



## EXPLORING THE PRINCIPLES OF CONSTRUCT AND CONTENT VALIDITY PRESENTED IN THE TESTS OF THE TEXTBOOK ENGLISH UNLIMITED

---

LUCIMAVER GONZÁLEZ ROBAYO - ALBERTO RAMÍREZ AVENDAÑO  
lugoro0102@gmail.com - alraven1509@hotmail.com

Received: March 13th, 2012  
Accepted: September 29th, 2012

### Abstract

This research study aimed at exploring the principles of construct and content validity presented in the tests of the textbook English Unlimited in a private university, the relation with the students' learning goals in an ESP course, as well as the teachers' and students' reactions and understanding of these two types of validity. In the process of collecting data, two instruments were administered: a survey for students and a questionnaire for English teachers in relation to the tests provided in the textbook. The findings reveal that there is a mismatch in both content and construct validity influenced by several factors that are characteristic of these two types of validity, such as timing, level of difficulty and rehearsal, among others. In relation to content validity, students and teachers displayed a low level of satisfaction for some reasons: the tests provided by the textbooks

### Resumen

Este estudio de investigación tiene como objetivo explorar cómo los principios de validez de contenido y de construcción están presentes en los exámenes propuestos por el texto guía usado en el nivel elemental en una universidad privada, la relación con las metas de aprendizaje con los estudiantes, así como la reacción y entendimiento de profesores y estudiantes en relación con estas dos clases de validez. En el proceso de recolección de información se usaron dos instrumentos: una encuesta a estudiantes y un cuestionario a profesores de inglés acerca de los exámenes suministrados por el libro de texto. Los resultados revelan que hay inconsistencia en la validez de contenido y en la validez de construcción, tales como tiempo, nivel de dificultad, y preparación, entre otros. En relación con el principio de validez de construcción, no hay

do not fulfill their expectations related to their learning's goals; there is a lack of contextualized activities, as well as lack of exposure to the English Language. On the other hand, in relation to construct validity, there is no correlation between the types of activities proposed for the class and the tests given to the students.

**Key words:** content validity, construct validity, testing, textbooks, evaluation.

## Introduction

There has been a continuous growing interest in learning and developing communicative skills in the English Language, an interest that has led to an expansion of English Language Teaching and has acknowledged English as the "global language" (Crystal, 1997). English is the world's language, so being capable of using it in communicative contexts is a need for all learners. To keep up with the ever-changing world, students, especially at university levels, must be equipped with more complex English skills and, in this way, they will be able to challenge themselves in different professional contexts.

Nowadays, this worldwide interest demands more attention in the EFL (English as a Foreign Language) context due to the enormous expansion of English within different contexts: economic, political, technological, scientific and educational. From this standpoint, English has developed into a "multilayered language approach based on learners' specific needs required

una relación directa entre las actividades propuestas para las clases, además los temas no se practican en la misma forma en que se evalúan en los exámenes.

**Palabras clave:** validez de contenido, validez de construcción, pruebas, libros de texto, evaluación.

by their professions or occupations" (Graddol, 2001, p. 2). Based on the demand for **strengthening** all those needs, there is an increase in the design of textbooks or course books by both native and non-native English speakers, all of them intended to help students perform according to their needs and expectations, and become competent in life's language challenges. As a starting point, language teaching and learning are complex phenomena for which there is no universal recipe; thus, the curriculum must be structured and integrate the learners' needs, interest and expectations. So here, the curriculum's components: policies, pragmatic considerations (time and resources: materials), and the learners' prior knowledge background (and reality) play an essential role in any educational setting. Therefore, materials (textbooks) are one of the main sources that English teachers have in their teaching practice and for students' input, but this input should be comprehensible to help learners become competent and proficient in the new language. Such efforts help students become prepared for the new

challenges in his/her professional context, and to develop problem-solving and critical-thinking skills.

According to Krashen (1985), comprehensible input refers to how learners progress in language acquisition (subconscious progress) rather than language learning (conscious knowledge of the second language). It is one of the main reasons why the curriculum must be structured (and reflect) the learners' needs, interests and expectation levels. It should also have a consensus of teachers, administrators and community expectations and, of course, incorporate the current breakthroughs in academic fields. Curriculum design requires a questioning stage before planning begins, so that all participants analyze and understand the program focus. Researchers like Johnson (1989) and Berwick (1989) say that the design should comprise: knowledge, competences, social activities and problems, cognitive processes, feelings and attitudes, and needs and interests of the learner. Further, curriculum design in the first-stage planning must include three aspects: policies, pragmatic considerations (time and resources), and the participants' previous knowledge background (and reality), so that teachers' effectiveness remains student-centered (Berwick, 1989; Johnson, 1989). Regarding this main resource of textbooks and their development, a huge concern comes to our mind, taking into account that these students are from different academic programs and are taking Basic English II: How efficient are those textbooks in preparing English language learners to achieve their specific purposes? Do they focus on what the learner

really needs to be competent on in real contexts? And more specifically, how are those textbooks evaluating students' learning progress?

As a starting point, language teaching and learning are complex phenomena for which there is no universal recipe; thus, the textbooks, as well as the tests must be structured and reflect the learners' needs, interests and expectation levels. As language teachers, one of our goals is to cultivate the students' awareness of their own learning process and encourage them to gain communicative competence in different settings. The reflection process on this phenomenon started from the Evaluation Seminar in the Master's program, so we became aware of the need to analyze the textbook's tests used in one of our English II classes in a private university and explore the principle of construct and content validity presented in those tests, and their relation with the students' learning goals. This material was selected as the object of analysis due to the fact that one of us (teacher-researcher) has been using it as the main guide text in the English classes. On the other hand, as EFL teachers and M.A candidates we consider relevant to raise awareness in the English materials used in our classes in order to analyze if they are suitable for the students' needs and expectations.

This mini-scale research attempts to show an analysis done in relation to the principle of validity, which refers to 'the degree to which a test measures what it claims' (Brown, 1996, p. 231), present in the tests provided by a textbook used for English I and II in a private university in different

academic programs. This study intends to analyze and to explore the principle of construct and content validity presented in the tests of the textbook English Unlimited at a private university and the relation with the students' learning goals.

This analysis aims to answer a core question: To what extent are the principles of construct and content validity presented in the tests of the textbook English Unlimited in a private university and how are they related with the students' learning goals?

This mini-scale research is organized in six sections. The first is this introduction. The second presents the rationale, which justifies the problematic situation and the importance of this study in theoretical and practical terms, the research question and objectives that guided our research study. The third section reviews the literature in relation to the principle of content, construct validity, and evaluation of tests. The fourth section presents the methodology, the participant's profile, the instruments used for the data collection, and the data analysis that promotes an in-depth analysis and description of the object of study. The fifth section presents the most important findings in the mini-scale research project, so answers to the research question are presented. Finally, in the sixth section, some relevant conclusions that arose from the analysis of the data are described as well as some pedagogical implications.

### **Rationale and Research Question**

This mini-scale research project emerges from the discussions of the readings and reflections conducted in the Evaluation

Seminar in a Master's Program. It is our interest to go deeper in our teaching practice in relation to the way in which we are evaluating our students' learning process and the criteria we take into account when using the tests provided by textbooks. Following that issue that concerns English teachers, we decided to research about the principle of construct and content validity presented in the tests of the textbook English Unlimited and the relation with the students' learning goals.

It is important for us as EFL teachers to take time to analyze, evaluate, modify and re-design the test materials provided by textbooks to make them more feasible, meaningful and contextualized for students, to meet both our teaching needs and our students' learning needs. As a result, the core question for this mini-scale research study is as follows: To what extent are the principles of construct and content validity presented in the tests of the textbook English Unlimited at a private university and how they are related with the English II students' learning goals?

### **Context for the study**

The textbook used for English II class was English Unlimited, which aims to enable adult learners to communicate effectively in real English situations, so this textbook is characterized as a practical, authentic, international and flexible course; a textbook that promotes autonomous learning and encourages learners to be independent with their own learning process (Doff and Lloyd, 2010). Those characteristics were one of the reasons why that book was chosen as a textbook for English II. There are two series,

A1 starter that is used for English I and A2 elementary that is the one we are researching on. The authors of this textbook are Doff and Lloyd (2010). The learning goals for this course are based on the Common European Framework of Reference for Languages (CEF) and adapted to the Elementary level learners' needs. The textbook provided 14 units. Each one has the following components: goals, language, skills, and across cultures (see annex 1). Each unit has a progress test and 3 achievement tests. Centred on purposeful, real-life objectives, it prepares learners to use English independently for global communication. Centred on purposeful, real-life objectives, it prepares learners to use English independently for global communication.

The progress tests assess learners' handling of language aspects taught in the textbook. Each test has 40 questions on grammar, vocabulary and pronunciation (see annex 2). The textbook sets a time limit of 30 minutes to complete the progress test.

The achievement tests are based on the language skills: reading, listening, writing and speaking. Each skill follows its own assessment criteria, for example:

- Reading: time limit of 15 minutes
- Listening: time limit of 10 minutes, play the recording twice
- Writing: time limit of 40 minutes, assess the work using the analytical scale provided. The purpose is to stimulate real-life and communicative pieces of writing.
- Speaking: the test has two parts. The first section lasts six minutes and the second part four minutes. The test should be conducted by placing students in pairs

with the room set up as a round table. The test should take place in a separate room and should follow the Speaking Assessment Scale, which is provided by the textbook, and include aspects such as task achievement, range, organization, pronunciation and accuracy. Each aspect.

The students in this class, English II of Physical Education, have taken both types of tests during the development of our classes during the semester.

In the following chapter, the researcher presents the main theoretical constructs and the research related to the literature questions, as a support entity that enlightens –hopefully clarifies– the students' positions on gender issues

### **Theoretical Framework**

As an essential part of this article in the field of foreign languages learning, the main and the research related to the literature question is presented, as a support entity that enlightens the two validity principles addressed in the study.

This mini-scale research is grounded on the concepts of content validity, construct validity, curriculum, testing, textbooks, and evaluation, as well as several theories and studies that we researched in order to support the constructs of this study. First of all, the use of textbooks in the classroom has a long history in the education system, and it is reflected in the curriculum which must be structured and reflect the learners' needs, interests and expectation levels. Students will evolve fluent if there is a well-structured coherent language curriculum;

and, in addition, these efforts also encourage students to become independent, life-long learners. Curriculum is understood as the compilation of all academic subjects, the instructional programs by which learners achieve their goals in different communicative contexts, as it is stated by Marsh: "Curriculum is the totality of learning experiences provided to students so that they can attain general skills and knowledge at a variety of learning sites" (2009, p. 8). Here, the teacher's role needs a different focus. They must become facilitators rather than mere transmitters of knowledge, to thereby help students perform according to their needs and expectations, and become competent in life's language challenges.

In the following segment, we will report a review of testing in Colombia as a way to help readers get a better understanding of this research study.

### ***Testing in Colombia***

Another important concept to include in this study is the one related to standardized tests in our country. Usma (2009) in his article on Education and Language Policy in Colombia refers to how education in Colombia is following several standardized tests such as Pruebas Saber, ICFES (Instituto Colombiano para el Fomento de la Educación Superior), ECAES (Exámenes de Calidad de Educación Superior), and First Certificate of English. There are also certain private and public institutions that require international English tests such as the TOEFL (Test of English as a Foreign Language) and the MET (Michigan English Test) as a requisite of admission or

graduation depending on local policies. The inclusion of this type of tests in our education system has become a trend because both teachers and book designers are aware of the importance of having students prepared for any of these tests which, in some way, demand from students to develop certain basic test-taking skills. Bearing in mind, the relevance of testing in our education system and the influence it has on the learner's performance, we consider that the construct and content validity play a huge impact on those test results because it is there, in those specific testing experiences, where learners integrate all what they have learnt and relate them with their learning goals, needs and expectations as future professionals.

After discussing the standardized tests in our country, we will debate about the characteristics of textbooks to illuminate the connection with the core research question and underline key aspects of the data to be examined.

### ***Characteristics of textbooks***

When selecting textbooks, it is relevant to have in mind some criteria like content, the methods these textbooks implement, and the way evaluation is used in the textbooks. According to (Johnson, 1989) there are four stages in policy decision making in material design: curriculum planning, ends/means specification, program implementation and classroom implementation. During this process evaluation should take place, as Hargreaves (cited by Johnson, 1989) stated: "evaluation is not a stage in itself; it is the result of a further set of decisions. Therefore, evaluation needs to evaluate both process and product". In this sense, material

evaluation plays an essential role in the achievement of the learning goals, and in the success of any academic program. This implies that EFL teachers must evaluate the materials being aware of the students' input: "meaningful, interesting, and comprehensible which argues for a "rich communicative environment" (p.167), and output: precise, coherent, and situational appropriate (Sharwood, 1993).

Evaluating materials for the EFL / ESP classrooms should not be taken as a shallow task. Despite it takes time in the initial stages, the teacher must be mindful about its importance and to develop in some degree certain skills in relation to the subject knowledge, language learning pedagogies, learning styles, and learners' outcomes. Since we have developed a certain level of understanding about evaluation of materials and in more specific purpose about tests, in this study, we focused our attention on tests from the textbook *English Unlimited A2 - Elementary Level*.

### ***Evaluation of Tests***

Gorsuch (2000) in her research study suggests that, in evaluations of tests, a lack of "fit" may be revealed. Teachers may find, for example, that an achievement test developed by a textbook author calls for students to do things that they are not required to do while using the textbook. Or, perhaps, the test calls upon students to demonstrate language knowledge and skills they already had before taking the course. This author highlights two key points in relation to tests. First of all, achievement tests provided by the book should be more demanding than the exercises students do

during the development of the activities in the textbook. Secondly, if a test asks students to perform a task in which they use the language they are learning, it may not allow students to adequately demonstrate the skills and achievements that the book has purported to promote. In other words, we cannot evaluate a student by just giving them a test and measuring the ability they have on a specific task. This concept is related to generalizability (Nichols and Smith, 1998), which refers to making predictions based on past observations.

The elaboration of tests at a local level is not an easy task for teachers to perform because it is time consuming and requires the creation of certain criteria and, in some cases, the use of rubrics to grade those tests. Also, test creation requires the participation of at least one person knowledgeable on test construction and issues of reliability and validity (Brown, 1989; Griffee, 1995).

### ***The Concept of the Principle of Validity in Tests***

Validity is understood as being appropriate, meaningful, and useful; validity is evidence in a test when it covers what has been taught and it is accurate for the learner. Some views about the principle of validity include "the degree to which a test measures what it claims to be measuring" (Brown, 1989, pp. 65-83). From another perspective, "validation is inquiry into the soundness of the interpretations proposed for scores from a test" (Cronbach, 1990, pp. 150-151). From that standpoint, validity focused on the accuracy of a test. It is essential to clearly define this term in order to analyze what we

are evaluating in our teaching practices. A well-constructed test must benefit EFL students in different aspects: help them master the topics and the language; encourage them to be active learners and develop a positive attitude towards the class; raise awareness of their own learning progress, strengths and weaknesses with the purpose of being reflective and overcome the weak aspects.

In general, test writers need to take into account three types of arguments when they want to ensure that their tests have validity: content validity, construct validity, and criterion validity (Brown, 1996). The first one, content validity has to do with the concepts, topics or activities that have been covered previously and on which students are now being tested and are supposed to know. The second type of validity, "construct," is related to the mental ability that human beings have to make abstractions that are not observable. This validity occurs in the classroom when teachers first give their students some exercises to learn and reinforce the topic. Brown (1996) called this process "intervention." So a test is valid when the topic has been studied and, therefore, students possess or have been able to obtain a "construct." The third one refers to criterion validity, which involves comparing the results of a test to a more established test (tests that are related to a well-established criterion). Brown (year?) stated that criterion validity is more relevant for state, national or international tests.

For several authors such as Husserl (1994), McKenna (1982) and Willard (1992) the importance of validity is very high. These

authors gave us relevant insights and a closer approach to validity in tests on EFL contexts, which concluded that a test's validity will vary according to the purpose for which its results are being given and the types of individuals tested. From that standpoint, the study of any test's validity must be an ongoing process. Some researchers and textbooks' authors suggest that test makers should supply evidence of at least three types of validity: content, criterion and construct validity. A research study done for the SAGES 2 subtests (2005) revealed that the content validity showed meaningful evidences: a rationale for the content and the format was presented; the validity of the items was supported by the results of used items during the developmental stages of test construction; the validity of the items is reinforced by the results, (SAGES-2). From a national perspective, a research study examined the concurrent validity of the Language Center oral assessment rubric (LCR) with the KET (Key English Test) and PET (Preliminary English Test), Cambridge Examinations. The authors developed a validity analysis including logical and empirical analysis, as a result, they concluded that from the logical analysis the rubric has construct validity, and from the empirical one, there is a low correlation between KET and LCR. Finally, there is a need of adjustment in relation to the rubric to the low students. (Muñoz, Alvarez, et al. 2003). These research studies have a deep relationship with the study we are conducting in relation to the influence that any type of assessment can have into the classroom atmosphere and the learners' performance.



## Methodology

This article accounts for the results of a qualitative descriptive mini-scale study, which focused on the description of people's personal experiences of a phenomenon. In this case we studied how the principles of construct and content validity are presented in the English Unlimited textbook tests at a private university and their relationship with students' learning goals. Lijphart described this type of studies as "entirely descriptive and move in a theoretical vacuum" (1971, p. 691). They are useful in presenting basic information about areas of education; useful in gaining an in-depth understanding of the situation and its meaning for those involved.

### *Participants' Profile and Setting*

The population that we selected for this mini-scale research project consisted of four English language professors and a sample of ten students from a private university in Tunja, Boyacá, Colombia.

The four English language professors who participated in this study are between 20 and 40 years old. They are two females and two males. They all hold a Master's degree in Education. Their teaching experience ranges from 0 to 10 years. They started working at this university in January 2012. These professors work with different sizes of groups, from 8 to 35 students in different academic programs such as Agricultural Engineering, Law, Vet Engineering, Social Work, Electronic Engineering, and Physical Education. None of the participating professors have previous university teaching experience, so this is the first time they are teaching at university levels and in an ESP

context. They use textbooks as a guide in their teaching practices. They constantly refer to the different English levels and language learning backgrounds of their students, since many of them are from different towns in Boyacá and other cities.

The ten students are from the English II class of the Physical Education academic program, and they are in the second semester. Their ages range from 18 to 24 years old, and they are six males and four females. Some of them have been studying English since lower school, other since high school. They all come from different places, such as Soatá, Samacá, Tibasosa, Bucaramanga, Yopal, Sogamoso, Nuevo Colon and Tunja. This is a very diverse group with different cultural backgrounds and different levels of English learning, different learning styles and different purposes in life. The ones who come from small towns demonstrated a low English level, because they were only taught English 2 or 3 hours weekly during their middle and high school studies, and the classes focused more on isolated vocabulary and grammatical aspects. In relation to the participants from Tunja, they said that their English level was focused on grammar and reading for most of their previous classes. So, the experience they had related to speaking and listening skills was minimal. Most of the participants had not been exposed to listening or speaking practices, which are constraints in their learning process in most of the students with whom we, as English language teachers, have worked.

The context is a private Catholic university located in Tunja. It has approximately 3,500 students. This institution is committed to

scientific research and an integral education according to Christian values like life, love, faith, hope, truth, responsibility, freedom, justice and labor. Based on the mission and vision of the university, likewise as the profile of the future professionals, the English Language has a high status in the curriculum in such way that at the end of the academic program, the learner must be proficient in a foreign language, in this case English, and capable of using the target language in real communicative contexts according to their needs and professional challenges.

### **Data Collection Instruments**

In order to answer our research question: To what extent are the principles of construct and content validity presented in the English Unlimited textbook tests at a private university and how they are related to the students' learning goals? We used suitable instruments to develop this qualitative research. The employed tools included a survey for students (see annex 3) and a questionnaire for English teachers (see annex 5) in relation to the tests provided in the textbook *English Unlimited A2 - Elementary Level*. Both professors and students use the textbook *English Unlimited* in their English classes.

### **Survey**

Surveys are useful tools that provide insight into skills, attitudes, competencies, and participants' own learning progress, personal opinions, judgments and beliefs. A piloting stage took place during the preparation of this instrument. The survey (see annex 3) was administered to an English II class of Agricultural Sciences students. This group

has the same textbook and has similar characteristics and interests in relation to the participants. This pilot testing helped us determine if the survey was appropriate according to the study; if there were flaws or limitations. Some questions were modified in relation to the research question.

This instrument helped us to elicit useful information in order to analyze the features of validity that the learners perceive in the tests. Ten students were asked to fill out a survey after taking an achievement test. The survey started by asking students about personal information and then continued with other questions about how they perceive the tests. For example, in relation to the number of tests they take, length, level of difficulty, instructions, the four skills of the language, and learning goals. Finally, there were some additional open-ended questions. This survey also included at the end of it several open-ended questions in which they were asked how much they like the way they were being tested and if they had any suggestions for the way and the type of tests of the subject. Some questions were in English, others in both English and Spanish, and the researchers explained before the concept of validity, so it was clear to them at the time of answering the survey.

### **Questionnaire**

This instrument was applied to four English professors at the university with the purpose of knowing the knowledge they have about content and construct validity and their relation to the tests they use to assess their students (see annex 5). The questionnaire started with some questions about background information, and then other

questions followed about the characteristics of the tests provided by the textbook. Finally, some questions were included about their experiences using those tests.

## Data Analysis

This mini-scale research project was carried out with the help of content analysis. Content analysis is a research technique that involves the examination or analysis of the contents of communication inferred from texts and how they function when in use. Krippendorff (2004) stated that this technique provides “new insights, increases researchers’ understanding of a particular phenomenon.” (p. 244). In relation to the way we as researchers work with information, “it is a systematic research method for analyzing textual information in a standardized way allowing evaluators to make inferences about that information” (Weber, 1990, p. 37). Since this study is framed as a qualitative research Project, our major concern was the variety of meanings, attitudes, and interpretations found from each participant; thus, for the analysis we followed (Miles and Hubberman, 1994) four stages: data collection, data display, data reduction and conclusions (verification).

The analysis of qualitative research suggests the idea that using different qualitative data analysis techniques can increase triangulation (Leech and Onwuegbuzie, 2010); thus, it is the researcher’s responsibility to select the most appropriate analysis techniques (Leech and Onwuegbuzie, 2008). The “data provide ‘thick descriptions’ that are vivid, nested in a real context, and have a ring of truth that has strong impact on the reader” (Miles and Huberman, 1994, p. 238). The data occurs in

natural settings, in real situations. Hence, for the qualitative data analysis we followed these stages: data organization, data reduction, data display, data verification, and data report.

## Findings

In order to answer our research question and objectives proposed, we grouped data according to our participants’ responses: students and teachers (see samples in annexes 4 and 6).

1. Through students’ responses we could establish that the most outstanding adjectives to describe the textbook and the tests presented in it were complete, easy, practical, helpful, challenging, simple, educative, positive, and effective. Going beyond these basic features, we identified some relevant patterns which gave us some commonalities as they refer to students’ perceptions as follow:

- *Textbook focusing on students’ needs*

Students revealed that the textbook helps increase and overcome some English language’s aspects as well as fulfill their expectations and interests as evidenced in this participants’ excerpt:

Lo que me gusta más de este libro es que contiene ejercicios de refuerzo o trabajo extra-clase que me ayuda a reforzar aspectos de gramática y vocabulario. Además, cumple con las temáticas que debo aprender para estar preparada para el siguiente nivel (participant 3, survey).

As we can observe, this participant and the other students perceived that the textbook and the exercises are of great help for them

in order to learn and expand on what they are learning.

- *Test focusing on helping students master and reflecting on their English learning process and on their needs*

All student participants' responses described the test as an excellent opportunity to reflect on what they are learning, on their weaknesses, and as instrument to reinforce what learnt in class.

Los test para mí son una ayuda en reforzar lo visto y enseñado en clase. A través de los test, yo puedo reflexionar sobre mi aprendizaje, sobre lo que necesito estudiar más, sobre qué temas aun no puedo usar correctamente...en fin me dan una pauta concreta para mejorar mis debilidades (participant 7, survey).

This excerpt confirms that students are also aware of the importance of tests during their learning process.

- *Test focusing on empowering students.*

From most of the students' speeches, we could analyze a positive overall experience that has given them the chance to learn more and be aware of the challenges and demanding attitudes expected from them.

Mi experiencia ha sido de total satisfacción porque he sentido que he progresado, que cada vez nos retan más porque las temáticas son más avanzadas y complejas, lo cual nos exige dedicar más tiempo a estudiar. El test me evalúa muchos más temas de los que aprendí en el bachillerato (participant 5, survey).

This excerpt gives us insights on the challenge that students feel when they take a test.

2. Through teachers' responses we could analyze the relation of teachers' perceptions about the test they are using in class, we were able to establish these commonalities:

- *Flexibility on the scales*

From the data collected we decided to give this name to this finding because the teachers' opinions are divided. Half of the participating teachers agreed that they like the fact that they do the instruction and then they give the tests that the books provide; but the other half of the participating teachers considered that they feel tied up because they do not have much flexibility to expand on certain topics or to make adjustments to the test because they are provided by the textbook.

I like the test that the book comes with because I first teach what I am supposed to teach and then I give the tests, they come ready to print and make copies (participant 2, questionnaire).

I feel that I don't have the freedom to cover other topics that are necessary for students because the time is too short and I cannot go out of the box because when the date of the exam comes they need to be ready for it (participant 3, questionnaire).

- *The context of our students*

All of the participating teachers agreed that book and test designers should take the context of the students into account. This

is not the case of this textbook because it is published in the United Kingdom and most of the topics included in it are related to this region of the world. For example, the tests do not situate the learner in a real situation of language in use.

A couple of my students have expressed that they feel as if they were learning about other cultures because there are not moments when they can read something at the local level, or at least at Latino level, everything is about Europe and sometimes about Asia (participant 3, questionnaire).

- *More focus on language skills*

All the participant teachers considered that this textbook and its tests are more focused on the development of the language skills in isolation. There is a lack of opportunities for students to produce real and meaningful language because neither the input nor the output requires from students to develop their communicative competence in the foreign language.

This excerpt is part of the participants' suggestions:

There should be more opportunities in both, the activities of the book and the tests in which students can interact with others about real situations or things of their interest in order to be able to accomplish their learning goals (participant 1, questionnaire).

After analyzing the information provided by the two instruments, we were able to get insights from students and in relation to two types of arguments that are relevant when ensuring test's validity: content validity and construct validity. It is necessary to explain that we decided not to include criterion validity, according to Brown's classification (1996), because we are not comparing the tests proposed by the textbook with other standardized tests. The following analysis makes a parallel between the students' and teachers' responses based on the principles of content and construct validity.

Types of validity	Students	Teachers	What we can conclude
Content validity	In relation to the first items related to content validity, most of the students demonstrated a good level of satisfaction with the tests provided by the textbook and that they have taken in the semester. The item related to the level of difficulty presented a high level of dissatisfaction.  "Considero que los tests que nos da la profe de inglés evalúa lo que hemos estado practicando en clase" (participant 6, questionnaire).	Teachers showed that this type of validity is not fulfilling their expectations but is not discouraging either.  "The book is very good but it is way too advanced for this community" (participant 3).	We observed a mismatch in the level of satisfaction that students and teachers got from the test. This level of satisfaction or dissatisfaction is influenced by some factors such as:  - English level background  "Unfortunately most of the students in my class come from small towns and their English level is low. So I have to struggle in order to help them catch up" (teacher-participant 1, questionnaire).

Types of validity	Students	Teachers	What we can conclude
Content validity	<p>"A pesar de que hacemos muchos ejercicios hay muchas cosas que salen en los tests que son difíciles" (participant 3, questionnaire).</p>		<ul style="list-style-type: none"> <li>- Teaching practice experience</li> <li>"Based on the different textbooks and their tests, there some characteristics that I want to see in the tests, for example the relationships between the content of the textbook and the tests, or the context of the students" (teacher-participant 2, questionnaire).</li> <li>-Exposure to the English language in real situations.</li> <li>-Timing makes it impossible to cover all activities and to provide enough practice before the testing time.</li> <li>"The time we have for teaching is limited and there is no time to prepare them in how to take the test. It needs some training" (teacher-participant 4, questionnaire).</li> <li>-Learners' learning styles</li> <li>"Me gusta el libro y los tests porque traen muchas imagen y eso me ayuda a comprender y asociar temas" (I like the book and the tests because they contain many images and it helps me to understand and associate topics) (student-participant 8).</li> <li>-Methodology used by teachers.</li> <li>- Speaking is hardly covered due to there are many programed activities and in some cases because of the number of students in the class.</li> </ul>

Types of validity	Students	Teachers	What we can conclude
Construct validity	<p>Students have different perceptions in relation to how much they have practiced in class. Overall, they are somewhat satisfied.</p> <p>"La profesora de inglés nos ayuda a reforzar temas que posteriormente nos salen en el examen" (participant 5, questionnaire).</p> <p>Most of the students consider that the types of activities done in class are related to the ones in the tests.</p> <p>"Me parece que la profe nos guía con ejercicios y actividades que nos preparan para los tests de inglés" (participant 1, questionnaire).</p> <p>In relation to competence and motivation students are also satisfied.</p> <p>"Aunque no hay muchos momentos en los que podamos hablar en inglés, la profe nos motiva a participar en clase y a trabajar en el libro" (participant 5, questionnaire).</p>	<p>Teachers also have different opinions in how much topics are rehearsed in class before the test comes.</p> <p>"I would like to practice more for the test but there is not time. In the end, the tests should be the reflection of what we do in class" (participant 1, survey).</p> <p>Two of the teachers think that no competences or motivation is developed through tests while the other two teachers are somewhat satisfied.</p> <p>"This is like a mechanical process. We first present a topic and then they just have to replicate it in the test" (participant 4, survey).</p> <p>"I don't have anything against the way the topics are evaluated in the tests" (participant 2, survey).</p>	<p>In one hand, we found out that there is no correlation between the types of activities proposed for the class and the topics are not rehearsed in the same way they are evaluated in the tests.</p> <p>"Some activities demands a lot of time, and include topics that require different skills and knowledge from learners which make them loose interest. Moreover, some tasks are too easy and when I apply the test, I realize the level of difficulty is higher and that could be a reason why some students fail" (teacher-participant 2, questionnaire)</p> <p>On the other hand, we noticed that neither communicative competence nor motivation is included in the tests. The focus of the tests in the textbook is to develop the grammatical competence.</p> <p>"Some tests are kind of boring. They evaluated us just on grammar structures. They don't include images, not dialogues, not problematic situations where we can give our point of view" (participant 4, survey).</p>

## Conclusions

- There is a close correlation between what is proposed as learning goals and what is evaluated. In the tests; but in the process of instruction, practice, and at the test moment there is a certain amount of dissatisfaction, mainly from the teachers for several reasons: the time is not sufficient for students to master the topics, most of the students display a low level of English, lack of exposure to the English Language.
- The type of tests proposed lack of contextualized activities which can encourage students to become active members of their own learning process

by risking more and to develop their communicative competence.

- Although there are not clear evidences, there is a certain degree of certainty that teachers developed a critical point of view in relation to the materials they used and how their students are tested. For example, teachers realized through this questionnaire the importance of the principles of content and construct validity when elaborating and applying test and how they influence in the learners' results.
- Students demonstrated an optimal level of satisfaction in relation to the tests, by considering them as a tool to fulfill their needs and expectations as a means of helping them master and reflecting on their English learning process, and as a means of empowering them and being aware of the challenges they have to face as English language learners.

## **Pedagogical Implications**

### ***Implications for administrators***

Although the principles of content and construct validity are not directly related to administrators, it is important to remind administrators that the selection of a textbook or any other learning material does not always depend on economic interests or on the benefits that publishing houses normally offers to institutions. Beyond a good book layout, good and colorful images, good donations for schools, administrators should support their teachers in the selection of materials that promote learning and its evaluation in various ways. Administrators should also

encourage teachers to do a systematic and cautious selection of the materials by facilitating an academic committee conformed by the teachers of the subject area, the coordinator of the subject area, and the academic coordinator. All together will finally decide what materials might offer better learning opportunities for the students of the institution. Learning opportunities like: extending learning, independent study, problem-solving and critical-thinking learning skills, embedded learning, and experiential learning. Among all the theories that support learning opportunities, adult learning, stated that the learning process generates changes within the individual and at the same time infuse changes in the organization system (Knowles. 1970).

### ***Implications for teachers***

On one hand, teachers are the ones who know and are in direct contact with their students, they are the ones in charge of teaching and evaluating, piloting, and making the best decisions on what material better fulfills the students' needs and expectations based on the social context of those students and on the institutional objectives. In the same way, teachers need to be aware of the type of tests that textbooks include and to verify if these textbooks indeed ensure the principle of validity. Teachers need to be analytic, reflexive and critical about the types of materials used in class, including tests, because in order to ensure efficiency in the teaching process, teachers should bear in mind some principles when evaluating testing materials: validity, reliability, and practicality.



Also, in order to be more effective in that selection of materials, teachers should plan a needs analysis, then perform a piloting of the most viable materials, and finally reach a consensus with the other teachers. The success of a program in language teaching or a syllabus depends highly on the support that teachers get from the resources and teaching materials used during their instruction.

Regardless developing tests is time consuming, it is pertinent to invest a certain amount of time to design tests, to work collaboratively and to be open to receive the participation of at least one knowledgeable person about test construction in order to foster validity in the tests that teachers give to their students.

## References

- Berwick, R. (1989). Needs assessment in language programming. In R.K. Johnson (Ed.), *The second language curriculum* (pp. 48-62). Cambridge: Cambridge University Press.
- Brown, J. (1989). Improving ESL Placement Tests Using Two Perspectives. *TESOL Quarterly*, 23 (1), 65 - 83.
- Brown, J. (1996). *Testing in Language Programs*. Upper Saddle River, NJ: Prentice Hall Regents.
- Cronbach, L. (1990). *Essentials of Psychological Testing* (7<sup>th</sup> ed.). New York: Harper Collins Publishers.
- Crystal, D. (1997). *English as a Global Language*. Cambridge: Cambridge University Press.
- Delnay, J. (1959). How do we define curriculum? Retrieved from [www.jsu.ms.edu/fulbright/FLTA/Curriculum\\_Development.html](http://www.jsu.ms.edu/fulbright/FLTA/Curriculum_Development.html).
- Doff, A. and Lloyd, M. (2010). *English Unlimited*. Cambridge: Cambridge University Press.
- Gorsuch, G. (2000). *Testing Textbook Theories and Tests: the Case of Suprasegmentals in a Pronunciation Textbook*. Texas: Texas Tech University.
- Graddol, D. (2001). English in the future. In A. Burns and C. Coffins (Eds.), *Analyzing English in a global context: A reader* (pp. 36-37). New York: Routledge.
- Griffiee, D. (1995). Criterion Referenced Test Construction and Evaluation. In R. Johnson (Ed.), *The Second Language Curriculum*. (pp, 32-58). Cambridge: Cambridge University Press.
- Husserl, E. (1994). Psychological studies in the elements of logic. In D. Willard (Ed.), *Edmund Husserl: Early writings in the philosophy of logic and mathematics*. Dorchester: Kluwer Academic Publications.
- Knowles, M. (1970). *The modern practice of adult education: Andragogy versus Pedagogy*. New York: Cambridge Books.
- Krashen, S. (1985). *The Input Hypothesis: Issues and Implications*. New York: Longman.
- Krippendorff, K. (2004). *Content Analysis: an Introduction to its Methodology*. United

- States of America. Library of Congress Cataloging Publications.
- Leech, N. and Onwuegbuzie, A. (2010). *Qualitative Data Analysis: A Step-by-Step Approach*. Clemson: Clemson University.
- Lijphart, A. (1971). Comparative Politics and Comparative Method. *American Political Science Review*, 3, 691 -712.
- Marsh, C. (2009). *Key Concepts for Understanding Curriculum* (4<sup>th</sup> ed.). New York: Routledge.
- McKenna, W. (1982). *Husserl's introductions to phenomenology: Interpretation and critique*. Koninklijke Brill NV: Martinus Nijhoff Publishers.
- Miles, M. and Huberman, A. (1994). *Qualitative data analysis: An expanded Sourcebook* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Sage.
- Muñoz, A., Álvarez, M., Casals, S., Gaviria, S. y Palacio. M. (2003). Validation of an oral assessment: tool for classroom use. *Colombian Applied Linguistics Journal*, 5, 139-157.
- Nichols, P. and Smith, P. (1998). Contextualizing the Interpretation of Reliability Data. *Educational Measurement*, 17 (3), 24 - 36.
- Sharwood, M. (1993). Input Enhancement and Instructed Second Language Acquisition.' *Studies in Second Language Acquisition*, 15, 165–179.
- Tomlinson, B. (2008). *English Language Learning Materials. A Critical Review*. London: Continuum.
- Usma, J. (2009). Education and Language Policy in Colombia: exploring Processes of Inclusion, Exclusion, and Stratification in Times of Global Reform. *Profile*, 11, 123- 142.
- Weber, R. (1990). *Basic Content Analysis* (2<sup>nd</sup> ed.). California: Sage.
- Willard, D. (1995). Knowledge. In B. Smith and D Smith (Eds.), *The Cambridge companion to Husserl*. Cambridge: Cambridge University Press.

## Annexes

### Annex 1 - Sample of the table of contents of English Unlimited

pages 10-17	<b>People in your life</b> <ul style="list-style-type: none"> <li>introduce people</li> <li>say who people are</li> <li>talk about present and past jobs</li> <li>say how you know people</li> <li>ask people to repeat</li> <li>ask questions to check information</li> </ul> <b>Target activity</b> Talk about someone you know well	<b>Grammar</b> Possessive 's (singular) p10 be present: am, is, are p11 be past: was, were p13 <b>Vocabulary</b> People you know p10 Talking about jobs p13 How you know people p14 <b>Pronunciation</b> Syllables p10	<b>Listening</b> Rob's family and friends p10 Michel's and Donna's friends p14 <b>Reading</b> Life's work p12 <b>Speaking</b> Introductions p11 Talk about relationships p11 Talk about jobs p13	<b>Keyword OK</b> <b>EXPLORE Speaking</b> <ul style="list-style-type: none"> <li>ask people to repeat</li> <li>ask questions to check information</li> </ul> <b>Across cultures</b> Greetings <b>Look again</b> <ul style="list-style-type: none"> <li>Spelling and sounds: Vowels and consonants</li> </ul>
	<b>Away from home</b> <ul style="list-style-type: none"> <li>make and respond to requests</li> <li>make and respond to offers</li> <li>say what your interests are</li> <li>say what you want to do</li> </ul> <b>Target activity</b> Take care of a guest	<b>Grammar</b> a, an, some p19 Present simple: positive sentences p21 <b>Vocabulary</b> Offers and requests p19 Interests and wants p21 Taking care of a guest p22 <b>Pronunciation</b> Word stress 1 p19	<b>Listening</b> What do you miss? p18 Carty asks for things p18 <b>Reading</b> Sofasurfing.com p20 <b>Reading and Listening</b> Erkan's guest p22 <b>Speaking</b> Ask for something p19 <b>Writing</b> Profile for a website p21	<b>Keyword in</b> <b>EXPLORE Writing</b> <ul style="list-style-type: none"> <li>write a letter or email requesting something</li> </ul> <b>Independent learning</b> Finding information <b>Look again</b> <ul style="list-style-type: none"> <li>Spelling and sounds: Two consonants together</li> </ul>

### Annex 2 - Samples of the type of tests

#### Progress test 5 – Your space

**GRAMMAR**


1. Choose the correct option to complete each conversation. (10 marks)

Example: There is three people on the bus.

- There is / is there anything good on TV tonight?
- There is / are a wildlife documentary which looks interesting.
- How many departments is there / are there in your company?
- What, there is / are a marketing department of course, but also one for sales and one for accounts.
- There isn't any / aren't any items offer 50% in the evening. Do you want to take a look?
- Yes, it's OK. I think there's / is there a bus at 9.45.
- Are there / is there a lot of shops near your house?
- Yes, there is / are a couple of supermarkets and lots of small shops as well.
- I need an egg for this recipe. I think there is / are some in the fridge.
- No, there aren't / aren't any left. Do you want me to buy some for you?

**VOCABULARY**

2. Choose the word for places using the letters in brackets. (8 marks)



Example: school \_\_\_\_\_  
Answer: school

- shop \_\_\_\_\_
- school \_\_\_\_\_
- park \_\_\_\_\_
- house \_\_\_\_\_
- shop \_\_\_\_\_

3. Describing places

Write the adjectives which describe the places. (8 marks)

Example: There is a beautiful view of the lake from the hotel balcony.  
Answer: beautiful

- My school is really big on Friday nights. There are always lots of people drinking and talking.
- I like shopping in small shops, but the prices are high compared with supermarkets.
- The city centre is very busy at night because there are police everywhere.
- The car in my office is often broken by traffic and pollution.
- In the summer there are many things to do here, but everything closes in winter so it's a bit quiet.

4. Prepositions of place

Choose two of the words in brackets to complete the sentences. (10 marks)

Example: They live in London, a small town \_\_\_\_\_ the River Thames \_\_\_\_\_ the city of Liverpool. (in / near / on)

Answer: in, near

- The flat is \_\_\_\_\_ a small flat \_\_\_\_\_ the fourth floor of a big apartment block. (near / on / to)
- My house is \_\_\_\_\_ the east of the city, about twenty minutes \_\_\_\_\_ my house by bus. (from / in / to)
- Their house is \_\_\_\_\_ a church, right \_\_\_\_\_ the middle of the village. (on / in / next to)
- Canada's school is very \_\_\_\_\_ where she lives. It's only about 200 metres \_\_\_\_\_ her house. (near / next to / from)
- The flat is a short walk \_\_\_\_\_ the town centre and is \_\_\_\_\_ one of the main metro lines, so it's very well located. (in / on / from)

**KEYWORD**

5. Write the words in the correct order, adding on in the correct place to complete the sentences. (8 marks)

Example: the phone / hours / talking / spends  
My sister \_\_\_\_\_  
Answer: My sister spends hours talking on the phone.

- to the cinema / Sunday afternoon / to go / you like  
What \_\_\_\_\_?
- most that partners / the Internet / many people  
These days \_\_\_\_\_.
- The second one / house is / the left  
My \_\_\_\_\_.
- but you can / the floor / don't have a spare room / sleep  
I \_\_\_\_\_.
- use my laptop / the train / because I can't work / the going  
I \_\_\_\_\_.

**PRONUNCIATION**

6. Choose the word which has a different number of syllables in each case. (8 marks)

Example: go past to pass (3 syllables)

- to answer to staff to answer
- to answer to computer to backfire
- to play to fridge to verb
- to play to work to railway
- to break to plant to ball

### **Annex 3 - Survey to students**

#### **SURVEY TO ENGLISH LANGUAGE STUDENTS**

Please fill out this survey about the way the textbooks and the test they provide you.  
(*Por favor diligencie esta encuesta sobre los tests que proveen los libros de texto*)

#### **BACKGROUND INFORMATION (INFORMACIÓN PERSONAL)**

Please mark the option (s) or answer what applies to you:  
(*Por favor marque o responda según corresponda*)

1. What is your age? \_\_\_\_\_
2. What is your gender?  Male     Female
3. What academic program do you belong to? \_\_\_\_\_
4. What semester are you in? \_\_\_\_\_
5. Years that you have been learning English:  
 0 – 1     2 – 5     6 – 10     More than 10

Now you are going to evaluate the tests that you are taking in the English classes. The textbook provides those tests. Please mark the option that applies to you.

(*Ahora usted va evaluar los tests que está tomando en clase de inglés. Esos tests son diseñados por el libro de texto guía. Por favor marque la opción que corresponda*).

6. Do you use a textbook in your classes? (*utiliza un libro de texto en sus clases*)  
 Yes     No

If yes, please write the name of the textbook. \_\_\_\_\_

7. In the following chart, please rate the tests you take in the English classes.

<b>Característica</b>	<b>No satisfecho (a) en absoluto</b>	<b>No satisfecho (a)</b>	<b>De alguna manera satisfecho (a)</b>	<b>Satisfecho (a)</b>	<b>Altamente satisfecho (a)</b>
<b>Validez de contenido</b>					
Los tests reflejan lo que se aprendió en clase.					
Los tests son significativos. Hay relación entre los temas evaluados con mi realidad.					
Los tests te involucran directamente en las tareas propuestas.					
Los tests miden lo que el profesor propuso en los objetivos de la clase.					
El nivel de dificultad es apropiado.					
<b>Validez de construcción</b>					
Los tests reflejan lo que se ha practicado en clase.					
Las actividades de refuerzo concuerdan con lo que aparece en los tests.					
Los tests reflejan construcción lingüística (proficiencia, competencia comunicativa) y construcción psicológica (autoestima y motivación).					

ADDITIONAL COMMENTS (COMENTARIOS ADICIONALES)

Do you like the textbook you are currently using? How do you describe them? Please explain why.

(¿Le gusta el libro de texto que está usando actualmente? ¿Cómo los describes? Por favor explique)

Yes      No

---

---

Do you like the test you are doing in the class? How do you describe them? Please explain.

(¿Le gustan los tests que se están usando en la clase para evaluarlo (a)? ¿Cómo los describes? Por favor explique)

Yes      No

---

---

Do you have any suggestion for future elaboration of tests for your English class?

(¿Tiene alguna sugerencia para la elaboración de los tests para la clase de inglés?)

Yes      No      If yes, please explain. (Si es afirmativo, por favor explique)

---

---

What has been your experience in relation to the test this semester?

(¿Cuál ha sido su experiencia en relación con los tests durante este semestre?)

---

---

Thanks!

### Annex 4 - Survey with participant's answers

#### SURVEY TO ENGLISH LANGUAGE STUDENTS

Please fill out this survey about the way the textbooks and the test they provide you.

(Por favor diligencie esta encuesta sobre los tests que proveen los libros de texto)

#### BACKGROUND INFORMATION (INFORMACIÓN PERSONAL)

Please mark the option (s) or answer what applies to you:

(Por favor marque o responda según corresponda)

1. What is your age? 22
2. What is your gender?  Male  Female
3. What academic program do you belong to? English II of Physical Education
4. What semester are you in? Second
5. Years that you have been learning English:  
 0-1     2-5     6-10     More than 10

Now you are going to evaluate the tests that you are taking in the English classes. Those tests are provided by the textbook. Please mark the option that applies to you.

(Ahora usted va evaluar los tests que está tomando en clase de inglés. Esos tests son diseñados por el libro de texto guía. Por favor marque la opción que corresponda).

6. Do you use a textbook in your classes? (utiliza un libro de texto en sus clases)

Yes     No

If yes, please write name of textbook.

English Unlimited at elementary level

7. In the following chart, please rate the tests you take in the English classes.

Característica	No satisfecho (a) en absoluto	No satisfecho (a)	De alguna manera satisfecho (a)	Satisfecho (a)	Altamente satisfecho (a)
<b>Validez de contenido</b>					
Los tests reflejan lo que se aprendió en clase.		X			
Los tests son significativos. Hay relación entre los temas evaluados con mi realidad.		X			
Los tests te involucran directamente en las tareas propuestas.			X		
Los tests miden lo que el profesor propuso en los objetivos de la clase.				X	
El nivel de dificultad es apropiado.		X			
<b>Validez de construcción.</b>					
Los tests reflejan lo que se ha practicado en clase.	X				
Las actividades de refuerzo concuerdan con lo que aparece en los tests.			X		
Los tests reflejan construcción lingüística (proficiencia, competencia comunicativa) y construcción psicológica (autoestima y motivación).		X			

**ADDITIONAL COMMENTS (COMENTARIOS ADICIONALES)**

Do you like the textbook you are currently using? How do you describe them? Please explain why.

(¿Le gusta el libro de texto que está usando actualmente? ¿Cómo los describes? Por favor explique)

Yes  No

Es un texto completo que usa vocabulario simple y facil viene con CDs para ayudarnos con la pronunciación

Do you like the test you are doing in the class? How do you describe them? Please explain

(¿Le gustan los tests que se están usando en la clase para evaluarlo (a)? ¿Cómo los describes? Por favor explique)

Yes  No

Los tests evalúan los cuatro habilidades y me ayudan a practicar mas aspectos que necesitaba reforzar.

Do you have any suggestion for future elaboration of tests for your English class?

(¿Tiene alguna sugerencia para la elaboración de los tests para la clase de inglés?)

Yes  No If yes, please explain. (Si es afirmativo, por favor explique)

Los tests deberían tener mas ejercicios de practica según las debilidades de cada estudiante

What has been your experience in relation to the test this semester?

(¿Cuál ha sido su experiencia en relación con los tests durante este semestre?)

mi experiencia ha sido buena porque me han dado la oportunidad de reforzar en algunos temas y aclarar dudas.

Thanks!

**Annex 5 - Questionnaire for teachers**

**QUESTIONNAIRE TO ENGLISH TEACHERS**

Please fill out this questionnaire about your teaching practice and the tests provided in the textbooks used at the institution.

**BACKGROUND INFORMATION**

Please mark the option (s) that applies to you:

1. What is your age?

21 -30  31 – 40  41 – 50  51 +

2. What is your gender?

Male  Female

3. What is your highest level of university education?

Associate/Technical  Bachelor (B.A.)  Masters (M.A.)  Doctorate (PhD)

4. Years of teaching experience:

0 – 5  6 – 10  11 – 15  16 – 20  More than 20

Now you are going to evaluate the tests provided in the textbook you are using. Please mark the option that applies to you.

5. Do you use a textbook in your classes?

Yes  No

If yes, please write the name of the textbook. \_\_\_\_\_



<b>Characteristic</b>	<b>Not satisfied at all</b>	<b>Not satisfied</b>	<b>Somewhat satisfied</b>	<b>Satisfied</b>	<b>Highly satisfied</b>
<b>Content validity</b>					
Tests reflect what has been taught.					
Tests are meaningful: there is a relation between the topics to be evaluated and the reality.					
Tests involve learners in performing the target task themselves.					
Tests measure what is planned in the objectives. Level of difficulty is appropriate.					
<b>Construct validity</b>					
Tests reflect what has been practiced or rehearsed in class.					
The drilling activities match what is on the test in relation to each skill.					
Tests reflect linguistic (proficiency, communicative competence) and psychological (self-esteem, motivation) constructs.					

## ADDITIONAL COMMENTS

Do you like the textbook you are using currently? Yes No Please explain why.

---

---

Do you like the tests provided by the textbook? Please explain why?

Yes      No

---

---

Do you modify the tests provided by the textbook before giving them to your students?  
Please explain why?

Yes      No      If yes what do you modify?

---

---

Do you have any suggestion for future elaboration of tests for your English classes?

Yes      No      please explain.

---

---

Have you used before the tests provided in the textbook that you are using currently?

Yes      No      please explain.

---

---

What has been your experience in relation to tests that you are applying this semester?

---

---

How do you perceive the principle of validity in the tests provided by the textbook?

*This principle is understood as an indication of how well an assessment actually measures what it is supposed to measure (knowledge or competence on what is being tested, not on test-taking skills; validity is also observed when tests are meaningful, appropriate, and useful).*

---

---

*Thanks!*

**Annex 6 - Questionnaire with participant's answers**

**QUESTIONNAIRE TO ENGLISH TEACHERS**

Please fill out this questionnaire about your teaching practice and the tests provided in the textbooks used at the institution.

**BACKGROUND INFORMATION**

Please mark the option (s) that applies to you:

- What is your age?  
 21-30       31-40       41-50       51+
- What is your gender?  
 Male       Female
- What is your highest level of university education?  
 Associate / Technical     Bachelor (B.A.)     Masters (M.A.)  
 Doctorate (PhD)
- Years of teaching experience:  
 0-5     6-10     11-15     16-20     More than 20

Now you are going to evaluate the tests provided in the textbook you are using. Please mark the option that applies to you.

- Do you use a textbook in your classes?  
 Yes     No  
 If yes, please write name of textbook. ENGLISH UNLIMITED AT ELEMENTARY LEVEL

Characteristic	Not satisfied at all	Not satisfied	Somewhat satisfied	Satisfied	Highly satisfied
<b>Content validity</b>					
Tests reflect what has been taught.		X			
Tests are meaningful; there is a relation between the topics to be evaluated and the reality.		X			
Tests involve learners in performing the target task themselves.			X		
Tests measure what is planned in the objectives.			X		
Level of difficulty is appropriate.		X			
<b>Construct validity</b>					
Tests reflect what has been practiced or rehearsed in class.		X			
The drilling activities match what is in the test in relation to each skill.		X			
Tests reflect linguistic (proficiency, communicative competence) and psychological (self-esteem, motivation) constructs.			X		

**ADDITIONAL COMMENTS**

Do you like the textbook you are using currently?    Yes  No  Please explain why.  
Most of the tests are not meaningful, don't include cultural aspects.

Do you like the tests provided by the textbook? Please explain why?  
 Yes  No  
*because most of the time I don't cover all topics in class - read more time.*

Do you modify the tests provided by the textbook before giving them to your students? Please explain why?  
 Yes  No  If yes what do you modify?  
*I try to teach other language aspects instead of just grammar.*

Do you have any suggestion for future elaboration of tests for your English classes?  
 Yes  No  please explain.  
*Test should include audio and videos with more real life situations.*

Have you used before the tests provided in the textbook that you are using currently?  
 Yes  No  please explain.  
*This is the first time.*

What has been your experience in relation to tests that you are applying this semester?  
*In general, it has been positive, anyway I prefer to modify them.*

How do you perceive the principle of validity in the tests provided by the textbook?  
*This principle is understood as an indication of how well an assessment actually measures what it is supposed to measure (knowledge or competence on what is being tested, not on test-taking skills; validity is also observed when tests are meaningful, appropriate, and useful)*  
*Tests try to measure the skills more than the S5 language competence.*

Thanks!

#### THE AUTHORS

LUCIMAVER GONZALEZ ROBAYO, holds a B.A in Modern Languages from Universidad Pedagógica y Tecnológica de Colombia. She was an AMITY Exchange teacher for six years in Cincinnati (Ohio - United States) where she worked as a Spanish teacher. She is currently an M.A candidate of the Language Teaching Master Program at UPTC. She is a full time English teacher at UPTC in Tunja where she is a Practicum advisor and English teacher at the School of Languages. She has been researching on gender positions on reading tasks and the influence in the learning process.

ALBERTO RAMIREZ AVENDAÑO received his degree on Modern Languages from Universidad Pedagógica y Tecnológica de Colombia (UPTC) in 2000. He worked between 2000 and 2003 as an English teacher at Colegio de la Presentación and at FESAD (formerly IDEAD) - UPTC. He participated in the Exchange Teacher Program of Amity for 7 years in Cincinnati (Ohio - United States) where he worked as a Spanish teacher until 2010. He is currently working as an English teacher and a Practicum advisor at the School of Languages of the UPTC. As a continuing interest on improving his teaching and research skills he is a M.A candidate of the Language Teaching Master Program at UPTC.