

Study for the validation of an instrument for foreign language learning

Estudio para la validación de instrumento para el aprendizaje de lengua extranjera

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Abstract

The purpose of instrument validation is to guarantee precision and validity of the collected data obtained from scientific research, survey and evaluations. The purpose of the present work was the making and validation of a survey to evaluate the level of the receptive and communicative skills of the English language acquired in the pupils at the Escuela Superior de Tepeji del Rio, in the administration program to be more specific. For this purpose, qualitative methodology of the Delphi technique was used. This process is intended to obtain a consensus among a group of experts on a specific topic and to validate the internal consistency, the calculation of the Cronbach alpha coefficient was used in a sample of 61. The alpha coefficient value closer to 1 indicates a greater internal consistency among the items. Out of the results through the Delphi technique, feedback and consensus among the ones who checked and evaluated the components was obtained. The calculated Cronbach's alpha coefficient resulted in (0.83), which corroborates the reliability and validity of the instrument. The contribution is the instrument to be used inside the institution with the intention of determining the potential in the development of the communicative skills of the English language.

Validation, Qualitative, Methodology.

Resumen

La validación de instrumentos es garantizar precisión y la validez de los datos recopilados en investigaciones científicas, encuestas y evaluaciones. El objetivo del presente trabajo fue la elaboración y validación de un cuestionario para evaluar tanto el nivel de las habilidades adquiridas como receptivas y comunicativas del idioma inglés en el alumnado de la Escuela Superior Tepeji del Rio en específico en el programa de Licenciatura en Administración. para tal fin se aplicó la metodología cualitativa de técnica Delphi proceso que busca obtener consenso a partir de un grupo de expertos en un tema específico y para validar la consistencia interna se utilizó el cálculo del coeficiente alfa de Cronbach a una muestra de 61. El valor del coeficiente alfa más cercano a 1 indica una mayor consistencia interna entre los ítems. De los resultados a través de Delphi se obtuvo retroalimentación y consenso de quienes revisaron y evaluaron los componentes. El coeficiente de alfa de Cronbach calculado resultó de (0.83), lo cual corrobora la confiabilidad y validez del instrumento. La contribución es que el instrumento sea utilizado dentro de la institución con el fin de determinar el potencial en el desarrollo de las habilidades comunicativas del idioma en estudio.

Validación, Cualitativo, Metodología

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Introduction

Globally, foreign language learning has expanded dynamically in recent decades. This phenomenon has favored the union of key aspects in educational institutions, such as theoretical-practical training, aspects of cognition, receptive and communicative skills, comprehensive training and commitment (Rodríguez (2014)). In the words of the aforementioned author, he reflects on the basic aspects of formative models of universities focused on the line of promoting practice in contexts of coexistence and work, situations oriented to social, business and dialogue training.

In Mexico, the teaching-learning of the English language begins in basic education up to the university level, the objective is to contribute to the integral formation of students to face scientific, technological and social challenges that the current context demands.

At the Universidad Autónoma del Estado de Hidalgo, the results of the acquisition of a second language, in this case English, is part of the university curriculum, the quality of the programs and their relationship with internationalization and student mobility. In addition, in Mexico, the Inter-institutional Committee for the Evaluation of Higher Education (CIEES) requires universities to have instruments that measure the level of language proficiency in order to fulfill the objectives of the programs.

In this sense, research on second language learning is broad and diverse in its approaches, some scholars such as (Ferran and Guinot, 2012) propose methodological strategies, while others approach it from a pedagogical perspective (Cecchi (2006) and still others consider it as programs that may well be assisted by technology. However, the different points of attention, all have in common, the way of acquiring the language learning given sense in terms of practice and use in their professional training.

Recent research (Charline Rouffeta, Beuningena, & Graaff, 2023) has found that teaching activities and classroom assignments are predominantly based on grammatical knowledge of the language and out-of-context vocabulary and to a much lesser extent on reading and comprehension skills. In addition, external factors such as the teaching and assessment materials available as well as conceptual factors such as teachers' conception of language learning have been identified as contributing to the poor alignment between what is expected to be achieved in the classroom and the results obtained. It should be noted that assessments in particular seem to have a negative effect on the implementation of communicative language teaching.

The didactic richness, as indicated by Folgueiras and Martínez (2009), lies in the fact that the student develops competences linked to social and ethical aspects; based on meaningful, collaborative and dialogic learning. In the present study, the teaching cycle is considered to be a methodology that allows the student to acquire the language in a practical way, by developing the stages of: social-cultural immersion, acquisition of grammatical structure and implementation in various contexts, the meaningful use of the language; this cycle recovers these formative elements by stimulating personal development, changes in the curricular programs that promote it, and improvements in the university environment that receives the service.

To this end, through the application of the teaching cycle, the four grammatical skills of English (reading comprehension, oral expression, listening, and reading and writing) are developed. The mastery of these skills is a priority, as reflected in the academic programs, since students must communicate professionally in English at the end of their studies, using the four skills in their entirety.

From this perspective, this article reviews university research, setting as an objective the elaboration and validation of a questionnaire to evaluate the level of acquired skills as well as receptive and communicative skills in the students of the Escuela Superior Tepeji del Rio, specifically in the Bachelor's degree program in Administration from semesters 1 to 6, with the intention of determining the areas of opportunity within the teaching cycle and the resources available to the students in their learning process.

To achieve this goal, the Cronbach's Alpha test was applied, which, unlike other techniques, allows the measurement of internal consistency or reliability of instruments that use Likert scales and quantifies how well a set of items measures a unique and unidimensional aspect of individuals based on the application of a questionnaire.

The structure of the article integrates information compiled from the literature divided into summary, introduction, theoretical foundation, methodology, results, conclusions and references. Sections in which the theoretical support that shows the progress and use of teaching techniques and their results are presented, as well as the aspects to be improved within this practice; up to the clear and concise description of the steps executed for the validation of the research instrument. In addition, the results section in which the findings of the validation of the instrument are presented and finally, the conclusions.

Theoretical foundation

Background

Dialogic is the science that analyzes and studies the form or structure of social communication generated in the interaction between human beings through the use of natural language.

Factors related to the teaching and learning of English as a second language have been investigated from various perspectives over time. In recent decades, many researchers have tried to determine the aspects and causes that influence the acquisition of a second language, regardless of geographic location or time. Such is the case of Thompson (2019) who asserts that around the year 2019 high school teachers in Japan explored through a survey applied to 141 students the efficacy beliefs concerning English learning and teaching, finding that in a learning context the individuals involved become both influencers and influenced, such a relationship can be considered one of reciprocity. This finding allows us to point out that within the teaching-learning process that is developed and implemented in the classroom, the active participation of the students is fundamental, as is the preparation of both the teacher and the class. It is also interesting to address the discrepancy that may exist between teaching models versus what is actually applied in the classroom.

One of the most significant debates in the field of English language teaching is determining how best to approach it and how best to have the approach with the student body to ensure interest, retention and practice of what is discussed in class. However, this continues to be a question not only in education in Mexico but also in the world.

According to a study conducted by Rachayon (2019) at Thammasat University in Thailand, as a result of the growth of medical tourism, it is essential that students have a good command of oral competence since these nurses in training are the ones who will play the role of mediators between patients and doctors. That is why in an effort to provide students with the necessary tools to overcome this challenge (faced by students in various educational institutions around the world) Rachayon (2019) suggests the implementation of Task Based Instruction (authentic and meaningful language for problem solving) by integrating three different learning approaches: Teaching language based on tasks or activities, inverted learning and the application and use of digital games for the development of a second language, obtaining favorable results in the learning of students, since according to the evaluations applied to these groups before and after the implementation of this proposal the results were statistically higher and significant after having worked under this approach, thus proving that this method allows to achieve the proposed communicative objectives.

It is worth mentioning that the objective of this research project is to achieve a significant advance in the academic performance of the subject of English with students of the bachelor's degree in business administration, who like the nursing students of Thailand will act as mediators and interpreters between the needs of the company or organization and a changing and globalized world, for example, negotiations with people or organizations from different parts of the world.

Not to mention that the best way to approach and achieve understanding of the syllabus taught in this subject is through playful activities that allow students to learn without even realizing that they are doing so in a fluid and natural environment.

However, the acquisition of the English language is not only nourished by the use of online devices or programs, which, although it is true, reinforce the knowledge you already have, having a teacher with whom you can have personalized practice is undoubtedly the best option. Although, within these lessons, the moderation of the mother tongue of each participant must be taken into account in order to achieve the best results.

Such is the case of Adriosh (2019) who in a study conducted in three universities in Libya showed that through the "EFL (English as a Foreign Language) teachers code-switch" (Language switch (mother tongue to English - English to mother tongue) of teachers of English as a foreign language) greatly favors the student's understanding of the topics to be developed and also allows the identification of similarities between language and mother tongue and the language in question. Not to mention that it facilitates the teaching-learning process. The use of the mother tongue at specific moments during the acquisition of another language is fundamental for the student to understand the relationship between what he/she is learning and what he/she already knows, remembering also that languages have a very close relationship with each other.

Adriosh (2019) shares through this study that the source language used in his research was Arabic and it was only used for comprehension functions such as: Clarification, Repetition, Recapitulation, and Socialization. These correspond to key moments of the class in which feedback is needed to ensure that students have understood what they have to do and how. Without omitting to mention that it is something that the student prefers and appreciates because the more interaction they have with the language they are learning, the faster they will master the content and of course it represents for them a greater opportunity to exercise what they have acquired in their lessons and motivates students to continue learning.

All these recent developments in the field of teaching-learning have rekindled the interest in providing not only the students with what they require to make their language learning an unforgettable experience but also the teachers so that through understanding this process they can identify and work on areas of opportunity, in order to offer the students lessons of quality and significance.

In one of his studies on teaching how to teach developed in Nepal, Reddy (2019) states that providing teachers with opportunities to study their own teaching and that of their peers marks a before and after in their training and practice as teachers. As these small teaching practices are given in considerably reduced groups ranging from 5 to 10 students maximum and with a duration of 5 to 20 minutes, they allow them to be analyzed, discussed and fed back later, thus favoring the teacher's development. It should not be forgotten that microteaching greatly improves pedagogical skills and allows to reaffirm the positive points that the teacher has and to increase his confidence and competences.

Over the past decades, many researchers have tried to determine the factors that determine or play a crucial role in second language acquisition. That is why Rahman (2019) in his study about the implications, problems and solutions of English language teaching in Bangladesh points out that the mastery of this language results in benefits not only for the students but also for the geographical area in which it is located since it also impacts economic growth and workforce development. Of course, within this analysis, it was observed that in order to enhance the teaching of the language in this country, the curriculum, methodology, textbooks and evaluation criteria were formulated. These actions are essential to ensure that the new generations can keep pace with the new generations and that both the information and the form of access to it meet the needs of the student and that the contents found in their materials are relevant and that they can recognize themselves in them as much as possible, otherwise those involved will have the perception of not being taken into account in the process.

On the other hand, recent evidence on the subject suggests that beyond the syllabus that is worked on in class, practice in real contexts and situations in which students can exercise what they have acquired in class is highly recommended. According to Hsieh (2019) in his study "Undergraduates' Out-Of-Class Learning: Exploring EFL Students' Autonomous Learning Behaviors and Their Usage of Resources, conducted in China, out-of-class practice maximizes and constitutes one of the most important pillars in learner development and promotes autonomous learning both in the classroom and in their personal lives. Of course, there is a huge difference in English achievement between those students who practice and implement English in their daily lives and those who do not.

It is important to emphasize that the facilities that each higher education institution offers will play in favor or against the learning of its students. That is why Hsieh (2019) within this research also considers the resources of the university learning center.

In terms of the relevance of the studies of (Hsieh, Rahman & Ginaya, 2019) which take the contents and materials available for the learning and consolidation of the English language, to argue that for the student to establish good communication in a second language it is necessary to make use of the inductive method with authentic materials specifically tailored to the needs of their students. Of course, the benefits offered to the students are countless, since they acquire the language in a natural way by reinforcing what they work in the classroom with the contexts that surround them, which provides a competitive strategy for the institution.

In this order of ideas, there is the similarity identified by (Reddy and Cirocki, 2019) who conducted a study focused on the reflective practice of teaching English in Indonesia. For his part Cirocki (2019) invites education professionals to take responsibility for their professional growth by making use of both individual and collective reflection with the aim of getting the best out of the process to substantially improve and maximize student learning. Not to mention, it establishes the key moments in which this process should be applied, arguing that it should take place before, during, after and beyond the lesson. It also suggests the importance of personal reflection for a successful class, which should range from planning to execution.

To this point, the contextual practice of both teaching and learning according to the vision provided by Haerazi (2019) must have a clear and specific focus that allows improving the reading comprehension and motivation of students. It is important to remember and recognize that not only communicative skills are of relevance in the learning and acquisition of a second language, since receptive skills allow the student to provide himself with the necessary information that allows him to perform a task. Not to mention that the opportunity that reading provides the student to see his or her learning contextualized is invaluable. To this end, two cycles with quite specific functions are used to improve the performance of the participants' reading skills. These cycles include: plan, actions, observations and reflections.

However, beyond the aspects of didactic resources and the curricular map that make up the guide to reach the desired level of English, the relationship between student-teacher and the feedback that exists within this interaction is a key element in the process of mastering the language. According to a study conducted in Norway by Vattøy (2020), it is concluded that a quality relationship between students and teachers is essential to achieve language acquisition in the learning process since they cannot exist without being an emotional support that can motivate or discourage the student in his learning process. Following with Vattøy (2020) when making class recordings it was appreciated that a healthy relationship between the students involved makes a difference and impacts in a potential way the student's position in terms of their feeling to learn or not to learn a language. Interestingly, even in other countries, human contact and learner perceptions are taken seriously and carry considerable weight in the acquisition of a new language.

There is evidence linking language learning with relevant and updated content, support and virtual or technological spaces that favor autonomous learning. That is why Benlahcene (2020) in his research conducted at the University Utara in Malaysia shares the high value that students give to their English courses using the approach of autonomous performance in the learning center (2019) aspect that allows the student to have greater control of their process and therefore has countless points to reinforce areas of opportunity to turn them into strengths. In this way, from representing a rather common teaching-learning technique the learner is favored with a more extensive mediation learning technique. As a result, learners have a high level of confidence in this type of online activity and generally perform well.

Like Ginaya (2019), for Lestari (2020) it is essential to achieve in students a good fluency and ability in oral expression that allows them to make known their ideas and positions on any topic instead of being abruptly silenced by the lack of vocabulary or functions that allow them to express themselves. That is why Lestari (2020) in his study called Language learning strategies of undergraduate EFL students conducted in Indonesia, puts special effort in knowing the strategies used by students in the process of English language acquisition.

This not only provides a support system for the student but also promotes the redesign of didactic strategies that really work for them, since these ways of reacting to daily situations and solving them respond to the learning context to which they are exposed and therefore it is understood that all of them respond to their real needs.

Among its main strategies are: making inferences, the use of gestures, inventing words to be able to express the word in English, reading the text without worrying about unknown words, using words that mean the same thing when I do not remember the word I want, among others. These strategies, to mention a few, can be implemented in the daily sessions and in this way make the teaching and learning process more meaningful considering the position of the students.

There is now much evidence linking attitudes towards language learning and the resources available to them to determine how comfortable they feel during their learning process and how this directly impacts their academic performance. Orfan (2020) argues that according to research conducted at a university in Takhar, that there is no significant statistical difference between males and females, their age, mother tongue, or area of vocational study in relation to attitudes towards learning English. However, their attitude towards the learning process does vary depending on their access to the internet and their experience in learning centers. It is here where the importance of having learning and self-learning centers in the institutions that motivate students to go to them and reinforce what they already know comes back to the forefront. Students who attend lessons in these centers are more receptive, committed and responsible for their learning.

The results of the research carried out by (Unsworth and Orfan 2020) seem to suggest that for teaching to be meaningful and lasting for the learner, it must ensure that the learner enjoys the lesson, builds their own competence and confidence through multimodal tools that allow them to interact with the language, making use of metalanguage by demonstrating the use of their language assessment through facial expressions, gestures and focus and developing their emotions. What many learners would like is for this approach to reach the classroom and become part of their daily lives instead of just having isolated instances of it.

Meanwhile, Turan (2020) has shown that the inverted classroom method in the field of teaching English as a foreign language is one of the growing trends and has gained popularity since 2014 in the training of learners. Not to mention that this methodology brings remarkable benefits to the practitioners. Since in this modality, participants analyze the information of the topic to be developed in advance, class time can be dedicated exclusively to activities that involve more advanced thinking, and because it is flexible, students are responsible for their learning.

In this way, Sevimele-Sahin (2020) found that the development of intercultural communicative competence is one of the pillars for mastering a second language, stressing also that effective communication will favor interaction with other cultures and negotiation. According to this project conducted in Turkey and based on a survey of a total of 238 first and fourth year university students, there is a stronger intercultural communication competence in students of more advanced years compared to first year students, which has a close relationship with the level of English acquired by these students, since the more they master the language the more they are aware of interculturality and benefit from practicing the language in different contexts.

Those who share this perspective are Sevimele-Sahin (2020) and Qiu (2021) in expressing that they include culturalization and different linguistic contexts, proving that these environments directly and positively affect their behavior towards language learning. Thus, the study focused on determining what Chinese students preferred in terms of the characteristics of their teachers, for which, two options were integrated native or non-native teachers for teaching English. The results were revealing as the students perceived that native teachers adopted more interactive methods and diverse forms of communication. However, they were alien to interculturality. On the other hand, the non-native teachers tended to dominate the class, although the class was more intelligible to them. For this reason, the English teaching professional must find a balance between these observations in order to achieve the linguistic objectives set.

In addition to this and regarding the concerns of some English learners regarding the use of the Lingua Franca in the lessons, particularly interesting are the results obtained by Ambele (2020) who in one of his latest research conducted in five different universities throughout southern Thailand found that students prefer to communicate with people who have an intercultural background and that in this way the participants are not forced to adopt expressions or parts of the language with which they do not identify or represent themselves. In order for this to be beneficial for those involved, she also suggests a review of the content to be developed in class that has a close relationship with the local context that allows them to learn about the varieties of English and the different accents that exist. In order to offer a learning and immersion of the participants with a real and meaningful English.

Like other authors, Numanee's (2020) contribution from the Bangladesh study is that empathy in the teaching and learning process can take the learner to the level he or she is expected to achieve. To understand this, one must understand the classroom and learning space as a dynamic platform that works back and forth, defining empathy as that force that helps not only the academic journey but also the personal social good. However, for practical purposes of this research we will call it empathy-teaching. This vital aspect of human relationships cannot be alien to the learning process. It must be recognized and applied in classroom teaching, as through empathy students are guided to be tolerant, patient and compassionate with themselves and others.

Having mentioned the most important aspects related to the interaction that exists between people in the teaching-learning process, it is also relevant to mention the virtual and technological resources that are currently available to keep us at the forefront. Most academics agree that the use of artificial intelligence (AI) as applications or software that promote greater interaction with the language in the learning process. Sun (2021) argues that by combining artificial intelligence with the teacher's knowledge, teaching is generalized and offers the participant a unique learning experience. Similarly, Alharbi (2023) suggests the development and implementation of AI to help students efficiently improve their level of English.

It is of fundamental importance for the learning of this language to receive timely feedback, which is why Han (2021) in his study conducted on university students in China, found that the discrepancy in the feedback received by students and the relationship that exists between student-teacher is something in which greater efforts should be made. It should not be forgotten that feedback should be according to the needs of the students and should make a difference in their learning once received and that it includes cognitive ability, social affective disposition and social affective ability to make the feedback effective.

Topics currently under discussion refer that the listening skill allows knowing the English language proficiency of any student. It is for this reason that the study conducted by Mulyadi, (2021) in Indonesia discusses how the receptive skill in this case Listening is combined with the productive skill for this situation, Speaking, to get the best of learning, obtaining that by offering listening practices such as audio exercises type TOEFL ITP certification student performance improves significantly, even more so if not working shoulder to shoulder with multimedia and technological materials that can well be worked in learning centers. Likewise, group discussions inherently improve their oral performance. It should be kept in mind that a grammar or vocabulary test will not always indicate what the student can produce, but rather that expressing himself or solving activities involving productive skills will show his true level of English and his production capacity.

As previously presented, possessing sufficient communication skills provides a better experience to face diverse academic and daily learning situations. It should be noted that there are some professions or occupations in which English is particularly important, such as the economic or business sectors. Thus, Sasabone (2021) in a research conducted in Makassar, details the importance of teaching the language under English conditions with specific objectives, as suggested by some other authors, he stresses the value of this methodology in the classroom. Not surprisingly, the results of this type of practice are impressive since it takes the needs of the students and transforms it into a learning process adjusted to their immediate objectives and contexts, thus motivating the practice and reinforcement of what was acquired in class.

Of course, all of this must be put into practice emphasizing that much of the experience that the learner will gain from their interaction with the language will be through the Learning by doing methodology as demonstrated by Cosme (2018) who points out that certain characteristics must be met in order to best carry out, teaching activities, assessment and practical work, same that are adjusted to the teaching-learning cycle.

Methodology

The approach used is qualitative-quantitative, in order to determine the set of indicators.

The first step was to review the literature in order to establish common concepts and criteria. Then, by means of the Delphi technique, composed of 4 experts in the areas of pedagogy, translation and interpretation, and educational program management, a first instrument was analyzed, composed of three dimensions: 1) cognitive attitude, 2) receptive skills, and 3) communicative skills. The final version of the instrument consisted of 26 items, which can be reviewed in Annex 1.

A semi-structured interview was also applied to the professors in charge of teaching the language in the Administration program (see appendix 2).

Validation

In the validation of content, the Delphi technique was applied, a tool that has been applied in numerous areas of knowledge. This methodology is a systematic and iterative procedure integrated by experts aimed at obtaining the opinions, and if possible the consensus, of a group of experts on the subject to analyze the validity of the construct Landeta (1999).

The steps for applying the technique are presented in Table 1.

Steps to follow
1.- Selection of panel of experts
2.- Construction of the first questionnaire
3.- Pilot test of the questionnaire
4.- Questionnaire distribution
5.- Presentation of first round results
6.- Preparation of the following questionnaire
7.- Distribution of the updated questionnaire to participants
8.- Presentation of results
9.- Return to step 6 iteratively until consensus is reached.

Table 1 Steps of the Delphi method

Source: *The Delphi Method*

The inclusion criteria for the participants were: professional activity, place of residence, different academic background. We sought to have general profiles about English language teaching-learning in a holistic sense in order to gather different perspectives.

The questionnaire was designed based on the literature review including the methodology used at the Institution in order to analyze the effectiveness and areas of opportunity to be addressed in order to achieve the indicators of internationalization and student mobility.

As mentioned above, the elements that were submitted for consideration were (table 2).

Cognitive attitude	Refers to the intellectual process that occurs in the acquisition of language knowledge.
Receptive skills	Aspects related to language comprehension, such as reading comprehension and listening comprehension.
Communication skills	Diversification of strategies to produce the language orally or in writing.

Table 2 Dimensions for the design of the instrument

Source. *Own elaboration based on literature review*

These dimensions were evaluated on a Likert scale. The questionnaire was circulated in three rounds in order to obtain the degree of homogenization of the opinions; however, in the third round the results were recurrent, so it was decided to consider only two rounds.

At this point, the validity and reliability of the instrument is analyzed using the Alpha Cronbach coefficient (1990). Reliability is understood as the degree of precision offered by the measurements using the evaluation instrument, which is a way of quantifying the degree of error that affects the measurement. The criterion for interpreting that the Alpha coefficient has sufficient reliability is that it should be equal to or greater than 0.70.

Results

The findings of the Delphi application show precision and consensus through expert opinion; however, subjectivity is also attributed to it because it is considered as a procedure.

Calculation of Alpha Cronbach

		N	%
Cases	Valid	61	100.0
	Excluded	0	.0
	Total	61	100.0
Cronbach's Alpha			
Summary of case processing			
Source. Calculation in SPSS			
Cronbach's alpha	N of elements		
.803	61		

Reliability statistics

Source. Calculation in SPSS

This high reliability of the instrument (.803) indicates that the measurements and assessments made through it are consistent and accurate, providing a solid basis for making informed educational decisions.

Conclusions

Validation of an instrument is essential to ensure that relevant and necessary aspects of the English language teaching process are being measured. With a coefficient alpha of 0.80, we can be confident that the questions or items included in the instrument are appropriate and reliable for assessing student progress, identifying areas for improvement, and evaluating the effectiveness of teaching strategies.

This process not only benefits educators, but also the students, as it provides them with a more accurate and fairer assessment of their English language performance.

This validation process not only benefits. It also provides school administrators and teachers with valuable information for decision making in curriculum planning and resource allocation.

In sum, validating an instrument with a is an essential step in strengthening English language instruction. It provides a solid foundation for continuous improvement of educational quality and meeting the needs of students and educators, which ultimately contributes to success in English language learning.

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