





Current Status of English as a Foreign Language Evaluation in Colombia

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* Review article

Abstract

This article presents the current status of bibliographical production of the research in the field of assessment of English as a foreign language in Colombia. A collection and analysis of the main Colombian academic production related to the principles, definitions, and criteria of EFL assessment was conducted in order to identify the most relevant topics. Following an analysis of the data, four main areas were identified as the most relevant for research purposes: teachers' assessment literacy, assessment of language skills, alternative assessment, and standardized testing. The four areas of agreement identified in this study are united by a common concern: the necessity for teachers to have access to robust and continuous professional development programs that encompass not only theoretical foundations and literacies about assessment, but also practical tools and instruments that can be utilized in any EFL context.

Keywords: assessment literacy, assessment of language skills, alternative assessment, standardized testing, EFL.

Situación actual de la evaluación del inglés como lengua extranjera en Colombia

Resumen

El objetivo de este artículo es presentar un breve estado de la cuestión sobre la producción bibliográfica y la situación actual de la investigación que se realiza en el campo de la evaluación del aprendizaje de inglés como lengua extranjera en Colombia. Para tal fin, se hizo una recolección y análisis de las principales producciones académicas en la escena colombiana, relacionados con los principios, definiciones y criterios de la evaluación del aprendizaje del inglés como lengua extranjera, para identificar las temáticas más relevantes en esta área. Luego de este análisis se identificó que la producción académica en Colombia enfoca la investigación en cuatro grandes áreas: la literacidad de los docentes en cuanto a la evaluación, la evaluación de habilidades lingüísticas, la evaluación alternativa y el uso de la evaluación estandarizada. Estos cuatro grandes campos derivan en una gran necesidad: mayor formación docente que no solo proporcione los fundamentos teóricos de la evaluación, sino también herramientas prácticas y accesibles para los diferentes contextos donde se enseña y evalúa el inglés como lengua extranjera.

Palabras clave: literacidad en evaluación, evaluación de habilidades lingüísticas, evaluación alternativa, evaluación estandarizada, EFL.

Situation actuelle de l'évaluation de l'anglais comme langue étrangère en Colombie

Résumé

Cet article présente l'état actuel de la production bibliographique dans le domaine de l'évaluation de l'anglais comme langue étrangère (EFL) en Colombie. Une collecte et une analyse des principales productions académiques colombiennes, liées aux principes, définitions et critères d'évaluation de l'EFL, ont été réalisées afin d'identifier les sujets les plus pertinents. Après l'analyse, quatre domaines principaux ont été identifiés comme étant les plus pertinents pour la recherche : l'évaluation des compétences linguistiques des enseignants, l'évaluation alternative, et les tests standardisés. Ces quatre domaines s'accordent sur une question principale : le besoin impératif pour les enseignants de disposer de programmes de développement professionnel solides et continus, qui incluent non seulement les fondements théoriques et les connaissances sur l'évaluation, mais qui leur fournissent également les outils et instruments pratiques pouvant être utilisés dans n'importe quel domaine de l'EFL.

Mots-clés: évaluation alphabétisation, évaluation des compétences linguistiques, évaluation alternative, tests standardisés, EFL.

Situação atual da avaliação do inglês como língua estrangeira na Colômbia

Resumo

O objetivo deste artigo é apresentar um breve estado da arte sobre a produção bibliográfica e a situação atual das pesquisas realizadas no campo da avaliação da aprendizagem do inglês como língua estrangeira na Colômbia. Para tanto, foi feita uma coleta e análise das principais produções acadêmicas do cenário colombiano, relacionadas aos princípios, definições e critérios de avaliação da aprendizagem do inglês como língua estrangeira, para identificar os temas mais relevantes nesta área. Após esta análise, identificou-se que a produção acadêmica na Colômbia concentra a investigação em quatro grandes áreas: a alfabetização dos professores em termos de avaliação, a avaliação das competências linguísticas, a avaliação alternativa e o uso da avaliação padronizada. Estes quatro grandes campos conduzem a uma grande necessidade: uma maior formação de professores que não só forneça os fundamentos teóricos da avaliação, mas também ferramentas práticas e acessíveis para os diferentes contextos em que o Inglês como língua estrangeira é ensinado e avaliado.

Palavras-chave: alfabetização em avaliação, avaliação de competências linguísticas, avaliação alternativa, avaliação padronizada, EFL.

Introduction

In the field of language evaluation, there are several concepts that describe the learning process, and the attainment of the competencies that teaching experiences are intended to provide to students. The first concept to consider is the notion of testing, which Brown (2004) describes as a method of measuring an individual's skills, knowledge, or performance in a given domain. Tests are then conceived as instruments that need to be applied at specific times, in order for students to demonstrate their progress in the language acquisition process and for administrators to have quantifiable measures of that progress.

The second concept is assessment, which encompasses all the processes involved in the interaction between two parties, usually a teacher and a student, in which the teacher forms an opinion of the performance based on an input provided by the student (or vice versa). Brown (2004) states that

written work-from a jotted-down phrase to a formal essay is performance that ultimately is assessed by self, teacher, and possibly other students. Reading and listening activities usually require some sort of productive performance that the teacher implicitly judges, however peripheral that judgment may be. (p. 4)

An appropriate teaching process involves always assessing students' learning process, using different tools, either formal or informal, with the purpose to identify knowledge, progress, adaptation, and other aspects that compose language acquisition.

Language testing and assessment, therefore, focuses on the creation of valid language tools that help to test and assess the quality of learner's acquired language. These tools use two main approaches: *what* is going to be tested/assessed, i.e., what types of constructs need to be checked; and *how* it is going to be tested/assessed, i.e., the procedures and strategies used to test/assess the construct (Shohamy & Hornberger, 2008; Brown & Abeywickrama, 2010).

Another important aspect of language testing and assessment is to consider teachers' beliefs and perceptions, which play an important role in the classroom practices and curriculum application. In recent years, research about the relationship between teachers' perceptions and beliefs and language teaching and learning practices has slowly increased. Taking into account that teachers are usually the ones who design tests, their beliefs, ideas, thoughts, and values about the nature and purpose of classroom assessment will be imprinted on the final tools, and will therefore have an impact on the assessment process (Basturkmen, 2012; Borg, 2017; Brown, 2006; Brown et al., 2009; Fulmer et al., 2015; Ha & Murray, 2020; James & Pedder, 2006).

In assessing the construct, researchers often identify the major modes of communication: listening, reading, writing, and speaking, as skills to be developed in a language learning process. Although language itself is a combination of the four skills that

make up the overall ability to communicate, researchers have traditionally divided them into receptive (listening and reading) and productive (speaking and writing) skills, and tools have been specifically created for each; for example, receptive skills are frequently assessed by scored, multiple-choice tests whereas productive skills use performance tests that focus on assessing the process of constructing meaning (Brown, 2006; Powers, 2010). However, there is agreement that testing one skill, while providing information on the learner's ability, cannot provide a holistic assessment of the overall communicative ability. This is why tests are often designed combining two or more language skills (Béresová, 2011; Brown, 2006; Harmer, 2007; Hatipoğlu, 2017a; Hatipoğlu, 2017b; Hatipoğlu, 2021).

The search for classroom assessment transformation has given special attention to the understanding of the differences between summative and formative assessment practices. Several studies have focused on the differences between the two types of assessment: the first one, assessment of learning, which focuses on achievement and is summative in orientation, and it is used for accountability, ranking or certifying competence; and the second one, assessment as learning, which is formative in purpose, and it provides feedback to learners so that they can improve their learning (Broadfoot & Black, 2004; Lynch, 2001; Rea-Dickins, 2008). These works highlight the complex nature of language assessment and suggest the use of multiple sources of information (discrete, alternative; individual, group; etc.) to give account of the students' performance. Consequently, teachers need to be clear about the purpose of the assessment tasks they are administering: which ones are designed as opportunities for students to learn, and therefore are designed to generate feedback that enhances learning, and which ones are designed mainly as instances in which learning is to be measured.

Experts in the field of language assessment have described a movement in language testing practices from discrete-item procedures to more alternative ones. A traditional approach may not be beneficial to students assessment since it uses summative, standardized tests with decontextualized items, discrete type of answers, usually done in non-interactive performance, for example, true-false, matching, and multiple-choice formats. Experts conclude that traditional language assessment allows constructing thoughtful definitions for everything that must be measured (Brown & Abeywickrama, 2010; MacNamara, 2008). In contrast, alternative or authentic assessment is characterized as being more flexible by using different assessment procedures, contextual by taking into account the social and cultural backgrounds of the teachers and students, being reflective by encouraging self-assessment, being critical by providing spaces for learners to question themselves and others, being social where knowledge is constructed by a particular group of people, and being curriculum-based by linking what is to be taught and how it is to be assessed, and using authentic tasks in classroom assessment practice that are designed for students to perform in meaningful real-world situations; therefore, it offers a different alternative to assess student performance by creating an environment where teachers and students can learn hand in hand (Byrnes 2007; Cumming, 2009; Fox, 2008; Frey et al., 2012; Lynch, 2001; McNamara, 2007; Reeves, 2000; Shohamy & Inbar, 2006; Shohamy & Hornberger, 2008).

Finally, when it comes to providing tools that help limit the need for resource-intensive locally developed tests, the concept of standardized academic language proficiency tests emerges. These are often used for multiple purposes, including making decisions about test takers in academic settings, admitting international students to degree programs, and identifying students' post-entry language support needs. These tests undergo rigorous development processes and specifications and use justifiable scoring models, following universal procedures for administration. The main purpose of these tests is to determine language needs for placement and proficiency (Carr, 2011; Cheng & Fox, 2017; Ockey & Gokturk, 2019). Research in this area focuses primarily on stakeholders' understanding and use of standardized tests, since their primary role is to determine the appropriateness of a test for a particular purpose (Bachman & Palmer, 2010; Baker et al., 2014; Ginther & Elder, 2014; Hyatt & Brooks, 2009).

Considering the previous information, the present article makes a bibliographical and practical revision of the different conceptualizations of the current status of English language testing and assessment, in the Colombian context, in the first two decades of the 21st century. The studies considered for this work were applied in different contexts such as public and private universities or schools, extension programs, and mandatory testing, but the majority of them were found to be applied only in the major cities of the country. They were found in open knowledge and official resources. About 100 resources were consulted for this review, and after analysis, the emerging categories are presented in four sections: 1. Teacher's assessment literacy, 2. Language arts assessment, 3. Alternative assessment, and 4. Standardized testing.

The Evaluation Process in the Colombian Context

In Colombia, the evaluation processes, in terms of "what" and "how" of English language acquisition, are still young compared to the research dedicated to the approaches and methodologies of teaching the language, the pedagogical principles to be used, and the didactic strategies and tools to be implemented in the classroom. Evaluations are part of everyday life in the English language classroom; however, it seems that their conceptualization has been limited to the understanding of those involved, so that the criteria are linked to the perception and understanding of the teacher, rather than established principles for specific contexts. Teachers, administrators and students alike are in need of more just, clear and contextualized strategies to assess communicative competences that truly reflect the user's language level.

Interest in the study of evaluation in English language acquisition in Colombia has increased in the second decade of the 21st century, as it has traditionally been linked to trends in thinking and learning theories about language and culture. Evaluation practices have been promoted by the different educational reforms applied since 1957 for primary and secondary schools which mainly focused on content acquisition through memorization. With the change of focus to educational objectives, evaluation shifted to acquisition through levels of achievement, where standard testing was first proposed (Tovar

& Guerrero, 2021). As Colombian scholars opened up to the world, and with the need for tools to help stakeholders make informed decisions about the use of English to meet the needs of social changes, such as university entry requirements, scholarship requirements among others, the concepts of justice and fairness came into play and produced its own amount of research to give answers to this situation (Hernández-Ocampo, 2022).

However, when it refers to a systematic review of the literature produced by the academic community that works in the Colombian context, other issues were identified, specifically related to teachers literacy and perception of assessment, tools to assess language skills, the use of alternative assessment in the classroom and the use of standardized tests as the main research focus to justify the main issue: the need to provide permanent training and professional development strategies and programs that include achievable assessment practices.

Teacher Assessment Literacy: Beliefs, Perceptions, and Practices

The Colombian community of English teachers and researchers have reflected on the different aspects that have influenced language learning, particularly the ways in which students can demonstrate language acquisition and competence and the strategies that teachers can use to assess this acquisition and competence. Teachers' beliefs and practices about testing and assessment emerge from their exposure to theories they have seen, knowledge they have acquired, and practices they have engaged in. This teacher cognition, as referred to by Borg (2003), explains a literacy that supports and guides teachers' practices and influences their beliefs, which in turn affect their practices. This language assessment literacy refers to the different levels of knowledge that stakeholders in a language acquisition process have about the principles, instrument design, application, and other features of testing and assessment (Giraldo, 2021). As teachers are exposed to more spaces to learn and discuss about assessment, they see the complexity and the rigor needed for a successful application of language assessment processes (Giraldo et al., 2023). This also highlights the need to give assessment practices the same importance as instructional practices (Herrera & Macías, 2015).

In the national context, research focused on analyzing this relationship between teachers' literacy and teachers' perceptions and beliefs of assessment of English language acquisition, and it showed that teachers believe in the need and relevance of language assessment knowledge and practice to improve students' learning process. They also believe in the importance of formative assessment to measure students' understanding of basic concepts of the target language which enables them to demonstrate language acquisition (Muñoz et al., 2012; Tovar & Guerrero, 2021). In terms of the relationship between teachers' beliefs and their practices, there is a correlation between the two concepts, with teachers expressing the need to mirror their teaching with the assessment (Giraldo, 2018). However, teachers perceive that their assessment practices depend on the level of training they have had, or they currently have access to, in their respective professional contexts. A correlation was found between the perception of teachers who had

been formed in assessment and the ones who had not: the former perceived assessment as a tool to promote learning, while the latter perceived it as a means to measure and exercise power (Giraldo, 2019; López & Bernal, 2009).

Regarding teachers' perceptions of assessment processes, the analysis of teachers' assessment discourses and practices revealed contradictions between teachers' beliefs about assessment and their actual practices, as well as misinterpretations of basic concepts such as qualification and evaluation, quantitative and qualitative evaluation (Ordóñez & Rodríguez, 2017), formative and summative assessment and lack of coherence between evaluation and promotion of foreign languages (Arias & Maturana, 2005; Arias et al., 2012). Additionally, studies exploring novice teachers' practices have identified the use of classroom assessments for summative purposes, through traditional paper-and-pencil tests in the classroom, and focused on teacher-centered practices (Cote & López, 2024). This contradiction also leads to a preference for "hard" assessment instruments, such as quizzes and written exams, over "soft" ones, such as portfolios, interviews, self and peer assessment, role plays, and papers. Practicality and reliability seemed to be the two qualities they valued more, while authenticity and interactivity were the least evident (Frodden et al., 2004). However, as research in this area continues to grow, new findings show that as teachers become more literate in the "what," "how," and "when" of assessment in the learning process, they begin to understand the purpose of summative assessment and use it for formative purposes. (Faustino et al., 2013).

The previous studies on teachers' language assessment literacy in Colombia agree on the need to develop and apply well-organized alternatives for professional development in the field of language assessment, advocating for program quality and clarity in assessment procedures.

Assessment of Language Skills

Research on the assessment of English language skills has focused mainly on productive skills, specially oral or speaking skills. Studies investigate teachers' understanding of oral assessment criteria with the intention of agreeing on what should be assessed in students' oral performance (Muñoz et al., 2003) or even focused on the relationship between teachers' oral assessment principles and approaches and their actual oral assessment practices in the classroom (Duque-Aguilar, 2021). When it comes to assessing the effect that oral assessment procedures have in both students and teachers, another study identified a certain degree of positive washback when there is an ongoing training process and support for teachers along the learning and teaching process (Muñoz & Álvarez, 2010).

When it comes to studies related to the other language skills, researchers have not devoted as much time and energy as they have to oral skills, and this could be explained by the fact that there is still a misconception about what the "communicative" aspect of the language refers to; speaking has been conceived as the only way for people to communicate

or send messages, leaving aside the other skills that help build the necessary language knowledge skills to actually communicate. In this regard, one study revealed a tendency of teachers to use traditional reading assessment instruments by implementing multiple-choice tests and quizzes as the most common reading assessment procedures in the classroom (Muñoz-Marín, 2009). Another study evaluated the outcomes of implementing a carefully designed set of writing assessment practices that differed from the traditional ones, finding that the new system challenged teachers' competencies and beliefs and required teachers to have certain knowledge about the nature and goals of assessment (Muñoz & Álvarez, 2008). Furthermore, another study analyzed the characteristics of listening assessments concluding again the lack of variety of assessment procedures as well as the tendency to assess only the linguistic competence (Gutiérrez, 2022).

These skills-focused studies show that when it comes to assessing language skills, there is still confusion or misunderstanding about what and how to assess, which is directly related to how teachers' classroom practices are reflected in the assessment process. It also agrees with the previously shown studies where the creation and implementation of professional development programs and continuous support from the stakeholders is paramount to improve teaching assessment practices.

Alternative Assessment

Research on the type of assessment that teachers use in EFL classrooms refers to three main characteristics. The first is the definition and characteristics of alternative assessment and its importance in moving from an assessment of learning to a formative view that focuses on constructive assessment that responds to the needs of students (Del Campo et al., 2010). Research in this area considers it to be a non-teacher-centered assessment that integrates multiple domains of knowledge, provides timely and meaningful feedback, and aims to reduce exam-related anxiety, with a focus on making assessment more authentic, democratic, autonomous, and aligned with the curriculum (Cárdenas, 1997; Rojas-Serrano, 2017), although detractors of this type of assessment argue that this type of evaluation might not be seen as academic, or it can even be considered weak, lenient, and not concrete (Rojas-Serrano, 2017). With regard to the implementation of this type of assessment, it is essential to integrate the concept of a rubric with an authentic task and its associated scoring scale. Furthermore, the application of such a rubric within a critical approach will ensure the delivery of fair, valid, and transparent evaluation, thereby promoting positive washback and equitable assessment practices (Picón-Jácome, 2013).

The second group of characteristics in Colombian research about alternative assessment pertains to the applications of formative assessment and its associated instruments. Among the most frequently employed assessment techniques are self-assessment, feedback, conferences, diagnostics, questioning, observations, and portfolios. These tools assist learners in becoming aware of their communicative competence and in perceiving situations that facilitate critical thinking, particularly in self-regulation and evaluation. Most importantly, it made students aware of their weaknesses and strengths

to revise and set new learning goals. (Areiza, 2013; Cote & López, 2024; Muñoz & Álvarez, 2007; Rodríguez, 2007; Torres, 2009). In particular, self-assessment practices are regarded as a valuable resource for fostering genuine interaction between students and the processes they are developing. These practices enable students to evaluate more profound aspects of themselves, such as autonomy, self-recognition, critical thinking, persistence, and self-efficacy. However, research indicated that when there are difficulties in self-recognizing learning performance and a lack of objectivity and honesty, the assessment is not as effective as intended (Cuesta-Melo et al., 2022). These practices also consider peer assessment, which can promote learners' awareness and ability to engage in argumentation processes. Nonetheless, it should be noted that this approach may not be entirely accurate (Ubaque & Pinilla, 2016; Rojas, 2017).

The third group of characteristics related to alternative assessment pertains to the utilization of rubrics to provide quality and peer feedback. In particular, the use of strategy-based feedback is noteworthy. This approach encompasses recommendations for the use of learning strategies and offers students alternative approaches to achieve optimal results in oral presentations (Sisquiarco et al., 2018). As evidenced by empirical studies, the utilization of peer assessment and rubrics has been shown to confer benefits on students in both oral and written production. These benefits include the opportunity to receive and provide input on their performance, which can facilitate the observation of their own progress and foster a sense of achievement and self-confidence. However, when there is no previous training in the use of this tool and the roles of the tutors and peers are not clearly delineated, students may perceive the interaction as either inaccurate or invaluable (Cadena & Álvarez, 2021; Espitia & Cruz, 2013).

These studies highlight that for this type of alternative assessment to work, it is necessary to train students in alternative ways of evaluation and it needs to consider students' learning styles. When teacher training also focuses on alternative principles and types of assessment, teachers become capable of making better informed decisions and use it for improvement of learning and teaching processes, classes, and programs.

Standardized Testing

Standardized testing is conducted in accordance with international procedures as a means of measuring learning outcomes across all subject areas. In the specific context of English language acquisition, standardized tests facilitate institutions' compliance with national and international regulations. In Colombia, the analysis has primarily focused on the significance of these types of assessments, investigating the relationship between the outcomes and the impact of these outcomes on language program improvement. It has been determined that, in addition to the language component, it is essential to provide students with opportunities to become familiar with the structure of the assessments and the types of questions they will encounter (Jiménez et al., 2017). The design and administration of these types of testing is also another source for analysis, by showing the gap between testing literacy and training resulting in mismatches, unfair

and irregular practices, and test designs as well as in a misguide for the decisions stakeholders must take (Ramírez, 2020). In a similar vein, initiatives designed to assist educators in comprehending, formulating, and implementing standardized tests present numerous avenues for local stakeholders to enhance and demonstrate their proficiency in language assessment (Janssen, 2022). Finally, reflections made on the perceived need for standardized testing emphasizes its importance as a reliable and valid assessment tool to measure language knowledge; nevertheless, the argument can be made that in order to make it more accessible to a greater number of teachers, a migration to the online world should be made. (Benavides, 2011).

In order to assess the validity and reliability of these types of tests, Colombian researchers have analyzed the principles in two contexts: classroom language testing and standardized testing. With regard to the first context, the validity of classroom language testing must be demonstrated by appropriate and accurate interpretations and decisions based on assessment instruments that comply with language learning objectives. (Giraldo, 2020a). With regard to the second issue, it is possible to employ standardized tests in order to examine the reliability of the raters and the concurrent validity of the internal rubrics. This can be used to adjust the rubrics in order to better reflect and judge students' levels, and to help develop teacher education programs that are focused on consistency in evaluation (Muñoz et al., 2003a). Finally, in the line of standardized tests validity, another study found that, although these tests have no major negative effects on students, teachers, or programs, their construct fails to include English language ability skills and many test items do not focus on the use of the language (López & Janssen, 2010).

As per students' perception of standardized testing, one study reviewed their perceptions on an international test assessment which tested reading, writing, speaking, listening, and grammar and vocabulary. Results are coherent with the national perception of low performances in the productive skills and demonstrate the clear effects of socio-economic status on language learning motivation (Shepherd & Ainsworth, 2017).

In an interdisciplinary approach to the assessment using standardized testing, researchers employ statistics derived from large-scale tests to gather meaningful information that can be utilized to enhance construct, task quality and decision-making in the context of classroom language assessment (Giraldo, 2020). Furthermore, national standardized test statistics can also be employed to categorize test takers according to their English language proficiency and usage (Alonso et al., 2015).

These studies demonstrate the general comprehension of stakeholders regarding the utilization of standardized testing in the Colombian context. However, there is a notable deficiency in the literacy and training required for the implementation of this type of testing for teachers of English language courses. Additionally, research indicates that there has been an initial attempt to utilize standardized testing as a means of quantitative assessment. However, further investigation is necessary to ascertain the efficacy of this approach.

Conclusions

Despite the comprehensive investigation, it is possible that some inaccurate or overlooked items may be identified, given that this article strives to present the most up-to-date and accessible information in the field. The elements presented in this article provide a framework for understanding the analysis, evaluation, and assessment practices used in the Colombian EFL classroom. This analysis offers insight into the current discourse among Colombian scholars in the field of English as a Foreign Language (EFL) assessment. It also serves as a foundation for future research aimed at elucidating the relationship between English-language teaching and assessment, as well as the regulations that influence their application. It is important to highlight that all research yielded a single overarching conclusion: the necessity for educators to have access to robust and continuous professional development programs that encompass not only theoretical foundations and literacies about assessment, but also practical tools and instruments that can be utilized in any EFL context.

This analysis also demonstrates that research tends to exhibit divergent trends contingent on the context. In the public context, where there are some educational limitations, such as the presence of numerous groups, a lack of adequately trained teachers, and a scarcity of administrative resources, research tends to prioritize issues pertaining to justice, equity, and the democratic nature of assessment. Conversely, research originating from the private sector, where there is greater financial support for the development of English language learning programs, allows for smaller groups and more robust administrative resources, which in turn enables a focus on aspects such as self-assessment, peer assessment, and the assessment of language skills.

Another aspect found on the research trends in EFL evaluation in the Colombian context was the lack of studies in English speaking zones of the country, like San Andres, or even in more English influenced zones like touristic sites in Medellín or Bogotá. EFL assessment research is concentrated mostly in urban areas, therefore there is a lack of studies that have to do with the rural, poor, or inaccessible areas in the country, where different private and public institutions do offer EFL programs.

In light of the limitations identified in the EFL assessment research conducted in the Colombian context, the absence of critique regarding certain aspects, methodologies, and instruments of evaluation can be attributed to the transfer of English-speaking evaluation practices to the Colombian monolingual setting without contextualization. One example is the research focused on the analysis of the washback effect, which often leaves aside the Colombian curricular context, where results stemming from those studies, that affect students' learning process and teachers' teaching practices are not necessarily doable in the Colombian reality. Furthermore, research done on EFL assessment in the Colombian context was found to be very limited in extension or generalizations. Due to the scale of the studies conducted, the results cannot be considered a quantitative and serious generalization and therefore cannot be applied in contexts that differ from those studied.

Therefore, this article hopes to highlight these topics to provide a starting point to generate an academic discussion that furthers the most relevant and controversial approaches in the English language assessment field for the Colombian context.

Author´s Contributions

Katherin Pérez Rojas: data curation, formal analysis, resources, software, validation, visualization, writing (original draft), writing (review and editing).

Carolina Herrera Carvajal: conceptualization, data curation, formal analysis, funding acquisition, methodology, project administration, resources, Software, supervision, validation, visualization, writing (original draft), writing (review and editing).

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