always working in pairs or group to share their ideas comments about certain topics. When teachers asked students to communicate, they also want them to be confident, fluent, and accurate while talking. Today's jobs require people with communicative skill in order to interact, negotiate, and explain to others. Education 3.0 represents the paradigm where students can create their own ideas and share them with the others, so communicative skills are truly important.

Moreover, Brown and Duguid (2000) explain effective work teams as those in which “the talk and the work, the communication and the practice are inseparable.” Communication skill goes next to collaboration. Education 3.0 requires students to work and interact with others, so not only collaborative skill but also communicative skill need to be taught and practiced.

### **2.11.3 CREATIVITY**

According to philosophers Paul and Elder (2006), “...sound thinking requires both imagination and intellectual standards.” Creativity is part of the 4 C’s students must master. Since there are different learning styles, teachers should implement different activities to foster student’s creativity. By being open minded, teachers should allow students to have a range of activities. Creativity can be develop at the same time that critical thinking when students are asked to think to find solution to complex challenges and gives their own thoughts; they have the opportunity to creatively think.

### **2.11.4 CRITICAL THINKING**

Education 3.0 is obviously connected with critical thinker since some authors said that one can’t learn well without thinking well. Students not only need to memorize information, but also they need to have their own point of view, analysis, and opinions about the everyday life problems. People need to go beyond; to have their own perspective, and analyze deeply the issues or challenges in order to they have solutions. Education 3.0 where students actively participate fits perfectly to develop this skills since students need to discuss, debate investigate in order to get more information.

Education 3.0’ assessing activities require that students talk and interact with other students, teachers, and people in general to gather more information. Besides, Conley (2007) finds that “habits of mind” such as “analysis, interpretation, precision and accuracy, problem solving, and reasoning” can be as or more important than content knowledge in determining success in college courses.

### **2.11.5 COGNITIVE ABILITIES**

Nowadays, Education 3.0 seeks out to develop in students not only the 4 C's, but also the six levels within the cognitive domain which are knowledge, comprehension, application, analysis, synthesis, and evaluation. However, those levels were revised in 2005 by Webb leading to have the new levels of cognitive complexity: recall, basic application of skill/concept, strategic thinking, and extended thinking. Those levels focus on how students need to know the content before they have the capacity to respond a given item.

#### **2.11.5.1 RECALL**

According to Webb (2005), the first level “requires the recall of information, such as a fact, definition, term, or a simple procedure, as well as performance of a simple science process or procedure”. Recall entails receive or recite simple facts, so students do not have to analyze or comprehend a text. The questions are basically a form to make students memorize or paraphrase information that was already given. This level is a way to evaluate vocabulary of students since one of the main constituent is as stated by Webb (2005), “Use a dictionary to find the meanings of words”. Some of examples of questions of recalling are:

- What is the meaning of...?
- Who invented the...?

#### **2.11.5.2 BASIC APPLICATION OF SKILL/CONCEPT**

According to Clay (2001), this level is based on “applying general rules, methods, or principles to a new situation, including classifying something as a specific example of a general principle or using a formula to solve a problem”. Students are required to make some decisions, solve a problem, response to a procedure. Stated by Webb (2005), this level is represented by the following word “classify, organize, estimate, make observations, collect, display, and compare data.” Some of examples of questions of recalling are:

- What is an example of...?
- How is...related to...?

### 2.11.5.3 STRATEGIC THINKING

Stated by Webb (2005), strategic thinking “requires reasoning, planning, using evidence, and a higher level of thinking than the previous two levels.” Students have the opportunity to explain their ideas/thinking by using their own words. As Webb (2005) stated, “an activity, however, that has more than one possible answer and requires students to justify the response they give would most likely be at level 3”.

### 2.11.5.4 EXTENDED THINKING

As said by Webb (2005), extended thinking “requires complex reasoning, planning, developing, and thinking most likely over an extended period of time”. Multiple choice questions are part of extended thinking where students have to analyze, combine, and connect ideas in order to come up with the correct answer.

| <b>Webb’s Depth of Knowledge</b>   |  |   |
|------------------------------------|--|---|
| <b>Categories</b>                  | <b>Definition</b>  | <b>Examples of Action Words*</b>  |
| Recall                             | Student recalls facts, information, procedures, or definitions.  | Identify; recall; observe; recognize; use; calculate; measure; order  |
| Basic Application of Skill/Concept | Student uses information, conceptual knowledge, and procedures.  | explain; interpret; describe; classify; identify; order; recognize; predict; apply; use; calculate; organize; estimate; observe; collect; and display data          |
| Strategic Thinking                 | Student uses reasoning and develops a plan or sequence of steps; process has some complexity.  | analyze; order; explain; classify; arrange; compare; contrast; infer; interpret; calculate; categorize; examine; experiment; question; predict; evaluate; test      |
| Extended Thinking                  | Student conducts an investigation, needs time to think and process multiple conditions of the problem or task. (The item/task generally requires several days or weeks to complete.) | combine; arrange; rearrange; propose; evaluate; modify; invent; design; construct; organize; predict; infer; conclude; evaluate; create; experiment and record data |

Source: Depth-of-Knowledge levels for four content areas by Webb (2005)

## **2.12 CURRENT DESIGN OF INTENSIVE ADVANCED ENGLISH II WRITTEN TEST**

The Intensive advanced English II written test follows a format that has been used for 20 years; even though new paradigms of education have arrived, some schools and teachers implement the traditional paradigm of the 20's. Classroom with the teachers as the main character, students listening to the teacher, students memorizing information from textbooks, repeating what they learnt, and desks in rows are the major characteristics of classrooms where Education 1.0 is still used. Books, worksheets, written test where students just fill the blanks are part of the traditional tools (20<sup>th</sup> century) that are still working in the lessons during the 21<sup>st</sup> century. As teachers are used to previous paradigms, they do not reform tests specially the written test at the English language department, Western Multidisciplinary Campus of the University of El Salvador, written test has not been adjusted to the new era where students need to develop different skills. This situation makes researchers ask: do teachers have a lack of confidence to apply new paradigms? Or do they have lack of knowledge on these new paradigms?

According to Marroquin (2019), "Time changes, so does the type of students. They need to be exposed to real challenges. Students cannot be evaluated with the same type of tool that was used with other generations". Education should evolve as time and generations change. However, the written test from Intensive Advanced English II has had the same assessing sections such as building up, vocabulary charts; choose the correct sentence, and 20-line paragraph writing for 20 years. Students and teachers have manifested that the current design of the written test is too predictable since the very same sections are included in the test, and students tend to look for exams of previous years to confirm and pre-construct their possible answers. Sometimes the exam's format does not match the contents projected to be evaluated with the ones that have been studied in classes. So, researchers intend to redesign such test based on the Education 3.0 paradigm and propitiate the development and evaluation of students' skills (Collaboration, Communication, Creativity, and Critical Thinking) in examination.

## **CHAPTER III: METHODOLOGICAL DESIGN**

This chapter gives a thorough account of the holistic project that the researchers carried out at the Western Multidisciplinary Campus of the University of El Salvador, during semester I, 2019. Thus, it contains a detailed report of all the steps that were taken by the researchers during the whole research process as well as all the necessary techniques and tools that the researchers used and administered during the study. In this chapter, the researchers will describe thoroughly the methodology used in order to carry out the project.

### **3.1 PARADIGM AND DESIGN**

To carry out this holistic project “A Proposal for the Redesign of Intensive Advanced English II Written Test Based on Education 3.0 Paradigm at the English Language Department, Western Multidisciplinary Campus, University of El Salvador, 2019”, the researchers made use of quantitative and qualitative paradigms in order to gather data. The quantitative methods provided researchers with numerical data collected by means of interviews, questionnaires, and checklists. Meanwhile, the qualitative methods helped researchers to know the students’ and teachers’ attitudes and perspectives towards the problematic situation and their reactions and perceptions towards the proposal for the redesign. That is to say that the quantitative paradigm helped researchers to measure the functionality of the exam’s redesign, and the qualitative paradigm facilitated researchers to interpret the results of the investigation. Therefore, the researchers did a Projective Research because this type of study seeks to give a solution for a problematic situation, in this case, the old-fashioned design of Intensive Advanced English II written test.

### **3.2 DESCRIPTION OF THE ENVIRONMENT**

The researchers carried out this holistic project at the English Language Department, Western Multidisciplinary Campus, University of El Salvador, located in Avenida Fray Felipe de Jesús Moraga Sur, Santa Ana which offers the subject of Intensive Advanced English II during the fifth semester of the major Licenciatura en Idioma Inglés: Opción Enseñanza.

### **3.3 UNITS OF OBSERVATION**

Intensive Advanced English II written test of the English Language Department, Western Multidisciplinary Campus, University of El Salvador, and Intensive Advanced English II written test form the Main Campus of the University of El Salvador

### **3.4 SAMPLING PROCEDURE**

No sampling procedure was needed since the researchers used the Intensive Advanced English II written test provided by the English Language Department, Western Multidisciplinary Campus, University of El Salvador to assess the evaluation process of the students' writing skills.

### 3.5 OPERATIONALIZATION OF THE VARIABLES

| GENERAL OBJECTIVE  | SPECIFIC OBJECTIVES   | VARIABLE               | DEFINITION OF VARIABLES  | INDICATORS  | CONCEPTS   | INSTRUMENTS                    | TIME   |
|--|---|------------------------|--|---|--|--------------------------------|--------|
| To analyze Intensive Advanced English II written test based on the Education 3.0 paradigm in the English Language Department, Western Multidisciplinary Campus, University of El Salvador, 2019. | <p>a) To diagnose the elements that compose the Intensive Advanced English II written test at the English Language Department, Western Multidisciplinary Campus, University of El Salvador, 2019.</p> <p>b) To analyze elements that compose the Intensive Advanced English II written test at the English Language Department,</p> | Education 3.0 paradigm | According to Keats and Schmidt (2007), "Education 3.0 is characterized by rich, cross-institutional, cross-cultural educational opportunities within which the learners themselves play a key role as creators of knowledge artifacts that are shared, and where social networking and social benefits outside the immediate scope of activity play a strong role. The distinction between artifacts, people and process becomes blurred, as do distinctions of space and time. Institutional arrangements, including policies and strategies, | <p>1.Collaboration:</p> <ul style="list-style-type: none"> <li>- share ideas</li> <li>-multiple ideas</li> <li>-Multiple perspectives</li> </ul> <p>2.Communication:</p> <ul style="list-style-type: none"> <li>-working in pairs or group</li> <li>- share their ideas comments</li> <li>-students work and interact with others</li> </ul> <p>3.Creativity:</p> <ul style="list-style-type: none"> <li>-students find solution to complex challenges</li> <li>- students give their own thoughts</li> </ul> | <p>1. Collaboration is according to (Surowiecki, 2005) "... A large group of diverse individuals will come up with better and more robust forecasts and make more intelligent decisions than even the most skilled 'decision maker.'"</p> <p>2. Communication is</p> | Semi-structured questionnaires | 1 hour |



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|  | <p>Western Multidisciplinary Campus, University of El Salvador, 2019</p> <p>c) To compare the elements of the Intensive Advanced English II written exam of Licenciatura en Idioma Inglés Opción Enseñanza, English Language Department of the Eastern Multidisciplinary Campus, Central Campus and Paracentral Campus of the University of El Salvador, 2018 with the ones used in Western Multidisciplinary Campus</p> |  | <p>change to meet the challenges of opportunities presented”</p> | <p>4. Critical thinking:<br/>         -Students point of view,<br/>         - students’ analysis<br/>         -students’ opinions<br/>         - students’ perspective</p> <p>5. Cognitive abilities :<br/>         - students ´recall of information<br/>         -strategic thinking as reasoning, planning, using evidence.<br/>         -Students application of information</p> | <p>established by (Seefeldt, 2004) as “social skills and communication skills go hand in hand. Children who look at the child they are talking with, who understand turn taking when communicating, and who know how to solve verbal conflicts, are those who make and keep friends easily”</p> <p>3.Creativity is where Teachers teach students to</p> |  |  |
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|  | <p>d) To redesign an Intensive Advanced English II written exam based on the Education 3.0 paradigm at the English Language Department, Western Multidisciplinary Campus, University of El Salvador, 2019</p> <p>e) To describe the functionality of the redesign of Advanced English II written exam based on the Education 3.0 paradigm at the English Language Department, Western Multidisciplinary Campus, University of El Salvador, 2019.</p> |  |  |  | <p>think outside the box. According (Paul &amp; Elder, 2006), "...sound thinking requires both imagination and intellectual standards."</p> <p>4. Critical thinking is about solving problems. (Conley, 2007) says that "habits of mind" such as "analysis, interpretation, precision and accuracy, problem solving, and reasoning" can be as or more</p> |  |  |
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|  |  |  |  | <p>1. Presentation of written test:</p> | <p>significant than content knowledge in determining success in college courses.”</p> <p>5. Cognitive abilities focus on how students need to know the content before they have the capacity to respond a given item.</p> <p>1. Teachers should keep the format of the test simple by using type of letter such as: Calibri, Verdana, or Arial, and</p> |  |
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|  |  | Intensive Advanced English II written test | <p>As stated (Lasso Mendoza, 2011), “the Written Test consists in writing a series of items to which the student responds in the same way”. The written test gives students the opportunity to not only show their writing skill, but also demonstrate the learning they accomplished during the classes.</p> | <ul style="list-style-type: none"> <li>-Type and size of letter</li> <li>-generalities such as the name of institution and subject-</li> <li>2. Development of the test</li> <li>-Time to solve written test</li> <li>-Directions of the written test</li> <li>-Vocabulary used</li> <li>-Grammar structures</li> <li>3. Use of Technology to administer written tests</li> <li>-Online Platforms</li> <li>-Mobile Apps</li> <li>4. Types of items included in the test</li> <li>-Short questions</li> </ul> | <p>written test must be justified and left aligned; teachers should use font size 12.</p> <p>2. To determine how much time is necessary to complete an exam, it is necessary to take into consideration a time estimated based on the degree of difficulty of each of the items-</p> <p>3. It is really necessary to take enough time to write clear and concise instructions, and in the</p> | <p>Checklist for evaluating the Intensive Advanced English written test (2018)</p> | 2 hours |
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|  |  |  |  | <ul style="list-style-type: none"> <li>-long question</li> <li>-Multiple choice test</li> <li>-true/false test</li> </ul> | <p>best of cases, write examples of how each section of the test should be completed; this will guarantee a better understanding on students; what may be clear to the author, may not be clear to students.</p> <p>4. Vocabulary can be defined as the knowledge of words meanings that students might know in order to communicate and understand</p> |  |  |
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|  |  |  |  |  | <p>effectively.</p> <p>5. Grammar can be defined as ““The rules by which words change their forms and are combined into sentences, or the study or use of these rules.” (Longman, 2001)</p> <p>6. Nowadays written tests can be created and developed online instead of the regular (Education 1.0) tests that are all on paper. This type of exams are called</p> |  |
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|  |  |  |  |  | <p>Computer-based Exams (CBE), and they can be taken either in an online way at home or in a computer laboratory at schools, institutes, colleges or universities.</p> <p>7.Short test questions as presented in (Exam Questions: Types, s.f)<br/> “Short answer questions are typically composed of a brief statement that demands a written answer that varies in length from one or two</p> |  |
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|  |  |  |  |  | <p>words to a few sentences. They are most often used to test basic knowledge of key facts and terms”.</p> <p>8. Long or essay answers contain as stated by British Columbia Institute of Technology, (2010) “case studies or scenarios that require the student to apply, analyze, synthesize, or evaluate related products, processes, information, ideas, or</p> |  |
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|  |  |  |  |  | <p>procedures”.</p> <p>9. According to Exam Questions: Types (n.d), multiple choice questions are “composed of one question (stem) with multiple possible answers (choices), including the correct answer and several incorrect answers (distractors)”</p> <p>10. Defined by Clay (2001), “are those in which a statement is presented and the student</p> |  |
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|  |  |  |  |  | indicates in some manner whether the statement is true or false. In other words, there are only two possible responses for each item, and the student chooses between them. |  |  |
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### **3.6 DATA COLLECTION INSTRUMENTS**

To answer the research question and to achieve the objectives of the study, the researchers used different tools to gather the necessary data. These instruments were designed based on the objectives, variables, and indicators of this holistic research. The instruments used were: a semi-structured questionnaire addressed to all Intensive Advanced English II teachers (Appendix 1) and to some students that have already approved the subject (Appendix 2), and a semi-structured checklist to help researchers and Coordinators of the Communicative Area evaluate the Intensive Advanced English written test II (Appendix 3). All of these were done in order to collect reliable data which consists on knowing the knowledge students had in their advanced level and the importance of the redesign the Intensive Advanced English II written test; elaborating proposals, plans, programs or models as a solution to a practical problem.

### **3.7 APPROACHING THE FIELD OF STUDY**

In order to approach the field of the study, during the first week of February of the current year, researchers asked for permission to teachers in charge of Intensive Advance English II groups to carry out interviews. For that, researchers created a letter addressed to teachers to administer the instruments (a semi-structured questionnaire to all the teachers who have taught Intensive Advanced English II in the English Language Department and another one to some students who took Intensive Advanced English II in 2018) in order to get some reliable data about the elements that the written test had; researchers made sure they informed teachers and students the purposes of the study.

Besides, the information provided by the teachers and students helped the researchers describe the current problematic situation in a better way. Moreover, the person in charge of the communicative competence area in the English Department, M.Ed. Roxana De Trigueros, provided the researchers with Modelo Educativo of the University of El Salvador for them to take into consideration what the university expects that students learn, and the way that teachers should be evaluating.

### **3.8 METHODS TO ANALYZE THE INFORMATION**

To analyze the qualitative data, researchers created charts with the data gathered from the semi-structured interviews. The researchers organized the data according to the objectives, variables and indicators. The data gathered from the semi-structured interviews were useful to justify the redesign of Intensive Advanced English II written test at the English Language Department, Western Multidisciplinary Campus, and University of El Salvador.

The quantitative data was analyzed and interpreted by all the researchers with the help of graphs for a clearer understanding of the results, and the analysis was done by comparing the different results obtained through the different data collection instruments. Besides, the data from the semi-structured interviews were useful to analyze the needs of the redesign of Intensive Advanced English II written test at the English Language Department, Western Multidisciplinary Campus, and University of El Salvador. Furthermore, the researchers interpreted the data gathered and recognized the need of a change in the Intensive Advanced English II written test since it has not changed from the years before mentioned.

### **3.9 VALIDATION OF DATA COLLECTION INSTRUMENTS**

Each of the instruments created by researchers to obtain data was presented to an expert in the area of English at English language Department of the University of El Salvador Western Multidisciplinary Campus. This person was in charge of providing all type of suggestions to better these instruments if necessary. For this, the research team provided a validation sheet with some criteria to evaluate such instruments. After making all the necessary improvements in each of the instruments, they administered them to a small sample of the population to make sure that these tools are effective and understandable.

### **3.10 ETHICAL ASPECTS**

The researchers adopted for research the following ethical aspects as core pillars:

- Honesty: the researchers compromised to report honestly all data and results of the research.

- Confidentiality: the researchers assure that any personal information from the participants was going to be disclosed without permission.
- Anonymity: participants' identity was not revealed at any stage of the research.
- Reliability: the researchers made participants be sure of the purpose of the project
- Beneficence: Participants were benefited by the research due to the fact that it was carried out to identify and solve students' issues.
- Objective: the researchers will disclose any personal or financial interest that could affect the research process.
- Intellectual property: all the information gotten from different sources can be found in the reference page, and it is cited in order to avoid plagiarism.

### **3.11 TIMELINE AND BUDGET**

The research team created a table (Appendix 4) that contains the dates where certain activities were carried out. It was conceivable that some dates were not going to be changed during process of investigation.

Furthermore, researchers presented a budget (see Appendix 5) with a specific amount of money that was invested which was subdivided into supplies and services. The creation of a timeline and a budget helped researchers to administrate the money and time with careful attention.

## **CHAPTER IV: ANALYSIS AND INTERPRETATION OF DATA**

All the data previously recollected through some instruments is analyzed and presented based on the general objective: To analyze Intensive Advanced English II written test based on the Education 3.0 paradigm in the English Language Department, Western Multidisciplinary Campus, University of El Salvador, 2019

### **4.1 DIAGNOSE OF THE INTENSIVE ADVANCED ENGLISH II WRITTEN TEST**

It is important to diagnose the elements that compose the Intensive Advanced English II written test in order to know which parts meet the Education 3.0 paradigm and which ones do not meet the paradigm. So, once researchers obtained the necessary documents and prepared instruments to begin with the diagnose of the test, they focus on study each of the assessing activities included in such test taking into consideration the operationalization of variables previously done for this study.

Since the test was composed by different assessing activities, the research team decided to show the data obtained in different summary tables as follows:

**TABLE 1A: GIVEN TIME TO COMPLETE THE EXAMINATION**

| CATEGORY                      | OBJECTIVE   | INDICATORS   | TEACHERS' POINT OF VIEW   | STUDENTS' POINT OF VIEW  | INTERPRETATION   |
|-------------------------------|---|--|---|--|--|
| <b>ADMINISTRATION OF TIME</b> | To diagnose the elements that compose the Intensive Advanced English II written test at the English Language Department, Western Multidisciplinary Campus, University of El Salvador, 2019. | -degree of difficulty<br>-student's strengths and weaknesses | 3 out of 4 teachers of Intensive Advanced English II expressed that the time to complete the written test is enough since students are not supposed to overthink ideas and waste time on it. Also, teachers said that to address all the parts, students have time; however, students take too much time thinking, and they waste their time instead of working on the test. On the other hand, 1 out of four teachers stated that the given time to complete the test is not enough because students | 5 out of 11 students who had already passed the subject of Intensive Advanced English II said that the time they had to complete the test was enough since they were asked to solve items that were related with the information given in classes. Also, students manifested that there are some parts pf the written test that do not need too much time to be solved, and 100 minutes are suitable. However, 6 out of 11 students said that the given time is not enough to complete the written test because the test was so long and complex with many questions and parts to be answered. Moreover, students believe that | The given time to solve a written test is a key element to grade student's work. According to the theory, to determine how much time is necessary to complete an exam, it is necessary to take into consideration a time estimated based on the degree of difficulty of each of the items. Depending on the items (true/false questions, multiple choice questions, essays questions, etc.) the test ask students to work on, teachers should estimate the proper and enough time for students to solve the items. According to theory, the proper time to solve a written test is 2 hours. As |

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|  |  |  | <p>do not have many practices in class; students do not work during classes on exercises as the ones presented in the exam, and two hours are a bit ambitious. On the other hand, some teachers manifested that the given time students have to complete the written test is not enough because students do not work on exercises like the ones they have to work on during the written test, so to pretend students will work on it in only two hours is a bit ambitious</p> | <p>it would be better to have more time to answer the test to get better results because they commit mistakes and need time to understand all the things. Even though students have the knowledge, it takes time to ensure a good and logical writing.</p> | <p>(Educational Testing Service, 2003) recommends educators to “Take a look at each student’s strengths and weaknesses”. Also, if the items of the test are based on the information teachers taught previously in class, students will solve it in an easier way. Moreover, as students said sometime they are not used to work on exercises as the ones presented in class so that, students invest more time on it.</p> |
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**TABLE 2A: DIRECTIONS TO COMPLETE THE EXAMINATION**

| CATEGORY  | OBJECTIVE  | INDICATORS   | TEACHERS' POINT OF VIEW  | STUDENTS' POINT OF VIEW   | INTERPRETATION  |
|---|--|--|--|---|---|
| <p><b>STUDENTS' COMPREHENSION OF DIRECTIONS OF THE TEST</b></p> | <p>To diagnose the elements that compose the Intensive Advanced English II written test at the English Language Department, Western Multidisciplinary Campus, University of El Salvador, 2019.</p> | <ul style="list-style-type: none"> <li>- clear and concise instructions</li> <li>- types of assessing items</li> </ul> | <p>3 od 4 teachers consider that the given directions in the written test are clear for students to work since directions lead students to do the things they have to do, and that is why test undergo a process of validation. Also, during classes teachers gives students practices of the written test relates to the structure of the real written test. However, 1 of 4 teacher said that sometimes directions are not clear for students since they are asked to do new things, and directions do not contain an example to</p> | <p>6 out of 11 students consider that the given directions were always clear. As stated by one student “they were so specific”. Most of the students did not have problem to understand what they needed to do in the written test. Also, one student said “before coming to the test, we (students) had some practices in which we were taught about the directions”. Since students have previous practices, they knew what the written test asked to do. One student</p> | <p>Written test can be composed by many items such as true/false questions, multiple choice questions, or essays questions, so directions need to be clear enough in order to make students work correctly, to motivate students, and reinforce learning. Clear and well-structured directions cause to get an effective performance from students. Although Teachers said that they make directions simple and concise, students manifested that they tend to get confused in assessing part such as multiple choice questions. Moreover, directions should be presented with vocabulary that students managed, vocabulary seen in</p> |

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|  |  |  | <p>guide students the way they should work on the test</p> | <p>stated that “the teachers explained countlessly for being understood” that means that in order to make everything clearer, teachers can reinforced the explanations of directions. However, 4 out of eleven students said that directions were not clear enough to complete the test. As stated by one student “not all the given directions are clear enough. Most of the times they are ambiguous”. Also, “there are some things that we, students, did not get since it was advanced vocabulary.</p> | <p>class , since the written test is composed by many and different items, teachers should give a specific direction to each of the parts of the test.</p> |
|--|--|--|--|--|--|

## 4.2 ANALYSIS OF THE ELEMENTS OF THE INTENSIVE ADVANCED ENGLISH II WRITTEN TEST

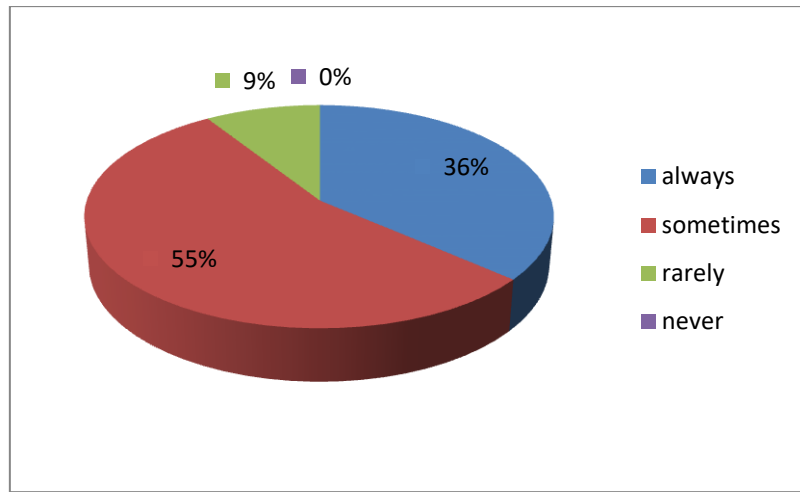
**TABLE 3B: WRITTEN PRACTICES DEVELOPED IN CLASSES**

| Item | Amount | Total |
|------|--------|-------|
| Yes  | III    | 3     |
| No   | I      | 1     |

Source: Researchers' own creation

As presented in Table 3B: Written practices developed in classes, 3 out of 4 teachers consider that the written practices developed in classes are related to the real written test because teachers create those practices as similar as possible to the real test. However, practices are not enough as 1 of 4 teachers said that there is not alignment between written practice teachers ask students to complete exercises with the real test where students are asked to work on build-up sentences. According to the given information, written test practices are essential because as teachers said they created similar tests to practices before the real exam, and Test can measure student's achievement only if students know how to take them. However, some students manifested that in some groups of Intensive Advanced English II, there are few or no practices of the written test before the exam. According to the theory, students should have the opportunity to know what type of assessing activities they are going to solve because it gives them the opportunity to think about how difficult the test could be, the mistakes they could make, doubts they would have about the different parts. Moreover, written test practices should be related or about the content students have studied to help them recall the knowledge.

**GRAPH 1B: VOCABULARY EVALUATED IN THE WRITTEN TEST**



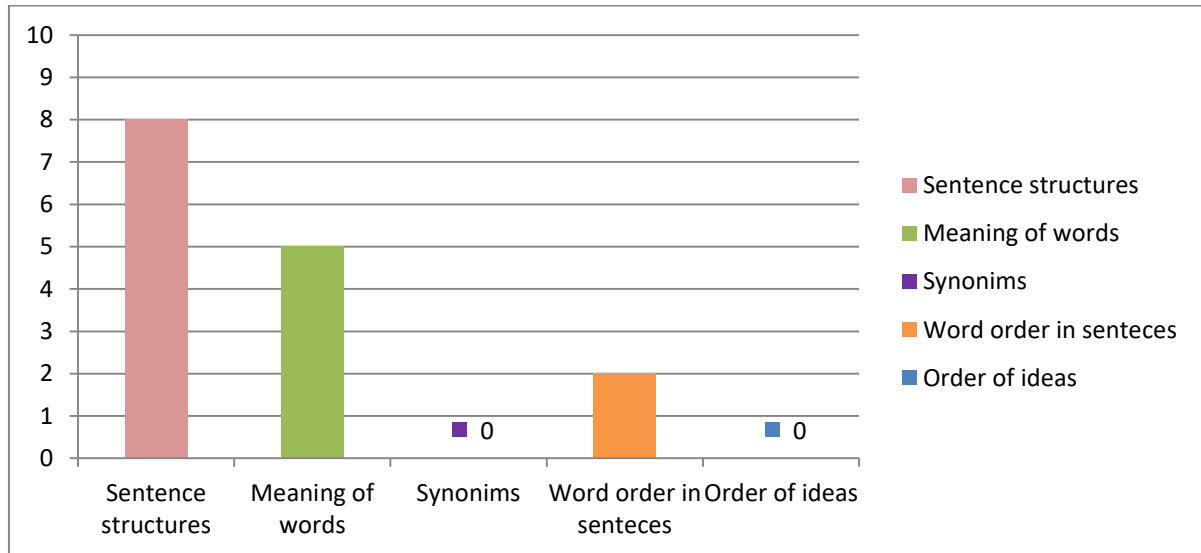
Source: Researchers' own creation

As shown in graph 1B: Vocabulary evaluated in the written test, 55% of students expressed that the vocabulary studied in class is assessed in the written test only sometimes; this is because though the written test includes sections intended to assess vocabulary, the words included in these parts not always include the words taught by teachers in class or practices . On the other hand, 36% of students believe that the vocabulary assessed in the written test is the same vocabulary previously studied. In contrast, only the 9% of students stated that the vocabulary evaluated reflects what has been studied lastly. Finally, 0% of students expressed that the vocabulary studied in class is never assessed in the written test. A common problem for students when taking a test is that sometimes they do not perform properly due to the misunderstandings related to vocabulary; for example, if a teacher includes unknown words in the directions or in the exercises, students will not know what they are supposed to do.

Teachers are supposed to evaluate students based on the contents studied previously in class; however the sections in which vocabulary is assessed in the written test, is not always the same. Another common problem is that educators show the meaning of words while omitting the real uses of these words according to context. When students do not know how to

use a word in context, they may have problems to complete an exercise in the test, even when they have studied its definition in class.

**GRAPH 2B: GRAMMAR IN THE WRITTEN TEST**



Source: Researchers' own creation

As shown in graph 2B: Grammar in the written test, 8 students out of 11 answered that they consider that grammar is evaluated through sentence structure on Intensive Advanced English II written test. As commonly seen in written exams, most of the times teachers assess students' mastery of specific topics through exercises in which they must create sentences based on certain restrictions to know if the student is able to use these specifications in context correctly. However, 5 students believe that teachers actually focus more on the meaning of words to evaluate grammar in written tests; for example, in exercises where students are asked to complete a sentence with a specific word or even write the definition of it. On the other hand only 2 students out of 11 answered that grammar is assessed through word order exercises in sentences, while finally no student said that it is evaluated neither through synonyms nor ideas.

Although many English language learners do not consider the correct use of grammar as a fundamental part for the production of the language, it still remains a fundamental element for the efficient and proficient use of it. Basically, grammar can be defined as "The

rules by which words change their forms and are combined into sentences, or the study or use of these rules" (Longman, 2001, p.619). However, the real learning of grammar goes beyond the memorization of rules; it is necessary that students can learn to use these rules through exercises that test their level of knowledge and reasoning in front of problems such as constructing sentences and paragraphs using certain structures or vocabulary in particular.

As noted by (Scrivener, 2003), "grammar is not just a dry list of facts and rules. It is in our heads and it is a living resource that gives us the ability to communicate our ideas and feelings and to understand what other people say or write to us." English language learners can, through these types of exercises, learn to produce the language not only written, but also oral to communicate effectively with others.

**TABLE 4B: EVALUATIONS OF STUDENTS’ LITERACY REGARDING VOCABULARY IN CHARTS ITEMS**

| CATEGORY                           | OBJECTIVE  | INDICATORS  | TEACHERS’ POINT OF VIEW   | STUDENTS’ POINT OF VIEW   | INTERPRETATION  |
|------------------------------------|--|---|---|---|---|
| <p><b>VOCABULARY IN CHARTS</b></p> | <p>To analyze elements that compose the Intensive Advanced English II written test at the English Language Department, Western Multidisciplinary Campus, University of El Salvador, 2019</p> | <p>-receptive vocabulary<br/>-productive vocabulary</p> | <p>The level of the vocabulary students have plays an important role when they have to solve the written test. Regarding the written test of the last year for some teachers, vocabulary in charts cannot help to evaluate students’ literacy. One teacher who has taught Intensive Advanced English II said that “certainly not. However, some vocabulary has been taught, and if it helps measure students’ understanding and application of the target</p> | <p>7 out of 11 students said that vocabulary in chart do not help to evaluate their literacy because as stated by one student “having vocabulary in charts has been a way to show the vocabulary but not how to use it”. Also, student stated that “it is a matter of luck that people choose the right answer” because as they do not know the vocabulary, students just answer the items. On the other hand, 4 out of 11 students said that vocabulary in charts help to evaluate their literacy. One</p> | <p>Sometimes, students can know the meaning of a word, but they cannot use it in context, or create a sentence. Vocabulary knowledge can frequently interfere while conveying or understanding ideas. Vocabulary in charts can be perfect to evaluate receptive vocabulary since students do not need to produce. Students literacy requires students to produce the language that is why</p> |

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|  |  |  | <p>vocabulary studied in class". Moreover, one teacher stated that "I'd dare to say it depends on the vocabulary words they have in those charts and how those were presented and practiced in class".</p> | <p>student said "it helped me because we can apply our knowledge in a freeway".</p> | <p>some students believe that "having conversation and role plays would be better" to evaluate their vocabulary regarding their literacy.</p> |
|--|--|--|--|---|---|



**TABLE 5B: EVALUATION OF STUDENTS' LITERACY REGARDING MULTIPLE CHOICE ITEMS**

| CATEGORY                                   | OBJECTIVE   | INDICATOR  | TEACHERS' POINT OF VIEW   | STUDENTS' POINT OF VIEW  | INTERPRETATION   |
|--|---|--|---|--|--|
| <b>MULTIPLE CHOICE SECTION IN THE TEST</b> | To analyze elements that compose the Intensive Advanced English II written test at the English Language Department, Western Multidisciplinary Campus, University of El Salvador, 2019 | Students literacy:<br>-critical thinking,<br>-problem solving<br>-creativity<br>-recalling information | The written test is composed by multiple choice items which some teachers believe do not help to evaluate their literacy. As one teacher stated "the activity... is a very controlled activity and students are supposed to show or prove their written proficiency". Also, one teacher think that with multiple choice questions "we (teachers) cannot assess literacy itself, we can assess | 3 out of 11 students believe that multiple choice questions do not help to evaluate their competences such as critical thinking, problem solving, creativity, and recalling information because as one student said "having different set of sentences as multiple choice questions is old form, and I think we need more different practices to evaluate our competences". On the contrary, 8 students said multiple choice questions help evaluate their literacy. One student | Multiple choice questions serve to measure the learning outcomes, recognition of information, and analysis of students. By having different options, students must think and analyze carefully; however, sometimes, these items can be easy, not challenging enough to make students work, so that teachers must create well-structured multiple choice items to give students a real challenge. Even though teachers do not think multiple choice questions are effective to evaluate literacy, students believed multiple choice questions work to make students recall information about grammar, vocabulary, |

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|  |  |  | <p>something specifically. For example, we can assess the accuracy level that students have if this activity's objective is to assess grammar".</p> | <p>stated "in that part I had to analyze carefully, looking for the options that fits better in the sentence". Also, another students said that "it promoted critical thinking on us; we were able to think more".</p> | <p>accuracy, and so on. If teachers do not present really difficult choices for students to select, these items will not serve to evaluate the competences of students.</p> |
|--|--|--|---|--|---|

**TABLE 6B: EVALUATIONS OF STUDENTS' LITERACY REGARDING BUILDING-UP ITEMS**

| CATEGORY                                      | OBJECTIVE  | INDICATORS   | TEACHERS' POINT OF VIEW   | STUDENTS' POINT OF VIEW   | INTERPRETATION  |
|---|--|--|---|---|---|
| <p><b>BUILDING-UP SECTION IN THE TEST</b></p> | <p>To analyze elements that compose the Intensive Advanced English II written test at the English Language Department, Western Multidisciplinary Campus, University of El Salvador, 2019</p> | <p>-problem solving<br/>-critical thinking<br/>-creativity</p> | <p>The building up section is an item that teachers believe that does not help to evaluate problem solving. As stated by one teacher “problem solving is not the focus of the building up section”. Another teacher stated that “perhaps, the writing prompt where students are asked to write their insight about certain topic; socially or morally related matters are implied and developed”.</p> | <p>6 out 11 students said that building up section help to evaluate their critical thinking and creativity. One student said “it put my mind to its limits to test how I could assemble a sentence using the elements asked”. Also, “they were created according to the level of students”. On the other hand, 5 students think building up section do help to evaluate competences such as creativity as stated by</p> | <p>According to theory, building up section is accurate to assess students’ knowledge because teachers can use it to evaluate different content and structures at the same time. However, as teachers manifested that the priority of building-up section is not to develop problem solving skill. These exercises consist of a series of patterns to create coherent and well-structured</p> |

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|  |  |  |  | one student “I think that critical thinking is developed, but creativity is not because we have to follow an order”. | sentences from these specifications. This kind of assessing can consist of grammar, vocabulary, and it can make students go beyond to create really creative answers as students who already passed Intensive Advanced English II manifested. |
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**TABLE 7B: EVALUATION OD STUDENTS’ LITERACY REGARDING PARAGRAPH WRITING ITEMS**

| CATEGORY  | OBJECTIVE  | INDICATORS   | TEACHERS' POINT OF VIEW  | STUDENTS' POINT OF VIEW  | INTERPRETATION  |
|---|--|--|--|--|---|
| <p><b>PARAGRAPH WRITING SECTION IN THE TEST</b></p> | <p>To analyze elements that compose the Intensive Advanced English II written test at the English Language Department, Western Multidisciplinary Campus, University of El Salvador, 2019</p> | <p>- writing ability of students<br/>- extensive answers</p> | <p>According to some teachers of Intensive Advanced English II, to have a 20-line paragraph in the written test is a way for students to show their skills. As one teacher stated “It’s a way of having students to show their skills knowledge about grammar and sentence variation, and critical thinking capacity”. Moreover another teacher said that “it is one form to</p> | <p>6 out of 11 students said that having a ten-line paragraph do not help to evaluate their creativity, problem solving, recall of information application of knowledge, and reasoning. One student said “I think set lines are not good because we can have more ideas”. Also, it is stated by one student that “I don’t think It helped me to solve problems but it was a matter of creativity o use those patterns making them fit with the topic</p> | <p>Paragraph in the written test gives students the opportunity to give their ideas in an extended way. Also as (British Columbia Institute of Technology, 2010) states “case studies or scenarios that require the student to apply, analyze, synthesize, or evaluate related products, processes, information, ideas, or procedures”. 20-line paragraph help to make students integrate their learning, knowledge, vocabulary, grammar and all the course material. However since the</p> |

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|  |  |  | <p>get to know students' acquisition of the target language".</p> <p>On the contrary, one teacher out of four said that "the exercise wasn't appropriate at all. A paragraph shouldn't extend more than 15 lines. Besides, students were asked to use certain structures and develop to ideas within one paragraph. That was a way too much of academic load for a section".</p> | <p>and my ideas". On the contrary, 5 out of 11 students said that having a ten-line paragraph in the written test help to evacuate their creativity and problem solving as one student stated "it was a good way to evaluate knowledge and creativity.</p> <p>Also, it was a chance to improve writing skills". Moreover, even though students think is a good way to evaluate their skills, one student established that "it was necessary to have more time to do it".</p> | <p>paragraph requires more time for students to work, it is necessary that teachers establish the correct time for students to work.</p> |
|--|--|--|--|--|--|

### 4.3 OPINION ABOUT A POSSIBLE REDESIGN OF INTENSIVE ADVANCED ENGLISH II WRITTEN TEST

**TABLE 8C: NECESSITY OF REDESING THE INTENSIVE ADVANCED ENGLISH II WRITTEN TEST**

| Item | Amount | Total |
|------|--------|-------|
| Yes  | I      | 1     |
| No   | III    | 3     |

Source: Researchers' own creation

As stated in Table C1: redesign of Intensive Advanced English II written test, 3 out of 4 teachers consider that it is not necessary to redesign the Intensive Advanced English II written test; however, they expressed that students should have exams that allign with the type of activities they develop in class although in the table B1 “Written practices developed in classes”, most of them expressed that they considered that the written practices developed in classes are similar to the real test. Furthermore, teachers said they need to be more objectives at the moment of creating the exam because sometimes, the written test sections seem to be isolated from each other. On the other hand, 1 out of 4 teachers expressed that it is necessary to redesign the written test since the activities developed in classes have little relationship with those developed in the written test.

Despite the fact that most teachers consider unnecessary a complete redesign of Intensive Advanced English II written test, in the comment section they emphasize that some changes should be applied. According to Marroquin (2019), “Time changes, then the type of students does. They need to be exposed to real challenges. Students cannot be evaluated with the same type of tool that was used with other generations”. The current design of the test has been used for more than 20 years, which leads us to deduce that its design still maintains

characteristics of the previous paradigms, in which the student plays a passive role in the teaching-learning process.

Although teachers expressed that the current design has very good activities to evaluate students' mastery of contents such as the building up section, both students and teachers have said that the design of the written test is too predictable; since most of the time the same activities are included and it is very easy for students to predict their own answers, then they can not develop other skills. On the other hand, it is manifested the low efficiency of the practices developed in class, since they have little or no relationship with the real test.

#### **4.4 FUNCTIONALITY OF A POSSIBLE REDESIGN OF ADVANCED ENGLISH II WRITTEN TEST**

**TABLE 9D: USE OF ICTS TO DEVELOP WRITTEN PRACTICES**

| <b>Item</b> | <b>Amount</b> | <b>Total</b> |
|-------------|---------------|--------------|
| <b>Yes</b>  | <b>II</b>     | <b>2</b>     |
| <b>No</b>   | <b>II</b>     | <b>2</b>     |

Source: Researchers' own creation

As presented in Table D1: ICTs to develop written practices, 2 out of 4 teachers use ICTs to develop written test in class because technology is really important nowadays since it helps students to have a more meaningful practice. However, 2 of 4 teachers do not use ICTs to develop written practices in class because there are not many resources available. Even though they try to use online resources, teachers do not have labs or rooms adequate to use technology. For example, there are not classrooms connected to Internet hotspots to use ICTs in class; however, they do use some tools outside the classroom.

In the use of Computer-based Exams (CBE), there are many types of tests that teachers can use for different purposes. Among the multiple advantages offered by the implementation of CBEs, the author of Developing Written test (British Columbia Institute of



Technology, 2010) highlights among the benefits, the use of sample quizzes. He illustrates that it is a good practice to provide students with a sample quiz to try before they are to take the written test. This helps students to get familiar with the use of different technological devices for educational and evaluative purposes, as well as the development of cognitive abilities. On the other hand, the practices carried out digitally consume less time of both, teachers and students since generally these exams have a time limit and show results once the test ends. Although some teachers say they do not have the necessary resources to make use of CBEs in the classroom, there are still other alternatives such as downloading the file so as not to need internet; or schedule at a specific time and date practices to complete them outside of the classroom.

**TABLE 10D: ICTS TO CARRY OUT WRITTEN EVALUATIONS**

| Item | Amount | Total |
|------|--------|-------|
| Yes  | I      | 1     |
| No   | III    | 3     |

Source: Researchers' own creation

As presented in Table D2: ICTs to carry out written evaluations, 3 out of 4 teachers do not use ICTs to carry out written evaluations as a quiz or a test since not all the students have access to Internet. Also, since there are not enough resources do carry out written evaluations in class using ICTs or not enough equipment to have the, at the university, teachers said that if evaluations are done outside the classroom, the level of reliability lowers. On the other case, 1 out of 4 teachers use ICTs to carry out written evaluations but it is barely because students do not have Internet.

In last decades, the use of technology has grown greatly and has facilitated many tasks within the area of education. Currently, many technological devices are very useful tools for learning a new language, for example recorders, CD players, speakers, projectors, and so on.

Although these tools are commonly used by teachers to develop listening skills, ability to reason or critical thinking in class, the use of ICTs for evaluation purposes is not yet implemented by the vast majority of educators. Since the 1990s, the growth of the internet has begun to raise the possibility that testing online, on demand might replace the traditional 'examination day' model, although many technical and educational challenges remain (Burkhardt & Peard, 2003).

Nowadays, it is possible to evaluate students through Computer-based Exams (CBE); however, many educators highlight the difficulties of this type of tests since depending on the place where the test is taken, there could be connection problems or lack of resources to carry them out. Despite the possible drawbacks of a CBE, there are still other alternatives that teachers could take into consideration for its implementation, for example download it previously and save the file on the computers that will be used.

**TABLE 11D: RELATION OF IN-CLASS WRITTEN PRACTICES WITH THE REAL EVALUATION**

| CATEGORY                                     | OBJECTIVE   | INDICATORS  | TEACHERS' POINT OF VIEW  | STUDENTS' POINT OF VIEW   | INTERPRETATION  |
|--|---|---|--|---|---|
| <p><b>WRITTEN PRACTICE'S PREPARATION</b></p> | <p>To describe the functionality of the current design of Advanced English II written exam based on the Education 3.0 paradigm at the English Language Department, Western Multidisciplinary Campus, University of El Salvador, 2019.</p> | <p>-Short Questions Items<br/>-Long Question Items<br/>-Multiple Choice Items<br/>-True/False Items</p> | <p>According to Intensive Advanced English II teachers' answers, the practices developed in classes are created by teachers as much related to the test as possible, but sometimes teachers decide to focus just on one or two parts of the current written test design because of the time they have to practice in class with students. One teacher stated that "There is no alignment between written practice where we ask students to complete exercises and build-up sentences</p> | <p>Students consider that the practices carried out in classes with teachers are not completely related to the real evaluation. Teachers focused on building-up practices more than other parts that the exam may contain. One student stated that "The real test was more difficult than the practices we had in classes" and another student added "I think that the in-class practices should be identical in regards of level of complexity since the exam was way more demanding than practices." On the other hand, other students manifested that there were not in-class practices for written exams in their groups.</p> | <p>Teachers must take into consideration what type of items they will include in the test they will design to evaluate students' knowledge and abilities at the end of a period of study, and ideally one or several practices of the test should be carried out in class. The skills of Analysis, interpretation, precision and accuracy, problem solving, and reasoning should be fostered in the classroom if constant practice is carried out. IAE-II teachers mentioned that they prepare practice but not all of the teachers make sure such practice is carried out in all the groups, and this is confirmed by students since</p> |

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|--|--|--|---|--|--|
|  |  |  | <p>presented in the written test, for example” Mostly building-up’s items are practiced and the other parts are left apart.</p> |  | <p>they said that not all of them always had in-class practice for written exams. Besides, students manifested that the in-class practices they had were just focused on one or two parts of the real written test and the level of difficulty was not the same; practices were piece of cake compared to the real written test. The amount of practice in all the groups of IAE-II needs to be intensified and that teachers should prepare practices that enable them practice what it is going to be evaluated in the real test including all the parts it will contain, so all the students can have the opportunity to work on their weaknesses and be prepared to take tests and put into practice their skills.</p> |
|--|--|--|---|--|--|

**TABLE 12D: USE OF ICTS FOR IN-CLASS WRITTEN PRACTICES**

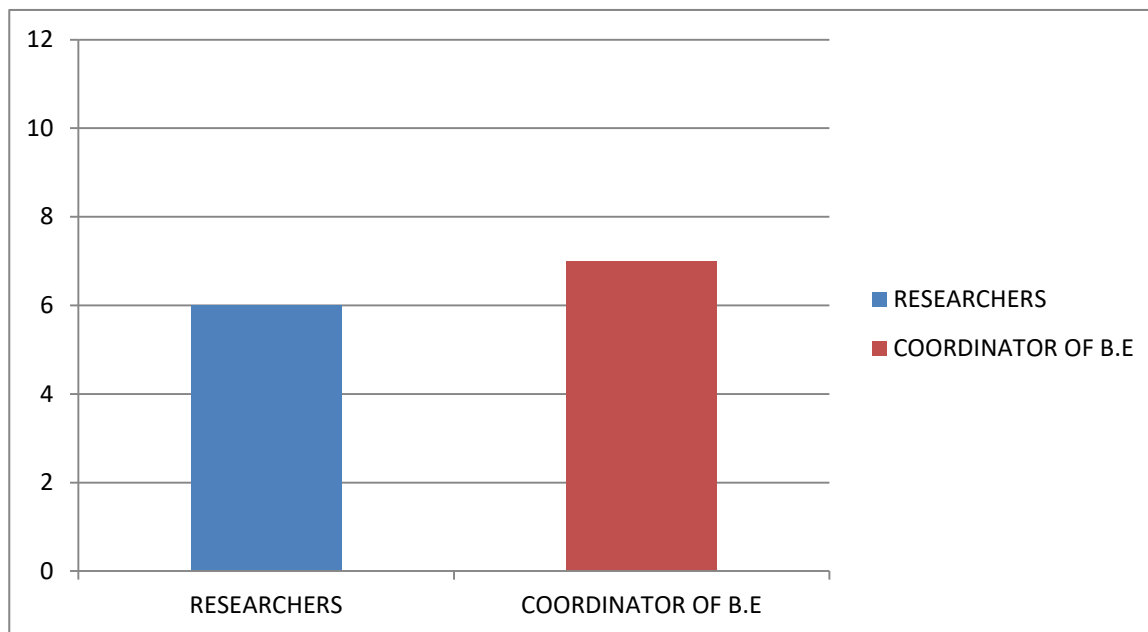
| CATEGORY  | OBJECTIVE   | INDICATORS  | TEACHERS' POINT OF VIEW   | STUDENTS' POINT OF VIEW   | INTERPRETATION   |
|---|---|---|---|---|--|
| <p><b>IMPLEMENTATION OF TECHNOLOGY IN WRITTEN PRACTICES</b></p> | <p>To describe the functionality of the current design of Intensive Advanced English II written exam based on the Education 3.0 paradigm at the English Language Department, Western Multidisciplinary Campus, University of El Salvador, 2019.</p> | <p>-Use of Technology by the implementation of online written tests</p> | <p>Intensive Advanced English II teachers admitted that they do not use ICTs to carry out in-class practices for written exams because of lack of resource. Teachers stated that “There are not many resources available. For example, if we want to use cellphones or computers, we need internet to share and there is no reliable internet connection in the university”, another teacher added “Though I try to use</p> | <p>Students manifested that the usage of ICTs by teachers to carry out written practices was very different in each group since not all of them had practices of any sort in regards of technology. Some groups tried to take advantage of technological resources, but other groups could not because teacher did not want or have the opportunity to do it in their groups.</p> | <p>Nowadays written tests can be created and developed online instead of the regular (Education 1.0) tests that are all on paper. Teachers have access to a variety of tool that can be used to improve the learning process as well as the evaluation process. The problem is that teachers are not able to use such tools with their students due to the lack of resources the English Language Department has. There are two laboratories that cannot be used as teachers would desire to. Teachers and students expressed that</p> |

|  |  |  |   |  |   |
|--|--|--|---|--|---|
|  |  |  | online resource, we don't have labs or rooms connected to Internet hotspots to do it in class. I use some tools outside the classroom". |  | not to have Internet connection is a giant obstacle when teachers want to students to use computers to carry out any activity. So, this makes teachers be limited to use activities that do not need Internet to be executed, but teachers do not either use off-line resources, and this does not allow students to have meaningful experiences with technology neither for classes nor for evaluation activities. |
|--|--|--|---|--|---|

**TABLE 13D: USE OF ICTS FOR WRITTEN EVALUATIONS**

| CATEGORY  | OBJECTIVE   | INDICATORS  | TEACHERS' POINT OF VIEW  | STUDENTS' POINT OF VIEW  | INTERPRETATION   |
|---|---|---|--|--|--|
| <p><b>IMPLEMENTATION OF TECHNOLOGY IN WRITTEN QUIZZES AND TESTS</b></p> | <p>To describe the functionality of the current design of Intensive Advanced English II written exam based on the Education 3.0 paradigm at the English Language Department, Western Multidisciplinary Campus, University of El Salvador, 2019.</p> | <p>-Use of Technology by the implementation of online written tests</p> | <p>Intensive Advanced English II teachers' answers reflected that it is very hard for them to carry out evaluations and make use of ICTs. One teacher stated "I barely use ICTs to carry out written evaluations since not all students have access to Internet connections". Another teacher added that "there is not enough equipment to carry out examination of that sort"</p> | <p>Students consider that most of the Intensive Advanced English II teachers did not use ICTs to carry out written evaluations because the resources were not enough or suitable to do it, but others simply did not want to innovate and preferred to stick to an old way of testing where technology did not take place.</p> | <p>To carry out online evaluations with students is not an easy task for teachers due to the lack of resources the English Language Department has. So, teachers keep stuck to ink-based exams instead. This prevents students to have a complete development of Education 3.0 skills. This is limited and teachers need to for other ways to evaluate without necessary using technology.</p> |

**GRAPH 3D: EVALUATION OF THE INTENSIVE ADVANCED ENGLISH II WRITTEN TEST BASED ON EDUCATION 3.0 STANDARDS**



Graph 3D: Evaluation of the Intensive Advanced English II Written Test shows an overall of the results of the evaluation of the Intensive Advanced English II Written Test that was administered to students of Licenciatura en Idioma Inglés: Opción Enseñanza that took the aforementioned subject in semester II-2018 that was made by the Coordinator of the Basic Area of the English Language Department, Western Multidisciplinary Campus of the University of El Salvador, and the research team that conducts this study. By means of a checklist that contained diverse criteria to assess such exam created by the research team based on the paradigm selected for this study (Education 3.0), both evaluators were able to analyze and evaluate the test. Evaluators had to mark which criteria was met by the exam based on Education 3.0 standards. The aspects to be evaluated in both versions of the exam were in regards of test design and format, and the test parts or items. Results are almost even since researchers marked that 6 out of 12 criteria were present in the test and the Coordinator



of the Basic Area marked 7 out of 12 criteria. Both evaluators agreed in various aspects, but they did not marked the same criterion in all the aspects to evaluate.

The evaluation of the test has been taken out part by part to have a full overview of what evaluators could identify using the tool made for the evaluation, and it is presented as follows:

| CRITERIA   | RESEARCHERS |    | COORDINATOR OF THE B.E. |    |
|--|-------------|----|-------------------------|----|
|  | YES         | NO | YES                     | NO |
| General and specific instructions are clear in order to guide the student about the procedure to follow to answer the exam |             | X  | X                       |    |

Instructions play an important role in any type of examination, and the written test versions under study are not the exception. In this aspect the point of view of both evaluators are opposed since just 1 out of 2 said that the general and specific instructions are clear in order to guide the student about the procedure to follow to answer the exam, and the other, in this case researchers disagreed. Researchers pointed out that the two versions of the written test for Intensive Advanced English II students taking the subject in semester II-2018 are different in regards of instructions as presented below:

| PART OF THE TEST               | INSTRUCTIONS  |   |
|--------------------------------|---|---|
|                                | MORNING'S VERSION   | AFTERNOON'S VERSION   |
| II PART: MULTIPLE CHOICE ITEMS | <p>“Part II: from the four sentences in each numeral, select only one sentence that is the correct one. In other cases, choose the meaning of the words or expressions given. Please circle the letter, do not underline it. (10 points)”</p> | <p>“Part II: from the four sentences in each numeral, select only one sentence that is the correct one. Please circle the letter, do not underline it. (10 points)”</p> |

From both sets of instructions it is very noticeable that in the afternoon groups' version one part (marked in grey) differs from the ones of the morning groups' version. Students, in

both versions, in this part had to select one correct answer from different sets of sentences, and in other cases they found other types of sets containing meanings for a word they were asked to choose the correct meaning. So, instructions for this part were not the same in both versions which is a thing to keep an eye on, and correct in future test versions.

| CRITERIA   | RESEARCHERS |    | COORDINATOR OF THE B.E. |    |
|--|-------------|----|-------------------------|----|
|  | YES         | NO | YES                     | NO |
| The test has a clear presentation (unified size and font of letter, and graphic representations) | X           |    | X                       |    |

In this aspect, both evaluators noticed that both versions of the test had a clear presentation. Unified size and font of letter were the same in both. Graphic representations used in the test were the same in both versions as well. The test items could be read without problem because pages were not crowded with items in disorder or with small size and font hard to decode for students. The space between lines was also checked as acceptable for both evaluators as well as the margins used. Besides the points that students could score were present in each of the parts of the test in both versions.

| CRITERIA  | RESEARCHERS |    | COORDINATOR OF THE B.E. |    |
|---|-------------|----|-------------------------|----|
|   | YES         | NO | YES                     | NO |
| The time is established for the development of the whole test, so students can have enough time to work on each item. |             | X  |                         | X  |

Regarding the time established for the development of the whole test, both evaluators noticed that this was not present on both versions of IAE-II written test. Teachers must include this information in the generalities of the test, and ideally in each part of the test, so students can have an overview of how time is distributed to work, and help them administer it properly.

| CRITERIA  | RESEARCHERS |    | COORDINATOR OF THE B.E. |    |
|---|-------------|----|-------------------------|----|
|   | YES         | NO | YES                     | NO |
| Technology is used in the development of the written test |             | X  |                         | X  |

This table shows that 2 out of 2 evaluators marked that technology is not used in the development of the written test. All the written exams carried out in the basic area are ink-based exams (IBEs), and IAE-II test was not an exception to this. Students did not make use of any technological device when undertaking tests since the resources of the English Language Department, UES FMOcc are not sufficient to do it. Teachers prefer to stick to IBEs instead of developing parts or complete CBEs due to the lack of tools (few computers in labs, poor internet connection, etc.).

| CRITERIA  | RESEARCHERS |    | COORDINATOR OF THE B.E. |    |
|---|-------------|----|-------------------------|----|
|   | YES         | NO | YES                     | NO |
| The grammatical structures to be evaluated in the test are the same seen in classes | X           |    | X                       |    |

This table shows that 2 out of 2 evaluators agreed that the grammatical structures to be evaluated in the test were the same that students had seen in classes. Teachers did a well selection of the grammatical elements they expected students to manage in Intensive Advanced English II. All over both versions could be seen that teachers that designed the test took into account what lesson plans contained and students learned in classes, and it was precisely evaluated in the third part of the test: Building-up section.

| CRITERIA  | RESEARCHERS |    | COORDINATOR OF THE B.E. |    |
|---|-------------|----|-------------------------|----|
|   | YES         | NO | YES                     | NO |
| The written test has short or long answer questions | X           |    | X                       |    |

It was noticed by both evaluators that the test in both versions did not have short answer questions. This type of questions allows students to provide a reasonable statement to different scenarios that teachers could have included in the test. On the other hand, just one long question was included in the test. With both types of questions teachers can assess the development of their cognitive abilities, so the day-to-day work in classes can be evidenced in their answers. These types of items let students think creatively since they have to sum up their ideas and state well their arguments to earn the most points for that part of the test.

| CRITERIA   | RESEARCHERS |    | COORDINATOR OF THE B.E. |    |
|--|-------------|----|-------------------------|----|
|  | YES         | NO | YES                     | NO |
| Short answer questions allow students to evaluate students' creativity and critical thinking |             | X  |                         | X  |

Since short answer questions were not included, both evaluators noted that teachers lost the opportunity to go deeply into students' development of their cognitive abilities, which is a key part in Education 3.0 paradigm. These items could have been a great way in which students could express themselves creatively and provide arguments that reflected their critical thinking in relation to the topics studied in the course.

| CRITERIA  | RESEARCHERS |    | COORDINATOR OF THE B.E. |    |
|---|-------------|----|-------------------------|----|
|   | YES         | NO | YES                     | NO |
| Long answer questions allow teachers to evaluate students' creativity and critical thinking |             | X  |                         | X  |

On the other hand, the only long answer question included in both versions of the test did not allow teachers to evaluate students' creativity and critical thinking according to both evaluators. This type of item was included in the final part of the test and it went as follows:

| PART OF THE TEST | INSTRUCTIONS          |                                      |
|------------------|-----------------------|--------------------------------------|
|                  | MORNING'S VERSION     | AFTERNOON'S VERSION                  |
|                  | "Write a 20- sentence | "Write a 20-sentence paragraph about |

|                             |   |   |
|-----------------------------|---|---|
| IV PART: OPEN QUESTION ITEM | paragraph about “The Advantages of Vegetarianism for a Person’s Health.” Please use the following structures: one verb followed by an infinitive structure, one verb followed by a gerund structure, one verb followed by object plus infinitive, one defining relative clause and one non-defining relative clause, two passive voice sentences, two reported speech structures (20 pts.)” | “Best Practices for Environment Protection.” Please use the following structures: one verb followed by an infinitive structure, one verb followed by a gerund structure, one verb followed by object plus infinitive, one defining relative clause and one non-defining relative clause, two passive voice sentences, two reported speech structures (20 pts.)” |
|-----------------------------|---|---|

Both versions intended to make students write about a certain topic in which they could give their opinion towards it, but the factor that made students not completely able to put into practice their creativity and critical thinking naturally was the fact that specific structures (marked in grey) were required to jot down their paragraphs. Teachers overloaded this part with particular structures that students must have followed when writing and that were evaluated in a previous part of the test (building up section). Students had a focus point to work on, and that was the topic they were given. Having in mind that they had to write according to the structures requested, students surely had a hard time writing their answer to this item. Researchers considered this fact very rigorous, and that students could not show completely the development of their critical thinking being that they were concentrated in fulfilling the structures and not what the topic could make them write in a more regular way, without those restrictions.

| CRITERIA   | RESEARCHERS |    | COORDINATOR OF THE B.E. |    |
|--|-------------|----|-------------------------|----|
|  | YES         | NO | YES                     | NO |
| The written test has Multiple choice questions or true/false questions | X           |    | X                       |    |

It was observed by both evaluators that the test had only multiple choice questions and did not have true/false questions. It is known that teachers implement multiple choice exams to measure the learning outcomes, recognition of information, and analysis of students. In this particular case, the items in the first part were used to assess students' ability to discern the correct answer from different sets of sentences and meanings for certain words. Their vocabulary bank and grammar knowledge were assessed in this section since they had to read and pick the one that had sense and a complete meaning in regards of the grammar structures and vocabulary seen in classes. Teachers in this test did not include true/false questions to evaluate students. This sort of items could have been another good way to make students think about particular statements and provide a justification if it were true or false. True/false questions are well appropriate for testing student recall or comprehension. Besides, students could answer to many questions, covering a lot of content, in a fairly short amount of time

| CRITERIA   | RESEARCHERS |    | COORDINATOR OF THE B.E. |    |
|--|-------------|----|-------------------------|----|
|  | YES         | NO | YES                     | NO |
| Multiple choice questions provide students only a correct answer | X           |    | X                       |    |

When using multiple choice items, it is recommendable to provide students with only one correct answer in the set of choices. So, both evaluators got that in both versions of the test there were multiple choice items located in the first part of the examination. These items had two clear objectives, first, students had to select the correct sentences from different sets that contained four choices, and second, students had to discern the correct meaning for a given words from several sets that contained four choices as well. In all the cases, just one was the correct answer for each of the items presented.

| CRITERIA  | RESEARCHERS |    | COORDINATOR OF THE B.E. |    |
|---|-------------|----|-------------------------|----|
|   | YES         | NO | YES                     | NO |
| Open questions allow students to provide a free and extended answer to evaluate the cognitive ability |             | X  |                         | X  |

In this case, the test in both versions had just one open question in which students had to jot down about a certain topic given in the test and that were related to the contents studied in class. Both evaluators agreed that this part did not allow students to provide a free and extended answer to evaluate their cognitive ability in writing because as it was mentioned above; students had many specific patterns to use in their paragraphs. This is to say that students were restricted to write according to what was asked and not completely what they thought about the topic itself, and limited themselves to write until they used the patterns already given.

| CRITERIA   | RESEARCHERS |    | COORDINATOR OF THE B.E. |    |
|--|-------------|----|-------------------------|----|
|  | YES         | NO | YES                     | NO |
| The questions presented in the test are contextualized | X           |    | X                       |    |

Both evaluators noticed that the questions presented in the test were contextualized. This is to say that vocabulary and structures used in the items of each section of both versions of the test were related to the topics teachers set in lesson plans and covered in class. Students were challenged to use all the knowledge they acquired during in classes, for questions were made to have students work on different activities that intended to measure the development of their cognitive skills.

At the end of the evaluation, the scores ended up with a 7 out of 12 aspects present in the test for the Coordinator of the Basic Area of the English Language Department, Western Multidisciplinary Campus of the University of El Salvador of to 6 out 12 aspects present in the test for researchers. Overall, this means that the test does not fully meet the standards of Education 3.0. So it needs to be updated in order to have a better way to evaluate students and help them to obtain better results on exams and make it suits Education 3.0 standards.

## **CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS**

### **5.1 CONCLUSIONS**

During this research study, the group investigated based on the general objective: To analyze Intensive Advanced English II written test based on the Education 3.0 paradigm in the English Language Department, Western Multidisciplinary Campus, University of El Salvador, 2019, and it was found that most of the IAE-II teachers and students believe that it is necessary to redesign the written test. Researchers obtained such data by means of the administration of several instruments that were made up based on the theory presented in the referential framework and observations that were done at the beginning of this study.

Nowadays teachers need to bring up-to-date the way in which they evaluate students; therefore, test design and format need to be appropriate to assess students' competences and make sure that the development of their Education 3.0 skills is going well. So, the current test design and content of the Intensive Advanced English II written test was diagnosed and analyzed to prove if it fulfills the paradigm's standards. That is why, after carrying out the collection and analysis phases of this research project "A Proposal for the Redesign of Intensive Advanced English II Written Test Based on Education 3.0 Paradigm at the English Language Department, Western Multidisciplinary Campus, University of El Salvador, 2019", the following conclusions were drawn by the researchers once all the collected data was analyzed and interpreted:

#### **5.1.1 ELEMENTS THAT COMPOSE INTENSIVE ADVANCED ENGLISH II WRITTEN TEST**

The first research question of the research was the following "What elements compose Intensive Advanced English II written test?" indeed the Intensive Advanced English II written test is composed by several assessing parts. Researchers identified four assessing parts that are: a vocabulary section, a multiple choice section, a building-up section, and finally a long answer question. Teachers that designed the test used in 2018 considered that the vocabulary



section in the test was very useful to evaluate students' knowledge on lexicon studied in classes and its application in the test. On the other hand, researchers concluded that this part of the test was a good to evaluate students' ability to use words in context; however the way teachers made students use the words given in the box is not suitable for Advanced level students, but for Basic or Intermediate ones since the level of difficulty for the items in this section is not as much demanding as it should be for Advanced students.

In the second part students had multiple choice items to work on; teachers wanted to evaluate their abilities to discern the correct answer among different sentences and meanings to given words. This part intended to evaluate students' abilities to recall information and comprehend given structures and lexicon, but it can be improved by the implementation of others kind of activities where teachers can make students use the given words to construct their own sentences, and do not just select the correct choice but use it to show their mastery of the language by the time. Moving on, in the third part of the exam, students have to create sentences by using the elements that are stipulated in the patterns. Here, researchers conclude that this section played an important role in the examination since students show their proficiency to construct meaningful sentences and grammatically correct, so teachers can see the level of comprehension and domain of all the structures studied in classes, in other words students' grammar competence in the last Intensive Advanced English course. As a final point, the exam in both versions included just one open question to which students had to jot down answering and following specific given patterns. Researchers thought and concluded that it is important to have students practice their writing skills, but the way in which this was requested in the test prevented students from writing freely and showing progress towards their creativity critical thinking. Students were not completely comfortable when writing since they were thinking of fulfilling all the patterns into their paragraphs and not running out of time to do so rather than really stating naturally their thoughts upon the topic, as they expressed in the collection phase.

### **5.1.2 INTENSIVE ADVANCED ENGLISH II WRITTEN TEST'S ELEMENTS THAT MEET THE EDUCATION 3.0 STANDARDS**

The second research question was the following “Which elements of the Intensive Advanced English II written test meet the Education 3.0 paradigm standards at the English Language Department, Western Multidisciplinary Campus, University of El Salvador, 2019?”. Although according to the teachers the current test contains indispensable elements to evaluate the students in certain specific areas, there is no coincidence between the current design of the test and the standards of the education 3.0 paradigm. In this paradigm, technology and the use of different electronic devices are the main protagonists; however the current design of the exam is the traditional one, and according to the teachers, it has not been modified for more than 20 years. Education 3.0 suggests the use of the CBEs (Computer-Based Exams) as an innovative evaluative method and with multiple benefits for teachers and students, and despite the fact that some teachers implement practices developed through electronic devices, in this study it was shown that this type of exam is not implemented in the Intensive Advanced English II written test.

### **5.1.3 ELEMENTS THAT INTENSIVE ADVANCED ENGLISH II WRITTEN TEST SHOULD INCLUDE ACCORDING TO EDUCATION 3.0 PARADIGM**

The third research question was the following “What elements should include Intensive Advanced English II written test according to Education 3.0 paradigm?”; certainly, the written test should include assessing parts which help to enhance the four skills Education 3.0 seek out to develop on students. Those skills are collaboration, communication, creativity, critical thinking. For example, creativity and critical thinking can be enhanced with complex challenges where students need to give their own thoughts, or find a solution, challenges such as building –up, long test questions. Also, teachers can add a paragraph or part of a book, so students can analyze it and give their own thoughts. On the other hand, as the actual version of the written test presents an assessing part called vocabulary in charts, the new version of the test can also include it; however, it can be modified by having students create their own

sentences in order to develop their cognitive domain as recalling information, comprehension, and strategic thinking. Besides, the current version of the test ask students to write a paragraph, so researchers think that teachers can give students the opportunity to write in a freer way as some students said that having patterns in this section makes the writing process more difficult.

All of this was also related with not having enough written test practices developed by teachers during their scheduled teaching time. Since students did not practice before the written test, they showed not enough development of their writing skill due to low practices inside and outside the classroom. Practices inside the classroom most of the time are based on just one part of the test such as building up.

However, assessing parts such as long question test is rarely practiced by students inside the classroom. Researchers conclude that the low efficiency of the practices developed in class is due to the little or no relationship with the one in the real test. All of this is based on the results gathered through the different instruments. Teachers mentioned that they need to be more objectives at the moment of creating the exam because sometimes, the written test sections seem to be isolated from each other. However, the same version of the written test has been used for more than 20 years. Teachers believe that students should have exams that align with the type of activities they develop in class, but up to the moment that has not been done.

#### **5.1.4. REDESIGN PROPOSALS FOR INTENSIVE ADVANCED ENGLISH II WRITTEN TEST**

According to the data collection previously carried out by the researchers, it was found that a redesign of the Intensive Advanced English II written test was necessary to evaluate in a more objective way the learning of students. Based on one of the specific objectives of this research project which is to redesign an Intensive Advanced English II written exam based on the Education 3.0 paradigm at the English Language Department, Western Multidisciplinary Campus, University of El Salvador, 2019, researchers created three alternatives to be

implemented for the evaluation of IAE-II students' writing skills which include: an ink-based test proposal, an online test proposal and a group project proposal.

- Ink-based exam proposal:

The creation of the ink-based test proposal suggests a similar format to the one currently used in the English Language Department of the University of El Salvador, Western Multidisciplinary Campus, since researchers took into account the data collection previously carried out where both, teachers and students considered that some elements of the exam such as the build-up and vocabulary sections worked well and should be maintained. However, the researchers changed the traditional way of applying this type of activities in the written exam to make them more challenging for students. Likewise, other types of activities such as the error-correction and the multiple choice sections were included to prevent the exam from remaining too predictable.

The proposed redesign of this exam is intended to be more challenging for students, making their reasoning and critical thinking skills develop with effective functionality. On the other hand, researchers conclude that the implementation of a new design needs the commitment of teachers to look for meaningful assessing activities and practice them with students beforehand to be applied effectively, then the students will be able to put into practice and develop more their cognitive skills, and will have a better performance in the evaluation.

- Computer-based exam proposal:

Like the ink-based exam proposal, the computer-based exam is intended to be more challenging for students, while at the same time it includes the use of other characteristic elements of the education 3.0 paradigm. The implementation of this type of test requires other types of elements that, according to the diagnosis made by the researchers, are not frequently used. These elements include computers, cell phones, apps, programs, internet access and even platforms that have been created for student-teacher interaction outside the classroom.

The implementation of this proposal, in fact, requires the use of Edmodo or in its absence, QuizEgg which is a web site specially designed for the creation and evaluation of evaluated tests. Researchers conclude that through those platforms, teachers can create a virtual space that will allow students to develop other types of skills, and not only those that would be developed with the traditional test. For this, it will be necessary that teachers also modernize their classes and encourage the use of the available devices.

- Group Project proposal:

The main objective of the creation of collaborative e-portfolio is to evaluate in a different way from the traditional one. As in the computer-based exam, this proposal requires the use of technological tools through an innovative type of evaluation which is composed of elements to evaluate that are very different to those of the exam currently used in English at English Language Department of the University of El Salvador Western Multidisciplinary Campus. Researchers conclude that the implementation of this evaluative method would not only promote the use of technology as dictated by the standards of education 3.0, but also develop the social competences of students while they stop undergoing a predictable test as it is the one currently used.

## **5.2 RECOMMENDATIONS**

After carrying out the research “ A Proposal for the Redesign of Intensive Advanced English II Written Test Based on Education 3.0 Paradigm at the English language Department, Western Multidisciplinary Campus, University of El Salvador, 2019”, the researchers recommend the following to teachers, students, and future researchers:

### **5.2.1 TO TEACHERS**

1. Be conscious of the time that students have to solve the written test since it will affect students’ performance during the test. The time is a key element for students to

effectively work on the test; the time should be given according to students' abilities and weakness, and difficulty of the test.

2. Be clear and concise with the directions since the written test is composed by many items such as true/false questions, multiple choice questions, or essays questions, so students can get confused.
3. Look for different written practices. To practice before the real exam can enhance students' performance. Online sites such as BBC Learning English provide the opportunity to have practices about Grammar y Vocabulary. Improve the practices every time, so students do not get used to them. Also, create written practices based on the content previously learnt during the course. Make sure students have the opportunity to practice all the assessing parts of the test; do not focus only in some parts such as building-up.
4. Include exercises where students can really show their mastery of grammar used in context such as construction of words or paragraphs and not simply in the memorization of grammatical rules. It is useless for students to memorize grammar rules when they do not know how to structure sentences under certain contexts.
5. Use complex multiple choice questions. Multiple choice questions can measure the learning outcomes, recognition of information, and analysis of students if they are complex and well-structured questions.
6. Avoid setting patterns in the paragraph writing section. Give students the opportunity to write freely ad creatively, so they can enhance their creativity, critical thinking, and problem solving.
7. Design and make the changes you consider necessary according to the needs of your students. Not all exams must follow the same pattern generation by generation since

each group is different. If there is a type of exercise that works well to evaluate a specific area, it can be maintained but always looking for an innovation in each test.

8. Do not feel obliged to create only ink based written tests. Feel free to use different tools to evaluate students. By using different ways of testing, students can have a better performance. Ask students to work in different ways to assess the different parts of the written test such as writing paragraphs in an online way.
9. Implement the proposal based on Education 3.0 paradigm that is included in this study to enhance the evaluation process of writing skills of Intensive Advanced English II students, so the creation, administration and grading of written test can evolve and make teachers and students able to take advantage of varied up-to-date technological aids.
10. Include CBEs (Computer-based Exams) as sample quizzes before the real test. It will have great benefits for both, teachers and students, since they can be done outside the classroom through various platforms. Use tools such as Edmodo, QuizEgg or ClassDojo where students can discuss topics, write paragraphs to give their comments about different topics, upload videos expressing their ideas. Also, Kahoot can be used to evaluate multiple choice questions. Create games based on material they have read or learnt. The usage of technology can make students get more engaged in the test.
11. Implement the proposal based on Education 3.0 paradigm that is included in this study to enhance students' development of skills such as collaboration, communication, creativity, critical thinking, and cognitive abilities: recalling information, comprehension, and strategic thinking, etc. Use education 3.0 paradigm to let students play a key role as creators of knowledge where they can really have a relationship of teacher and student to student and teacher by sharing knowledge.

### **5.2.2 TO FUTURE RESEARCHERS**

1. Future researchers should consider having reflection sessions with teachers in charge of IAE-II courses and coordinators of the area to inform and teach them the basis of the paradigm to be implemented, so they can have a clearer idea to respond the instruments the research team may administer.
2. Future researchers can take as reference the proposal included in this study to work on new designs for other Intensive English levels' written tests.
3. Future researchers can work on an Action research project with the proposal included in this document to experiment with Intensive Advanced English II students to prove and describe the functionality of its implementation.
4. Finally, future researchers should investigate other technological alternatives to update test design and contents, so students can improve their results in exams. Technology is always evolving, it is important to be in touch with its development.



## **CHAPTER VI: PROJECT PROPOSAL**

### **6.1 DESCRIPTION**

The following proposal for the redesign of the Intensive Advanced English II written test of Licenciatura en Idioma Inglés: Opción Enseñanza is based on the findings of the project: “A Proposal for the Redesign of Intensive Advanced English II Written Test Based on Education 3.0 Paradigm at the English Language Department, Western Multidisciplinary Campus, University of El Salvador, 2019”. This proposal is based on the need to enhance the evaluation process based on Education 3.0 paradigm standards. This proposal is made of three alternatives to redesign the Intensive Advanced English II written test according to the elements, activities, and skills that Education 3.0 paradigm request to develop during the evaluation process (for further information see chapter II Referential framework). According to the data gathered in the established work, Education 3.0 paradigm is based on the enhancement of skills such as collaboration, communication, creativity, critical thinking, and cognitive abilities.

Moreover, according to the Education 3.0 paradigm, teachers have opportunity to be open minded about new methodology. That is why; this chapter includes three innovating and creative ways on how teachers can assess students learning process using the Education 3.0 paradigm. Finally, through the implementation of the Education 3.0 paradigm, teachers from the English Language Department at the Western Multidisciplinary Campus of the University of El Salvador can be aware of the importance of the redesign of the Intensive Advanced English II written test and how effective and meaningful it can be for enhancing the evaluation of students’ writing skills.

### **6.2 JUSTIFICATION**

The head of the English Language Department, the coordinator of the communicative competence area, and some Intensive Advanced English II teachers of Licenciatura en Idioma

Inglés: Opción Enseñanza are concerned about the quantity of students who had failed or gotten poor results in the written test, and how it had followed the same format for many years. Also, Marroquin (2019) states that “sometimes, the exam does not meet the information previously taught in class”. That is why, the Intensive Advanced English II written test needs a redesign, and Education 3.0 is a great paradigm upon which to base for such action.

The format of the Intensive Advanced English II written test of 2018 was considered in order to analyze the items the written test was made of, and in order to compare them with the elements of Education 3.0 paradigm. Moreover, the format of the written test based on Education 1.0 and Education 2.0 paradigm was changed during this project proposal to the new paradigm: Education 3.0 which includes new methodological elements, characteristics and structures in order to evaluate students` learning process and development of skills. According to Education 3.0 paradigm, students need to develop skills such as collaboration, communication, creativity, critical thinking, and cognitive abilities. Therefore, the redesign of the written test seeks out to develop and enhance the evaluation of such skills. Also, to Education 3.0 paradigm, teachers can assess by the usage not only on ink-based test but also with the usage of other assessment tools that can be technological resources in order to motivate students, have an effective way of assessing. So, in this project proposal, there are presented 3 ways for the redesign of the IAE-II written test.

## **6.3 OBJECTIVES**

### **6.3.1 GENERAL OBJECTIVE**

- To enhance the evaluation process of Intensive Advanced English II written test based on the Education 3.0 paradigm in the Licenciatura en Idioma Inglés: Opción Enseñanza, at the English Language Department, Western Multidisciplinary Campus, University of El Salvador.

### **6.3.2 SPECIFIC OBJECTIVE**

- To facilitate the process of creating useful test items for IAE-II written exams.
- To provide teachers with effective and up-to-date alternatives to carry out written evaluations in IAE-II courses.
- To boost both teachers' and students' writing assessment skills through the implementation of ink-based written tests, computer-based written tests, and group projects based on Education 3.0 standards

### **6.4 REDESIGN PROPOSAL**

As it was mentioned above, in this redesign proposal there will be found three different alternatives based on Education 3.0 paradigm to be implemented for the evaluation of written skills of Intensive Advanced English II students. Information on how teachers can create and implement them will be shown as follows:

#### **6.4.1 INK-BASED TEST**

This section presents the ink-based written test proposal of Intensive Advanced English II. Based on the lesson plans teachers already taught, this ink-based test is made to promote students recalling of information, creativity, critical thinking, problem solving, etc. The elements of the Ink-based test are: a vocabulary section where students have to give a definition per each word and create sentences in which they used the given words. A multiple choice section where students are asked to choose an option out of the three possible to complete a sentence previously read and analyzed; in such a way that they really demonstrate the mastery they have about vocabulary or certain grammatical structures studied during the course.

Also, this Ink-based test includes a build-up section which consists in the creation of logical and grammatically correct sentences based on certain specific patterns, such as verb tenses, time expressions, vocabulary, idioms that have been studied in class. Besides, the test

includes an error-correction section in which the student must read the sentence and determine if it is grammatically correct or not to later decide whether to correct it or not as the case may be. Finally, this ink-based written test proposal of Intensive Advanced English It includes a writing section, in which the students will have to choose a topic out of five to later write a paragraph of about 20 lines in which they must express their thoughts under the topic by making use the structures previously studied in class according to the lesson plan. Likewise, they should use the vocabulary studied during the course as they provide a point of view about the topic they choose.

#### **6.4.1.1 INK-BASED WRITTEN TEST PROPOSAL**

The following model was created based on Education 3.0 standards and on the contents that Intensive Advanced English II syllabus and lesson plans includes:

**UNIVERSITY OF EL SALVADOR  
WESTERN MULTIDISCIPLINARY CAMPUS  
ENGLISH LANGUAGE DEPARTMENT  
INTENSIVE ADVANCED ENGLISH II – 2019**



#### **WRITTEN TEST**

**STUDENT'S NAME:** \_\_\_\_\_ **GRADE:** \_\_\_\_\_

**GROUP N°:** \_\_\_\_ **SIGNATURE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**GENERAL OBJECTIVE: TO EVALUATE STUDENTS' GRASP OF CONTENTS STUDIED DURING THE COURSE.**

**GENERAL INSTRUCTIONS: YOU WILL HAVE 90 MINUTES TO TAKE THE TEST. READ CAREFULLY WHAT IT IS ASKED TO DEVELOP IN EACH PART. ALSO, MAKE SURE YOU USE A BLACK OR BLUE INK PEN TO ANSWER THE QUESTIONS. THE USE OF CORRECTION PEN IS NOT ALLOWED**

**PART I: VOCABULARY APPLICATION SECTION**

**[10 DIFFICULTIES]      POINTS: \_\_\_\_/20**

**DIRECTIONS: WRITE A DEFINITION PER EACH WORD IN THE GIVEN SPACE, AND ACCORDING TO THAT DEFINITION, CREATE A SENTENCE.**

**1. Widen**

Definition: \_\_\_\_\_  
\_\_\_\_\_

Sentence: \_\_\_\_\_

**2. Sedentary**

Definition: \_\_\_\_\_  
\_\_\_\_\_

Sentence: \_\_\_\_\_

**3. Shambles**

Definition: \_\_\_\_\_  
\_\_\_\_\_

Sentence: \_\_\_\_\_

**4. Veggies**

Definition: \_\_\_\_\_  
\_\_\_\_\_

Sentence: \_\_\_\_\_

**5. “To veg out”**

Definition: \_\_\_\_\_  
\_\_\_\_\_

Sentence: \_\_\_\_\_

**6. Fidget**

Definition: \_\_\_\_\_  
\_\_\_\_\_

Sentence: \_\_\_\_\_

**7. Corkscrew**

Definition: \_\_\_\_\_  
\_\_\_\_\_

Sentence: \_\_\_\_\_  
\_\_\_\_\_

**8. Bigot**

Definition: \_\_\_\_\_  
\_\_\_\_\_

Sentence: \_\_\_\_\_

**9. Harbinger**

Definition: \_\_\_\_\_  
\_\_\_\_\_

Sentence: \_\_\_\_\_

**10. Bear fruit**

Definition: \_\_\_\_\_  
\_\_\_\_\_

Sentence: \_\_\_\_\_

**PART II: MULTIPLE CHOICE SECTION**

**[5 DIFFICULTIES]**

**POINTS: \_\_\_\_/10**

**DIRECTION: READ THE FOLLOWING SENTENCES AND POSSIBLE ANSWERS, AND SELECT THE CORRECT OPTION IN EACH ITEM TO FILL THE BLANKS. PLEASE UNDERLINE YOUR ANSWER.**

**1. The airline \_\_\_\_\_ have a great need to hire staff. They hired a dozen flight attendants in just one day!**

- a) might
- b) must
- c) could

**2. I will let you in. I \_\_\_\_\_ with the keys by the time you come in.**

- a) will have arrived
- b) will be arrival
- c) will be arrived

**3. To get to my parents' house in London, I had to stop and ask for directions to a man \_\_\_\_\_ dog that almost bites me!**

- a) which
- b) whose
- c) who

**4. My mom \_\_\_\_\_ for two days by the time I see her.**

- a) has been travelling
- b) will have been travelling
- c) will has been travelling

5. If you can't find the hotel \_\_\_\_\_ I stayed last weekend, I can tell you \_\_\_\_\_ to ask.

- a) which/where
- b) where/who
- c) where/which

**PART III: BUILD UP SECTION**

[10 DIFFICULTIES]      POINTS: \_\_\_\_/20

**DIRECTION: READ THE ELEMENTS IN EACH ITEM THOROUGHLY AND BUILD MEANINGFUL, LOGICAL SENTENCES. MAKE SURE YOU USE ALL THE PARTS STATED. OTHERWISE, YOUR SENTENCE WILL BE OVERRIDDEN. (20 POINTS)**

1. volunteers / have to / present tense/ affirmative

---

2. modal of advice / 2<sup>nd</sup> person singular / "hire" as main verb + defining relative clause/ negative

---

3. Possessive case/ singular countable noun/ should / verb "be" + complement/ negative interrogative

---

4. spike someone's guns/ future perfect/ time expression/ affirmative

---

5. 3<sup>rd</sup> person plural/ future perfect continuous/affirmative/by phrase



---

6. 1<sup>st</sup> person plural /past perfect/ “survive” as main verb/ earthquake/ defining relative clause

---

7. 3<sup>rd</sup> person singular /past perfect progressive/ adverb clause/ negative

---

8. proper noun/object pronoun/ negative/past perfect tense/preposition/possessive adjective/noun/regular verb

---

9. 2nd person plural / future perfect / affirmative/ by phrase

---

10. proper noun/ future perfect / time expression /interrogative

---

#### **PART IV: ERROR CORRECTION SECTION**

**[5 DIFFICULTIES]                      POINTS: \_\_\_/10**

**DIRECTION: READ THE FOLLOWING SENTENCES, AND CHECK IF THEY ARE GRAMMATICALLY CORRECT. IF THE SENTENCE YOU READ IS CORRECT JUST WRITE “CORRECT”, BUT IF THE SENTENCE IS INCORRECT, CIRCLE THE ERRORS YOU FIND, AND REWRITE THE SENTENCE CORRECTLY. (10 POINTS)**

1. I must have not procrastinate my college assignments.

---

2. Mary ought to have her car fixed before winter.

---

3. I could agreed no more with your idea.

---

4. I will have been study-- here for four years in 2020.

---

5. When I saw my sister, she was tiring because she have been practicing all day.

---

**PART V: WRITING SECTION**

[1 DIFFICULTY]

POINTS: \_\_\_\_/25

**DIRECTION: CHOOSE ONE OF THE FIVE TOPICS THAT ARE LISTED BELOW, AND FEEL FREE TO WRITE A 20-LINE PARAGRAPH ABOUT IT. REMEMBER TO PUT INTO PRACTICE ALL THE STRUCTURES AND VOCABULARY STUDIED DURING THE COURSE. GIVE ALSO YOUR OWN THOUGHTS FOR THE TOPIC YOU CHOOSE.**

| TOPICS FOR PARAGRAPH WRITING  | GRADING CRITERIA FOR PARAGRAPH WRITING                |   |   |   |   |
|---|---|---|---|---|---|
|   | 1   | 2 | 3 | 4 | 5 |
| <ul style="list-style-type: none"><li>• Volunteer job</li><li>• Things you would like to do before you die</li><li>• Animal rights</li><li>• Body language and how it influences our view of others</li><li>• Disadvantages of social media</li></ul> | APPROPRIATE USE OF GRAMMAR STRUCTURES                 |   |   |   |   |
|   | VOCABULARY  |   |   |   |   |
|   | COHESION AND COHERENCE                                |   |   |   |   |
|   | SPELLING AND PUNCTUATION                              |   |   |   |   |
|   | DEVELOPMENT OF RELEVANT IDEAS AND INSIGHTFUL COMMENTS |   |   |   |   |



## 6.5 COMPUTER-BASED TEST

Like the ink-based written test proposal of Intensive Advanced English II, the computer-based test is made to promote students' recalling of information, creativity, critical thinking and problem solving. It is also created based on the contents previously studied during the course and the lesson plan but with the difference of the use of other resources for its implementation. This type of test requires certain technological resources, both software and hardware, such as cell phones or computers and apps, websites, or programs; therefore, a stable connection to the internet is also required. For this proposal the sites recommended are Edmodo and QuizzEgg.com, since both platforms offer varied options to create tests online, and they are free.

### 6.5.1 EDMODO'S CBE PROPOSAL

For the implementation of this online test proposal for Intensive Advanced English II, it is necessary to use Edmodo platform, which allows the creation of an exam through a website which may be applied to students with a specific time, date and time limit. Besides this platform possesses an official App that can be downloaded either for Android or iOS devices, so students and teachers can access through their phones besides doing it through a computer.

To access and create exams on this platform, follow the directions below:

- Teacher Sign Up:
  1. Go to [www.edmodo.com](http://www.edmodo.com) and select the "**I'm a Teacher**" button.
  2. Fill out the registration form and select the "**Sign Up**" button to complete the sign up process.
  3. Check your e-mail for a confirmation to view the next steps for setting up your Edmodo Account.

4. Create a class and share the group code that is given to you by the platform so your students can enroll the group.
- Student Sign Up:
  1. Obtain a group code from your teacher.
  2. Go to [www.edmodo.com](http://www.edmodo.com) and click "**I'm a Student.**"
  3. Fill out the registration form with the Group Code, a unique username, and password. An email address is not required to sign up for a Student Account, but if you wish you can use one so you can get notifications of everything that deals with your classes and interests.
  4. Select the "**Sign up**" button to complete the sign up process.

Once all students are enrolled in the class group, teachers can begin to post different types of activities for students such as polls, discussions, and of course, tests. To create tests on Edmodo, teachers must do the following:

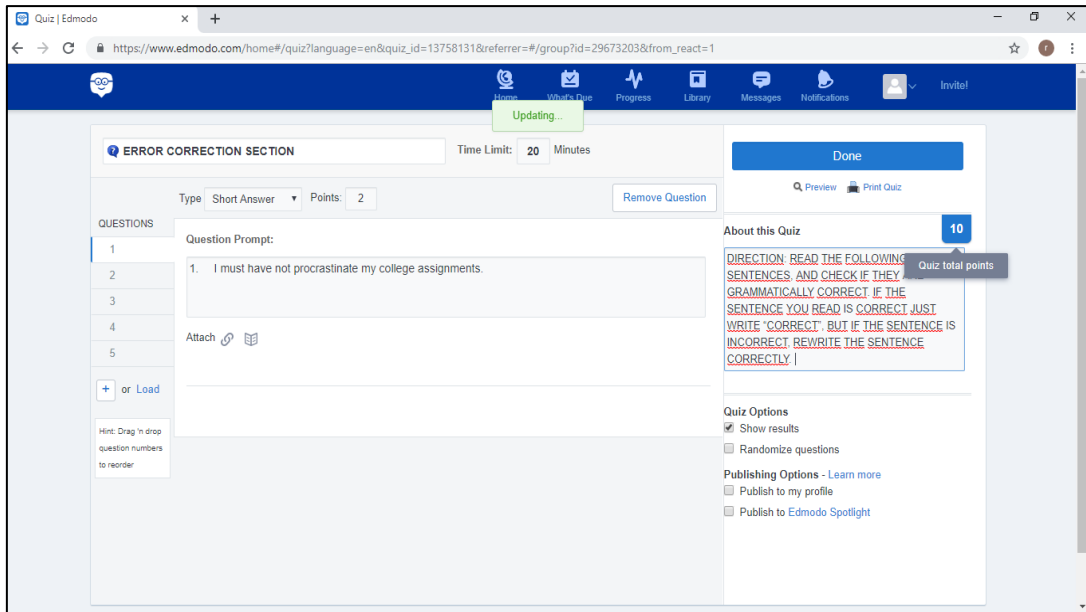
1. Select the "**Quiz**" tab located in the post bubble at the top of your Edmodo Group or Class page.
2. Click "**Create a Quiz**" to create a new Quiz or follow the instructions if you are loading a previously created Quiz.
3. Fill in the following **details of your Quiz**:
  - **Time Limit** - set a time limit for students to complete the Quiz, maximum time limit is 1440 minutes or 24 hours.
  - **Description** - complete the "About this Quiz" field on the right panel to describe the Quiz.
  - **Results** - check the box under "Quiz Options" to show students their Quiz results when they are finished, including the questions they got right and wrong.

- **Random** - check the box under “Quiz Options” to randomize questions for each student taking the Quiz.
4. Select the **question type** from the Type drop-down. Choose from multiple choice, true/false, short answer; fill in the blank or matching. (You may also click the “**Load First Question**” link to the right to load a previously created question from your question bank.)
  5. Click the “+**Add First Question**” button and type in the question in the “Question Prompt” field. (Below you will see the option to attach any links or files to the question).
  6. Add **responses**. The response fields will vary depending on the type of question. (For **Fill in the Blank** use ‘\_’ (underscores) to specify where you would like a blank to appear in the question. Complete the response options and mark the correct one by selecting the “Set As Correct Answer” link.) By default, you have two response fields, if you want to add more, click the "**Add Response**" button below the second response field, to add more responses.
  7. Change the “**Point**” **field** if you would like to weight the question (the question is automatically set to 1 point, but you can set it to a higher number to give it more **weight**. You cannot make a question be worth less than 1 point.)
  8. Select the “+” **button** on the left side panel to **add a new question**. You can go back and edit questions, by selecting the question number from the left panel. Click the "**Load**" link next to the "+" button to load previously created questions.
  9. Select the **question number** in the left side panel and click the “**Remove Question**” button from the top right corner to delete a question.
  10. Drag and drop the question numbers on the left side panel to **reorder the questions**.
  11. Select the “**Preview Quiz**” link under the “Assign Quiz” button to preview the Quiz (just as a student would see it.)
  12. Select the "**Print**" link to print a hard copy of the Quiz that you can give to students to complete.

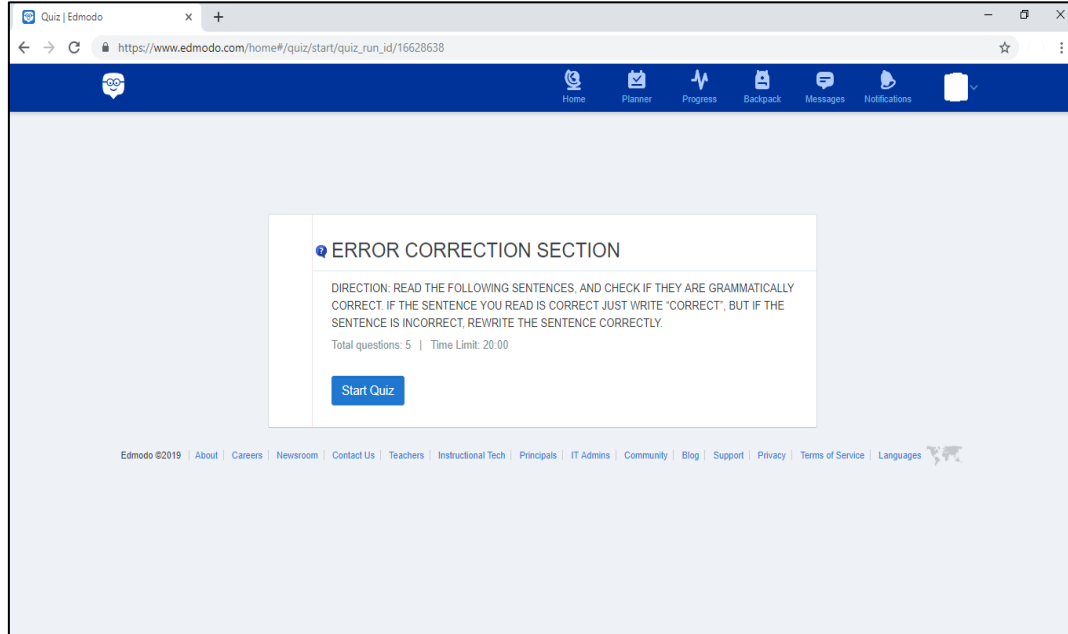
13. Click the “**Done**” button at the top right corner of the page to post the Quiz.
14. Fill out the following **details of your Quiz**:
  - Select a **due date** by clicking in the due date field and a **due time**.
  - Check **Add to Gradebook** to automatically add the quiz and your students’ scores to your Progress Book. If you forget this step you can add it later.
  - Choose to Send Now or Scheduled:
    - **Send Now** – will send the post immediately.
    - **Send Later** - will automatically send the post at the chosen time (make sure the time zone settings are the same for teachers and students.)
  - Include the **Groups, Classes** or **Students** that will take the Quiz in the **Send To** field. When assigning Quizzes to multiple Groups/Classes, please send it to each Group individually. That way, if you want to delete a Quiz from one Group/Class, you can easily do so, and it will only be removed from that individual Group/Class.
15. Select “**Send**” to post the Quiz.

The following images will show examples of the test created on Edmodo platform:

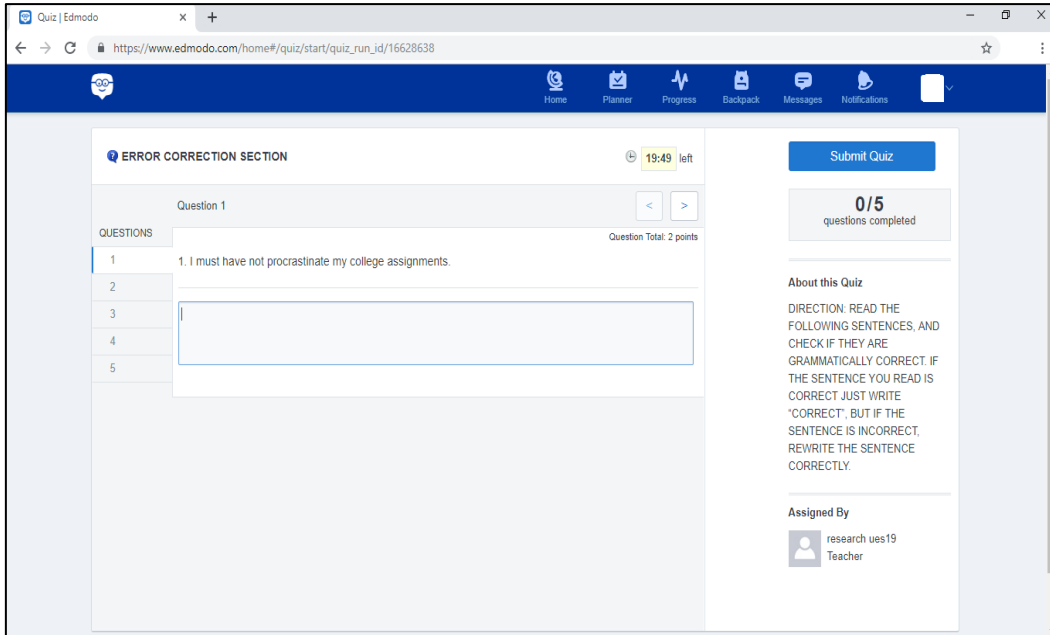
First, it is shown a capture of the display while creating a quiz by the teacher or administrator of the class group:



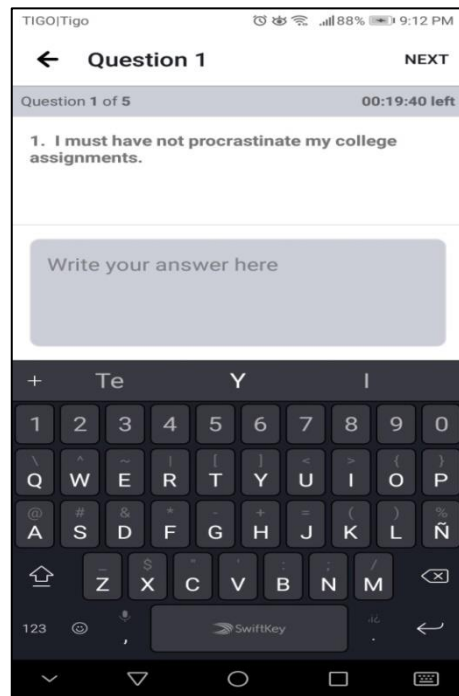
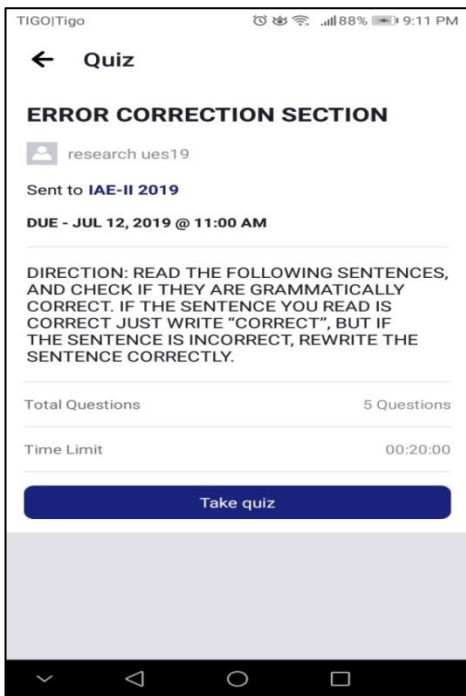
Secondly, it is shown how students see the test on the computer:







Thirdly, it is shown how students can take and see the test on their phones:



The elements contained in this exam are the same ones previously described in the ink-based written test proposal; the vocabulary section, the multiple choice section, error correction and build up sections, keeping the same content and directions. However, the writing section will be done in this proposal in the following way; instead, this last section of the exam will be done by having students write their paragraphs in a word document and attach their work to the assignment section that the teacher will post on Edmodo's class. This part will be evaluated with the same content, directions and grading criteria checklist as the ink-based written test proposal.

The guidelines to be used for the evaluation of the last section will be the following:

**UNIVERSITY OF EL SALVADOR**  
**WESTERN MULTIDISCIPLINARY CAMPUS**  
**ENGLISH LANGUAGE DEPARTMENT**  
**WRITING SECTION- IAE-II WRITTEN TEST**



**Direction:** read and choose one of the five topics that are listed in this document, and feel free to write a 20-line paragraph about it. Remember to put into practice all the structures and vocabulary studied during the course. Give also your own thoughts for the topic you choose. You have 20 minutes to complete this task. Please, attach your assignment done in a word document to the post for this assignment. Do not forget to include your name in your document.

**TOPICS FOR PARAGRAPH WRITING:**

- Volunteer job
- Things you would like to do before you die
- Animal rights
- Body language and how it influences our view of others

- Disadvantages of social media

### GRADING CRITERIA FOR EVALUATING PARAGRAPH WRITING

| CRITERIA  | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| Appropriate use of grammar structures                 |   |   |   |   |   |
| Vocabulary  |   |   |   |   |   |
| Cohesion and coherence                                |   |   |   |   |   |
| Spelling and punctuation                              |   |   |   |   |   |
| Development of relevant ideas and insightful comments |   |   |   |   |   |

#### 6.5.2 QUIZZEGG'S CBE PROPOSAL

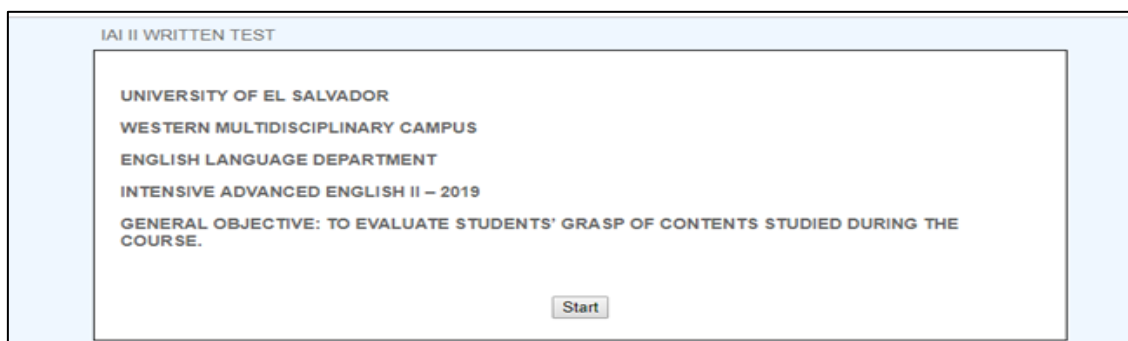
This section presents the online written test proposal of Intensive Advanced English II which can be done in QuizzEgg site. In order to create online tests on QuizzEgg, for teachers must follow the next steps:

1. Go to the link: <https://quizegg.com/signup> .
2. If it is your first time using this website, you need to create an account with a few steps:
  - You need to fill the blanks with your name, last name, and username.
  - Also, you need to confirm a password, and enter your email address.
  - Then, accept the terms and conditions which are previously established, and click in the bottom **“Create Account”**.

- Once you have a free account, you have access to the website.
3. Then, you can create a quiz with different types of questions such as: Multiple choice, fill in the blanks, true/false, multiple response, word list, matching, ordering, and essays.
  4. After you have create the test, you will have to publish it, so the website can create a link that students will use to take the test. You can also print the test if you want.
  5. In QuizEgg, you can decide the limit time students have to solve the test, how any times a student can take the test, give feedback to students, inform the students if their answer was correct or incorrect, display the score at the end of the online test, etc. Moreover, you can create groups in order to have a better control of the students who will take the test. You have a section called **“Reports”** where you have a scoresheet summary table with a control of all students’ answers.

In order to access to online tests on QuizzEgg, students must follow the next steps:

1. Students must create an account on QuizEgg, so they can take the test.
  2. With the link provided by the teacher, student will directly have access to the online test, and results.
- Generalities of the test: QuizzEgg presents a special part for teachers to insert name of the institution, subject, objective of the test, etc. as presented in the following image taken from the QuizzEgg website:



For this proposal, the elements that will serve as a guide for teachers to conduct the written evaluation in a more innovating way according to the options that QuizEgg offers are:

- **Matching questions:**

Matching questions are basically used to make students recall information by making them pair the clues on one side with their matches on the other side.

The screenshot shows a matching question interface. On the left, there are five text clues: "Modal to offer assistance", "The present perfect forms express a strongly felt opinion or supposition.", "Relative clauses that add essential information about the antecedent in the main clause.", "Polite suggestion", and "non-defining are also known as". On the right, there are five empty dropdown menus for selecting matches. A "Submit" button is located at the bottom center of the question area. At the bottom of the interface, it shows "10 of 12", "5 points", and "87 minutes remaining".

- **Multiple choice questions:**

Teachers implement multiple choice exams to measure the learning outcomes, recognition of information, and analysis of students. They can be used to test factual recall as well as levels of understanding and ability to apply learning.

The screenshot shows a multiple choice question interface. The question is: "1. The airline \_\_\_\_\_ have a great need to hire staff. They hired a dozen flight attendants in just one day!". There are three radio button options: "Might", "could", and "Must". A "Submit" button is located at the bottom center of the question area. At the bottom of the interface, it shows "1 of 12", "2 points", and "89 minutes remaining".

○ **Word list questions:**

Word list questions help to evaluate students recalling of knowledge. In this section, students will have to choose the correct synonym of a word out of four options in order to evaluate their vocabulary.

The screenshot shows a digital test interface titled "IAI II WRITTEN TEST". The question is "Widen" followed by a dropdown menu. A "Submit" button is located to the right of the dropdown. At the bottom of the interface, it displays "2 of 12", "2 points", and "89 minutes remaining".

○ **Essay questions:**

This type of assessing activity provides students the opportunity to write an extensive answer. These types of questions are pretty useful to evaluate the writing ability of students, coherence, and creativity to write, analysis of students, ability to explain, and organize their thoughts. In this part students will ask to write about specific topics which were studied during the course Intensive Advanced English II.

The screenshot shows a digital test interface titled "IAI II WRITTEN TEST". The question text reads: "CHOOSE ONE OF THE FIVE TOPICS THAT ARE LISTED BELOW, AND FEEL FREE TO WRITE A 20-LINE PARAGRAPH ABOUT IT. REMEMBER TO PUT INTO PRACTICE ALL THE STRUCTURES AND VOCABULARY STUDIED DURING THE COURSE. GIVE ALSO YOUR OWN THOUGHTS FOR THE TOPIC YOU CHOOSE." Below this is a "List of topics:" with five numbered options: 1. Volunteer job, 2. Things you would like to do before you die, 3. Animal rights, 4. Body language and how it influences our view of others, and 5. Disadvantages of social media. Below the list is a large text area labeled "Answer" with a "Submit" button at the bottom right. At the bottom of the interface, it displays "8 of 12", "30 points", and "88 minutes remaining".

## **6.6. GROUP PROJECT**

A group project is an activity which permits students to work, share ideas, and create with their classmates. It helps students to develop collaboration, communication, creativity, and critical thinking. Those skills are the main skills that Education 3.0 paradigm seeks out to develop on students. As well, group projects enhance students' team work, and it prepares them for the real world work (for further information see chapter II Referential framework). The group project is presented online, and there are sites such as SITE123, SimpleSite.com, webnode, and blogger.com that students and teachers can use to develop this group project.

### **6.6.1 COLLABORATIVE E-PORTFOLIO**

The following group project is based on making students work on teams of 4 members (grouping will depend on how large your class is). This project is intended to be developed during the whole course of Intensive Advanced English II since students need to present an entry each month according to the topics they had previously studied on the course. Each entry can last at least two pages each, so students need to use vocabulary, grammar structures, and topics they had studied. Also, teachers must assign a date for students to submit their entries according to a list of tasks previously prepared based on the target contents and structures studied in IAE-II class, so they can keep records on the participation of each student in the project.

Teachers will have to check each entry, and assign a grade that will be summed up to the rest of entries and divided into the numbers of tasks at the end of the period to obtain the final grade of the group project. The evaluation of each entry will be guided by a checklist subdivided into two types of criteria, one the evaluation of writing skills, and another for the evaluation of ICT skills of students in this activity.

Also teachers must provide a deadline for students to submit their final e-portfolio containing all the tasks developed for all the students that compose each team, so students can keep working on it and submit their work on time.

#### **6.6.1.1 INTENSIVE ADVANCED ENGLISH II COLLABORATIVE E-PORTFOLIO**

Intensive Advanced English II Students will work on this group project based on the following guidelines:

**UNIVERSITY OF EL SALVADOR**  
**WESTERN MULTIDISCIPLINARY CAMPUS**  
**ENGLISH LANGUAGE DEPARTMENT**



#### **INTENSIVE ADVANCED ENGLISH II COLLABORATIVE E-PORTFOLIO**

**General Directions:** In groups of 4 students, you will have to create an e-portfolio on Blogger that will be 20% of the final grade of the course. You have to supply a catchy and original name that reflects the collaborative learning in your Intensive Advanced English II course, and an image/drawing that represents it, and write the name of all the authors.

#### **TO GET STARTED:**

1. Go to <https://www.blogger.com/>
2. Click on **Sign In**. It's in the upper-right corner of the window. Enter your Google username and password.
  - If you don't have a Google Account, click on Create Your Blog. This will take you to a screen where you can create an account to use with Blogger.
  - Select a profile type. Click on Create a Google+ profile to create a single account to use across all Google properties. If you'd like to use a pseudonym or limit your exposure on Google, click on Create a limited Blogger profile.



- Follow the online prompts to finish creating your Google+ or limited Blogger profile.
3. Enter a **Display Name** and click **Continue to Blogger**. The display name is the name that your readers will know you by.
  4. Click on **Create New Blog** and follow the steps that will appear on the screen.
  5. Work and update your e-portfolio as your teacher asks you.

For all the entries you will have a deadline for each of the entries that will be given by the teacher IN CLASS. Attach pictures, videos, documents, etc. that may support writing on each task and reflect the use of different technological aids in your blog. Remember to follow instructions, be creative and help each other within your group.

**LIST OF TASKS FOR INTENSIVE ADVANCED ENGLISH II'S COLLABORATIVE  
E-PORTFOLIO ENTRIES**

**Our portfolio**  
**cover**.....1  
 (Reasoning for the name chosen to the e-folio)

**Table of contents**.....2

**Introduction to this**  
**E-folio**.....3

**Preparing your**  
**resumé** ..... 4

Each member of the group has to write this entry providing advice on how to prepare a resumé. Remember to make use of modals and vocabulary seen in class. (150 words minimum)

**Job interviews.....5**

Each member of the group has to write this entry providing advice on how to get ready for a job interview. You can provide your own experience. Remember to make use of modals and vocabulary seen in class. (150 words minimum)

**Your Dream Job.....6**

Each member of the group has to write this entry providing a deep description and general information about his/her dream job. Remember to make use of modals and vocabulary seen in class. (150 words minimum)

**Thoughts on Volunteering ..... 7**

Each member of the group has to write this entry providing their points of view on the topic and relate volunteering experiences of their own if there are. Remember to make use of modals and vocabulary seen in class. (150 words minimum)

**Snapshot of the most beautiful place you've ever visited..... 8**

Each member of the group has to write this entry providing a detailed description of the most beautiful place you've ever visited and the activities you did there. Remember to make use of relative clauses and vocabulary seen in class. (150 words minimum)

**Is it hard to learn Languages? ..... 9**

Each member of the group has to write this entry providing their points of view on the topic and relate their experience learning English or any other language. Also make a remark on other languages you would like to learn. Remember to make use of structures and vocabulary seen in class. (150 words minimum)

**Your future plans..... 10**

Each member of the group has to write this entry providing their future plans and describe the way in which you want to achieve such plans. Focus on a period of 10 years from now on. Remember to make use of structures and vocabulary seen in class. (150 words minimum)

**Making predictions ..... 11**

Each member of the group has to write this entry providing their predictions of what will happen in the world by 2030. Remember to make use of structures and vocabulary seen in class. (150 words minimum)

**My favorite holidays..... 12**

Each member of the group has to write this entry providing their experiences of their favorite holidays. Remember to make use of structures and vocabulary seen in class. (150 words minimum)

**My experience taking IAE-II..... 13**

Each member of the group has to write this entry providing thoughts on what you have learned and improved during the course, as well as what were the difficulties that you have faced and how you have overcome them. Remember to make use of structures and vocabulary seen in class. (150 words minimum)

**6.6.1.2 CHECKLIST TO GRADE THE INTENSIVE ADVANCED ENGLISH II'S  
BLOG PROJECT ENTRIES**

**UNIVERSITY OF EL SALVADOR  
WESTERN MULTIDISCIPLINARY CAMPUS  
ENGLISH LANGUAGE DEPARTMENT**



**CHECKLIST TO GRADE INTENSIVE ADVANCED ENGLISH II'S  
BLOG PROJECT ENTRIES**

**Objective:** to provide the teacher with some rubrics to take into consideration when grading the Intensive Advanced English II blog entries.

**Students names:** \_\_\_\_\_ **Entry:** \_\_\_\_ **Grade:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Objective:** To evaluate students' writing and ICT skills in each blog entry they submit on their collaborative e-portfolio projects

| <b>Section 1: Writing Skills (60%)</b> |                                    |   |   |   |   |   |   |   |   |   |    |
|--|------------------------------------|---|---|---|---|---|---|---|---|---|----|
| <b>Criteria</b>                        |                                    | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| <b>11</b>                              | Grammar knowledge at his/her level |   |   |   |   |   |   |   |   |   |    |
| <b>22</b>                              | Sentence structure                 |   |   |   |   |   |   |   |   |   |    |
| <b>43</b>                              | Vocabulary studied in class        |   |   |   |   |   |   |   |   |   |    |
| <b>54</b>                              | Punctuation and spelling           |   |   |   |   |   |   |   |   |   |    |
| <b>55</b>                              | Logic and sequence of ideas        |   |   |   |   |   |   |   |   |   |    |
| <b>76</b>                              | Domain of the topic developed      |   |   |   |   |   |   |   |   |   |    |

|           |                       |  |  |  |  |  |  |  |  |  |  |  |
|-----------|-----------------------|--|--|--|--|--|--|--|--|--|--|--|
| <b>87</b> | Creativity            |  |  |  |  |  |  |  |  |  |  |  |
| <b>98</b> | Comprehension of task |  |  |  |  |  |  |  |  |  |  |  |

**Total:** \_\_\_\_\_

| <b>Section 2: ICT Skills (40%)</b> |   |   |   |   |   |   |   |   |   |   |    |
|------------------------------------|---|---|---|---|---|---|---|---|---|---|----|
| <b>Criteria</b>                    |   | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| <b>11</b>                          | Appropriate use of technological aids (such as videos, podcasts, pictures, collages, etc.) for the task   |   |   |   |   |   |   |   |   |   |    |
| <b>12</b>                          | Design of the blog ( such as domain name, favicon, headers, sidebar, display of contents, navigation map) |   |   |   |   |   |   |   |   |   |    |
| <b>13</b>                          | Theme of the blog (such as background of the blog, color, size and font of letters)                       |   |   |   |   |   |   |   |   |   |    |
| <b>14</b>                          | Evidence of team work (author attributions all along the blog)  |   |   |   |   |   |   |   |   |   |    |

**Total:** \_\_\_\_\_

**Comments:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

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# APPENDICES

**APPENDIX 1**

**UNIVERSITY OF EL SALVADOR  
WESTERN MULTIDISCIPLINARY CAMPUS  
ENGLISH LANGUAGE DEPARTMENT**



**RESEARCH TOPIC:** A PROPOSAL FOR THE REDESIGN OF INTENSIVE ADVANCED ENGLISH II WRITTEN TEST BASED ON EDUCATION 3.0 PARADIGM AT THE ENGLISH LANGUAGE DEPARTMENT, WESTERN MULTIDISCIPLINARY CAMPUS, UNIVERSITY OF EL SALVADOR, 2019

**SEMI-STRUCTURED QUESTIONNAIRE ADDRESSED TO ENGLISH LANGUAGE DEPARTMENT TEACHERS**

**OBJECTIVE:** TO GATHER INFORMATION ON TEACHERS' POINTS OF VIEW OF THE CURRENT INTENSIVE ADVANCED ENGLISH II WRITTEN TEST DESIGN

1. Do you consider that the time students have to complete the written test is enough considering all the parts the exam contains?

Yes  No

Why?

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2. Do you consider that the given directions in the written test are clear for students to work?

Yes  No

Why?

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3. Do you consider that the written practices developed in classes are related to the real written test evaluations?

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4. Do you know what Education 3.0 paradigm is about?

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5. Do you use ICTs in class?

Yes  No

Why?

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6. Do you consider that having vocabulary in charts to complete sentences in the Intensive Advanced English II written test helps you to evaluate Intensive Advanced English II students' literacy? Why?

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7. Do you consider that having different sets of sentences where students have to select and mark one as correct in the Intensive Advanced English II written test helps you to evaluate Intensive Advanced English II students' literacy? Why?

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8. Besides the building up section in the written test, do you consider that there is another way to evaluate problem solving?

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9. How do you evaluate grammar in the Intensive Advanced English II written test?

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10. Last year, Intensive Advanced English II students were asked to write a paragraph about certain topics in the last section of the written test, but they were also required to use specific sentence patterns to jot down their paragraphs.

Taking into consideration the case above:

a. What do you think about having a 20-line paragraph writing section in the Intensive Advanced English II written test?

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b. Is it necessary to have many restrictions for students to express themselves in there?

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11. Do you consider that it is necessary to redesign the Intensive Advanced English II written test?

Yes  No



Why?

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12. Which parts of the Intensive Advanced English II written test should be redesigned?  
Why?

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**APPENDIX 2**

**UNIVERSITY OF EL SALVADOR  
WESTERN MULTIDISCIPLINARY CAMPUS  
ENGLISH LANGUAGE DEPARTMENT**



**RESEARCH TOPIC:** A PROPOSAL FOR THE REDESIGN OF INTENSIVE ADVANCED ENGLISH II WRITTEN TEST BASED ON EDUCATION 3.0 PARADIGM AT THE ENGLISH LANGUAGE DEPARTMENT, WESTERN MULTIDISCIPLINARY CAMPUS, UNIVERSITY OF EL SALVADOR, 2019

**SEMI-STRUCTURED QUESTIONNAIRE ADDRESSED TO STUDENTS THAT TOOK INTENSIVE ADVANCED ENGLISH II IN SEMESTER I, 2018**

**OBJECTIVE:** TO GATHER INFORMATION ON STUDENTS' POINTS OF VIEW OF THE CURRENT INTENSIVE ADVANCED ENGLISH II WRITTEN TEST DESIGN

1. Did teachers use ICTs in classes?

Yes  No

2. If so, what kind of devices did teachers use in classes?

Computer  smartphone  tablet  smart T.V.

Others

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3. Do you think that it would be suitable to use ICTs on a written test?

Yes  No

Why?

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4. Do you consider that the time you had to complete the written test was enough considering all the parts the exam contained?

Yes  No

Why?

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5. Do you consider that the given directions in the written test were always clear to you?

Yes  No

Why?

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6. How do you think grammar was evaluated in the Intensive Advanced English II written test?

Sentences structure  meaning of words  synonyms

Word order in sentences  order of ideas  other: \_\_\_\_\_

7. How often was the vocabulary seen in class evaluated in the written test?

Always  Sometimes  Rarely  Never

8. Do you consider that the written practices developed in classes were related to the real written test evaluation?

Yes  No

Why?

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9. Do you consider that having vocabulary in charts to complete sentences in the Intensive Advanced English II written test helped you to evaluate your competences by that time?

Yes  No

Why?

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10. Do you consider that having different sets of sentences where you had to select and mark one as correct in the Intensive Advanced English II written test helped to evaluate your competences by that time?

Yes  No

Why?

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11. Do you consider that the building up section in the Intensive Advanced English II written test was the best way to evaluate problem solving?

Yes  No

Why?

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12. The last year, Intensive Advanced English II students were asked to write a paragraph about certain topics in the last section of the written test, but they were also required to use specific sentence patterns to jot down their paragraphs.

Taking into consideration the case above:

- a. What do you think about having a 20-line paragraph writing section in the Intensive Advanced English II written test?

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- b. Could you complete this section of the test without trouble?

Yes  No

Why?

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13. Do you consider that it is necessary to redesign the Intensive Advanced English II written test?

Yes  No

Why?

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14. If your answer was yes, which parts of the Intensive Advanced English II written test should be redesigned? Why?

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### APPENDIX 3

**UNIVERSITY OF EL SALVADOR  
WESTERN MULTIDISCIPLINARY CAMPUS  
ENGLISH LANGUAGE DEPARTMENT**



**RESEARCH TOPIC:** A PROPOSAL FOR THE REDESIGN OF INTENSIVE ADVANCED ENGLISH II WRITTEN TEST BASED ON EDUCATION 3.0 PARADIGM AT THE ENGLISH LANGUAGE DEPARTMENT, WESTERN MULTIDISCIPLINARY CAMPUS, UNIVERSITY OF EL SALVADOR, 2019

**CHECKLIST FOR THE COORDINATOR OF THE ENGLISH AREA OF THE ENGLISH LANGUAGE DEPARTMENT TO EVALUATE INTENSIVE ADVANCED ENGLISH II WRITTEN TEST DESIGN USED IN SEMESTER I, 2018**

**Objective:** To verify if the elements of the Intensive Advanced English II written test go according to Education 3.0 paradigm standards

**Directions:** Based on the criteria presented below, mark with an “X” according to the characteristics the test presents or not

**TEST DESIGN AND FORMAT**

| N° | CRITERIA   | YES | NO | OBSERVATIONS |
|----|--|-----|----|--------------|
| 1  | General and specific instructions are clear in order to guide the student about the procedure to follow to answer the exam |     |    |              |
| 2  | The test has a clear presentation (unified size and font of letter, and graphic representations)                           |     |    |              |

|   |   |  |  |  |
|---|---|--|--|--|
| 3 | The time is established for the development of the whole test, so students can have enough time to work on each item. |  |  |  |
| 4 | Technology is used in the development of the written test   |  |  |  |

**TEST PARTS**

| N° | CRITERIA  | YES | NO | OBSERVATIONS |
|----|---|-----|----|--------------|
| 1  | The grammatical structures to be evaluated in the test are the same seen in classes   |     |    |              |
| 2  | The written test has short or long answer questions                                   |     |    |              |
| 3  | Short questions allow students to evaluate students' creativity and critical thinking |     |    |              |
| 4  | Long questions allow students to evaluate students' creativity and critical thinking  |     |    |              |

|   |   |  |  |  |
|---|---|--|--|--|
|   |   |  |  |  |
| 5 | The written test has Multiple choice questions or true/false questions                                |  |  |  |
| 6 | Multiple choice questions provide students only a correct answer                                      |  |  |  |
| 7 | Open questions allow students to provide a free and extended answer to evaluate the cognitive ability |  |  |  |
| 8 | The questions presented in the test are contextualized  |  |  |  |



**APPENDIX 4**

**TIMELINE**

| ACTIVITY                                       | RESPONSIBLE               | 2019    |          |       |       |     |      |      |        |           |
|--|---------------------------|---------|----------|-------|-------|-----|------|------|--------|-----------|
|  |                           | January | February | March | April | May | June | July | August | September |
| Choosing the topic                             | Research Team and Advisor |         |          |       |       |     |      |      |        |           |
| <b>PRELIMINARY PHASE</b>                       |                           |         |          |       |       |     |      |      |        |           |
| Approaching the Field of Study                 | Research Team             |         |          |       |       |     |      |      |        |           |
| Diagnostic Study                               | Research Team             |         |          |       |       |     |      |      |        |           |
| Definition of the Problem                      | Research Team             |         |          |       |       |     |      |      |        |           |
| Revision of Statement of the Problem           | Advisor                   |         |          |       |       |     |      |      |        |           |
| <b>PLANNING PHASE</b>                          |                           |         |          |       |       |     |      |      |        |           |
| Literature Review                              | Research Team             |         |          |       |       |     |      |      |        |           |
| Incorporation of the Suggestions               | Research Team             |         |          |       |       |     |      |      |        |           |
| Operationalization of Variables                | Research Team             |         |          |       |       |     |      |      |        |           |
| Elaboration of Data Collection Instruments     | Research Team             |         |          |       |       |     |      |      |        |           |
| Revision of Operationalization and instruments | Advisor                   |         |          |       |       |     |      |      |        |           |
| <b>EXECUTION PHASE</b>                         |                           |         |          |       |       |     |      |      |        |           |
| Data Collection                                | Research Team             |         |          |       |       |     |      |      |        |           |
| Data Processing                                | Research Team             |         |          |       |       |     |      |      |        |           |
| Data Interpretation and Analysis               | Research Team             |         |          |       |       |     |      |      |        |           |
| Elaboration of Redesign Proposal               | Research Team             |         |          |       |       |     |      |      |        |           |
| Writing the Final Report                       | Research Team             |         |          |       |       |     |      |      |        |           |
| Revision of the Report                         | Advisor                   |         |          |       |       |     |      |      |        |           |
| Oral Presentation                              | Research Team             |         |          |       |       |     |      |      |        |           |

**APPENDIX 5****BUDGET**

| Type of supplies | Name                         | Cost per item | Number of item | Total     |
|------------------|------------------------------|---------------|----------------|-----------|
| Office Supplies  | Ream of bond paper           | \$4.20        | 1              | \$4.20    |
|                  | Pens                         | \$0.25        | 4              | \$1.00    |
|                  | Pencils                      | \$0.25        | 6              | \$1.00    |
|                  | Ink                          | \$5.00        | 3              | \$15.00   |
|                  | Box of staples               | \$2.00        | 1              | \$2.00    |
|                  | Folders                      | \$0.35        | 4              | \$1.40    |
|                  | Fasteners                    | \$0.15        | 4              | \$0.60    |
| Services         | Photocopies                  | \$0.04        | 210            | \$8.40    |
|                  | Internet                     | \$227.00      | 8              | \$1816.00 |
|                  | Food                         | \$1.50        | 20             | \$30.00   |
|                  | Transportation               | \$50.00       | 10             | \$500     |
|                  | Validators                   | \$10.00       | 1              | \$10.00   |
| Human Resources  | Researchers                  | \$1000        | 4              | \$4000    |
|                  | Personal to apply the survey | \$5.00        | 20             | \$100.00  |
|                  | Personal to Observe          | \$10.00       | 4              | \$40.00   |
|                  | Personal to Interview        | \$20.00       | 4              | \$80.00   |

**Total: \$4,609. 06**

APPENDIX 6



Unidad de Acceso a la Información Pública

UAIP/024.1/2019
Ciudad Universitaria, 4 de marzo de 2019

URGENTE

Lic. José Vicente Cuchillas Melara
Decano
Facultad de Ciencias y Humanidades
Universidad de El Salvador
Presente.



Saludos cordiales:
Los mejores deseos de éxito en la labor que realiza.

Por medio de la presente y con motivo solicitud de información que se le hiciera llegar, con fecha de 25 febrero de 2019, mediante memorándum UAIP/MG024/2019, literalmente dice:

- Exámenes escritos de la materia Inglés Avanzado Intensivo II (IAI234) de la carrera Licenciatura en Idioma Inglés, Opción Enseñanza de las Facultades Multidisciplinaria Oriental y Humanidades, correspondientes al ciclo I, 2018
-Programas de estudio de estudio de la materia Inglés Avanzado Intensivo II (IAI234) de la carrera Licenciatura en Idioma Inglés, Opción Enseñanza de las Facultades Multidisciplinaria Oriental y Humanidades, correspondientes al ciclo I, 2018.

Respetuosamente le informo que el PLAZO CONCEDIDO EN MEMORANDUM DE GESTIÓN para la presente solicitud de información finalizó el día 1 de marzo del corriente año, y en virtud de darle cumplimiento a los plazos establecidos por la LAIP es necesario que la información sea remitida a la UAIP, o si por la complejidad de información es necesaria ampliación del plazo ordinario, solicitarlo de conformidad al Art. 71 LAIP.

Atentamente me suscribo de usted.

"Hacia la Libertad por la Cultura"

Msc. Sofía Zamora Briones
Oficial de Información



## APPENDIX 7



UNIVERSIDAD DE EL SALVADOR  
FACULTAD DE CIENCIAS Y HUMANIDADES  
DEPARTAMENTO DE IDIOMAS



04 MAR 2019

Ciudad Universitaria, 28 de febrero de 2019

Licenciada  
**Silvia Colorado**  
Unidad de Acceso a la Información Pública  
Facultad de Ciencias y Humanidades  
Presente.



Licenciada Colorado:

Tal y como lo solicitó en nota recibida el 26 de febrero, remito a usted programa de la asignatura Inglés Avanzado Intensivo II, correspondiente al Ciclo I-2018. Con respecto a los exámenes escritos, debo mencionar que obedeciendo a la libertad de cátedra, cada docente elabora las pruebas según su criterio y la asignatura es impartida en su mayoría por personal contratado bajo la modalidad de Hora-clase. Por lo que ellos no están obligados a dejar estos exámenes en la secretaría.

Sin más que agregar, aprovecho la ocasión para enviarle un cordial saludo.

Atentamente.

"HACIA LA LIBERTAD POR LA CULTURA"

  
**M.A. José Ricardo Gamero Ortiz**  
Jefe Departamento de Idiomas



APPENDIX 8



UNIVERSIDAD DE EL SALVADOR  
FACULTAD MULTIDISCIPLINARIA ORIENTAL  
ADMINISTRACION ACADEMICA

Ciudad Universitaria, 25 de febrero de 2019.

*Lic. Margarita Olivares*  
*Enlace UAIP-UES*  
*FMO-UES*  
*Presente.-*

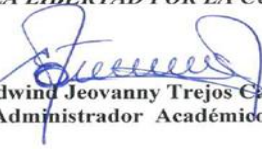


Reciba un cordial saludo deseándole éxitos en sus labores Administrativas por la mejora continua de la Facultad.

En atención a solicitud del requerimiento en Memorandum UAPI/MG24/2019, Donde solicita programa de estudio de la materia de ingles Avanzado Intensivo II (IA1234) de la carrera de Licenciatura en Idioma Ingles, le informo que de dicha carrera no contamos con el plan de estudio por no estar implementada en esta facultad. Solamente en la facultad de Humanidades y Facultad de Occidente.

Sin más que agregar, me suscribo de usted.

**"HACIA LA LIBERTAD POR LA CULTURA"**

  
Lic. Edwin Jeovanny Trejos Cabrera  
Administrador Académico

