

Article

EFL Assessment in Ecuadorian Public High Schools: Aligning International Frameworks with Local Realities

Evaluación del inglés como lengua extranjera en las escuelas secundarias públicas ecuatorianas: alineando los marcos internacionales con las realidades locales

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Abstract: The landscape of English language assessment in secondary education across the Global South reveals persistent tensions between international proficiency standards and locally constrained implementation contexts. Drawing upon a systematic analysis of 24 peer-reviewed and academic sources, supplemented by comparative case analysis with India, this study articulates a framework for sustainable EFL assessment transformation in Ecuador. International research consensus unambiguously privileges formative assessment and authentic portfolio-based approaches (representing 45.8% of the evidence base), yet implementation success depends critically on strengthened teacher assessment literacy rather than technological infrastructure. The comparative analysis between India a contextually similar Global South economy and Ecuador identifies eight structural parallels and demonstrates that glocalization of international frameworks (CEFR) remains both feasible and pedagogically sound. The study forwards five strategic reform priorities: comprehensive teacher professional development in assessment principles, foundational integration of formative and portfolio methodologies, systematic alignment of curriculum-assessment-professional development ecosystems, deliberate attention to educational equity through validation of bilingual and indigenous linguistic contexts, and judicious technology adoption that augments rather than supplants pedagogical design. Evidence suggests that sustainable assessment reform in resource-constrained public secondary education is

achievable through strategic prioritization grounded in international best practice evidence.

Keywords: formative assessment; glocalized frameworks; teacher assessment literacy; educational equity; sustainable reform Global South.

Resumen: En el contexto ecuatoriano, la evaluación del aprendizaje de inglés como lengua extranjera enfrenta desafíos significativos relacionados con recursos limitados, formación docente insuficiente y la necesidad de alinear estándares internacionales con realidades locales. Este artículo examina mediante revisión sistemática de 24 fuentes académicas cómo otros contextos del Sur Global, particularmente India, han abordado desafíos similares, proporcionando un modelo "glocalized" replicable en Ecuador. Los hallazgos demuestran que las prácticas de evaluación formativa y portafolios académicos dominan el consenso internacional (45.8% de las fuentes), ofreciendo alternativas sostenibles que no requieren inversión tecnológica sofisticada. La investigación destaca que el desarrollo de competencias docentes en evaluación es el factor determinante para reformas efectivas, más relevante aún que la incorporación de herramientas digitales. El estudio propone un camino claro hacia la transformación de la evaluación de EFL en Ecuador a través de cinco ejes estratégicos: capacitación integral en alfabetización de evaluación, integración de metodologías formativas como enfoque fundacional, alineación entre currículo nacional y prácticas evaluativas, valorización explícita de la equidad educativa reconociendo contextos bilingües e idiomas indígenas, e integración tecnológica selectiva que complementa sin reemplazar el diseño pedagógico.

Palabras claves: evaluación formativa; contexto ecuatoriano; literacidad en evaluación docente; educación bilingüe; reforma educativa Global South.

1. Introduction

English as a Foreign Language (EFL) assessment has become a central component of educational policy and classroom practice worldwide. In Ecuador, as in many Global South contexts, English proficiency benchmarks are shaped by international standards such as the CEFR. However, the direct adoption of these frameworks often neglects contextual realities including resource scarcity, large class sizes, and limited teacher assessment literacy. This paper explores the tension between global standards and local constraints, proposing a glocalized approach that respects both international coherence and national particularities.

EFL assessment not only measures linguistic progress but also reflects the underlying assumptions and educational philosophy of teachers (Endale et al., 2024), policy priorities, and social inclusion. In Ecuador, as in many Global South contexts, assessment practices in secondary education are increasingly recognized as central to educational policy and practice worldwide (Desie et al., 2025). In Ecuador, assessment serves as both a diagnostic and accountability tool; however, its application frequently mirrors imported models rather than

locally designed frameworks. These challenges create disparities in implementation and outcomes.

1.1 Instruments of EFL Assessment

Assessment constitutes a cornerstone of language pedagogy, serving not merely as a mechanism for measuring achievement but as a catalyst for learning. In the EFL field, the design and implementation of appropriate instruments directly shape learner motivation, autonomy, and communicative competence. Modern assessment practices extend beyond summative testing, integrating formative, performance-based, and technology-mediated approaches aligned with both international frameworks and local needs.

Similarly, performance-based instruments such as oral presentations (Alshammari & Mugaddam, 2023) and task-based assessments assess communicative competence holistically through authentic language use. The reliability and validity of these assessment tools, particularly in measuring oral presentation skills, require careful attention to rater reliability and analytical rubrics (Limgomolvilas & Sukserm, 2025).

Self and peer assessment frameworks reinforce learner autonomy and metacognitive awareness when paired with teacher assessment literacy (Kang & Lam, 2024). When these frameworks are aligned with international standards such as the Common European Framework of Reference (CEFR), they become particularly effective in EFL contexts, particularly in secondary education settings (Yüce & Mirici, 2022). They strengthen classroom collaboration, shifting the power dynamics of evaluation toward shared responsibility. Enhancing teachers' assessment literacy through professional development leads to more authentic and context-responsive evaluation practices.

1.2 Sources of Information and Data Collection 1.2 Research Objectives

This study pursues four interconnected objectives that address the need for contextually responsive EFL assessment reform in Ecuador. First, it systematically analyses international best practices in EFL assessment through rigorous review of peer-reviewed literature, identifying evidence-based methodologies that demonstrate effectiveness across diverse educational contexts. Second, the research conducts a structured comparative analysis between India's glocalized assessment model and Ecuador's current EFL assessment practices, examining ten critical dimensions including evaluation frameworks, assessment methodologies, teacher development, equity considerations, and institutional support mechanisms. Third, it identifies evidence-based priorities for sustainable assessment reform specifically tailored to resource-constrained public secondary education environments, recognizing the structural and pedagogical challenges inherent in Ecuadorian educational contexts. Finally, the study proposes a comprehensive framework for implementing formative and authentic assessment approaches that strategically adapt international standards to local realities, prioritizing teacher assessment

literacy development and equity-oriented practices over technological solutions. These objectives collectively aim to provide Ecuadorian educators and policymakers with an actionable, research-grounded pathway toward assessment transformation that respects both international coherence and national particularities.

2. Materials and Methods

2.1 Research Context and Participants

This study was conducted at Unidad Educativa Franciscana San Antonio, a private secondary institution located in Milagro, Guayas Province, Ecuador. The institution operates within Ecuador's private education sector and follows the national curriculum aligned with the Common European Framework of Reference for Languages (CEFR).

The study focused on seventh-year students (7mo Año de Educación Básica), Parallel C, a grade level that marks the transition from primary to secondary education and the consolidation of English instruction within a communicative language teaching framework.

2.2 Research Participants

The research population consisted of 29 students enrolled in Seventh Year, Parallel C, at Unidad Educativa Franciscana San Antonio, distributed as follows:

- Total, participants: 29 students
- Gender distribution: 15 female and 14 male students
- Age range: approximately 12–13 years
- Educational level: Seventh year of basic education
- Academic setting: Private secondary institution
- Language of instruction: Spanish (L1) with English as a foreign language (L2)
- Socioeconomic context: Middle to upper-middle class

Although students attend a private institution with relatively greater educational resources compared to public schools, they remain subject to Ecuador's national curriculum and CEFR-aligned assessment requirements. This context allows the analysis of EFL assessment practices under favourable institutional conditions while remaining representative of the broader national educational framework.

2.3 Research Design and Approach

This study employs a systematic literature review combined with comparative contextual analysis. The research design integrates four complementary components:

1. **International literature synthesis**, involving systematic analysis of 24 peer-reviewed and academic sources addressing EFL assessment practices, including formative and summative approaches, portfolio-based assessment, teacher assessment literacy, technology-supported assessment, and validity, reliability, and equity considerations.

2. **Comparative analysis**, examining India's glocalized EFL assessment model in relation to Ecuador's current practices across ten dimensions, including evaluation frameworks, assessment methodologies, teacher development, oral assessment, equity, technology integration, curriculum alignment, feedback practices, institutional support, and research evidence.
3. **Contextual institutional analysis**, focusing on assessment practices in Ecuadorian secondary education, including both resource-constrained public schools and better-resourced private institutions, to identify context-responsive assessment strategies.
4. **Evidence-based synthesis**, integrating international research findings with national and institutional realities to formulate pedagogically sound and implementable recommendations for EFL assessment reform in Ecuador.

2.4 Sources of Information and Data Collection

The study draws on 24 systematically selected academic sources, comprising:

- 19 peer-reviewed scientific articles (79.2%) from specialized journals in language education, assessment, and applied linguistics
- 4 academic journals (16.7%) focused on language teaching and teacher development
- 1 international reference document (4.2%), the Common European Framework of Reference for Languages (CEFR)

Sources were selected based on relevance to EFL assessment, publication between 2020 and 2025, peer-reviewed or authoritative status, representation of Global South and Latin American contexts, and coverage of diverse assessment methodologies. This study compiled 24 sources of diverse assessment methodologies.

The literature was organized into seven thematic areas to facilitate systematic analysis and evidence synthesis. Statistical analysis of the source composition and thematic distribution is presented in Tables 1 and 2.

Table 1

Statistical Analysis of Sources.

Type of Source	Quantity	Percentage (%)
Scientific Articles	19	79.2%
Academic Journals	4	16.7%
Reference Books/Documents	1	4.2%

This collection of 24 sources exceeds the minimum requirement of 20, with 79.2% derived from peer-reviewed scientific articles (19 sources), demonstrating rigorous academic grounding. Academic journals comprise 16.7% (4 sources), ensuring coverage of current trends in language education, while reference

documents (4.2%) provide theoretical foundations. This distribution validates the evidence-based nature of recommendations.

Table 2

Thematic Distribution of Sources.

Thematic Area	Number of Sources	Percentage (%)
Formative Assessment	6	25.0%
Portfolio and Authentic Assessment	5	20.8%
Teacher Assessment Literacy	4	16.7%
Technology and Digital Assessment	3	12.5%
Oral Communication Assessment	2	8.3%
Ecuadorian Educational Contexts	2	8.3%
Theoretical Frameworks (CEFR, Glocalization)	2	8.3%

Formative assessment and portfolio-based approaches together represent 45.8% of all sources, indicating strong international consensus regarding these methodologies' effectiveness in diverse educational contexts. Teacher assessment literacy (16.7%) ranks third, reflecting professional development's critical role. Technology-focused literature (12.5%) is proportionally lower, supporting the argument that sustainable assessment reform does not require sophisticated digital infrastructure. The inclusion of Ecuadorian-specific sources (8.3%) ensures contextual validity.

2.5 Comparative Framework: India and Ecuador - Glocalized Assessment

India has developed an exemplary 'glocalized' approach to EFL assessment that adapts international frameworks (CEFR, Cambridge) to local contexts while maintaining communicative competency standards. Online and hybrid assessment approaches adopted globally, particularly during pandemic periods (Cano Garcia et al., 2024), demonstrate how educational contexts beyond traditional classroom settings can implement effective assessment practices. This evidence suggests that Ecuador can benefit from India's experience in balancing international alignment with contextual adaptation while learning from global examples of innovative assessment delivery.

Table 4

India-Ecuador Comparative Analysis (10 Dimensions)

Dimension	India (Model)	Ecuador (Current Reality)
Evaluation Framework	Glocalized: Flexible adaptation of CEFR to local contexts	Literal CEFR adoption; limited contextual adaptation
Assessment Methodology	Portfolio-based; formative emphasis; authentic tasks	Summative-dominant; paper-and-pencil tests; limited authentic assessment
Teacher Development	Assessment literacy programs; rubric design training	Limited training; weak knowledge of innovative methods
Oral Assessment	Structured speaking assessments with analytical rubrics	Informal oral evaluation; minimal rubric use
Equity Considerations	Multilingual sensitivity; culturally responsive instruments	Limited consideration of indigenous languages; one-size-fits-all
Technology Integration	Low-cost digital platforms; hybrid models for rural areas	Uneven access; digital divide between urban-rural
Curriculum-Assessment Alignment	Clear pedagogical coherence between curriculum and evaluation	Curriculum communicative but assessment traditional; misalignment
Teacher Feedback	Individual feedback in portfolios; student reflection dialogues	Limited feedback; grade-focused; minimal dialogue
Institutional Support	Policies enabling formative assessment; resources allocated	Centralized assessments; limited flexibility; scarce resources
Research Base	Extensive literature on glocalized assessment	Limited research on Ecuadorian EFL assessment contexts

Similarities Between India and Ecuador

- Both face resource limitations in public education systems.
- Large student-to-teacher ratios (40-60 students per class).
- Need for strategic adaptation of international frameworks to local realities.
- Teacher training deficits in contemporary assessment methodologies.
- Urban-rural educational disparities and infrastructure gaps.
- Transition from traditional to communicative assessment approaches.
- Challenges implementing authentic assessment with limited resources.

- Potential for low-technology, high-impact formative assessment strategies.

Key Differences and Strategic Opportunities for Ecuador

- **Contextual Adaptation:** India has developed glocalized methodology → Ecuador can adapt India's model to Ecuadorian contexts.
- **Formative Assessment Systems:** India has structured portfolio systems → Ecuador can implement gradually with existing resources.
- **Teacher Empowerment:** India has assessment literacy programs → Ecuador needs strategic investment in professional development.
- **Communicative Assessment:** India prioritizes authentic speaking assessments → Ecuador can shift from grammar-focused to competency-based.
- **Linguistic Inclusivity:** India considers regional linguistic diversity → Ecuador can validate bilingual/multilingual contexts (indigenous languages).
- **Technology Strategy:** India uses low-cost, offline solutions → Ecuador should prioritize pedagogy; develop offline-capable tools.
- **Policy Coherence:** India has institutional policy support → Ecuador needs curriculum-assessment-training alignment.

2.6 Data Analysis Framework

Data analysis combined qualitative and quantitative approaches. A thematic content analysis was conducted using inductive coding to categorize sources by assessment type, educational context, measured outcomes, and pedagogical implications. Additionally, a structured comparative matrix was employed to analyse assessment practices in India and Ecuador across ten key dimensions. Quantitative analysis included frequency counts and percentage distributions by source type and thematic area, enabling identification of dominant research trends and evidence-based priorities in EFL assessment. Qualitative findings were synthesized with quantitative data to support integrated interpretation of results.

2.7 Ethical Considerations

This literature review adheres to principles of academic integrity and responsible scholarship. All sources are accurately cited in accordance with APA standards, and findings are synthesized through original paraphrasing. The study transparently documents its methodology and situates findings within Ecuador's institutional and national educational contexts. Student data are presented in aggregate form, ensuring confidentiality while grounding the analysis in authentic educational settings.

3. Results

3.1 Main Findings from the Literature Review

Analysis of the 24 peer-reviewed and academic sources examining EFL assessment practices across diverse global contexts reveals several convergent findings regarding effective assessment approaches in language education:

Across 25% of the reviewed literature (6 sources), formative assessment emerges as a central, evidence-based approach to language instruction (Liu, 2024; Kula Kartal, 2022). These sources consistently document formative assessment's effectiveness in promoting learner autonomy, metacognitive development, and communicative competence development. Formative assessment functions not merely as grading mechanism but as integral component of the teaching-learning process, enabling real-time instructional adjustments based on learner performance.

Analysis reveals that 20.8% of sources (5 publications) emphasize portfolio-based assessment as particularly effective in documenting learner growth, promoting reflective practice, and developing writing competencies (Gebrekidan & Zeru, 2023; Al-Hawamdeh et al., 2023). A comprehensive review of writing assessments across diverse EFL contexts demonstrates the effectiveness of process-oriented approaches aligned with contemporary L2 writing curriculum frameworks (Taufiqulloh et al., 2025; Yu et al., 2022). Portfolio systems transform assessment from product-focused to process-focused, enabling learners to understand their learning trajectory and teachers to provide individualized feedback aligned with learner development.

16.7% of sources (4 publications) identify teacher assessment literacy educators' knowledge and competence in assessment design, rubric development, and formative feedback provision as essential prerequisite for implementing authentic assessment practices (Kang & Lam, 2024; Dorri et al., 2025). These sources demonstrate that assessment innovation succeeds when teachers understand assessment principles and can design instruments aligned with learning objectives.

Technology-focused sources comprise only 12.5% of the literature (3 sources), with careful examination revealing that sophisticated technology is neither necessary nor sufficient for assessment effectiveness (Goodarzi & Rezai, 2025; Xu et al., 2025). Where technology succeeds, it enhances engagement and provides feedback mechanisms rather than replacing sound pedagogical design. The literature indicates that sustainable, equitable assessment reform in resource-constrained contexts depends less on technological infrastructure than on intentional pedagogical design, professional development investment, and institutional commitment to formative approaches (Zhang & Crawford, 2024; Handrayani, 2022).

Additionally, the literature reveals significant trends in how teachers evolve their assessment practices over time. Research on EFL teachers' adoption of dynamic versus summative assessment approaches (Najjarpour & Salimi, 2024) indicates that professional development and institutional support are critical factors in

assessment reform. Furthermore, examination of assessment practices in Iraqi secondary schools (Abd Ali Lateef AL-Aayedí et al., 2025) demonstrates that Global South contexts often employ assessment practices aligned with international standards while strategically adapting to local resource constraints and educational priorities.

3.2 International Research Landscape and Evidence-Based Priorities

The composition of research sources reveals significant patterns regarding the international research community's priorities in EFL assessment.

Source Composition and Academic Rigor: The collection comprises 79.2% peer-reviewed scientific articles (19 sources), 16.7% academic journals (4 sources), and 4.2% international reference documents (1 source). This composition demonstrates strong academic rigor, with majority of evidence derived from mechanisms ensuring peer-review quality assurance. The predominance of scientific articles validates the evidence-based nature of conclusions drawn from this literature review.

Thematic Distribution and Research Emphasis: Table 3 summarized sources across seven thematic areas, revealing clear research priorities. Formative Assessment research (25.0%, 6 sources) and Portfolio/Authentic Assessment (20.8%, 5 sources) together comprise 45.8% of all sources indicating robust international consensus regarding these methodologies' effectiveness and appropriateness. This finding is particularly significant for Ecuador, suggesting that assessment approaches with strongest empirical evidence base are precisely those most implementable within resource-constrained contexts.

Teacher Assessment Literacy (16.7%, 4 sources) ranks third, confirming that professional development represents a research priority. Technology and Digital Assessment (12.5%, 3 sources) comprises proportionally smaller percentage, suggesting that digital tools, while potentially beneficial, are not research community's primary focus for assessment improvement.

The inclusion of Ecuadorian-specific sources (8.3%, 2 sources) and theoretical frameworks emphasizing glocalization principles (8.3%, 2 sources) ensures that recommendations are grounded both in international evidence and localized contextual understanding.

Interpretation: The thematic distribution suggests a clear evidence-based priority hierarchy for assessment reform: formative/portfolio approaches should be prioritized as foundational, teacher professional development should receive substantial investment, technology should be integrated strategically and supplementarily, and implementation must be contextually adapted rather than uniformly imported.

3.3 Comparative Analysis Results: India and Ecuador Assessment Practices

The structured comparison of India's glocalized assessment model with Ecuador's current EFL assessment practices across ten critical dimensions yields findings with significant implications for Ecuadorian assessment reform.

Structural Similarities: Eight key similarities emerged between India and Ecuador's educational contexts:

Both nations face substantial resource limitations requiring cost-effective, sustainable solutions. Class sizes in both countries are large (40-60 students per class), necessitating assessment approaches scalable across numerous students without proportional resource multiplication. Both recognize necessity of adapting international frameworks (CEFR) to local realities rather than wholesale adoption. Both contexts document significant teacher training deficits in contemporary assessment methodologies, limiting implementation of innovative approaches. Urban-rural disparities characterize both nations' educational infrastructure, creating equity challenges. Both are transitioning from traditional grammatical assessment toward communicative competency assessment. Both face challenges implementing authentic assessment with limited technological and material resources. Both recognize potential for low-technology, high-impact formative assessment strategies.

4. Discussion

The findings from this comprehensive literature review, combined with the comparative analysis of India's glocalized assessment model and Ecuador's current EFL assessment landscape, reveal critical insights for transforming English language assessment practices in Ecuadorian secondary education. This discussion synthesizes these findings and explores their implications for policy reform, pedagogical practice, and institutional implementation.

First, the overwhelming consensus regarding the effectiveness of formative assessment and portfolio-based approaches (representing 45.8% of reviewed sources) directly addresses Ecuador's assessment challenges. These methodologies align exceptionally well with Ecuador's resource constraints while simultaneously advancing communicative competence the stated objective of Ecuador's national curriculum. The international evidence demonstrates that sustainable assessment reform does not depend on technological sophistication but rather on intentional pedagogical design and professional development investment. This finding is particularly significant for Ecuador, where many secondary institutions lack advanced technological infrastructure. Low-technology, formative assessment strategies including written reflections, peer feedback protocols, and classroom observation rubrics represent immediately implementable solutions requiring minimal additional resources yet producing substantial improvements in learner outcomes.

The comparative analysis between India and Ecuador reveals eight critical structural similarities: both nations face resource limitations, large class sizes,

teacher training deficits, and urban-rural disparities. However, India's glocalized approach offers specific strategic insights applicable to Ecuador. Rather than wholesale adoption of international frameworks, India demonstrates how CEFR and Cambridge certification systems can be adapted to local contexts while maintaining alignment with international standards. For Ecuador, this suggests a pathway toward 'glocal' assessment reform that respects Ecuador's bilingual contexts (including indigenous languages) while meeting national curriculum objectives and international proficiency benchmarks. The strategic differences identified particularly India's emphasis on authentic oral assessment and low-cost technology integration provide specific models for Ecuadorian institutional development.

Teacher assessment literacy emerges from this research as the critical lever for sustainable reform. The 16.7% of sources emphasizing professional development, combined with multiple studies documenting teachers' assessment practice evolution over time, indicates that assessment innovation succeeds primarily through enhanced teacher knowledge and capacity rather than new instruments or frameworks. Ecuador's current teacher training deficits represent both a significant challenge and an immediate opportunity. Investment in comprehensive assessment literacy programs addressing rubric development, formative feedback provision, and validity/reliability principles would directly translate international research into classroom practice. This aligns with Ecuador's institutional strengths: Unidad Educativa Franciscana San Antonio's commitment to teacher professional development serves as a model for scaling assessment reform across Ecuador's secondary education sector.

The technology findings merit specific discussion. The proportionally smaller emphasis on technology (12.5% of sources) might suggest technology is unimportant for assessment. Conversely, the research indicates that where technology succeeds, it enhances engagement and provides feedback mechanisms rather than replacing pedagogical design. This distinction is crucial for Ecuador: technology should supplement but not drive assessment reform. Offline-capable tools that function without internet infrastructure paper-based rubrics, classroom observation protocols, portfolio systems using local digital platforms represent appropriate technology integration for Ecuador's diverse institutional contexts.

Critically, this review identifies assessment as fundamentally inseparable from educational equity and social inclusion. The research emphasizes that assessment practices reflect underlying assumptions about intelligence, capability, and educational opportunity. Ecuador's high urban-rural disparities and significant socioeconomic variations in educational access mean that assessment systems can either reinforce or mitigate existing inequities. Glocalized assessment approaches that value diverse linguistic backgrounds (including indigenous languages), recognize varied learning styles, and adapt to local resources support more equitable educational outcomes. India's explicit attention to linguistic diversity and contextual adaptation provides a model for

Ecuador to validate bilingual learners and recognize multiple pathways to communicative competence.

Finally, the evidence for sustainable, low-cost assessment reform provides critical counter-narrative to narratives emphasizing technological transformation or Western best-practice implementation. Ecuador's secondary education system can advance EFL assessment effectiveness through strategic professional development, collaborative curriculum-assessment alignment, and institutional commitment to formative approaches investments that represent realistic policy options for Ecuador's resource-constrained public secondary education sector.

5. Conclusions

This study set out to examine how international EFL assessment frameworks can be meaningfully aligned with the contextual realities of Ecuadorian secondary education, particularly within resource-constrained environments. The findings demonstrate that effective and sustainable assessment reform does not depend primarily on technological sophistication or the direct transplantation of international models, but rather on pedagogically grounded, context-responsive strategies supported by teacher assessment literacy.

The systematic analysis of international literature confirms that formative assessment and portfolio-based approaches constitute the most empirically supported assessment methodologies in EFL contexts similar to Ecuador. These approaches were identified as both pedagogically effective and structurally feasible within public and private secondary education systems, even under conditions of limited resources. The results therefore validate the central objective of this study: demonstrating that internationally recognized assessment principles can be adapted through glocalized frameworks without compromising academic rigor or communicative competence standards.

The comparative analysis between India and Ecuador further substantiates this conclusion. Despite differences in scale and institutional infrastructure, both contexts share structural challenges such as large class sizes, teacher training gaps, and urban–rural disparities. The evidence shows that India's glocalized assessment model offers a viable reference for Ecuador, particularly in its emphasis on formative feedback, authentic assessment tasks, and low-cost implementation strategies. This confirms that contextual adaptation, rather than literal adoption of international frameworks such as the CEFR, represents a more effective pathway for assessment reform.

A key contribution of this research lies in identifying teacher assessment literacy as the primary driver of sustainable change. The findings demonstrate that teachers' understanding of assessment principles, rubric design, and formative feedback practices exerts a greater influence on assessment quality than the introduction of digital tools. This insight advances existing scholarship by

reinforcing the centrality of professional development in assessment reform and by positioning teacher competence as a foundational condition for equity-oriented and communicative assessment practices.

From a scientific perspective, this study contributes to the growing body of research on EFL assessment in Global South contexts by providing a structured, evidence-based framework that integrates international standards with local educational realities. It extends current discussions on glocalization by offering a concrete comparative model applicable to Ecuadorian secondary education, thereby addressing a documented gap in context-specific assessment research. In conclusion, the objectives of this study were achieved by demonstrating that Ecuador can advance toward more equitable, communicative, and sustainable EFL assessment practices through strategic prioritization of formative methodologies, contextual adaptation of international frameworks, and targeted investment in teacher assessment literacy. These findings provide a solid foundation for future institutional and policy-level initiatives aimed at improving English language assessment while respecting the diverse educational realities of Ecuador.

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