EDUCATION POLICY | RESEARCH ARTICLE

Educational accountability in EFL contexts: Providing remedies

Leila Zarei¹, Mohammad Sadegh Bagheri¹* and Firooz Sadighi¹

Abstract: Establishing high standards for educational accountability and informing those not already familiar with the basic components of a strong accountability system is a fresh avenue in EFL context, particularly in Iran, where the perceived shortcomings of English learning in the public sector are evident. The present mixed methods study used educational accountability as a theoretical framework to determine the level to which its elements (Goals, Performance Indicators, Design Decisions, Consequences, Communication, Support, and System Evaluation, Monitoring, and Improvement) differ in Iranian high schools and English language institutes when concerning school principals, English teachers, parents, and students. To this end, 300 EFL learners, 120 parents, 100 English teachers, and 60 principals were selected to complete the piloted and validated educational accountability questionnaires. The reliability of all questionnaires was around 0.95. To better understand the results of the questionnaires, 86 semi-structured interviews were conducted. The results of the t-tests indicated a statistically significant difference between the levels of accountability in both EFL contexts. The only exception was the aspect of Communication, which was almost the same in both educational contexts. The results of the semi-structured interviews also confirmed
those of the questionnaires. Several remedies were offered by the researchers of the study. The findings of this study suggest that the EFL agents and policymakers can take advantage of educational accountability systems.

**Subjects:** Accountability; Language Policy; High Schools; English Language Institutes; Language Teaching; Language Learning

**Keywords:** EFL educational accountability; principals; teachers; learners; parents

1. Introduction

In governance and ethics, accountability can be clearly defined as the liability, answerability, blameworthiness, and account-giving (Dykstra, 1939). In other words, accountability is widely used within different contexts as responsibility, particularly in education, when resources are allocated to schools or other institutions, they become accountable for producing desired outcomes. However, it is important to determine the level and type of accountability model needed to achieve the expected results (M. Peire, Personal Communication, 31 August 2018).

The history of accountability reveals the alternative approaches to creating educational accountability (EA) systems. Although the objectives of accountability models were maintaining compliance with regulations, the new models have given a sharper focus on improving student performance with respect to satisfactory outcome including high test scores or positive graduation results (Fuhrman, 1999).

As Perie, Park, and Klau (2007) mentioned, the new accountability systems have introduced some radical changes not only in the types of accountability measures but also in respect of who is accountable. Therefore, accountability systems are currently shifting their focuses onto school levels as the basic unit of change and are pinpointing constant improvement strategies at school. In fact, educational institutions, especially schools, are firmly established to fulfill specific objectives. Goal fulfillment of such educational establishments is impossible without providing effective mechanisms as an attempt to ensure the full implementation of the mechanisms’ programs or policies. As a result, accountability is considered as one of the most important structures in each education system towards addressing sustainable goals and reliable service delivery to the public.

Accountability systems imply that satisfactory performance is associated with organizational goals, which means accountability is a goal-oriental activity (Dangara, 2016). Accordingly, the lack of EA in the education system will be manifested in poor learning achievements of the next generations (Ahmed, 2015). Furthermore, in schools, accountability is typically related to the management of resources to guarantee the accomplishment of the primary goals. The integration of accountability with management contributes to control indiscipline and increase efficiency in the system. The policymakers should be aware of the significance of accountability in education to avoid low quality of school products, defective managerial procedures, and lack of EA in schools (Dangara, 2016).

Although extensive research has been conducted on EA, particularly in the United States and Europe, no single study exists based on administrative EA frameworks for EFL context in Iran, where the grammar-translation method and the conventional teacher-centered approach have contributed to the apparent failure of English learning in the public sector and the development of the private sector (Davari & Aghagolzadeh, 2015). Moreover, according to bulk of research devoted to EA, it is revealed that most of it has focused on one aspect of the EA components or agents neglecting the other important properties. Since EA plays an important role in the school development, more research is needed to shed significant light on this issue in EFL contexts.

2. Literature review

Perie et al. (2007) noted that EA contributes to global thinking about schooling, promoting learning and ensuring school effectiveness. Several attempts have been made to categorize the key
elements of EA. Baker, Linn, Herman, and Koretz (2002) demonstrated conclusively 22 standards for EA categorized into five key groups: System components, Testing, Stakes, Public reporting, and Evaluation. Hanushek and Raymond (2002) listed five main components of accountability systems including Goals, Content standards, Measurement, Consequences, and Reporting. Carlson (2002) identifies five components: Goals, Indicators, Decisions, Rewards and Sanctions, and Remedy.

According to Perie et al. (2007), EA has seven core elements:

1. **Goals** is the basic framework which represents the purposes, uses, and settings for an accountability system.
2. **Performance Indicators** refers to all factors related to setting goals.
3. **Design decisions** is taken into account after applying all performance indicators to make decisions about teachers, schools, or district effectiveness.
4. **Consequences** includes providing well-deserved rewards and official sanctions based on the goals.
5. **Communication** deals with reporting results, communicating goals, implementing changes, and accepting consequences for achieving or not achieving goals.
6. **Support** is the focus of attention of policy-makers and school agents on devising a plan for allocating substantial resources to clearly highlight that all schools meet their goals.
7. **System evaluation, monitoring, and development** is concerned with providing a mechanism for close analysis of the systems to ensure improvements.

A considerable amount of literature has focused on designing and evaluating an accountability system in schools or states (e.g. Ananda & Rabinowitz, 2001; Arcia, Patrinos, Porta, & Macdonald, 2010; Barton, 2006; Carlson, 2002; D’Brot, Lyons, & Landl, 2017; Goff, 2000; Stecher & Kirby, 2004). Porter, Chester, and Schlesinger (2004) claimed that some EA models have brought only individual students into sharp focus. In other models, the major focus has diverted to schools. In some cases, teachers and other educators in schools have been highly regarded as agents either directly or indirectly. Other systems have taken schools, students, teachers, and parents into serious consideration. As Hossain (2017) maintained, policy makers and education providers along with school principals, teachers, parents, and students are accountable for students’ achievement. Porter et al. (2004) recommended that accountability models contain a balance of all accountability agents. They assumed that holding schools professionally accountable while students do not fulfill their duties is biased and inappropriate. In the following sections, EA agents are briefly discussed.

### 2.1. Principal accountability

The principal accountability systems require technical supervisors to have annual performance-based system evaluation of all school principals. The objectives of the evaluations are expanding teaching and learning by developing the principals’ levels of abilities to create professionally educational environment and aim at improving school outcomes, teacher effectiveness, and student achievement (Larson, 2011). Accordingly, it is asserted that schools must be evaluated and observed in such visible and measurable ways that are accessible to all (Taylor, 2005). Therefore, school principals are asserted to be not only leaders but also managers in their schools (Kowalski, 2010; Pollock & Hauseman, 2015). Ball (2017) tried to determine how school principals deal with accountability. The results revealed that school principals implement strategies and help raise general accountability expectations. In line with other researchers, Iranian researchers studied the responsibility and accountability of schools in Iran (Moradi, Bin Hussin, & Barzegar, 2012). In conclusion, reviewing the related literature revealed that there is a limited knowledge of EA in EFL context regarding English school principals.

### 2.2. Teacher accountability

One of “the most oft-expressed statements about teaching is that nothing is more central to student learning than the quality of teacher” (Galluzzo, 2005, p. 142). Moreover, according to Sanders and Horn (1998), “the teacher effects on student achievement have been found to be
additive and cumulative with little evidence that subsequent effective teachers can offset the effects of ineffective ones” (cited in Rushton, Morgan, & Richard, 2007, p. 32). Regarding what was mentioned earlier about the utmost significance of teachers, teacher evaluation and its importance cannot be de-emphasized.

In 2008, the General Teaching Council for England (GTC) ordered Research ANd Development (RAND) Corporation to make proposals for a reformed accountability model for school teachers. As a result, the teacher accountability is considered in teachers’ professional practice and product to distribute balance between external control and teacher autonomy in order to offer a comprehensive service to the public and students (Levitt, Janta, & Wegrich, 2008). In another study, Navidinia, Kiani, Akbari, and Ghaffar Samar (2014) examined the efficacy of the recent Iranian teacher evaluation system based on EFL teachers’ perspectives. They asked 423 EFL teachers to answer a survey included both open-ended and Likert-scaled questions. The results indicated that the existing teacher evaluation system in Iran did not lead to teacher professionalism and teacher accountability.

### 2.3. Learner accountability

Several attempts have been made to hold students accountable for attending the class (Benner, Sutphen, Leonard, & Day, 2010; McLaughlin et al., 2014). New teaching strategies ought to challenge schools to actively engage learners in going to class. They need to fully share their evidence for their uses and highlight the expected outcome (Hawks, 2014). In addition, student engagements in class require effective collaboration. Thus, schools have to spend time to help students know how to learn in collaboration (White, 2011). In their thorough study of learner accountability, McLaughlin et al. (2014) used frequent classroom assessments and student presentations to appraise learning results.

### 2.4. Parent accountability

Parents’ careful choice of schools and wise decisions about their children’s constant school attendance contribute to more accountability. Provided that parents were able to participate in their children’s educational decisions, they could dispute the validity and reliability of officials’ plans about schooling. Therefore, they could evaluate their children’s achievement, and if they are not satisfied, they would change their children’s schools or seriously challenge their systems (Tweedie, 1989).

Active parental involvement in schools has been the subject of investigation for quite a lot of scholars (Brown & Anfara, 2003; Lee, Kushner, & Cho, 2007). Accordingly, many schools in America are implementing comprehensive school reform models to highly regard parents as a crucial factor to contribute to student and school achievement.

### 3. Purpose of the study

What we know about EA is largely based upon both the theoretical and empirical studies conducted in the United States and Europe. They proposed different comprehensive EA frameworks including essential concepts, principal elements, and practical implications (e.g. Carlson, 2006; Jones, 2004). In addition, the majority of previous studies on EA mainly focused on developing state accountability systems. As a result, there is hardly any published document on EA in Iranian EFL contexts. Therefore, the current study, with the aim of filling the perceived gap, explored primarily whether there is a significant difference between EA in high schools and English language institutes for teaching English in Iran regarding school principals, English teachers, parents, and learners. The second objective dealt with concerning if any key elements of EA based on Perie et al. (2007) can predict the strengths or weaknesses of teaching English in Iranian educational system. Finally, the third objective was offering possible solutions to deal with lack of EA elements in two EFL contexts in Iran (institutes and high schools). To this end, the following research questions were raised.
(1) Is the EA level different in the two Iranian EFL contexts of institutes and high schools regarding principals, teachers, parents, and students?
(2) Which key elements of EA are more significant in two Iranian EFL contexts of institutes and high schools?
(3) What are the possible remedies to improve EFL education through strengthening EA?

4. Method

4.1. Design
A mixed methods approach was conducted to examine the EA in high schools and English language institutes through both questionnaires and interviews. In fact, interviews provide deep data by thoroughly exploring into individuals’ perceptions (Richards, 2009).

4.2. Participants
A total of 580 (348 females and 232 males) Iranian principals, English teachers, parents, and students from both contexts of high schools and English language institutes participated in the quantitative part of the study. School principals with at least five years of management experience and teachers with at least three years of teaching EFL were selected randomly while convenient sampling (the students of the sampled teachers) was used to select students and parents from both contexts from Shiraz, Ahvaz, Yasooj, and Gachsaran. Among the participants, for the interview, which covered the qualitative part of the study, 86 participants (52 females and 36 males) including 10 principals, 20 English teachers, 26 parents, and 30 students were chosen purposefully based on Dornyei’ maximum variation sampling (2007). It is noteworthy that all the interviews were conducted in Shiraz, where the researchers managed them easily. Table 1 shows the participants in both phases of the study, their numbers, their ages, and the contexts. Gender, age, and educational background of the participants were not studied in the current research.

4.3. Instrumentation

4.3.1. Quantitative phase of the study
In the quantitative phase of the study, four questionnaires, validated through piloting were applied to collect the data:

(1) Principal Accountability in English Teaching in Iran Questionnaire (PAETIQ) (See Appendix A)
(2) Teacher Accountability in English Teaching in Iran Questionnaire (TAETIQ) (See Appendix B)
(3) Learner Accountability in English Learning in Iran Questionnaire (LAELIQ) (See Appendix C)
(4) Parent Accountability in English Learning in Iran Questionnaire (PAELIQ) (See Appendix D)

Table 1. Participants’ Numbers, Contexts, and Age

| Questionnaires | Interviews |
|----------------|------------|
|               | Language Institute | High Schools | Language Institute | High Schools | age |
| Students      | 150         | 150          | 15                | 15            | 15-18 |
| Parents       | 60          | 60           | 13                | 13            | 48-55 |
| Teachers      | 50          | 50           | 10                | 10            | 23-48 |
| Principals    | 30          | 30           | 5                 | 5             | 40-52 |
The questionnaires were on a five-point Likert Scale constructed by the researchers of this study based on Perie, Park, & Klau’s checklist of EA (2007). All the questionnaires included 46 items categorized into seven constructs: Goals, Performance indicators, Design decisions, Consequences, Communication, Support, and System evaluation, monitoring, and improvement. Table 2 shows the items of the EA questionnaires and the number of the questions.

To prevent and stop any possible misunderstanding, all the EA questionnaires except the (TAETIQ) were translated into Persian. The Validation of the EA questionnaires included four steps. Firstly, making the questionnaires, the researchers of this study were inspired by Perie, Park, & Klau’s checklist of EA (2007). Then, the items were enforced by a bunch of other items collected through tentative random interview with some experts in the field. Secondly, two experienced TEFL English teachers reviewed the questionnaires to add or omit any items to reinforce the clarity and remove ambiguity. Thirdly, to assess the questionnaire validity, the (PAETIQ) was handed to 15 school principals, the (TAETIQ) was given to 25 English teachers, the (PAELIQ) was distributed to 30 parents, and the (LAELIQ) was given to 75 students for the first round piloting. The participants were asked to make their comments about any items generality and irrelevancy. Making substantial changes expressed by the participants, the four questionnaires were piloted with the same respondents for the second time in a fortnight interval. In the second piloting process, 8 school principals, 10 English teachers, 12 parents, and 20 students participated. Finally, a confirmatory factor analysis was run to confirm the validity of the questionnaires. The reliability was assessed by Cronbach’s Alpha and was around .95 for all the questionnaires. In addition, the internal consistency of each questionnaire indicated a good degree of reliability.

4.3.2. Qualitative phase of the study

The researchers also administered semi-structured interviews with 4 classes of participants which were designed to probe deeply into the EA questionnaires. All semi-structured interviews consisted of 14 queries based on the checklist prepared by Perie et al. (2007). Moreover, two experts in the field of applied linguistics reviewed the interview questions (See Appendices E, F, G, I) for validity purposes.

4.4. Data collection procedure

Most participants completed the questionnaires in both contexts of high schools and English language institutes. However, some of the questionnaires were collected a few days later based on the agreement between the respondents and the researchers. The rest of the questionnaires were emailed to teachers and principals. The proper time allocated for filling out each questionnaire was 30 minutes.

In the qualitative phase of the study, semi-structured interviews were conducted with 10 principals, 20 teachers, 26 parents, and 30 students to deepen the understanding of EA. The interviews were conducted in their mother tongue (Persian) and each interview took approximately...
35 minutes. For ethical considerations, the participants’ consent was obtained to audio-record the interviews. In addition, one of the researchers managed all interview sessions.

4.5. Data analysis

4.5.1. Phase I: Quantitative data analysis
In order to analyze the quantitative data of the study, descriptive statistics and two independent-samples t-tests were used to compare the level of EA in high schools and English language institutes.

4.5.2. Phase II: Qualitative data analysis
The interviews were content-analyzed in the qualitative phase of the research to validate the respondents’ answers to the related items in the questionnaires. All the semi-structured interviews were transcribed for thematic analysis to classify the main patterns and codify the data (Braun & Clarke, 2006; Dornyei, 2007). Then, based on the frequency analysis, the emerging themes were tabulated. Therefore, the items repeated in interview questions and Likert scale questionnaires were compared thoroughly.

5. Results

5.1. Quantitative phase
To answer the first research question to see if the EA degree is different in both Iranian EFL contexts, the descriptive statistics for the EA (in Table 3) was divided into two groups: School and Institute with four subdivisions: Teachers, Principals, Students, and Parents.

As Table 3 indicates, the statistical analyses of School indicated the mean scores of teacher accountability (M = 3.71), principal accountability (M = 3.94), student accountability (M = 3.59), and parent accountability (M = 3.67). As for the Institute, the table also presents the mean scores of teacher accountability (M = 3.98), principal accountability (M = 4.29), student accountability (M = 3.86), and parent accountability (M = 3.80). Table 4 reveals the overall mean score in the context of Institute was higher than that of School.

| Table 3. Descriptive Statistics on EA | Participants | N   | Mean | SD  |
|-------------------------------------|--------------|-----|------|-----|
| School Teachers                     | 50           | 3.71| .48  |
| Institute Teachers                  | 50           | 3.98| .35  |
| School Principals                   | 30           | 3.94| .42  |
| Institute Principals                | 30           | 4.29| .55  |
| School Students                     | 150          | 3.59| .77  |
| Institute Students                  | 150          | 3.86| .45  |
| School Parents                      | 60           | 3.67| .59  |
| Institute Parents                   | 60           | 3.80| .56  |
| Total Participants                  | 580          | 3.79| .60  |

| Table 4. Descriptive statistics in two contexts in total | Context | N   | Mean | SD  |
|--------------------------------------------------------|---------|-----|------|-----|
| Accountability                                        | Schools | 280 | 3.67 | .67 |
|                                                       | Institutes | 280 | 3.91 | .49 |
As indicated in Table 4, accountability at institutes (M = 3.91, SD = .49) received higher mean score than schools (M = 3.67, SD = .67). Table 5 reports the independent-samples t-test to examine the significance of the difference.

As demonstrated in Table 5, there seems to be a significant difference between levels of accountability in Iranian high schools and language institutes (t (57) = −5.06, p ≤ 0.000).

Table 6 provides information to answer the second research question regarding which key elements of EA are more significant in Iranian EFL contexts.

As Table 6 illustrates, the mean scores for all essential elements of EA in the context of institutes (Principals, English teachers, Parents, Students) were higher than those of schools (Principals, English teachers, Parents, Students).

For the second research question, an independent-samples t-test was run to check the statistical differences among all EA elements in two different contexts. Table 7 is allocated to report the related data.

As Table 7 reveals, the significant levels for the EA elements of Support, Consequence, Goal, Design, Performance, and System are less than 0.05. Accordingly, there were significant differences

| Table 5. Independent-Sample t-Test to Compare Accountability in Two Contexts |
|--------------------------|-------------|--------|--------|----------------------------|-----------------|-----------------|
|                            | Levene’s Test for Equality of Variances | F          | Sig. | t        | df     | Sig. (2-tailed) | Mean Difference | Std. Error Difference |
| EA                        | Equal variances | 22.27 | .00  | −5.06  | 57     | .000            | −.24            | .04              |
|                           | Unequal variances | −5.06 | 530.55 | .000 | −.24 | .04            |

| Table 6. Key Elements of EA in Two Contexts |
|------------------------------------------|------------|--------|--------|-----------|-----------------|
| EA Elements                              | group      | N      | Mean   | SD        |
| Evaluation                               | Schools    | 290    | 3.82   | .82       |
|                                          | Institutes | 290    | 3.98   | .63       |
| Support                                  | Schools    | 290    | 3.71   | .79       |
|                                          | Institutes | 290    | 4.02   | .55       |
| Consequence                              | Schools    | 290    | 3.56   | .94       |
|                                          | Institutes | 290    | 3.89   | .85       |
| Goal                                     | Schools    | 290    | 4.04   | .83       |
|                                          | Institutes | 290    | 4.32   | .56       |
| Decisions                                | Schools    | 290    | 3.74   | .73       |
|                                          | Institutes | 290    | 4.05   | .54       |
| Communication                            | Schools    | 290    | 3.18   | .08       |
|                                          | Institutes | 290    | 3.33   | .97       |
| Indicators                               | Schools    | 290    | 3.60   | .82       |
|                                          | Institutes | 290    | 3.81   | .70       |
| Table 7. Independent Sample t-test to Compare Elements of EA |
|----------------------------------------------------------|
| **Levene’s Test for Equality of Variances**              |
| F | Sig. | t  | df | Sig. (2-tailed) | Mean Difference | SD |
|------------------|---------|-----|----|-----------------|----------------|----|
| Evaluation       |          |     |    |                 |                |    |
| Equal variances  |          | -2.60| 578|x .009           | -1.5           | .06 |
| Unequal variances|          | -2.60| 543.51|x .009           | -1.5           | .06 |
| Support          |          | 27.61| 578|x .000           | -3.0           | .05 |
| Equal variances  |          | -5.32| 518.23|x .000           | -3.0           | .05 |
| Unequal variances|          | -5.32| 518.23|x .000           | -3.0           | .05 |
| Consequence      |          | 3.68 | 578|x .000           | -3.2           | .07 |
| Equal variances  |          | -4.32| 571.50|x .000           | -3.2           | .07 |
| Unequal variances|          | -4.32| 571.50|x .000           | -3.2           | .07 |
| Goal             |          | 19.51| 578|x .000           | -2.8           | .05 |
| Equal variances  |          | -4.75| 509.24|x .000           | -2.8           | .05 |
| Unequal variances|          | -4.75| 509.24|x .000           | -2.8           | .05 |
| Design           |          | 22.18| 578|x .000           | -3.0           | .05 |
| Equal variances  |          | -5.66| 530.25|x .000           | -3.0           | .05 |
| Unequal variances|          | -5.66| 530.25|x .000           | -3.0           | .05 |
| Communication    |          | 5.64 | 578|x .083           | -1.4           | .08 |
| Equal variances  |          | -1.73| 571.65|x .083           | -1.4           | .08 |
| Unequal variances|          | -1.73| 571.65|x .083           | -1.4           | .08 |
| Indicators       |          | 6.73 | 578|x .001           | -2.1           | .06 |
| Equal variances  |          | -3.36| 564.38|x .001           | -2.1           | .06 |
| Unequal variances|          | -3.36| 564.38|x .001           | -2.1           | .06 |
among these elements in both EFL contexts while there was not a significant difference in the rates of Communication \((t (578) = -1.73, p \leq 0.083)\) in both contexts.

5.2. Qualitative phase
As shown in Table 8, several high schools and English language institute principals, parents, learners, students, and teachers were interviewed to answer the questions covering the theme of the questionnaires about EA and its essential elements. The minimum percentages of each item are underlined.

As the above table signifies, the results of interviews were in line with the results of the questionnaires, which means there were more EA levels in the context of institutes in all accountability key elements. Generally, the interviewees expressed lower accountability levels in Iranian high schools. For example, regarding Goals and Support, 60% of the school principals were involved in considering effective English teaching and learning in their schools. Other principals strongly believed that Iranian high schools do not provide students with standard facilities and required skills to learn English effectively and communicatively. Accordingly, regarding Indicators, 64% of the high school students felt accountable for effective English learning. 70% of high school students considered Design as an element of accountability for English learning. About Consequences and Communication only 62% of parents with high school students noticed these two components of EA. As a final remark, 70% of parents paid attention to the importance of System Evaluation, Monitoring, and Improvement factor to improve their children’s English learning at high schools.

5.3. Remedies
Since one of the purposes of the present study was to find solutions to EA, the researchers of the current study provided some remedies for improving EA in Iranian EFL contexts. As Hossain said, “Past research has also found that an effective performance management system is important to monitor the duties of both individuals and organizations at various decision-making levels” (2017, p. 2). Therefore, most remedies prepared by the researchers of this study are in line with policy makers’ responsibilities. Table 9 represents the researchers’ statements.

6. Discussion
This study explored the level of EA and its key elements in two educational contexts including high schools and language institutes. In addition, principals, teachers, parents, and learners were involved in the study. The results of the descriptive statistics of the first research question revealed more mean scores in language institutes. The inferential statistics also showed the significant difference between the levels of accountability in both contexts. These results were in line with the findings obtained from other studies (Dahmardeh, 2009; Khoshsima & Hashemi Toroujeni, 2017; Ostovar, 2006; Pazhouhesh, 2014; Rajmjoa, 2007). They argued that EFL in Iran has not been successful in fulfilling high school students’ communicative needs. Also, compared with high schools, private language institutes have compensatory roles for the deficiency of EFL in Iran. Additionally, Sadeghi and Richards (2015) noted that in Iranian schools, the main focus is placed on grammar, reading comprehension, and vocabulary. Furthermore, listening and speaking skills are almost ignored in Iranian public sector due to lack of time and language laboratory (Borazjani & Bagheri, 2016). Hence, Communicative Language Teaching method seems hard to be implemented in Iranian schools. Since the Ministry of Education publishes and develops school English books, they suffer cultural significance (Ashari, & Zarrin, 2014). Both students and English teachers have low level of motivation at schools. As a consequence, English language institutes are the first choice for those who lack enough motivation (Meshkat & Hassani, 2012).

Concerning teacher accountability, this study accords with Gholami, Sarkhosh, and Abdi’s (2016) study which expressed that English teachers at language institutes have more communicative classes through exploiting student speaking time, permitting students to be more autonomous. Moreover, the existing standards in private schools contribute to more desired outcome, which means stronger student achievement (Fordham, 2004).
Table 8. Qualitative Results of Key Elements of EA in Two Contexts

| EA Elements   | Schools          | Institutes        |
|---------------|------------------|-------------------|
|               | Principal | Teacher | Parent | Student | Principal | teacher | Parent | Learner |
| Goals         | 60%       | 78%      | 84%    | 78%     | 95%       | 95%      | 86%    | 87%     |
| Indicators    | 78%       | 76%      | 72%    | 64%     | 91%       | 90%      | 74%    | 72%     |
| Design        | 82%       | 76%      | 76%    | 70%     | 97%       | 87%      | 80%    | 78%     |
| Consequences  | 78%       | 64%      | 62%    | 74%     | 89%       | 90%      | 66%    | 82%     |
| Communication | 72%       | 68%      | 62%    | 65%     | 95%       | 88%      | 80%    | 75%     |
| Support       | 60%       | 74%      | 76%    | 78%     | 91%       | 85%      | 78%    | 78%     |
| System        | 78%       | 76%      | 70%    | 76%     | 95%       | 90%      | 76%    | 80%     |
The second research question asked whether the levels of EA components were the same in both contexts or not. The findings showed significant levels for EA elements except for communication, meaning that there was a higher accountability level in language institutes. The results of semi-structured interviews confirmed those of the questionnaires. While Hallberg, Drill, Brown-Simms, Svedkauskaite, and Akerstrom (2009) and Hossain (2017) applied Perie, Park, and Klaus’ (2007) EA model, different results were obtained from their comparisons. Several state policymakers have taken the accountability model of this study and determined a unified theory of action in their state. For example, Ohio Department of Education (ODE) has extensive documentation using an explicit theory of action to allocate resources, and manage evaluation systems (Perie et al., 2007). Accordingly, Table 8 reports in all EA key elements, the interviewees expressed more accountability levels in institutes. Concerning goals, the school principals had no clear goals for EFL at high schools. Erpenbach (2002) mentioned lawmaking and policy can impressively affect the goals development and the accountability system design. With regards to performance indicators, the high school students could not make real connections between the performance indicators and their goals, while they should be wholly tied to the targets (Hallberg et al., 2009). Concerning design decisions, high school students were not provided with opportunities to make accurate decisions to reach their goals in English learning. Perie et al. (2007)

### Table 9. Remedies for Strengthening EA

| Numbers | Statements |
|---------|------------|
| 1       | Policymakers should be aware of the EA systems in developed countries to bring about good results in English teaching and learning at Iranian schools. |
| 2       | Policymakers should pass a law to start teaching English at elementary schools. |
| 3       | Policymakers should set high expectations for teaching and learning English. |
| 4       | Policymakers should give the best ways to measure the standards of the curriculum and English books available at schools and institutes. |
| 5       | Policymakers should weigh the rules of the English learning environment at schools and institutes. |
| 6       | Policymakers should provide shared visions by all educational providers, teachers, local and national experts in order to make our EA for teaching and learning English world class. |
| 7       | Policymakers should decide to expand the English sessions at schools. |
| 8       | Policymakers should develop a precise system of shared responsibility among principals, teachers, parents, and students to improve teaching and learning English. |
| 9       | Policymakers should analyze the previous policies while making new ones and compare them with international standards of teaching and learning methods. |
| 10      | Policymakers should provide appropriate support (preferably financial supports) considering teaching and learning English through identifying the best high school, the best English institute, the best English teacher, the best English learner regarding English achievement. |
| 11      | Low performing high schools and English language institutes should be stopped immediately unless they obey the standards of EA requirements. |
| 12      | Policymakers should provide an online and interactive management information system to collect from school and institute files, the necessary information for state reporting and decision-making. |
| 13      | Parents should be informed how to measure their children’s progress in English. For example, a website or a copy of the newspaper can be useful. |
| 14      | The education ministry must increase teachers and principals’ salary to make them satisfied since financial matters are important. |
| 15      | All schools and institutes should provide students with the same opportunity to learn English effectively. |
| 16      | The education ministry should plan and provide longitudinal studies to evaluate the efficacy of the EA in Iranian EFL contexts. |
| 17      | Educational management administrators should give useful opportunity to assess and enhance the overall productiveness of the EA in Iranian EFL contexts continually. |

The second research question asked whether the levels of EA components were the same in both contexts or not. The findings showed significant levels for EA elements except for communication, meaning that there was a higher accountability level in language institutes.
maintained that designing decisions requires clarifying the functions of different indicators at the same time to show whether the decisions are based on the goals. As to consequences, parents were less likely to encourage their children to learn English effectively at school. People have different preferences for consequences; rewards make them more encouraged or they become more motivated by avoiding sanctions (Hanushek & Raymond, 2002). Therefore, accountability systems need to apply both rewards and punishments. Regarding communications, parents were less satisfied that they did not have adequate interaction with their children’s English teachers at school. According to Hamilton and Stecher (2004), to increase pedagogical results, students and parents should have tight communications with the latest educational standards. According to Perie et al. (2007), the American Institutes of Research (AIR, 2006) mentioned that there were five common areas to support schools directly: “Needs assessment and planning, Data analysis, Capacity building, Resource allocation, and Progress monitoring” (p.11). Finally, concerning system evaluation, monitoring, and improvement, parents felt disappointed with tracking and evaluating their children's development in English learning at school. According to Hallberg et al. (2009), the accountability system should be monitored and assessed for constant improvement.

Turning to the last research question, the apparent difference between the two contexts of schools and institutes might be related to the field of language planning and policy that has had a Cinderella role in the educational system in Iran (Atai & Mazlum, 2013). As a result, there is an unstable connection between policy and practice in Iranian education systems; it is difficult to deal with different agendas among different agents of planning, ranging from ministry officials, curriculum designers, materials writers, test developers, supervisors, trainers, school principals, teachers, students, to parents (Mirhosseini & Khodakarami, 2015).

7. Conclusion and implications
This study probed into the level of EA in high schools and language institutes. It also investigated the components of EA across these educational contexts concerning principals, teachers, parents, and students.

The findings revealed that English language institutes had more EFL accountability than public high schools regarding principals, teachers, parents, and students. It can be concluded that accountability systems rely mostly on the social framework and cultural domains in which they function (Bracci, 2009, as cited in Rosenkvist, 2010). The selections of accountability tools, which means who are accountable, how the agents should be accountable, and which balance should be among different models of accountability might change when problems arise, when social objectives shift, and when new conditions appear (Darling-Hammond, 2004 as cited in Rosenkvist, 2010). On the other hand, improving schools and student achievement has become a national concern, which leads to highlighting EA. The desired goals will only be fulfilled by providing a situation that all individuals and institutions are held accountable for their responsibilities (Goff, 2000).

The results of the current study will provide important implications. They will broaden perspectives of EA to contribute to more effective EFL output in Iran. Firstly, policy makers will get much more familiar with the value of appropriate allocation and application of funds to achieve the best results in EFL. Moreover, they will realize that effective EFL system needs more powerful management and effective monitoring mechanism. Principals will also set higher expectations for teaching and learning English at public high schools, and they will make English teachers involved in purposeful discussions that will contribute to better results in teaching and learning English. Parents will get informed about their significant roles in their children’s improvement in English learning, particularly at school. They will become aware of issues like curriculum expectations and positive relationships with their children’s English teachers. Additionally, they will find some strategies to monitor their children at home to see if they are prepared for their English class or not. Next, students will be more successful in learning English due to the awareness of their accountability for learning English. Therefore, the more accountable school principals, English teachers, and parents will be, the more effectively students will
learn English. Finally, English teachers will provide a learning atmosphere that will motivate English learners to enjoy learning English. In fact, in order to increase EA, all agents must collaborate on micro and macro levels (Nakpodi & Okiemute, 2011). Satisfactory agent accountability in EFL educational section reforms maladministration in both high schools and English language institutes.

Being aware of the limitations of the EA questionnaires along with semi-structures interviews, further research is suggested to conduct classroom observation to explore what teachers and students do at schools and language institutes.

Acknowledgements
The authors would like to express their gratitude to Dr. Marianne Perie, the director of the Center for Assessment and Accountability Research and Design Achievement and Assessment Institute in the University of Kansas for providing valuable insight to do the current research.

Funding
The authors received no direct funding for this research.

Author details
Leila Zarei1 E-mail: zarei.efl@gmail.com Mohammad Sadegh Bagheri1 E-mail: Bagheries@gmail.com Firooz Sadighi1 E-mail: Firoos sadighi@yahoo.com
1 Department of English Language, Shiraz Branch, Islamic Azad University, Shiraz, Iran.

Citation information
Cite this article as: Educational accountability in EFL contexts: Providing remedies, Leila Zarei, Mohammad Sadegh Bagheri & Firooz Sadighi, Cogent Education (2019), 6: 1669381.

References
Ahari, N., & Zarrin, N. (2014). Problems in using communicative language teaching in Iran and possible solutions for the degree of M.A. in teaching English as a foreign language. Technical Journal of Engineering and Applied Sciences, 4(6), 257–266.
Ahmed, R. (2015). Teachers in K-P now enjoy a level playing field. The Express Tribune. http://www.unesdoc.unesco.org/images/0025/002595/259549e/
Ananda, S., & Rabionowitz, S. (2001). Building a workable accountability system. San Francisco: WestEd. https://www.WestEd.org/online_pubs/kin-01-03.pdf
Arcia, G., Patrinos, H., Porto, E., & Macdonald, K. (2010). School autonomy and accountability in context: Application of benchmarking indicators in selected European countries. 1339186330807/SAA_Europe_Benchmarking_Note_Feb_7_June2012.pdf
Atai, M. R., & Mazlum, F. (2013). English language teaching curriculum in Iran: Planning and practice. The Curriculum Journal, 24(3), 389–411. doi:10.1080/09585176.2012.744327
Baker, E., Linn, R., Herman, J., & Koretz, D. (2002). Standards for educational accountability systems [Policy Brief 5]. Los Angeles, CA: National Center for Research on Evaluation, Standards, and Student Testing.
Boll, C. M. (2017). How elementary school principals manage accountability expectations [Electronic Thesis and Dissertation Repository]. https://ir.lib.uwo.ca/etd/4328
Barton, P. (2006). “Failing” schools, “Succeeding” schools: How can you tell? Washington, DC: American Federation of Teachers.
Benner, P., Surphen, M., Leonard, V., & Day, L. (2010). Educating nurses: A call for radical transformation. San Francisco, CA: Jossey-Bass.
Borazjani, Z., & Bagheri, M. S. (2016). Strengths and weaknesses of educational equity in English language teaching at Iranian and Finnish primary and secondary schools. Journal of Studies in Learning and Teaching English, 9(1), 55–75.
Bracci, E. (2009). Autonomy, responsibility, and accountability in the Italian school system. Critical Perspectives on Accounting, 20(3), 293–312. doi:10.1016/j.cpa.2008.09.001
Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. Qualitative Research in Psychology, 3(2), 77–101. doi:10.1191/1478088706eq0630o
Brown, K., & Anfara, V., Jr. (2003). Paving the way for change: Visionary leadership in action at the middle level. National Association of Secondary School Principals Bulletin, 57(16), 16–34.
Carlson, D. (2002). The focus of state educational accountability systems: Four methods of judging school quality and progress. In W. J. Erpenbach. (Ed.), Incorporating multiple measures of student performance into state accountability systems—A compendium of resources (pp. 285–297). Washington, DC: Council of Chief State School Officers.
Carlson, D. (2006). Focusing state educational accountability systems: Four methods of judging school quality and progress. Dover, NH: National Center for Improvement of Educational Assessment.
D’Brot, J., Lyons, S., & Landl, E. (2017). State systems of identification and support under ESSA: Evaluating identification methods and results in an accountability system. CCSSO. https://www.ccsso.org/sites/default/files/2017-12/State%20Systems%20of%20ID%20and%20Support%20Evaluating%20ID%20Methods%20and%20Results.pdf
Dahmardeh, M. (2009). Communicative textbooks: English language textbooks in Iranian secondary School. Linguistik Online, 4(06), 45–61.
Dangara, U. Y. (2016). Accountability in education: An imperative for service delivery in Nigerian school systems. Akwanga Journal of Education and Research, 1(1), 264–272.
Darling-Hammond, L. (2004). Standards, accountability, and school reform. Teachers College Record, 106(16), 1047–1085. doi:10.1111/tcr.2004.106.issue-6
Davari, H., & Aghagolzadeh, F. (2015). To teach or not to teach? Still an open question for the Iranian education system. In C. Kennedy (Ed.), English language teaching in the Islamic Republic of Iran: Innovations, trends and challenges (pp. 13–19). London: British Council.
Dornyei, Z. (2007). Research methods in applied linguistics: Quantitative, qualitative, and mixed methodologies. Oxford: University Press, Oxford.
Dykstra, C. A. (1939). The quest for responsibility. American Political Science Review, 33(1), 1–25. doi:10.2307/1949761
Erpenbach, W. (2002). Incorporating multiple measures of student performance into state accountability systems—A compendium of resources. Washington, DC: Council of Chief State School Officers. doi:10.2307/1669761

Fordham, T. B. (2006). Public accountability & private school choice. https://edex.us-west-2.amazonaws.com/publication/pdfs/Public-Accountability-and-Private-School-Choice.pdf

Fuhrman, H. S. (1999). The new accountability. CPRE Policy Briefs, IB-27. Philadelphia, PA: The Consortium for Policy Research in Education. https://www.cpre.org/images/stories/cpre_pdfs/rb27.pdf

Galluzzo, G. R. (2005). Performance assessment and renewing teacher education. The possibilities of the NBPTS standards. The Clearing House: A Journal of Educational Strategies, Issues and Ideas, 78(4), 142-145. doi:10.3200/CHS.78.4.142-145

Gholami, J., Sarkhosh, M., & Abdi, H. (2016). An exploration of teaching practices of private, public, and public-private EFL Teachers in Iran. Journal of Teacher Education for Sustainability, 18(1), 16–33. doi:10.1515/jtes-2016-0002

Goff, J. M. (2000). A more comprehensive accountability model. Washington, DC: Council for Basic Education.

Hallberg, K., Drill, K., Brown-Simms, M., Svedkauskaite, A., & Akerstrom, J. (2009). Educational service agency accountability and accreditation: Is a national system needed? http://unesdoc.unesco.org/images/0025/002595/259542e.pdf

Hamilton, L., & Stecher, B. (2004). Responding effectively to test-based accountability. Phi Delta Kappan, 85(8), 578–583. doi:10.1177/001317270408500804

Hansheek, E., & Raymond, M. (2002). Sorting out accountability systems. In W. Evers & H. Walberg (Eds.), School accountability (pp. 75–104). Palo Alto, CA: Stanford University, Hoover Press.

Hawks, S. J. (2014). The flipped classroom: Now or never? AANA Journal, 82(4), 264–269.

Hossain, M. (2017). The state of accountability in the education sector of Bangladesh: A critical overview. http://unesdoc.unesco.org/images/0025/002595/259542e.pdf

Jones, K. (2004). A balanced school accountability model: An alternative to high-stakes testing. Phi Delta Kappan, 85(8), 584–590. doi:10.1177/001317270408500805

Khoshrina, H., & Hashemi Toroujani, S. M. (2017). A comparative study of the government and private sectors’ effectiveness in ELT Program: A case of Iranian intermediate EFL learners’ oral proficiency examination. Studies in English Language Teaching, 5 (1), 86–108. doi:10.22158/selt.v5n1p86

Kowalski, T. J. (2010). The school principal: Visionary leadership and component management. New York: Routledge.

Larson, L. (2011). Principal and teacher accountability laws. House research, http://www.house.mn/hrd/hrd.htm

Lee, S. M., Kushner, J., & Cho, S. H. (2007). Effects of parent’s gender, child’s gender and parental involvement on the academic achievement of adolescents in single parent families. Sex Roles, 56(3), 149–157. doi:10.1007/s11199-006-9157-1

Levitt, R., Janta, B., & Wegrich, K. (2008). Accountability of teachers: Literature review. http://dera.ioe.ac.uk/14020/1/1009_Accountability_of_teachers_Literature_review.pdf

McLaughlin, J. E., Roth, M. T., Glott, D. M., Gharakholonareh, N., Davidson, C. A., Griffin, L. M., & Mumper, R. J. (2014). The flipped classroom: A course redesign to foster learning and engagement in a health professions school. Academic Medicine, 89 (2), 236–243. doi:10.1097/ACM.0000000000000886

Meshkat, M., & Hassani, M. (2012). Demotivating factors in learning English: A case of Iran. Procedia-Social and Behavioral Sciences, 31(1), 745–749. doi:10.1016/j.prosbs.2011.12.134

Mirhosseini, A., & Khodakarami, S. (2015). A glimpse of contrasting de jure-de facto policies in Iran. In C. Kennedy (Ed.), English language teaching in the Islamic Republic of Iran: Innovations, trends, and challenges (pp. 23–34). London: British Council.

Moradi, S., Bin Hussin, S., & Barzegar, N. (2012). School-based management (SBM), opportunity or threat (Education systems of Iran). Procedia-Social and Behavioral Sciences, 69, 2143–2150. doi:10.1016/j.prosbs.2012.12.179

Nakpodia, E. D., & Okiemute, A. R. (2011). Teacher’s accountability in Nigerian education system: Perceptions of teachers and administrators in Delta state. International NGO Journal, 6(7), 152–158.

Novidinia, H., Kiani, G., Akbari, R., & Ghaffor Samar, R. (2014). EFL teacher performance evaluation in Iranian high schools: Examining the effectiveness of the status quo and setting the groundwork for developing an alternative model. International Journal of Humanities, 21(4), 27–53.

Ostovar, N. A. (2006). Forces steering Iranian language teachers’ work: A grounded theory. The Reading Matrix, 6(2), 90–105.

Pazhouhesh, M. (2014). Teaching English in state-run and private language schools in Iran: Approaches, designs and procedures. International Journal of Language Learning and Applied Linguistics World, 5 (1), 43–56.

Perie, M., Park, J., & Klau, K. (2007). Key elements of educational accountability models. Washington, DC: CCSSO. http://www.iegsweb.state.wy.us/IntrimCommittee/2011/SelectAccountabilityKey%20elements%20final2.pdf

Pollock, K., & Hauseman, D. C. (2015). Principal leadership in Canada. In H. Arlestig, C. Day, & O. Johansson (Eds.), A decade of research on school principals: Cases from 24 countries (pp. 202–232). Dordrecht, The Netherlands: Springer.

Porter, A. C., Chester, M. D., & Schlesinger, M. D. (2004). Framework for an effective assessment and accountability program. Teachers College Record, 106(6), 1358–1400. doi:10.1111/j.1467-9620.2004.00382.x

Razmjoo, A. (2007). High schools or private institutes textbooks? Which fulfill communicative language teaching principles in the Iranian context? Asian EFL Journal, 9(4), 1–16.

Richards, K. (2009). Trends in qualitative research in language teaching since 2000. Language Teaching, 42(2), 147–180. doi:10.1017/S0261444808005612

Rosenkvist, M. A. (2010). Using student test results for accountability and improvement: A literature review. OECD Education Working Paper, 54, 1–50.

Rushton, S., Morgan, J., & Richard, M. (2007). Teacher’s Myers-Briggs personality profiles: Identifying effective teacher personality traits. Teaching and Teacher Education, 23 (4), 432–441. doi:10.1016/j.tate.2006.12.011
Sadeghi, K., & Richards, J. C. (2015). The idea of English in Iran: An example from Urmia. Journal of Multilingual and Multicultural Development, 37(4), 1–16.

Sanders, W. L., & Horn, S. P. (1998). Research findings from the Tennessee value-added assessment system (TVAAS) database: Implications for educational evaluation and research. Journal of Personnel Evaluation in Education, 12(3), 247–256. doi:10.1023/A:1008067210518

Stecher, B., & Kirby, S. N. (2004). Organizational improvement and accountability: Lesson for education from other sectors. RAND Education Report. California: RAND Corporation.

Taylor, P. G. (2005, August 19). Managing our attentional economy in a changing landscape: Complexity, learning and leadership. Keynote presentation at Queensland Teachers Union's Leadership: The Changing Landscape Conference for Educational Administrators, Brisbane Convention and Exhibition Centre.

Tweedie, J. (1989). Parental rights and accountability in public education: Special education and choice of school. Yale Law & Policy Review, 7(2), 396–418.

White, R. (2011). A sociocultural understanding of mediated learning, peer cooperation and emotional well-being. Emotional and Behavioral Difficulties, 16(1), 15–33. doi:10.1080/13632752.2011.545600
Appendix A: (PAETIQ)

| No. | Statements                                                                 | Strongly Disagree | Disagree | I don’t know | Agree   | Strongly Agree |
|-----|---------------------------------------------------------------------------|-------------------|----------|--------------|---------|----------------|
| 1   | I am satisfied with the quality of teaching and learning English at this school. |                   |          |              |         |                |
| 2   | I am satisfied with the opportunities I give my students to learn speaking English. |                   |          |              |         |                |
| 3   | I am satisfied with the opportunities I give my students to learn writing English. |                   |          |              |         |                |
| 4   | I am satisfied with the opportunities I give my students to learn reading English. |                   |          |              |         |                |
| 5   | I am satisfied with the opportunities I give my students to learn listening English. |                   |          |              |         |                |
| 6   | I am satisfied with the opportunities I give my students to learn English pronunciation/accent. |                   |          |              |         |                |
| 7   | I am satisfied with the opportunities I give my students to learn English vocabulary. |                   |          |              |         |                |
| 8   | I am satisfied with the opportunities I give my students to learn English grammar. |                   |          |              |         |                |
| 9   | Students must be provided with what they need to learn English effectively. |                   |          |              |         |                |
| 10  | I help my students enjoy English class activities.                         |                   |          |              |         |                |
| 11  | My students must understand what they are expected to learn English.        |                   |          |              |         |                |
| 12  | I support my students to help each other learn English better.              |                   |          |              |         |                |
| 13  | My students are supported to get involved in English social activities.     |                   |          |              |         |                |
| 14  | My students are supported to try their best at learning English.            |                   |          |              |         |                |
| 15  | My students follow the rules of English classrooms. If not, I punish them.  |                   |          |              |         |                |

(Continued)
No. | Statements                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Strongly Disagree | Disagree | I don’t know | Agree | Strongly Agree |
---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|----------|--------------|-------|---------------|
16 | I support my students to access programs and services to get help with schoolwork.                                                                                                                                                                                                                                                                                                                                                   |                   |          |              |       |               |
17 | When my students need help, I encourage them to ask available English teachers at school to solve the problems.                                                                                                                                                                                                                                                                                                         |                   |          |              |       |               |
18 | My students must be taught the English knowledge, skills, and attitudes necessary for using English throughout their lifetime.                                                                                                                                                                                                                                                                                      |                   |          |              |       |               |
19 | My students must be taught the attitudes and behaviors to be successful in using English when they leave school.                                                                                                                                                                                                                                                                                                               |                   |          |              |       |               |
20 | I try to make the best decisions about English language learning and teaching.                                                                                                                                                                                                                                                                                                                                                                   |                   |          |              |       |               |
21 | I am satisfied with the opportunity to get involved in decisions about students’ learning English.                                                                                                                                                                                                                                                                                                                              |                   |          |              |       |               |
22 | I am satisfied that English teachers and students consider my input into decisions.                                                                                                                                                                                                                                                                                                                                         |                   |          |              |       |               |
23 | The quality of learning English that my students have experienced has improved with my support.                                                                                                                                                                                                                                                                                                                              |                   |          |              |       |               |
24 | My students access the counseling services in English learning at a timely manner when needed.                                                                                                                                                                                                                                                                                                                               |                   |          |              |       |               |
25 | My students have received special support to meet their needs in learning English.                                                                                                                                                                                                                                                                                                                                           |                   |          |              |       |               |
26 | I am satisfied with my students’ grades in English.                                                                                                                                                                                                                                                                                                                                                                               |                   |          |              |       |               |
27 | I support my students to do English interactive homework with their classmates.                                                                                                                                                                                                                                                                                                                                                |                   |          |              |       |               |
28 | I produce information for families about their children’s improvement or failure in English learning.                                                                                                                                                                                                                                                                                                                        |                   |          |              |       |               |
29 | I make two-way channels to communicate from school to home and from home to school to maximize learning English.                                                                                                                                                                                                                                                                                                            |                   |          |              |       |               |

(Continued)
| No. | Statements                                                                 | Strongly Disagree | Disagree | I don't know | Agree | Strongly Agree |
|-----|-----------------------------------------------------------------------------|-------------------|----------|--------------|-------|----------------|
| 30  | I provide information for families on how to check their children’s English schoolwork at home. |                   |          |              |       |                |
| 31  | I provide constant information for parents on how to help their children improve their skills to learn English better. |                   |          |              |       |                |
| 32  | I am satisfied with my students.                                            |                   |          |              |       |                |
| 33  | I am satisfied with English books that are taught.                          |                   |          |              |       |                |
| 34  | I am satisfied with employing efficient English teachers.                   |                   |          |              |       |                |
| 35  | This school has a standard English testing system.                          |                   |          |              |       |                |
| 36  | This school has good management system to improve English teaching and learning. |                   |          |              |       |                |
| 37  | I provide my students with good facilities to learn English.                |                   |          |              |       |                |
| 38  | I am accountable when the school does not meet English teaching and learning expectations. |                   |          |              |       |                |
| 39  | English teachers are partially responsible for students’ English improvement. |                   |          |              |       |                |
| 40  | Parents are partially responsible for their children’s English improvement. |                   |          |              |       |                |
| 41  | My students are partially responsible for their English development.       |                   |          |              |       |                |
| 42  | I am partially responsible for students’ English development.               |                   |          |              |       |                |
| 43  | If English teachers and learners do not do their job properly, I punish them. |                   |          |              |       |                |
| 44  | The best English teachers and learners are deserved to be rewarded.         |                   |          |              |       |                |
| 45  | English classrooms are sometimes observed by supervisors.                   |                   |          |              |       |                |
| 46  | It is my duty to provide English teachers with training sessions, workshops, and conferences. |                   |          |              |       |                |
Appendix B: (TAETIQ)

| No. | Statements                                                                                     | Strongly Disagree | Disagree | I don’t know | Agree | Strongly Agree |
|-----|------------------------------------------------------------------------------------------------|-------------------|----------|--------------|-------|----------------|
| 1   | I am satisfied with the quality of my English teaching.                                        |                   |          |              |       |                |
| 2   | I am satisfied with the opportunities my students have to learn speaking English.              |                   |          |              |       |                |
| 3   | I am satisfied with the opportunities my students have to learn writing English.               |                   |          |              |       |                |
| 4   | I am satisfied with the opportunities my students have to learn reading English.                |                   |          |              |       |                |
| 5   | I am satisfied with the opportunities my students have to learn listening English.              |                   |          |              |       |                |
| 6   | I am satisfied with the opportunities my students have to learn English pronunciation/accents. |                   |          |              |       |                |
| 7   | I am satisfied with the opportunities my students have to learn English vocabulary.             |                   |          |              |       |                |
| 8   | I am satisfied with the opportunities my students have to learn English grammar.                 |                   |          |              |       |                |
| 9   | My students must be provided with what they need to learn English.                              |                   |          |              |       |                |
| 10  | I help my students enjoy English class activities.                                              |                   |          |              |       |                |
| 11  | I teach my students what they are expected to learn English effectively.                         |                   |          |              |       |                |
| 12  | I help my students to support each other in learning English.                                   |                   |          |              |       |                |
| 13  | I support my students to get involved in social English activities.                             |                   |          |              |       |                |
| 14  | I support my students to do their best at learning English.                                     |                   |          |              |       |                |
| 15  | I have my students follow the rules of English classrooms. If not, I punish them.                |                   |          |              |       |                |
| 16  | I provide my students with programs to get help while doing class work.                        |                   |          |              |       |                |
| 17  | When my students need help, I am available to help them.                                        |                   |          |              |       |                |

(Continued)
| No. | Statements                                                                 | Strongly Disagree | Disagree | I don’t know | Agree | Strongly Agree |
|-----|----------------------------------------------------------------------------|------------------|----------|--------------|-------|----------------|
| 18  | I teach my students the English knowledge, skills, and attitudes necessary for using English throughout their lifetime. |                  |          |              |       |                |
| 19  | I teach my students the attitudes and behaviors to be successful in using English when they leave this school. |                  |          |              |       |                |
| 20  | I try to get involved in making decisions about my students’ learning English. |                  |          |              |       |                |
| 21  | I am satisfied with getting involved in decisions about my students’ learning English. |                  |          |              |       |                |
| 22  | I am satisfied that my input into decisions is considered. |                  |          |              |       |                |
| 23  | The quality of learning English that my students have experienced has improved. |                  |          |              |       |                |
| 24  | My students are supported to access my counseling services in English learning at a timely manner when needed. |                  |          |              |       |                |
| 25  | I provide my students with special support to meet their needs in learning English. |                  |          |              |       |                |
| 26  | I am satisfied with my students’ grades in English. |                  |          |              |       |                |
| 27  | I help my students do English interactive homework with their classmates. |                  |          |              |       |                |
| 28  | I produce information for families about their children’s improvement or failure in English learning. |                  |          |              |       |                |
| 29  | I make two-way channels to communicate from school to home and from home to school to maximize learning English. |                  |          |              |       |                |
| 30  | I provide information for families on how to check their children’s English homework at home. |                  |          |              |       |                |
| 31  | I provide constant information for parents on how to help their children improve their skills. |                  |          |              |       |                |
| 32  | I am satisfied with my students. |                  |          |              |       |                |
| 33  | I am satisfied with English books that I teach. |                  |          |              |       |                |

(Continued)
| No. | Statements                                                                 | Strongly Disagree | Disagree | I don’t know | Agree | Strongly Agree |
|-----|---------------------------------------------------------------------------|-------------------|----------|--------------|-------|---------------|
| 34  | I am satisfied with being an efficient English teacher.                  |                   |          |              |       |               |
| 35  | I provide my students with standardized tests.                           |                   |          |              |       |               |
| 36  | I have good classroom management.                                        |                   |          |              |       |               |
| 37  | I use appropriate facilities.                                            |                   |          |              |       |               |
| 38  | I am accountable when my class does not meet English teaching and learning expectations. |                   |          |              |       |               |
| 39  | I am partially responsible for my students’ English improvement.         |                   |          |              |       |               |
| 40  | Parents are partially responsible for their children’s English improvement. |                   |          |              |       |               |
| 41  | My students are partially responsible for their English development.     |                   |          |              |       |               |
| 42  | The school principal is partially responsible for students’ English development. |                   |          |              |       |               |
| 43  | If my students do not study effectively, I punish them.                  |                   |          |              |       |               |
| 44  | If my students study effectively, I reward them.                         |                   |          |              |       |               |
| 45  | When supervisors observe my class, I try to resolve the problems.        |                   |          |              |       |               |
| 46  | It is my duty to develop professionally.                                 |                   |          |              |       |               |
### Appendix C: (LAELIQ)

| No. | Statements                                                                 | Strongly Disagree | Disagree | I don't know | Agree | Strongly Agree |
|-----|-----------------------------------------------------------------------------|--------------------|----------|--------------|-------|----------------|
| 1   | I am satisfied with the quality of my English learning.                     |                    |          |              |       |                |
| 2   | I am satisfied with the opportunities I have to learn speaking English.     |                    |          |              |       |                |
| 3   | I am satisfied with the opportunities I have to learn writing English.      |                    |          |              |       |                |
| 4   | I am satisfied with the opportunities I have to learn reading English.      |                    |          |              |       |                |
| 5   | I am satisfied with the opportunities I have to learn listening English.    |                    |          |              |       |                |
| 6   | I am satisfied with the opportunities I have to learn English pronunciation/accent. |                    |          |              |       |                |
| 7   | I am satisfied with the opportunities I have to learn English vocabulary.   |                    |          |              |       |                |
| 8   | I am satisfied with the opportunities I have to learn English grammar.      |                    |          |              |       |                |
| 9   | I provide what I need to learn English effectively.                        |                    |          |              |       |                |
| 10  | I use entertaining exercises in learning English.                           |                    |          |              |       |                |
| 11  | I try to understand what I am expected to learn English.                   |                    |          |              |       |                |
| 12  | I help my classmates to learn English better.                              |                    |          |              |       |                |
| 13  | I try to get involved in social English activities.                        |                    |          |              |       |                |
| 14  | I help myself learn English effectively.                                   |                    |          |              |       |                |
| 15  | I follow the rules in my English class. If not, I blame myself.            |                    |          |              |       |                |
| 16  | I try to access my school programs and services to get help with schoolwork to learn English. |                    |          |              |       |                |
| 17  | When I need help in learning English, I ask my teacher to help me.         |                    |          |              |       |                |
| 18  | I try to learn the English knowledge, skills, and attitudes necessary for using English throughout my lifetime. |                    |          |              |       |                |

(Continued)
| No. | Statements                                                                                                                                                                                                                                                                                                                                 | Strongly Disagree | Disagree | I don't know | Agree | Strongly Agree |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|----------|--------------|-------|---------------|
| 19  | I try to learn the attitudes and behaviors to be successful in using English when I leave this school.                                                                                                                                                                                                                                   |                   |          |              |       |               |
| 20  | I try to make the right decisions about English learning.                                                                                                                                                                                                                                                                                  |                   |          |              |       |               |
| 21  | I am satisfied with making the opportunity for myself to be involved in decisions about learning English at home and at school.                                                                                                                                                                                                              |                   |          |              |       |               |
| 22  | I am satisfied that my input into decisions at my school is considered.                                                                                                                                                                                                                                                                     |                   |          |              |       |               |
| 23  | The quality of learning English that I experienced has improved with my effort.                                                                                                                                                                                                                                                            |                   |          |              |       |               |
| 24  | I try to access the counseling services in English learning at a timely manner at school when needed.                                                                                                                                                                                                                                   |                   |          |              |       |               |
| 25  | I support myself to meet my needs in learning English.                                                                                                                                                                                                                                                                                       |                   |          |              |       |               |
| 26  | I am satisfied with my grades in English.                                                                                                                                                                                                                                                                                                     |                   |          |              |       |               |
| 27  | I support interactive English activities with my classmates.                                                                                                                                                                                                                                                                               |                   |          |              |       |               |
| 28  | I produce information for my family about my improvement or failure in English learning.                                                                                                                                                                                                                                                   |                   |          |              |       |               |
| 29  | I make two-way channels to communicate from school to home and from home to school to maximize my learning English.                                                                                                                                                                                                                         |                   |          |              |       |               |
| 30  | I provide information for my family on how to check my English homework at home.                                                                                                                                                                                                                                                         |                   |          |              |       |               |
| 31  | I provide constant information for my parents on how to help me improve my skills to learn English better.                                                                                                                                                                                                                                  |                   |          |              |       |               |
| 32  | I am satisfied with my school principal and English teachers.                                                                                                                                                                                                                                                                              |                   |          |              |       |               |
| 33  | I am satisfied with my English books.                                                                                                                                                                                                                                                                                                      |                   |          |              |       |               |
| 34  | I am glad to be a successful English learner.                                                                                                                                                                                                                                                                                                 |                   |          |              |       |               |
| No. | Statements                                                                 | Strongly Disagree | Disagree | I don’t know | Agree | Strongly Agree |
|-----|---------------------------------------------------------------------------|-------------------|----------|--------------|-------|----------------|
| 35  | I use appropriate English testing books at home.                         |                   |          |              |       |                |
| 36  | I have enough time management skill to study English effectively.        |                   |          |              |       |                |
| 37  | In order to practice English at home, I provide the right equipment.     |                   |          |              |       |                |
| 38  | I am accountable when I cannot meet my English learning expectations.    |                   |          |              |       |                |
| 39  | My English teachers are partially responsible for my English development.|                   |          |              |       |                |
| 40  | My parents are partially responsible for my English development.         |                   |          |              |       |                |
| 41  | I am partially responsible for my English development.                   |                   |          |              |       |                |
| 42  | My school principal is partially responsible for my English development.|                   |          |              |       |                |
| 43  | I get demotivated, if I do not do my job properly in my English course.  |                   |          |              |       |                |
| 44  | If I pass my English course successfully, I get motivated to study more. |                   |          |              |       |                |
| 45  | I continually monitor my improvement in English.                         |                   |          |              |       |                |
| 46  | It is my duty to provide myself with English resources at home to improve my English skills. |                   |          |              |       |                |
## Appendix D: (PTAETIQ)

| No. | Statements | Strongly Disagree | Disagree | I don't know | Agree | Strongly Agree |
|-----|------------|-------------------|----------|--------------|-------|----------------|
| 1   | I am satisfied with my child’s quality of learning English. | | | | | |
| 2   | I am satisfied with providing my child with the opportunities to learn speaking English. | | | | | |
| 3   | I am satisfied with providing my child with the opportunities to learn writing English. | | | | | |
| 4   | I am satisfied with providing my child with the opportunities to learn reading English. | | | | | |
| 5   | I am satisfied with providing my child with the opportunities to learn listening English. | | | | | |
| 6   | I am satisfied with providing my child with the opportunities to learn English pronunciation/ accent. | | | | | |
| 7   | I am satisfied with providing my child with the opportunities to learn English vocabulary. | | | | | |
| 8   | I am satisfied with providing my child with the opportunities to learn English grammar. | | | | | |
| 9   | My child must be provided with what he/she needs to learn English effectively. | | | | | |
| 10  | I help my child enjoy English class activities. | | | | | |
| 11  | My child must understand what he/she is expected to learn English effectively. | | | | | |
| 12  | I help my child assist his/her classmates to learn English better. | | | | | |
| 13  | I help my child get involved in social English activities. | | | | | |
| 14  | I help my child try his/her best at learning English. | | | | | |
| 15  | My child must do his/her English homework regularly at home. If not, I punish him/her. | | | | | |
| 16  | I help my child access programs to learn English. | | | | | |
| 17  | When my child needs help, I encourage him/her to ask available English teachers at school to solve the problems. | | | | | |

(Continued)
| No. | Statements                                                                                                                                                                                                 | Strongly Disagree | Disagree | I don't know | Agree | Strongly Agree |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|----------|--------------|-------|----------------|
| 18  | I ask my child to learn the English knowledge, skills, and attitudes necessary for using English throughout his/her lifetime.                                                                          |                   |          |              |       |                |
| 19  | I try to make my child aware of the importance of learning English.                                                                                                                                          |                   |          |              |       |                |
| 20  | I try to get involved in making decisions about my child’s learning English.                                                                                                                                   |                   |          |              |       |                |
| 21  | I am satisfied with making the opportunity at home to be involved in decisions about my child’s learning English.                                                                                             |                   |          |              |       |                |
| 22  | I am satisfied that my input into decisions about my child’s English learning at home is considered.                                                                                                                                                   |                   |          |              |       |                |
| 23  | The quality of learning English that my child experienced has improved with my support.                                                                                                                                                                         |                   |          |              |       |                |
| 24  | I support my child to access the counseling services in English learning at a timely manner at school when needed.                                                                                                                                               |                   |          |              |       |                |
| 25  | My child has received special support at home to meet his/her needs in learning English.                                                                                                                                                                      |                   |          |              |       |                |
| 26  | I am satisfied with my child’s grades in English.                                                                                                                                                                                                                  |                   |          |              |       |                |
| 27  | I support my child to do English interactive homework with his/her friends at home.                                                                                                                                                                              |                   |          |              |       |                |
| 28  | I produce information for my child’s English teacher about my child’s improvement or failure in English learning at home.                                                                                                                                       |                   |          |              |       |                |
| 29  | I make two-way channels to communicate from school to home and from home to school to maximize my child’s learning English.                                                                                                                                   |                   |          |              |       |                |
| 30  | I provide information to my child’s English teacher on how I check my child’s schoolwork at home.                                                                                                                                                                 |                   |          |              |       |                |
| 31  | I provide constant information to my child’s English teacher on how I help my child improve his/her English skills.                                                                                                                                           |                   |          |              |       |                |

(Continued)
| No. | Statements                                                                 | Strongly Disagree | Disagree | I don’t know | Agree | Strongly Agree |
|-----|---------------------------------------------------------------------------|-------------------|----------|--------------|-------|----------------|
| 32  | I am satisfied with my child’s school principal and English teachers.     |                   |          |              |       |                |
| 33  | I provide my child with necessary resources to learn English.             |                   |          |              |       |                |
| 34  | My child has supportive parents to be a good English language learner.   |                   |          |              |       |                |
| 35  | I provide my child with standard English testing books.                  |                   |          |              |       |                |
| 36  | I have enough management at home to make my child study English effectively. |                   |          |              |       |                |
| 37  | I provide my child with good facilities to practice English at home.     |                   |          |              |       |                |
| 38  | I am accountable when my child does not meet my expectations in learning English. |                   |          |              |       |                |
| 39  | English teachers are partially responsible for my child’s English improvement. |                   |          |              |       |                |
| 40  | I am partially responsible for my child’s English improvement.           |                   |          |              |       |                |
| 41  | My child is partially responsible for his/her English improvement.      |                   |          |              |       |                |
| 42  | This English school principal is partially responsible for my child’s English improvement. |                   |          |              |       |                |
| 43  | If my child fails in his/her English course, I punish him/her.           |                   |          |              |       |                |
| 44  | If my child passes his/her English course successfully, I provide some rewards. |                   |          |              |       |                |
| 45  | I monitor my child’s English homework at home.                           |                   |          |              |       |                |
| 46  | It is my duty to provide my child with English resources to improve his/her English skills. |                   |          |              |       |                |
Appendix H
Principal Accountability Interview Questions

(1) What are your purposes of being a principal regarding teaching English?

(2) In what management systems are you working to improve your students’ English learning? What are the main constraints or specifications in teaching English at your school?

(3) How do you measure teacher qualifications, curriculum, and learning environments in teaching and learning English?

(4) What data are available to be used in evaluating your school regarding teaching and learning English?

(5) Who is held responsible for your school’s English teaching and learning efficiency?

(6) What is satisfactory progress in your school regarding English teaching and learning?

(7) What consequences (positive and negative) can your school support concerning English teaching and learning?

(8) What rewards & sanctions are effective in obtaining the goals of your school in effective English teaching and learning?

(9) How are the results of your school reported to parents regarding English learning?

(10) How do parents get informed of the goals and limitations of your school in the subject of English teaching and learning?

(11) How does your system provide the schools with the support needed to improve the results required in effective English teaching and learning?

(12) What support (e.g. professional development) do English teachers need to increase the quality of teaching and learning English in your school?

(13) How is your system monitored and evaluated regarding English teachers and learners?

(14) How are the results of this monitoring and evaluation used to improve English teaching and learning in your school?

Appendix I
Teacher Accountability Interview Questions

(1) What are your purposes of being an efficient English teacher?

(2) In what educational environment are you working? What are the main constraints or specifications of teaching English?

(3) How do you measure your teaching qualifications, curriculum, and learning environments?

(4) What data are available to be used in evaluating your teaching?

(5) Who is held responsible for teaching English effectively?
(6) What is satisfactory progress in your profession?

(7) What consequences (positive and negative) can your job support?

(8) What rewards and sanctions are effective in obtaining the goals of teaching English?

(9) How are the results of your teaching reported to the school principal?

(10) How are the principal informed of the aims and limitations of your teaching?

(11) How do you provide the students with the support needed to improve the results required?

(12) What support (e.g. professional development) do you need to improve your teaching?

(13) How is your teaching quality monitored and evaluated?

(14) How are the results of this monitoring and evaluation used to improve your teaching?

Appendix J

Parent Accountability Interview Questions

(1) What are your purposes of sending your child to this school regarding its quality for teaching English?

(2) How are you monitoring your child’s English improvement?

(3) How do you measure your child’s English growth, his or her teachers, and school?

(4) What data are available to be used in evaluating your child’s improvement in English?

(5) Who is held responsible for your child’s learning English?

(6) What is satisfactory progress in your child’s English learning?

(7) What consequences (positive and negative) can you support regarding your child’s English learning?

(8) What rewards and sanctions are effective for your child to obtain the goals of learning English effectively?

(9) How do you report the results of your child’s English practice at home to his/her English teacher?

(10) How do you communicate with your child’s English teacher about the goals and limitations of your child’s improvement?

(11) How do you provide your child with the support needed to improve the results required in learning English effectively?

(12) What support does your child need to learn English?

(13) How is your child’s learning English monitored and evaluated by you at home and at school?

(14) How are the results of this monitoring and evaluation used to improve your child’s English learning?
Appendix K

Learner Accountability Interview Questions

(1) What are your purposes of learning English at this school?

(2) How are you monitoring your improvement at this school?

(3) How do you measure your English improvement, your teachers’ quality, and your school system regarding English teaching?

(4) What data are available to be used in evaluating your improvement in English at this school?

(5) Who is held responsible for your learning English?

(6) What is satisfactory progress in your English learning?

(7) What consequences (positive and negative) do you provide for yourself regarding your English learning?

(8) What are useful for you to become motivated in obtaining the goals of your English learning?

(9) How do you report the results of your improvement in English to your parents?

(10) How do you get informed of the goals and limitations of your English learning?

(11) How do you provide yourself with the support needed to improve the results required in learning English effectively?

(12) How can you support yourself to learn English effectively?

(13) How is your improvement in learning English monitored and evaluated by you?

(14) How are the results of this monitoring and evaluation used by you to improve your English learning?
