CIPP model to evaluate the principles applied to develop the Input Skills in the Bachelor Degree Program of EFL

GONZALO ROMERO MARTÍNEZ, DANIELA AGUDELO PINTA, LUZ ÁNGELA BORDA SANTACRUZ
Faculty of Education
Unidad Central del Valle del Cauca "UCEVA"
Cra 27 A N° 48-144 Kilómetro 1 salida Sur
COLOMBIA
gromero@uceva.edu.co danielaagu9@gmail.com angela_caac@hotmail.com
https://gromero37.wixsite.com/researcher

Abstract: - This paper reports an evaluative research carried out within the framework of the high quality accreditation of higher education programs, since this has become a key step towards improving education in Colombia. In harmony with this and in view of the fact that Uceva obtained the accreditation for the program of Bachelor's Degree in Foreign Languages with Emphasis in English in 2017, self-evaluation processes are necessary to contribute to a continuous improvement. That is why this study was conducted, which sought to evaluate through the CIPP model, the principles applied to develop input skills in the semesters from I to IV of the aforementioned Bachelor, in search of strengths and weaknesses in the process of teaching them. Bearing this in mind, this evaluation made it possible to discover different flaws and inconsistencies between what was stipulated by the program for the development of the input skills and the teaching work; which evidenced the need to advise teachers in the CLT approach that directs the program.

Key-Words: - high quality, CIPP, input skills, bachelor degree, English, CLT approach.

1 INTRODUCTION

The dominance of the English language today has gone from being a privilege to being a necessity in various fields of production, including the field of education. This phenomenon has developed due to the globalization that has positioned English as a universal language and has forced many countries to improve the performance of this language in its inhabitants through education, with the aim of being globally competitive [1]. That is why, research in the teaching of English in countries whose performance in the language is not the best, has become relevant.

And, taking into account that in the last edition of the world ranking EF - EPI (Education First - English Proficiency Index, 2017) [2], in charge of classifying countries by their abilities in the English domain; ranked Colombia 51st out of 80 countries worldwide and 11th out of 15th place in Latin America with an average of 49.97 out of 100, which indicated that Colombia is in its seventh consecutive year in the countries with low and very low performance in the English language domain.

For its part, the expert in bilingualism Clara Amador Watson (cited in Roldán) [3], referred in 2011 to the possible causes of low performance in English of the country, declaring that "English is taught in an archaic way", there are not enough specialized or high-level teachers in the language, and many teachers tend to use inadequate teaching methodologies, obsolete materials and decontextualized materials; He also referred to the fact that English is still taken as a content of the curriculum and not as a means of communication and that there is inefficiency in the investment of resources by the State.

On the other hand, as mentioned by Dr. Rosa María Cely [4], manager of the Colombia Bilingüe program of the Ministry of National Education (MinEducación), in recent years the level of performance in English of the official schools has been low, since only 1% of students obtain the required level (B1) in the language at the time of graduation; likewise, the performance in the English proficiency by students of superior education in the Saber Pro Tests, has not been satisfactory; as shown by the overall results of the last test applied in 2016 [5], in all the programs of the country; the general average is between levels A1 and A2. In fact, these results are not enough to comply with the parameters established by the Ministry of

Education, which requires a level of proficiency in the language of B2 for graduates of higher education and a level of B2 and C1 for graduates of careers in languages.

This problem also affects the Unidad Central del Valle higher educational institution, since based on the results of the last Saber Pro exam conducted by the Colombian Institute for the promotion of higher education (Icfes), it was observed that 6 of the 13 programs evaluated only reached an A1 level , 6 of the 13 an A2 level and only one undergraduate program (Bachelor in Basic Education with Emphasis on Foreign Languages) reached a B1 level; averages that are not yet enough to respond to the B2 required by graduates of higher education and the B2 or C1 required for graduates of higher education programs in languages stipulated by the Ministry of National Education in its National Program of Bilingualism (2004-2019) [6].

Likewise, the results obtained by the students of the program of Bachelor in Basic Education with Emphasis in Foreign Languages of the tenth semester in the proficiency test, corresponding to the APTIS for Teachers of the British Council; presented during the period 2017-2 [7] were not entirely satisfactory, since they showed that only 25% of students are in C1 level according to the Common European Framework of Reference for Languages, 31% are in B2 level; and 44% of the evaluated population is at level B1; besides evidencing that the two skills of English with lower score are the input skills, that is, the listening and reading skills. These results, in addition to being worrisome, do not comply with the proposed in the Resolution 18583 of September 15 [8], 2017, which stipulates that students must show, starting on September 15, 2020, a Level C1 in the language domain.

Due to this problem, the Uceva in order to obtain and maintain the high quality in the foreign language program, which was granted under Resolution 27741 of December 7, 2017; it has been dedicated to its improvement making both administrative changes and in the curriculum according to the requirements of the Ministry of Education. The new curriculum, which has been applied since 2016 and for the period 2018-1, is being developed from the first to the fourth semester of the academic program; it has meant a new conception and a new challenge for it. Since unlike the previous study plans, this has only one emphasis: English.

The foregoing indicates that both the teaching of English by teachers and the performance of students in this program must respond to much higher and more specific standards than before; and, these standards acquire relevance taking into account that the validity of the high quality certificate of the program goes until the year 2021; and that to be conserved and / or renewed again, it must show continuous improvements in all the administrative and academic processes of the program, as it is mentioned in Decree 2450 of 2015 [9].

For this reason, with the aim of contributing to sustain the high quality of the foreign language program, and taking into account the requirements of the law to implement evaluations that contribute to a process of continuous improvement, the following question was established at the very beginning of this research: What are the weaknesses and strengths in the teaching of input skills in semesters I to IV of the Degree in Foreign Languages with Emphasis in English from Uceva?

In order to carry out this research, the CIPP evaluation model, proposed by Stufflebeam in 1997 [10], was used. It consists of a process in which some effective information on the importance of the purposes, planning, realization and impact of an objective is identified, obtained and provided, by seeking to serve as a guide for solving problems, understanding the phenomena involved and making decisions [11]. So, the results can contribute to the decision making regarding the improvement of the degree program in the near future.

It is important to highlight that doing this kind of projects in the Colombian educational field is very important because the country has been continuously positioned among countries with low and very low scores with respect to the level of performance in the English language. Given this, and in contrast to the high educational needs in English driven by globalization today as mentioned above, it can be inferred that the improvement in both teaching and learning practices in this language becomes relevant.

In the same way, this research implies a contribution at the national level by contributing to the advancement in higher education in Colombia and finally an approach to the possibility of locating ourselves as a country that has a good level of English language proficiency in Latin America.

2 THEORETICAL FRAMEWORK

2.1 State of art

For the realization of this study, it was necessary to search for different studies related to the topic and to act as background to it. It was possible to deepen the work of different universities both internationally and nationally; these are shown below:

- Tokmak, Baturay y Fadde [12] evaluated and redesigned a virtual master's program offered by a university in Canada, with a view to its improvement and using mainly the CIPP evaluation model. This model allowed them to generate results that led to decisions regarding the restructuring of the program. This study was relevant for the research because, in addition to providing references, it acted as a guide in terms of the methodology to be used (CIPP Model).

-Rodríguez [13] evaluated a science program through the CIPP, to detect their weaknesses and strengths. He was able to observe that the program presented many flaws, but that even so some of the objectives were achieved. It's important to mention that this study gave the research, like the previous antecedent, important methodological references and showed again the suitability of the CIPP Model.

- Quinchía, Muñoz and Sierra [14] used the CIPP evaluation model to know the overall state of an educational program; its strengths, weaknesses, needs and possibilities through the application of the Context phase of the CIPP; resulting in the recommendation of a restructuring of the program. This antecedent, just like the previous ones, provided references and relevant information about the convenience of the CIPP model.

- Arroyo, Barandica, Esparragoza, Jiménez and Navarro [15] detected the needs of the institution in terms of curricular design and physical and human resources; and with that, they generated a proposal for an improvement plan. They also used the CIPP evaluation model, accompanied by techniques such as documentary review, interview, video recording of classes and observation; same techniques that were used in this investigation along with a class observation grid format, which was adapted.

- Hernández, Ortega, Triana and Zapata [16] carried out a curricular evaluation and the design and implementation of an improvement plan for an educational institution; among the results they found that there was an absence of study of the students' training needs, as well as the need to re-mean the epistemological references of the PEI (Institutional Education Project) and some components of the institutional horizon. The evaluation was developed using the CIPP model and the data collection included several techniques, including documentary analysis; which served as a reference to perform the documentary analysis of this research.

-Aziz and Karim [17] explored the CLT's applications in improving the reading ability in English of a group of students in Bangladesh, and they presented different conceptions and understandings of the CLT by the teachers. On the other hand, they used data collection instruments such as a survey on the principles of the CLT, which could be adapted for this investigation.

2.2 Teaching Approach

For Harmer [18], the teaching approach is one that describes how people acquire language and establishes the conditions that promote successful learning; which is related to what was said by Richards and Rodgers [19], who establish that the approach includes theories about the nature of language and its learning that serve as a resource for practices and principles in language teaching.

It is possible to affirm that the approach acts as a primary basis of all methods, procedures and techniques in the teaching of English; that is to say, that it has principles that explain why and for what of the decisions that led to adopt a certain way of teaching the language. Brown [20] supports this conception, since he speaks about the approach of teaching as a base constituted in some principles, on which a teacher can choose certain designs and techniques for teaching having as a starting point, the context where he is and the particularities of its students.

2.3 Different approaches to teach English

Historically, there have been various approaches to teach English; this shows that the search for best practices to achieve an increasingly effective teaching-learning process is constant. Among the most relevant teaching approaches are:

-The Oral Approach and Situational Language Teaching, formally constituted in 1950.

-The Natural Approach, started in 1977 approximately.

-The Task Based Learning (TBL), popularized in the 1987.

-The Content-Based Instruction o CBI, born in 1989.

-The Lexical Approach, originated in 1990.

-The Cooperative Language Learning o CLL, established in the twentieth century.

-The CLT o Communicative Language Teaching, which was of great relevance in this research and will be addressed in depth in the following subsection.

2.4 Communicative Language Teaching or CLT

The CLT is possibly one of the approaches that has most influenced the teaching of the English language. That is why, this approach is widely used today and its understanding becomes relevant for language teachers.

The communicative approach has its beginnings in the 70s, thanks to linguists such as Michael Halliday, Dell Hymes, Sandra Savignon, among others; these, expanded and perfected the notion of communicative competence developed by Noam Chomsky in the 60s, which consisted in giving more relevance to social interaction through language, than to the grammatical and memory aspect of it.

All these theoretical contributions, laid the foundations that allowed the CLT to be known today, according to Brandl [21], as the approach that embraces communication as the primary function of language and whose main goal is for students to develop their communicative competence in real life situations. In addition, this approach has been established as a flexible approach, which can be adopted for different purposes; however, authors such as Doughty & Long and Harmer consider that the CLT, despite its malleability, has some principles that should be taken into account when developing a class under the focus.

2.4.1 Communicative Language Teaching principles

Doughty and Long in Brandl [21], define the methodological principles of an approach, such as a list of design features that can generally be considered as facilitators of the acquisition of a second language. These authors propose the CLT principles that are synthesized and enriched by Brandl [21] and are applicable to all language skills (output and input), these will be referred to below:

2.4.1.1 Use tasks as an organizational principle

This principle encourages the organization of the syllabus under the CLT to be guided by the task-based instruction or TBI, which allows not focusing on the text or the grammar, but rather on a series of tasks that are presented to allow students have a purpose in using grammar in a meaningful context. This principle is supported by Ellis [22], who adds that students should create their own messages and should not be given any model to imitate.

It is important to mention that, the application of this principle in the classes is accompanied by certain challenges that have to do with the choice, the difficulty, the sequence and the design of the tasks. For this reason, it's of vital importance that the teacher has knowledge of how and when to include the tasks in addition to their planning and follow-up in order to evaluate them and see their effectiveness.

2.4.1.2 Promote learning by doing

This principle establishes that students should be encouraged to practice; this plays a decisive role in the acquisition of a second language, by allowing students to appropriate what they are learning, as well as helping them produce their own content.

2.4.1.3 The input needs to be rich

The exposure to the input in the learning of a foreign language is not comparable to the one with the native language, for this reason the development of this must be deep in the CLT. Brandl [21] raised two main characteristics that should have a rich input:

-Authentic materials: these include texts, videos, audios, books and other resources that were not created for pedagogical purposes. The use of these materials, in addition to providing authentic language, reflects the use of language in the real world and gives teachers the opportunity to create a link between the classroom and the real needs of students. This can be complemented with what was said by Widdowson in McKay [23], since for him, the most important thing is not the type of authentic material but rather the context conditions in which the material is being used.

-Use of the "target language": this characteristic includes that the teacher needs to maximize the use of the "target language" (the language that students need primarily) as a mean of instruction. This can be done in the classroom, explaining to students that if they find it very difficult to express something in the

foreign language, it is feasible that they do so in the native language; being consistent in the use of the target language and providing clear guidelines on when and why English should be used in the classroom.

Krashen [24] also contemplates the principle of the rich input; he calls it as optimal input, which must be: understandable, interesting and/or relevant, grammatically not sequenced and in sufficient quantity.

It is necessary to indicate that this principle enjoyed special attention in the research, because despite the fact that CLT is an approach whose first objective is communication, and this has often been interpreted as giving more importance to output; the input has an exclusive place in the approach and is considered fundamental for the acquisition of a second language.

2.4.1.4 The input needs to be meaningful, understandable and elaborated

This principle determines that, the input information to which students are exposed, must be first of all significant and understandable; that is, it must be clearly linked to the information that is already possessed. Secondly, the information must be elaborated in the sense that it must be modified and/or simplified so that it is easier to understand.

2.4.1.5 Promote cooperative and collaborative learning

According to this principle, the teacher must take into account that both input and output require interaction; and this must be not only between the students but also between the teacher and the students. One way to promote this principle is to ensure that students work together in small cooperative teams or in pairs, to complete learning tasks or activities through the communicative use of the language.

2.4.1.6 Focus on the form

Brandl [21] indicates that this principle is directed to the teaching of grammar in context and through communicative tasks instead of centralization in isolated linguistic structures and textbooks. In addition to this, Ellis [25] mentions three ways in which teaching can be focused on form; the first is the creation of grammar lessons aimed at teaching specific grammatical characteristics through the input and output processes; second, the use of focused tasks or tasks that require students to understand and process specific grammatical

structures in the input, and produce the structures in the performance of the task; and finally, the use of methodological options that direct the interest to the form in the context of the performance of the task, an example of this is the corrective feedback.

2.4.1.7 Provide corrective error feedback

This principle allows students to be aware of those linguistic forms they are not using, or those they are using incorrectly.

Brandl [26], distinguishes two types of feedback that are vital during the educational process; the first is positive, used to confirm the accuracy of the student's response. The second is the negative or corrective feedback of errors, which is used to rectify the defective behavior of the students in the language, so that they can progress in the development of their skills.

2.4.1.8 Recognize and respect the affective factors of learning

Many authors have agreed that affective factors have some influence on the learning of a second language; example of this is Krashen [24], who speaks of the affective filter, where he characterizes the affective factors that are related to success in the acquisition of a second language, these are motivation, self-confidence and anxiety.

2.4.1.9 Students must be exposed enough to the language and opportunities for its use

Since language exposure in a classroom can be quite limited, Harmer [26] believes that students should be encouraged to communicate real messages, and not just grammatically controlled language. The author indicates that the deployment of a large number of communicative activities, where students use everything and any language they know to communicate, includes this CLT principle in the class.

2.5 Language skills

Richards and Schmidt [27] define language skills as the mode or manner in which language is used. The authors also explain that there are four language skills, which are speaking, listening, writing and reading. Being the skills of output according to Ortega [28], speaking and writing, since they allow students to interact, producing meanings and messages; and those of input, listening and reading since they receive the linguistic data produced by other competent users of the language, mainly through listening to oral messages and reading texts.

2.5.1   Principles for the development of Input skills

Initially, Harmer [26] stipulated six principles for the development of listening skills that are:

-To encourage the students to listen as often as possible

-Help students prepare to listen

-Listening once may not be enough

-To encourage students to respond to the content of a conversation, not just the language

-Different stages of listening demand different listening tasks

-Exploit listening texts to the fullest

Consequently, the author set out six principles for the development of reading ability that are:

- Encourage students to read as often as possible

- Students must commit to what they are reading

- Encourage students to respond to the content of a text (and explore their feelings about it), not just concentrate on its construction

-Use the prediction

- Relate the task to the topic when intensive reading texts are used

- Exploit the texts to the fullest

2.6 Discussions on the CLT

Different authors have generated their critical views on the CLT, this has been the product of important research on the subject; Canale and Swain [29] are examples of this, they considered that the communicative approach may be appropriate for certain programs but not for others.

These authors emphasize a thorough investigation of the education program in which the approach will be adopted. Also, they generate a large number of critical research points related to both the communicative competence itself and administrative and general aspects that should be taken in account of immediate nature in the program.

Another author who discusses the viability of CLT is Thamarana [30], since he describes the disadvantages of the communicative approach in a specific way, some of them directly related to the poor focus on reading and writing skills in the CLT, the role of teachers and students and even the facilities where the program takes place.

3 MATERIALS AND METHOD

This project was carried out taking into account the CIPP (Context, Input, Process and Product) evaluation model proposed by Daniel Stufflebeam [10], as it is a flexible model that can be methodologically adapted to the needs of the research in question. That is, this model can have elements belonging to any of the approaches traditionally known in the field of research.

This model is divided into 4 aspects (context evaluation, input or design evaluation, process evaluation and product evaluation), which allow to identify, obtain and provide effective information on the purposes, planning, realization and impact of a project by seeking to serve as a guide for solving problems, understanding the phenomena involved and making decisions [11].

3.1 Implementation process and Instruments

This research was carried out in the first four semesters of the Degree in Foreign Languages - English of Uceva. Program that was born under the agreement No.004 of April 29 of 2004 [31], with the purpose of supplying the need of the region of professional formation for the Foreign Languages.
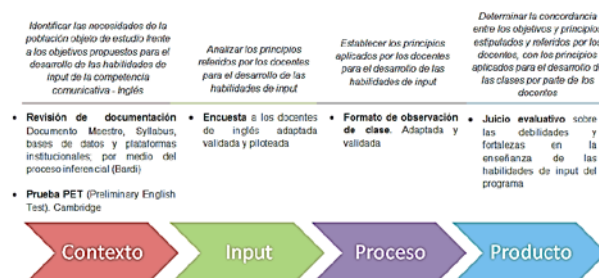
Figure 1

The first aspect of this CIPP model, contributed to the fulfillment of the first specific objective of the research, which was to identify the needs of the population under study against the proposed objectives for the development of input skills of communicative competence - English proposed for the semesters I to IV of the Degree in Foreign Languages with Emphasis in English of Uceva; carried out through the study of the research context, by means of the diagnostic test of students' communicative competence through a mock of PET test and the review of the documentation through the inferential process proposed by Bardin, that included the official document of the B.A program to the Ministry of Education, the syllabi of the first four English courses, institutional databases and the institutional platform. It allowed a characterization

of the Degree Program, its teachers, its students, and its objectives proposed in terms of teaching English.

Regarding the second aspect, covered by the second specific objective, which included the analysis of the principles referred by teachers for the development of input skills in the population under study; the application of surveys to teachers was carried out, by means of survey formats in Google; that allowed to demonstrate their mastery of the objectives of the area, knowledge and use of the teaching principles for the input. In this case, the sample consisted of 4 English teachers, who were chosen in a non-probabilistic manner, as they were the only 4 professors who dictate the area in the aforementioned semesters.

Likewise, for the third aspect with which the third specific objective of the research was answered, which sought to establish the principles applied by teachers for the development of input skills in the population under study; 4 class observations were made for the first, second and fourth semesters evaluated, and two for the third semester evaluated, with a total of 14 observations; taking into account that these observations were made in a random way and the teachers were not aware of the days when they were going to be carried out. With these observations, which were tabulated in observation formats; it was mainly sought to identify the principles that teachers used to enhance English language input skills.

Finally, the last aspect of the model, which met the last specific objective of determining the agreement between the objectives and principles stipulated by the program, those referred by the teacher with the principles applied to the development of the classes by the teachers, required an analysis and triangulation of all the information collected during the first 3 stages; from which it was possible to arrive at the evaluative judgment about the weaknesses and strengths in the teaching of the input skills in the semesters from I to IV of the Degree in Foreign Languages with emphasis in English of the Uceva.
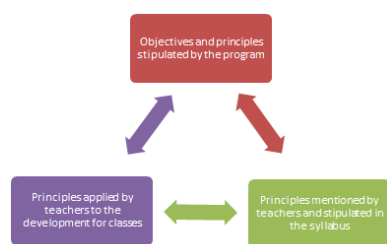

Figure 2

4 FINDINGS

4.1 Results of the Context phase
All the results found in this phase, allowed to create an overview of the current status of the program according to the parameters established by the Colombian Ministry of Education; these are shown below:

4.1.1 Results of the review of the documentation

4.1.1.1 Program
In the revision made to the documentation corresponding to the program, it was possible to find in the first instance, the fulfillment of the stipulated requirements for the characterization of higher education programs by the Ministry of National Education in Decree 1075 of 2015 [32] and then updated through resolutions 02041 of 2016 [33] and 18583 of 2017 [8].

On the other hand, it was possible to find the methodological approach that guides the learning process in the program, which agrees with the approach established individually by the teachers in the syllabus of each semester; whose designs agree with the two proposals of syllabus under the CLT approach referred by Richards [34] as they are the Syllabus based on the skills and the Functional syllabus.

4.1.1.2 Students
Through reviewing the documentation referring to the students, it was observed that according to the results of the APTIS test (period 2017-02) [7], 31% of the graduates did not reach the B2 or C1 level expected according to the regulations of the Ministry of Education; since this percentage was still at level B1. Likewise, and taking into account the provisions of Resolution 18583 of September 15, 2017 [8], which stipulates that students must show, as of September 15, 2020, a Level C1 in the language domain; and taking into account the results of recent graduates, only 25% of these students managed to reach the level proposed for the future teachers.

Also, it could be found that in the program, a record of the students' level of English is kept according to the standardized state tests; and since 2014-01, the level of English of the students is recorded when they are in the first semester; which serves to create an overview of the initial level of students and make decisions from it.

4.1.1.3 Teachers

Regarding the review of the teachers' documentation, it was established that 75% of them comply with the stipulated points both by the law and by the institution related to the requirements for hiring language teachers; these teachers have undergraduate knowledge in the area and even postgraduate knowledge, teaching experience and certification of the level of English. However, 25% of the teachers involved do not reach the requirement of the certificate of proficiency level of the language.

4.1.2 Results of PET test

The results of the PET test conducted to establish the level of proficiency of students in the second, third and fourth semester of the Bachelor's degree in listening and reading skills, showed how in these semesters there are still a large number of students who do not reach with the expected level. Being expected for the second semester, that students have an A1 level, there are still 27% and 9% of students that are in Fail; that is, their level does not reach even the minimum level of competence in the two previously mentioned skills.

Likewise, in the third semester, where students are expected to have an A2, there are still 22% and 45% of the students of that semester whose level of proficiency in the domain of the two input skills is at level A1, level lower than expected. Similarly, in the fourth semester, where the level of the students should be between A2 and B1, there is still 15% and 29% of students who are in A1 level and 14% of students whose level in the competence of Listening is in Fail.

4.2 Results of Input phase

The surveys applied to English teachers from I to IV semester in this phase, allowed to collect protocol information and data related to the principles considered for the development of reading and listening skills under the Communicative Language Teaching approach (CLT).

Among the protocol data, it was found that the teaching staff is sufficiently experienced in the field of English teaching, since all teachers have more than 10 years of experience in the area. On the other hand, it was evidenced that although the approach stipulated for the degree is the CLT and all the teachers have trained in it and most of them prefer it; the linguistic and direct audio method also took place among the respondents.

Likewise, it was observed that although the CLT approach gives great importance to reading ability, 25% of teachers considered that the application of the approach on reading ability is moderately important. Likewise, 25% of teachers also considered that the application of the approach on listening skills is moderately important. Continuing with the data related to the principles of the CLT (established by Doughty & Long and Harmer) that the teachers considered applying in their classes, the following could be found:

-In terms of the general principles for the development of reading skill under the communicative approach, teachers considered using them highly; since the percentages of the principles that teachers never considered, usually not or occasionally used, were low and ranged from 2.7% to 8.3%. On the other hand, the percentages of the principles that the teachers considered to employ usually and almost always were found in a range of percentages from 30.56% to 52.7%.

-In relation to the specific principles for the development of reading ability, teachers also considered applying them highly, since the percentages of the principles that teachers never considered, usually not or occasionally used, were low and were placed in a range of percentages from 0.0% to 4.17%. On the other hand, the percentages of the principles that teachers considered to employ usually and almost always were found in a range of percentages from 25% to 66.6%.

-Regarding the general principles for the development of listening skill under the communicative approach, the teachers surveyed considered using them in highly; since the percentages of the principles that the teachers never considered, usually not or occasionally used, were low and they were located in a range of percentages from 2.7% to 11.1%. On the other hand, the percentages of the principles that the teachers considered to employ usually and almost always were found in a range of percentages from 33.3% to 47.2%.

-Finally, in relation to the specific principles for the development of listening skills under the communicative approach, the percentages of the principles that teachers never considered, usually not or occasionally used, were low and were placed in a range of percentages of 0.0% to 4.1%. On the other hand, the percentages of the principles that the teachers considered to employ usually and almost

always were found in a range of percentages from 45.8% to 50%. This indicated that, once again, the teachers surveyed considered using these specific principles highly.

4.3 Results of Process phase

From the class observations made in the study, the following data could be collected:

-During the observed classes, the general principles of the CLT approach were used for the development of reading ability at a medium to low frequency, since the percentages of the principles that were observed almost always and usually during the classes were low and located in a range of percentages from 0.7% to 6.3%. On the other hand, the percentages of the principles that were observed in the classes occasionally, usually not and almost never, were found in a range of percentages from 30.1% to 34.1%.

-The observations showed that, the specific principles for the development of reading ability were used in a predominantly low frequency, since the percentages of the principles that were almost always and usually during the classes, were low and were placed in a range of percentages from 0.0% to 5.9%. On the other hand, the percentages of the principles that were observed in the classes occasionally, usually not and almost never, were found in a range of percentages from 17.8% to 42.8%.

- During the observed classes, the application of the general principles for the development of listening skill was varied; the percentages of the principles that were observed almost always during the classes, were low and represented 1.7%. On the other hand, the percentages of the principles that were observed in the classes usually, occasionally, usually not and almost never, were found in a range of percentages from 17.9% to 28.2%. However, the highest frequencies corresponded to the principles usually not and almost never applied.

- The observations showed that, the application of the specific principles for the development of listening skills was varied; the percentages of the principles that were observed almost always and usually during the classes, were low and were located in a range of percentages from 10.2% to 12.8%. On the other hand, the percentages of the principles that were observed in the classes occasionally, usually not and almost never, were found in a range of percentages from 23.0% to

29.4%. However, the highest frequencies corresponded to the principles occasionally and almost never applied.

4.4 Results of Product phase

In this phase, it was possible to generate an evaluative judgment about the strengths and weaknesses of the program in terms of the development of input skills in the semesters from I to IV, the strength is:

-The program documents reach the basic requirements regarding the indication of the approach used in the degree program for the teaching of English

In addition, the weaknesses:

-Despite that the teachers claimed to make extensive use of the principles stipulated in the CLT approach for the development of the input, the class observations showed an inconsistency, since they revealed that the use of these principles was considerably low.

-Input skills are not being developed as the CLT approach suggests; especially the reading ability.
This phase also allowed inferring that the principles for the development of input are poorly used in the classes, because teachers usually develop their classes based exclusively on the guidebook, whose material is not exploited to the maximum; in addition, some teachers focus on grammatical aspects and don't expose students to the language enough.

All materials are available in https://drive.google.com/file/d/0B4pbu0RyXK2 fZkVVZWV0dVdBT2oxa1ZMUTB0aWhXRU hBd1lB/view?usp=sharing

5 DISCUSSION

The purpose of this study was to evaluate, through the CIPP model, the principles applied to develop the input skills in semesters I to IV of the Bachelor in Foreign Languages with Emphasis in English of Uceva; and with this, determine what are the weaknesses and strengths in the teaching of input skills in the aforementioned semesters. The main findings of the research will be discussed.

In the first place, the incongruence found between the theory presented in the syllabus and the master document regarding the development of English

input skills and teaching practice, resembles in certain aspects the findings found in the study conducted by Márquez and his research group [35], since it sought to investigate the internal coherence of the programs of six accredited careers, finding great contradictions in the subject programs and lack of curricular appropriation in them. This finding is debatable, taking into account the stipulations of the National Accreditation Council of Colombia (CNA) [36] for high quality certified education programs, which mention that these must show agreement between the teaching methods and the contents of the syllabus of the program, the competences, the skills that are expected to be developed, the nature of the knowledge and the needs, objectives and modality of the program.

On the other hand, the deficit in the application of the principles for the development of input skills according to the CLT approach in the English area of the semesters involved in this research, is a finding similar to that found by Gómez y Hurtado [37]. These researchers observed that the teaching of English of the first two cycles of the Bachelor of Foreign Languages of the Universidad del Valle, presented an incorrect application of the CLT approach, which originated in a misconception of the same, lack of definition of common criteria for the English area, the use of different practices to deal with this approach by not being clear about what it really is and having a very simplistic interpretation of the approach; all the above expressed by the same teachers.

These results draw attention, since despite being very similar in both studies, they differ in the fact that the teachers of the Universidad del Valle accepted not fully knowing the focus of the program, while the totality of the teachers involved in the present study, stated that they know this approach as well as having training in it. This is in dispute with the fact that although the CLT approach is flexible, it has clear principles for its correct application in all language skills (input and output). These principles are established by three very important theorists who are: Doughty and Long, who present eight principles and Harmer, who presents two. This indicates that knowledge of this approach should imply an understanding of its principles and therefore, its correct application.

This consideration is also debatable with what was proposed by Canale and Swain [29], since they propose the realization of a very rigorous research both in general aspects of the program in which the

CLT will be implemented, and in the specific aspects of the communicative competence that will be developed, to avoid failure in the application of the approach. The author is very explicit in the critical points of investigation that must be made and even considers them fundamental. This allows us to infer that an in-depth investigation of the program and its antecedents would mean a suitable choice of the teaching approach and with it a considerable application and appropriation of its principles.

Regarding the finding of the marked flaws in the application of the principles for the development of the specific reading ability, the teachers involved in the study of Gómez and Hurtado [37], affirmed not to apply the principles for this skill correctly and also expressed the need to work together writing and reading skills from the first semesters, because this did not happen in the program.

The foregoing differs from the results of the present study, because although a low application of the principles for reading was also found, the teachers did affirm to use them highly, which is debatable in the light of the CLT, since it has two principles specially designed for the integral development of the reading ability and its correct application would not suppose the flaws found.

However, although the CLT encourages the development of reading skills, this is precisely one of the most questionable aspects of the approach, since authors such as Thamarana [30] have exposed the great risk that runs in the CLT of focusing too much on oral skills and less emphasis on reading and writing skills, generating low performance in them. This shows that those programs that adopt this approach, must be very careful about the development of reading ability and must also take the principles designated for it very seriously, due to how committed this skill is.

6 RECOMMENDATIONS

Based on the results and conclusions obtained in this study, the following is suggested:

• It is important that the findings found in this research be known by all the English teachers of the program, so that they can review the study and generate reflections about how the development of English skills in the program is being carried out. The above, with the aim of undertaking actions to improve and strengthen teaching processes.

• It is recommended that teachers receive advice on the approach designated by the program for teaching English (CLT). It is also necessary to create scenarios where teachers can express their doubts and different points of view on the application and viability of the program.

• It is suggested that in future research, the need for the program in terms of the development of input skills be retaken, but from the perspective of learning, that is, taking into account the student factor that could be found in that study.

• It is important that continuous support be given to projects that allow self-evaluation of the program, in academic, administrative and other aspects that are necessary to guarantee the sustaining of the high quality of the bachelor degree program.

• Due to the effectiveness shown by the CIPP evaluation model in the elaboration of this study, it is advisable to use it in subsequent investigations related to process evaluation, either of the degree or other university programs.

References:

[1] Uribe, Juan; *Importancia del idioma inglés en las instituciones de educación superior: el caso de la Corporación Universitaria de Sabaneta;* 2012; https://aprendeenlinea.udea.edu.co/revistas/index.php/unip/article/viewFile/14441/12676

[2] EF-English Proficiency Index; *Ranking mundial según dominio del ingles*; 2017; http://www.ef.com.co/epi/regions/latin-america/colombia/

[3] Roldán, Andrea; *OBSTÁCULOS EN EL APRENDIZAJE DEL INGLÉS COMO LENGUA EXTRANJERA EN DOS GRUPOS DE POBLACIÓN BOGOTANA;2016;* http://repository.udistrital.edu.co/bitstream/11349/6611/1/Rold%C3%A1nS%C3%A1nchezGuiomarAndrea2017.pdf

[4] Semana; *Colombia volvió a perder en inglés*; 2015; http://www.semana.com/educacion/articulo/como-esta-en-ingles-colombia/449306-3

[5] Icfes. *Resultados agregados Saber Pro 2016*; 2017; http://www.icfes.gov.co/instituciones-educativas-y-secretarias/saber-pro/resultados-agregados/resultados-agregados-2016

[6] Ministerio de Educación Nacional; *Programa Nacional de Bilingüismo Colombia 2004-2019*; 2004; http://www.mineducacion.gov.co/1621/articles-132560_recurso_pdf_programa_nacional_bilinguismo.pdf

[7] Uceva, *Aptis results*, 2017

[8] Ministerio de Educación Nacional; *Resolución 18583 de 15 de septiembre de 2017*; 2017; http://www.alcaldiabogota.gov.co/sisjur/normas/Norma1.jsp?i=71384

[9] Ministerio de Educación Nacional; *Decreto 2450 de 17 de diciembre de 2015*; 2015; https://www.mineducacion.gov.co/1759/articles-357048_recurso_1.pdf

[10] Stufflenbeam, Daniel. & Zhang, Guili; *The CIPP Evaluation Model*; 2017; https://books.google.com.co/books?id=5lTLDAAAQBAJ&pg=PA41&hl=es&source=gbs_selected_pages&cad=2#v=onepage&q&f=true

[11] Ruiz, Estela; *Propuesta de un modelo de evaluación curricular para el nivel superior*; 1998; https://books.google.com.co/books?id=pRsx_Td7wNoC&printsec=frontcover#v=onepage&q&f=false

[12] Tokmak, Hatice; Baturay, Meltem; Fadde, Peter; *Applying the Context, Input, Process, Product Evaluation Model for Evaluation, Research, and Redesign of an Online Master's Program;* 2013; http://www.irrodl.org/index.php/irrodl/article/view/1485/2605

[13] Rodríguez, Mariel; *Aplicación del modelo de evaluación CIPP al programa de ciencias de una escuela del distrito escolar de Juana Diaz*; 2007; http://ponce.inter.edu/cai/Tesis_Graduado/mrodriguez/index.pdf

[14] Quinchía, Diana; Muñoz, Jorge; Sierra, Nelly; *Evaluación del Contexto de un Programa de Competencia Lectora en Inglés en una Universidad Pública en Colombia a través del Modelo de Evaluación CIPP*; 2014; https://aprendeenlinea.udea.edu.co/revistas/index.php/ikala/article/view/20565/20783389

[15] Arroyo, Milena; Barandica, Silvana; Esparragoza, Agélica; Jiménez, Ana Rosa; Navarro, María del Carmen; *Reconfiguración del currículo a través de un plan de mejoramiento en una institución del departamento del Atlántico*; 2017; http://manglar.uninorte.edu.co/xmlui/bitstream/handle/10584/7701/130312.pdf?sequence=%201&isAllowed=y

[16] Hernández, Ana María; Ortega, Esmeralda; Triana, Ana María; Zapata, Nirama; *Evaluación y Resignificación Curricular de una Institución Educativa del Municipio de*

Santo Tomás; 2016; http://manglar.uninorte.edu.co/handle/10584/7595

[17] Aziz, Tazin; Karim, Ziaul; *CLT Approach in Developing English Reading Skills in Tertiary Levels in Bangladesh*; 2014; https://www.ajouronline.com/index.php/AJEEL/article/view/701/471

[18] Harmer, Jeremy; *The Practice of English Language Teaching*; 2001; https://atiyepestel.files.wordpress.com/2013/05/jeremy-harmer-the-practice-of-english-language-teaching.pdf

[19] Richards, Jack; Rodgers, Theodore; *Approaches and Methods in Language Teaching;* 1986; http://www.espacomarciocosta.com/pdf/ingles/questoes-teoricas-e-metodologicas/approaches-and-methods-in-language-teaching-jack-c-richards-and-theodore-s-rodgers.pdf

[20] Brown, Douglas; *Principles of Language Learning and Teaching; 2000*; http://portal.cuc.edu.ve/upc/PNFT/INGLES/Principles_of_Language_Learning_and_Teaching.pdf

[21] Brandl, Klaus; *Communicative Language Teaching in Action: Putting Principles to Work;* 2008; https://www.pearsonhighered.com/assets/samplechapter/0/1/3/1/0131579061.pdf

[22] Ellis, Rod; *Task-based language teaching: Responding to the critics*; 2013; http://faculty.edfac.usyd.edu.au/projects/usp_in_tesol/pdf/volume08/Article01.pdf

[23] McKay, Sandra; *Authentic Classroom Material;* http://www.cape.edu/docs/ttalkMcKay41.pdf

[24] Krashen, Stephen; *Principles and Practice in Second Language Acquisition;* 2009; http://www.sdkrashen.com/content/books/principles_and_practice.pdf

[25] Ellis, Rod; *Instructed Second Language Acquisition a Literature Review;* 2005; https://web.stanford.edu/~hakuta/Courses/Ed388%20Website/Resources/Ellis%20Instructed-second-language%20-%20latest%20version.pdf

[26] Harmer, Jeremy; *How to Teach English*; 2010; http://www.academia.edu/34720971/How_to_Teach_English_2nd_Edition_Jeremy_Harmer.PDF

[27] Richards, Jack; Schmidt, Richard; *Longman Dictionary of Language Teaching and Applied Linguistics;* 2010; https://docs.google.com/file/d/0B4O1kjQ7yYFnb1RSclpvNldhQXc/edit

[28] Ortega, Lourdes; *Understanding Second Language Acquisition;* 2009; https://mohammedaljohani.files.wordpress.com/2014/10/understanding-second-language-acquisition.pdf

[29] Canale, Michael; Swain, Merril; *Theoretical Bases of Communicative Approaches to Second Language Teaching and Testing;* 1980; https://www.researchgate.net/publication/31260438_Theoretical_Bases_of_Communicative_Approaches_to_Second_Language_Teaching_and_Testing

[30] Thamarana, Simhachalam; *A Critical Overview of Communicative Language Teaching*; 2014; https://www.researchgate.net/publication/284347432_An_Overview_of_Communicative_%20Language_Teaching

[31] Uceva; Acuerdo No.004; 2004; http://www.uceva.edu.co/documents/secretaria_general/2000-2013/Acuerdos_CD/ACUERDO%20No.004%20C.D.pdf

[32] Ministerio de Educación Nacional; *Decreto 1075*; 2015; http://master2000.net/recursos/menu/277/1358/mper_44001_DECRETO%201075%20DE%202011%20unico%20educacion%20parte1.pdf

[33] Ministerio de Educación Nacional; *Resolución 02041 de 03 de febrero de 2016*; 2016; https://www.mineducacion.gov.co/1759/articles-356982_recurso_1.pdf

[34] Richards, Jack; *Communicative Language Teaching Today;* 2006; https://www.professorjackrichards.com/wp-content/uploads/Richards-Communicative-Language.pdf

[35] Márquez, Myriam; Sandoval, Jacquelinne; Torres, María Cristina; Pavié, Sergio; *Estudio de caso de la Coherencia Interna de Programas de asignaturas en seis carreras de la Universidad Austral de Chile*; 2010; http://mingaonline.uach.cl/pdf/estped/v36n2/art07.pdf

[36] Consejo Nacional de Acreditación CNA; *Lineamientos para la acreditación de programas de pregrado*; 2013; http://cms.colombiaaprende.edu.co/static/cache/binaries/articles-186359_pregrado_2013.pdf?binary_rand=7432

[37] Goméz, Angélica; Hurtado, Lorena; *Evaluación de los procesos académicos de la Licenciatura de Lenguas Extranjeras.Univalle;* 2012; http://bibliotecadigital.univalle.edu.co/bitstream/10893/9704/1/CB0433777.pdf