<u>**Najwa Almurayyi**</u>

<u>**Program Planning for a Language Institute in Abha, Saudi Arabia**</u>

Program Planning for a Language Institute in Abha, Saudi Arabia

Introduction

In Abha, Saudi Arabia, where I come from, it is not easy to find a good English learning institute. A lot of students who go to college to study science, medicine or engineering have to first study English, so they can study their subject matter. We do study English in school but when we start college we do not have the confidence to speak or write in English. That is why when some of us leave the country to study abroad, we have to first learn the language. I think if we have such English learning institutes in our country, Saudi students won't have to spend years only learning English when they come here. For this reason, I propose to establish an English learning institute in Abha, Saudi Arabia. In the following paragraphs, I will discuss the context of this institute, the stakeholders and their goals and the strategies I will use to build the program.

Context

The context of this program will be the city of Abha, in south western Saudi Arabia. It is not a very large city but it is a tourist attraction because of its high elevation and mild climate. The population of the city is 750,474 and the public-school system is the main source of education for the people. The most well-known university of the town is also a public university called King Khalid University.

A google search about English language centers in Abha does not return any results. Considering the needs of its young population, I intend to open an English language center in the city. This center will initially offer English language training to high school graduates and college students whose needs have sparked my interest in it. Certain this kind of project

requires some capital and a suitable venue. As I discussed in part 1 of this paper, I mentioned that I was thinking about applying to a government institution for financial support to open this institute. However, after some research I have decided to apply for Saudi-American Educational and Cultural Initiative Grants.

Saudi-American Educational and Cultural Initiative Grants is an initiative of US embassy in Saudi Arabia and this initiative is part of an effort to develop collaborations between with US embassy and government of Saudi Arabia. According to the US Embassy's website,

> Saudi-American Educational and Cultural Initiative Grants support innovative forms of collaboration between Saudi and U.S. non-governmental and community organizations, universities, entrepreneurs, cultural organizations and qualified individuals to expand the diversity of activities in the U.S.-Saudi partnership and develop the next generation of leaders, especially among youth, young professionals and women, to promote mutual understanding and respect through long-term partnership and cooperation between our two countries.

As this initiative also encourages individuals to apply for the grant too, I find it the most suitable source of funds that I might need for my project. I hope that the Initiative will be interested in my project because it specifically addresses the needs of a town where no such institute is available for the young students.

Stakeholders

In this project, there will be 4 stakeholders: students, teachers, administrators and the funding agency.

Students. The target students are expected to mainly come from the areas surrounding the program venue and will either be high school graduates getting ready to start college or pre-entry college students whose major focus is learning English. Since the success of the

program and the institute depends on the success of the students, all the other stakeholders will have to collaborate to make learning interesting for students.

Teacher. Teachers of English will be at the forefront of this project. Not only will their qualification be important but also their interest and motivation to work with young students will be equally significant for the success of the program. The institute will need teachers trained to teach English in a foreign/second language context and will have to have a high level of proficiency in the language. I intend to use graduates returning home from abroad because they will bring rich cultural knowledge that will be useful for students.

Administrators. The administrators of an institute are supposed to oversee that the program is run smoothly, teachers fulfil their responsibility and students feel satisfied with their experience. As the program designer, I will be one of the administrators, so that I can myself see to it that the program goals are met, and students receive good training in the language. In addition to that, administrators will also be responsible for accounting for the use of funds.

Funding Agency. As discussed earlier, I intend to seek to fund from Saudi-American Educational and Cultural Initiative Grants whose goal is to support educational initiatives of individuals or organizations in Saudi Arabia. This initiative has well established criteria for grant approval and it will expect me to use the funds as proposed.

Strategies for Building Support for the Program

Any new project needs a proper support system for its success. An educational program like the one I am proposing is still new for Abha, so I will need the support of the community as well as the parents of the students. The literature on educational leadership points out that for the ongoing success of a program, institutions need constant support from the community. Therefore, I intend to involve the parents of the students and some prominent members of the community. This might have a positive impact on the motivation of students

too. It is believed that community and other outside stakeholders have a critical role to play in sustaining improved outcomes of a program. I will provide the following information to the stakeholders to develop my community support system:

- the mission of the institute, our beliefs about teaching and learning and our vision for student success;

- expectations and benchmarks by proficiency level

- teaching strategies and overall program plan

- ideas as to how parents and other members of the community can support students' language development

Another strategy I will use to build support will be to collaborate with the education department of the country. I will have my curriculum reviewed by the experts in the department and will invite them to collaborate with me. I hope that this collaboration will help me get support in terms of study materials and the training of the staff.

Language learning loses its importance if the learners do not get to use it. To provide opportunities to the students to use the language, I would also like to develop a support system with the help of other stakeholders. I will

- partner with other stakeholders;

- share students learning goals with them;

- organize extracurricular activities and cultural events; and

- keep them informed about students' progress.

Using all these strategies will help me develop a great support system for my institute and program.

Program Mission

The mission of this English language program is to provide quality English language instruction to all individuals who seek to develop their English language skills. The center also considers it its mission to promote international and intercultural understanding as this understanding is essential for interaction with other nations and cultures. The program aims to help students achieve an intermediate level of proficiency in the use of the English language. The program will adopt the Common European Framework Reference for Languages (CEFR) as a guiding document to design and plan learning units and lessons because this framework is used by several universities in Saudi Arabia. The focus of the program will be on developing students' language skills in general as well as at intermediate academic level through an integrated skills curriculum.

Needs Assessment

I define needs assessment as the process of finding out who in my community has the need to learn English, how important it is to fulfill the need, and how many people are experiencing the need. In my discussion above, I have mentioned that the prospective students in this program will be the high school and pre-entry college students. I also believe that I must keep in view the college curriculum and other academic requirements the prospective student will need to fulfill to enter local or international colleges. Therefore, I have decided to use the CEFR English language proficiency framework that is also used in a lot of Saudi universities. However, I still need to find out how the needs of students in different age groups and with different academic backgrounds will differ. So, the needs assessment will focus this issue. Following are the specifics of the needs assessment I will conduct:

1. A needs assessment survey will be given to each student who decides to join the program and will consist of a questionnaire about learning styles and routines conducted through traditional paper-pen method. A sample survey adapted from the

one recommended by Center for Adult English Language Acquisition (CAELA) is attached as the Appendix.

2. This survey will be translated into Arabic before implementation as it will allow the candidates to express themselves easily.

3. Those candidates who will apply to join a higher level of English class will also be given a placement test, so that an assessment of their proficiency can be made, and they are placed at a level where they would have the opportunity to learn better.

Program Goals

❖ The program will be more cost effective than other English language programs funded by the government and Saudi Cultural Mission in Abha.

❖ The program will result in fewer students not succeeding when they get to the U.S.

❖ The program will result in increased number of Saudi students coming to the US.

Program Objectives

Under the broad goals mentioned above, the following will be the objectives of the program:

❖ The program will save about $ 100,000 per year per 50 students compared to what is spent on students studying English in the USA.

❖ The program will prepare students for English and cultural knowledge so there are fewer students not succeeding in the US.

❖ The program will prepare students to get the desired score on TOEFL before coming to the US.

❖ The program will have 50% more Saudi students entering US colleges.

Learning Goal and Objectives

The learning goal of the program is

❖ to acquire knowledge, skills and attitudes in reading, writing, listening, speaking and information literacy in English based on their future academic needs."

Under this broad goal, the following are the learning objectives of the program:

- to demonstrate an understanding of a variety of audio-visual texts used for different purposes;

- to demonstrate an understanding of a variety of academic and non-academic materials necessary for preparation for their future academic goals;

- to analyse texts and use text-based information in their presentation and writing;

- to orally express their ideas logically on a wide range of topics;

- to write to convey meaning and understanding on a wide range of academic and non-academic topics;

- to use academic and non-academic vocabulary in their talk and writing;

- to demonstrate a positive attitude towards acquiring knowledge and skills in reading, writing, speaking and researching;

- to demonstrate the ability to identify, look for and use linguistic resources for solving a problem in academic or non-academic settings; and

- to evaluate and use the information and resources to complete the required task.

Transfer of Learning Strategies

Scholars agree that teaching learning strategies that promote the transfer of learning from one context to another also promote deep learning and help students develop higher order thinking skills. To be able to meet the demands of an academic environment in future, students in this English language program will need to learn to think critically, analyses texts and synthesize information for different purposes. As one of the objectives of the program is to enable students to gain language skills that they can apply not only in their daily life but

also in their future academic endeavors. Therefore, two transfer of learning strategies will be used to facilitate this process:

- project-based learning; and
- extra-curricular activities that may be conducted at the program venue or in the community.

Project-based Learning. According to Buck Institute for Education, project-based learning (PBL) is an approach to teaching and learning "in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging and complex question, problem, or challenge." (https://www.bie.org/about/what_pbl). There are seven essential elements of PBL: key knowledge and skills, challenging problem, sustained inquiry, authenticity, student voice and choice, reflection, critique and reflection and presentation. Experts on PBL believe that if all the elements of PBL are incorporated in the instructional plan of a unit, not only does it provide opportunities to integrate all four language skills but also facilitate the transfer of knowledge. One essential element of PBL that specifically facilitates the transfer of knowledge is authenticity. The projects assigned to students feature real-world context, tasks and tools and in a language classroom they prepare students for real-world use of language. Moreover, two other elements 'sustained inquiry' and 'critique and revision' will provide a focus on research skills and ability to improve one's work through peers' and teacher's feedback. These two sets of skills are particularly important for academic success at higher education level. Through the use of 'student voice and choice' and 'reflection' in project work students will develop decision making and meta-cognitive skills that are very important for being able to transfer one's knowledge to contexts other than the classroom. An example of a language project is presented below.

Oral History of Saudi Arabia

Target Skills: Translation and report writing

Proficiency level: Intermediate

We think we can learn about history only through history books, but actually older people too are a very reliable source of history. Some elderly people in your family or neighborhood must remember well how things have changed over the years. Find someone in your family or neighborhood who witnessed the economic boom in Saudi Arabia in 1950's. Interview the person about how the country has changed over the years. Then, write a story in English based on the information you collect through interview in Arabic.

Extra-curricular Activities. Extracurricular activities are considered an effective way of facilitating the transfer of knowledge. Although they are considered outside the realm of curriculum, for a language program they rather serve as co-curricular activities that support the development of language skills outside the classroom. Moreover, a students' engagement in these activities becomes very important for their later lives for two reasons:

- they help develop students' talents, interests, and passions; and

- they can also teach them practical skills like time management.

There are several activities that will be used for this purpose and all students will be required to participate in one of the activities according to their interest. A list of such activities is given below:

Movie Conversation Club. This club will be hosted by a teacher. The club members will all choose a movie that they will watch on their own during a period of 15 days and on a given day after 15 days the club will meet to discuss it for ninety minutes. By movie

watching and the discussion of the plots and conversations, the students can be trained in oral and thinking abilities.

Book Club. Pleasure reading is not only essential for the development of good writing skills, but it is also a way to develop one's knowledge in the topic of one's interest. The program will provide a list of graded readers and other books according to each proficiency level and the book club will be held every 2 weeks under the guidance of a teacher.

English Speech Contest. This contest will be held once every term and students will have the guidance of their teachers to write their speeches and practice the delivery of speech. A list of topics will be provided to students from which they could use a topic of their interest and motivate them prizes will be awarded to top three performers.

English Essay Contest. This contest will also be held once every term and will provide opportunities to the students to develop as writers. For each contest, an open-ended topic will be provided to the contesting students and prizes will be awarded to 3 best writers.

Program Format

This English language program is designed keeping in view the needs of high school and pre-entry college students' needs. Although a needs assessment at the time of admission to the program will determine the individual needs, it is believed that these students will need some regular practice in language skills. The program will be offered in the following format:

1. It will be an intensive, 10-hour a week program with two hours' classes every day for five days a week. In these two hours, students will be engaged in intensive English language practice with integrated four skills.

2. The program will offer seven courses, each 3 months long, and each course will be focused on one proficiency level. The seven proficiency levels have been adopted from Common European Framework of Reference (CEFR) for Languages and will be as follows:

Proficiency Level	Description

A1: Beginning	A student at this level can communicate on topics such as personal interests, daily routine, family, and likes/dislikes using words, phrases, and short sentences.
A2: High Beginning	A student at this level can initiate and maintain communication on topics related to daily life and can provide information in phrases, simple sentences, and short compound sentences.
A2+: Low Intermediate	A student at this level can communicate on familiar topics and provide information with some success. Uses a limited range of vocabulary and structures.
B1: Mid Intermediate	A student at this level can express and support the opinion and can handle a variety of uncomplicated communicative tasks with moderate success.
B1+: High Intermediate	A student at this level can handle a variety of communicative tasks with success, although errors may be evident.
B2: Low Advanced	A student at this level can understand the main ideas of complex text on both concrete and abstract topics. Can communicate effectively in a variety of contexts and if miscommunication occurs, can repair them.
B2+: High Advanced	A student at this level can handle a variety of communicative tasks with ease and confidence. Can almost always be understood with little effort by the general public.

3. In each course, the two hours will be allocated in the following way:

First hour: Receptive skills, reading or listening with a focus either on grammar or vocabulary on alternate days

Second hour: Productive skills, speaking or writing connected with the reading or listening completed in the first hour

4. As one of the learning objectives is to develop information literacy skills, the use of computers and the internet as a learning resource will be a regular part of the daily activities.

This integrated approach to information literacy will prepare students more effectively for their future academic needs.

5. Each class will enrol maximum 15 students so that each student can receive some individual attention from the teacher and will have more opportunities to speak and perform.

Facilities and Learning Environment

As discussed in the section above, this program will be a two-hour daily intensive language training program. So, it will need to be conducted in a facility exclusively arranged for learning English. This facility, therefore, will have the following features to provide the desired learning environment to the learners:

1. This program will be conducted in some rented premises consisting of at least 6 large rooms. Three of these rooms will be used as classrooms, one as a library of learning resources, one as an audio visual and computer lab and one as the administrative office.

2. Each classroom will be equipped with a chalkboard, a multimedia, a teacher's desk and chair, and 15 chairs for students. The classroom will also have a small book case for textbooks, dictionaries, thesaurus and some large bulletin boards to be used for displaying learning materials or students' work samples.

3. The learning resource lab will make a large collection of learning materials (audios, videos and books) available for teachers and students and there will be tables and chairs available for students and teachers to look for materials and study.

4. The computer lab will have at least 15 computers and a multimedia system available for sessions related to information literacy.

5. The sixth room will be for the administrators and teachers to use for their day-to-day activities

Staffing for the Program

This program will need a staff of at least four people to begin with: a program administrator, a secretary and two English teachers. I have designed this program carefully keeping in view the needs of the young generation of my country, so I intend to serve at program administrator. The next most important members of the staff are the teachers who will materialize this program plan. Since this program uses a systematic approach to teach the English language to prepare students for their future academic needs, it will need to be trained English language teachers. I intend to advertise the positions of English teachers through newspapers to hire qualified and somewhat experienced teachers of English. I hope that some TESOL graduates from American, British, Australian or Canadian universities returning home will be suitable for this job because they would not only bring rich cultural knowledge with them but also be ready to use all the new ideas they have learned abroad. I believe that I will not have any difficulty in finding teachers who will share my passion for this program.

Marketing Strategies

This program will be one of its kind for the city of Abha, so it will need to be marketed in a way that it is received positively in the community. I will basically use some methods for marketing the program: newspaper, online advertisements, social media and presentations at high schools and colleges. Although paper newspaper is not as common as they used to be, a large part of the educated population in Saudi Arabia still subscribes a local Arabic newspaper for local news. An ad in the weekend issues of local newspapers and their online version will be the way to reach those who usually get their news from print or online newspapers. Some of my strategies will be to develop a Facebook page of the new language center in Abha to get the word out to my own friends' community which will in turn spread it out to their circles of friends and relatives. Other methods will be to visit local high schools and colleges and make presentations before the prospective student groups to make them

aware of this opportunity to learn English. In this meetings with students, they will be handed out pamphlets about the program so they can take it home to their parents and think about joining it. Also, promotional item. These two categories help me to published the school around the community. I will make two things:

*Have a (Sale) in this case we can give the students opportunity to apply free. For instance, waive the normal application fee.

*Have a party. It is a good way to get my school noticed and received more students by make party (concert) and free food. In the end, we can give them hand out "Promotional Items" in gift-bags when visitors leave.

Budgeting

As discussed in an earlier part of this program plan, I intend to seek to fund from Saudi-American Educational and Cultural Initiative Grants whose goal is to support educational initiatives of individuals or organizations in Saudi Arabia. I intend to apply for a grant of $50, 000 from Saudi-American Educational and Cultural Initiative Grants to fund this program at its initial stage and as the program will start to grow and build a larger clientele, it will be able to sustain itself. Initially the obtained funds will be allocated in the following way:

S. No.	Category	Budget Allocation
1	Licensing	5%
2	Leasing the premises for a year	20%
3	Marketing expenditures	10%
4	Staff salaries (first 3 months)	20%
5	Utility Bills (first 3 months)	5%
6	Learning materials and equipment	40%

It is hoped that as students will enroll in courses, the tuition fees paid by them will be the source of income that will help sustain the program.

Program Evaluation

The annual evaluation of the program will help the stakeholders see if the program is achieving its broader goals. For this purpose, three types of activities will be conducted at the end of each academic year to assess the level of success of the program. Each of these evaluation activities will be focused on one or more objectives of the program. These evaluation activities are outlined below:

1. **Annual Audit of Program Finances**. The first objective of the program will be measured through this evaluation activity conducted at the end of an academic year. This English language program is expected to save a lot of money for the government and the Saudi Cultural Mission that sponsors hundreds of students to study abroad. An important expense in the study abroad program is in terms of English language training that students must receive when they come to the US. They usually take 2 years to achieve the desired proficiency in English and the required TOEFL score to enter a higher education program. When these first two years of training focused on the English language will be completed in home country it will save thousands of dollars for the sponsors. To assess if this goal of the program is achieved, the administrators will conduct an internal audit of the finances obtained from the government. This audit report will provide evidence of how much was spent on the training of students and if the program at least saved $100,000 for the sponsors.

2. **Formative Assessment**. The formative assessment is meant to support the process of achieving the set objectives and facilitating it by detecting problems or difficulties while the process is still ongoing. This assessment will target the second and the third objective of the program. For this purpose, the students' performance will be regularly

measured in two ways: students' performance on PBL projects in which they will work on the real-life use of four language skills and their end of term test scores. The PBL projects, discussed in detail below, will also incorporate a formative assessment routine that will help the teachers and students assess their own progress. But the final products of each PBL project will also show if students are not achieving their learning objectives. Moreover, their test scores collected at the end of each quarter will also help identify problems if any. Considering the results of these two procedures will guide the stakeholders what needs to be done to prepare students culturally and linguistically for their future education.

3. **Summative Assessment**. This assessment approach is focused on the last objective, that is, to have 50% more students enter a US university. For most undergraduate students, one basic requirement is TOEFL so students' score on TOEFL will be a good indicator of the success of the program. Each student will take official TOEFL test at the completion of advanced level courses and the number of students achieving or exceeding the cut-off score in US universities will let us see if we are achieving the program objective.

Learning Goal and Objectives

The learning goal of the program is

❖ to acquire knowledge, skills and attitudes in reading, writing, listening, speaking and information literacy in English based on their future academic needs."

Under this broad goal, the following are the learning objectives of the program:

- to demonstrate an understanding of a variety of audio-visual texts used for different purposes;

- to demonstrate an understanding of a variety of academic and non-academic materials necessary for preparation for their future academic goals;

- to analyse texts and use text-based information in their presentation and writing;

- to orally express their ideas logically on a wide range of topics;

- to write to convey meaning and understanding on a wide range of academic and non-academic topics;

- to use academic and non-academic vocabulary in their talk and writing;

- to demonstrate a positive attitude towards acquiring knowledge and skills in reading, writing, speaking and researching;

- to demonstrate the ability to identify, look for and use linguistic resources for solving a problem in academic or non-academic settings; and

- to evaluate and use the information and resources to complete the required task.

Plan for Learning Assessment

Assessment and evaluation are the backbones of an educational program because a systematic plan of assessment allows the teachers and administrators to monitor their students' progress on a regular basis and make changes in the program according to students' needs. An evaluation system also allows the administrators and teachers to judge if the learning objectives of a program have been achieved. Assessment is also significant in developing positive learning attitudes in students. Through different assessment strategies, the student can be helped to see how they are doing in a class. Through assessment students are able to determine whether or not they understand the course material. The feedback students receive from their teachers also help motivate them. In this program, three types of assessment will be used: placement test, formative assessment and summative assessment. I discuss these three approaches to assessment below.

Placement Test. This language program will offer courses at different proficiency levels and will use an integrated approach to teaching all four language skills (reading, writing, listening and speaking) and information skills. For this purpose, students will be

placed appropriate proficiency level classes through a placement test. This placement test will ensure that students a class that best suits their background knowledge and skills in the English language. Currently, a final decision about which commercially available placement test to use has not been made. However, as students will be prepared according to Common European Framework of Reference (CEFR) for the English language, a four-skills test like IELTS will be suitable. When a student will register at the program center, s/he will be given a needs assessment survey and a placement test before assigning him/her to a class.

  Formative Assessment. Formative assessment is the use of assessment to enhance student learning and improve instruction by providing feedback to teachers and students. The goal of formative assessment is to gain an understanding of what students know and are able to do or don't know and can't do so that necessary changes are made to the instructional process and students can be helped to achieve their learning targets. This is done on a regular basis through several strategies which include teacher observation and classroom discussion as well as self-assessment by students. Black and William (1998) encourage teachers to use questioning and classroom discussion to increase their students' knowledge and improve understanding. They suggest several strategies involve all students.

  Since project-based learning will be the instructional approach in this program, a formative assessment system will be built-in the projects students will be assigned. As discussed in my previous paper, project-based learning (PBL) is an approach to teaching and learning "in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging and complex question, problem, or challenge." (https://www.bie.org/about/what_pbl). There are seven essential elements of PBL: key knowledge and skills, challenging problem, sustained inquiry, authenticity, student voice and choice, reflection, critique and revision and presentation. The last three elements of PBL, reflection, critique and revision and presentation, particularly focused on the formative

assessment of learning. During the process of learning, students will be provided with regular feedback and they will be engaged in reflection through discussion and writing. Furthermore, they will engage in self-assessment and the evaluation of their peers' performance as group members which will allow them to see their weaknesses as well as strengths and motivate them to improve. Finally, as students will present their projects orally or in writing, a final assessment of their overall performance in a learning unit will be accomplished. With a repetition of the same cycle in the next project, students will learn to be reflective and focused on the target language skills. This process of formative assessment will incorporate the following formative assessment strategies:

- Teacher's observation;
- Student self-assessment;
- Student peer assessment;
- Reflective discussion;
- Written reflection; and
- Presentation

Summative Assessment. It is the formal system of assessment that is conducted to collect evidence about students' learning achievement at the end of an instructional cycle e.g. a learning unit, term or a course. Summative assessment will help the teachers determine if the students in a certain class are ready to move to the next proficiency level. In this English language program, two methods of assessment will be used which are discussed below.

Student presentation of projects. As discussed above, PBL will be used as an instructional strategy in this program and at the end of a PBL unit, all students will be required to present their final projects, written or oral depending on the nature and focus of the project. This project presentation will be a means to determine if a student has achieved the desired learning outcomes and students will be awarded a score on their performance. This score on their performance in each project will be added to their final score in the course.

Language test. Since students will be prepared according to CEFR for English and an international test like IELTS will be used to place the students in their respective proficiency groups, an IELTS like a test of language proficiency will be given to all students in which their reading comprehension, listening comprehension, writing and speaking skills will be assessed and graded. These tests will consist of the following types of questions:

- o Selected response questions:

    - • Multiple choice

    - • True/false

- o Short-answer questions

    - • Fill in the blank

    - • One or two sentence response

- o Extended response questions

- o Performance assessment

The assessment task/ procedure will be chosen based on the learning outcome being assessed. For example, to assess literal understanding of a reading text, multiple choice or true and false questions will be appropriate whereas to assess students' inferential understanding of a text, they can be asked to write short answers to questions.

Summary

This paper presents a brief outline of the two-part assessment and evaluation plan for the program. A program evaluation will be conducted at the end of every academic year to to measure the success of all the program objectives. This evaluation will use two procedure: an audit of program finances and students taking the TOEFL test. Moreover, a formative process of assessment is also integrated into the regular program activities. The second part concerns students' learning. The assessment plan I will use in the English learning program designed for high school and college entry level students in Abha, Saudi Arabia. This language

program will offer courses in the English language that will each focus on four language skills and information literacy taught in an integrated way and will use three types of assessment: placement test, formative assessment, and summative assessment. The placement test will be used to place the candidates in appropriate proficiency levels according to their knowledge and skills in English; formative assessment will be embedded in PBL units as a part of the day-to-day learning process; and summative assessment will be done against a set of standards as identified in CEFR for English.