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Using the WIDA Screener to Identify the Different levels of Students Learning English in Saudi Arabia

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Abstract

This paper proposes a curriculum program about using the World-Class Instructional Design and Assessment (WIDA) Screener to assist educators in general and educators in 49th High School in Riyadh in particular to identify the English language proficiency levels of students who are learning English in the Kingdom of Saudi Arabia. Once students' proficiency levels in English language are determined by the WIDA Screener, the educators will create a supportive program that has some lessons which focus on improving the four skills of English language: listening, speaking, reading, and writing. The expected results after using the WIDA Screener will be positive on both students' English language proficiency level and on teachers' teaching methods and instructions as well.

Keywords: Curriculum and Instruction, English language proficiency, WIDA Screener.

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استخدام أداة تقييم ويدا للتعرف على المستويات المختلفة للطلاب اللذين يتعلمون اللغة الإنجليزية في المملكة العربية السعودية

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ملخـــــــص

يهدف هذا المشروع إلى اقتراح برنامج منهجي حول استخدام أداة تقييم وتصميم تعليمي تساعد المعلمين بشكل عام والمعلمين في الثانوية التاسعة والأربعون بالرياض بشكل خاص لمعرفة مستويات إتقان اللغة الإنجليزية للطلاب الذين يتعلمون اللغة الإنجليزية في المملكة العربية السعودية. وفي حال تم تحديد درجة مستوى الإتقان سوف يقوم المعلمون بإنشاء برنامج دعم للطلاب ذوي المستوى المتدني يحتوي على بعض الدروس التي تركز على تحسين المهارات الأربعة: الاستماع و التحدث و القراءة والكتابة. وبعد الانتهاء من تفعيل برنامج الدعم سيقوم المعلمون بتقييم هؤلاء الطلاب باستخدام WIDA Screener لتحديد مستوى الإتقان مرة أخرى. ستكون النتائج المتوقعة إيجابية بعد استخدام هذه الأداة على مستوى الطلاب و أيضا على طرق التدريس للمعلمين.

الكلمات المفتاحية: المناهج وطرق التدريس، إتقان اللغة الإنجليزية، WIDA Screener

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Introduction

In today's world, many countries have sought to teach their people a new language which is different from their own native language. One of the languages that many countries pay much attention and effort to teach it their individuals is English because it is considered a worldwide language. One of these countries is Saudi Arabia which made learning English compulsory from grade four in the elementary stage up to the university stage. According to the educational policy in Saudi Arabia, one of the objectives of teaching English is to provide Saudi students with the basic language skills such as speaking, listening, reading, and writing as clarified in table 1. However, in Saudi schools, students must take English and must only pass it without paying much attention to the most important skills of English such as speaking, listening, reading, and writing. Alshumaimeri (2003) in his research stated that "teachers have pointed out that students leave the secondary stage without the ability to carry out a short conversation''. One of the problems which Abker (2020) stated in his research that Saudi students had some pronunciation problems regarding some English morphemes. Such problem is one of many problems which is due to the lack. Such problems cause students difficulties when they go to college as Alkhasawneh (2010) indicated that after finishing schools and going to college, Saudi students have limited understanding of English which hinders them from even following the basic instructions. He explained that these students have limited knowledge of "vocabulary, grammar, organization of ideas, and referencing [which] affect their ability to communicate in writing and speaking" with their peers and instructors in college (Alkhasawneh, 2010). Unruh and Obeidat (2015) stated that students who finished high stage and decided to go to the United States to get their undergraduate

degree, they realized that their English language proficiency was limited especially their skills of writing and speaking. This indicates that some Saudi students have a limited level of English language proficiency. As an English teacher at a high school, I noticed that there is a big number of students who cannot speak, read, and write English. Although the new English curriculum focuses on the four skills of English language and these skills are given much attention and effort in the improvement of the English curriculum (Almalki, 2014), students' outcomes did not meet the advanced levels of English language proficiency and the objectives of teaching English.

Table 1

Teaching English General Objectives in Saudi Arabia (Ministry of Education, General Director of Curriculum, 2002).

When Saudi students learn English, they will be able to:
▪ develop their intellectual, personal and professional abilities. ▪ acquire basic language skills in order to communicate with the speakers of English Language. ▪ acquire the linguistic competence necessarily required in various life situations. ▪ acquire the linguistic competence required in different professions. ▪ develop their awareness of the importance of English as a means of international communication. ▪ develop positive attitudes towards learning English. ▪ develop the linguistic competence that enables them to be aware of the cultural, economic and social issues of their society in order to contribute in giving solutions. ▪ develop the linguistic competence that enables them, in the future, to present and explain the Islamic concepts and issues and participate in spreading Islam. ▪ develop the linguistic competence that enables them, in the future, to present the culture and civilization of their nation. ▪ benefit from English –speaking nations, in order to enhance the concepts of international cooperation that develop the understanding and respect of cultural differences among nations. ▪ acquire the linguistic bases that enable them to participate in transferring the scientific and technological advances of other nations to their nation. ▪ develop the linguistic basis that enables them to present and explain the Islamic concepts and issues and participate in the dissemination of them.

Learning English in Saudi Arabia

Learning English in Saudi Arabia started in 1927 and has went through many developments during 1944 and 1946 (Alseghayer, 2007). Culturally, Saudi Arabia has not been colonized by any different cultures, especially European cultures (Ullah, 2007). Nouraldeen and Elyas (2014) commented that when "English stated to be taught in Saudi Arabia, the society did not embrace it immediately and encountered public refusal". However, with modernization and globalization, this public refusal to learn English has been changed as Alseghayer (2012) indicated that "Saudis' attitudes toward English are highly positive". Alseghayer reported this information depending on the findings of "a number of empirical studies conducted in the past two decades on the attitude of Saudi people toward English language in general and learning it in particular" as mentioned in his study.

Islam is the religion of Saudi Arabia and Arabic is its formal language. Arabic language has a special position in Saudis' heart because it is the language of the Holy Qura'an (the Holy book of Islam). Alrashidi and Phan (2015), pointed out that "Islam is at the heart of all aspects of Saudis' lives and dominates their culture, beliefs and customs" (p. 34). Islam is a religion which encourages Muslims to learn different languages as mentioned in the following famous Hadith (Hadith means the exact words of prophet Mohammed, the messenger of Islam):

"He whoever learns other people's language will be secured from their cunning"

Saudi Muslim scholars encourage Muslim generations to learn a different language, however, some of these scholars have some concerns

that first these young generations may be exposed to Western thoughts which some may be contradicted with their Islamic thoughts, second that learning a foreign language may affect their native language, and third that these generations may lose their Saudi identities (Mahboob & Elyas, 2014, p.132).

On the other hand, some Muslim Saudi scholars have a different point of view from the previous one above. Alhajailan (2009) clarified this point by stating that learning a foreign language is not considered a problem because it gives young learners an opportunity to acquire knowledge and sciences of other cultures and also it helps them to serve and spread Islam.

At the political level, after the events of September 11th, there were many criticisms about the curriculum in Saudi schools represented by curriculum change and development requests. These requests have been issued regarding the educational reforms of the Saudi curricular and the practices of teaching English (Elyas & Picard, 2010, p.137). Mahboob and Elyas (2014), pointed that "the Higher Committee on Education Policy in KSA was under pressure from the US government to introduce English Language studies at primary schools in the Kingdom in order to expose its youth to the idea of acceptance and tolerance of others (USA and the West) and introducing the concept of living in harmony with [others]" (p.130). As a result of such pressure, the Ministry of Education has developed the English curriculum and instead of only focusing on its local culture, there is also a focus on Western cultures as a way to show the "differences between sociocultural practices, but not as a clash of civilizations" (Elyas, 2008).

At the economical level, English language has an important role in the improvement of the Saudi economy. This significant relation can be explained by what Mahboob and Elyas (2014) wrote that:

The foreign-run company that has had the greatest impact on the KSA economy, and on the framing of EFL instruction, is The Arabian American Oil Company, also known as Aramco (founded in 1933). This company was owned by US interests until 1988, and was initially operated mostly by American citizens. It is now solely owned by the KSA government, but still has a large proportion of foreign workers. Since this company dominates the economy, the need for its foreign workers and managers to communicate with Saudi locals is a priority. One result of this need has been the promotion of English language instruction locally. Even though this company is now mainly Saudi owned, technical expertise is still sourced from the USA either in the form of expatriate labor or American trained Saudis. English has become intrinsically linked with the discourse of petroleum. Oil has proven to be so vital to the development of English that people like Karmani (2005c) have labeled the study of dynamics of oil with the spread of English in the Arabian Gulf region as 'petro-linguistics' (p. 130).

Alhag and Smadi (1996) explained that there were many English language institutions and centers established in Saudi Arabia for all Saudis to improve their English language. Faruk (2013), and Mahboob and Elyas (2014) commented that the main goal of teaching and learning EFL in the society of Saudi Arabia is to enlighten Saudi learners of how to use English perfectly which will enable them to have jobs in the most prestigious companies such as Aramco, Saudi Airlines,

etc. So, one of the main requirements that companies is looking for in the job applicants is the ability to speak and write English perfectly.

English Language Follow up Assessment in Saudi Schools

Unfortunately, there is no follow up assessment tools that are only used yearly to monitor students' levels of English language proficiency. Qadi (2021) stated that every teacher assesses the learning of their students' outcomes in their own method based on their own ideas and views regarding teaching, learning, and assessment. Alhareth and Aldighrir (2014) argued that "In Saudi Arabia, any form of assessment aims at measuring the education curriculum's outcome", and this type of assessment is only done in the middle and the end of the academic year and its goal is only to test students' cognitive skills regarding the given curriculum. The form of assessments used in Saudi schools are traditional tests where students use a paper and a pencil to answer the given questions which contain filling the gaps, multiple choices, true and false, and essay questions as Alsadaawi (2010) stated in his study. Taras (2015) emphasized that traditional assessment forms are not effective ways which do not require students to show higher thinking skills. Also, she insisted that this type of assessment only measures a very limited number of cognitive functions and skills that are related with the ability of remembering information that students already acquired out of the textbook. So, there is no annual assessment tool which aims to identify students' levels of English language proficiency and the only available assessments are only assessing students' performance during the middle and at the final of the school year.

The Purpose of this Program

In this paper, I want to propose using the World-Class Instructional Design and Assessment (WIDA) Screener to help teachers identify the different levels of students learning English in any grade in Saudi Arabia because the students' English language levels are different at the same grade. The goal of using the WIDA assessment is to help teachers find out the difficulties students have which hinder them from having high levels of English Language proficiency. After identifying these difficulties, teachers can start serving the appropriate supportive programs that assist students with limited levels of English proficiency. According to Vladimirova (2016), when the WIDA assessment identifies the English language proficiency level of each student, the district will divide the students "into one [of] the following categories: Newcomer, Beginner, Intermediate, Advanced, [or] Transition" (p.40) to put them in the appropriate supportive programs to help them acquire the required knowledge and skills for each level. The focus of this paper is on using this WIDA Screener.

World-Class Instructional Design and Assessment (WIDA) Screener

According to WIDA Website, "The WIDA Consortium is made up of 39 U.S. states and territories dedicated to the research, design and implementation of a high-quality, culturally and linguistically appropriate system to support English language Learners in K-12 contexts". Also, as mentioned in the website that the system of WIDA is based on standards, professional learning, and assessments. WIDA Screener is actually a short version of WIDA ACCESS for ELLS. When writing about WIDA Screener, there should be a description about its

main version which is ACCESS for ELLS because they are considered the same, however, the WIDA Screener is an on-demand test which can be administered at any time during the year of school.

According to the WIDA Website, the WIDA Screener is "an English language proficiency assessment given to incoming students in Grades 1- 12 to assist educators with the identification of students as an English learners (EL)". Also, this screener assessment helps "identify students who will benefit from a Language Instructional Educational program" (Minnesota Department of Education, 2017, p.5). This assessment is on-demand and it is done during the school year. It has two forms, the online form for only the US students and the paper form for international students. The goal of WIDA Screener is to help teachers decide whether a student is considered eligible for supportive programs for English learners. According the WIDA website, there are six language proficiency levels which Entering, Beginning, Developing, Expanding, Bridging, and Reaching. WIDA Screener includes five forms for each grade-level group which are Grade 1, Grade 2-3, Grade 4-5, Grade 6-8, and Grade 9-12). This assessment is aligned with the English Language Development Standards of WIDA. Each grade-level group has an Entry Task and four language domain tests which assess social and academic in Listening, Speaking, Reading, and Writing. When completing the Entry Task, students go on to either path A or path B based on their performance on the screener. Teachers are required to take the WIDA Screener Paper training course before administrating the test. The test time is approximately 70 minutes.

Standards of WIDA Screener:

When writing about the standards of WIDA Screener, they are identical to the main version which is ACCESS for ELLs® (English Language Proficiency Assessments, Illinois State Board of Education). So, I will write about the WIDA ACCESS for ELLs. The WIDA frame consists of two basics elements: "1) a strong representation of the language of the state academic standards across the core content areas; and 2) consensus by member states on the components of the English language proficiency standards" (Bauman, Boals, Cranley, Gottieb, & Kenyon, 2007, p.82). The following standards in Table 2 exemplify the "social, instructional, and academic language" which learners need to participate with their educators, peers, and the curriculum in schools (2012 Amplification of the English Language Development Standards, p.3).

Table 2

WIDA English Language Proficiency Standards

Standards	Description
1	English language learners communicate in English for social and instructional purposes in the school setting.
2	English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.
3	English language learners communicate information, ideas and concepts necessary for academic success in the content area of mathematics.
4	English language learners communicate information, ideas and concepts necessary for academic success in the content area of science.
5	English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.

Note. Reprinted from *English language proficiency assessment in the nation: Current Status and Future Practice.* By Jamal Abedi. *(Eds.).* (2007). *Retrieved from* https://education.ucdavis.edu/sites/main/files/ELP_Report.pdf

The WIDA Screener Score Reporting:

There are six levels of English language proficiency for each of the four domains (speaking, listening, reading, and writing. Students from each grade clusters: (1, 2-3, 4-5, 6-8, and 9-12) will get a score for each domain of the test. Also, they will receive three composite scores which are derived from the individual scores (WIDA Website):

- **Oral score**: combines speaking (50%) and listening (50%).
- **Literacy score**: combines reading (50%) and writing (50%).
- **Overall composite score**: combines listening (15%), speaking (15%), reading (35%), and writing (35%).

Therefore, the composite score is 70% which represents text-based proficiency, and 30% which represents the oral proficiency (Cook, Boals, Wilmes, & Santos, 2008).

The Impact of Using WIDA Screener Test on Students' English Proficiency

Miley and Farmer (2017) in their research found that English language proficiency of English learners has improved when using WIDA model of tests. Zhao and Maina (2015) in their study concluded that "students at lower English proficiency levels made higher gains (or progress) on ACCESS for ELLS" (p. 27). In the report of the Massachusetts Department of Elementary and Secondary Education (2013), it has been stated that 61 percent of students who enrolled in "the 2013 ACCESS for ELL test … made progress toward attaining English proficiency" (p. 12).

Such findings about using the WIDA test model in general and WIDA Screener Test in particular approve that the WIDA tests improve English learners' proficiency in English.

Current status of relevant curricular programs:

The U.S Department of Education supported the improvement of tests of English language proficiency by "funding through the Enhanced Assessment Grant under NCLB" for the goal of gauging "English language proficiency of students whose home language is not English" (Abedi,2007, p. 93). One of these assessments that measures ELs' English language is the English Language Development Assessment (ELDA) which is improved by the American Institute for Research and State Collaborative on Assessment and Students Standards in 2002. There are 7 states that still use this assessment for Title III accountability: Arkansas, Iowa, Louisiana, Nebraska, South Carolina, Tennessee, and West Virginia (Lara et al., 2007).

This assessment is mainly designed to measure the yearly progress of proficiency in association with "the English language proficiency (ELP) standards of participating states" (Lara et al., 2007). English Language Development Assessment measures students' English Language proficiency in the four domains: Listening, Speaking, Reading, and Writing. Also, ELDA helps educators to in improving special English language instruction to assist students progress and gain English proficiency and to successfully access the content of English Language Arts, Science, Math, and Social Studies. However, this assessment does not assess students' prior knowledge of school subjects. In other words, what is being assessed is "the students' understanding of the spoken and written texts about the concepts and their ability to write and speak about the concepts" (Lara et al., 2007, p.48).

There are two versions of ELDA and they are ELDA for grade K-2 and ELDA for grades 3-12 and both of them are "driven by theories of academic language and are both aligned to participating states' ELP standards" (Lara et al., 2007, p. 48). I chose one version of ELDA to write about it and compare it and the rest of the tests with the WIDA ACCESS for ELLS.

ELDA for Grades 3-12

Lara et al. (2007) stated that ELDA for grades 3-12 was published in 2005. It has four domains to be assessed at: Listening, Speaking, Writing, and Reading. Also, there are three Grade Clusters which are 3-5, 6-8, and 9-12. According to the American Institutes for Research (2005), the main reason "in decisions regarding grade clustering is the English Language development characteristics of the target population-diverse across grades 3-12, ranging from complete beginners to those who are fully English proficient" (p. 4). They added that ELDA Grades 3-12 version is "informed by second-language development theory of communicative competence" which assumes that English language proficiency tests have to assess language of both communication and participatory in the classroom context and they have to be convenient for the age and grade of students.

ELDA Standards

Under the mandate of No Child Left Behind (NCLB) Title III, ELDA is aligned with English language proficiency standards which are mandated to be linked to the standards of academic content and achievement in English language, Language Arts, Math, Social Studies,

and Science. This alignment and linking with the academic content and achievement standards assist limited English proficient students to gain the required proficiency in all subject (American Institutes for Research, 2005). Table 3 below is listing the ELDA standards. These standards are overall goals which describe what students have to know and be capable to perform as listeners, speakers, readers, and writers of English.

Table 3
ELDA Standards

Listening	Speaking	Reading	Writing
1. Comprehend spoken instructions 2. Determine main idea/purpose 3. Identify important supporting ideas 4. Determine speaker's attitude/perspective 5. Comprehend key vocabulary/phrases 6. Draw inferences, predictions, conclusions	1. Connect 2. Tell 3. Explain 4. Reason	1. Demonstrate pre-/ early reading skills 2. Comprehend key vocabulary/phrases 3. Comprehend written instructions 4. Determine main idea/purpose 5. Identify important supporting ideas 6. Draw inferences, predictions, conclusions 7. Determine writer's attitude/perspective 8. Analyze style/form	1. Planning and organizing 2. Writing a draft text: • Narrative • Descriptive • Expository • Persuasive 3. Revising 4. Editing 5. Writing Conventions

Note. Reprinted from English language development assessment (ELDA) English Language Proficiency Standards and Test and Items Specifications for Grades 3-12. By American Institutes for Research.

ELDA Score Reporting

In order to identify English language proficiency, the scale scores from the listening, speaking, writing, and reading are used by levels "Pre-Functional, Beginner, Intermediate, Advanced, and Fully English Proficient" and "a composite score in overall English Proficiency is derived from domain scores in the four domains" (Porter & Vega, 2007, p. 145). Regarding the comprehension score, it is derived from adding the scores of the listening and the reading together (Porter & Vega, 2007, p. 145).

Comparison of ACCESS for ELLs® with other English Language Proficiency Tests

Abedi (2007) indicated that the tests of the language proficiency of the previous generation were in general structured as a response to the legislation and litigation of the 1970s. These tests satisfied a need at a certain time when the available assessments were very few to measure the diverse students' language proficiency at the linguistic and cultural levels. He added that they exemplified the reflection of behavioral and structural linguistics widespread during 1960s. On the contrary, Abedi (2007) stated that ACCESS for ELLs was born from the requirement for an enhanced assessment of English language proficiency to respond to the No Child Left Behind Act. He concluded his comparison by mentioning that WIDA Consortium felt that ACCESS for ELLs wanted to satisfy those needs as well as mirror the best educational practice, research, and the present theory for English language learners.

Table 4 compares the aspects of ACCESS for ELLs and the previous generation of English language proficiency assessments. These

distinctions not only reflect the change in the educational practice, research, and theory in the past decades but, importantly, the shift of goal to one of accountability (Abedi, 2007).

Table 4

Comparison of ACCESS for ELLs® with other English Language Proficiency Tests

Prior Generation of Tests	ACCESS for ELLs®
Not based on standards	Anchored in WIDA's English language proficiency standards
Non-secure, off-the-shelf, low stakes test	Secure; high stakes test
Social language emphasized	Academic language emphasized
Not aligned with academic content standards	Aligned/linked with core academic content standards
In general, integrated oral language domains	Independent oral language domains (i.e., listening and speaking)
Different tests used for each grade level cluster (no comparability)	Vertically scaled across grade level clusters
One test used for each grade level cluster	Divided into tiers within each grade level cluster to accommodate a range of contiguous proficiency levels
Non-compliant with No Child Left Behind	Compliant with No Child Left Behind
Identical test used for screening, identification, placement, and reclassification	ACCESS for ELLs® used for annual assessment, and WIDAACCESS Placement Test (W-APT) used for screening and identification
Static with irregular updates	Dynamic with updates and improvements every year documented in its annual Technical Report

Note. Reprinted from *English language proficiency assessment in the nation: Current Status and Future Practice.* By Jamal Abedi. *(Eds.).* (2007). *Retrieved from* https://education.ucdavis.edu/sites/main/files/ELP_Report.pdf

The WIDA Screener Standards Alignment

Since the WIDA Screener test is a short version of the main test "ACCESS for ELLs", the standards used in the WIDA Screener are the same standards in ACCESS for ELLS. As mentioned in Table 3 that the English language proficiency standards used in ACCESS for ELLs are aligned with the standards of the core academic content. However, Abedi (2007) stated that although the WIDA tests are aligned with the core academic content standards, the "content-related knowledge" is not required "to respond to the newly developed ELP test items" (p. 7).

Curriculum Planning Process:

The planning process for implementing this assessment tool in Saudi schools needs to determine the schools where the test will be conducted and the needed time to administer it in these schools. Of course, before starting implementing this assessment, there will be an orientation session to learn about this assessment and then there will be a training program and workshops for English language teachers. Also, there will be an awareness program for the parents and students about the goal of using this assessment. Moreover, there will be a training program for students to familiarize them on the nature of this test.

The Purpose of Using the WIDA Screener Test

Using this assessment will help English language teachers in Saudi Arabia to determine the students' different levels of English language proficiency. Once the English language proficiency level of each student is identified, then it comes the second step which is providing the supportive programs that help students with limited English language proficiency.

When conducting this assessment starting from the elementary school and ending with the secondary school, it will result in improving the students' level of English proficiency by assisting students who need to be at the same English language proficiency level of the grade level.

Audience of the Program

English language teachers in Saudi Arabia at the elementary, intermediate, and secondary schools.

Objectives

1- To identify students' levels of English language proficiency in order to qualify them for the supportive programs which help them improve their English language proficiency.

2- To assess the annual development of English language proficiency.

3- To improve the English language instruction for Saudi students.

The Curriculum Program Content

In this paper, I will use the sample item tests provided in the WIDA Website which are available for educators and students to be trained at using them. For the content of this program, I used the sample items of the ACCESS for English Language Learners which are adopted from the WIDA Website. The design and the organization of the WIDA Screener test are exactly similar to the design and organization of the ACCESS for ELLs test. Thus, I used them as a content example to clarify the idea of this test. There are two item types of questions:

selected response items which are multiple choice questions and constructed response items which need a written or a spoken response. When a student takes the writing test, he or she will write a response in the answer in the box on the screen while on the speaking test, he or she will use the microphone to record his or her response. (See Appendix A for the sample test items).

Professional Development Needs

The first step in the professional development needs is that there will be a definitional program for teachers, parents, and students to identify the goal of conducting this assessment. The second step is training teachers and students on using this assessment. When these steps are done, then the WIDA Screener can be conducted for students to determine their proficiency in English language.

Delivery Plan

Before conducting this assessment, I must first take the permission and the approval from the Ministry of Education in Saudi Arabia to allow me to apply this assessment and also to fund the cost of this assessment for each student.

All English teachers in Saudi schools can use this assessment to identify students' levels of English language proficiency in each grade. The WIDA Screener can be administered on-demand in the beginning of the school year. The total time of the exam is approximately 70 minutes from the beginning to the end.

I chose to use the WIDA Screener in one public school which is a secondary school. The school I decided to use the assessment at is "49th Secondary School" in Riyadh. This assessment can be done by any student when teachers notice that there is a limited English language proficiency

Follow up Activities

After diagnosing students' level of English language proficiency, it comes the next step which is providing students with limited language proficiency a supportive program represented by sportive lessons that are mainly derived from the textbooks. These lessons will focus on the four skills of English language; Speaking, Listening, Reading, and Writing. The students should be encouraged to participate in the non-curricular activities to practice the speaking skill in these activities. Also, teachers should not neglect or skip the writing section in the textbook. They have to activate the writing lessons and be patient when teaching their students. For the listening lesson, teachers have to play the CD of the listening part of the lesson for the students rather than reading it by themselves in order to help students acquire the accent of the English language from the native speakers and be familiar with English.

Teachers should differentiate their teaching styles by using auditory, visual, and kinesthetic learning approaches. Also, teachers should develop their teaching skills. According to Khan (2011), a teacher has to show different skills and qualities when teaching English learners. He clarified this point by stating that a teacher's "qualification, training, and experiences" as well as "significant behavior pattern and characteristics in his [or her] day to day interaction with the learner" are very important (p. 70).

Assessment Plan:

I will distribute a survey of four questions to my colleague at the school after conducting the screener to assess the using of this new assessment.

1- How does this screener help you to determine the students' level of English language proficiency?

….....

.....

2- After a year of conducting this assessment, explain the level of the development of the students' English language proficiency?

….....

.....

3- How does this assessment help you improve your way of instruction?

….....

.....

4- Do you think that conducting this assessment is necessary in Saudi schools? If so, why? And if no, why not?

….....

.....

Resources and Budget

The resources needed for this program are the WIDA Screener and an English laboratory. The cost for these resources is shown in table 5.

Table 5

The resources and budget needed for the program

Resources	Estimated Budget
WIDA Screener Test	About 33,810 dollars.
English lab	It does not cost any money because it is already available in the school.

Implementation Time-Line

Before applying the WIDA Screener, there are some programs or workshops that should be done to make using this test easy and understandable. Table 6 shows the suggested programs that are going to be done. The first program is the definitional program about the WIDA Screener for teachers, students, and parents. In this program, teachers will identify what the WIDA Screener is about, what the goal of using this assessment, how using this screener will affect their teaching styles on a positive way because it will help them to identify the limited English proficient students in order to help these students. Students also will be identified about what the WIDA Screener is and what the goal of using it is. Parents will be identified about the goal of using this assessment for their children. When parents identify the goal of using this test, they will have a sense of responsibility to improve their children's English language proficiency and this can be done by showing parents their children's test reports and progress and also supporting

parents with the resources that can help them improve their children's English proficiency. After this program, there will be a training program for teachers to identify the screener components. During this program, teachers will be trained on how to score speaking and writing tests. They will also identify the directions for grading the listening and reading tests.

Table 6

Implementation Time-Line

Implementation Steps	Duration of time	Who is responsible?	Time	Status
A definitional program about the WIDA Screener for teachers.	One session for one hour.	Mrs. Maryam Alanazi	To be scheduled.	
A definitional program about the WIDA Screener for parents.	One session for one hour.	Mrs. Maryam Alanazi	To be scheduled.	
A definitional program about the WIDA Screener for students.	One session for one hour.	Mrs. Maryam Alanazi	To be scheduled.	
A training program of using WIDA Screener for teachers.	Two sessions. Each session is for one hour.	Mrs. Maryam Alanazi	To be scheduled.	
A training program of using WIDA Screener for students.	Two sessions. Each session is for one hour.	Mrs. Maryam Alanazi	To be scheduled.	

Communication:

The people who need to know about this curriculum program are shown in table 7 below.

Table 7

People who need to know about this assessment

Who needs to know about the WIDA Screener?	Type of activity	Who does this activity?	Time
English teachers	1. A definitional program about the WIDA Screener. 2. A training program on using the screener test.	Mrs. Maryam Alanazi Mrs. Maryam Alanazi	To be scheduled.
Students	3. A definitional program about the WIDA Screener. 4. A training program on using the screener test.	Mrs. Maryam Alanazi Mrs. Maryam Alanazi	To be scheduled.
Parents	A definitional program about the WIDA Screener.	Mrs. Maryam Alanazi	To be scheduled.

Conclusion

Expected Educational Improvement and Implications for Educational Practice

When educators start using this screener, there will be a positive change on both students' level of English language proficiency and on their teaching styles. When students identify their level of English proficiency, this can lead them to improve their skills in English and work on them. Also, educators will change their old teaching styles

which is related to the teaching to test and start focusing on the four skills: listening, speaking, reading, and writing. They will work together to ensure that all students have the educational equity, and this can be done by supporting the limited English proficient students with specific lessons that improve their skills in English. In Saudi Arabia, the time specified for the English class period is 50 minutes a day and during this short time, educators teach many skills which I think is not useful because it does not give each skill the enough time and effort to cover the main points of it. So, I think after knowing the importance of using this screener, educators will focus on customizing and planning their lessons to fit each skill and to be taught on a specific period. This use of the screener will open the educators' eyes on their way of teaching English, and they will become aware of the importance of providing new methods and strategies instead of using the old-fashioned teaching methods. Luis Herrera, who is a teacher, was interviewed in the WIDA website and he was asked about his experience when using WIDA test. He mentioned that this test and the other tests as well helped him in his lesson planning which focuses on his students learning needs as well as progress (News, 2019, WIDA Website). Alma Maldonado also talked about her experience in using the WIDA Screener. She mentioned that the screener helps her and her colleagues at school in knowing a lot about "the language learners' immediate needs" (News, 2019, WIDA Website). In addition, when students identify their levels, they will be motivated to improve their English proficiency by focusing a lot on their learning. Also, I think that students will be very excited to improve their levels to the required level that match their grade and this excitement

needs to be activated by their teachers by helping them with the support lessons that focus on the students learning needs.

The WIDA Screener Accommodations

According the WIDA Website, the WIDA Screener provides assistance for all English learners and also accommodations for students with Individualized Education Program and these accommodations types are like providing large print paper with enlargement tools, providing a braille print for some part of the test, extending the testing time during the school day, allowing a human reader for some parts of the test, and allowing the test to be administrated outside the school if a student cannot attend the school because of the hospitalization or other situations.

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